



# Our Lady of the Assumption School Cheltenham

## 2022 Annual Report to the School Community



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## Minimum Standards Attestation

I, Richard Jacques, attest that Our Lady of the Assumption 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.

03/04/2023

**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](http://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

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) Parish 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 our OLA Parish 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 acknowledged and fostered. We value the importance of our students as happy, safe children 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. Teachers incorporated three weekly Wellbeing lessons into their planners to explicitly teach social skills, practise emotional intelligence and provide opportunities for students to interact with their peers.

### Academic Excellence

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 2022 included Fountas and Pinnell Levelled Literacy Intervention (LLI), Early Reading Intervention Knowledge (ERIK) program, Toe by Toe program, cross country, Prep-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 Night, end of year dance concert, and Out of School Hours Club (OSH Club) 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 a performance and celebration of learning. We also have designated spaces for our Art, Japanese and 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. We also removed two portable classrooms to create even more play space. Building works were completed in December 2022, and we look forward to the official opening in 2023.

## Principal's Report

### Happy 70th Anniversary OLA Parish Primary School!

This year we celebrated and honoured the many parishioners who came together 70 years ago to buy the land and build the school brick by brick so that their children and their families could have the option of a faith based education. It was these men and women who have left such an amazing legacy for each one of us to enjoy. It has then been passed on from generation to generation to us, and now we have the opportunity to continue this great work and to build community and the best school here in Cheltenham. We give thanks for what has been and we look forward to next year and the next 70 years of OLA!

OLA Parish Primary School commenced in Cheltenham on 6 February 1952. In charge were two Brigidine Sisters: Mother Mercedes, as Principal and teacher of older children, and Sr Brigida who taught Prep, Grade 1 and Grade 2. The sisters, who lived at Kilbreda Convent in Mentone, caught the Melbourne bound train from Mentone to Cheltenham every day and then had a ten minute walk to school which was located in a vast empty paddock. It is exciting that this particular original building was renovated this year and has reinvigorated the heart of our school, creating such open and flexible spaces for our community to enjoy.

### Building Project

Stage 3 of our Master Plan was undertaken this year with a building project that began in March and was completed at the end of October. We are so grateful for receiving the Victorian Government Capital Funding Grant for 2 million dollars to make this possible. We successfully sold two portable classrooms to create an outdoor learning space with the artificial green grass being extended, and new shade sails, stage, tables and chairs added. This space allows classes to learn outside and provides a space for outdoor assemblies, playtime and other special events. We also took the opportunity to widen the corridor between the Administration Block and the newly renovated buildings and build an amphitheatre that faces the hall and new mural. This wrap-around mural celebrates life and learning at OLA and enables children to flow out from the Community Hub and Library to enjoy reading and learning outside the four walls of the classrooms.

We are so grateful to Melbourne Archdiocese of Catholic Schools (MACS), Smith + Tracey, our architects, and Jardon Group, our builders, for their support and hard work over this project. We very much enjoyed a positive relationship with all parties involved and we were excited to have our project delivered on time.

### Positive Teacher Student Relationships

The children and staff have enjoyed a calm and happy year in 2022. We have been onsite and learning at school face to face all year which has been a huge treat. Thank you to our staff for maintaining such high standards and expectations whilst creating a caring and kind environment. To assist us on this journey we have employed the skills of Patrice Wiseman to lead us in a whole school approach to Positive Behaviour Support. This is a restorative approach for school communities to develop positive and safe behaviour support. Within this approach, schools improve social, emotional, behavioural and academic outcomes for children and young people. We have seen students and staff benefit from: increased respectful and positive behaviour, improved social-emotional wellbeing, positive and respectful relationships among students and staff and a predictable learning environment with improved perceptions of safety. We are also proud that our classrooms and learning areas look so organised, clean and fresh and that our displays are bright and engaging. A particular example that has been



appreciated by our community is having a number of pieces of Art from the OLA Art Show at the end of last year, framed, mounted and hung throughout the school. This is an amazing celebration of children's work and it also promotes one very important dimension of our Arts Program at OLA. At the core of this approach we are proud of developing strong organisational health, a positive and welcoming community and one that is based on celebrating its growth, successes and achievements

### **Year of Kindness**

Kindness was the theme for 2022 at OLA. The positive relationships that staff model to each other, to the children and to the community and vice versa are contagious. It is so lovely to see the children of OLA having such a strong sense of belonging and pride. The children take pride in the way they learn, listen and in the way they present themselves. This year we have prioritised relationships, connections, being kind and giving our best. In 2022 many seeds of kindness were planted and bloomed. Not only have we been proud of the kindness shown at OLA but we opened our hearts to give in many other ways to both our local and more broader community.

