

ANNUAL REPORT TO THE SCHOOL COMMUNITY



**OUR LADY OF THE IMMACULATE
CONCEPTION PARISH PRIMARY SCHOOL,
SUNSHINE**

2018

REGISTERED SCHOOL NUMBER: 1101



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E NUMBER	E1096

Minimum Standards Attestation

I, Patrizia Bertani, attest that Our Lady of the Immaculate Conception Parish School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

07/05/2019

Our School Vision



Our Lady of the Immaculate Conception
Parish Primary School



OUR 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.

OUR VALUES

With

Faith

Justice

Peace

Respect

Service

Courage

Compassion



Our Values are derived from the lives and works of:



Jesus as recorded in the Gospels



St. Mary of the Cross MacKillop – co-founder of the Sisters of St. Joseph of the Sacred Heart



Mary, mother of Jesus



St. Eugene de Mazenod – founder of the Oblate Fathers of Mary Immaculate

School Overview

Our Lady's School has been providing a Catholic education in Sunshine for the last 99 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 Josephite Sisters who staffed 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. 2018 was Father Peter's third year as our Parish Priest and the school community has been thriving under his leadership. Father Peter has been very supportive of the school and very actively involved. The school thanks Father Peter for his ongoing spiritual guidance and his 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 is experiencing growth 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 townhouses becoming more increasingly part of the landscape.

The school is proud of its cultural diversity. Seventy percent of the 362 students who attend Our Lady's school have a background other than English. Whilst the area has been characterised in the past 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 is continuing to undergo rapid change with high rise buildings and apartments now becoming a familiar part of the landscape.

Our 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 trend showing a slight increase in Catholic enrolments continuing in 2018.

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. We also had nineteen refugee students who were allocated an EAL teacher to support their English language acquisition and to provide ongoing support for their families. This was very successful and ensured inclusivity and access to the school's curriculum and resources for both the students and their families. There has been a shift in the last four years in the background of refugee students as in 2018 our refugee students were all from Myanmar (Burma).

In 2018 out of a total enrolment of 362 the school had 186 boys and 176 girls. There were 30 students funded for additional needs. In 2018 the school 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 six Learning Support Officers, a school psychologist (one day per week) and a Speech Therapist (one day per fortnight). In 2018 we continued to make links with outside organisations to strengthen and enrich the learning experiences we provided for

our students. This was mostly done via our Family Schools Partnerships Convener Greg Woolford who liaised with local artists and the local council to enhance both our art and sustainability programs.

In 2018 twenty- three percent of all students attending Our Lady's school were in a structured school environment for six days per week due to attendance at Saturday schools offering first language learning programs. The most common of these remained Vietnamese but also includes Cantonese with a small number attending Greek, German and Croatian language classes. This leaves little time to learn by first hand experiences so the school makes a concerted effort to provide rich, real and relevant learning experiences that include an exciting range of excursions, incursions and school camps.

We will continue to sustain and strengthen our focus on personalising learning, differentiating the curriculum according to student needs, providing targeted intervention, strengthening student wellbeing and student engagement. In 2018 we continued to implement strategically selected curriculum initiatives aligned to our School Improvement Plan and our Annual Action Plan. This ongoing and focused approach has been effective in the formation of a learning community which is student-centred and focused on developing an excellent model of Contemporary learning within a Catholic school context, inspired by the *Horizons of Hope* curriculum framework.

2018 was the second year of our four-year school improvement cycle (2017-2020). We continued to nurture and strengthen our vision of transforming our school into a learning community which realises and supports the full flourishing of each and every child as well as the parents and staff who are a part of the Our Lady's Parish School Community. The four year school improvement goals established by the school review in 2016 continued to be the focus of our work in 2018 in all of the 5 Spheres of Schooling as outlined below:

Education in Faith

Goal

To support students to form their identity in dialogue with the Catholic Tradition within the school's culture and pedagogy.

Intended Outcomes

- That teacher's professional knowledge and application of learning hermeneutically will improve their capacity to enable students' learning.
- That greater provision for the role of student voice will enable students to be actively engaged with Catholic beliefs and practices

Learning and Teaching

Goal

To enable all students to achieve success in a student-centre contemporary, inclusive and innovative community focussed on learning that is rigorous, relevant and engaging.

Intended Outcomes

- That rates of learning growth in literacy and numeracy will improve.
- That students' confidence and motivation to learn will improve.

Student Wellbeing

Goal

To create a learning environment that maximises each students' sense of wellbeing, engagement and connectedness to school.

Intended Outcomes

- That students' emotional wellbeing will improve.
- That there is improvement in students' understanding of appropriate behaviour for learning.

Leadership and Management

Goal

To create a clearly articulated vision of a vibrant and professional culture that embraces growth for all through research and evidence-based practice, collaborative feedback, reflection and analysis.

Intended Outcomes

- That role clarity will improve.
- That professional growth will be enhanced by more personalised professional development.

Community

Goal

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

Intended Outcomes

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

The strategic intent for Our Lady's school has been designed to capture the essential elements that will continue to underpin our work over the remaining two years of our four-year School Improvement Plan. In 2018 we continued to focus on implementing and embedding our strategic intent as outlined below, at the heart of all we do.

Our Lady's will commit to:

- Opening up spaces of meaning which engage Catholic faith with what matters most in the hearts and minds of the students
- Develop a shared understanding of effective visible learning and teaching
- Dialogue that promotes clarity, feedback and communication
- Personalising learning for students and staff that is designed to meet individual needs and improved outcomes
- Deepening and diversifying relationships across our parish, local and global communities to ensure universal learning for excellence at Our Lady's school.



Principal's Report

2018 was a year of innovation and many achievements at Our Lady's school which saw improvements made across the school. These improvements were focused on building teacher capacity to improve classroom practice and thereby learning for all students. Strengthening our intervention framework to better target students' needs and differentiate learning was at the heart of our work in 2018. This included using our expert teachers so that they could be even more effective and efficient at supporting teachers to implement the desired curriculum as stated in our Annual Action Plan for 2018. We believe that we made progress towards achieving this but will need to continue this work in 2019.

It was a year where Catholic schools across Victoria were required to transition into the Nationally Consistent Collection of Data (NCCD). This process required schools to complete the Nationally Consistent Collection of data on School Students with Disability every year. It counts the number of students who receive additional adjustments or 'help' at school because of a disability. The NCCD helps government plan for the needs of students with disability and allocates funding based on each child's needs to schools.

At Our Lady's an NCCD team was established led by the Learning Diversity Leader. This team attended professional development organised by Catholic Education Melbourne and facilitated NCCD focused professional learning for staff. This resulted in refining our learning and understanding in this area and teachers learning from and with each other. The school fully implemented the NCCD guidelines and were supported throughout this process by staff from the Western Zone Catholic Education Office. It was a time of much learning, dialogue and reflection and the school will be in a much stronger position next year when the process will be enacted again in 2019.

We continued to offer Middle Leadership positions for teachers who were interested in developing leadership skills. The three positions consisted of: Junior Learning Leader, Middle Learning Leader and Senior Learning Leader. The successful applicants were provided with regular professional learning with Kath Murdoch and regular GROWTH coaching and leadership training from Pauline Zappulla. The principal met regularly with the new leaders to provide professional support, mentoring and give feedback. The access to these human resources provided great support and nurturing for the new leaders. This approach proved to be very successful.

The Parents and Friends committee and their dedicated volunteers had worked very hard over the last two years to raise enough funds to purchase a much needed Kiln to enhance our Visual Arts program. This dream was realised in 2018 due the Parents and Friends committee who raised a total of \$17,390 for the Kiln. The school was very appreciative of this wonderful new resource and very grateful for the ongoing support provided by the Parents and Friends committee.

Another major achievement was the trialling of the SeeSaw App. This trial was led by Mrs Christine Carabott and four classroom teachers Mr John Buttigieg, Ms Anna-Maria Murphy, Miss Jessica Steele and Miss Jennifer Howe. The SeeSaw App was trialled as a tool for strengthening parent engagement with the school, providing parents with feedback about their child's learning and using technology to enhance the school's communication with parents. The trial was a great success amongst teachers, parents and students. At the end of the year staff and parents agreed to replacing the paper Learning Journals that were used with the Foundation, Year One, Two and Three classes and the Digital Portfolios used with the Year Four, Five and Six classes with the SeeSaw App. The SeeSaw App also replaced the Class Sites that had been used by teachers to communicate to parents via the Our Lady's school website. This is innovation in action and demonstrated our commitment to using technology to enhance and improve on our practice.

Another focus of our work in 2018 was to engage a new architect to design the school's masterplan. The masterplan would reflect the beliefs about contemporary learning and teaching at Our Lady's Catholic school and also plan to meet the future infrastructure needs of the school. Father Peter and the principal Ms Patrizia Bertani interviewed three different architectural firms until we made the decision to employ Clarke Hopkins Clarke to create the Masterplan. This was achieved in consultation with the students, parents and staff of Our Lady's school. The architects met with the school community throughout the year and gathered ideas. They formulated this into what finally became the Masterplan for Our Lady's school. This was shared with the Staff, Parent Advisory Board and the whole school community.

In 2018 the school held its biannual Art Show which was beautifully exhibited in our school hall for all parents, family members and friends of Our Lady's School Community to enjoy. The variety of art work included a bronze sculpture designed by the students in collaboration with a local artist and the school's art teacher Ms Pina McDonald. The Art Show was held in conjunction with the Dinner in the Yard and this proved to be a hugely successful combination with the majority of families attending. They enjoyed viewing the talented students' varied art pieces while also having the opportunity to enjoy catching up with other families in the school as well as the staff. It was a true joy to see the smiles of the students and parents throughout this community event. This event was a huge success amongst students, parents and staff. It was a wonderful for school community to come together and celebrate the students' art pieces and was overall a very uplifting event for all who attended.



During 2018 we continued the development of our garden along the front entrance of the school in Station Place. We received very positive communication from the community about how this has enhanced and refreshed the entrance to the school, making it more welcoming. During 2018 the school also organised that all large trees in the school premises be checked for safety reasons. Trees were removed if deemed unsafe and trees were also pruned for safety reasons. Safety is never compromised at Our Lady's and we have a full time maintenance worker that meets with the principal on a regular basis and follows a maintenance schedule to ensure that all is running smoothly.

Education in Faith

Goals

To support students to form their identity in dialogue with the Catholic Tradition within the school's culture and pedagogy.

Intended Outcomes

- That teacher's professional knowledge and application of learning hermeneutically will improve their capacity to enable students' learning.
- That greater provision for the role of student voice will enable students to be actively engaged with Catholic beliefs and practices.

Achievements

In 2018 Our Lady's school continued to focus on being a welcoming and inclusive school community for all with a strong leadership focus on nurturing the Catholic Identity via a pedagogy of encounter. This was evidenced in the school's inclusive nature, the religious symbols throughout the school environment, modelling of Gospel values and the participation of students and families from diverse religious denominations in the faith life of the school.

