



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Our Lady of the Assumption School

9 Centre Dandenong Road, CHELTENHAM 3192

Principal: Richard Jacques

Web: www.olacheltenham.catholic.edu.au

Registration: 1505, E Number: E1168

Principal's Attestation

I, Richard Jacques, attest that Our Lady of the Assumption 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 10 Apr 2025



About this report

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



Governing Authority Report

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



Vision and Mission

Vision

We, at OLA, are a welcoming Christian community, living and celebrating with faith and gratitude in the spirit of Jesus.

Mission

We promote a love of learning, through partnership with families, staff and the Parish community in a just and inclusive environment.



School Overview

At Our Lady of the Assumption (OLA) Primary School we are proud of our Catholic faith. We live out the gospel values in everything we do, as evident in our vision statement. We seek to help our students develop their personal relationship with God. The programs at the school are designed to foster the skills and talents of all students, while bringing families into partnership with the school to contribute to the learning process. Our teachers are highly dedicated and well respected within the community.

OLA offers outstanding educational opportunities for our Prep-Grade 6 students. We invite you to take a moment to explore our website and social media platforms to learn more about our school. At OLA, we live out our Vision by creating a place of welcome and a strong sense of belonging for each member of our community. We promote within our students a love for learning, and we educate the whole person. The religious, social, academic, physical and emotional aspects of our students are vitally important as we encourage each child to reach their potential. Our staff are highly professional, motivated and dedicated to supporting each and every student. Family partnerships are very important to us here at OLA. Together we aim to deliver an education of the highest quality.

Community

At OLA, we pride ourselves on our strong sense of community. Families are the first educators of children and we believe education is achieved in partnership between home and school. All staff at OLA value strong partnerships with our families and enjoy working together with the best interests of the children at the forefront of our work. The school is an integral part of OLA and we enjoy a strong relationship and sense of belonging. We have an engaged and supportive School Advisory Council (OSAC) and Parents and Friends (P&F) Team who work to enhance connections between all stakeholders.

Wellbeing

At OLA each child is known by name. Their passions, skills and interests are celebrated and nurtured. We value the importance of our students being happy and safe, and work to create an environment that fosters this. The staff are all dedicated to this goal and work to create warm, welcoming and encouraging spaces within their classrooms. Our hope for our students is that they leave their primary schooling years having experienced many learning opportunities that have helped them to discover their passions and to be the best version of themselves. We use the Respectful Relationships program to support the topics of emotional literacy, personal strengths, positive coping, problem-solving, stress management and help-seeking. We use the Peaceful Classrooms program to engage Mindfulness activities and

meditations for children; it helps students to build their emotional resilience so they are better equipped to deal with the day to day stresses that life brings them.

Academic Excellence

We are excited about our academic growth as demonstrated by all cohorts throughout the school. Our growth can be illustrated through school based and external based data sources, as illustrated further in this report. We have high expectations of academic growth and achievement. Staff use data to regularly assess student progression of learning to cater to the individual needs of all students. Additional programs and extracurricular opportunities in 2024 included Mathematics and Literacy Intervention, Early Reading Intervention Knowledge (ERIK) program, Toe by Toe program, MacqLit (Macquarie Literacy Program for small group instruction), PIER (Phonic Instruction Early Reading), cross country, Grade 1-Grade 4 swimming program, Grade 5 and 6 beach education program, vocal and instrumental music program, Grade 5 and 6 Camp, Grade 4 Camp Experience, Art Show Christmas Carols, and Out of School Hours Club (Theircare) program operating from Bracken Hall.

Facilities

Located next to our Church, our school takes the form of four multi-levelled buildings, split according to grade levels. We enjoy the additional large space that our large Brigid Hall provides and the stage with curtains and lighting is brought to life with many performances and celebration of learning. We also have designated spaces for our Art, Physical Education, Performing Arts, Language and Science, Technology, Engineering and Mathematics (STEM) specialist lessons. We have expansive play areas for the children including an adventure playground, sandpit, cubby house, Cumulus climbing equipment, a large modern synthetic oval with soccer and AFL goals, undercover area, basketball courts, outdoor stage, chairs and tables, four square courts, vegetable gardens and a fairy garden. We are grateful for the completion of Stage 3 of our Master Plan with \$1,980,000 allocated to OLA from a State Government capital grant. We restructured some older parts of the school to create a new Community Hub, Library, STEM Room, Teacher Resource Room, outdoor learning spaces, and community space.

Principal's Report

This year has been an exciting and highly successful year at OLA. Most importantly, we have made substantial progress in the key priorities of our improvement agenda:

- Build staff capacity and confidence to maximise learning growth for all students
- Empower Student Voice
- Further enhance Family Partnerships.

These successes were highlighted and celebrated in our recent School Review, where OLA was proclaimed as a school where, "energy, collegiality and openness underpin evident commitment to continuous improvement, promoting a Love of Learning aligned with its Mission statement and joyful recognition of student enrichment and growth." The Reviewer also noted that OLA provides "stimulating learning areas and play areas where the norms are respectful, cordial and engaged relationships promote safe and positive environments."

We are proud to share with our community some of the highlights of the 2024 school year:

Religious Dimensions

- 2024 yearly theme was 'Joy'. Class candles and books focussing on joy have been provided for classrooms to celebrate and help make this theme visible. Students crafted beautiful prayer mats for their new classrooms.
- Opening of School Year Mass/Staff Commissioning Mass, Ash Wednesday Mass, Mini Vinnies Commissioning Mass were well attended. Lenten & Advent Prayer Services and Parish Class Masses for Grade 3/4 and Grade 5/6, Holy Week and Easter Alleluia Prayer Services, Prep-Grade 2 Classroom Prayer Services. Along with ANZAC Day and Remembrance Day Services. A big congratulations to all children for being so calm, settled and prayerful in these special celebrations. Following Ash Wednesday Mass, one parishioner wrote: "Our Lady of the Assumption School, Cheltenham, has a warm and welcoming feeling. One would be privileged to have children attend to receive a great education built on Christian values. As a parish member, I have had some interaction with the school over the years. What a valuable, caring leader the principal is, with wonderful teaching staff and administration who build great values, and care for all who attend the school."
- Sacrament preparation, Family Workshops & celebrations.
- Faith Formation with Michael McGirr and our Feast Day Concert with Andrew Lane.

