



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### **Our Lady of the Immaculate Conception School**

32 Station Place, SUNSHINE 3020

Principal: Patrizia Bertani

Web: [www.olsunshine.catholic.edu.au](http://www.olsunshine.catholic.edu.au)

Registration: 1101, E Number: E1096

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## Principal's Attestation

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I, Patrizia Bertani, 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 2023 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 13 Mar 2024

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## About this report

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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](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### 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.

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## School Overview

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Our Lady's School has been providing a Catholic education in Sunshine for the last 104 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. 2023 was Father Peter's eighth 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 the new Sunshine station development and 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 2023 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.

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 2023 there were 9 students who were classified as students with a refugee background.

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

consistent 4 year trend showing 60% of families identifying as Catholics at Our Lady's school .

In 2023 we began our long awaited and very much needed building project which we hope would ensure that Our Lady's school would be able to provide the best possible contemporary learning environment for our students to thrive in. The building project consisted of constructing a double storey building with 10 new flexible learning areas, student and staff amenities, staff planning rooms, two STEM focused wet areas with provision for cooking, outdoor learning spaces, a large verandah on the first floor as well as a nature playground incorporating sandpits, a bridge and a gathering space.

In 2023 out of a total enrolment of 321.2 students there were 103 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 five Learning Support Officers, a school psychologist (two days per week) and a Speech Therapist (one day per week).

In 2023, 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 Convenor Greg Woolford, who liaised with external organisations to enhance our inclusivity and sustainability programs by providing weekly English classes for our Burmese parents via VICSEG and connecting our students with the Jawbone project and local Brimbank council initiatives with a focus on sustainability in our local environment..

The four-year school improvement goals established by the school review in 2021 continued to be the focus of our work in 2023 within the following three overarching priorities:

#### **Priority 1 Goal**

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

#### **Intended Outcomes**

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

That role clarity will improve.

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

#### **Priority 2 Goal**

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

#### **Intended Outcomes**

That there is a collective responsibility for the delivery of a high quality curriculum reflective of the documented plans, processes and structure

That our Catholic faith is expressed throughout the whole curriculum



That student agency will increase outcomes, engagement and connectedness in the school.

**Priority 3 Goal**

To deepen our family school partnerships so that all families can be actively involved in the life of our school.

**Intended Outcomes**

That partnerships will be strengthened by enhanced collaboration between parents, staff, students and the broader community.

That opportunities for families to engage in the life of the school will be diversified to be more inclusive and connected to learning.

That families will have opportunities to have a deeper involvement in the direction of the school.

We continued to sustain and strengthen our focus on embedding education in faith across the curriculum using a Hermeneutical approach, personalising learning, differentiating the curriculum according to student needs, providing targeted intervention, strengthening student well-being and student engagement.

In 2023, we continued to implement strategically selected curriculum initiatives aligned to our School Improvement Plan and our 2023 Annual Action Plan. This ongoing and focused approach has been effective in the formation of a learning community which is inclusive, student-centred and focused on developing an excellent model of Contemporary learning within a Catholic school context, inspired by the *MACS 2030: Forming Lives to Enrich the World* document.

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## Principal's Report

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The Our Lady's whole school performance, '*Let Your Light Shine*' musical extravaganza was a highlight of 2023 which featured the amazing dancing talents of students across the school. Via the music, dance and light effects the audience was swept away into a world which show-cased the incredibly talented students of Our Lady's school. The students participated with passion and joy. The performance was directed and choreographed by our ever so talented and creative dance teacher Andy Howitt who ran dance classes for all Year levels throughout 2023. He taught movement and dance and engaged the students from all year levels to co-create the dance they would perform at the end of the year.

The performance was held on October 25th at 6:30pm at the Quin Auditorium at Caroline Chisholm Catholic College and was a sold out event. This whole school production could not have been as successful as it was without the dedication of the entire Our Lady's staff who gave up their time and expertise to ensure that the performance ran as smoothly as it did.

The families and friends of Our Lady's school who attended the production had glowing feedback about the students' performance and the overall production including the costumes and special lighting effects. We were all very proud of the passion and level of commitment the students put into their performance. It was a night we will not forget.

2023 was a very exciting year in terms of capital works. It was the year that we began our long awaited and very much needed building project which we hope would ensure that Our Lady's school would be able to continue to provide the best possible contemporary learning environment for our students to thrive in today and well into the future.

The building project consisted of constructing a double storey building with 10 new flexible learning areas, student and staff amenities, staff planning rooms, two STEM focused wet areas with provision for cooking, outdoor learning spaces, a large verandah on the first floor as well as a nature playground incorporating sandpits, a bridge and a gathering space.

This building was a project which we had been working towards for quite a few years. We were fortunate to have received funding from the Victorian State Labour government and support from Melbourne Archdiocese Catholic Schools so that this project could be realised.

In 2023 we completed the demolition of four classrooms; two Year 3 classrooms and 2 Year four classrooms. The site was eventually cleared taking longer than expected due to having to remove large boulders and rock found in the earth. This job was completed and the site was ready.

Unfortunately, during 2023 the Lloyd's building company that were employed for the project came under financial duress and had to be liquidated so our building project came to an abrupt halt. This news came very unexpectedly. It was a very stressful time for all involved

and presented many unprecedented difficulties and essentially, this meant we had to start again. Guided by the MACS capital works team we put the project out to tender once again. We were very fortunate that we had many building companies apply with the Melcon group being successfully assigned to the project. This was a great relief and we were then once again able to put the building plans in motion and to once again begin to breathe life into our building project. It was a wonderful achievement that by the end of 2023 we had the ground floor slab poured; in spite of all the unexpected delays experienced. We hope to see the building works completed by Term Four 2024.

I would like to especially thank the parents of Our Lady's school who throughout this difficult time provided the school with continued support and understanding as well as the MACS capital works team.