This year we have:

- supported the Katalyst Foundation through the donation of older, unused school furniture, books, sport equipment and other useful resources. The foundation's initiatives aim to empower underprivileged communities by providing vital support to enhance the advancement of education, health, social welfare, infrastructure and employment and training. Our much needed donation of school furniture helped fit out empty classrooms for school children living in Vanua Levu
- given to the annual Caritas Australia Project Compassion Appeal. All donations to Project Compassion allow Caritas Australia to work with communities around the world to end poverty, promote justice and uphold dignity
- donated to the St Vincent de Paul Society Winter Appeal providing non-perishable food like pasta and rice, cans of food, toiletries (soap, shampoo and toothpaste) and warm winter items like beanies, scarves, gloves, socks, and blankets
- participated in Harmony Day and National Reconciliation Week
- cared for our OLA and local community through the sustainability focus on iSea iCare by keeping our waterways clear of rubbish, replanting sand dunes along the bay and purchasing new ecobins throughout the school. Our school leaders have partnered with the OLA Parish Care for the Common Home Group to build knowledge together
- Given a gold coin donation on our Assumption Feast Day to Woodburn Primary School near Lismore after they experienced disastrous flooding earlier this year. Melbourne Archdiocese Catholic Schools has supported all Catholic primary schools in the Peninsula area to raise money to help rebuild their school
- donated vouchers to the St Vincent De Paul 'Mini Vinnies' Advent Giving Tree. In December our local St Vincent De Paul conference will deliver the gift vouchers and food hampers to over 50 local families in need.

### **Faith**

We continue to connect faith and life for our students, their families, staff and our community. Our focus is on "forming lives of faith, hope and love in the light of Jesus Christ" (MACS 2030 Vision). This year Fr Elio Capra, a member of the Department of Systematic Theology and

Department of Pastoral and General Studies at Catholic Theological College led staff formation and professional learning. Staff explored different stories from the New Testament and gained some valuable insights into our Catholic faith beliefs, as well as ideas we can incorporate into the classroom. The sessions focused on stories and how we can recontextualise these for today's world.

On Monday 15 August we celebrated the Feast of the Assumption. At OLA, Assumption Feast Day was dedicated to celebratory activities such as a whole school prayer service, learning about our House Team namesakes, whole school trivia and other activities honouring Mary. Our House Team Leaders led conversations around the names of our House Teams: MacKillop, Brigid, Lourdes and Fatima. Our Feast Day was a great success with beautiful portraits of Mary being drawn, our School Captains leading the morning prayer service, and House Team leaders leading chanting and team spirit activities, with children Prep - Grade 6 working together in House Teams. It was so lovely to see our students in their House Teams with children from across the school Prep to Grade 6. We are really proud of the knowledge and understanding that the students gained around Our Lady of the Assumption and the stories related to MacKillop, Brigid, Lourdes and Fatima.

In addition to Grade 3-6 classes attending and participating in morning Mass with Fr Alan and sitting with fellow parishioners our Grade Prep-Grade 2 children and their parents enjoyed Class Prayer Services. The participation of children's families in these special moments was much appreciated.

### **Learning**

As directed in our review we have placed a particular focus on data literacy and the implementation of data teams. We have begun the endeavour of tracking and monitoring growth and progress of all our students at OLA. There has been rich and engaging dialogue around what teaching practices we have implemented to improve student outcomes. Our staff have begun this journey with great enthusiasm and their trust in each other as well as an openness to learn from each other has grown. We acknowledge that this research based approach to building capacity takes time to become embedded. We believe data walls, case management meetings and data conversations all help to provide a robust framework to ensure that learning is differentiated and all students have the opportunity to learn given the right support and resources. Our MACSSIS Data reflects that teacher knowledge and confidence is growing. Next year we would like to build on this by exploring learning walks, a data wall in Writing as well as continuing to keep our line of sight on faces on the data. This year we provided multiple opportunities for students to connect with each other and to strengthen their social networks. Our Student Representative Council leaders planned lessons in Wellbeing and delivered these to their peers Prep to Grade 6. Our Community Leaders worked with the Wellbeing Leader to plan Child Safety lessons and these were also presented to each class. These are examples of empowering students to reflect on their learning through respectful and active participation.

Throughout 2021 and 2022 teachers at OLA have participated in professional learning onsite with our 'Maths gurus' from Melbourne Archdiocese Catholic Schools (MACS), Jan Walker and Mark Mudge. We have worked teaching written strategies for addition and subtraction such as the 'jump strategy' and the 'split strategy'. The students have taken great pride in mastering these strategies. It is important that our students have a strong foundation of number and place value before we progress to the 'traditional' vertical algorithm for addition and subtraction. During the last two years our teachers have learnt in excess of 40 mental strategies for addition and subtraction and we continue to work towards embedding the explicit teaching of these

strategies within Mathematics lessons. As a school we have committed to 10 minute 'Number Blasts' at the beginning of each and every lesson five days per week. It is so refreshing to have reviewed and improved our teaching in this important area.

