



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Our Lady of the Assumption Primary School

9 Centre Dandenong Road, CHELTENHAM 3192

Principal: Richard Jacques

Web: www.olacheltenham.catholic.edu.au

Registration: 1505, E Number: E1168

Principal's Attestation

I, Richard Jacques, attest that Our Lady of the Assumption School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 23 May 2024



About this report

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



Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Dr Edward Simons
Executive Director
Melbourne Archdiocese Catholic Schools Ltd



Vision and Mission

Vision

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

Mission

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



School Overview

At Our Lady of the Assumption (OLA) 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 incorporate two weekly wellbeing lessons. We use the Respectful Relationships program to support the topics of emotional literacy, personal strengths, positive coping, problem-solving, stress management, help-seeking, gender and identity, and positive gender relations. We use the Peaceful Classrooms program to engage Mindfulness activities

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

Academic Excellence

We 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 2023 included Fountas and Pinnell, Literacy Intervention, Early Reading Intervention Knowledge (ERIK) program, Toe by Toe program, MacqLit (Macquarie Literacy Program for small group instruction), PIER (Phonic Instruction Early Reading), cross country, 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 school production, 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 performances and celebration of learning. We also have designated spaces for our Art, Performing Arts 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.

Principal's Report

Welcome

In 2023 it was terrific to welcome forty four new Preps, along with their families, to our great OLA community! Each year our 'preppies' bring a delightful sense of excitement and enthusiasm to our community. We appreciated their amazing calmness and keenness to have a go at everything! It was wonderful to see how eager, confident and enthusiastic these children have become. We also welcomed at least ten children across the other year levels of the school which has been a great injection to our various classes.

Welcome to Country and Smoking Ceremony

In honouring our Indigenous history we thank our FIRE Carriers and teachers for helping to make OLA's Little Long Walk such a respectful and beautiful experience for all involved. Josh and Jillian West who conducted our Welcome to Country and Smoking Ceremony, Leanne, Jenaya and Urayea from The Long Foundation and members from the OLA Parish Care for our Common Home Group all spoke so highly of our students and the whole experience.

Positive learning environments

Thank you to our staff for maintaining such high standards and expectations whilst creating a caring and kind environment. The classrooms and learning areas continued to look organised, clean and fresh and the displays were bright and engaging.

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. With this in mind our three priorities for 2023 included:

- Build staff capacity and confidence to maximise learning growth for all students
- Empower student voice
- Foster family partnerships.

1. Build staff capacity and confidence to maximise learning growth for all students

Positive Behaviour Support

Throughout the year the staff gathered for Professional Learning led by Patrice Wiseman on school wide Positive Behaviour Support. We worked on further developing a consistent and

positive whole school approach to engaging students in the classroom, creating positive classroom environments and managing difficult behaviours.

Inquiry Approach

We enjoyed Professional Learning at OLA with Kate Korber focussing on Inquiry. The staff loved Kate's passion and her ability to bring learning to life through her sharing of knowledge and experiences. Kate worked with us particularly on student agency in Inquiry. Kate commented on how rewarding it was to work with such a motivated staff and how lucky we all are to teach and learn in such beautiful spaces. We look forward to continuing to work with Kate at OLA.

Intensive Support Program - Literacy

This year we worked with Olivia Quinlan from MACS to further develop our approaches to teaching reading. We expanded our knowledge of reading strategies and the most effective way to teach these to the students at OLA. Teachers developed their understanding and explored the various ways to teach reading comprehension to ensure differentiation is happening in classrooms including guided, shared, modelled and reciprocal reading. Staff engaged in peer observations as a way of improving their practice and creating consistency among the different levels. They shared anecdotal notes and collaborated to develop learning goals for groups and individual students in the classroom. Staff were also released to collaborate in year levels twice per term with actions agreed upon to practise and improve between sessions.