In 2023 we continued to strengthen school and family connections and continued to work towards maintaining a welcoming school environment for our students, staff and parents. We invited parents and families to events throughout the year both onsite and sometimes online. We re-introduced the community classrooms where families were invited to come to their child/children's classroom and participate in classroom learning together with their child. We ran the Parent Helpers days where parents had the opportunity to train as classroom helpers. The Parents and Friends Committee and the Parent Advisory Board continued to play a very important part of the life of the school by bringing the parent voice into the school and by doing so enriching and improving our school community.

In 2023 we received funding for the Tutor Program which enabled the school to provide extra support for those students who were 1 year below standard and would benefit from small group targeted at point of need intervention. We were able to provide this provision for students across all year levels in the area of Reading and hope that the funding will be available in 2024.

We also received funding for a Mental Health teacher to work in collaboration with our Student Wellbeing Leader in order to improve wellbeing across our school community.

We continued to place a strong focus on student and staff well-being to aid with strengthening a positive school culture for all members of our community. This continued throughout the whole of 2023. We focused on building and strengthening positive and collaborative relationships amongst the students, parents and staff. We feel that this has strengthened and promoted a sense of community and belonging at our school.

We continued to implement our school improvement plan with the implementation of the Our Lady's Professional Development policy. Staff create their own improvement goals and work through a process with their mentor leader to record their progress and their achievements. All staff had professional learning opportunities with Pauline Zappulla a GROWTH coach specialist who also provided GROWTH coaching for the Leadership team and senior/ middle

and junior team leaders. This innovation for improvement was successfully established in our school over the course of 2022, 2023 and will be continued in 2024.

I can conclude that 2023 was a very successful year for Our Lady's school and I congratulate the students, staff and parents for their ongoing commitment and support of our lovely school community. This support has enabled much innovation and improvement which in turn supports our students' faith journey and to improve their learning outcomes and engagement to school.

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## Catholic Identity and Mission

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### 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

We began the academic year with an Aboriginal smoking ceremony led by Uncle Perry, a First Nations elder. It was an important cultural activity that helped us acknowledge and respect the traditional custodians of our land. Parents and grandparents also participated in the ceremony commenting on how important it is that we continue to provide these experiences for our children. The ceremony was followed 2 weeks later by a whole school mass led by Father Peter, which involved our students in various ways.

The Religious Education Leader (REL) continued to model Godly Play in Foundation-Year 2 and Lectio Divina and Bibliodrama in Years 3-6 so that all students could experience and engage with scripture meaningfully, building curiosity and wonder.

To begin Lent, the Years 4-6 classes attended the Our Lady's Parish Ash Wednesday mass and Years F-2 prepared and led a liturgy outside the junior classes. It was pleasing to note that many members of our community attended mass as well as the junior prayer services. In addition to this, the Year 6 Social Justice Committee organised and promoted the Project Compassion fundraiser in the school by talking to each grade, putting up posters and delivering and collecting the Project Compassion boxes. To commemorate Palm Sunday, family members and the school community gathered to dress up and reenact the Palm Sunday events where Jesus entered Jerusalem on a donkey. A real donkey was sourced and senior students dramatised the event while the school community waved hand crafted or real palms along the journey. Many families attended the Palm Sunday event.

The sacramental program continued for Years 3, 4 and 6. Class teachers of the Sacrament grades planned the sacrament information nights in collaboration with the Religious Education Leader. The Sacraments of Reconciliation and First Communion were celebrated by the Parish Priest Fr. Peter-Damien McKinley. Confirmation was celebrated by Bishop

Martin Ashe. Students in Year 4 attended the Mary MacKillop Heritage Centre in East Melbourne and students in Year 6 attended St. Joseph's By the Sea in Williamstown for their retreat days in preparation for the Sacraments. Our Lady's has a strong connection to these sacred places as they are significant to the Sisters of St. Joseph and to keep the charism of St. Joseph alive in our school, we make these retreat days a priority. Students in all Sacraments grades also participated in a party after the Sacrament so that they could celebrate this occasion with their peers.

Classes were also invited to plan and participate in a number of masses, assemblies and prayer services according to the MACS calendar of events which is based on the liturgical calendar. A roster for masses and assemblies was created by the Religious Education Leader and teachers planned the masses in collaboration with the REL. Classes were also invited to attend the parish masses once a term which they could select according to their timetable. Interactive prayer spaces within the classroom were also encouraged and planned with the REL so that prayer spaces were engaging, reflected the liturgical calendar and involved student voice.

The REL organized a professional learning day for staff led by Maria Forde at St. Joseph's By the Sea in Williamstown. The Our Lady's staff explored the important role they have in bringing love, joy and hope to the students and to the school community. They participated in a number of activities that reflected on the expectations of Catholic Educators in these modern and challenging times. Staff engaged in prayer, story telling, meditation, music and nature.

The REL continued to input Religious Education school-based professional learning into the MACS portal for TAPS Teacher Accreditation, which is a crucial aspect of our ongoing professional development efforts and maintains accountability.

Staff were introduced to the IWAS structure for staff prayer. This prayer model is also used in the classroom in order to give students a clear process for when they would like to plan a class prayer. The IWAS model uses an Introduction, Word, Action and Sending. Staff were invited to use the digital portal Liturgy and Prayer ReSource provided by MACS to connect their prayer to the liturgical calendar and locate scripture readings relevant to the themes they have selected.

The Religious Education Leader facilitated Religious Education planning with year level teams for one hour a week. Based on the hermeneutical approach to teaching Religious Education, teachers used the Victorian Curriculum, Religious Education Framework and the Coming To Know, Worship and Love units to plan meaningful, relevant and contemporary units of work.

The Religious Education/Learning & Teaching Leader, Literacy Leader and the Year 3/4 teachers continued to implement Ocean Literacy inquiry units of work throughout the year in the literacy and Faith Life Inquiry units of work. This initiative led by Deakin University

focused on bringing awareness of the Great Southern Reef to local communities because it is an important part of our local ecosystem that needs to be protected. As Stewards of Creation, we are called by God through Pope Francis to care for God's creation. The inquiry lessons use picture books, quality literature, digital platforms, images and hands-on experiences to engage students and inform them about the reef. Students also had the opportunity to visit Jawbone Sanctuary and Kororoit Creek, as well as speak to scientists who work in the field who visited the school.