- Harmony Day celebrated at OLA with children wearing a touch of orange and classes learning about the importance of being inclusive and respectful of all cultures and religions.
- Parish and school connections made through St Vincent de Paul Cheltenham, Care For the Common Home, National Reconciliation week activities and Parish amalgamation between OLA & St Agnes
- OLA Mini Vinnies Winter Appeal, OLA SVDP Christmas Hamper Appeal, Open Doors Foundation (bring a ball/sports shoes for remote Indigenous communities)

Learning & Teaching

- Intensive Literacy Support sessions with Olivia Quinlan and Julie Blakey from MACS embedding Reading and in 2024 focussing on Writing.
- IT Consultant Tserlin Hetherton working with level leaders on engaging students in their learning through use of IT & Digital Technologies.
- Inquiry Consultant Kate Korber working with level leaders on engaging students in their learning and guiding them to be more curious through the Inquiry process.
- 2024 Events: Wakakirri, OLA Art Show, OLA Performing Arts Night
- Inter School Sport Summer & Winter, District Athletics, Cross Country, Basketball, Soccer & Swimming
- Prep Water Safety Day
- Grade 1 - Grade 4 Swimming Program, Grade 5/6 Beach Program & Grade 4 Bike Education Program
- Mid & End of Year Reports, Parent Teacher Meeting and Student at the start of the year, Student, Parent & Teacher Learning Conversations held in the middle of the year
- Staff and Leadership Professional Learning on MACS Vision For Instruction and Explicit Teaching
- Excursions to places like Parliament House, Scienceworks, Polly Woodside, Immigration Museum
- Incursions such as CERES, Planetarium, Drew Lane, Maths Incursion
- Learning Expos and Open Classrooms provided opportunities for parents to engage in their child's learning and to celebrate their growth and achievement.
- Extra extension opportunities provided through GATEWAYS, the Australian Mathematics Competition, the Tech Olympics, STEM MAD Showcase, the Prime Minister's Spelling Bee and the Premier's Reading Challenge.
- NAPLAN State and National comparisons were released with OLA meeting or exceeding the State or National Average in nearly all areas.

Student Wellbeing

- Patrice Wiseman led Professional Learning on Positive School Wide Behaviour Approach
- New and revised OLA whole school expectations displayed in each room.
- New Behaviour Management Flow Chart displayed in each room.

- Intervention and Personalised Learning Plans and Parent Support Group Meetings
- Lunchtime clubs at OLA offer students the opportunity to engage and participate in activities that they enjoy and are passionate about, to socialise with groups of multi-age students, to 'take a break' from the playground or to try something new.
- Safety: Termly Online Cyber safety Training for students P-6 & LineWize subscription taken on for extra Fire Wall. Sexuality Education Family Sessions as well as follow up lessons (for Grade 3-6) with Sue Pain from 'About Real Life'. MACS Safety Audit completed. SafeSmart Solutions worked with staff on Child Safety and Compliance. First Aid Training including, CPR and Anaphylaxis. Mandatory Reporting training, Walk to School & Ride2School Safely Days, Fire Safety Education and Water Safety Education.
- New School Psychologist from CatholicCare at OLA one day per week - Katrina Brzowska
- Peaceful Kids Peaceful Classrooms Wellbeing Intervention
- Parent Workshop led by Georgina Manning focussed on Anxiety
- Introduction of Story Dogs with Rachel and her dog Bonnie at OLA - supporting reading and wellbeing
- Resilience, Rights and Respectful Relationships and Building Respectful Relationships (4Rs) Professional Learning for all staff with Lisa Hughes from MACS

Leadership & Management

- Celebrated enrolments in Prep at 36 with over 10 children starting at OLA in other classes Grade 1-6
- Marketing, Enquiry Tracker, Billboards, Social Media and Website updated regularly
- Welcomed new teachers across the school and opened two extra classrooms in 2024
- New Canteen and Out of School Hours provider established at OLA in January 2024
- Safety & Maintenance - Car Park Line Markings, Tree Audit and maintenance, Shade Sails installed over tables and seats, Asbestos Audit, Heights Audit, Regular evacuation and lockdown drills carried out
- Four year review completed with Jan Hayes - This was an opportunity for the Reviewer to share her findings and talk about Strengths, Opportunities and Recommendations.
- Upgrade of technology - staff laptops, Grade 5/6 Chromebooks and additional IWBs purchased
- Extensive consultation with OSAC, Staff Consultative Committee, external consultants and MACS in regards to strategic planning of class structures and budgets etc
- Staff provided the opportunity to learn from each other in classroom settings and to receive feedback across various areas of teaching and classroom management
- Student, parent, staff feedback received from MACSSIS survey with OLA performing well above the average in many of the areas.
- Development of new four year School Improvement Plan and 2025 Annual Action Plan

School Community

- Parent and Principal and Parent and Teacher Information Night held at the beginning of the year
- G Day - Grandparents and Special Person's Day, Working Bees, Mother's Day and Father's Day/Special Person's Breakfast and Stall
- iSea iCare Leaders attended the Big Green School Conference Sustainability excursions and led community initiatives focussed on waste minimisation and taking care of our local environment
- Mini instrumental concerts offered to our families of children learning an instrument
- Regular Classroom Helper training workshops held across the year
- Book Week: The Magic of Reading was celebrated at OLA with a Book Week Parade, Buddy Reading, Author Visit by Anna Fienberg, Genre Picnic and Perform Education Book Week Performance
- Staff attended Family Partnerships Professional Learning with Tony Dalton
- Community Pantry initiated by Grade 3/4 students as part of their learning and taking action
- OLA's new Community Hub was recognised as a winner by the Learning Environments Australia Design Awards in the 'Small Project Under \$2M' category.
- An active and supportive OSAC & OLA P&F - so grateful - thank you
- OLA Fete - a wonderful celebration of community and major fundraiser for 2024