The school strengthened its focus on embedding the Catholic Social Justice Teachings within the school curriculum and using these to live out our Catholic identity and making it visible and meaningful in a contemporary way to the school community, our local and global community. This was achieved via teaching staff making explicit links in their planning with the Catholic Social Justice Teachings and then implementing these into their daily classroom practice in the teaching of RE via the Faith Life Inquiry learning. The students were encouraged to take action and to live out the Catholic Social Teachings as a way of living out the Gospel values. Many students were empowered and took action via their iTime learning to make a positive difference to their chosen area of focus.

The school continued to work towards building teachers' professional knowledge and application of learning hermeneutically in order to improve their capacity to enable students learning in this sphere. This was supported by providing regular opportunities for staff to engage in dialogue centred on deepening their understanding and connection to scripture via staff meetings and planning meetings. Visuals and commentaries are key tools that we use to explore meaning and support the development of deeper understanding amongst the staff in a trusting and respectful space which allows deep reflection and inquiry.

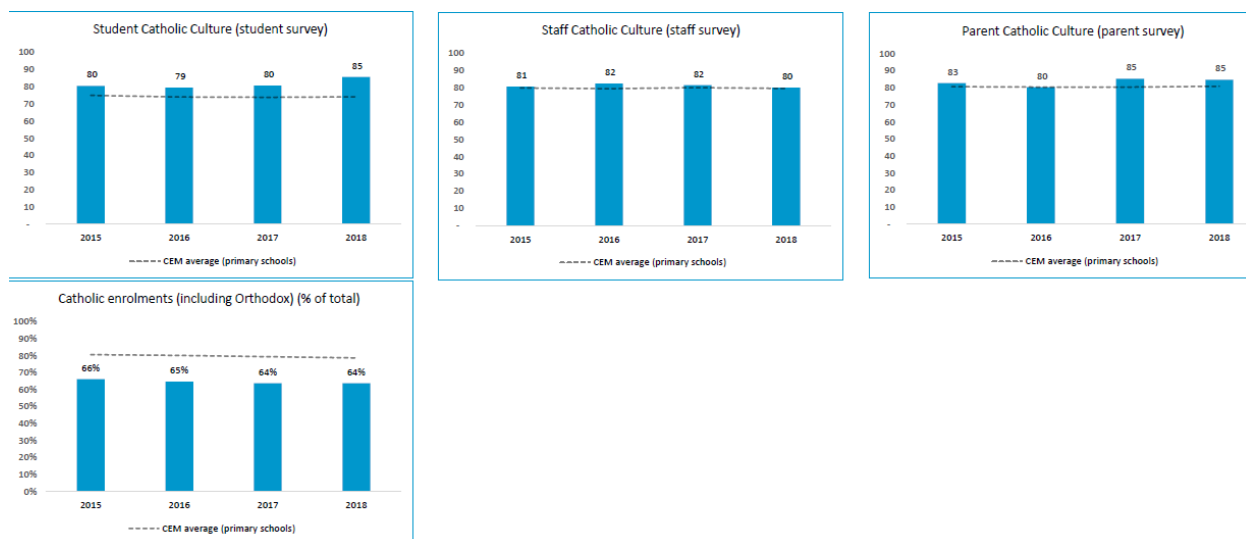
Expression of faith in beliefs and actions as intended is reflected in the 2018 results of the *Catholic Culture* School Improvement Survey (SIS). The school continued to improve and achieved above the mean for the Staff Aggregate at 79.9. Perceptions of staff, students and parents of the Behaviour of Staff have remained positive in the 2018 (SIS) data. Students' and Parents' ranking of the Behaviour of Staff remained very favourable with 90% favourable for students and 85% favourable for parents. This data demonstrates the consistency of staff modelling of faith-based values. Improvement in students' scores for Social Justice remained positive at 73%. Students' perception around Compassion in relation to Staff remained consistent at 88% positive as did the Parent data at 90% favourable. This very positive data highlights evidence of the expression of faith in action, as observed by students and the parent community. The Parent Aggregate Index (SIS) indicated consistently positive results well above the 80% favourable over the last two years.

The 2018 Insight SRC Catholic Culture data indicates that staff, parents and students recognised that Opportunity (84, 91,91) was a real strength, indicating that the school is... *'a place where their faith can be nurtured and expressed together as an active and engaged community'* (ECSI p.41). This demonstrates that strategies to deepen teacher understanding of scripture have also led to meaningful prayer and liturgy experiences for the whole school community. The 2018 data shows that staff, parent and student scores are well above the mean (Aggregate Index).

We continued to embed the RE Framework, introduced to staff in 2017 throughout 2018 and we continued to strengthen our whole school preference for Recontextualisation with the continued use of a Hermeneutic-Communicative approach and connections to Faith Life Inquiry learning.

In the sphere of Education in Faith Our Lady's school is continuing to build and strengthen the use of a dialogical approach, based on the Pedagogy of Encounter and focussed on embedding the Horizons of Hope Curriculum Framework into our practice. We hoped that our students and staff would begin to view our school and our world as a *'Sacred Landscape'*. Through dialogue and the sharing of both our own and others' expertise, we are continuing to explore and deepen our understanding of *'What it means to be Catholic in today's world?'*

Our Lady's school will continue to refine the delivery of RE across the whole school using a Hermeneutic-Communicative model, which is integrated across the curriculum in the form of Faith-Life-Inquiry Learning (FLI). This model permeates our school and is embedded in our way of being and thinking. We would like to continue to build on and strengthen this approach in 2019.



VALUE ADDED

- The Religious Education Leader's role was redesigned and became RE/Learning and Teaching Leader as a full time position with a POL 3 position attached.
- Focus continued on implementing the RE Framework, facilitating planning, delivering professional learning and working collaboratively with classroom teachers in their classrooms F-6 to embed the Hermeneutical approach to the Learning and Teaching of RE

- A whole school social justice focus which embeds the Catholic Social Justice Teachings into the Faith Life Inquiry learning
- The Sacramental program and Family Education nights
- RE Leader facilitating both staff meetings and Professional Learning Teams throughout the year with a focus on Scripture, moderation of RE and embedding inquiry learning strategies into the delivery of the RE Curriculum
- Providing time each term for staff to explore and deepen their knowledge and understanding of the whole school scripture via the *Dialogue of Encounter* approach
- Our strong focus on Mass and liturgies involving parish and school as well as making our Catholic Identity visible

Our varied and regular communication focused on RE to parents using our website, class sites, Skoolbag app, weekly newsletter, Friday Assemblies and school noticeboards.



Learning & Teaching

Goals

To enable all students to achieve success in a student-centre contemporary, inclusive and innovative community focussed on learning that is rigorous, relevant and engaging.

Intended Outcomes

- That rates of learning growth in literacy and numeracy will improve.
- That students' confidence and motivation to learn will improve.

Achievements

2018 was an exciting year for this sphere. It was the year where the Leadership team organised a two-day conference focussed on redesigning our curriculum so that it is in line with the Horizons of Hope Curriculum Framework from Catholic Education Melbourne and the Victorian Curriculum. Over the two days we achieved our aim to design a curriculum which is illuminated by our Catholic faith and supported learning for every child as well as a sense of wellbeing, connectedness and purpose in a global world. Staff collaborated over the two days and developed a well sequenced rich, engaging and exciting curriculum framework which will be implemented in 2019.

The strengthening of our Intervention program was a consistent focus in 2018. The staff planned using student data to drive the planning so that especially in the areas of Literacy and Numeracy classroom programs catered for the needs of all students. Staff collaborated closely building each other's capacity to differentiate instruction at students' point of need. Expert staff were allocated to work side by side with classroom teachers in the classroom. Staff participated in weekly Literacy or Numeracy PLTs as well as curriculum focussed staff meetings to build staff capacity in order to improve their classroom practice.

We also continued to nurture amongst all staff the personalisation of learning using an inquiry approach from the Junior classes across to the whole school. This was supported by regular professional learning opportunities for staff with Kath Murdoch who focused on supporting teachers to embed the inquiry process into their learning and teaching. This ensured that there was a consistent approach to the delivery of learning and teaching amongst all staff. The staff worked in teams and regularly met with Kath Murdoch who planned, modelled strategies for inquiry learning and provided teachers with ongoing feedback and expertise.

The middle leadership positions which included a Learning Leader for Junior, Middle and Senior teams were pivotal in providing ongoing support, feedback and dialogue so that we continued to innovate while at the same time improve and embed the personalisation of learning into our school practice. The Junior, Middle and Senior school leaders were provided with time to meet with their teams to reflect on current practice and set new goals in order to continue to improve the delivery of Discovery Learning in Foundation, Year One and Two and iTime in Years Three, Four, Five and Six. This approach proved to be very successful building confidence and collegiality amongst the staff who worked with great enthusiasm and dedication to implement this whole school approach.

The allocation of human resources and a budget for materials needed to support students' learning to enable the successful implementation of iTime and Discovery Learning was a crucial factor in its success. The principal and curriculum leaders allocated weekly two hour blocks to collaborate with teachers and students in the classroom, supporting the delivery of iTime. This type of close collaboration and ongoing professional dialogue has nurtured greater collegiality amongst the staff and a created a school environment where staff are sharing their expertise and in continuous

dialogue about their classroom practice, refining and delivering these improvements in the classroom, where it matters.

Digital and Design Technology was supported across all classrooms at Our Lady's via the newly created position of Digital and Design Leader. This role supported classroom teachers to enhance and embed the use of digital technologies into their teaching and learning programs. This greatly supported student engagement and motivation.

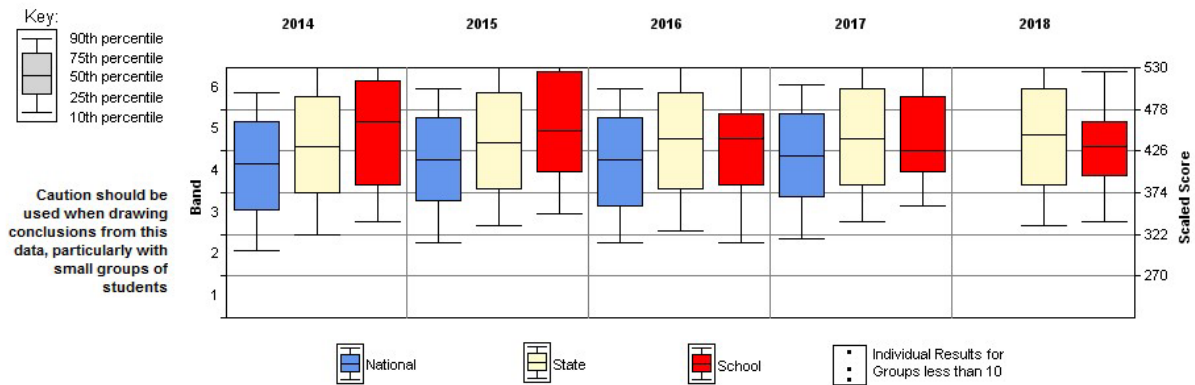
2018 was the year where we significantly expanded our digital resources. We purchased 140 new Chromebooks at a cost of \$54,745 to be spread across the Foundation to Year Six classrooms. These were in addition to the 60 Chromebooks which had been purchased in 2017. We also replaced and updated the hard drives of computers in the cybercafé and classrooms to ensure that they were running faster and more smoothly. Our digital resources are an important component of learning and teaching at Our Lady's school and are regularly updated and maintained in order to run at an optimum level.