## Value Added

The RE/Learning and Teaching Leader position is a full-time position with a POL3

- The Sacramental program including parent information evening focused on Reconciliation, Eucharist and Confirmation.
- Professional Learning day for whole staff with Father Richard Leonard.
- 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 in to the Faith Life Inquiry learning.
- Our Lady's school Choir to lead the singing during mass.
- Whole school weekly spiritual meditation in 2022.
- 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 and Inquiry Learning strategies 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.

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## Learning and Teaching

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### 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 Learning & Teaching Leader planned various incursions to focus on the Victorian Curriculum outcomes F-6 Performing Arts, which complemented the classroom learning and was a great opportunity for our students to learn and develop new skills from outside sources.

The Performing Arts curriculum coming to life was a highlight of 2023 as students had the opportunity to work with Andy the dancer. Students collaborated with Andy, peers and staff members to create and perform the '*Let Your Light Shine*' Our Lady's dance extravaganza which was performed in the Quinn Auditorium at Caroline Chisholm Catholic College. The parents and families gave glowing feedback and were delighted to see the children across all year levels show their dance skills and talents with such passion and fun.

The Learning and Teaching Leader worked with new Learning Leaders in iTime and Discovery and held regular meets and sessions to help them to develop a plan and facilitate staff meetings in preparation for iTime and Discovery learning throughout the school.

We continued our work with Kath Murdoch, an Inquiry Educational Consultant, who visited each term, offering support to our teachers across different levels, as well as spending time with the Learning Leaders in their leadership roles. Kath Murdoch introduced the concept of Learning Labs which she modelled in a number of classrooms and demonstrated how setting up provocations can cultivate curiosity and promote critical and creative thinking. Kath Murdoch also led a professional learning day for the whole staff which reviewed our shared understanding of inquiry as an approach to teaching and learning at Our Lady's. It explored how teachers could build their capacity to design and facilitate both shared and personal



inquiry in their classrooms using a shared approach. Teachers also explored a repertoire of effective strategies to help activate students' inquiring minds.

## **LITERACY**

In 2023, the Writer's Workshop whole school approach continued to be implemented from Foundation to Year 6, including the introduction of the explicit grammar teaching focus groups. By teaching grammar explicitly in a small group, we have been able to provide quality differentiation for all our students, especially when in 2023, 71% of our students speak a language other than English at home. Deborah Sukarna, a well known education consultant, continued to collaborate with teachers and students to model and support them with the implementation of grammar teaching and learning in the classroom. The school continued to release teachers to plan with Deb once a term for approximately 2 hours where teachers would analyse student writing and reflect on their practice so that they could implement focus groups in Writer's Workshop and therefore respond to student needs and give timely feedback to students. Deb also conducted a whole school closure day with a focus on grammar in Term 1 for staff, including ESOs. The whole school closure day consisted of teachers learning about grammar and how to teach it effectively in Reader's Workshop and Writer's Workshop.

The Reading Program at Our Lady's continued to be of importance in 2023. The English Online Interview (EOI) was conducted for the first time with all Foundation and Year 1 students in the first 6 weeks of school. This data was then analysed and used to plan quality differentiated learning opportunities for students in Literacy. Teachers participated in professional learning webinars to learn how to implement and conduct the interview as well as how to analyse the data. Intervention for struggling readers in Years One and Two was also delivered by a Reading Intervention teacher who was funded through the Tutoring Program. 23 students were able to benefit from this intervention program. The EOI data was triangulated with other data to plan lesson sequences in order to improve letter identification, phonemic and phonological awareness, decoding, fluency and comprehension.

Year 3 to 6 teachers continued to use The Fountas and Pinnell Benchmark Assessment System to monitor reading progress by listening to students read and taking running records. 22 students from Years 3-6 who were falling behind in their reading (12 months or more below standard) were targeted and included in the Levelled Literacy Intervention program. Similarly students who required extension opportunities were also identified and catered for through focus reading groups and related tasks by classroom teachers.

The online digital reading subscriptions of Sunshine Online and Storybox Library were renewed in 2023 and were accessed by students at school and at home. Take home readers for F-2 were updated, as were Big Books and Guided Reading sets that link to inquiry learning.

Book Week was a huge success in Term 3 of 2023. The Book Week Parade was held outside where large numbers gathered to be part of the Book Week celebration, including staff members, students, parents, grandparents, younger siblings and other family members and friends. The theme of "Read Grow Inspire" motivated many students and teachers to dress up as their favourite characters and parade in style. A small group of Year 5 and 6 students collaborated with the Literacy Leader to prepare and lead the parade. Our author visits during Book Week were led by Oliver Phommavanh in Years 3-6 and Richard Galbraith in Years F-2.

At Our Lady's, we maintained a consistent growth in reading proficiency levels from Foundation to Year 2. 88% of the students in Foundation met the 5+ target, an increase of 10% from the previous year and 74% of Year One students met the 20+ target, an increase of 16% from 2022. Similarly, 97% of the students in Year 2 met the 28+ target, an increase of 21% from the previous year.

The PAT (Progressive Achievement Test) Early Years Reading demonstrated that 83% of Foundation students met the expected benchmark, an increase of 10% from the previous year. 11% of Foundation students were above the benchmark and 0.05% were below the benchmark. It is pleasing to note that the number of students who were below the benchmark has reduced by 12.5 % from the previous year. The PAT Early Years Reading test is conducted twice a year and includes questions on print conventions, phonics, vocabulary, listening and reading comprehension. Reading comprehension and phonics are the areas that the PAT Early Years Reading suggests we continue to work on in order to improve our reading results in the junior years. PAT Reading for Years 1 to 6 is conducted once a year and assesses a student's ability to understand what they are reading, also known as reading comprehension. The tests include a wide range of texts to reflect the variety of students' reading experiences and assess the knowledge and skills the students develop in order to become proficient readers. The data for 2023 highlights that while 40% of students in Years 1-6 made the expected reading level according to PAT Reading, 43% of students were at least one year above the expected reading level. 17% of the students in Years 1-6 were below the expected reading level and were included in the reading intervention programs to ensure they were given more opportunities to improve their reading outcomes. Furthermore the data indicates that 51 % of students in years 1-6 achieved expected growth. Our goal for 2024 will be to use the data to determine the challenges preventing students from reaching their potential, teach these skills explicitly and provide opportunities for students to practice the skills with close monitoring by the teacher. The PAT data suggests that the challenges for our students are knowing the purpose and structure of a text, inferencing and evaluating texts. Deb Sukarna continued to conduct workshops and modelled for teachers to strengthen the Reading and Writing to Learn strategies they use in Guided Reading sessions, such as the Anticipation Guide and Possible Sentences which build on reading comprehension skills.