Gratitude and Acknowledgments

Special thanks to the School Advisory Council, Parents and Friends Association and the OLA Fete Committee for their unwavering support. Recognition is also extended to our outstanding leadership team, staff, and students for their dedication and achievements, making OLA a truly exceptional learning environment. In particular, I must acknowledge and extend my heartfelt congratulations to our students, the most important individuals in our school. Their hard work, enthusiasm, and joy have made OLA a truly unique place to learn and play. We are immensely proud of their achievements and look forward to witnessing their continued growth and accomplishments. In closing, I once again sincerely thank our school community for their warmth and embrace of my leadership over this period, contributing to a successful 2024 school year. We look forward to building upon the successes of 2024 and creating even more memorable moments together, as we continue to strive for excellence in education and community engagement.

Catholic Identity and Mission

Goals & Intended Outcomes

At OLA we strive to promote a faith based culture of learning through family partnerships where the focus is student engagement and agency. We use data to build teacher capacity to maximise student growth, providing a rich and inclusive learning environment for all learners.

Goals and intended outcomes include:

- Explore meaningful methods of student voice
- Refine and embed effective assessment practices
- Differentiate assessment tasks and provide multiple methods of students response
- Recontextualising our faith to ensure relevance in today's world
- To strengthen the school as a Catholic learning community where staff faith formation continues to enhance school life.

Achievements

Sacramental

- Reconciliation was celebrated across two prayer services one evening in March
- First Eucharist was celebrated across two Masses one weekend in August
- Confirmation was celebrated by Bishop Tony Ireland in one Mass one evening in September

Curriculum

To further support our inquiry based approach and enhance student voice and agency, we worked in partnership with Kate Korber from The Inquiry Project.

As part of this process, teachers engaged in professional learning sessions using the Question Formulation Technique (QFT), a structured method that promotes reflection and collaboration by generating and refining questions to guide explicit teaching and the progression towards taking action. This process enabled teachers to share insights and collaboratively shape the direction of their unit planning. Strong links were made between this model and the Pedagogy of Encounter model and in particular, the actions that could be taken to use learning to make a difference in the community e.g. community food bank.

Throughout the units, students were encouraged to explore their own wonderings and interests. This approach allowed for meaningful engagement and ensured that student voice remained central to the learning process.

Towards the end of the year, we refined our Scope and Sequence heading into 2025/2026 to strengthen the connections between Religious Education and Inquiry learning. Furthermore, this has strengthened our school's strategic plan to deepen and differentiate the delivery of curriculum knowledge and skill. This work was informed by staff voice and reflections on our progress and evolving curriculum changes over the past two years.

Faith in Action

- Catholic Education Week
- Caritas Project Compassion Lenten Appeal
- Feast of the Sacred Heart - St Vincent de Paul Winter Food Appeal
- St Vincent de Paul Advent Tree
- Faith Formation
- Eucharist Reflection Day
- Confirmation Reflection Day
- Whole School Drew Lane Concert
- Daily whole school meditation followed by prayer
- Staff Professional Development focussed on deepening our understanding of prayer in alignment with the Year of Prayer. We reflected on how we can support our school community in encountering the sacred through various forms of prayer, including Visio Divina and Lectio Divina
- Staff continued to work with the Renewed RE Curriculum Frameworks
- Staff incorporating To Know, Worship and Love (KWL) Digital Resource in planning
- Continued to explore Horizons of Hope
- Religious Dimension component in fortnightly newsletter
- Connections strengthened between Parish/School/Community groups like St Vincent de Paul and Care for the Common Home
- Community Pantry
- Manningham Aged Care Christmas Card Project
- School Crossing Supervisors - Get to Know/Thank you Project
- Staff Faith Formation School Closure Day in July with Michael McGirr - 'Our Unique Song of Joy'. During our Staff Faith Formation with Michael McGirr, we explored the profound question: What does joy mean at work? We reflected on the reality of a spirituality that not only sustains us but also gives deeper meaning to our daily efforts. Each of us carries a sacred story shaped by a personal journey in the search for joy - sometimes found in quiet moments, sometimes through challenges. Through action

projects and shared purpose, we can bring joy to life in tangible ways - grounded in service, connection, and presence with one another

Value Added

Children, parents and staff participated in class, school and parish liturgical celebrations including:

- Whole School Beginning of Year & Staff Commissioning Mass
- Senior and Middle Level Class Participation in Masses
- P-2 Class Prayer Services
- Ash Wednesday Mass
- Lenten Prayer Services
- Holy Week Prayer Service
- Easter Alleluia Prayer Service
- ANZAC Prayer Service
- Mini Vinnies Commissioning Mass
- Feast of the Sacred Heart - Poor Man's Prayer Service
- Feast of St Joachim and Anne Prayer Service - Grandparents/G -Day
- Feast of Saint Mary MacKillop Prayer Service
- Feast of the Assumption Mass
- Assumption Day activities including a focus on Mary
- Drew Lane Incursion/Concert
- Remembrance Day Prayer Service
- Advent Prayer Services
- Prep Nativity Story celebration
- End of Year Prayer Service

Parent/Child Workshops at each level provided opportunities for parents to learn about their child's 'Education in Faith' curriculum and practices, while developing the faith education of the children's parents and families:

- Prep - What is Prayer?
- Grade 1/2 - 'Joy' (2024 value)
- Grade 3 - Reconciliation
- Grade 4 - First Communion
- Grade 6 - Confirmation

Learning and Teaching

Goals & Intended Outcomes

At OLA we aim to promote a faith based culture of learning through family partnerships where the focus is student engagement and agency. We use data to build teacher capacity to maximise student growth, providing a rich learning environment for all learners.