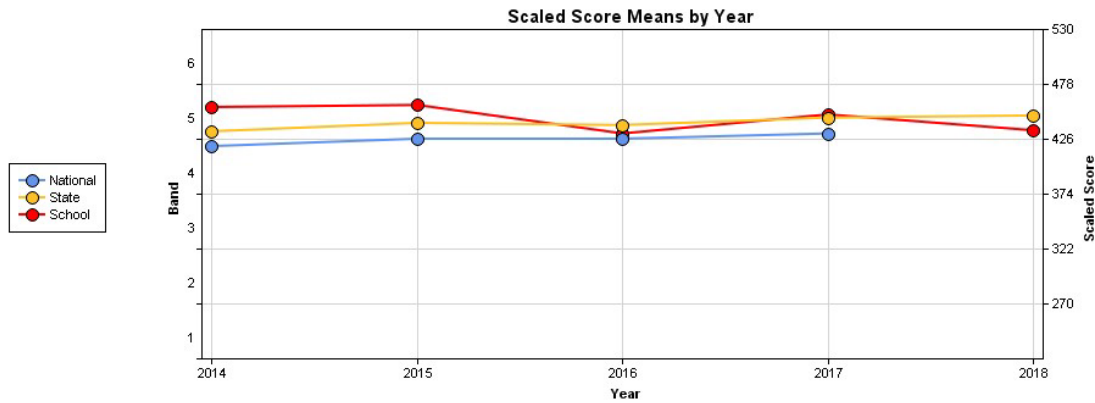
OUR LADY OF THE IMMACULATE CONCEPTION, SUNSHINE

Date : 11/09/2018
Time : 9:53:42 AM

Our Lady of the Immaculate Conception School Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018) National Assessment Program - Literacy and Numeracy Tests 2018 Year 3 - READING, Gender: All, LBOTE: All, ATSI: All



NATIONAL DATA WILL BE PROVIDED WHEN AVAILABLE
THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE



Caution should be used when drawing conclusions from this data, particularly with small groups of students

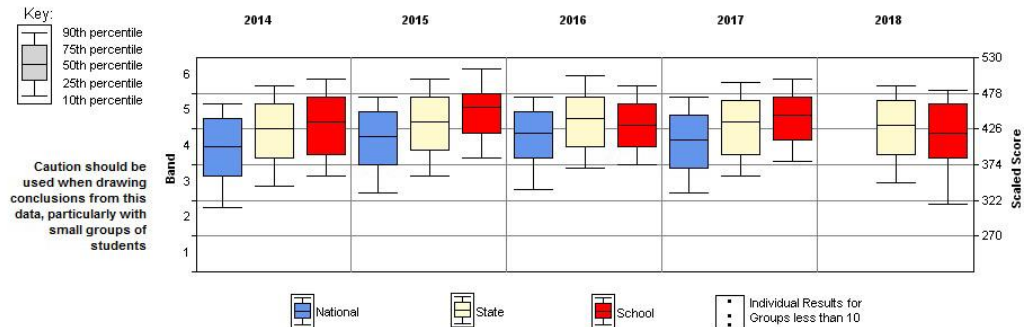
	2014	2015	2016	2017	2018
National	419	426	426	431	-
State	433	441	439	446	448
School	456	458	431	449	434
No of Students at the School	51	48	53	49	51

OUR LADY OF THE IMMACULATE CONCEPTION, SUNSHINE

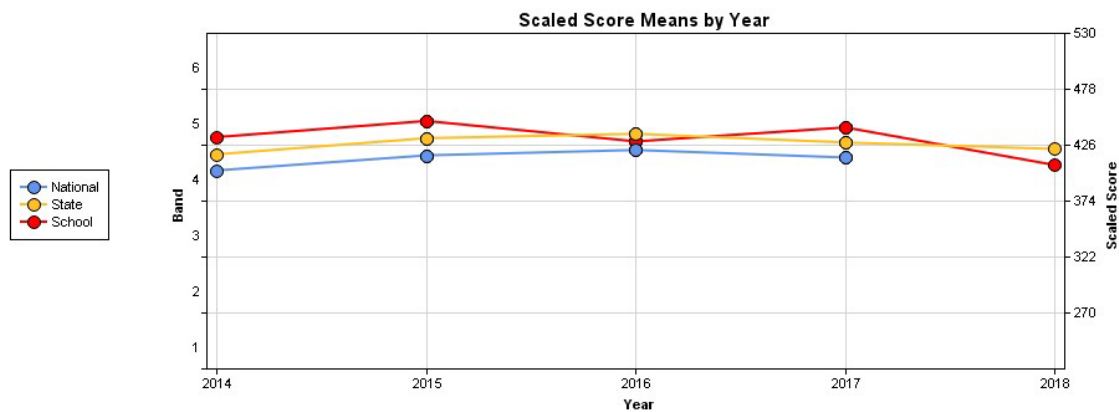
Date : 11/09/2018
Time : 9:55:01 AM

Our Lady of the Immaculate Conception School Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018) National Assessment Program - Literacy and Numeracy Tests 2018 Year 3 - WRITING, Gender: All, LBOTE: All, ATSt: All

Please note that although the writing genre varies over time, results have been successfully equated so that direct comparisons can be made between any writing tests from 2011 onwards.



NATIONAL DATA WILL BE PROVIDED WHEN AVAILABLE
THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE



Please Note:
2008 - 2010 Narrative Writing Genre
2011 - 2015 Persuasive Writing Genre
2016 Narrative Writing Genre
2017 - 2018 Persuasive Writing Genre

Direct comparisons between writing results from 2011 onwards should not be made with those from 2008-2010.

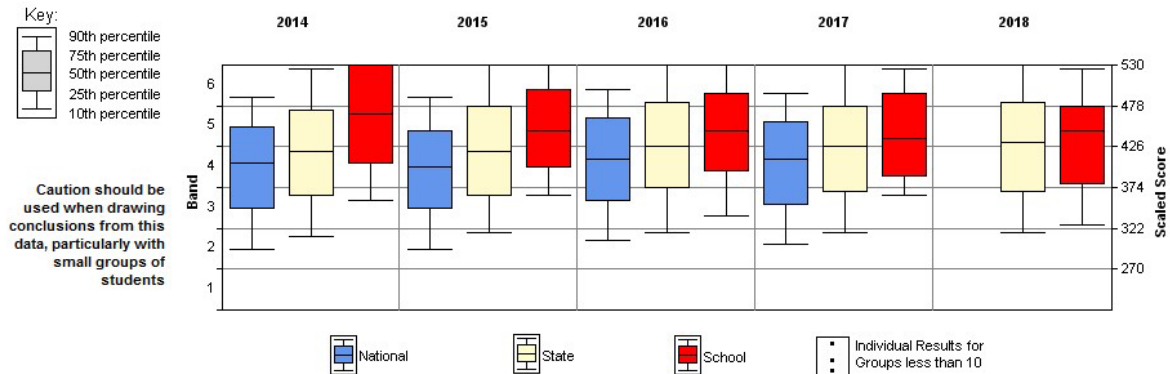
Caution should be used when drawing conclusions from this data, particularly with small groups of students

	2014	2015	2016	2017	2018
National	402	416	421	414	-
State	417	432	436	428	422
School	433	448	429	442	407
No of Students at the School	51	48	53	49	51

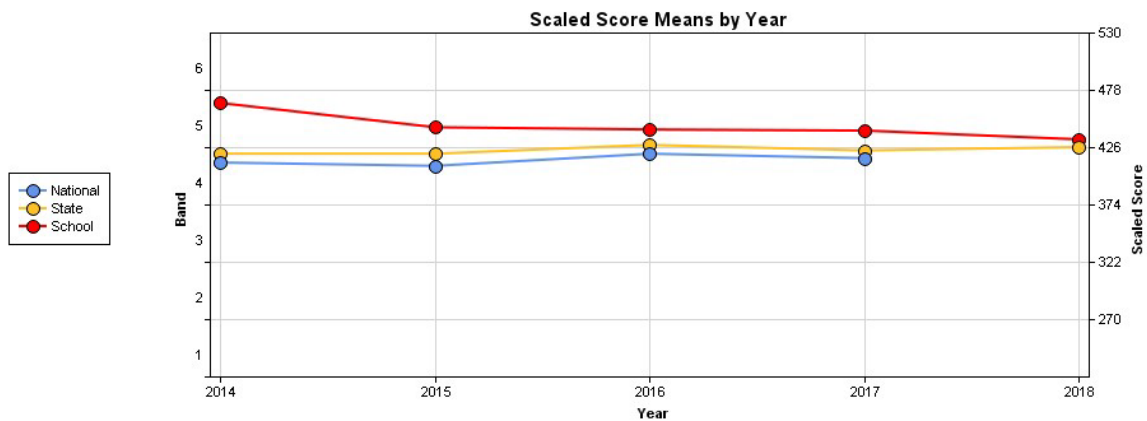
OUR LADY OF THE IMMACULATE CONCEPTION, SUNSHINE

Date : 11/09/2018
Time : 9:55:20 AM

Our Lady of the Immaculate Conception School Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018) National Assessment Program - Literacy and Numeracy Tests 2018 Year 3 - SPELLING, Gender: All, LBOTE: All, ATSI: All



NATIONAL DATA WILL BE PROVIDED WHEN AVAILABLE
THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE



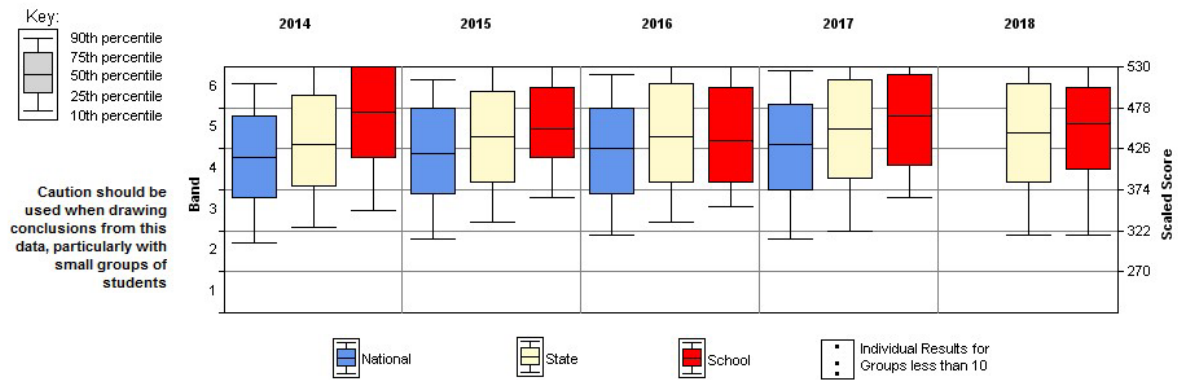
Caution should be used when drawing conclusions from this data, particularly with small groups of students