## **MATHEMATICS**

The focus of the Mathematics program at our Lady's School included:

Sustaining, continuing and growing our Number Intervention in the Early Years and extending the program to include Year 4. This included upskilling teachers to build teacher capacity. Areas targeted:

Conceptual Place Value,  
Number Words & Numerals,  
Counting Strategies and  
Structuring Numbers 1-20  
within the classroom setting

Exploring the new Victorian Curriculum 2.0 and planning for its introduction in 2024. This included Michael Ymer Yearly overviews 2.0

Focusing on Visible Learning in the classroom, “When students know how to learn, they are able to become their own teachers” Nancy Frey, Douglas Fisher and John Hattie  
Exploring and planning for the vocabulary of Mathematics to be explicitly taught and modelled to students. Mathematics has a specific language that students must understand in order to make meaning and develop their knowledge

The use of targeted and measurable assessment and data to inform planning. Forward planned to drive the learning and teaching of Mathematics to meet the needs of all students to experience success in Mathematics

Use of pre and post assessment and reflecting tools to inform teaching, allow children to set goals, and reflect on the growth of students and impact of teachers

Focus of diverse open ended learning experiences that allow children to explore, extend, articulate, investigate and reinforce learning

Regular facilitated planning each week for all year levels with the Numeracy Leader to ensure alignment of practice and well planned differentiated, targetted and engaging learning in Mathematics for all students.

Mathletics to support home and school learning through interactive activities, games and challenges

Numeracy Intervention Program implemented by our Learning Support Officers

Monday - Thursday 10 min sessions (8:45 - 8:55) and in daily Maths sessions to target at risk children ( F - Year 4).

Professional Learning Community meetings for all teaching staff on a regular basis which focused on building teacher capacity for innovation and improving learning outcomes.

Mathematics data

### **NAPLAN Year 3 & 5 Results:**

#### **Strand**

Year 3

Year 5

**Number & Algebra**

Higher than expected

Higher than expected

**Statistics & Probability**

As expected result

As expected result

**Measurement & Geometry**

Lower than expected

As expected result

**SINE Data Analysis 2023 (Pure Number):****School Overview**

4% of students were below the expected standard

71% of students were at the expected standard

25% of students were above the expected standard

**PAT Maths 2023 (Number & Algebra, Measurement & Geometry and Statistics and Probability)****School Overview**

20% of students were below the expected standard

51% of students were at the expected standard

29% of students were above the expected standard

**DIGITAL DESIGN and TECHNOLOGIES**

In 2023 8 x 9th Generation iPads were purchased for use in Physical Education classes. This enabled children to film what they were doing in Physical Education classes and then post to Seesaw as evidence of their learning.

A HP EliteOne 840 G9 AIO 23.8" All in One Desktop was also purchased for the Literacy Leader.

We also purchased 2 x HP Probook 440 G9 14" Notebooks for new staff who began at our school in 2023.

Our school also continued with The Cyber Safety Project school workshops and parent webinars.

There were 27 Acer desktops added to the ICT Lab this year. The desktops were donated to our school by St Mary's Catholic Primary School in Ascot Vale. We are very grateful for their generosity.

A Literacy Leader HP EliteOne 840 G9 desktop for her office

Ordered the Wi-Fi points for the new building as there is a 12 month wait time.

2023 was a year of preparation for organising the technology for the new building. There were various meetings held between the principal Ms Bertani, the ICT technician Tim Buhagiar and the DDT Leader John Buttigieg in readiness for the new building and also for a major technologies update across the school to be implemented in 2024.

We planned that the technology update in 2024 would occur in 2 stages. The first stage will take place during the Easter Holidays and the second stage will come into effect just before the new building is due to be completed in October 2024.

### **Here is a brief description of the updates that were planned for 2024:**

#### **Stage 1:**

103 Lenovo Chromebooks will be purchased so that children in Years 5 and 6 will each have access to a Chromebook, enabling 1:1 devices in our senior school.

27 HP Probook 440 G10 notebooks will be purchased for the teaching staff.

9 interactive displays will be installed during the Easter holidays. These interactive displays will replace the interactive whiteboards. They will be installed in the Year 5 and 6 classrooms, the staffroom, the Mary MacKillop Library, the planning room, Art room and the ICT Lab.

The Hall will be upgraded with a Epson Large Venue Laser Projector.

5 HP EliteOne desktops will be purchased for the office staff, including the principal Patrizia Bertani.

12 wireless points to increase internet speed at our school will also be part of the first upgrade..

#### **Stage 2:**

The second upgrade will occur when the new building is ready.

10 interactive displays (65 inch) will be installed in the ten classrooms of the new building and 2 interactive displays (75 inch) will be installed into the shared spaces.

The Years 3 and 4 children will also be provided with a Lenovo chromebook each.

The Year 2 classrooms will each receive 10 chromebooks each, making the total amount of chromebooks purchased stand at 205.

60 iPads will be purchased. There will 10 in each Foundation and Year 1 class and 2 iPads will be distributed into each classroom from Years 2-6  
10 new wi-fi points will also be distributed throughout the new building.  
The new phone system which is due to be installed in the winter holidays.