Goals:

- To engage with feedback on practice through formal processes such as mentoring and coaching, supporting all staff to refine their practice.
- For teachers and leaders to regularly set and adapt learning goals based on student data.

Intended outcomes include:

- That the teachers are using data more formatively to drive teaching decisions.
- That teachers are setting learning goals in Mathematics and Literacy for all students.
- To collaboratively consider data and evidence, determine next steps for individual or target groups when designing learning
- That teachers and leaders are given the opportunity to refine their practice in Mathematics and Literacy via coaching, feedback and professional learning.
- That the teachers are using data to drive teaching.
- That teachers are setting learning goals in Mathematics and Literacy for all students.
- Improve levels of student engagement, motivation and ownership of learning.
- To improve student outcomes in Reading and Writing.
- To improve levels of student engagement, motivation and ownership of their learning.
- To focus on consistent spelling approaches from Prep to Grade 6

Achievements

- Worked in collaboration with MACS (Melbourne Archdiocese of Catholic Schools) on our SWIF (School Wide Improvement Framework) goal ' Teachers, in partnership with students and families, frequently and continuously adapt learning goals based on evidence of student progress and growth'.
- Continued partnership with Julia Blakey from Melbourne Archdiocese of Catholic Schools (MACs), through an intensive partnership for the first 6 months of the year.

Julia's expertise is in Literacy and we met twice a Term to further improve our practices in planning and teaching Literacy, in particular writing.

- Staff continued teaching the mental and written strategies for Addition & Subtraction, Multiplication & Division and Number Word Sequence. Staff began using a checklist to track the explicit teaching of these into their practice.
- P-2 teachers used the Mathematics Online Interview (MOI) to assess students' mathematical understanding and problem solving strategies. Teachers used the system to record student responses and generated profiles that highlighted areas of growth, to inform their teaching practices
- Teachers developed a deeper understanding of the English curriculum and used the Progressions of Learning to help map out Writing lessons over the four terms.
- The School Improvement Team met with each classroom teacher to analyse student data collected. We collaborated on best practices, strategies, planned interventions and extensions to meet individual student needs. Teachers further developed their understanding of the importance of formative assessment. Taking anecdotal notes is essential when tracking student growth.
- Continued development of Tier 2 Intervention Programs to support student learning in English for students in Grade 1-6.
- Additional extension opportunities for identified students through GATEWAYS.
- Staff professional learning focussed on School Improvement, Mathematics and Vision for Instruction in Writing.
- Staff introduced Mathematics Daily Review in Term 4 planning.
- Leadership professional learning - Data Wall, Data Plan
- Collaborative planning in year level teams with the support of back to back planning time and leaders invited to facilitate planning
- Continued use of Assessment Benchmarks for standardised assessments (Fountas & Pinnell, BAS and PAT assessments)
- Involvement with the iSea iCare Program, led by teachers and the Grade 6 student ambassadors
- Strengthened involvement with the Friends Igniting Reconciliation through Education (FIRE) Carriers Program
- Students participated in Incursions and Excursions to enhance learning across the curriculum:
 - Incursions: Cyber Safety Inform and Empower sessions, Bike Education, Fire Education, Author Visit (Anna Fienburg), FIRE Carrier Ceremony, STEM Incursion
 - Excursions: Scienceworks, CERES, Polly Woodside, Immigration Museum, St. Mary's College
 - Whole School Activities: Premier's Reading Challenge, National Simultaneous Storytime, Walk Safely to School Day, Kilbreda and St Bede's Frozen Performance
 - Grade 3-6: Prime Minister's Spelling Bee, Australian Maths Competition

- Grade 5/6 - Tech Olympics, STEM MAD Showcase, Unleashing Personal Potential (UPP) Aspire Higher leadership workshop
- Completed NAPLAN using the online platform.
- Staff participated in Professional Learning at OLA with Kate Korber focussing on effective planning in Inquiry (Science, humanities, health and design) and high impact teaching strategies. Our partnership has continued to foster a culture where professional learning is embedded, purposeful, and aligned with the school's improvement priorities through whole staff and in particular, team leader coaching sessions. This has led to noticeable shifts in teacher practice, with more consistent use of high-impact strategies and a growing sense of ownership and confidence among staff. Staff are empowered to be part of the learning design, strengthening their ability to embed strategies that balance explicit teaching, metacognition and students agency.

Key outcomes have included:

- Kate also worked with teams and used the QFT (Question Formulation Technique) to lead staff in developing guiding and continuing questions for our RE/Inquiry units, ensuring a balance of both explicit teacher instruction and opportunities for student agency
- L & T Team worked with Kate Korber to reevaluate OLA RE/Inquiry Scope and Sequence 2 year cycle, after feedback from staff.
- The development of staff capacity to understand and apply a range of effective feedback strategies for student learning improvement
- Staff participated in Professional Learning at OLA with Kate Korber focussing on Inquiry.
 - Kate worked with us particularly on Student Agency and Effective Feedback.
 - Kate also worked with teams and used the QFT (Question Formulation Technique) to lead staff in developing guiding and continuing questions for our RE/Inquiry units, making learning more engaging and student-centered.
- L & T Team worked with Kate Korber to reevaluate OLA RE/Inquiry Scope and Sequence 2 year cycle, after feedback from staff.
- Learning & Teaching component in the fortnightly newsletter. Our MACSSIS family data showed an increase from last year and surpassed the MACS average in Communication indicating parents are happy with the timeliness, frequency, and quality of communication between the school and families.
- We had more parents complete the MACSISS Survey in 2024. Our student data showed an increase in school engagement compared to last year and surpassed the MACS average, indicating that students are becoming more attentive and invested in their school experience.
- Staff continued using SeeSaw to showcase students learning
- Connections strengthened between School and home through Learning Expos and open classrooms:
 - Mother's Day, Fathers Day and G Day