Growth for all students

In addition to our ongoing assessment we appreciated collegial dialogue, learning about students, where they are at (their point of need), their growth and sharing strategies that can be used to support growth where needed. Our NAPLAN data this year for Grade 3 Reading exceeded the state. Our teachers appear to be using assessment well to identify and to support students in the top 25% percentile - 25% of students tested were categorised as exceeding. The students most at risk also outperformed the state which is a cause for celebration. In all, pleasing results that support our desire to ensure all students are catered for. Grade 3 Numeracy results were even more successful than Reading which is testament to the rigorous professional learning undertaken in Mathematics in 2021 and 2022. Our early years program is identifying all students at their point of need and ensuring they are all to grow at an appropriate rate regardless of their starting point. Grade 5 Reading is similar to Grade 3 Reading which again is positive news. Grade 5 Numeracy was not as strong and this is an opportunity for further improvement. The gains from last year to this year has been most positive (my school). We are building the capacity of staff to meet the ongoing

challenges of catering for the needs of every student and our 2023 results are an early indication that the structures and processes put in place are beginning to impact.

2. Empower student voice

We endeavoured to empower students to reflect on their learning in order to articulate their progress and future goals. Students were able to access specific tools to track and monitor their own learning which helped identify their learning strengths or goals.

Students' voices were heard through respectful and active participation in the life of the school. Student-led committees met regularly to help inform school decisions in relation to wellbeing, learning, safety and social justice issues.

3. Foster Family Partnerships

At OLA we are focussed on providing opportunities for parents to partner with the school, hear about the vision of the school, visit their child's classroom, meet with their child's teacher and learn about the learning, wellbeing, structures and routines in their child's classrooms. Parents at OLA appreciated being able to meet their child's teacher, get to know other parents, see where their child sits, what classroom expectations are and to learn some tips and tricks about how and what their child is learning. We value partnering with our families at OLA and it has been lovely to celebrate how we help families understand and engage best with their child's learning. We also took the opportunity to learn what our families would like to see the school do more of for children and families. A great example of this was when over 90 parents joined us for the Prep- Grade 2 Parent Information Night and over 60 parents for the Grades 3-6 session.

Another example of this was the Mathematics and Reading Guided Parent Learning Walks where we visited three classrooms and shared what we noticed. The Parent Guided Learning Walks were so impressive with both the parents and leadership team members learning so much from each other. We began them at 8.40am in the Community Hub by setting the scene and then proceeded to visit a junior, middle and senior classroom taking photos on school iPads capturing Mathematics/Reading at its best. The walk and debriefing conversations were just so insightful, affirming and future orientated.

Thank you for arranging the guided learning walk. It was incredible to see learning in action and understand how visual, practical and collaborative learning is. I learnt so much and have started using the questions in our home. Thank you for the invitation to join the guided learning walk. I enjoyed the insight and another involvement for me where the kids and

school have a humbling impact. Keep striving and the school's facilities are looking great (almost like a private school!).

Feedback from OLA Families

At OLA we took the opportunity to survey our OLA families and we were excited to hear feedback about what they love about our school:

- its warmth and welcome
- a strong sense of belonging
- a positive vibe
- respectful relationships
- our Catholic faith as well as respecting the faith and traditions of all in our community
our sense of community
- a strong and supportive leadership team
- a loving caring environment
- great teachers
- high expectations
- an organised and orderly environment
- the teachers have a deep understanding of their students as individuals and of their personalities and this knowledge is used to engage the students to thrive and to be their best
- and positive partnerships with families where parents, teachers and students work together.

Not only do I value these many great strengths of our community but it is wonderful that this positive feedback was received from the families in our community. We thank the families for their continued support and encouragement. Feedback is very much appreciated as we continue to do the things that help our community to flourish and we are always open to taking on feedback to help us improve.

Religious Education

We have a rich prayer life at OLA and offer many opportunities for students, staff and parents to further develop their faith. Children pray every day as a class group and we had whole school Masses in the Church to celebrate beginning of terms and other yearly whole school events. In addition, each class participated in and hosted a prayer service (Prep - Grade 2) or a Mass (Grades 3-6) once throughout the year. Masses and Prayer Services offered an opportunity to celebrate as a community and were again well attended in 2023. We continued with our inquiry-based model to teach the Religious Education Curriculum Framework, integrating elements of our faith and Catholic Tradition with other areas of the curriculum. With the help of external consultant, Kate Korber, we engaged student voice to explore different areas and wonderings provided by students. We have six values, focussing on one

each year: love, kindness, courage, joy, hope and peace. This year we focussed on Courage and explored this in different aspects of our lives. Our Grade 3 students participated in the Sacrament of Reconciliation and our Grade 6 students received the Sacrament of Confirmation. Families participated in information and reflection sessions at the parent/child workshops and students continued their preparations in the classroom and as part of level reflection days.