## Student Learning Outcomes

### **The Year 3 NAPLAN Performance data for 2023 indicated that for:**

Grammar and Punctuation Our Lady's school (412) performed just below the State mean (419) but above the National mean of 409.

Numeracy Our Lady's school (410) performed below the State mean (416) but above the National mean of 407.

Reading Our Lady's school (424) performed above the State mean (418) and well above the National mean of 405.

Spelling Our Lady's school (411) performed just above the State mean (410) and well above the National mean of 404.

Writing Our Lady's school (429) performed above the State mean (424) and well above the National mean of 416.

### **The Year 5 NAPLAN Performance data for 2023 indicated that for:**

Grammar and Punctuation Our Lady's school (505) performed just above the State mean (503) and above the National mean of 497.

Numeracy Our Lady's school (511) performed above the State mean (494) and well above the National mean of 488.

Reading Our Lady's school (515) performed above the State mean (507) and well above the National mean of 496.

Spelling Our Lady's school (522) performed well above the State mean (494) and well above the National mean of 489.

Writing Our Lady's school (519) performed well above the State mean (498) and well above the National mean of 483.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	412	55%
	Year 5	505	72%
Numeracy	Year 3	410	67%
	Year 5	511	83%
Reading	Year 3	424	83%
	Year 5	515	85%
Spelling	Year 3	411	60%
	Year 5	522	87%
Writing	Year 3	429	83%
	Year 5	512	89%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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.

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## Student Wellbeing

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### Goals & Intended Outcomes

#### Goal

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

#### Intended Outcomes

That student agency will increase outcomes, engagement and connectedness in the school.

### 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). With relationships at the core of our work, Our Lady's continues to commit time to starting the school year in the way we do. Classroom teachers, students and their families have valued time to connect with each other, get to know each other and establish a positive partnership as they commence working together with each child's educational journey at the forefront.

Throughout the 2023 school year, the area of social and emotional learning (SEL) has continued to be a priority. The Victorian program, 'Resilience, Rights and Respectful Relationships' is one of the main curriculum sources across Foundation to Year 6. There are eight units in the RRRR program. Our students are currently immersed in seven of these units throughout the school year. The RRRR units include:

- Emotional Literacy
- Personal Strengths
- Positive Coping
- Problem Solving
- Stress Management
- Help Seeking
- Gender and Identity

The Zones of Regulation has been implemented since 2021 and is 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. In particular, 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. Continuing to nurture a whole school approach to using the language of The Zones of Regulation is one of the main factors in implementing the program across F-6 so that consistency with the language use and understandings embedded across our school.

Together with RRRR and The Zones of Regulation, teachers have access to many rich and relevant picture story books that are suggested for use within the RRRR program. Accessing picture story books to promote the many social and emotional learning intentions allows students to make connections to the text and characters. In addition, role plays are often facilitated to provide many learning opportunities for students to make further connections as well as learn key competencies and how to apply them in real life situations.

Some of the Berry Street Education Strategies continue to be implemented by teachers across the school. 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.

This year, our school was fortunate to receive some government funding to promote Mental Health within our school community. This funding is for a Mental Health Leader role (two days per week). At Our Lady's the decision was made to dedicate this expertise to our students, so they can have additional learning in their area of Mental Health and Student Wellbeing, especially after some of the effects of the pandemic. In part, this decision was made as we already had external supports, including our school counselor and speech pathologist who work at our school, working with students and our Learning Diversity Leader on a weekly basis. The teacher was following a program referred to as Positive Education Enhanced Curriculum (PEEC) which integrates many other curriculum areas including Literacy and Drama. We called this time STARS standing for Shining Self, Teamwork and Resilient Success. The STARS time was added to our specialist timetable, where the students were engaged in an extra hour of Social and Emotional Learning per week for one semester (F-2; 3-6).

Both the Student Wellbeing Leader and Mental Health Leader completed Professional Learning facilitated by Melbourne University and Murdoch Children's Research Institute.

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 delivered. In addition, 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 OLPS Tools of Regulation sequential scope and sequence was constructed by the teaching staff of OLPS in 2021. We 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 self-regulation repertoire.

At the end of 2022, the SW Leader updated all classroom SEL kits ensuring they are ready for the new school year. These kits contain many hand on resources for teachers and students.

Each term, classroom teachers and the SW Leader plan for the upcoming term based on our scope and sequence and student needs. At the end of Term 2, 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 2023 annual ACER Social Emotional Wellbeing Survey indicated that 88.2% of our students demonstrated having a developed, highly developed or very highly developed, social-emotional wellbeing.

The staff of Our Lady's continue to facilitate BrainBreaks for the students across the day, so they can be ready to learn. Brain breaks can include escalation activities or deescalation activities depending on the student needs. On many occasions, breathing practices are incorporated into this time bringing inner calm and focused energy to the classroom.

In 2020, the Student Wellbeing leader developed 'The Our Lady's Wellbeing Hub' which contains a wealth of resources for parents, students and parents alike. A few times a year, relevant resources are continually added to the OLPS Hub.

A three-tiered intervention approach allowing educators and the other professionals to target the needs of students through mainstream learning, group intervention and individual sessions is a predominant focus in student wellbeing. The Student Wellbeing Leader, the Learning Diversity Leader and the Principal work closely with our school-based psychologist, who works at our school for two days per week. Our psychologist focuses on targeting small group SEL/social skill classes, individual student counselling as well as sessions with teachers and parents alike, as required. Meeting with teachers and parents is often essential to allow the consistent implementation of strategies that may be useful for a particular child's needs. The learning diversity leader also works closely with our speech pathologist who works at our school on a fortnightly basis.

The staff of Our Lady's has continued to promote and nurture our positive learning culture. One of the core components embedded in our culture is based on our school gospel values in all that we do. Our Lady's continues to implement a positive behaviour approach, together with the Restorative Practices Model which is aligned with our school values.