In addition to the professional learning and prioritisation of literacy and numeracy at OLA we are committed to the MACS 2030 Vision that "Every student is inspired and enabled to flourish and enrich the world." In addressing the needs of all learners, we have endeavoured to provide opportunities such as:

- G.A.T.E.WAYS Ignite Program - This afforded selected students the opportunity to participate in two half-day workshops led by specialist educators hosted at OLA. Students explored scientific and mathematical concepts outside of the curriculum in exciting, hands-on workshops designed to ignite curiosity, challenge and inspire budding young scientists and mathematicians!
- The Australian Mathematics Competition
- OLA Athletics Day - This year we held the OLA Athletics House Team Championships at Duncan MacKinnon Reserve for the first time
- Wakakirri - The students danced their hearts out at Frankston Arts Centre. It was lovely to hear the judge speak about how strongly our students connected their story and dance together and conveyed and shared this story with the 800 strong audience! Performance and Production awards included: Excellent lead cast, Excellent group acting, Excellent theme/concept, Amazing lighting and Excellent soundtrack mix. We are so proud of our performance and the dedication and commitment displayed by our cast and crew.
- The Japanese Oishii Festival - What an amazing week of celebrating our Languages Curriculum here at OLA. The children enjoyed a week full of enjoyable activities and learning opportunities. We were all so proud to watch the children play music, perform taiko and plays, and sing and dance at the Japanese Festival Concert.
- Book Week Parade and Performance - In addition to celebrating the children's love of reading and books, we also had the privilege of having a Live-in-School 'Story Quest' Book Week Performance at OLA. This was a wonderful celebration of CBCA Book Week and it was special to have a selection of the award winning books brought to life. The theatre brought so much joy to our students as the actors engaged our students and staff with clever use of the stage, song and storytelling.
- Grade 6 and Prep Buddy Program & Lunchtime/After School Clubs
- Grade 3/4 AFL Blind and Wheelchair Workshops - One of our best visiting Sporting Schools Grant opportunities arrived at OLA this year with the Hawthorn Football Club running an AFL Blind and Wheelchair Workshop for our Grade 3/4 students. We are so grateful that our Grade 3/4 students developed their understanding, appreciation and respect for people of different abilities who play sports. It was a fantastic day of learning about diverse skills in our community. One of our Grade 4 students reflected, "This afternoon we were very lucky to experience and explore the blind and wheelchair AFL workshop. I feel really inspired. I learnt that you can do anything you put your mind to. I'm grateful that I got to meet such wonderful people."

### **Family Partnerships**

We believe at OLA that we can achieve more within our school if we partner well with our families. It has been our focus to encourage greater parent engagement in student learning,

wellbeing and school programs. We believe we have strengthened the culture of community and teacher parent partnerships through initiatives such as:

- Welcome Family Picnic - families from Prep - Grade 6 spread out over our large oval enjoying good music, food and times together
- Parent Information Nights - teachers led conversations around learning and teaching at OLA. Information booklets were shared with those present and those who were not able to attend. Parents appreciated meeting their child's teacher, getting to know other parents, seeing where their child sits, what classroom expectations are and learning some tips and tricks about how and what their child is learning
- Parent Workshops which included: Cyber Safety with Marty McGauran, Managing Big Feelings with Carley McGauran, 5 Secrets to Build Confidence and Resilience with Georgina Manning, Classroom Helper Training with Caitlan Taig, Josy Reeder and Christine Thredgold, About Real Life Sex Education with Sue Pain, Reconciliation, First Eucharist and Confirmation with Fr Alan Fox, Caitlan Taig and classroom teachers, Grade 4/5 Parent/Child Workshop on Catholic Social Teaching of Dignity of the Human Person with Caitlan Taig and the classroom teachers
- OLA Local Parent Survey along with MACSSIS system wide survey - We invited families to let us know about what they think works well and what could be improved at OLA. Often surveys undertaken in schools have a number system attached and nowhere for families to comment and so following feedback from our community we wanted to offer this opportunity. The voice of our students, staff and parent community is so important and it enables us to hear feedback directly, then prioritise and action improvements and future direction of the school
- Mother's Day and Father's Day Breakfasts, Working Bees and Talent Quest
- Assemblies - Grade 6 students lead these assemblies which celebrate all that is OLA, including snapshots of the learning taking place in classrooms and the recognition of individual growth and achievement
- Performing Arts Concert - Our OLA Choir, Taiko Drum Performers and Wakakirri Team performed for OLA families. This was a great showcase of the opportunities offered at OLA
- Welcome Sign - In our newly renovated Community Hub we have called for all families to share their heritage and recorded how they say welcome in their first languages. We love how this helps to celebrate the cultural diversity of our community
- The 2022 OLA Parish Fete was a huge success and made possible by the generosity of spirit and time given by so many of our community. The sun certainly shone on us and the atmosphere was exciting. Over \$25,000 was raised.

Thank you to Fr Alan, our parish, our staff, our parents and most importantly our students for being part of our great OLA family. Thank you for what each and every one of you brings to our community. May each of us continue to be kind in all we say and do and may we always give of our best as we strive to offer the best education and journey in faith that is possible right here in Cheltenham.

## School Advisory Council Report

It has been an exciting year at OLA in 2022! The first year since 2019 with no remote learning and scope to invite everyone onsite for community events. And the events have been plentiful - making up for lost time! Camps, excursions, Athletics Day, parent workshops, assemblies, class masses and the big one...the OLA Fete. OSAC members have offered their support to the Fete team throughout the year to ensure a successful day. We congratulate Claire Mellican, Mel Power and their amazing Fete Team for their hard work and dedication, culminating in a wonderful community day and a fantastic financial result!

