



Our Lady of the Assumption School Cheltenham

2021 Annual Report to the School Community



Registered School Number: 1505

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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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

31/03/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

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

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 Association who work to enhance connections between all stakeholders.

2021 brought its challenges. While it was hard for us to physically be away from one another during the lockdown period, we are so proud of the way our community held its spirit during this time. We found ways to connect with one another while staying apart and were grateful for the opportunities we did have to physically be together.

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.

Coming back from remote learning we placed high importance on Social Emotional Learning, as well as academic skills. 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 2021 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 multileveled 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, four square courts, vegetable gardens and a fairy garden.

We look forward to beginning works on Stage 3 of our Master Plan with \$1,980,000 allocated to OLA from a State Government capital grant. We will restructure some older parts of the school to create a new Library, STEM Makerspace, outdoor learning spaces, and community space, and removing the portable buildings to create even more play space. Building works are set to commence early in 2022 with an October 2022 completion date.

Principal's Report

At Our Lady of the Assumption Parish Primary School (OLA) we are a community dedicated to creating a collaborative culture of learning where children learn to problem solve and think critically and creatively. Our teachers are passionate about children, learning and life and we know that good relationships are at the heart of good teaching. We are committed to maintaining the highest standards in Literacy and Mathematics whilst nurturing the wellbeing of each student. The religious dimension of our Catholic school supports students to grow in virtue and to embrace a sense of self and the world. At OLA this is nurtured through prayer, learning, celebrations, belonging and reaching out.

At OLA we enjoy a positive and welcoming culture where we celebrate strengths and promote a growth mindset. We are about modelling and forming positive habits of thought, speech and behaviour. Celebration, rhythm and structure are at the heart of school life at OLA. We believe in creating happy memories and we do this through providing exciting and enjoyable class, year level and whole school events.

We aim to nurture gratitude, empathy, mindfulness and strong connections within our community. From day to day we reflect on what has worked well which allows us to build on successes and continue to improve. We want our students to flourish and reach their potential by knowing and using their strengths and building on them. We want our students to identify and follow their passions and learn how to make a difference in the world. We aim to bring about the best in each student, enabling all to achieve the highest goals possible.

A Bobby Dazzler of a Year!

Throughout this year I have been heard to come up with phrases like this one. It really has been a bobby dazzler of a year! Let's firstly acknowledge that there have been moments of joy and there have been moments of disbelief and disappointment during this second year of COVID restrictions and lockdowns. We cannot explain how excited we are to now be back onsite and face to face with the children of our school. This is where we all need to be and we thank everyone for being constant, for being kind and for doing your best. We appreciate this has been a particularly difficult time for all members of our precious community, and we sincerely hope the roadmap is beginning to provide much needed certainty for our students, staff and families.

In line with our mandated operational guidelines, we have worked steadily towards a 'return to school', to ensure all aspects have been suitably addressed. From mandated health and safety measures, to prioritising wellbeing and the key academic areas of Mathematics and Literacy, we believe that our staff were prepared and ready to welcome your children back onsite and to do the best they could to support and engage each and every student. Additional teachers, leadership team and Learning Support Officers (LSO) were placed in classrooms for the teaching of English and Mathematics. These staff members conducted one to one and small group explicit teaching sessions in conjunction with the classroom teacher. Upon the children's return to school, our priority was and has always been to re-establish routines and relationships. We have provided support as the students relearned how to navigate the playground and classrooms successfully. There have been plenty of opportunities for students to revisit and practise the social skills

required to re-establish friendships, play successfully with peers, manage emotions, work collaboratively, take turns and listen to one another.