## Value Added

- Student Wellbeing Leader is a member of the NCCD, Leadership and Curriculum Teams
- The STARS program run by the Mental Health in schools Leader 0.6 FTE
- Implemented a whole school online approach to student wellbeing with an emphasis on cybersafety
- The lunchtime clubs including the: 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 two days a week for one on one counselling with students, parents and staff and also targeted small group student SEL focused lessons. • 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
- Updated class SEL kits with additional resources
- Continued with the Student Representative Council for student voice and agency
- Continued with the Year 6 committees to promote student leadership, voice and agency
- Year 6 committees- SRC, Events, Social Justice, Art, Student Wellbeing, Sports, Green team and Digital and Design Technologies team.
- .Implemented the Mental Health in schools Program three days a week for students in all classes
- 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, iTime in Years Three to Six,
- 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 strengthen the implementation of the Zones of Regulation • Continued to implement elements of the Berry Street, RRRR and Bounce Back programs in the mainstream classrooms Foundation to 6 to strengthen and develop social/emotional learning
- 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 Program
- •The lunchtime clubs including the: Choir, Movie, Games

## Student Satisfaction

The MACSIS survey results for 2023 in relation to Teacher satisfaction indicate that Our Lady's school has continued to achieve above the MACSIS average for all schools in the all the domains that were measured. This is a result to celebrate and below are the domains listed: • Catholic Identity • Student Safety • School Climate • School teacher-student relationships, Student Voice, Rigorous expectations, Learning disposition, School engagement and School belonging.

The MACS 2023 data which focused on how much students feel their teachers hold them to high expectations of their effort, understanding, persistence and performance showed improvement from 2022 (80%) to 2023 (84%) which was above the MACS average for all schools of 77%.

The school engagement data relating to how attentive and invested students are in school also showed improvement between 2022 (60%) and 2023 (64%) which was well above the MACS average for all schools of 52%.

The school climate data which measured the students' perceptions of the social and learning climate of the school showed Our Lady's school achieved 68% which was above the MACS average for all schools of 59%.

The Catholic Identity data which relates to students' perception of the Catholic Identity of the school showed a marked improvement: 2021-68%, 2022-65% and in 2023 74% which is well above the MACS average for all schools of 65%.

We will continue to work hard to improve all domains with a continued and improved focus on Student Wellbeing, Student engagement and Student Voice in 2024.

## Student Attendance

Student attendance data is a key measure of student engagement and belonging which are important pre-conditions for academic achievement.

The 2023 data for the Student Attendance rate which is the percentage of days attended by students out of the total student days at the school was pleasing. It showed an increase from the 2022 result of 93% to the 2023 result of 95%. Our lady's school achieved a slightly higher percentage than the MACS average for all primary schools in 2023.

The attendance level which measures the percentage of students who attend on at least 90% of days. This data measures the rate of persistent absentism. This data varied, In Semester 1 2023 the data showed 85% of students at Our Lady's school attended for 90% of school days and in Term 3 the attendance level dropped to 77% of students attending on at least 80% of school days.

Parents are expected to either ring the school, notify by the Audiri app (online), email or advise class teacher via the Seesaw app or verbally inform the class teacher 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.

The above data is of a concern and Our Lady's school will need to make it a priority in 2023 and investigate why this is happening with individual families and then work in collaboration with parents to lift the school attendance level in order to ensure that all students have access to the education they are entitled to.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	93.5%
Y02	93.3%
Y03	94.3%
Y04	94.4%
Y05	94.0%
Y06	94.7%
Overall average attendance	94.0%

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## Leadership

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### 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.

That role clarity will improve.

### Achievements

Leaders at Our Lady's school worked consistently and strategically to implement the 2023 Annual Action Plan. The 2023 Annual Action plan was discussed and shared amongst the whole staff so that every staff member understood and was informed about the key improvement strategies' and actions for 2023. Leadership and staff had analysed the 2022 MACS survey data to inform the 2023 Annual Action Plan so that it was based on the Student, Parent and Staff data.

2023 was a year which we collaboratively and successfully implemented the following school events and improvement initiatives:

- Construction began on a major building project which involved the demolition of the 2 Year 4 and the 2 Year 3 classrooms with a total of 4 classrooms demolished. Followed by clearing the site and pouring the ground floor slab.
- a successful whole school production focused on dance and titled '*Let Your Light Shine*'. An *Our Lady's Dance Extravaganza*
- strengthening and improving on our school wide, performance based Professional Development culture
- strengthening a whole school approach to the teaching and learning of Writing with a strong focus on Grammar-facilitated by Literacy consultant Deb Sukarna
- implementing Numeracy Intervention strategies in the mainstream classroom for students at risk
- strengthening parent connection to the school and their child's learning via the re-introduction of Community Classrooms.

2023 was a very exciting year in terms of capital works, curriculum initiatives and strengthening parent involvement and engagement with Our Lady's school.

It was the year that we began our long awaited and very much needed building project which we hope would ensure that Our Lady's school would be able to continue to provide the best possible contemporary learning environment for our students to thrive in today and well into the future.

The building project consisted of constructing a double storey building with 10 new flexible learning areas, student and staff amenities, staff planning rooms, two STEM focused wet areas with provision for cooking, outdoor learning spaces, a large verandah on the first floor as well as a nature playground incorporating sandpits, a bridge and a gathering space.

This building was a project which we had been working towards for quite a few years. We were fortunate to have received funding from the Victorian State Labour government and support from Melbourne Archdiocese Catholic Schools so that this project could be realised.

In 2023 we completed the demolition of four classrooms; two Year 3 classrooms and 2 Year four classrooms. The site was eventually cleared taking longer than expected due to having to remove large boulders and rock found in the earth. This job was completed and the site was ready.

Unfortunately, during 2023 the Lloyd's building company that were employed for the project came under financial duress and had to be liquidated so our building project came to an abrupt halt. This news came very unexpectedly. It was a very stressful time for all involved and presented many unprecedented difficulties and essentially, this meant we had to start again. Guided by the MACS capital works team we put the project out to tender once again. We were very fortunate that we had many building companies apply with the Melcon group being successfully assigned to the project. This was a great relief and we were then once again able to put the building plans in motion and to once again begin to breathe life into our building project. It was a wonderful achievement that by the end of 2023 we had the ground floor slab poured; in spite of all the unexpected delays experienced. We hope to see the building works completed by Tern Four 2024.

