



Our Lady of the Immaculate Conception School Sunshine

2022

Annual Report to the School Community



Registered School Number: 1101

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission.....4

School Overview.....5

Principal’s Report8

Catholic Identity and Mission.....10

Learning and Teaching.....13

Student Wellbeing19

Child Safe Standards.....24

Leadership26

Community Engagement32

Future Directions36

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Minimum Standards Attestation

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

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

04/04/2023

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission



Our Lady 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 and Love we are people of

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 103 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. 2022 was Father Peter's seventh 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. 69% of the 321.2 students who attended Our Lady's school in 2022 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 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 trend showing a slight increase in Catholic enrolments continuing in 2022 (62%).

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 2022 there were 15 students who were classified as students with a refugee background.

In 2022 out of a total enrolment of 321.2 students there were 103 NCCD students funded for additional learning needs. In 2022 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 five Learning Support Officers, a school psychologist (two days per week) and a Speech Therapist (one day per fortnight).

In 2022, 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 external organisations to enhance our sustainability program and provide weekly English classes for our Burmese parents via VICSEG.

The new four-year school improvement goals established by the school review in 2021 were the focus of our work in 2022 within the following three overarching priorities:

Priority 1

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

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

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 will continue 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 2022, 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.

In spite of some disruptions to school life due to COVID in the early part of 2022, 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

Principal's Report

2022 was the year when all staff at Our Lady's school community worked hard to transition back to onsite teaching and reclaim many aspects of school life which had been suspended for the last 2 years due to the COVID pandemic.

Our first priority was to transition and warmly welcome our students, staff and parents back into their school. We invited parents and families to events throughout the year both onsite and sometimes online to continue to strengthen a sense of connectedness to the school and to develop and reinstate a feeling of community. We as much as possible celebrated the fact that our school community was back together.

We placed a focus on student and staff well-being to aid with this transition. This continued throughout the whole of 2022. We focused on building and strengthening relationships amongst the students, parents and staff. This was fundamental to building and strengthening our community and to supporting the mental health and well-being of all.

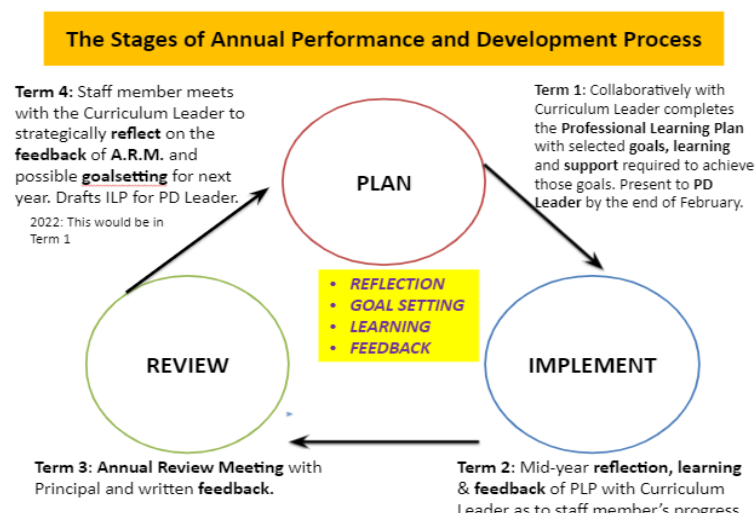
We provided time during both Staff Meetings and Professional Learning Community meetings to reacquaint staff with school policies in order to maintain cohesiveness and provide opportunities for clarification. We focused particularly on the Positive Behaviour Policy which has the Restorative Practice embedded into it. We felt that it was important to re-establish this amongst all staff in order to support the transition back into full time onsite learning for especially our students. The restorative practices approach to resolving conflict and preventing harm has a very positive impact on school culture as it gives all parties a voice and is a positive model for conflict resolution. This supported our endeavours to quickly re-establish for our students a school environment where they felt safe, valued and supported.

A shared approach with a strong focus on building both personal and social competencies in our students as well as having clear expectation was important to reinstate confidence and routine. Our students had been working mostly off site for the two previous years and therefore had not interacted with each other as much as they normally would have in the playground and in the classroom and thus needed support to transition back to learning with their peers, at school. It ensured that we were quickly able to re-establish a safe, supportive and caring school environment and this was evidenced in the MACSIS 2022 student survey results.

We were delighted to see our school return to a sense of normality over the course of the year. It took a concerted effort by all staff to re-establish onsite collaboration between parents, staff, students and the broader community.

We also adopted and maintained many of the new leanings we acquired from the experience of the pandemic. This included providing parents with the option of conducting meetings online if they preferred and incorporating a wider variety of digital learning resources into the mainstream classroom programs in order to enhance student engagement and diversify further the learning experiences for our students.

We continued to implement our school improvement plan with the Implementation of the Our Lady's Professional Development policy as illustrated below. All staff had input in creating the Professional Development Policy. 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 and will be continued in 2023.