- Grade 1/2 - 'Digi Day' & 'Journeys of the Heart' Learning Expo
- Grade 3/4 - 'Space Expo' & 'Are you Smarter than a Grade 3/4 Expo?'
Instrumental Music Concert

Student Learning Outcomes

- We worked in partnership with MACS Literacy Intensive Partnership Program focussing on Writing P-6.
- We worked in partnership with Kate Korber particularly on student agency in Inquiry.
- We developed a Grade 2 Spelling Scope and Sequence.
- We continued using the Reading Data Wall to track and monitor student growth. Levels met as a team three times a term to reflect and evaluate student growth and possible strategies to support students who had not shown growth.
- We partnered with a Behaviour Consultant to support students at risk, their classmates and teachers. This consultant was also employed to collaboratively plan and implement a whole school Positive School Support approach.
- The School Improvement Team meet regularly to monitor student growth, achievement and wellbeing. Actions from these meetings are shared with the Leadership Team and have impact on Level Team Meetings, Collaborative Planning and the termly Professional Learning Schedule.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	412	56%
	Year 5	513	78%
Numeracy	Year 3	419	67%
	Year 5	514	86%
Reading	Year 3	425	76%
	Year 5	505	79%
Spelling	Year 3	391	54%
	Year 5	494	67%
Writing	Year 3	423	77%
	Year 5	508	93%

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



Student Wellbeing

Goals & Intended Outcomes

At OLA we aim to promote a faith based culture of learning through family partnerships where the focus is student engagement and agency. We use data to build teacher capacity to maximise student growth, providing a rich learning environment for all learners.

Goals:

- To empower students to reflect on their learning in order to articulate their progress and future goals.
- To empower students' voices through respectful and active participation in the life of the school.
- To foster strong partnerships between teachers and families that support student learning and wellbeing.

Intended outcomes:

- Students will be able to access specific tools to track and monitor their own learning which will identify their learning strengths or goals
- Student led committees will meet regularly to help inform school decisions in relation to wellbeing, learning, safety and social justice issues
- That the school and parents in partnership will collaborate in providing opportunities for each and every student to flourish as a valued and connected member of the OLA community
- To develop teacher and family partnerships around student learning and wellbeing in the best interests of the students.
- That students feel their learning and wellbeing is supported both at home and at school.

Achievements

Wellbeing

- Term 1 we celebrated Wellbeing with a focus on establishing relationships within our classrooms, level and community
- The school community was invited to the Staff Commissioning Mass and Opening School Year Mass
- P-6 participated in a number of activities:
 - Ride to School Day
 - Cyber Safety Day

- About Real Life Sexuality programs
- Inform and Empower Level Webinars
- Wellbeing Resources in the classroom have been shared amongst staff during staff meetings enabling others to see what resources and ideas classroom teachers are using to focus on wellbeing in their classroom.
- The variety of resources being used across P-6 classrooms are:
 - Circle Time
 - Social Stories
 - Go Noodle (Empower Tools, Movement, Brainercise)
 - Meditation
 - Journals
 - The Resilience Project
 - Gratitude Empathy and Mindfulness (GEM)
 - Peaceful Classrooms
 - Resilience, Rights and Respectful Relationships
- The OLA School Expectations are displayed in prominent spaces across the school (classrooms, office, Brigid Hall, level common areas).
- Positive Behaviour Support sentence starters are displayed in all classrooms.
- The School Nurse visited the Prep students and any other identified students with the permission of their parents.
- Wellbeing Leader worked with Senior Level Leader and Prep Level Leader to support transition. Secondary school visits and kinder visits took place with level leaders supporting the transition for some students in their level.
- 'Chill Out Room' where students go to calm down, talk, vent and just have time to speak with the Wellbeing Leader or a member of the Wellbeing team. This room has cushions, books, playdough, drawing materials, whiteboard and small items children can use to help them self regulate.
- We administered the PAT Social Emotional Wellbeing Survey to the Grade 4-6 students with excellent results. The results showed that OLA's students are more highly developed than the overall population surveyed.
- The Buddies Program continued with Prep-Grade 6 to support and develop social skills. The program provided opportunities for the Prep students to work and play with their Grade 6 buddies.
- SRC students from P-6 met and promoted community events across the school to amplify student voice.

Learning Diversity

- The Response to Intervention (RTI) process is visible in all learning areas.
- We continued to promote the Intervention Framework this year and included professional learning for staff to use the RTI process.
- We worked with Patrice Wiseman (Behaviour Support Consultant) to consolidate behaviour management approaches and ensure consistency across classrooms.

- Patrice worked with teaching staff to modify transition between lessons to ensure flow and a sense of calmness.
- Patrice worked with a number of teachers doing observations in classrooms and providing feedback to teachers to support positive behaviour approaches and practices.
- NCCD/Wellbeing Team met in regards to Data Quality Assurance requirements.
- The Learning Diversity Leader (LDL) attended Network and Southern Region Office LDL Connect meetings via Zoom to keep informed of new processes and programs.
- LDL and Principal submitted 41 Quality Differentiated Teaching Practice, 39 Supplementary and 11 Substantial and 1 Extensive applications for NCCD funding on 4 August 2024.
- Students were referred for speech or educational assessments through the Record of Student Adjustments and Evaluation (ROSAE) Melbourne Archdiocese of Catholic Schools (MACS) portal.
- LDL and class teachers worked with Learning Consultants at the Southern Region Office to devise intervention programs to support students with learning needs.
- LDL worked with level leaders and class teachers to administer further assessments to guide intervention and PLPs.
- LDL administered Tier 2 assessments (SPAT, YARC, Speech Screener, Jane Retell), discussed results with classroom teachers and set targeted goals.
- LDL and Literacy Leader completed USER B Tests to target intervention.
- Students funded under the NCCD and NDIS program had access to occupational, speech and physiotherapists onsite at school.
- Renewed our application for the National Student Wellbeing Program and continued receiving one day a week support by a psychologist from CatholicCare.
- Program Support Group meetings were held each semester for students with academic, social and emotional or behavioural needs and those funded through NCCD.
- Personalised Learning Plans continued targeting students with specific academic or behavioural difficulties. These were revised at least once a term and goals were created with families.
- LSO timetables were revised regularly to ensure all students' educational, social, emotional and health needs were supported.