Jolts of Joy

This year has also provided many moments where we could shine and celebrate great achievements in our community. These include:

- A year focussed on Mathematics - there is no better indicator of successful professional learning than students, parents and staff talking about all things Mathematics and the new strategies learnt
- Using IT and digital technologies in engaging ways, for example, Coding, CAD design and Mote
- The preparation and celebration of Baptism for four of our students as well as the count down to the many times postponed Sacraments of First Eucharist and Confirmation - extra special to be able to come together in prayer and ritual
- The children attending Mass and enjoying sitting alongside fellow parishioners, sharing morning tea after Mass, St Vincent de Paul working with the children for the Winter and Christmas Tree Appeals and the Knitting Group and Plant Growing Teams selling their wares to the OLA families - such great Parish connections
- The many visits to the admin area of students beaming with pride for their work they had completed
- Our connection with our Japanese Language and the Tokyo Olympics
- OLA participating in the inter School Sports Competitions and taking out the District Championship for Girls T-ball, Girls Soccer, Boys Kanga Cricket and Boys Volleyball
- Our Senior Girls swimmers taking out first place in many events at District and Division level
- OLA students receiving the STEM Sustainability Award and the STEM Engineering Award at the MACS STEM MAD Showcase. A fantastic achievement!
- The amazing showcasing of children's creative skills in the OLA Art Show, Home is Where the heART is
- The many posts received from families for our Social Media platforms and the connection enjoyed through this
- New student and parent voiced initiatives such as Bike Education, About Real Life - Sexuality Education Program and Linewize which is a new platform for online safety and security for our students
- The newly designed and easy to navigate Newsletter
- And... we still have much to look forward to with the Hip Hop Christmas Concert full of dancing and celebrations

Celebrating all that is OLA

At OLA we make it a priority to celebrate all that we learn and experience with our broader community. Word of mouth is so important when it comes to sharing our story and building our reputation in the community. We are proud of our connections with local kinders, school tours,

our new website, our social media presence, OLA billboards, enrolment flyers, prominent signage and our electronic notice board on Centre Dandenong Road. It has been lovely to welcome new families through our school. The Leadership Team, School Captains and I begin these tours with a presentation sharing our story at OLA and what we love about our school. We then walk our families through the school showcasing our calm and happy classrooms. It is great for our visiting families to see the engaging displays as well as the school gardens and grounds which look amazing. Not only did we hold our tours onsite and in person, but we also created a Virtual School Tour and Principal Presentation to share with interested families during lockdown. It is exciting to be offering two Prep classes in 2022 and we thank all involved in helping make this possible. How amazing to have 7 children from current families and 30 children from new families - a great achievement at a time that has been tricky to navigate.

Building Project

We are so excited to have a 2.2 million dollar building project underway in regard to plans and tendering. We have been delighted to be able to share the plans for our new Discovery Centre which includes a new library, STEM Makerspace, community space and provisions for more outdoor areas. Building works are expected to begin in February 2022. What a wonderful addition this will be for our school.

70th Birthday of OLA Parish Primary School

On 6 February 1952, Our Lady of the Assumption Parish Primary School opened its doors for the first time. 2022 is the year when we celebrate and honour the many parishioners who came together 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 to build 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!

Thank you

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.

Richard Jacques

Principal

School Advisory Council Report

We had hoped that two thousand and twenty-one wouldn't be a repeat of last year however by Week 6 of Term 2 we were looking at an even longer lockdown than 2020. From the end of May until Mid-October we only had a reprieve of about 5 weeks not in lockdown.

Richard, Caitlan and the OLA leadership team have continued this year to work together to support the staff and families during these unprecedented times and have gone above and beyond trying to ensure the students haven't missed out on learning and extracurricular experiences such as Grade 5 and 6 Camp, First Holy Communion, Confirmation, The Art Show, the Australian Maths Competition.

Using 2020 as a baseline for online learning the leadership team and all staff have continued to develop and grow in this area supporting the students through such difficult circumstances.

A special thanks goes to Fr Alan Fox who has tirelessly led the community on our spiritual journey. Restricted numbers and multiple lockdowns have meant Zoom meetings had to be organised, the Sacraments rescheduled multiple times and finally being able to go ahead within extremely limited time frames. It is great that Fr Alan has been able to organise the St Agnes, Highett and our schedules to ensure the Sacraments have all been held by the end of the year.