A great challenge in 2022 was to deal with the unprecedented challenges which halted the commencement of our much-needed new major building project. Challenges such as skyrocketing price rises for building materials and other enforceable delays had increased the original price by up to 45%. I was supported throughout 2022 to find a way to move forward with the support of the MACS Capital Works team and the MACS Our Lady's school project manager. We managed to end 2022 with a concrete plan to begin construction in early 2023.

Throughout 2022, we were re-energised with the fact that apart from the early part of the year the COVID pandemic hard to a large degree subsided and thus with great enthusiasm the staff set out to bring to life in our school our strategic intent as described below:

Our Lady's school was and continues to be committed to the following:

- 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 the whole staff
- 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.

It truly was a joy and a privilege to be of service to the students and families of the Our Lady's school community.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

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

Intended Outcomes

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

That our Catholic faith is expressed throughout the whole curriculum.

Achievements

We began the academic year with an Aboriginal smoking ceremony led by Uncle Ricky, a First Nations elder. It was an important cultural activity that helped us acknowledge and respect the traditional custodians of our land. The ceremony was followed 2 weeks later by a whole school mass led by Father Peter, which involved our students in various ways.

In Year 2 classrooms the Religious Education Leader (REL) continued to model the Godly Play strategy to incite a curiosity and wonder of scripture stories within Faith Life Learning.

In our middle to senior classrooms, the REL supported Lectio Divina and Bibliodrama sessions to explore scripture stories in depth, which was an excellent opportunity for our students to go deeper into understanding their messages. In Year 5, the REL modelled the structure of Religious Education in the classroom's Faith Life program to support our new teachers, and offered feedback to help them refine their teaching approach.

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.

Leading up to the Easter Season, the REL supported pancake making in Year 1 in the hall kitchen to not only engage in cooking but to deepen understanding about the Catholic Faith tradition leading into Ash Wednesday and Lent. Years 3-6 attended Ash Wednesday mass at the parish mass with Years 1-2 preparing and leading a liturgy in their own spaces to mark the beginning of Lent. The REL led this for the Year 1s in the beautiful outdoor area outside their classrooms.

In addition, we had a Lent/Easter focus meeting to provide our teachers with an opportunity to choose a Station of the Cross focus to represent in a contemporary way. The discussions and debates allowed for lots of clarification as to how to engage all our students and use the learning to deepen understanding not only for our students but for the school community as a whole.

The sacramental program continued for Years 3, 4 and 6. We had a Reconciliation evening for parents in Year 3, where Fr Elio Capra led the meeting. The teachers in Year 4 and Year 6 led their own family nights which allowed teachers to plan and work with their families to develop outcomes in these sacraments, and built upon a sense of community. We continued our efforts to promote our students' spiritual and intellectual growth through a Confirmation retreat at St Joseph's by the Sea, where the Year 6 students reflected on the Sacrament of Confirmation to gain a deeper understanding of the Holy Spirit in their lives.

We continued our efforts to promote our students' holistic development. To foster a love of performance and develop musical skills, the REL organized a preowned piano to be delivered to the school. Our students now have an opportunity to show/develop their craft, or develop a new one.

We held OUR LADYS HAS TALENT in the hall over a few weeks, where students rehearsed their own chosen 'acts' and performed to a student audience during the lunch break. It was a fun and engaging activity that brought joy to all who participated, and complemented the Faith Life Learning in the area of Performing Arts.

The REL supported Year 2 in music lessons using Peter and the Wolf to introduce musicality into the classroom Faith Life program. The REL planned and taught the ta ti ti notation for creating a rhythm. Children learnt to write their own as well as read and play one another's rhythms. The REL also planned and used hands on craft activities at that level to engage the students in their learning.

The REL organized Father Richard Leonard, who flew out from NSW, to provide our staff with a Professional Learning Day focused on Jesus, discernment, and mission. Additionally, we invited religious performer Andrew Chinn to teach our students some songs and perform them in a concert at the end of the day. It was a great opportunity for our students to showcase their talent and engage in musical activities celebrating a love of faith. The REL also 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 REL invited Helen Christensen from MACS, a First Nations person, who gave staff some First Nations perspectives at a staff meeting. This information formed the beginnings of new learnings for staff who were encouraged to engage with aboriginal perspectives where possible, to enrich learning in Faith Life.

The REL led a prayer service for Myanmar in the yard which was attended by parents and school community. The students were invited to bring flowers from home to shower Our Lady in mourning for this section of our school community. It proved to be a well-attended event that was moving and heartfelt by all.

The REL spent some time inputting 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. The REL also 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.

Furthermore, the REL engaged our senior students in social justice activities through the Social Justice Committee, formed by Year 6 students. They took charge of raising awareness of Catholic Mission and Caritas and raised funds through a range of activities over the school year. In October, classes considered how to support CATHOLIC Mission through an array of stalls in the yard ranging from homemade/class made items such as cordial, bookmarks, and other works of art which raised a huge amount for this cause.

The REL and Literacy Leader held lunchtime choir sessions where mostly Year 3 and Year 4 students participated, and their singing was enjoyed by the school/parish community during whole school masses.

The REL, Literacy Leader and Year 3 teacher attended an Ocean Literacy professional development in Queenscliff through a Deakin University initiative, to be able to lead learning in

ocean literacy of Port Phillip Bay through a focus on picture books. This will be further explored in 2023 within Faith Life Learning.