Value Added

Students Prep-Grade 6 participated in a number of activities:

- Term One we celebrated SWELL term with a focus on establishing relationships within our class, level and parent community
- New psychologist employed through the National School Chaplaincy Program
- Wellbeing Resources in the classroom have been shared amongst staff during staff meetings enabling others to see what resources and ideas classroom teachers are

using to focus on wellbeing in their classroom. The variety of resources being used across P-6 classrooms are: Circle Time, self reflection), Respectful Relationships Program, Social Stories, (Growth Mindset, Mindfulness, Gratitude), Go Noodle (Empower Tools, Movement, Brainercise), Meditation, Journals, The Resilience Project, Peaceful Classrooms, Gratitude Empathy and Mindfulness (GEM).

- The Buddies Program continued with Prep-Grade 6 to support and develop social skills. The program provided opportunities for the Prep students to work and play with their Grade 6 buddies.
- Ride to School Day
- Harmony Day
- Individual and group Music classes
- Lunch Clubs offered at OLA: Wakakirri, Drawing, Chess, Library, Choir, Sport and IT Club
- Extra-Curricular offered after school: Art, STEM/Lego Club, Soccer, Netball, Chess and OSHClub
- We began working with Teeth on Wheels to visit onsite for dental check ups
- The Story Dogs Program was introduced to support students wellbeing, reading fluency and overall confidence
- Sue Pain from About Real Life – Positive Sexuality Education delivered Parent/Child Webinars for Prep–2, Grade 3/4, and Grade 5/6 families ahead of classroom sessions. Grades 3/4 took part in two sessions, while Grade 5/6 participated in three. Grade 5/6 explored puberty (physical, emotional, and social changes), privacy and safety both online and offline, and reproduction. Grade 3/4 focussed on families and friends, body safety, and an introduction to fetal development. Prep–2 explored how people and bodies are similar and different, with an emphasis on privacy and safety.

Student Satisfaction

2024 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS) data shows that students at Our Lady of the Assumption Parish Primary School scored higher in the following areas than other schools in the archdiocese:

- Our overall school's positive endorsement by our families were higher than the MACS average and higher than our 2023 results, specifically in Family Engagement, School Climate, Satisfaction and Communication. Our 2024 Family Survey showed an increase in all domain areas.
- The teacher student relationship domain showed an increase from 2023, indicating a stronger social connection between teachers and students, both within and beyond the school setting
- 'Student Safety' indicates that students have high feelings of physical and psychological safety while at school; OLA were on par with the MACS average

- In our student survey results, 'Learning Disposition' was ranked on par with the MACS average; it showed that students have a positive mindset about themselves as learners
- Student results were on par with the MACS average percentage in the area of 'Teacher Student Relationships'; this displays a positive rapport built between students and teachers
- The Student data showed that 'School Climate' was the same percentage as the MACS average, highlighting the positive perception students have about the social and learning climate of the school
- The Family data shows the area of 'Communication' exceeds the MACS average percentage and significantly improved from 2023 highlighting that OLA provides timely, frequent and quality communication with families to support the learning and wellbeing of each child.

Student Attendance

In accordance with the Education and Training Reform Act 2006, schooling is compulsory for children and young people aged from 6-17 years unless an exemption has been granted. Parents/guardians must enrol a child of compulsory school age at a registered school and ensure the child attends school at all times when the school is open for instruction. Students are expected to attend school during normal school hours every day of each term, unless: there is an approved exemption from school attendance or attendance and enrolment for the student or the student is registered for home schooling and has only a partial enrolment in a school for particular activities.

At OLA, our aim is to maximise student learning opportunities and performance by ensuring that children required to attend school do so regularly, and without unnecessary absences. All teachers mark attendance online twice daily. In the event a child is marked as absent with no explanation a call is promptly made to the parent or emergency contact to confirm the child's absence by 9.30am.

If a student is ever absent for a prolonged period of time (3 days) or with regular frequency, the Classroom Teacher will make direct contact with the parents/carers to check in. Records are to be maintained of such contact in the Parent Communication Google Sheets and the teachers then share these notes with all members of the Wellbeing Team. In certain instances, this communication will be in writing.

Families are regularly reminded, via the school newsletter, of their obligation to send their children to school on a consistent basis, and that reasons for absenteeism are to be legitimate and in writing.

Average Student Attendance Rate by Year Level	
Y01	91.4
Y02	92.5
Y03	94.0
Y04	93.4
Y05	92.5
Y06	90.6
Overall average attendance	92.4



Leadership

Goals & Intended Outcomes

At OLA we aim to promote a faith based culture of learning through family partnerships where the focus is student engagement and agency. We use data to build teacher capacity to maximise student growth, providing a rich learning environment for all learners.

Goals and intended outcomes include:

- Build a culture of Child Safety
- Maintain focus on School Improvement
- Build staff capacity and confidence to maximise learning growth for all students
- Develop teacher and family partnerships around student learning and wellbeing
- Empower student voice and agency
- Improve and maintain the reputation of the school in the wider community.