Learning and Teaching

Our Lady of the Assumption believes that all staff and students in our community are lifelong learners. We nurture and grow our students through a variety of learning opportunities and interactions. Classroom teachers participated in scheduled data management meetings to discuss student achievement, pedagogical approaches, and student learning goals. A student data wall was consistently used to record student reading achievements and growth. Visible Learning, including Learning Intentions and Success Criteria, continued to be implemented across the school, with a particular focus on Numeracy and Literacy. We also partnered with the MACS (Melbourne Archdiocese of Catholic Schools) Literacy Intensive Partnership program and collaborated with Kate Korber to review the school's Inquiry and Literacy pedagogy. Collaboration with MACS 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' was undertaken and further developed. Students had opportunities to participate in Incursions and Excursions to enhance learning across the curriculum. Extension opportunities were also provided for identified students through G.A.T.E.WAYS, including OLA hosting a day in our hall. The iSea iCare Program, led by teachers and Grade 6 student ambassadors, also provided our students with leadership opportunities.

Wellbeing and Diversity

At Our Lady of the Assumption we aim to create a positive and supportive environment that fosters the social and emotional wellbeing of our students. This begins with our Prep Transition Program allowing each child to have a successful start to school. The Prep Transition program includes school tours, parent/child interviews, kinder visits and orientation sessions. Over the course of the school year, we continued our great work in collaboration with Patrice Wiseman, a Behaviour Consultant, on a whole school approach focussing on building positive relationships. Our Positive Behaviour Support approach allows us to support students by using prevention strategies, teaching replacement skills, and responding to challenging behaviours. We worked as a staff to revise our OLA Expectations and our Behaviour Management Pan to align with our whole school Positive Behaviour approach. We provided opportunities for students to co-create goals and provide feedback in ways that are age and stage appropriate, with a focus on enhancing student engagement and agency. To

further support the wellbeing of our students we introduced the Peaceful Classrooms program and Peaceful Kids program for identified students. The programs provide lessons, meditations and activities to support all children in the classroom or groups to develop an ongoing Mindfulness practice, learn about Mindfulness and be able to embed this into their day to day lives. We have continued our partnership with various external wellbeing providers including Inform and Empower program for the prevention of cyberbullying , Sexuality Program for Grade 6 students transitioning to high school, Powerful Kids incursion for our Grade 3/4 students, Butterfly Foundation (Body Kind Education) for our Grade 5 students and Life Education Van to promote Drug Education for our students in Grade 3 to 6. Additionally, we have hosted webinars and seminars to support parents and staff in the areas of wellbeing, transition, and cyber safety. To further support our students' mental health, we were successful in a grant to employ Kate Welsh, our school psychologist, who meets with identified students.

Highlights from 2023 include:

Grandparents & Special Friends Day

We were delighted to open our doors this year for 'G' Day! Children brought along Good, Great, Gorgeous, or Grand persons in their lives for a wonderful morning here at OLA. We scheduled this day close to the Feast of St Joachim and St Anne - the grandparents of Jesus. The prayer service was capably led by our School Captains and supported by our Preps bringing forward symbols. We loved hearing stories from our special people and we are especially grateful to one of our Grandads, Paul Brennan, who shared what it means to be a grandparent. The joy on both the children and their special person's faces was amazing. Such precious conversation and such precious sharing of work and stories. At OLA we love to partner with our families and this is a wonderful example of this strong connection.

“Just a quick note to thank you for the beautiful Grandparents Day. We both appreciated the time and effort that went into organising such a special day. It was wonderful being able to share some precious time with our three grandchildren.”

“We love the school, staff and wonderful community supporting our grandchildren.”