	2014	2015	2016	2017	2018
National	412	409	420	416	-
State	420	420	428	423	426
School	466	444	442	441	433
No of Students at the School	51	48	53	49	51

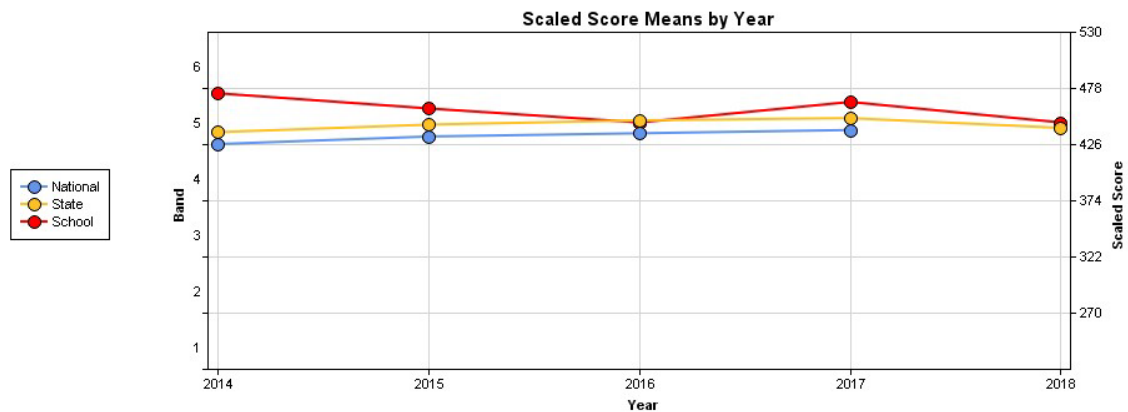
OUR LADY OF THE IMMACULATE CONCEPTION, SUNSHINE

Date : 11/09/2018
Time : 9:56:31 AM

Our Lady of the Immaculate Conception School Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018) National Assessment Program - Literacy and Numeracy Tests 2018 Year 3 - GRAMMAR & PUNCTUATION, Gender: All, LBOTE: All, ATSt: All



NATIONAL DATA WILL BE PROVIDED WHEN AVAILABLE
THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE



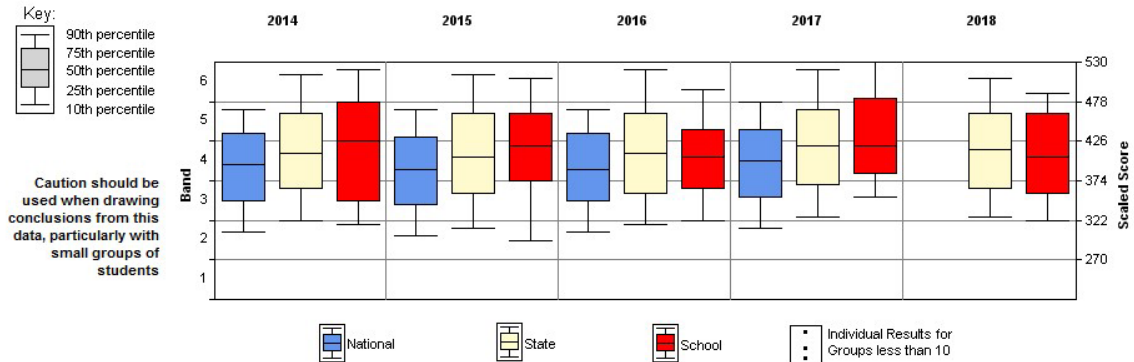
Caution should be used when drawing conclusions from this data, particularly with small groups of students

	2014	2015	2016	2017	2018
National	426	433	436	439	-
State	437	444	448	450	441
School	473	459	446	465	446
No of Students at the School	51	48	53	49	51

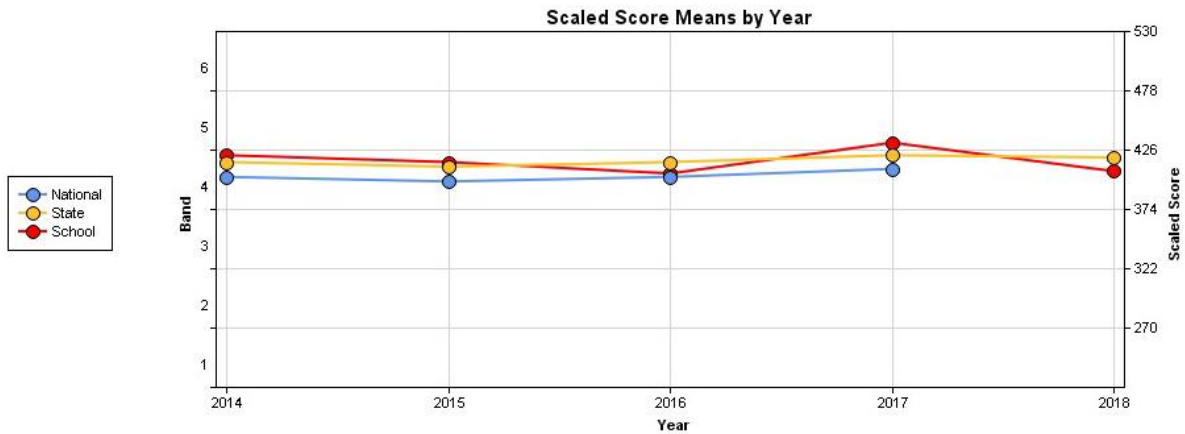
OUR LADY OF THE IMMACULATE CONCEPTION, SUNSHINE

Date : 11/09/2018
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Our Lady of the Immaculate Conception School Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018) National Assessment Program - Literacy and Numeracy Tests 2018 Year 3 - NUMERACY, Gender: All, LBOTE: All, ATSI: All



NATIONAL DATA WILL BE PROVIDED WHEN AVAILABLE
THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE



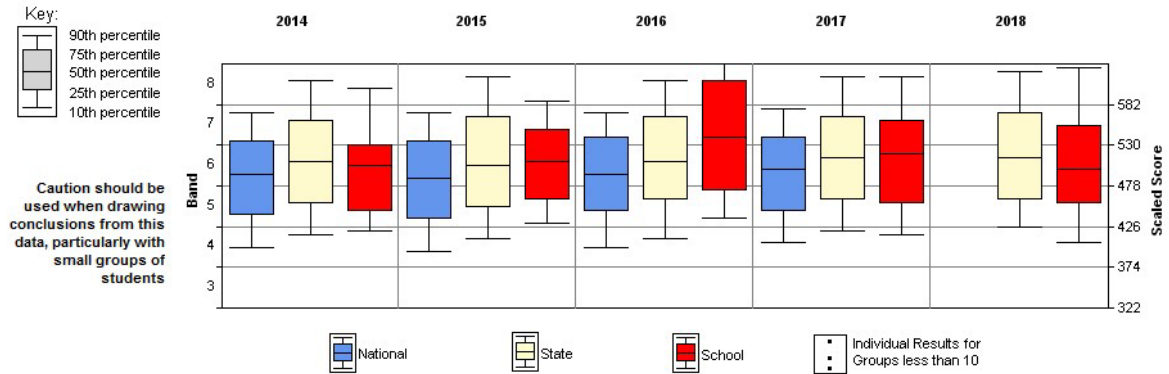
Caution should be used when drawing conclusions from this data, particularly with small groups of students

	2014	2015	2016	2017	2018
National	402	398	402	409	-
State	415	411	415	421	419
School	421	415	405	432	407
No of Students at the School	51	48	51	49	51

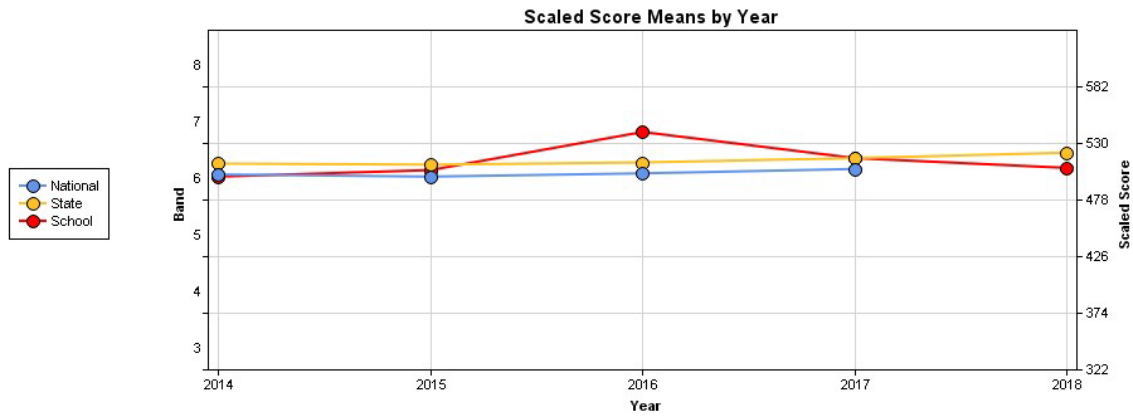
OUR LADY OF THE IMMACULATE CONCEPTION, SUNSHINE

Date : 11/09/2018
Time : 10:23:59 AM

Our Lady of the Immaculate Conception School Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018) National Assessment Program - Literacy and Numeracy Tests 2018 Year 5 - READING, Gender: All, LBOTE: All, ATSI: All



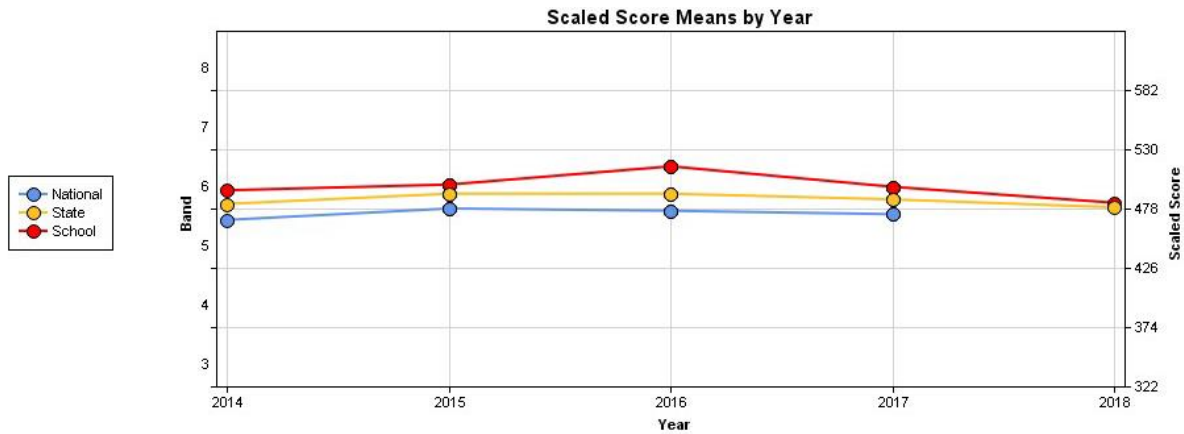
NATIONAL DATA WILL BE PROVIDED WHEN AVAILABLE
THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE



Caution should be used when drawing conclusions from this data, particularly with small groups of students

	2014	2015	2016	2017	2018
National	501	499	502	506	-
State	511	510	512	516	521
School	499	505	540	516	507
No of Students at the School	42	47	54	50	54

OUR LADY OF THE IMMACULATE CONCEPTION, SUNSHINE



Please Note:

2008 - 2010 Narrative Writing Genre
 2011 - 2015 Persuasive Writing Genre
 2016 Narrative Writing Genre
 2017 - 2018 Persuasive Writing Genre

Direct comparisons between writing results from 2011 onwards should not be made with those from 2008-2010.