Achievements

Role Clarity and Team Work

- Leaders consistently apply the Ways of Working guidelines in all meetings, ensuring they are referenced and linked in every agenda.
- Encouragement for staff to attend networks and pursue personal professional learning relevant to their roles, for example the Deputy Principal's Network and MACS Leadership Networks in the Southern Region

Review

The Leadership Team met with our 2024 School Reviewer Jan Hayes and MACs Senior Manager School Leadership, Simon Fitzpatrick for the 'Dialogue and Engagement' part for the Review process. We were delighted to read the excellent report and to celebrate what is going well and to discuss how we can improve - the 'where to next'. We will share opportunities and recommendations with staff, unpack it and determine our next four year School Improvement Plan.

Strengths:

- Students known and affirmed as individuals in a climate of possibilities and positivity
- A welcoming, inclusive learning and faith community that creates opportunities for students and families
- Communication, clarity and purpose in support of students' individual wellbeing

- Among staff, shared ownership and responsibility for the growth and wellbeing of every student
- Connections with the parish and commitment to prayer and the celebration of liturgy.

Our reviewer also loved sharing with us some specific student feedback:

- Teachers really care about us - Wellbeing, RUOK. We know how to help ourselves - orange cards, 5 trusted adults - and to talk about these things
- Teachers have high expectations and are helpful. 'I believe you can do it'
- They realise we are all different
- Teachers know you and 'expect you to do your best'
- Next steps are offered - 'not just the answer'. Goals help
- 'It's ok to make mistakes'
- Prayer, reflection are part of each day
- Opinions are heard and listened to 'respectfully'

Parent feedback:

- Strengths: community, opportunity, size, environment, students are known
Communication
- All staff members - welcoming, accessible
- Open to feedback - transparent, accountable
- 'Actually seeing the vision /ideas conveyed on school tours (while deciding on this school) actually happening is an ongoing validation'.

Resourcing:

- School marketing strategies for higher enrolments: prominent billboards, new signage, electronic signage, increased kindergarten communication, Social Story, Prep 2024 Showbag, I'm Starting Prep at OLA t-shirts and management of school website/social media platforms
- Successful Chaplaincy Grant for psychologist to be onsite one day per week
Managed and coordinated Community Hub Building Project - Stage 3 of Master Plan.

Lead Learning and Professional Engagement

- Further integration of Catholic Identity within the school community, with particular reference to the Enhancing Catholic School Identity (ECSI) data with staff and students
- Innovative and agile staff - we have been particularly proud of the improvement in staff confidence using IT and digital technologies in engaging ways
- Leadership Coach meeting with the Principal and Leadership Team members regularly

- Coach supporting distributive leadership style and structures
- Meetings between all staff and Principal are set to review and renew goals respectively that are linked to the School's Annual Action Plan
- Ongoing professional learning for all staff, embedding an expectation that all staff have a responsibility to share and implement new findings
- Visible leadership modelled and encouraged
- Growth mindset and school wide approach developed
- MACS support in Mathematics.



Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>Staff participated in multiple areas of professional learning throughout the year. We have been fortunate enough to work with Julia Blakey in Semester One from Melbourne Archdiocese of Catholic Schools (MACs), through an intensive partnership. Julia met with teachers to further improve our practices in planning and teaching Literacy, in particular writing.</p> <p>A key focus area this year was working with Kate Korber in the areas of Religion and Inquiry, where staff developed their skills in questioning and effective feedback techniques. In addition, we refined our 2025/2026 Scope and Sequence. Kate also collaborated with our Level Leaders each term to support planning.</p> <p>Lisa Hughes from MACS spent a day with us, deepening our understanding of the Catholic lens on Respectful Relationships. During her visit, we developed a common understanding of how to use a Catholic approach to respectful relationships education, strengthened our confidence to teach RRRR in the classroom through this lens, and considered the value of embedding a whole-school approach to respectful relationships education.</p> <p>Teachers in Grades 3-6 took part in a full-day Spelling Mastery training, while P-2 staff engaged in Heggerty and Little Learners Love Literacy training in preparation for the implementation of these programs in 2025.</p> <p>As part of our Annual Action Plan goal, we engaged with Tony Dalton in learning conversations focusing on enhancing family engagement. Learning Conversations provide valuable insights and strategies to strengthen our connections with families, support collaborative relationships, and foster a more inclusive and communicative school community.</p> <p>Our faith formation in 2024 included working with Michael McGirr, who supported staff in strengthening our school as a Catholic Learning community.</p> <p><u>Other professional learning opportunities</u></p> <p>Term One:</p> <ul style="list-style-type: none"> • Religious Education/Inquiry - Kate Korber

Expenditure And Teacher Participation in Professional Learning
<ul style="list-style-type: none"> • Mathematics - Mental Strategies for Addition and Subtraction • First Aid CPR Refresher • School Improvement - Review Day 1 • Wellbeing/Learning Diversity (Wellbeing Programs, Child Safety and disability Standards) • Mandatory Reporting Modules • Literacy (Cognitive Load Theory/Vision for Instruction) • Data Wall Conversations • MOI Data Analysis <p>Term Two:</p> <ul style="list-style-type: none"> • Mathematics • School Improvement (School Review with Simon Fitzpatrick) • Inquiry - Kate Korber • NCCD and Disability Standards • Literacy - Vision for Instruction • Data Wall Conversations <p>Term Three:</p> <ul style="list-style-type: none"> • Wellbeing/Learning Diversity (PLP Goals and Adjustments) • Literacy (Vision for Writing) • Religious Education (Prayer) • Wellbeing/Learning Diversity (Wellbeing Check) • School Improvement Plan 2024-2028 • NAPLAN (Maths and Literacy) • Mathematics • Religious Education/Inquiry with Kate Korber • MACSSIS Survey • Data Wall Conversations <p>Term Four:</p>