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.

Learning and Teaching

Goals & Intended Outcomes

Goal

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

Intended Outcomes

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

That our Catholic faith is expressed throughout the whole curriculum.

Achievements

Achievements in Literacy

In 2022, the Writers Workshop continued to be a whole school focus in literacy, initially being introduced in 2020, to strengthen best practice in literacy and improve student learning outcomes in writing. Deb Sukarna, a well known education consultant, continued to collaborate with teachers and students to establish the Writers Workshop routine and expectations at Our Lady's. The school continued to release teachers to plan with Deb once a term for approximately 2 hours each time. During this time, teachers would analyse student writing and reflect on their practice so that they could implement the Writers Workshop effectively and respond to student needs. Deb also conducted a whole school closure day in Term 2 for the teaching staff and the LSOs. The whole school closure day consisted of teachers sharing their practice of the Writers Workshop, as well as Deb presenting information about how to prepare for a conference, analysing student writing, using the writing developmental continuum to track student growth and looking at the instructional framework of writing which includes modelled writing, shared writing, guided writing, interactive writing and independent writing. Deb also held our first parent information night in Term 2 which was a huge success. We had 35 parents attend. Parents commented on how grateful they were for the invitation to learn about how children learn to write and how the Writers Workshop is implemented at school. They also appreciated the tips on how they could help their children with their writing at home.

The Reading Program at Our Lady's continued to be of importance in 2022. The Fountas and Pinnell Levelled Literacy Intervention program was purchased in order to support struggling readers improve their reading using engaging levelled texts. The Reading Intervention Teachers and the Learning Diversity Leader were part of the professional learning to ensure the implementation of the program was a success. 23 students in 2022 from Years 3-6 who were falling behind in their reading were targeted and included in this program. Intervention for struggling readers in F-2 was also delivered by a Reading Intervention teacher who was funded through the Tutoring Program. Students reading data was analysed and lesson sequences were developed in order to improve letter identification, phonemic and phonological awareness, decoding, fluency and comprehension. 21 students were given reading support through the Tutoring Program in 2022. The online digital reading subscriptions of Sunshine Online and Storybox Library were renewed in 2022 and were accessed by students at school and at home.

Book Week was held once again in Term 3 of 2022. After the previous two years of disrupted learning and Covid regulations restricting large numbers gathering, Book Week was once again able to include a Book Week Parade held in the school hall. 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 “Dreaming with Eyes Open” inspired many students and teachers to dress up in their favourite characters and parade in style. Many commented on the success of the day by saying it was good to be able to gather to celebrate Book Week once again. It is also important to note that the Year 6 leaders assisted the Literacy Leader to chair the event. It was definitely an achievement for our Year 6 leaders who spoke calmly and confidently in front of such large numbers. Our author visits during Book Week were led by Nikki Greenberg in Years F-2 and Adrian Beck in Years 3-6. Students also viewed a “Story Quest” performance by Perform Education as part of the Book Week celebrations.

ACHIEVEMENTS IN MATHEMATICS

- A refocus of how we use learning intentions and success criteria within the structure of a maths session
- Quality learning experiences that allow children to explore, extend, articulate, investigate and reinforce learning
- Learning opportunities based on the Victorian Curriculum and Michael Ymes Yearly overviews
- Centring on sustained engagement to strengthen learning
- Use of pre and post assessment and reflecting tools to inform teaching, allow children to set goals, and reflect on the growth of children and impact of teachers
- Facilitated planning for all year levels
- Use of Maths walls to complement the unpacking of mathematical language relevant to each unit
- Mathletics to support home and school learning through interactive activities, games and challenges
- Implementing the structure of the CEM Number Intervention program with the focus on: Conceptual Place Value, Number Words & Numerals, Counting Strategies and Structuring Numbers 1-20 within the classroom setting F - Year 4
- Implementing a Numeracy Intervention Program engaging our Learning Support Officers Monday - Thursday 10-minute sessions (8:45 - 8:55) and in daily Maths sessions to target vulnerable children (F - Year 4).
 - Professional Learning Community meetings for staff which included the development of moderating tasks across year levels and the unpacking results to support assessment

ACHIEVEMENTS IN DIGITAL DESIGN and DESIGN TECHNOLOGY

Our Lady’s migrated to a new and faster internet connection this year which gave the school a fourfold uplift in bandwidth. MACS/ CECV delivered the Edge Network Project which was aimed at vastly improving the schools’ capacity to connect online through an extensive, multimillion dollar upgrade to each school.

NAPLAN was completed online in 2022 for the first time at Our Lady’s School. The only exception was the NAPLAN Year 3 Writing assessment that was completed on paper. The NAPLAN lock-

down browser needed to be installed onto the school chromebooks and desktops in the ICT Lab in order for this to happen.

In 2022, Our Lady's School continued with delivering the Written Reports digitally through the NFORMA Parent Portal. Each parent could access their child's report through the NFORMA Parent Portal. Instructions for accessing the portal were shared with parents and support was provided for any parent experiencing difficulties. The DDT Leader assisted with any difficulties associated with accessing the written reports.