Throughout 2023 the school maintained a commitment to deliver a high performing culture of organised and responsive learning underpinned by continuous professional dialogue and feedback, data and evidence based research. We continued to utilise Pauline Zappulla as our expert consultant to give feedback and advice on how best we can strengthen a performance based Professional Development culture at Our Lady's. The Leadership team met with Pauline twice throughout the year as a team and also participated in their own individual goal setting with Pauline Zappulla as well as individual coaching meetings throughout the year focused on improvement of practice for all leaders.

One major way we wanted to achieve this was by collaboratively implementing a whole school approach to a school wide, performance based Professional Development culture. We documented this journey and successfully created our Professional Learning policy.

The Leadership team worked diligently and strategically throughout 2022 and 2023 to embed a performance and development culture amongst the Our Lady's school staff.

Our goal was to build on the work we began in 2022 by continuing to nurture and implement a high-quality Professional Development Program with the aim to provide:

- A high degree of leadership support for ongoing adult learning and risk taking
- Collective responsibility for improving practice
- Disciplined collaboration aimed at specific and relevant goals that relate to the learning needs of students
- High levels of trust, interact and interdependence
- Support for professional learning through school structures, explicit planning and the allocation of time
- A focus on the professional learning that is most likely to be effective in improving professional practice and student outcomes

-Focused opportunities for all teaching staff including ESOs to implement, research, record evidence, present at the Annual Review meeting their self improvement goals.



<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> <li>• Professional Learning Community meetings for Literacy and Numeracy (weekly)</li> <li>• Graduate and new teachers to the school Induction Program</li> <li>• Principals' Network</li> <li>• Deputy Principals' Network</li> <li>• Literacy Leaders' Network</li> <li>• First Nations people professional learning with Helen Christianson</li> <li>• Learning Diversity Leaders' Network</li> <li>• Western Zone Learning and Teaching Network</li> <li>• Deb Sukarna continuing with the embedding of Writer's Notebook via Workshops F-6 (throughout the year)</li> <li>• Kath Murdoch - Personalising Learning using an Inquiry Approach workshops F-6, throughout each term/Coaching, modelling, feedback and debriefing</li> <li>• Child Safety/Occupational Health and Safety - Martin Tenant facilitating</li> <li>• First Aid Training for all staff CEM</li> <li>• NCCD Professional Learning CEM</li> <li>• EAL-Teaching and Learning Framework</li> <li>• Online course Child Safety Standards,</li> <li>• Understanding Autism</li> <li>• Mandatory Reporting online module</li> <li>• Disability Standards online module</li> <li>• Emergency Management Training VIT</li> <li>• Coaching and Mentoring Graduate teachers (weekly)</li> <li>• Coaching for Senior and Middle Leadership (GROWTH model) with Pauline Zappulla (each term)</li> <li>• Leadership team members having individual coaching and mentoring with Pauline Zappulla each term.</li> <li>• Junior, Middle and Senior Learning Leaders (Middle leaders coaching and mentoring each term).</li> </ul>	
Number of teachers who participated in PL in 2023	29
Average expenditure per teacher for PL	\$4300.00

### Teacher Satisfaction

The MACSIS survey results for 2023 in relation to Teacher satisfaction indicate that Our Lady's school has continued to achieve above the MACSIS average for all schools in the all the domains that were measured. This is a result to celebrate and below are the domains listed: • Catholic Identity • Student Safety • School Climate • Staff-leadership relationships •

Instructional leadership • Feedback • School leadership • Staff safety • Psychological safety • Professional learning • Collaboration around an improvement strategy • Collaboration in teams • Support for teams • Collective efficacy

In 2023 the leadership team continued to work diligently and strategically to embed a performance and development culture amongst the Our Lady's school staff. This strategy was expanded to include the admin team. This strategy continued to impact positively on our teacher satisfaction MACSIS data for 2023. Although we did have staff changes in 2023 we were able to maintain cohesion and a positive school climate with a focus on innovating for improving learning outcomes and engagement for all students.

The 2023 MACS survey data results below provide the evidence:

Perceptions of the overall social and learning climate in the school in 2023 were 93% positive which is 20% above the MACS all schools average of 73%.

The staff perceptions of the quality of relationships between staff and members of the leadership team were 92% positive for Our Lady's which is well above the MACS all schools average of The Our Lady's staff data for perceptions of the amount and quality of feedback staff receive has been on an upward trend since 2021 (52%), 2022 (57%) and 2023 (80%), outperforming the MACS all schools average of 39% by 30%. This is truly an excellent result and largely due to the Individual Professional Development Plans and Program.

An area that has also shown improvement is teachers' perceptions of how well leadership sets the conditions for teams to collaborate. The 2023 data (81%) showed an increase over the 2021 data (64%) and the 2022 data (68%) and we achieved well above the MACS average for all schools of 67%.

93% of staff responded that they feel very clear about the schools' improvement plan which is well above the MACS average for all schools of 66%.

90% of staff agreed that the school leaders set a positive tone for the culture of the school in contrast to 69% being the average for all MACS schools.

The following aspects of school life were responded to by staff of Our Lady's school as being 100% positive:

How effectively school leaders communicate information to staff.

How knowledgeable school leaders are about what is going on in the school.

How positive is the influence of school leaders on the work of the staff.

When the school makes important decisions how much input do staff have.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	21.1%
Graduate	10.5%
Graduate Certificate	10.5%
Bachelor Degree	34.2%
Advanced Diploma	18.4%
No Qualifications Listed	5.3%

<b>Staff Composition</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	32
Teaching Staff (FTE)	25.0
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	11.3
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### 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

During 2023 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 fun events and information based events that involved parents and activities that engaged them in their children's learning.

Parallel to this we sought out opportunities to connect our students to the 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 a range of activities.

Reflecting on these two levels of community engagement, below is a summary of the highlights that have been achieved during 2023.