OLA has celebrated 70 years as a Parish school this year and what better way to observe the milestone than with the redevelopment of some of the original school buildings. A huge thank you to the Victorian State Government for providing OLA with a two million dollar grant to allow this to occur. Congratulations to Richard and Caitlan, who together with MACS, Jardon Group and Smith + Tracey Architects, have planned and overseen this massive undertaking and managed to deliver the project on time. What a huge effort! The community looks forward to utilising the new Community Hub and the kids are very excited about the new Library, STEM and outdoor spaces.

The leadership team has continued their success with an increase in Prep enrolment numbers for 2023, with the majority being new families to the school. This is a credit to the community feel that has been instilled in the school, driven by an enthusiastic and proactive leadership team. Additional credit to Caitlan and Josy for providing seamless ongoing leadership while Richard enjoyed well deserved long service leave earlier in the year.

OSAC had 8 meetings in 2022 and enjoyed a social dinner. We hope that we have provided thoughtful parent insights, support and guidance for the leadership team to act in the best interest of the OLA community. A range of topics have been addressed including road safety, policies, curriculum and finances.

A big thank you to Jaime Picinic and Jo Hansen, who have both finished their 3-year term on OSAC. Special thanks to Jo for efficiently undertaking the role of Secretary in the past 2 years. I'm sure you will both find other ways to continue your contribution to the OLA community.

We welcome Pat Moran and Sally Wright as new members to the OSAC team and look forward to the varied experiences, insights and guidance they can offer.

We look forward to continuing to support the OLA leadership team and community in 2023.

**Linda Rumsey**

**OSAC Chair**

## Catholic Identity and Mission

### 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:

- Explore methods of student voice
- Refine and embed assessment practices
- Differentiate assessment tasks and provide multiple methods of responding
- Recontextualise our faith.

### Achievements

#### Sacramental

- One child prepared to receive the Sacrament of Baptism
- Reconciliation was celebrated across two prayer services on evenings in April
- First Eucharist was celebrated across four Masses on two weekends in August
- Confirmation was celebrated by Bishop Tony Ireland during two Masses one evening in October

#### Curriculum

We continued our Scope and Sequence to create stronger links between Religious Education and Inquiry learning.

Prior to planning the units, teachers engaged in Teacher Dialogue and the Pedagogy of Encounter led by the RE and Learning & Teaching Team. This allowed teachers to reflect and share their insights before planning student content.

Throughout the units, students were questioning their own wonderings and interests in order to help teachers plan the last few lessons of the unit; the 'student driven learning'. This enabled the renewed RE curriculum at OLA to have more of an inquiry focus.

#### Faith in Action

- Feast of the Sacred Heart - St Vincent de Paul Winter Food Appeal
- St Vincent de Paul Advent Tree
- Assumption Day Fundraiser for St Joseph's, Woodburn who were affected by the floods

#### Faith Formation

- Daily whole school meditation followed by prayer
- Staff Professional Development - Pedagogy of Encounter and the Teacher Dialogue Tool
- Staff continued to work with the Renewed RE Curriculum Frameworks
- Continued to explore Horizons of Hope
- Religious Dimension component in fortnightly newsletter
- Fortnightly Prayer shared in the newsletter

- Connections strengthened between Parish and School through groups like St Vincent de Paul and Care for the Common Home
- Staff Faith Formation School Closure Day in July focussed on recontextualising Scripture and Art

#### **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 Prayer Service
- Level Lenten Prayer Services
- Palm Sunday 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 Saint Mary MacKillop Prayer Service
- Assumption Day Prayer Service
- Assumption Day activities including a focus on the meaning of Assumption and our OLA House Team namesakes
- Remembrance Day Prayer Service
- Advent Prayer Services
- Prep Nativity Prayer celebration

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 parents:

- Grade 1/2 - 'Our Stories'
- Grade 3 – Reconciliation
- Grade 3 - First Eucharist
- Grade 4/5 - Catholic Social Teachings and Dignity of the Human Person
- Grade 6 - Confirmation

**Caitlan Taig**

**Religious Education Leader**

## 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 and intended outcomes include:

- 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 monitor student growth in reading
- To improve levels of student engagement, motivation and ownership of their learning
- To focus on consistent spelling approaches from Prep to Grade 6
- Implement Little Learners Love Literacy in Grades P-2.