Caution should be used when drawing conclusions from this data, particularly with small groups of students

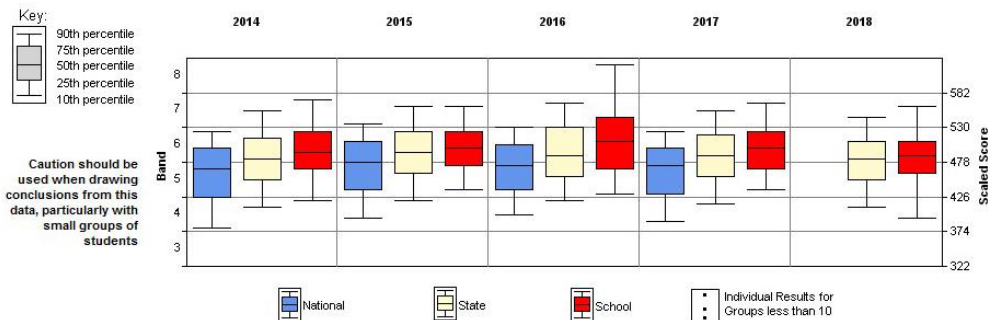
	2014	2015	2016	2017	2018
National	468	478	476	473	-
State	482	491	491	486	479
School	494	499	515	497	483
No of Students at the School	42	47	54	50	54

Date : 11/09/2018
 Time : 10:24:41 AM

Our Lady of the Immaculate Conception School Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018)

National Assessment Program - Literacy and Numeracy Tests 2018
 Year 5 - WRITING, Gender: All, LBOTE: All, ATSI: All

Please note that although the writing genre varies over time, results have been successfully equated so that direct comparisons can be made between any writing tests from 2011 onwards.

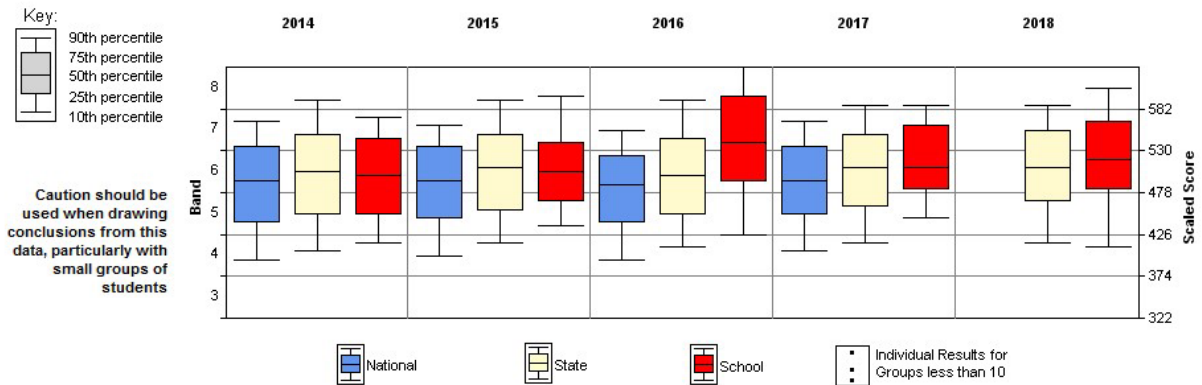


NATIONAL DATA WILL BE PROVIDED WHEN AVAILABLE
 THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE

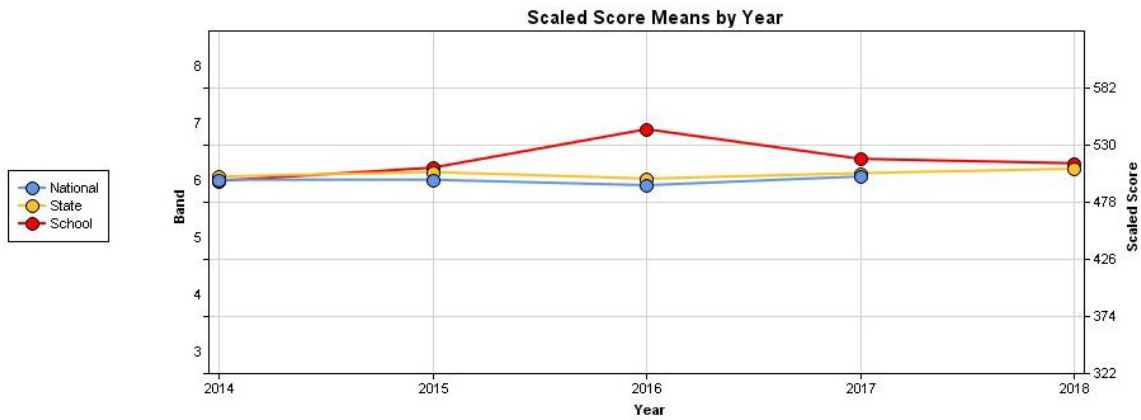
OUR LADY OF THE IMMACULATE CONCEPTION, SUNSHINE

Date : 11/09/2018
Time : 10:25:50 AM

Our Lady of the Immaculate Conception School Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018) National Assessment Program - Literacy and Numeracy Tests 2018 Year 5 - SPELLING, Gender: All, LBOTE: All, ATSt: All



NATIONAL DATA WILL BE PROVIDED WHEN AVAILABLE
THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE



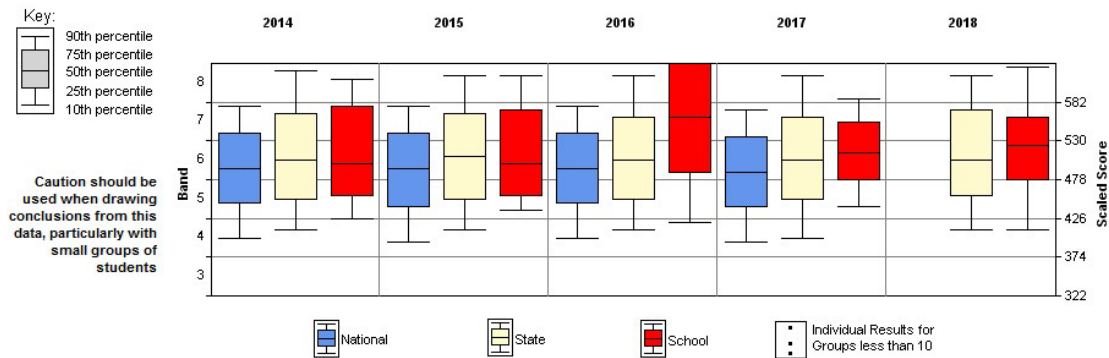
Caution should be used when drawing conclusions from this data, particularly with small groups of students

	2014	2015	2016	2017	2018
National	498	498	493	501	-
State	501	505	499	504	508
School	497	509	544	517	513
No of Students at the School	42	47	54	48	54

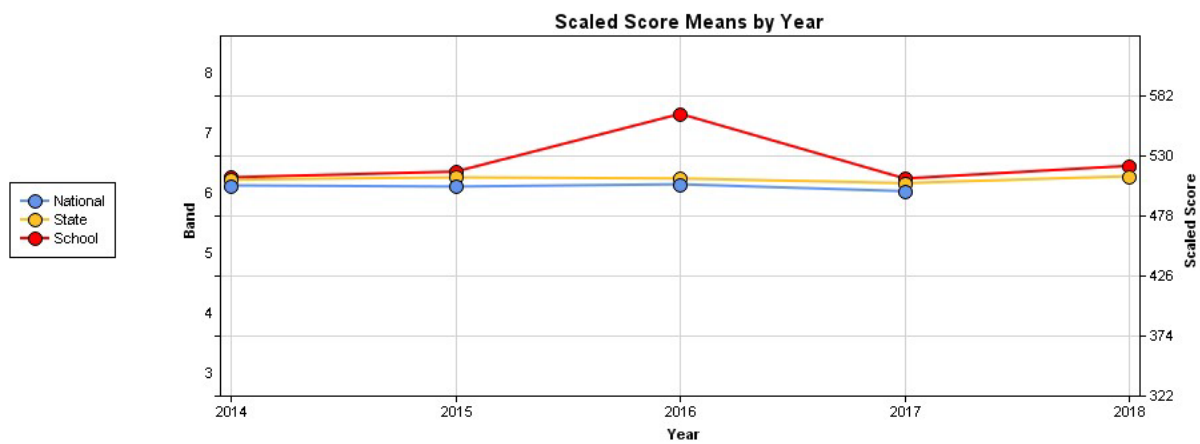
OUR LADY OF THE IMMACULATE CONCEPTION, SUNSHINE

Date : 11/09/2018
Time : 10:28:56 AM

Our Lady of the Immaculate Conception School Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018) National Assessment Program - Literacy and Numeracy Tests 2018 Year 5 - GRAMMAR & PUNCTUATION, Gender: All, LBOTE: All, ATSI: All



NATIONAL DATA WILL BE PROVIDED WHEN AVAILABLE
THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE



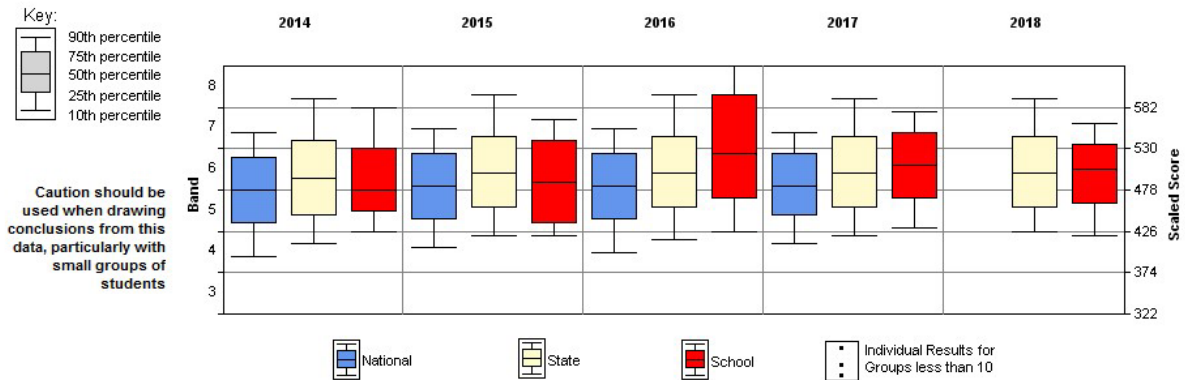
Caution should be used when drawing conclusions from this data, particularly with small groups of students