Richard's drive to continue to find new ways of connecting with potential new families has been inspiring and it is wonderful that we are welcoming 37 new students into Prep in 2022.

Being able to share student work on social media forums and Zoom assemblies has not only inspired the students to get involved but has also allowed us all to feel more connected with our community.

The installation of the Cumulus climbing equipment and ongoing maintenance of the OLA grounds has breathed new life into the school and brings pride and positivity from both the students and parishioners. It is also exciting to have the renovation works for the new library and STEM room commencing in early 2022.

We have had eight OSAC meetings during 2021 and although the majority of our meetings continue to be held remotely it has been great to see the enthusiasm and participation of all members. Thanks goes out to Jo Hansen for her support and commitment to being Secretary.

Special thanks goes to Virginia Derricott who has completed her 3 year membership on OSAC. Virginia's contribution to the committee has been substantial and greatly appreciated.

I'd like to welcome Susan Wangondu (Michael Grade 3, Isabelle Prep and Malkia Prep 2022) and Shashi Wijesinghe (Flynn Prep) to the committee.

As you all know this is my last year on the committee and although I will miss being so heavily involved it is time to welcome new members onto the committee for them to continue to support the OLA leadership team in continued success.

Adam Solomon

OSAC Chairperson

Education in Faith

Goals & Intended Outcomes

Our goal for Religious Dimensions in 2021 was to enhance our community as a place of encounter with God. We aimed to achieve this goal through the following outcomes:

- Continue professional dialogue within the members of the RE collective group to gain insights into how to design units of work
- Explore methods of including student voice in planning and curriculum
- Relationships in the school community will better reflect our core Gospel values.

Achievements

Sacramental

- Reconciliation was celebrated over two nights in March.
- Fr Alan was delegated for the Sacrament of Confirmation. Grade Six students were given the option to receive the Sacrament following our COVID Safe Plan. 63 students received the Sacrament of Confirmation over two evenings in November. Three guests and more were able to attend for each child. The service was an intimate Mass which will be a lasting memory for all involved.
- First Eucharist was celebrated over three Masses in November. Both Grade 3 and Grade 4 students participated in this Sacrament.

Curriculum

- We revised and implemented a new Scope & Sequence to create stronger links between Religious Education and our Inquiry program.
- Prior to planning the units, teachers engaged in 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 unit, students were questioning their own wonderings and interests in order to 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.

Topics covered throughout 2021 were:

- Term One - 'Community' - Church & Community, Student Wellbeing and History
- Term Two - 'Our World' - God, Religion & Life, Biological Science and Sustainability
- Term Three - 'Connecting to Others' - Prayer, Liturgy & Sacrament, Geography and Intercultural Capability
- Term Four - 'Change' - Morality & Justice, Chemical Science and Physical Science

Throughout the year we have worked in an RE Collective Partnership with Resurrection Primary School in Keysborough. The teams at both schools have incorporated a mix of leadership and classrooms teachers, ranging from all levels and Amerall Blom (MACS RE Consultant) has also attended each meeting. We have met approximately five times throughout the year, a combination of face-to-face and online.

VALUE ADDED

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

- Staff Commissioning Mass
- Beginning of Year Masses within levels
- Senior Level Class Participation in Mass
- Attendance by Senior Level at Mass
- Ash Wednesday Prayer Service
- Level Lenten Prayer Services hosted by each level
- Mini Vinnies Commissioning Mass
- Assumption Day Prayer Service held online in classes
- Assumption Day activities incorporated into remote learning activities
- Remembrance Day Prayer Service held remotely
- Advent Prayer Services held in levels
- 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 Prep - Prayer
- Grade 1/2 - Catholic Social Teachings on Creation in Brigid Hall
- Grade Three - Reconciliation (held remotely)
- Grade Four - First Eucharist
- Grade Six - Confirmation (held remotely)

Staff engaged in a faith formation school closure day focussing on the history of our school and our Marian links.