#### **Actions in 2023 to build parent engagement with their children's learning and to strengthen their engagement with Our Lady's 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

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.

The Burmese Sewing Group which met on a weekly basis which was run by a volunteer sewing teacher-Marie and was supported by Moe and Nghuri who acted as interpreters for the group.

A Mycare -Made flyer was distributed to the community in three languages and promoted in the newsletter, hard copy, text and email.

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

Introduction of Community Classrooms in 2023 was very successful. Our Family School Partnership Leader facilitated a staff meeting to discuss the Purpose, 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 2023 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 2023 to enrich children's learning through community engagement and partnerships:**

Cyber education sessions with the Cyber Safety Project who worked with staff, children and in the evening parents.

Information Sharing-Informed school families about our community partnerships through school newsletter articles and website e.g. Learning Walks, River Detectives, Tree Planting are some examples.

Curriculum Assistance-throughout the year via our Family School Partnerships (FSP) leader Greg Woolford who worked with the Principal, curriculum leaders, teachers and the RE/Teaching and Learning Leader to plan partnering events that enriched the children's learning through a range of incursions and excursions.

Networking-FSP leader attended multiple external networks which create opportunities for our school to connect to relevant partnerships e.g. Brimbank Early Years Network, School Focused Youth Services Network etc.

Thirty-two punnets of seedlings were received from the Dame Phyllis Frost Centre (Women's Prison) in Ravenhall. We participated in this program alongside our two partnering FSP schools who received similar donations. We could not plant these in our school garden due to building works so students took them home to plant in their own gardens.

Year 6 Leadership Conference- In 2023 the Year 6 students invited Year 6 leaders from across Brimbank to Our Lady's, and together listened to inspiring speakers. The event was planned and hosted by Our Lady's Year 'Let Your Light Shine'. 6 students and held in the school auditorium in term 4.

Towards the end of 2023, we conducted a Foundation 2024 transition program for new families and students. Two Foundation transition meetings were held with parents while their children had opportunities to familiarise themselves with the school environment, teachers and their peers.

Year 6 transition to secondary school program was very successfully implemented in Term 4 2023. The main events were the Year 7 panel conversations with Year 7s from five feeder schools, Year 6 students who were able to ask questions and clarify any concerns about attending secondary school in 2024.

The Blueearth event which combined Year 6 students from 3 local Catholic schools to provide opportunities to connect with each other, develop friendships and connect those students who were attending the same secondary school in 2024.

Additional Partnerships included a focus on The Performing Arts area of Dance. An expert dancer and performer Andy Howitt taught creative dance across all year levels throughout 2023.

Andy engaged each class to co-create a dance performance which came together on October the 25th as a whole school performance titled-'*Let Your Light Shine*'. It was a resounding

success and highlighted the dance talents of the students of Our Lady's' Families and friends who came to the performance responded overwhelmingly positively with lots of praise for the students, Andy the dancing teacher, producer and director and the staff of Our Lady's school.

Our Family School Partnership leader Greg Woolford successfully applied for 10K in grants from Landcare and Volunteering Vic which enabled the students to participate in a tree planting program and freshwater studies along the local creek. A huge thanks to Melbourne Water, The Friends of Kororoit Creek and The Werribee River Keeper who helped us apply for this funding and participated in these events.

We are also grateful to the range of other groups not listed for their support and in many instances monetary sponsorship of the school.

Much of this work has also been the result of our prioritising this work through the employment of a Family School Partnership leader Greg Woolford. This role exists in partnership with St Theresa's and Mother of God Primary schools and has been integral in working with staff and designing and strengthening school community connections.

A final thanks to our wonderfully diverse group of children, families and staff, as well as the support of our partners that together make Our Lady's a Christ centred, inclusive, welcoming and learning focused school community.

## **Parent Satisfaction**

The 2023 Melbourne Archdiocese Catholic Schools (MACS) survey results for families of Our Lady's school showed a marked improvement over the 2022 results.

The family engagement data describes the degree to which families are partners with their child's school showed that the 2023 results (48%) were higher than the results achieved in 2022 (38%) and 2021 (45%) as well as being higher than the MACS all schools average of (46%).

Parent responses endorsed Our Lady's school with a 73% high approval rating showing improvement from 2021 (72%), 2022 (70%) and above the MACS all schools average of (68%).

The Parents MACS survey data in relation to how well a school matches their child's needs had the most significant increase in 2023 (86%), in 2022 (73%) and in 2021 (78%). Our 2023 data was also above the MACS all schools average of (75%). We believe the significant resourcing and improvement in teachers' capacity to identify needs and then put into practice strategies to differentiate their curriculum to target needs together with prioritising and building a school culture focused on improving individual teacher/staff efficacy to build

individual capacity as well as collective teacher/staff efficacy to support alignment of practice across the school.

The Parents MACS survey data in relation to staff respect for students (100% positive) and student respect for staff (100% positive) which is evidence of the very positive school climate that exists at Our Lady's school.

95% of parents believe that their children enjoy going to school at Our Lady's. The 2023 school climate data which measures families' perception of the social and learning climate of the school were very positive showing an upward trend from 84% in 2022 to a very pleasing increase to 90% in 2023 which is higher than the MACS all schools average of (84%).

The MACS 2023 survey results (95% positive) indicate that the parents of Our Lady's school feel welcome. They feel the staff are approachable (95% positive) and also the school leaders at (95% positive).

The MACS 2023 survey data shows that the parents of Our Lady's school feel that the school values the diversity of the children's backgrounds (90% positive).

In regards to student safety at Our Lady's school both physical and psychological, it was pleasing to note we have achieved a three year upward trend: 2021 (76% positive), 2022 (78% positive) and in 2023 (82% positive).

These are extremely pleasing results. However, we will continue to work hard to improve all areas of school life in order to improve our school community so that it transmits to our students and parents a living example of a Christian community based on the Gospel values as described by the words and life of Jesus Christ.



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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.olsunshine.catholic.edu.au](http://www.olsunshine.catholic.edu.au)