### Achievements

- Worked in collaboration with MACS (Melbourne Archdiocese of Catholic Schools) on our SWIF (School Wide Improvement Framework) goal 'To collaboratively consider data and evidence, determine next steps for individual or target groups when designing learning.'
- Continued development of Tier 2 Intervention Programs to support student learning in English for students in Grade 1-6
- Delivered Literacy support in Prep-Grade 2
- Additional extension opportunities for identified students through G.A.T.E.WAYS
- Involvement and collaboration with Southern Region Office Direct Student Support (DSS) team from MACS in Mathematics
- Staff professional learning focussed on effective implementation of Learning Intentions and Success Criteria
- 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 i Sea i Care 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:
  - Wayapa, Living Culture, Cyber Safety Inform and Empower sessions, AFL Hawthorn Blind and Wheelchair, Fire Education, Prime SCI, Dance Curriculum, Pollywood Side, Healesville Sanctuary, Ceres, Point Nepean, Ripponlea, National Gallery of Victoria
- Completed NAPLAN using the online platform for the first time
- Established a Learning and Teaching Team to drive School Improvement and met regularly with the Literacy and Numeracy leaders to evaluate and plan
- Jan Walker and Mark Mudge from MACS led five professional learning and collaborative planning opportunities for the staff across the year
- Staff explored the mental and written strategies for Addition & Subtraction, Multiplication & Division and Number Word Sequence, beginning to explore the explicit teaching of these into their practice
- Reviewed and Evaluated the RE/Inquiry Scope and Sequence
- Continued to build teacher capacity for the Little Learner Love Literacy approach in the Prep - 2 grades

#### STUDENT LEARNING OUTCOMES

- We worked in partnership with MACS Southern Region Direct School Support Program focussing on Mathematics with a lens on mental and written mathematical strategies from Prep to Grade 6.
- We worked with a Learning and Teaching Consultant on visible learning with a particular focus on Learning Intentions, Success Criteria and Feedback with students.
- We developed a Grade 3-6 Spelling Scope and Sequence.
- We created and implemented a Reading Data Wall which has been used to track and monitors 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 invested in growing our Tier 2 Intervention Suite, trained two staff members in Pearson's USER B and we employed a full time Intervention Leader. We hired 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.

**Josy Reeder**

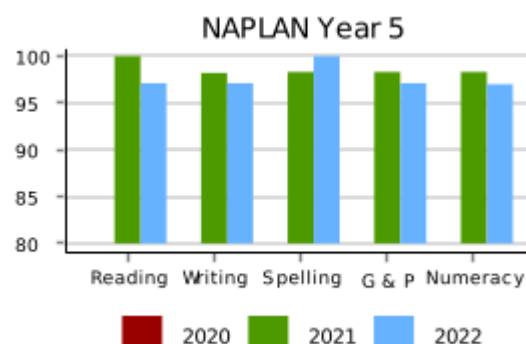
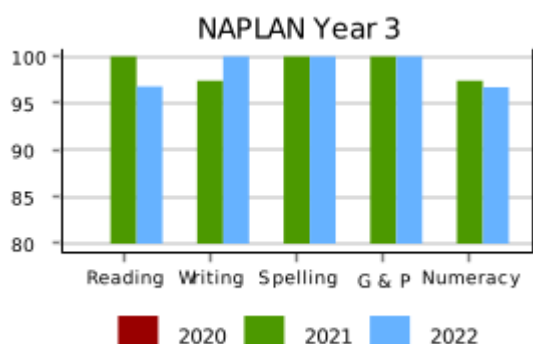
**Learning and Teaching Leader**

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	-	97.4	-	96.7	-0.7
YR 03 Reading	-	100.0	-	96.8	-3.2
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	97.4	-	100.0	2.6
YR 05 Grammar & Punctuation	-	98.3	-	97.1	-1.2
YR 05 Numeracy	-	98.3	-	97.0	-1.3
YR 05 Reading	-	100.0	-	97.1	-2.9
YR 05 Spelling	-	98.3	-	100.0	1.7
YR 05 Writing	-	98.2	-	97.1	-1.1

\* 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

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:

- 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 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 develop teacher and family partnerships around student learning and wellbeing in the best interests of the students.

### Achievements

#### Wellbeing

- Student Wellbeing Team met with Patrice Wiseman (MACS Behaviour Consultant) to collaboratively plan and implement Positive Schools Support at OLA.
- 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:
  1. Ride to School Day
  2. Cyber Safety Day
  3. About Real Life Sexuality programs
- 'Making Jesus Real' is a focus of Prep-Grade 6.
- The Garden Club: Children who benefit from learning and social emotional support were timetabled to work with a LSO.
- OLA staff participated in Staff Formation focussing on wellbeing, mindfulness and social emotional learning. We participated in seminar with Georgina Manning.
- 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:

1. Circle Time
  2. Make Jesus Real (Special agents, gospel values, self reflection)
  3. Social Stories
  4. Go Noodle (Empower Tools, Movement, Brainercise)
  5. Meditation
  6. Journals
  7. The Resilience Project
  8. Gratitude Empathy and Mindfulness (GEM)
- 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 an increase in all areas; confirming the Resilience Project, SWELL term, Chill Out Room and our new intervention processes have been effective in improving Student Wellbeing in our school.
  - 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.
  - Worked with Community/Wellbeing Leaders to lead Child safety lessons across the school.
  - SRC students from P-6 met and planned wellbeing lessons across the school to amplify student voice.

### **Learning Diversity**

- Revised the Response to Intervention process using staff feedback.
- We continued to promote the Intervention Framework this year and included professional learning for staff to use the 'Identifying Student Learning and Student Behaviour Support' process.
- 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 64 application for NCCD funding on 5th August 2022.
- 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 the USER B Training
- Particular students funded under the NCCD program had access to occupational therapists and physiotherapists through SCOPE.
- Students attended regular speech therapy sessions with the MACS Speech Therapist.
- Application for National Chaplaincy Program was successful and we have appreciated a one day psychologist onsite each week
- Program Support Group meetings were held each term 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 given to families.
- LSO timetables were revised regularly to ensure all students' educational, social, emotional and health needs were supported.