A new set of 7 laptops were purchased as a result of a \$5000 grant from the Sidney Myers Fund. These laptops were given to the Learning Support Officers at our school.

Hear and Learn also came to our school in 2022. All RedCat Microphones and speakers were checked in each room and serviced. This resulted in all classrooms having the Red Cat System in place so that children can hear and listen to the speaker no matter where the speaker or the listener is situated in the classroom. This results in inclusivity.

A new desktop computer was purchased for the Deputy principal with two screens. Laptops were also purchased for extra LSOs or staff members. A new iPad and stand was purchased for the staffroom.

The new backup system was also implemented into our school. The schools server and all online activity is backed up every Wednesday. One hard drive stays at school whereas backed up hard drives are taken off site.

Design and Digital learning continued to be integrated with Faith Life Inquiry, Mathematics and English through a STEM focus. The DDT leader supported teachers with implementing the DDT into the classroom.

All classes at Our Lady's school were provided with cyber safety lessons. These were facilitated by the Digital and Design Leader. Classroom teachers also emphasised online safety throughout the year.

In addition to the cyber safety lessons, The Cyber Safety Project visited the school in August 2022. They facilitated a cyber safety lesson for each class. Years Foundation, 1 and 2 focused on what they could do if they felt unsafe when online. Years 3 and 4 focused on personal, private and public spaces. The Year 5 and 6 students explored online spaces. The Cyber Safety Project also hosted an online parent information evening on Tuesday 9th August 2022. The session provided parents and guardians with insights and important information about the popular online experiences children are exposed to today.

STUDENT LEARNING OUTCOMES

In 2022 the Numeracy Leader provided professional learning for all Learning Support Officers to implement a Number Intervention Program to address the needs of students in the area of Number. The program ran from Monday to Thursday for 10minute sessions (8:45 - 8:55am)

and furthermore the Learning Support Officers ran daily targeted Maths sessions to target the needs of vulnerable children (F - Year 4) in the area of Number in the classrooms.

The Literacy and Learning Diversity Leaders were responsible to oversee the Tier 2 Literacy Intervention programs that we ran throughout 2022.

We ran the Tutoring program based on students who were not achieving the required Reading benchmarks in Years 1 and 2. This was based on individual needs and mostly organised in small similar needs groups but also one on one where needed. Each small group or child received 3 x30-minute sessions per week as a minimum.

We used the Fountas and Pinnell Reading Intervention Program to target students in Years 3 to 6 who were 12 months below the Victorian Curriculum Reading standards. The students had 3x 45-minute sessions per week.

The programs were successful largely due to the expertise of the staff who ran them and the ongoing dialogue of the Intervention staff with the classroom teachers, the Literacy Leader and Learning Diversity Leader as well as with parents.

NAPLAN 2021 to 2022 data analysis

The 2021 to 2022 NAPLAN results indicate that Our Lady's school is performing very well in relation to the Year 3 NAPLAN results. There is a positive and upward trend emerging across the following areas: Reading, Writing, Grammar and Punctuation and Numeracy. with slightly lower in 2022 results than in 2021 in Spelling These are very pleasing results considering that 2020 and 2021 school years were interrupted by the COVID-19 pandemic and students spent substantial time learning online and at home.

The 2021 to 2022 Year 5 results were mixed with a positive upward trend emerging for Numeracy and Grammar and Punctuation while in the area of Writing the 2022 Our Lady's NAPLAN results were slightly below those achieved in 2022 but still equal to the State results. The 2022 NAPLAN results for the areas of Reading and Spelling were slightly below those achieved in 2021.

LITERACY DATA 2022 SUMMARY

At Our Lady's we continued to sustain and build strong reading text level growth across Foundation to Year 2. 76% of the students in Year 2 met the 28+ target and 78% in Foundation met the 5+ target. It was pleasing to note that even though only 58% of the Year 1 students met the text level 5+ target, 20% of Year 1 students were able to meet the 28+ target of Year 2 and 87% of the Year 1 students made growth in their Record of Oral Language. Oral language is the building block to reading comprehension, so growth in this area is essential to improving in reading and writing. The PAT (Progressive Achievement Test) Early Years Reading demonstrated that 73% of Foundation students met the expected benchmark, 13% were above the benchmark and 13% were below the benchmark. 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 students' 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 on their journey towards becoming proficient readers. It is important to note that while 53% of students in Years 1-6 made the expected reading level according to PAT Reading, 40% of students were at least one year