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • Assessment Schedule and Report Timeline • Wellbeing/Learning Diversity (Positive Behaviour Support with Patrice Wiseman) • Class Solver Student Placements • School Improvement (SIP Strategic Intent) • Wellbeing/Learning Diversity (Dynamic Emergency Training, MACS Child Safety Code of Conduct, Anaphylaxis Management Briefing, OHS, Mental Health and Wellbeing) • Religion/Inquiry • Data Wall conversations <p>Further professional learning for individual or small groups included:</p> <ul style="list-style-type: none"> • School Wide Improvement Forum • Leadership networks • NCCD briefings • Finance cluster • Evaluative and Individual Report Writing • Bike Education program training • Early Number and Algebra Leaders Workshop • Powerful Conversations Webinar by Professional Learning Institute - Glen McLachlan Golf Victoria • Managing Challenging Classroom behaviours • AFL Schools Education Summit • Enquiry Tracking Training • Applying a Catholic Lens to Respectful Relationships • MacqLit Training 	
Number of teachers who participated in PL in 2024	30
Average expenditure per teacher for PL	\$2100.00

Teacher Satisfaction

2024 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS) data celebrates that our Staff's overall school positive endorsement is 85% compared to the MACS average of 68%, this was a 13% increase from our 2023 results. This data set also shows that staff at Our Lady of the Assumption Primary School scored higher in all domains surveyed compared to the MACS average. These include:

- Student Safety

- School Climate
- Staff-leadership relationships
- Instructional leadership
- Feedback
- School leadership
- Staff safety
- Psychological safety
- Professional learning
- Collaboration around an improved strategy
- Collaboration in teams
- Support for teams
- Collective efficacy
- Catholic Identity

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	2
Graduate Certificate	2
Bachelor Degree	11
Advanced Diploma	4
No Qualifications Listed	8

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	21.3
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	5.56
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

At OLA we aim to promote a faith based culture of learning through family partnerships where the focus is student engagement and agency. We use data to build teacher capacity to maximise student growth, providing a rich learning environment for all learners.

Goals and intended outcomes include:

- To develop teacher and family partnerships around student learning and wellbeing in the best interests of the students
- That families are more informed and have input about learning goals and outcomes
- That families are more engaged in school based activities
- That students feel their learning and wellbeing is supported both at home and at school
- That families are more informed and have input about learning goals and outcomes.

Achievements

Family Welcome, Support and Events

- Parent Welcome Morning Tea and Welcome Picnic
- Prep Transition Program for Families that begins in March and continues throughout the year
- Prep Transition visits to local kindergartens
- High School Transition
- Parent Workshops - About Real Life Parent - Sexuality Education with Sue Pain, Cybersafety with Marty McGauran, 5 Secrets to developing confidence and resilience with Georgina Manning
- Prep Transition Workshop with Carly McGuaran on School Readiness
- We celebrated the Visual Arts by hosting an art show that showcased students' creativity and talents, providing families and the school community an opportunity to engage with and appreciate their work.
- Parish Masses, Classroom Prayer Services & Faith Formation Evenings
- Athletics, Cross Country, Swimming and Inter School Sports Events
- Graduation Day and Evening
- Grade 5 and 6 Camps at Camp Weekaway
- OLA supported local, national and world community charities
- Learning was celebrated at all levels by inviting parents to participate in learning expos.

School Operation Support

- Classroom Helper Workshops
- Working Bees
- School Policy Reviews
- Pursue potential grants (Community fund, Chaplaincy Program application, Respectful Relationships)
- Walk to School and Ride to School Days well supported throughout the year
- Out Of School Hours Service
- Operoo used to improve communication between school and families
- The school newsletter highlighted student learning achievements and celebrations.
- SeeSaw app used to communicate student learning with parents
- OLA P&F and OSAC met monthly
- Social Media platforms
- School website with updated school policies

Annual Report 2024 - Marketing

Social Media Engagement:

- Increased fan base across Facebook and Instagram in 2024.
- High parent engagement with likes, reshares, and comments; posts reached an average of 270-300 people.
- Strong and exemplary social media presence with engaging, dynamic, and varied content.
- Successful boosted posts resulted in enrolment inquiries.
- Strong community support and interaction on social media, including parent-submitted content.
- Boosted Facebook posts for school tours increased online exposure within a 5 km radius of Cheltenham.

Marketing and Advertising:

- Utilised high traffic flow with 5 real estate boards on Centre Dandenong Road.
- Promoted student and parent voice, new enrolments, and community in marketing campaigns.
- Advertised in the STAR enrolment guide for greater exposure.

Enrolment Materials:

- Updated and refreshed the enrolment pack with new marketing brochures and flyers.
- Professional photography sessions (four times) were used for flyers, website, and social media content.
- Flyers were created and distributed to kindergartens and within the school.

Website and Digital Presence:

- The website was updated with new photography and content.
- Sent two EDM campaigns to prospective parents, highlighting reasons to choose OLA and prep highlights of Term 1 and Term 2.
- Sent affirming EDMs to enrolled parents for 2025, focusing on prep highlights and a welcome message.
- Updated email signatures to reflect school times, dates, and tagline.
- Added a blog to the school website with tagged posts to improve Google listing and authority.
- Blog posts were linked to EDMs to increase website traffic.

Data Collection and Analysis:

- Parent marketing questionnaire sent to 2025 prep families.
- Marketing questionnaire data was summarized to identify marketing channels, target audience, and parent profiles.

Parent Satisfaction

2024 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS) data shows:

- The overall school positive endorsement from our families was above the MACS average.
- Our families believe they have opportunities to partner with their child's school and their perceptions that our school matches their child's development is higher than the MACS average and higher than our 2024 results..
Our MACSSIS data indicates that families' perception of and engagement with the school's Catholic identity is above the MACS average and has improved compared to our 2024 results
- Engagement is celebrated by our families with higher than the MACS average scores for the following areas: Getting to School Safely, Approachability of school staff, Communication processes with the school, Information about engagement opportunities, Welcoming of families and a sense of Belonging,
- Parent perceptions of student physical and psychological safety is above the MACS average.
- Families highly valued the timeliness, frequency, and quality of communication between the school and families.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.olacheltenham.catholic.edu.au