	2014	2015	2016	2017	2018
National	504	503	505	499	-
State	509	511	510	506	512
School	511	516	566	510	521
No of Students at the School	42	47	54	48	54

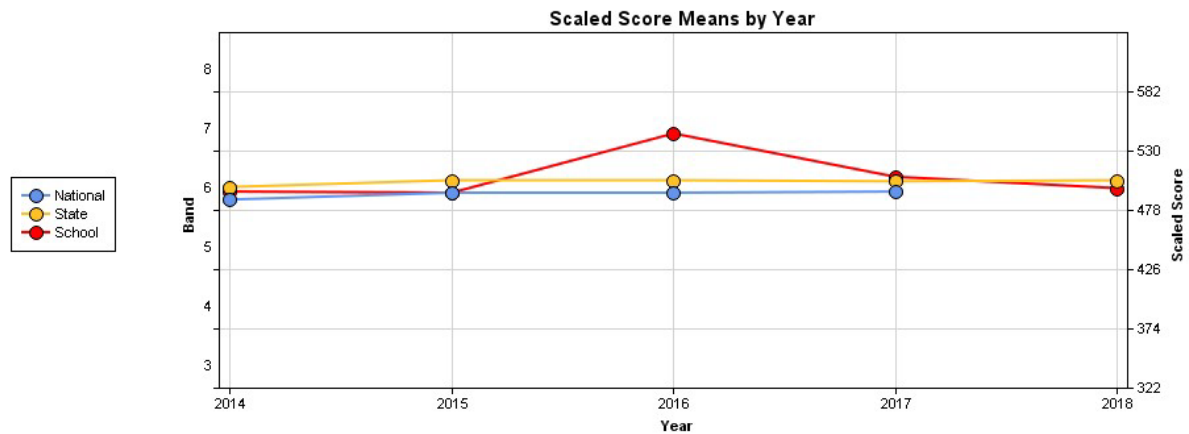
OUR LADY OF THE IMMACULATE CONCEPTION, SUNSHINE

Date : 11/09/2018
Time : 10:26:32 AM

Our Lady of the Immaculate Conception School Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018) National Assessment Program - Literacy and Numeracy Tests 2018 Year 5 - NUMERACY, Gender: All, LBOTE: All, ATSI: All



NATIONAL DATA WILL BE PROVIDED WHEN AVAILABLE
THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE



Caution should be used when drawing conclusions from this data, particularly with small groups of students

	2014	2015	2016	2017	2018
National	487	493	493	494	-
State	498	504	504	503	504
School	494	493	545	507	497
No of Students at the School	42	47	53	50	54

STUDENT LEARNING OUTCOMES

The Year Three NAPLAN three-year trend data for 2016, 2017 and 2018 indicates that:

- In Numeracy, Our Lady's school achieved an inconsistent trend over the last three-year period (2016-2018). Our Lady's performed above the National score and just below the State score in 2018. We had 100% of students in Year Three achieving above the minimum standard in Numeracy.
- In Reading Our Lady's school achieved an inconsistent trend over the last three years. The 2018 data is slightly less than the 2017 data but greater than the 2016 data indicating inconsistency in this area.
- In Grammar and Punctuation Our Lady's school data showed an inconsistent trend over the last three years. In 2018 the school achieved a mean score above the State mean.
- In Spelling Our Lady's school consistently outperformed both the National and State scores over the last three years. This trend was maintained in 2018 with the State scoring 426 and Our Lady's school scoring 433.
- In Writing the Our Lady's NAPLAN five-year trend data indicates that there is an inconsistent trend. In 2018 Our Lady's achieved a mean score of 407 being just below the State mean score.

The Year Five NAPLAN three-year trend data for 2016, 2017 and 2018 indicates that:

- In Numeracy the NAPLAN trend data shows that the 2018 mean score was slightly lower than the 2017 mean score. In spite of this 100% of Our Lady's students in Year Five achieved higher than the minimum standard. Overall, it can be surmised that Our Lady's data is inconsistent and has no definite trend.
- In Reading the NAPLAN trend data indicates inconsistent growth over the three years. Our Lady's school achieved 94.4% of Year Five students achieving above the minimum standard for Reading
- In Grammar and Punctuation Our Lady's school achieved some improvement from a mean score of 510 in 2017 to a mean score of 521 in 2018. This result is well above the State mean score of 512 in 2018.
- In Spelling the NAPLAN trend data for Our Lady's school shows that our school has outperformed the State over the last four years. This is a definite positive trend. In 2018 Our Lady's achieved a mean score of 513 which was just above the State mean of 508.
- In Writing the NAPLAN trend data for Our Lady's school has consistently achieved a mean scores above the State mean scores. This was maintained in 2018 with Our Lady's school achieving a mean score of 483 while the State mean score was 479.

Student Wellbeing

Goals

To create a learning environment that maximises each students' sense of wellbeing, engagement and connectedness to school.

Intended Outcomes

- That students' emotional wellbeing will improve.
- That there is improvement in students' understanding of appropriate behaviour for learning

Achievements

Throughout the past year, a main objective has been to further enhance the wellbeing culture at our school. Many facets of research have found that school connectedness, positive relationships and a sense of positive student wellbeing links to increased learning outcomes. 2018 has continued to focus on embedding our whole school approach to social and emotional learning (SEL) by incorporating the Royal Children's Hospital 'CASEA' program, the Bounce Back program as well as the SEL competencies (self-management; relationship skills; responsible decision making; social awareness; and self-awareness) into mainstream learning. The SEL competencies are at the core of our whole school approach so that students can developmentally nurture these essential skills.

In order for a strong SEL program, a range of new resources have been purchased so that teachers can have the relevant materials needed. A large range of picture-story books were purchased for teachers and students allowing for the integration of crucial areas including bullying, growth mindset, social skills, friendships and perseverance. Furthermore, additional circle time resources were purchased in order to continue providing engaging circle time sessions in all classrooms. Wellbeing week provided students with rich learning opportunities and promoted their social and emotional wellbeing.

The Student Wellbeing Leader is completing a Master in Student Wellbeing course at ACU which has been partially funded by Catholic Education Melbourne and Our Lady's school. The school actively supports all staff who wish to pursue further study.

The Berry Street Educational Model professional development for staff was held at Our Lady's school over two days. It provided many strong elements that would further support and enhance the current whole school approach and SEL implementation. Thus, the Berry Street Educational Model for professional development was booked to be continued in 2019.

2018 saw Our Lady's School participate in the National Day for Daniel Morecombe. This provided an increase to the area of safety into the teaching and learning, in particular all students needing to have five trusted adults. In connection to this, a higher focus was placed on bullying incorporating what it is and strategies to assist in dealing with possible incidents including cyberbullying prevention. The students at Our Lady's school also participated in the Walk Safely to school day to promote a more active life style amongst our school community members.

The Our Lady's school community continued to work hard to promote a positive learning culture at all times by embedding the school gospel values across all curriculum areas. We promoted and implemented a positive behaviour approach in conjunction with the Restorative Practices Model which is aligned with our school values. Together with the above the Student Wellbeing Leader meets regularly one on one with students who are vulnerable or who are facing difficulties where they need extra support and guidance in order to restore their wellbeing.

VALUE ADDED

List a broad range of activities in plain language about curricular and extra-curricular activities; not every activity needs to be included.

- Student Wellbeing Leader is a member of the NCCD, Leadership and Curriculum Teams
- Continued a whole school 'Community Wellbeing Week' with a focus on fun, engaging activities that increase the wellbeing of students, staff and parents
- Continued to implement elements of the CASEA and Bounce Back programs in the mainstream classrooms Foundation to 6 to strengthen and develop social/emotional learning
- Student Wellbeing Leader introduced 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
- The lunchtime clubs including the: Glee, Choir, Movie, Games and Coding Clubs as well as the outdoor MacKillop Village to provide differentiated play opportunities during lunchtime.
- Continued school based psychologist available one day a week for one on one counselling with students, parents and staff
- Circle Time strategy maintained as a universal social/emotional learning strategy Foundation to 6
- Implemented a whole school approach to developing resilience and school-connectedness via a Foundation to 6 Camp Program
- Purchased narrative story books with a social /emotional learning focus as well as sensory kits for each classroom to support the emotional needs of students

Strengthened student voice Foundation to Year Six via :Discovery Learning in Foundation, Year One and Two, iTime in Years Three to Six, the Student Representative Council Foundation to Year Six, Student voice projects such as the school garden and newspaper and social justice projects.

STUDENT SATISFACTION

Our 2018 data indicates a very strong positive trend in the Student data right across all indicators. The Insight SRC Student Wellbeing Aggregate Index is evidence of this. Every year over the last four years we have achieved results well above the 68% of all Australian schools. In 2015, 80%, 2016 81.9%, 2017 81.4% and in 2018 a significant improvement to 86.5%.

The 2018 data indicates that our students are really motivated to learn (100% favourable), spend most of their time on task (100% favourable), believe that doing well is important (100% favourable) and put a lot of effort into their work (100% favourable).

Furthermore, there has been a steady upward trend over four years in the extent to which students feel positive at school. In 2015- 74.16%, 2016 -75.88%, 2017-76.11% and in 2018- 80.29%.

Connectedness to school has improved during this four -year period from 85.06% in 2015 to 90.56% in 2018. This means that the overwhelming majority of the students at Our Lady's school feel that they belong and enjoy attending.

One of the most pleasing improvements that is evidenced in the data over four years is in the area of Teacher empathy. In 2015-85.46, 2016-85.22,2017-87.32 and in 2018 a significant improvement to 93.29%. This indicates that students at Our Lady's school believe that teachers listen and understand their needs and assist them with their learning.

The data shows a four-year upward trend for the Purposeful teaching (2018-89.18) and Stimulating learning (2018-88.06) indicators. This means that students at Our Lady's school the majority of students believe that their teachers deliver their teaching in a planned and effective way. They also believe that their teachers make learning enjoyable and inspiring.

The data associated with the Learning confidence and Student motivation indicators has also shown a very positive upward trend since 2015. In 2018, 78.1 % of students had a positive perception of themselves as learners and 90.11% of students at Our Lady's school were motivated to achieve and learn.

STUDENT ATTENDANCE

Parents are expected to either ring the school, notify by the Skoolbag app or verbally that their child is absent.

Parents are expected to write a note explaining why their child was absent. If the child was absent for more than a day a medical certificate should be provided to the school.

If a child has been absent and the school has had no communication from the parent the school will contact the parent at 9.00am to let them know their child is not at school. If we cannot contact the parents, we will continue to ring the persons listed on the child's enrolment form as alternative contacts to parents until we make contact.