### **Josy Reeder**

#### **Learning Diversity and Student Wellbeing Leader**

#### **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.
- 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, Make Jesus Real (Special agents, gospel values, self reflection), Social Stories, (Growth Mindset, Mindfulness, Gratitude), Go Noodle (Empower Tools, Movement, Brainercise), Meditation, Journals, The Resilience Project, Gratitude Empathy and Mindfulness (GEM).
- The Buddies Program continued with Prep-Grade6 to support and develop social skills during Term 1 and 4 only due to COVID. The program provided opportunities for the Prep students to work and play with their Grade 6 buddies.
- Ride to School Day
- First Aid courses run by St John's Ambulance
- Harmony Day
- Individual and group Music classes

- Lunch Clubs offered at OLA: Wakakirri, Drawing, Chess, Library, Choir, Taiko Drums and Computer Club
- Extra-Curricular offered after school: Art, STEM/Lego Club, Soccer, Netball, Chess and OSHClub

## STUDENT SATISFACTION

2022 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:

- At OLA, the overall school positive endorsement from students is on par with the overall population of other MACS schools surveyed.
- At OLA we are prioritising 'School Climate', 'Teacher Student Relationships', 'Student Safety' and 'Student Voice'.
- 'School Climate' means our students have positive perceptions of the social and learning environment at OLA.
- 'Teacher-Student Relationships' means our students feel strong connections between students and learners, and within the students themselves, both within and beyond the school.
- 'Student Safety' indicates that students have high feelings of physical and psychological safety while at school
- 'Student Voice' means our students feel they have opportunities to make an impact on our school.

## 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 or frivolous absences.

All teachers mark attendance online twice daily. Attendance slips are sent to the office at 9:15am. 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	89.7%
Y02	90.6%
Y03	90.1%
Y04	88.6%
Y05	87.8%
Y06	89.7%
<b>Overall average attendance</b>	<b>89.4%</b>

## Child Safe Standards

### Goals & Intended Outcomes

**All students attending Our Lady of the Assumption Parish Primary School have the right to feel safe and be safe. The highest possible standard of care, safety and wellbeing of children and young people is a fundamental responsibility of all within our school community.**

Protection for children and young people is based upon the belief that each person is made in the image and likeness of God and that the inherent dignity of all should be recognised and fostered.

Our Lady of the Assumption (OLA) Parish Primary School is entrusted with the holistic education of the child, in partnership with parents, guardians and caregivers, who are the primary educators of their children. OLA therefore has a duty of care to students to take reasonable care to avoid acts or omissions that they can reasonably foresee would be likely to result in harm or injury to the student, and to work for the positive wellbeing of the child.

All teachers, other staff members, volunteers, contractors, other service providers, parish priests, canonical and religious order administrators of Catholic schools within Victoria must understand and abide by the professional, moral and legal obligations to implement child protection and child safety policies, protocols and practices.

### Achievements

OLA has furthered its commitment to providing a safe school environment by actively implementing processes that establish expectations and accountabilities for people working with our students. The continued application of student wellbeing programs have encouraged all stakeholders to engage in conversations about welfare and safety.

OLA has continued to broaden its Child Safety protocols to incorporate the following:

- Allocation of a Child Safety Officer, who also participates in the Parish Safeguarding Children Committee
- Working with Children Check (WWCC) requirements to reflect changes to the WWCC that came into effect in August 2017
- Annual Child Safety training of OLA's School Advisory Council members
- Duty of Care - Defining the school's 'Duty of Care' to take all 'reasonable precautions' to protect students and young people in their care
- Reportable Conduct Scheme - Outlining how the school responds to allegations of abuse and child related misconduct
- School Attendance Guidelines - Defining the school process for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern
- Engaging with Safe Smart Solutions to further explore policy documents and ensure OLA is operating as a best practise school
- Partnering with SAM4 schools who carry our live checks on all visitors and contractors and ensure that their records and training are current.



All OLA staff participate in regular briefings and professional learning to ensure the school's legislative obligations and the schools' Child Safety Strategy remains front of mind. Staff members have participated in a range of training and awareness initiatives, including:

- Organisational Duty of Care
- Reportable Conduct Scheme requirements
- Annual Online Mandatory Reporting training
- Annual Occupational Health and Safety Professional Learning
- Annual Emergency Management Professional Learning
- Annual Child Safety Professional Learning
- Protect - Responding to incidents, disclosures and suspicions of child abuse
- OLA's Child Safety Policy and Code of Conduct
- School attendance requirements

## 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

- Review of staff Ways of Working and Role Descriptions
- 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

#### School Improvement Plan (SIP)

- Ongoing commitment to the new four year School Improvement Plan and the development of Annual Action Plan with the support of Reviewer, Trish Cowling

#### Resourcing

- School marketing strategies for higher enrolments: prominent billboards, new signage, electronic signage, increased kindergarten communication, Social Story, Prep 2023 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 each semester and available via telephone and email to support and improve our practice
- 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

**Richard Jacques, Caitlan Taig and Josy Reeder**

**Leadership Team**

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

The main focus of staff professional learning in 2022 was the teaching and learning of Mathematics. We were privileged to continue participating in the MACS Mathematics Direct School Support (DSS) program. As part of this program, we worked with two MACS consultants (Jan Walker and Mark Mudge) who are knowledgeable in the area of Mathematics. Jan and Mark facilitated professional learning on-site on five days across the year.