Opening of the new Community Hub

Congratulations to all involved in helping make the opening of the new Community Hub Building Project a reality! The Community Hub, Library, Staff Resource Room, STEM Room and new open spaces were officially opened and blessed and they looked absolutely stunning! What a wonderful community we have. Thank you to all who helped make this such a special day. Mass with Bishop Tony Ireland and our Parish Priest Fr Alan Fox was beautiful in every way. We were honoured to have the Executive Director of Melbourne Archdiocese of

Catholic Schools, Dr Edward Simons, and our local Member for Bentleigh, Nick Staikos MP, with us too. It was a great opportunity for past, present and future families of Our Lady of the Assumption Parish Primary School to come together to celebrate 70 years of education as well as participate in the official opening of our two million dollar building project. The displays in the Church and Library looked amazing and celebrated our history - thank you to all who contributed, for the extra time and care that you took to put them all together in such a wonderful display. We thank the P&F for organising the morning tea and refreshments for our guests.

Feast of the Assumption Day

We hope all in our community enjoyed the Feast of the Assumption this year and that you continue to join us along this journey of growing closer to Mary and Jesus. Tuesday 15 August was our special Feast Day. The day proved to be a reminder of how lucky we are to be part of this great community. Our day began with a beautiful prayer service in the Hall led by our School Captains. We then enjoyed our Feast Day Fun Fair where each class organised and ran a stall such as the Lucky Dip, Guess the Lollies in the Lolly Jar and the Coin Toss. All monies received were donated to the Sacred Heart Mission. Thank you to all involved in helping make this day such a memorable one.

Art Show

The official opening of our OLA Art Show for 2023 took place on Wednesday 6 September and it was such a brilliant moment to celebrate the great community we enjoy here at OLA. We congratulate all students at OLA for having the 'Courage to Create' such amazing art pieces. I don't think we will ever forget the respectful 'gallery hands' we saw on the night and the joy in the children's faces as they toured their families around the exhibition. It was also lovely to see parishioners, new Preps families for 2024 from local kinders and personnel from Melbourne Archdiocese of Catholic Schools popping in to see the great work. We also thank our wonderful Parents & Friends Association for organising the sausage sizzle, drinks and bake sale along with the second hand uniform shop being open on the night.

Trivia Night

We thank our P&F for hosting such a wonderful OLA Spring Carnival Trivia Night on Saturday 28 October. An extra special thank you to the incredible Spring Carnival Trivia Night team led by Lauren Koukoumanos and ably assisted by Claudelle Salter, Claire Melican, Eli Dunlevie, Mel Power, Rachael Martin, Dominique Monotti and Andy Wright for their unwavering commitment to deliver such a successful event.

Colour Run

What an awesome day we have had for our first OLA Colour Run - this has been an event that the children at OLA have been keen to experience for some years now. This was our first whole school Colour Explosion School Fun Run! We fundraised specifically for improvements to our

grounds through such items like new drinking taps and the tall mesh fence to keep balls and other items from disappearing into the neighbours' yards. We are so proud to have achieved our goal of raising \$10,000 as a school community. In fact it exceeded over \$15,000! It was great to see so many students and staff wearing white t-shirts, coloured sunglasses, rainbow headbands and getting covered in non-toxic, biodegradable colour powder from head to toe! Such a fun time! It was exciting to see the fun run commence with a whole school aerobics warm up followed by each grade setting off on an obstacle course. At each station, our Colour Run champion volunteers squirted our children with colour! We think the kids also loved the special finale surprise of some of our teachers being slimed! It was such a fun and action packed day and we are so grateful to our P&F Class Reps for their organisation of such a popular and engaging event for the kids (and for all of us!). Thank you also to our staff for helping make things happen and to our many many parents for your support and presence. This will have to go down as one of the highlights of the year!!