If a child is regularly absent from school, the school will contact and meet with the parent to provide whatever support is needed to re-establish a regular pattern of school attendance.

The School will implement the Every Day Counts (DEET) School Attendance Guidelines as described on the CECV website.



Child Safe Standards

Goals and Intended Outcomes.

Over the past 12 month Our Lady's school has furthered its commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountabilities for people working with our students. The continued application of student well-being programs such as Daniel Morecombe, Kids Matter, CASEA, Bounce Back, Berry Street Education Model have encouraged the students to engage in conversations about their welfare and safety. These Child Safety initiatives have empowered the students to write their own students' 'Code of Conduct'. The school has focussed on empowering all students by providing students with a greater voice in their learning and in school matters. Staff actively seek students' voice and incorporate these into decision making. Inclusive practices are encouraged and we actively work to make our school culture one that is inclusive of all. This is embedded in our Vision Statement and in our values.

Achievements

Our Lady's School has appointed a Child Safety and OHS Officer. This is a position of leadership and carries with it a POL 2. Throughout the year we drew on the expertise of *Safe Smart, Solutions* to provide ongoing professional development for all staff and expert advice to the principal and Child Safety Officer. The school has continued to broaden and update regularly its comprehensive suite of Child Safety policies and procedural documents to incorporate aspects relating to the following:

- *Working With Children Check Requirements* – To reflect changes to the WWCC that came into effect in August 2017
- *Organisational Duty of Care* – Defining the school's statutory 'duty of care' to take all 'reasonable precautions' to protect students and young people under their care;
- *Reportable Conduct Scheme* – Outlining how the school responds to allegations of child abuse and child-related misconduct by employees & volunteers;
- *School Attendance Guidelines* – Defining the school process for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern.

Training and awareness raising strategies

All Our Lady's school staff members participate in regular briefings and training to ensure the school's legislative obligations and the school's Child Safety Strategy remains front of mind. New staff to the school were inducted into the school's Child safety policies and procedures. Graduate teachers had ongoing opportunities to discuss and clarify all aspects of Child Safety as they arose with their mentor teachers during their weekly meetings. Staff members have participated in a variety of training initiatives including:

- On-line Mandatory Reporting Modules (Annually);
- Protect – Responding to Suspected Student Sexual Offending;
- The School's Child Safety Policy and Code of Conduct (Annually);
- Reportable Conduct Scheme Requirements;
- Organisational Duty of Care;
- Risk Management – Excursions, Incursions and Camps;
- School Attendance Requirements.

Consultation with the community

Our Lady's school has continued to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.

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

Human Resources Practices

Our Lady's school continues to implement Human Administrative and Human Resource practices to ensure its recruitment and performance management processes not only identify the most suitable candidates to undertake 'Child Connected Work', but fosters continual improvement in Child Safety practices.

To achieve this the school ensures that the following Human Resource processes have a child safety focus:

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

Our Lady's School maintains detailed records to support the screening and ongoing supervision of any individual required to undertake 'Child Connected work..



Leadership & Management

Goals

To create a clearly articulated vision of a vibrant and professional culture that embraces growth for all through research and evidence-based practice, collaborative feedback, reflection and analysis

Intended Outcomes

- That role clarity will improve
- That professional growth will be enhanced by more personalised professional development.

Achievements

In 2018 significant changes occurred in our staff composition. We employed two new staff to Senior Leadership positions; RE/Learning and Teaching Leader and Digital and Design Technology Leader. We had three new graduate teachers join our staff and provided each graduate teacher with an hour release with a mentor teacher for the whole of 2018. All graduate teachers attended professional learning opportunities provided by Catholic Education Melbourne, Western Region Catholic Education and the Victorian Institute of Teaching. Our Lady's school has a transition program which all new teachers to the school are provided with in order to familiarise themselves with school policies and procedures and have an opportunity to clarify any issues that arise.

Throughout 2018 the school continued to focus on building collegiality amongst staff. This focus provided many opportunities to share expertise and support each other as educators who are life-long learners dedicated to improving their knowledge, understanding and practice. We believe we achieved our aim to strengthen the Our Lady's learning community in 2018. Time was provided for ongoing planning, implementation reflection, feedback in a variety of ways- individually, in teams and as a whole school. We believe this resulted in improved classroom practice across the school and most importantly strengthened and aligned our approach to learning and teaching in many areas of the curriculum. We will continue to focus on placing learning and teaching at the centre of all our professional meetings.

In 2018 collaboration between individuals, teams and leaders was facilitated in a professional culture of mutual respect where knowledge, integrity, support and flexibility of leaders, was acknowledged and appreciated. Collective responsibility within a shared vision was engendered by all staff collaborating to create school Curriculum Design Principles to underpin all decisions about curriculum. The success of the coaching model employed to nurture the school's Leadership team was extended in 2018 by deciding to continue to build the efficacy of school teams and Middle Level leaders. These Middle Level leader positions included a Junior, Middle and Senior Learning Leader position. These positions attracted a Position of Leadership 1 remuneration and provided further opportunities for staff who wanted a challenge and most importantly nurture new leaders in the school. As a result, this has created and strengthened a more distributive style of leadership at our school.

We continued our focus on bringing high quality professional learning as close to the classroom as possible. Staff engaged with external facilitators on an ongoing basis, where a multipronged approach included building knowledge, planning together, modelling in the classroom, giving and receiving feedback and reflection.

Using an approach which nurtures collegiality, sharing of expertise and a culture of giving and receiving feedback.

The articulation of the school's vision, has always had a high priority. In 2018 staff were regularly given opportunities to interact with and discuss the school's Vision, School Improvement Plan and Annual Action Plan and how they all connect and relate to school practice and foci.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

List a range of the Professional Learning activities that staff have undertaken.
Implementing the Hermeneutical approach to the learning and teaching in RE

PLTs for Literacy and Numeracy (weekly)

Curriculum focused staff meetings (weekly)

Identity and Growth CEM

Graduate Teacher Programs

Number Intervention Program

Literacy Leaders Network

Reading Recovery Network

Western Zone Learning and Teaching Network

Kath Murdoch - Personalising Learning using an Inquiry Approach

Child Safety/Occupational Health and Safety - Martin Tenant

Transition to the Victorian Curriculum

CEM NCCD Professional Learning

Online course Disability Standards

Digital and Design Technology with Craig Cummings - Team planning, targeted workshops and modelling in the classroom

Transition to Foundation

Transition to Year Seven

Child Safety Standards

Understanding Autism

Horizons of Hope

Mandatory Reporting online module

Disability Standards online module

Emergency Management Training

VIT Coaching and Mentoring

Coaching for Leadership (GROWTH model) with Pauline Zappulla

Leadership team-individual coaching and mentoring

Junior, Middle and Senior Learning Leaders (Middle leaders coaching and mentoring)

Principal coaching and mentoring
 Family Schools Partnership - Western Zone Cluster
 Western Zone Principal Network
 Western Zone Deputy Principal Network
 Western Zone Student Wellbeing Cluster meetings
 Western Zone REL Network

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	26
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$3,989

TEACHER SATISFACTION

The insight SRC data for 2018 indicates that we have to some degree continued to strengthen a positive school climate. The staff feel positive, proud and happy to work at Our Lady's. The data indicates that the staff feel there is a good team spirit and that there is a cheerful and energetic atmosphere at the school. The data for these indicators ranged between 91.7 to 100% favourable

The key indicators which are indicative of the school climate teamwork, empowerment, ownership, appraisal and recognition and professional growth have largely remained as in 2017. Strengthening of these key indicators continued to be a focus for the leadership team in 2018.

The 2018 data shows that staff are clear about their professional responsibilities and that they are clear about what others expect of them. The staff data indicates the staff is happy with the processes that have been put into place so as to improve communication between staff and leaders in the school.

The staff have indicated that they are committed to the school's goals and values which the school has clearly stated. The insight SRC data shows that staff are very happy with the professional learning opportunities to develop new skills provided by the school. They feel that they are encouraged to improve their skills, knowledge and performance.

The Insight SRC data shows that the teachers feel that there is a strong school improvement focus at Our Lady's School. The data also indicates that the staff feel that they are always working to improve the quality of their teaching by setting and achieving high standards in all aspects of their work.

The data shows that teachers feel they have strong and positive partnerships with the parent community. They understand the importance of partnering with parents to help students achieve their full potential. The insight SRC data indicates that staff feel that Our Lady's school has a learning environment that promotes excellence in the schools' teaching and learning practices.

The data indicates that staff at Our Lady's School strongly believes that they can make a difference to students' learning, their wellbeing and level of engagement in learning.

The data indicates that the staff believes that the curriculum in the school is well planned and well documented.

The staff data shows that the staff believes that Our Lady's school provides them with opportunities to reflect on and deepen their knowledge about the Catholic faith, to celebrate Mass and to participate in prayer.

School Community

Goals

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

Intended Outcomes

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

Achievements

Building partnerships between parents, parish and the community is a key focus of our school and we have had many successes related to this within and outside the school.

To achieve this, we have actively looked for ways to enrich the children's experience of school, and so giving them a more engaging learning experience. These real-life experiences will better equip them for the future as they meet people and organizations from a broad range of backgrounds and are exposed to opportunities and people in life that they may otherwise not meet.

As a school we have delivered this at two main levels.

1. On one level we have connected our children to the broader community through partnerships to enrich their learning. This includes excursions and incursions where we've met a diverse range of people from marine scientists on Port Phillip Bay to actors and actresses who have brought live theatre into our school.
2. Whilst on another level we have worked to deepen the children's learning through strategically connecting our families with the children's learning. Knowing this partnership is crucial for student success we have worked at better connecting families with the children's learning.

Below is a summary of some of the key events and achievements we've had over the last 12 months to enrich the children's learning through community engagement.

- For the fourth year in a row Year 5 experienced a whole term's science based learning around waterways and ocean literacy. Year 5 travelled on board the Pelican Yacht on Port Phillip Bay. This 65-foot catamaran yacht has a purpose-built classroom, a crew of marine scientists on board and was specifically designed for marine learning. The learning students undertook on the boat was incorporated into both a whole terms Faith, Life, Inquiry learning as well as the broader theme of sustainability which the children learnt about through the whole year.
- The deep learning by students from first term was clearly evident later in the year when Gr 5 went to the Narmbool Environmental camp. The camp staff were both surprised and impressed with how well the students understood issues related to sustainability. This was a credit to the teachers and students who both learnt deeply in class as well as took the students on multiple excursions and incursions that helped them directly experience and further understand sustainability themes

Later in the year funding for the marine learning experience was secured for two years for ourselves and five other Catholic Primaries by our Family School Partnership worker Greg Woolford, through the Port Philip Bay Fund. A great result for ours and a cluster of other Catholic schools.

A further success came from hearing from our parents who wanted an increase in the dramatic arts for our school. As a result, we formed a partnership with the Songroom for 2019. The Songroom is a National Arts program where professional artists work with schools leading the arts in the direction the school identifies. With our 100th year anniversary pending this was great timing and we are very pleased to have a professional artist coming to work with our community for 2019.