Learning & Teaching

Goals & Intended Outcomes

Goals and Intended Outcomes for 2021:

- To inspire students to develop a passion for learning within an environment that fosters engagement with all aspects of the curriculum.
- Improve student outcomes in Writing and Numeracy.
- Improve levels of student engagement, motivation and ownership of their learning.
- For teachers to use concepts and ideas to collaboratively design the curriculum, spanning progressions of learning (levels)

Achievements

- Remote Learning via Google Classroom platforms for P-6.
- Daily Zoom lessons including literacy and numeracy target teaching groups.
- Continued development of Tier 2 Intervention Programs to support student learning in English for students in Grade 1-6.
- Tutor Program for Literacy support in Prep-Grade 2.
- Involvement and collaboration with Direct Student Support (DSS) team from MACS in Mathematics.
- Staff professional learning focussed on effective implementation of Learning Intentions and Success Criteria.
- Collaborative planning in year level teams with the support of back to back planning time.
- Continued use of Assessment Benchmarks for standardised assessments (Fountas & Pinnell, BAS and PAT assessments).
- All staff completed the AITSL teacher toolkit to create 2021 Professional Learning goals.
- Involvement with the I Sea I Care Program, led by two teachers and the Year 6 student ambassadors.
- Strengthened involvement with the Friends Igniting Reconciliation through Education (FIRE) Carriers Program.
- Incursions enhanced learning across the curriculum including Mad About Science and About Real Life.
- Training for Core Leadership Team Members on NAPLAN Online and completion of School Readiness Test (SRT).
- Established a Learning and Teaching Team to drive School Improvement (including newly appointed Literacy and Numeracy Leaders).
- Reviewed and Evaluated the RE/Inquiry Scope and Sequence.

- Attended Professional Learning for Spelling (Spelling in Context and Little Learners Love Literacy).
- NAPLAN data training for Learning and Teaching Leader.
- Investigated and attended English Online Interview as another form of universal assessment.

STUDENT LEARNING OUTCOMES

Our NAPLAN Five Year trend report indicated an:

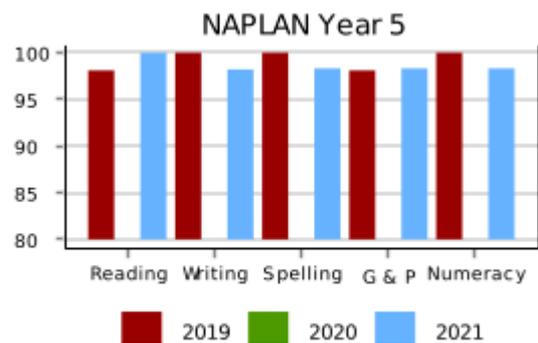
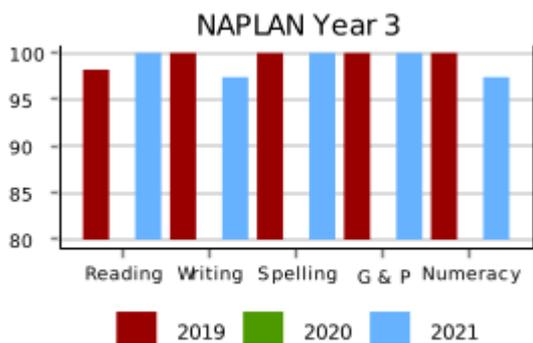
- Increased scaled score for our 50th percentile of Yr. 5 students in Numeracy 2021 compared to a different cohort in 2019. This would be a result of Direct School Support from MACS working with the school to improve teaching practice in maths 2021.
- Increased scaled score for our 2021 year 5 students in Numeracy compared to 2019.
- Increased scale score for the same cohort of students between 2019 and 2021 in Numeracy
- Increased scaled score for our 2021 Year 5 students in Reading compared to 2019. We have implemented a new spelling approach and introduced Little Learners Love literacy in the junior school with an emphasis on CAFÉ reading and writing approach.
- Increased scale score for our 2021 Year 5 students in Writing compared to 2019.
- We have been high achieving the past two years for Reading.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	97.4	-
YR 03 Reading	98.2	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	97.4	-
YR 05 Grammar & Punctuation	98.1	-	-	98.3	-
YR 05 Numeracy	100.0	-	-	98.3	-
YR 05 Reading	98.1	-	-	100.0	-
YR 05 Spelling	100.0	-	-	98.3	-
YR 05 Writing	100.0	-	-	98.2	-