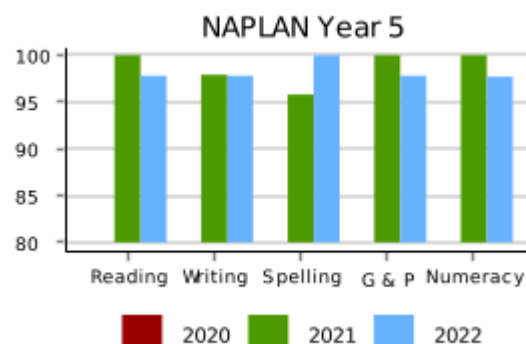
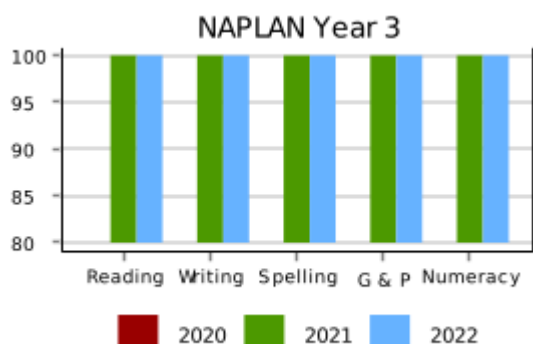
above the expected reading level. 13% of the students in Years 1-6 were below the expected reading level and were included in the reading intervention programs to ensure they were given more opportunities to improve their reading outcomes. In 2022, we continued to work on explicit Learning Intentions and Success Criteria from F-6 to improve the quality of the targeted teaching groups. The PAT data demonstrated that inferencing and interpreting explicit information in texts was a challenge for many students in our school. Deb Sukarna conducted 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.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	97.8	-2.2
YR 05 Numeracy	-	100.0	-	97.7	-2.3
YR 05 Reading	-	100.0	-	97.8	-2.2
YR 05 Spelling	-	95.8	-	100.0	4.2
YR 05 Writing	-	97.9	-	97.8	-0.1

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Goal

To 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, one of our essential major 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 this in mind, 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 our 2022 school year, the area of social and emotional learning (SEL) has continued to be a priority. The Victorian program, 'Resilience, Rights and Respectful Relationships' has continued to be one of the main curriculum sources across Foundation to Year 6. Since 2021, we have also been implementing 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. Building 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.

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. In addition, 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 additional learning.

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 also 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.

All classrooms also have a wellbeing kit which contains a variety of hand on resources for teachers and students. These kits are replenished at the end of each year.

Each term, classroom teachers and the SW Leader plan for the upcoming term based on our scope and sequence and student needs. In Term 2, the students completed the ACER Wellbeing survey. Analysing the data allowed the teachers and SW leader to gain an insight into particular cohorts and target needs based on the results.

The staff of Our Lady's were fortunate to have professional Learning facilitated by Anne Hubbard focusing on Conscious Breathing in the Classroom. In particular the professional learning aimed to add value to staff knowledge, cultivating a daily breathing practice for wellbeing and bringing daily inner calm and focused energy to the classroom. The breathing techniques added to the de-escalation brainbreaks and meditation that occurs throughout the school.

After two years of several lockdowns during the pandemic, it was wonderful to have our entire school year uninterrupted by lockdowns. The Year 6 Wellbeing Committee worked with the SW Leader throughout the year to organise several events, including casual dress days to promote wellbeing and wearing clothes we are comfortable in. The Year 6 wellbeing committee of 2022 also initiated 'Service Patrol' which involved them volunteering to be on 'patrol' to support any students who might be without a friend or need some support with an issue. It was their way of giving back to our school community.

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 now added to the OLPS Hub. In particular, the 'Virtual Calming Room' was added containing a wealth of resources to support students and families.

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 and the Learning Diversity Leader 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

- Implemented a whole school online approach to student wellbeing with an emphasis on cybersafety.
- 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 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
- 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 focussed 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 students collaborated together to plan, organise and run the annual Our Lady's school 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,

STUDENT SATISFACTION

The 2022 MACSIS student surveys overall results indicated that generally Our Lady's school was performing above the MACSIS average in the following domains:

- Rigorous learning
- Student engagement
- School climate
- School Teacher-student relationships

- School belonging
- Learning dispositions
- Enabling safety
- Student voice
- Catholic identity

80% of the students surveyed in Years 4,5 and 6 responded that they would be excited to have their teachers again. 86% of all students indicated that they feel their teacher is respectful towards them and 83% believe that the adults in the school are supportive of them. Although these scores are above the MACSIS average they are not meeting our expectations for all students to feel that they are supported. This will be an area that we will work hard to improve on.

Although the results were slightly lower than in 2021 the students responded still very favourably to the School Belonging domain considering they had been through 2 years of online learning it was pleasing to see that in spite of this the students of Our Lady's school still felt a strong connection and sense of belonging to the school. The MACSIS survey 2022 indicated that they enjoyed being with their peers and that the adults in their school cared for them and for their future.

The students indicated very positive responses to the survey questions in the Catholic Identity Domain. 90% of students indicated that the classir prays together daily and 80% indicated that their teachers encouraged them to respect the religious beliefs and practices of others. As we are an inclusive school we will be working hard in 2023 to improve this perception amongst our students.

STUDENT ATTENDANCE

During COVID-19 lock-downs we modified our attendance processes, parents were required to contact the teacher if their child was absent. Teachers made allowance for parents who worked at different times and had difficulties accessing the technology. Our DDT Leader supported parents to overcome these difficulties. Parents of any student who was not present online or did not complete the required learning were contacted and offered support from their child's teacher. Support was provided to those who had difficulties with the online learning. All absences were followed up promptly and referred to principal or Student Wellbeing leader, if there was no response from the parent. Interpreters were used to break down language barriers. The aim was always to re-establish regular attendance.