Key indicators of success with this program include:

- Dedicated Mathematics Leader
- Mathematics Leader collaborated with OLA Mathematics Team which included four class teachers with an interest and passion in the area of Mathematics
- Teachers and leaders evaluated and improved the Mathematics planner which helped to facilitate collaborative planning
- Staff are using the Numeracy Learning Progressions & Key Ideas Resources to assist with planning
- Mathematics Team set up new Mathematics Resource Room with relevant hands-on equipment to assist our learners
- Mathematics profile has been boosted across the OLA community as evidenced by conversations between families, teachers and children

### Other professional learning opportunities

Term One:

- Mandatory Reporting & Asthma Online modules
- Literacy - Reading Eggs
- Mathematics - Essential Assessment
- First Aid
- Positive Behaviour Support Approach
- School Improvement - Data Plan
- RE Curriculum - Pedagogy of Encounter

- Georgina Manning - Understanding Children With Anxiety
- Carley McGauran - Managing Big Feelings

Term Two:

- Report Writing
- Anaphylaxis
- Cyber Safety
- NCCD - Diversity
- RE Assessment
- Positive Behaviour Support Approach

Term Three:

- Disability Modules
- Positive Behaviour Support Approach
- Literacy - Assessment/Growth
- Wellbeing/Diversity
- Mathematics - Launch, Explore, Summarise (LES) Lesson Structure
- MACSSIS Survey
- Japanese Festival
- Child Safety & OH&S

Term Four:

- Assessment Schedule
- Assessment and report writing
- MACS Child Safety Code of Conduct
- 3-6 Maths Webinar on Probability
- Literacy & Mathematics
- Term 4 Teams, including Fete preparations
- 2023 student handover
- Dynamiq Emergency Management

Further professional learning for individual or small groups included:

- USER B
- Southern Graduate Teacher network
- 3-6 Mathematics Pedagogies Challenge and Differentiation
- P-2 Exploring Mathematical Pedagogies
- Faith Stories Through Art - Fr Elio Capra
- Michael Ymer - 4 Operations
- Regulating Aggressive Violent Emotions (RAVE) in students
- Leadership Formation with Simon Fitzpatrick - Ferocious Warmth Tracey Ezard
- Family Partnerships - Involvement versus Engagement
- Peaceful Kids & Peaceful Classrooms
- Positive School Conference

- School Wide Improvement Forum
- Leadership networks
- NCCD briefings
- Finance cluster
- Religious Education Accreditation
- Religious Education assessment
- Japanese language conference
- Evaluative and Individual Report Writing
- Bike Education program training
- Little Learners Love Literacy program
- Autism
- Colourful Semantics
- NAPLAN analysis

Number of teachers who participated in PL in 2022	30
Average expenditure per teacher for PL	\$2,283

### TEACHER SATISFACTION

2022 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS) data celebrates that our Staff's overall school positive endorsement is 84% compared to the MACS average of 67%. This data set also shows that staff at Our Lady of the Assumption Parish 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

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	66.8%

<b>ALL STAFF RETENTION RATE</b>	
Staff Retention Rate	91.4%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	16.7%
Graduate	27.8%
Graduate Certificate	16.7%
Bachelor Degree	83.3%
Advanced Diploma	33.3%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	24.0
Teaching Staff (FTE)	19.7
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	8.0
Indigenous Teaching Staff (Headcount)	0.0

## 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, Understanding and supporting children with anxiety with Georgina Manning and School Readiness with Carley McGauran.
- Prep Transition Workshop with Carly McGuaran on School Readiness
- End of Year Dance Concert
- 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

#### School Operation Support

- Classroom Helper Workshops
- Working Bees
- School Policy Reviews
- Pursue potential grants (Community fund, Chaplaincy Program application, Mathematics MACS support)
- 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

- 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

### **Celebrating School Community - Social Media & Marketing**

- 2022 Increase fan base across Facebook and Instagram
- Parents are actively involved - likes, reshares and comments. On average each post reaches about 200-250 people
- OLA's social media presence is very strong/exemplary and content sent through is engaging, dynamic and varied
- Boosted posts were successful with enrolment inquiries
- The OLA community supports, follows and interacts with the content being posted on social media. Parents will often send in content for us to post
- We have 'boosted' posts on Facebook for online tours and the student voice campaign. It has given us a higher online exposure and reach; with prospective families contacting us as a result
- We have utilised the high traffic flow with 5 real estate boards being placed on Centre Dandenong Road. We have had families, neighbours and other schools saying they enjoyed reading each sign board as they waited in traffic
- We have promoted student and parent voice, new enrolments and community in our marketing campaigns
- We have advertised in the STAR enrolment guide creating greater exposure for OLA
- The enrolment pack has been updated and refreshed with all new marketing brochures and flyers
- A professional photographer has come in twice this year and all content is utilised in flyers, on our website and on social media