* 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

Goals and Intended Outcomes for 2021:

- 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.
- That student will experience enhanced relationships with the school, staff and peers.

Achievements

Wellbeing Achievements

- Wellbeing Leader met with Patrice Wiseman (MACS Behaviour Consultant) to collaboratively plan the implementation of Positive Schools Support at OLA. We began with refining our rules to school expectations and introducing a more positive and restorative approach to behaviour. We will continue our partnership with Patrice in 2022.
- The Garden Club supported selected children in the area of social and emotional learning. LSOs took groups of children and led garden based activities such as planting, weeding, watering and rock painting.
- OLA staff participated in Staff Formation focussing on wellbeing, mindfulness and social emotional learning. We participated in webinars with Georgina Manning.
- The OLA School Expectations are displayed in prominent spaces across the school (classrooms, office, Brigid Hall, level common areas).
- Positive Behaviour sentence starters are displayed in all classrooms.
- School Nurse visited the Prep students and any other 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 to support the transition for some students in their level.
- 'Chill Out Room' is where students go to calm down, talk, vent and just have time to speak with the Wellbeing Leader. 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 year 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.
- Worked with Community/Wellbeing Leaders to lead SRC students from P-6 to amplify student voice.
- Worked with Community Leaders and Child Safety policy. The leaders were restored to talk to all classes about our Child Safety policy.

Student Wellbeing during COVID Lockdown Achievements

- We created a Student Wellbeing List for those vulnerable students who required phone call check-ins from the Wellbeing Leader and their class teacher.
- Wellbeing Leader hosted Wellbeing Zooms during the Lockdown this year to allow students to learn coping strategies such as breathing techniques and having positive mindset.
- Garden Club was available for vulnerable students onsite. This gave them a brain break from onsite remote learning.
- LSO timetables were revised regularly to ensure all students' educational, social, emotional and health needs were supported.

Learning Diversity Achievements

- 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 to meet 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 Leader submitted the NCCD on 4th August. We submitted 105 students in total who require adjustments for their learning.
- 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 Leader 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.
- 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 via Zoom 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 discussed and given to families at scheduled PSGs or posted due to COVID. These were revised at least once a term.
- LSO timetables were revised regularly to ensure all students' educational, social, emotional and health needs were supported during COVID. LSO supported vulnerable students via Zoom with their remote learning plans.

- Develop an outdoor garden program with Learning Support Officers for students with learning and social emotional needs.

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.
- 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, Class Dojo Big Ideas (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

STUDENT SATISFACTION

2021 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 more highly developed than the overall population of other MACS schools surveyed. This overall score is also higher than the score given by OLA students in 2019, indicating a positive increase in student wellbeing.
- We also had a positive school trend specifically in the areas of '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' score 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. Hard copy rolls are also stored and archived each year.

Attendance slips are sent to the office at 9:15am in the event a child is marked as absent with no explanation, and a call is promptly made to the parent or emergency contact to confirm the child's absence.

If a student is ever absent for a prolonged period of time or with regular frequency, the Principal or Deputy Principal will make direct contact with the parents/carers. Records are to be maintained of such contact. 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.

Remote Learning

During remote learning, attendance was determined through:

- student engagement with online learning activities,
- teacher direct interaction during online lessons,
- and/or with student submission of work posted via Google Classroom.