Post COVID pandemic we implemented the following procedure:

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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	91.3%
Y02	90.3%
Y03	91.3%
Y04	91.6%
Y05	93.0%
Y06	92.6%
Overall average attendance	91.7%

Child Safe Standards

Goals & Intended Outcomes

In 2022 Our Lady's school continued to strengthen its commitment to providing a safe and inclusive environment for all students by actively implementing processes that establish expectations and accountability for people working with our students. We continued with a strong focus on cyber-safety programs.

The Child Safety Leader introduced the four new Child Safety standards to the whole staff. This was done via a series of staff meetings. The child safety standard in relation to Aboriginal and Torres Islander students was a part of this process.

We continued with a strong emphasis on developing student voice and agency as well as the application of student well-being programs such as Respectful Relations, the Zones of Regulation, Kids Matter, 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 continued to focus on empowering all students by providing students with a greater voice in their learning and in school matters via the student representative council and the Year 6 student led committees.

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 and lived out via programs that have student voice and agency at their centre such as iTime and Discovery Learning.

Achievements

In 2022 Our Lady's school continued to have a Child Safety and OHS Leader. This is a position of leadership and carries with it a POL 2. The Child Safety and OHS Leader provides staff with online weekly updates and updates staff each staff meeting with information and awareness raising ideas and having discussions as needed.

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, Child Safety and OHS Leader and staff. The school has continued to broaden and update regularly its comprehensive suite of Child Safety policies and procedural documents as required by Melbourne Archdiocese Catholic Schools (MACS).

- COVID-19 Safe whole school Plan and Guidelines created and updated throughout 2022 in accordance with the MACS Schools Operations Guidelines
- 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 on-site and online and strategies to be implemented where their safety or welfare is of concern;

Achievements

The achievements for the ongoing implementation and strengthening of the Child Safety Standards in 2022 are described as follows:

- The embedding of policies and commitments into every day practice
- Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards
- Professional learning of teachers, non-teaching staff and volunteers
- Continued Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Student participation and empowerment strategies
- Strategies to establish a culturally safe environment
- Strategies that ensure equity is upheld and diverse needs are respected
- Strategies that promote safety and wellbeing in the physical and online environments of the school
- Child safety Team/Committee structures and the impact these teams/committees have had in continuing to strengthen the child safe culture of the school
- Engagement and involvement of Families and communities in promoting child safety
- Human Resources practices, including volunteers, (recruitment, supervision, performance review)
- Child safety - Risk Management practices and complaints handling processes

Leadership

Goals & Intended Outcomes

Goals

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

Intended Outcomes

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

That role clarity will improve.

Achievements

Our very first staff meeting of the year the staff were so happy to be re-united and back onsite at Our Lady's school. We united as one Our Lady's staff in committing to:

- the Our Lady's school community and promise to be inclusive of all, to accept the differences and the challenges presented to us, and to understand and respond to the diverse and complex needs of our community.
- the God who walks each step of the way with us, loving us and believing in us. We promise to uphold the gospel messages of compassion, justice and love, and to be a light to others and salt for the world.

We made this commitment and asked our Creator Father, Jesus His loving Son, and the life-changing Holy Spirit to be with us as we journeyed into 2022. It was wonderful to be back onsite and physically stand together as the Our Lady's staff.

2022 was a transition year after two years mostly spent learning online. Because of this the Leadership team was very strategic and, mindful about providing as much time as possible to dialogue and include staff in all decisions which affected their work. We were also very focused on the well-being of our students, parents and staff.

We warmly welcomed back all members of our school community and worked hard to effectively and gradually restore strong trusting partnerships of collaboration between parents, staff, students and the broader community.

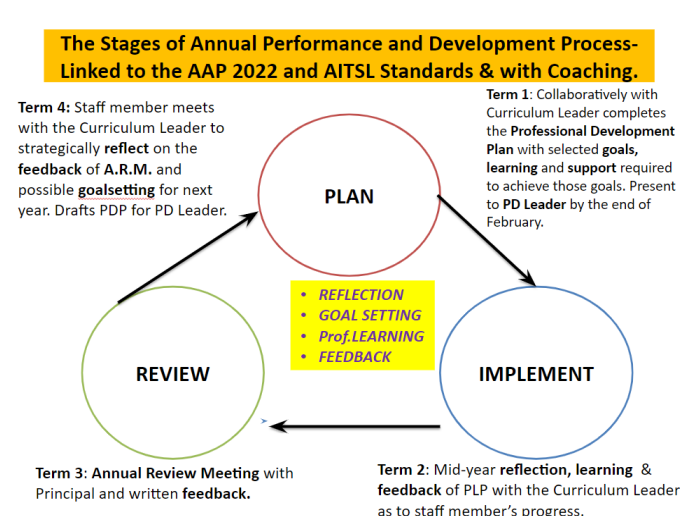
Connecting parents back to the school was nurtured throughout 2022 by providing diverse opportunities for parents to get involved in the life of the school.. This was achieved via parent information nights focused on a curriculum area such as the Writer's Notebook with Deb Sukarna and a Cybersafety focused evening presented by the Cybersafety Project or other opportunities for parents to gather information and dialogue with staff about learning at Our Lady's. This was presented by classroom teachers and curriculum leaders.