### **Parish Fete**

The absolute highlight of 2022 was without a doubt, our Parish Fete. On Saturday 26th November our OLA community came alive with the sound of fairground rides, happy children and the smell of Chad's "burgers with the lot" filled the air. After two cancellations due to COVID, to finally achieve our goal and have such a successful day filled our hearts. We are incredibly proud to announce that we raised over \$28,000 profit on this day.

We give thanks to all of the Fete Committee Members, including Vino Krishnan from the OLA Parish, Steve Dougherty for his financial expertise, and Richard Jacques and Caitlan Taig for many late night meetings, phone calls and Operoo notices. Nick Hollier and Anthony Gilbee also deserve a special mention for their logistical support for this event.

The fete would not be able to go ahead without the stallholders who dedicated their time and expertise to making sure each stall ran smoothly, was well stocked and well staffed with volunteers. Thank you for your time, effort and dedication to achieving amazing results and a wonderful day. We need to recognise Claire Melican for her leadership of the entire event, and Mel Power for her marvellous support. They worked tirelessly for three years and should be very proud of the end result.



## PARENT SATISFACTION

2022 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS) data shows:

- Families' perceptions of and engagement with the overall Catholic identity of the school is on par with that of other Catholic schools in the archdiocese
- 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 while at school has improved
- Families highly valued the timeliness, frequency, and quality of communication between the school and families
- Families had high perceptions of how well a school matches their child's developmental needs.

## Future Directions

### Religious Dimensions

#### Faith Formation

- Set and explore 2023 theme following Love, Kindness, Courage
- Continue staff Professional Learning - Renewed RE Curriculum Framework, faith-based Inquiry and assessment of Religious Education
- Provide examples of recontextualisation and reflection during staff prayer sessions, encouraging staff to lead in this area next year
- Provide examples of how to recontextualise students learning in the classroom

#### Prayer

- Expand and deepen prayer experiences for students and adults
- Continue staff prayer roster linked to liturgical calendar sacraments, scripture & Catholic Social Teaching.

#### Social Justice

- Continue OLA Mini Vinnies & partnership with Cheltenham St Vincent de Paul Branch
- Strengthen links with the Parish Care For The Common Home Group
- Continue to strengthen awareness of Catholic Social Teachings through a whole school termly focus

#### RE Teaching and Learning

- Further familiarise ourselves with and develop the RE & Inquiry Score and Sequence, offering rich opportunities for inquiry-based learning
- Continue to strengthen the Friends Igniting Reconciliation through Education (FIRE) Carrier Program

#### Learning and Teaching

- Partner with MACS Literacy Intensive Partnership Program - focus on Reading
- Partner with Kate Korber (Inquiry project) to review our Inquiry practices
- Consistent use of student data wall to record student reading achievements
- Explore ways to partner with families and celebrate student learning
- Data on the Table (DOT) team, with scheduled meetings for classroom teachers to discuss student achievement, pedagogical approaches and student learning goals
- Visible Learning (Learning Intentions and Success Criteria) across the school in Numeracy and Literacy
- Continuing to focus on the development of teacher and parent partnerships around student learning and wellbeing
- Continue collaboration with MACS personnel and OLA Mathematics Team

#### Student Wellbeing

- Peaceful Kids & Peaceful Classrooms
- Termly student surveys focussing on Student Wellbeing and Student Voice
- Student Community leaders teaching all classes about Child Safety at OLA

- Revise the 'Response To Intervention' process using staff feedback
- Use the PAT Social Emotional Survey in 2022
- Further develop Positive Behaviour Support strategies and techniques in collaboration with Patrice Wiseman and the Wellbeing/NCCD team

### **Leadership and Management**

- Engage in MACS SRO School Wide Improvement Forum (SWIF) and Mathematics Professional Learning support with a focus on student data
- Build staff connectedness and teamwork through professional learning opportunities and formation
- Celebrate the school's achievements with the whole community and work with Tony Dalton to improve Family Partnership opportunities
- Provide back to back planning and time on task for year level collaborative and facilitated planning, encouraging curriculum leaders to be present and actively involved in facilitated planning and classroom support
- Allow opportunities for dialogue and voice from students, parents and staff

### **School Community**

OLA is renowned for its wonderful and inclusive community spirit. We will continue to work together in partnership to:

- Pursue ways in which the school/parish connections can be strengthened
- Encourage and promote opportunities for 'Parent as Partners' and build on the volunteer base already in place
- Guided Parent Learning Walk - Families connecting with their child's learning at OLA
- Develop the relationship between home, school and parish through rich spiritual and faith experiences
- Seek opportunities to support and promote curricular and cocurricular events in the school to continue to develop a supportive community spirit
- Use the SeeSaw app for sharing student learning with parents.