We asked that children accessed at least one of these three options during school hours Monday to Friday. Students who registered their attendance were marked present for the day. If families were having difficulty accessing the work that day, they were encouraged to email the teacher to let them know the child was working offline, unwell, taking some family time, etc.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	80.1%
Y02	80.1%
Y03	75.5%
Y04	77.4%
Y05	78.1%
Y06	77.1%
Overall average attendance	78.0%

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

Throughout 2021, 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

Staff Training and Awareness Raising Strategies

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 & Management

Goals & Intended Outcomes

Goals and Intended Outcomes for 2021:

- 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
- SIP
- 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 2022 Showbag, I'm Starting Prep at OLA tshirts and management of school website/social media platforms
- Successful grant application for Stage 3 of School Master Building Plan to the value of 2 million dollars
- Successful Chaplaincy Grant for one psychologist to be onsite one day per week
- Successful grant to be part of the MACS Direct School Support Mathematics

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 managing remote learning throughout the school year - we have been particularly proud of the improvement in staff confidence using IT and digital technologies in engaging ways, constructive feedback and in particular the pastoral care of our students and their wellbeing

- 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 develop Customised Individual Learning Plans, 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 positive school approach developed

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

The main focus of staff professional learning in 2021 was teaching and learning of Mathematics. We were successful applicants and were privileged to participate 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 eight days across the year.

Key indicators of success with this program include:

- OLA appointed a Mathematics Leader
- Mathematics Leader established a Mathematics Team which included four class teachers with an interest in the area of Mathematics
- Teachers and leaders set up a new Mathematics planner to better facilitate collaborative planning
- Staff are now using the Numeracy Learning Progressions & Key Ideas Resources to assist with planning
- Mathematics Team did an internal audit of resources and purchased any relevant hands-on equipment to assist our learners
- Mathematics Profile has been boosted across the OLA community as evidenced by conversations between families and teachers

Other professional learning opportunities

Term One:

- Literacy data analysis
- CPR update
- Wellbeing

- School Infection Prevention and Control During Coronavirus (COVID-19)
- Cybersafety

Term Two:

- Occupational Health & Safety
- Staff mental health and wellbeing
- Report writing
- School improvement and review reflection
- Mandatory reporting
- Assessment and report writing
- Asthma online modules
- NCCD - Intervention Framework

Term Three:

- SeeSaw - Partnerships between home and school
- Technology - supporting for remote learning
- Learning Curve (student well-being)
- Engaging students in Mathematics online
- Engaging students in Literacy online
- Online formative assessment opportunities

Term Four:

- Emergency management training
- Spelling programs
- Assessment and report writing
- Class structures
- 2022 student handover

Further professional learning for individual or small groups included:

- School Wide Improvement Forum
- Leadership networks
- NCCD briefings
- RE Collective meetings with our partner school
- Finance cluster

<ul style="list-style-type: none"> • Religious Education Accreditation • Assessment approaches for an online learning environment • Formative assessment • Religious Education assessment • Diabetes in schools • SMART Spelling • Spelling in context • Robotics • Japanese language conference • Evaluative and Individual Report Writing • Bike Education program training • Technology in education expo • Little Learners Love Literacy program • Autism • NAPLAN analysis 	
Number of teachers who participated in PL in 2021	0
Average expenditure per teacher for PL	\$0

TEACHER SATISFACTION

2021 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS) data shows that staff at Our Lady of the Assumption Parish Primary School scored higher in the following areas than other schools in the archdiocese:

- The extent to which the school leaders set the conditions for improving teaching and learning at the school.
- Perceptions of the amount and quality of feedback staff receive.
- Perceptions of the school leadership's effectiveness.
- Perceptions of staff safety in the school.
- How safe it feels to take risks and make mistakes in this school.
- Perceptions of the quality and coherence of professional learning opportunities.
- Perceptions of the coherence of the school's improvement strategy.
- How well teachers work together in teams to improve teaching and learning.
- Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.
- Teachers' perceptions that staff at the school have what it takes to improve instruction.