Production

Thank you all for helping us bring together two terms of rehearsals to have our children perform on stage in front of a 600 strong audience. A huge thank you to Mrs O'Gorman for writing and directing this amazing production, Mission H2O - she led us down new pathways and she did it with an incredible amount of experience and belief. Thank you to Miss Siracusa for being such a huge support to our director and to all of us through her Stage Managing, program designing, set creation and costume coordinating. Miss Riley's work on the slides and screen images were out of this world and added to the energy and spark of the show as did her choreography work - a huge help to all involved. Thank you also for your videos and camera work. We thank the City Of Kingston and Ventura Buses for partnering with us and for helping make the day such a positive and well organised experience. We also thank Kyle and Bree from Kinect2Dance for their choreography for each class - so supportive having them on our team and in our corner. Thank you Mrs McDowall for your lead in the costume department - you helped bring all this area together and we appreciated all you did especially with the needle and thread. Thank you to our parents who supported us with costume creations and for sharing their creative skills. Thank you Mrs Hudson for your work on the Props - the community especially loved the chocolate bars and coffee!! Sensei, Mrs Thompson and Mrs Thredgold - thank you for your quick take up of learning the ropes of music operation, microphones and prompt with only days to spare. Thank you Mrs Taig for bringing all the sound and lighting desk team together and for helping coordinate timetables and all things that help to bring a show together like this. Thank you Mrs Reeder for being there and extra present for the wellbeing and support of each of our students. Thank you to all staff at OLA - thank you for being so AMAZING and thank you for all you did to bring Mission H2O to the stage! What a night! Thank you for believing in the children, setting high standards, being so flexible and so very encouraging of each other and of all the students.

The stories of courage and growth in the children during this period were well worth all the hard work.

Other 2023 achievements include:

Additional specialist class in 2023 - Performing Arts

Peaceful Kids and Peaceful Classrooms Program was rolled out P-6

Purchase and implementation of new Intervention initiatives such as MacqLit

Installation of Interactive Whiteboards in Grade 3-6 & new spaces

Shade Sails for the new learning/stage area (yet to be installed due to rising water table)

3.6m cyclone wire fence erected at the side of the Soccer/Football field

Paint and new carpets in Specialist Rooms - located on the ground level under Grade 5/6s

New microphones and amp installed in Brigid Hall

External areas of the 5/6 and Specialist areas painted

Creation of new Master Plan for grant applications with Grade 1/2 area being the priority

Summary

It was an exciting year for OLA. We achieved higher scores in NAPLAN especially in Mathematics which has been our focus for the last two years. This bucks the trend of other primary schools for which we are very proud. We also received higher scores in our parent feedback through MACSSIS. We have enjoyed the commencement of over 40 Preps. We hit capacity in many classes with 26 children and this resulted in us developing our first waiting lists. As a result we are adding two extra classes in 2024. Thank you to our parents, students and staff for continuing to be the best form of marketing by way of word of mouth that any school could have. Your stories as families of OLA inspire others in the local community to visit us and see what is possible for their children and them as a family. The reputation of OLA is very positive and is growing in the Cheltenham community. We make decisions at OLA based on the students and they are always our number one priority. We have seen many special memories created this year and the delight on the children's faces makes it obvious how much joy comes from having their parents visit the classroom or being present for prayer services or masses, guided parent learning walks or expos, helping out at sporting events, excursions or Working Bees. I thank OSAC and P&F parent representatives for helping generate great enthusiasm and excitement. You have not only helped make each other feel welcome and part of these great teams but you have helped so many families feel welcome and deeply connected to this great community.

Gratitude

Thank you to all in our community who support and partner with us to give the best possible primary education and opportunities to the children in our care. The recent Google Reviews are very much appreciated and prospective families do read these and comment to us how they are so warm and leave them wanting to visit our great school.

“

OLA have honestly gone above and beyond what I'd ever hoped for in a transition into prep. From The grade 6 buddies sending letters in the Christmas holidays with a welcoming pack, to teachers welcoming us every morning, by name at the gates, to the principal there to control traffic at home time pick up and to say goodbye at the end of EVERY school day.

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OLA Google Review

Richard Jacques
Principal

OSAC CHAIR – Annual Report 2023

It has been an exciting year at OLA in 2023! Once again OLA has showcased its love of community with multiple events being supported by our incredible families and fantastic staff. Huge congratulations to our amazing Parents and Friends team, led enthusiastically by Andy Wright. They have provided a wide range of successful events – including Family Picnic, Mother's and Father's Day stalls and breakfasts, uniform shop, Colour Run and Trivia Night. Their combined hard work and dedication has culminated in a fantastic financial result over \$40,000- that helps enormously to contribute to school improvements.