Special thanks to our very vibrant and enthusiastic Parent Advisory Board who identified this need and look forward to working with us around this in the future. We also wish to thank them for all their input in helping the school plan a range of events through the year and look forward to this continuing in 2019. This group along with other parents has also provided great financial support to the school.

The senior students led by our Art teacher (Pina) partnered with Cameron McIndoe (a local foundry owner and artist). Students visited the foundry, learnt about bronze sculpture making and went on to create a series of beautiful bronze bees that have been welded together in a giant beehive that will be displayed in the school grounds in 2019. This was a great experience where the children met and worked with a real artist joining in the creative process from beginning to end and creating an artwork that will be a legacy for the future.

Grade 5 children also planted approximately 400 trees along Kororoit Creek. This was made possible thanks to a grant from Melbourne Water who worked with us and the Friends of Kororoit Creek at the planting. Near to our own planting, St Theresa's and Mother of God Primaries planted a further 800 trees along the creek, resulting in 1200 trees being planted to rebuild habitat for native flora and fauna. Later in the year this work received a boost when another grant was gained for the three schools to plant in 2019. We look forward to building an ongoing relationship with the site as Melbourne Water is keen to support the school's ownership of the local area as we continue to regenerate the creek and build native habitat.

Our Transition Program for students entering secondary school was again a great success. This involved our 2018 Year 6 cohort connecting with former students that were at Our Lady's in 2017. Our students welcomed the opportunity to hear from peers, learning about their future school, often rekindling old friendships and for many addressing anxieties that could be responded to with a supportive conversation.

This experience was built upon when our Year 6 students also joined the Year 6 students from nearby St Theresa's and Mother of God Primary Schools to build peer connections. Aimed to increase student's readiness for secondary school in 2019, the day was facilitated by Blu Earth and school staff. Activities were a combination of fun social and physical activities. Meeting peers from other primary schools our students learnt concrete ways to build friendships with peers whom they would see again next year. The day was a great success and we look forward to doing it again in 2019.

A further success was the trialling of the SeeSaw app to share student work with parents. Based on the successful uptake of this the app has been rolled out across the school in 2019. Thanks to all the parents who supported us as we trialled the app.

Partnerships were formed with other schools, local artists, the Brimbank City Council, Academics, Researchers, Authors, Musicians, Businesses and Industrial Groups. We are grateful for their support and in many instances monetary sponsorship.

Additional partners who have provided us with great support include The Catholic Education Melbourne (Student Wellbeing & Learning & Teaching), Parks Victoria, The Jawbone Marine Sanctuary Care Group, The Dame Phyllis Frost Centre, 100 Story Treehouse, Noahs Ark, The Werribee River Keeper, Brimbank Council, and the Victorian Government's Resource Smart Initiative.

During 2018 we continued to make our involvement in the local community a priority. The school has a commitment to engage children and their parents in their learning by making connections and partnerships with community groups and organisations and by being an outward looking school. Our Family School Partnership Convener Mr. Greg Woolford was particularly active in this area and we thank him for his efforts.

Parent satisfaction

Our Lady's *School Improvement Survey* data indicates positive outcomes across all indicators over the last three years.

Parent data has been on a slight upward trend from 2016 and has not varied greatly from the 2017 and 2018 data. There are slight changes that I will outline to you however the overall data on the Community Engagement Aggregate Index indicates the Our Lady's school has achieved well above the mean of 68% of Australian schools. This is a very pleasing result. In 2016 we achieved 75.4%, 2017 we achieved 79.5% and in 2018 we achieved 79.4%. This pleasing data is due to the implementation of a whole school commitment to having a focused ongoing approach to strengthening parent engagement and family/school partnerships as well as a dedicated Family School Convenor who works to create and strengthen connections between families, school and the wider community.

I would like to highlight the positive improvements in regards to Parent input in 2018. The data for this indicator in 2016 was 73, in 2017 it was 72 and in 2018 a very pleasing improvement to 81 which puts our school in the top 20% of all Australian schools.

The school improvement indicator and the approachability indicators have varied little of over the last three years and have remained positive. The school improvement indicator measures the extent to which parents believe that the school has a focus on improving its performance. In 2016 we achieved a positive 79, in 2017 we improved to 83 and in 2018 it was 82 indicating that we are in the top 20% of Australian schools for this indicator.

The approachability indicator measures the extent to which the school is receptive of, and understands, the views and concerns of parents. In 2016 we achieved a positive 79, in 2017 this improved to 83 and in 2018 we maintained our position within the top 20% of Australian schools for this indicator with 82. Three years of positive data demonstrating that largely the relationship between our parent community and the school is a very positive one.

One area relating to parent's perception of the Learning that occurs at Our Lady's school is one we would like to strengthen further in 2019 by creating more opportunities for parents to dialogue with staff and ask questions about the type of learning their child is involved in. The Learning focus indicator which measures the extent to which parents feel the educational programs and standards of the school address the needs of their children. In 2018 there has been a very small decline to 77 from 79 in 2017 and 78 in 2016. Even though these are relatively good results we will be working towards further improvement.

The Behaviour Management, Stimulating Learning, Teacher Morale, Connectedness to School and Student Motivation indicators show consistent results which are at or above the top 20% of all Australian schools. This indicates strongly that parents believe that Our Lady's school has:

- appropriate and fair behaviour management practices.
- learning and teaching practices in place which their children enjoy and are motivated by.
- teachers who are enthusiastic and passionate about their work.
- students who enjoy and want to be part of the learning at the school.

- successfully motivated their children so that they want to be at school.

Future Directions

Our Lady's school strategic intent statement

To be an exemplary Catholic contemporary learning community, Our Lady's School will commit to:

- *Developing a shared understanding of effective visible learning and teaching;*
- *Dialogue that promotes clarity, feedback and communication;*
- *Personalising learning for students and staff that is designed to meet individual needs;*
- *Deepening and diversifying relationships across our parish, local and global community to ensure universal learning for excellence at Our Lady's.*

SPHERE OF SCHOOLING	ADVICE ON BROAD GOALS	INTENDED IMPROVEMENT OUTCOMES	KEY IMPROVEMENT STRATEGIES
Education in Faith	Supporting students to form their identity in dialogue with the Catholic Tradition within the school's culture and pedagogy.	That teachers' professional knowledge and application of learning hermeneutically will improve their capacity to enable students' learning. That greater provision for the role of student voice will enable students to be actively engaged with Catholic beliefs and practices.	Strengthen teacher capacity to develop and implement pedagogy that deepens student understanding of scripture and its relationship to their lives.
Learning and Teaching	Enabling all students to achieve success in a student-centred contemporary, inclusive and innovative	That rates of learning growth in literacy and numeracy will improve.	Strengthen teacher capacity to be responsive to evidence of student achievement and growth by

	community focussed on learning that is rigorous, relevant and engaging.	That students' confidence and motivation to learn will improve.	designing learning targeted at students' point of need.
Student Wellbeing	Creating a learning environment that maximises each student's sense of wellbeing, engagement and connectedness to school.	That students' emotional wellbeing will improve. That there is improvement in students' understanding of appropriate behaviour for learning.	Ensure that there is a phased, strategic approach to the explicit teaching of the core competencies of social and emotional learning.
Leadership and Management	Creating a clearly articulated, shared vision of a vibrant and professional culture that embraces growth for all through research and evidence-based practice, collaborative feedback, reflection and analysis.	That role clarity will improve. That professional growth will be enhanced by more personalised professional development.	Ensure the school's performance and development culture deepens staff knowledge, supports inquiry, experimentation and reflection and school improvement.
School Community	Developing and sustaining reciprocal partnerships with parents, the parish and the community beyond the school, to improve	That parent partnerships will be strengthened by enhanced collaboration between parents, staff and students.	Improve the communication with parents to facilitate collaboration, positive interactions and relationships, to promote opportunities for them to be

	students' learning, wellbeing and engagement.		active participants in their child's education
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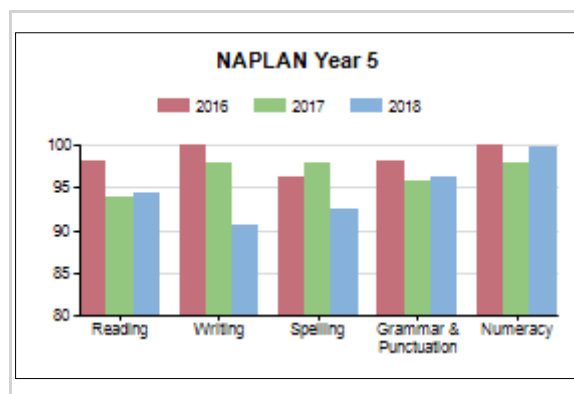
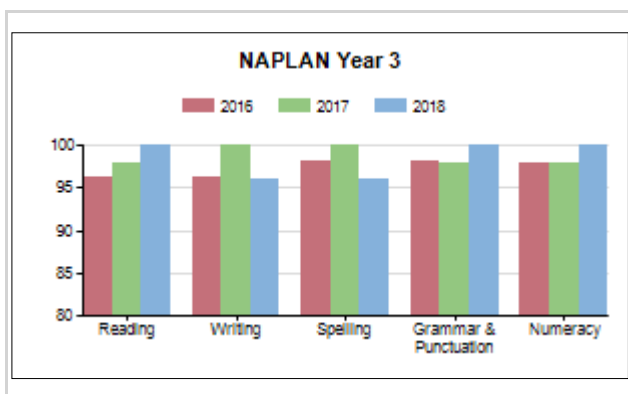
School Performance Data Summary

E1096

Our Lady of the Immaculate Conception School, Sunshine

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	98.1	98.0	-0.1	100.0	2.0
YR 03 Numeracy	98.0	98.0	0.0	100.0	2.0
YR 03 Reading	96.2	98.0	1.8	100.0	2.0
YR 03 Spelling	98.1	100.0	1.9	96.1	-3.9
YR 03 Writing	96.2	100.0	3.8	96.1	-3.9
YR 05 Grammar & Punctuation	98.1	95.8	-2.3	96.3	0.5
YR 05 Numeracy	100.0	98.0	-2.0	100.0	2.0
YR 05 Reading	98.1	94.0	-4.1	94.4	0.4
YR 05 Spelling	96.3	97.9	1.6	92.6	-5.3
YR 05 Writing	100.0	98.0	-2.0	90.7	-7.3



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.9
Y02	95.0
Y03	94.3
Y04	93.2
Y05	94.5
Y06	93.8
Overall average attendance	93.9

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	75.8%

STAFF RETENTION RATE	
Staff Retention Rate	81.5%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	25.0%
Graduate	25.0%
Graduate Certificate	8.3%
Bachelor Degree	62.5%
Advanced Diploma	41.7%
No Qualifications Listed	4.2%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	36
Teaching Staff (FTE)	29.1
Non-Teaching Staff (Headcount)	13
Non-Teaching Staff (FTE)	12.2
Indigenous Teaching Staff (Headcount)	0

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