There were many school events where the whole community came together such whole school masses and feast days, the Art Show, the weekly school assemblies, student performances and the celebration of the feast day masses and sacraments throughout the year.

Throughout 2022 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.

One major way we wanted to achieve this was by collaboratively developing 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 to embed a performance and development culture amongst the Our Lady's school staff. In 2022 we focused on implementing the model below:



Our goal which was successfully achieved by the end of 2022 was to 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.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Professional Learning Community meetings for Literacy and Numeracy (weekly)
- Richard Leonard professional learning day-Education in Faith
- Quaglia Institute-Student Voice and Agency -The Power of Voice
- Curriculum focused staff meetings (weekly)
- Graduate and new teachers to the school Induction Program
- Literacy Leaders' Network
- First Nations people professional learning with Helen Christianson
- Learning Diversity Leaders' Network
- Western Zone Learning and Teaching Network
- Deb Sukarna continuing with the embedding of Writer's Notebook via Workshops F-6 (throughout the year)
- Kath Murdoch - Personalising Learning using an Inquiry Approach workshops F-6, throughout each term/Coaching, modelling, feedback and debriefing
- Child Safety/Occupational Health and Safety - Martin Tenant facilitating
- Introducing the new Child Safety standards
- First Aid Training for all staff CEM
- NCCD Professional Learning CEM
- EAL-Teaching and Learning Framework
- Online course Child Safety Standards,
- Understanding Autism
- Mandatory Reporting online module
- Disability Standards online module
- Emergency Management Training VIT
- Coaching and Mentoring Graduate teachers (weekly)
- Coaching for Senior and Middle Leadership (GROWTH model) with Pauline Zappulla (each term)
- Leadership team members having individual coaching and mentoring with Pauline Zappulla each term.
- Junior, Middle and Senior Learning Leaders (Middle leaders coaching and mentoring) each term.

<ul style="list-style-type: none"> • Principal coaching and mentoring-Pauline Zappulla each term • Family Schools Partnership cluster meetings for sharing practice • Western Zone Principal Network Meetings • Western Zone Deputy Principal Network Meetings • Western Zone Student Wellbeing Cluster meetings 	
Number of teachers who participated in PL in 2022	26
Average expenditure per teacher for PL	\$4820

TEACHER SATISFACTION

The MACSIS survey results for 2022 in relation to Teacher satisfaction indicate that Our Lady's school has achieved 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 2022 the leadership team worked diligently and strategically to embed a performance and development culture amongst the Our Lady's school staff. This was a strategy which has impacted positively on our teacher satisfaction MACSIS data for 2022.

Although we did have staff changes in 2022 we were able to maintain cohesion as evidenced in the survey results with 94% of teachers indicating a positive perception of the overall social and learning climate of the school. Most importantly 92% of teachers held a positive perception of relationships between staff and members of the leadership team. It was very pleasing to find

that 90% of all teachers positively perceived coherence of the school's improvement plan. Most importantly teachers (93%) at Our Lady's school believe that staff at the school have what it takes to improve instruction. This demonstrates that they value each other's capacity to improve learning outcomes for their students. In other words they recognise in each other that they do have a positive impact on their students' learning outcomes.

We have worked very hard to create a professional and collegian staff at Our Lady's school and it was delightful to find that 91% of all teaching staff perceive that there are collegian relationships between staff members and 91% believe that there is a positive working environment at Our Lady's school.

100% of staff believe that:

- The school has an orderly environment.
- The students are respectful to the staff.
- The staff are respectful to the students.
- That school leaders are knowledgeable about what is going on in the school.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	63.0%

ALL STAFF RETENTION RATE	
Staff Retention Rate	88.1%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	31.8%
Graduate	18.2%
Graduate Certificate	18.2%
Bachelor Degree	59.1%
Advanced Diploma	31.8%
No Qualifications Listed	13.6%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	35.0
Teaching Staff (FTE)	31.4
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	11.4
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goal

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

Intended Outcome

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

Achievements

With a gradual return to normal schooling in 2022 Our Lady's School welcomed the chance to transition back to engaging the community. This happened slowly as people were cautious to gather and health requirements were required to minimize risk and to ensure everyone was safe.

Our ongoing commitment to engaging our whole community meant we adopted best practice from emerging and past research to re-engage our community. This was a challenge as nothing like remote learning had happened before and we looked at others experiences of rebuilding the community. We discussed with families what they felt comfortable to attend, often giving them a choice of in person or online opportunities to meet.

Initially, we recognised social connections were needing to be rekindled and we started the year with a popular favourite- the Foundation Picnic. This included face painting, an entertainer, a shared meal and free books for families which was a great way to connect with families.

Over the rest of the year we built a combination of fun 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 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 that time.

1. Actions in 2022 to build parent engagement with children's learning were:

The online Seesaw platform was further personalized for each year level and students. It proved to be very engaging for students and accessible for families particularly during remote learning. Thanks to all the parents who supported us using the app.