The overall school positive endorsement was scored at 88%, compared to the 68% of other schools in the archdiocese.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	16.7%
Graduate	33.3%
Graduate Certificate	22.2%
Bachelor Degree	83.3%
Advanced Diploma	27.8%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	19.7
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	9.7
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Our goal for 2021 was to create a shared understanding of partnership that supports the development of each child. We aimed to achieve this goal from the following intended outcome:

- To improve parents/families sense and experience of community through partnership in school initiatives.

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 kinders
- High School Transition
- About Real Life Parent session via Zoom (Grade 6 families)
- Prep Transition webinar with Carly McGuaran on School Readiness
- End of Year Dance Concert - recorded and shared with the OLA families
- Graduation Day and Evening
- Grade 5 and 6 camps at Camp Weekaway
- OLA supported local, national and world community e.g.: Have a Ball Foundation, Open the Doors Foundation

School operation support

- 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 via Zoom each month
- Social Media platforms
- New website with updated school policies

Social Media

- 2021 Increase fan base across Facebook and Instagram

- Parents are actively involved - likes, reshares and comments. On average each posts reaches about 200-250 people
- OLA's social media presence is very strong/exemplary compared to other schools with similar size
- Content sent through is engaging, dynamic and varied
- Boosted posts were successful with enrolment inquiries
- Campaigns throughout the year included - Like, Follow & Share Us, Meet our Teachers, Why OLA?, Leave us a recommendation, Throwback Thursday, My Teacher's Pet, Buddies
- Facebook - OLA holds a 5 star review with 11 recommendations - Excellent compared to like schools (with 3-5)
- 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 OLA logo has been updated and made consistent across all marketing
- 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
- The school virtual tour that was produced last year has doubled the amount of views since 2020. A total reach of 1.1k views

PARENT SATISFACTION

2021 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS) data shows:

- Families' perceptions of and engagement with the overall Catholic identity of the school is higher than that of other Catholic schools in the archdiocese
- Parent perceptions of student physical and psychological safety while at school has improved since we last did the surveys in 2019.
- Grade 3, 5 and 6 families highly valued the timeliness, frequency, and quality of communication between the school and families.

- Grade 3 and 5 families had high perceptions of how well a school matches their child's developmental needs.

Future Directions

Education in Faith

Faith Formation:

- Set and explore 2022 theme
- Continue staff Professional Learning - Renewed RE Curriculum Framework, faith-based Inquiry and assessment of Religious Education
- Further explore Horizons of Hope with all staff
- 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 & CST. Staff to explore opportunities of Recontextualisation

Social Justice:

- Continue to support 'Have a Ball' foundation and other organisations (Catholic Mission, Caritas, Opening the Doors Foundation)
- Continue OLA Mini Vinnies Sleep Out & partnership with Cheltenham St Vincent de Paul
- Strengthen links with the Parish Social Justice Group
- Continue to strengthen awareness of Catholic Social Teachings through a whole school termly focus

RE Teaching and Learning:

- Continue to unpack the new Religious Education and Horizons for Hope Educational Frameworks through the professional learning for staff
- 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

- 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
- Strengthen Visible Learning (Learning Intentions and Success Criteria) across the school especially 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.
- Trial and Evaluate updated Spelling Scope and Sequence.

Student Wellbeing

- Revise the Response to Intervention process using staff feedback.
- Use the PAT Social Emotional Survey again in 2021 as this provided us with useful evidence and information.
- Reintroduce Data on the Table (DOT) meetings and SOCS (Successes or Challenges) in Professional Learning Teams (PLT) to allow teachers to discuss students who are not in the DOT schedule.
- Further develop Positive Behaviour Support strategies and techniques in collaboration with Patrice Wiseman (MACS SRO) and the Wellbeing/NCCD team.
- Enhance existing levels of student engagement and agency by providing greater opportunities for students to co-design curriculum and provide formal teacher feedback in ways that are age and stage appropriate, as part of a whole school positive mindset and behavioural focus.

Leadership and Management

- Participate in the MACS SRO Leadership Formation Program using the National School Improvement Tool
- 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:

- Investigate 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

- 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.