Parents and Friends-met multiple times-with a key focus on fundraising, where they did a great job.

Dialogue with Parents about Learning-Three way conversations and the incorporation of Seesaw material connected parents to their children's progress and learning goals. This was built upon throughout the year as teachers were actively encouraged to directly connect with parents about

student learning issues. This was reflected in the extensive range of communication strategies we have with families which includes email, text, ph calls, in person meetings, newsletter and google meetings.

Inquiry Learning-Environmental and marine based learning at the Port Phillip Eco Centre, Ceres Eco Centre. and the Jawbone Marine Sanctuary in Williamstown. This enabled the Gr 3 and 5 students to experience firsthand environmental and science based learning around ocean literacy and the environment. We were joined by marine scientists, and a Parks Vic Ranger who taught us about these environments in a way that connected to the terms learning (this was approximately 10K received in State Government funding).

Literacy Partnership-Deakin University and Catholic Education Melbourne funded 2 teachers and 2 leadership staff to attend 3 days professional learning to teach children about the Great Southern Reef with Picture Story Books. Staff implemented this into the classroom and will build on this in 2023.

Curriculum Assistance-throughout the year our Family School Partnerships (FSP) leader Greg Woolford worked with teachers and Kriss Oliver (Teaching and Learning Leader) to plan partnering events that enriched the children's learning through a range of incursions and excursion's.

As Covid's impacts increased we adapted, and changed to supporting families with more information giving for home and online support focused to respond to parent needs.

1. Actions in 2022 to enrich children's learning through community engagement and partnership:

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 etc.

Sixty punnet's of Seedlings 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. Schools planted in the school gardens and children harvested the produce.

Bunnings Donation-Seedlings and bags of fertilizer for OLPS.

Burmese Community. A Vicseg worker (Moe) was employed by the school, alongside her colleague Nghuri to teach English and support families over the year. During this time, we raised several thousand \$ from our beautiful school community, to support the people of Burma, who are currently experiencing a civil war at home.

Networking-FSP worker 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.

Gr 6 Transition to Secondary School Activities-For our Gr 6 students they discussed concerns about secondary school in a Community Conversations, met with Gr 6 peers from our two partner schools and Yr 7 representatives from 5 feeder secondaries. There concerns were responded to by the secondary school representatives, and they developed connections and practiced new social skills with peers that they can use in 2023 when attending secondary school.

Gr 6 Leadership Conference-Our grade 6 leaders, successfully applied for a Council Youth grant and received \$10,000 to fund their 2023 Leadership Conference. To share this success, we will

be inviting school leaders from across Brimbank to Our Lady's, and together we will listen to inspiring speakers. The event will be planned and hosted by Our Lady's Gr 6 students and held in the school auditorium in term 4.

Towards the end of 2022, we were able to conduct a Prep transition program for new families. Two Prep transition meetings were held with parents while their children had an experience of their new teacher and class.

Additional Partnerships included a term of free dance teaching to students provided by our favourite Scotsman Andy, from the Songroom, 10K in grants from Landcare and Volunteering Vic which enabled us to do tree planting 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 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 great school community. As we returned to more normal schooling in 2022 we look forward to building on this in 2023.

PARENT SATISFACTION

After 2 years of online learning we experienced a general downturn in the results of our MACSIS Family data in 2022.

The domains where Our Lady's school MACSIS survey 2022 results were below the MACSIS average for all schools were:

- Family engagement
- School fit
- School climate

In 2023, we will work hard to address these domains with a strong focus on providing parents with varied and many opportunities to participate in the life of the school via community classrooms and learning walks as well as whole school events where families can come together and regain a strong sense of community and belonging.

The domains where Our Lady's school MACSIS survey 2022 results were the same or above the MACSIS average for all schools were:

- Catholic Identity
- Barriers to education
- Student safety
- Communication

In spite of the difficulties experienced by our families re-adjusting to post covid life and all its many challenges 82% responded that would recommend Our Lady's school to other prospective parents and 88% indicated that the school staff was very approachable.91% of parents indicated that they believe the staff of Our Lady's school to be very respectful of their child/children and 97% indicated that they believe that the children at Our Lady's respect their teachers. Furthermore,91% of all parents who responded to the 2022 MACSIS survey felt that they are welcome at Our Lady's school and that they feel comfortably to share information with the school staff. These are generally very pleasing results.However, we will be working hard to improve all areas of school life in order to improve our school community so that it transmits to our parents a living example of the Gospel values as described in the words and life of Jesus Christ.

Future Directions

As a result of a very thorough review process in 2021 the Our Lady's school community in 2022 began to implement the new School Improvement Plan which sets clear and explicit priorities for the school improvement cycle (2021-P2024). The 3 priorities are outlined below for your perusal.

Strategic Intent (2021-2024)

- an inclusive learning community that is animated by our Catholic faith to provide deeper engagement with high quality learning
- a collegiate, 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.

Priority 1

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

Priority 2

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 structures.
- That our Catholic faith is expressed throughout the whole curriculum. • That student agency will increase outcomes, engagement and connectedness to the school

Priority 3

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