Wellbeing and safety continue to be at the forefront at OLA, as displayed with the roll out of the Peaceful Kids program this year and continued Cyber Safety education. OLA's dedicated staff continue to provide an engaging curriculum for the students. Specialist subjects have been on display at 2 showcase events this year - The Art Show and the upcoming Performing Arts production are amazing displays of our school talent and enhance community involvement at the school. OLA's enthusiastic leadership team continues to promote and engage positively with prospective and existing families. Numerous school tours were offered for prospective families, while existing families were provided many opportunities for engagement through guided learning walks and classroom help programs. Families were invited to help shape the future of the school at Master Plan meetings with Smith + Tracey architects. Enrolments have remained steady and it is exciting to be able to increase the number of classes for 2024, ensuring favourable staff/student ratios and allowing room for growth and enrolments through the year. OSAC members were delighted to contribute to one of the many highlights of the year – the opening of the new school library/STEM building and celebration of 70 years at OLA in May. It was fantastic to see so many members of the extended OLA community-both past and present. Another highlight was the success of Grandpeople's day, it was exceedingly well attended and inclusive.

OSAC had 8 meetings in 2023 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 discussed including policies, curriculum, staffing and class structure, finances, planning and evaluation of school events.

A big thank you to Steve Bustin, who has finished his 3-year term on OSAC. Your insights regarding education and schools have been extremely valuable. I'm sure you will find other ways to continue your contribution to the OLA community in the future. We welcome Lauren Hel and Lucas Ryle as new members to the OSAC team and look forward to the varied experiences, insights and guidance they can offer.

This has been my second year as Chair and my final year on OSAC. I have enjoyed the role and am very grateful for the experience, insights and opportunities it has offered me. I look forward to assisting this amazing OLA community in other ways in 2024.

I wish the remainder of the OSAC team success in continuing to support the OLA leadership team and community in 2024.

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 refined our Scope and Sequence heading into 2023/2024 to create stronger links between Religious Education and Inquiry learning. We used staff voice to make minor edits based on evaluating progress over the previous two years.

To support our inquiry-based approach and engaging student voice and agency, we worked alongside Kate Korber from The Inquiry Project. Kate assisted us to integrate Kath Murdoch's Inquiry Model with the Pedagogy of Encounter Tool from the Religious Education Curriculum Framework.

Prior to planning the units, teachers engaged in Teacher Dialogue led by the RE Leader, the Learning & Teaching Leader and Kate. 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 incorporate their voice and 'student driven learning'.

Faith in Action

Caritas Project Compassion Lenten Appeal

Feast of the Sacred Heart - St Vincent de Paul Winter Food Appeal

St Vincent de Paul Advent Tree

Assumption Day Fundraiser for Sacred Heart Mission

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 Music in our Faith

Value Added

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

Whole School Beginning of Year & Staff Commissioning Mass

Senior and Middle Level Class Participation in Masses

P-2 Class Prayer Services

Ash Wednesday Mass

Lenten Prayer Services

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 Mary

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 - 'Courage' (2023 value)
- Grade 3 – Reconciliation
- Grade 4/5 - Social Justice
- Grade 6 - Confirmation



Learning and Teaching

Goals & Intended Outcomes

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

Goals:

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

Intended outcomes include

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

Achievements

- Worked in collaboration with MACS (Melbourne Archdiocese of Catholic Schools) on our SWIF (School Wide Improvement Framework) goal ' Teachers, in partnership with students and families, frequently and continuously adapt learning goals based on evidence of student progress and growth'.
- We have been fortunate enough to work with Olivia Quinlan from Melbourne Archdiocese of Catholic Schools (MACs), through an intensive partnership. Olivia's expertise is in Literacy and we have met twice a Term to further improve our practices in planning and teaching Literacy, in particular reading.

- 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.
- Teachers developed a deeper understanding of the English curriculum and used the Progressions of Learning to help map out Reading comprehension strategies over the four terms.
- Teachers further developed their understanding of the importance of formative assessment. Taking anecdotal notes is essential when tracking student growth Continued development of Tier 2 Intervention Programs to support student learning in English for students in Grade 1-6
- Additional extension opportunities for identified students through G.A.T.E.WAYS Partnered with Olivia Quinlan from Melbourne Archdiocese of Catholic Schools (MACs), through an intensive partnership.
- Staff professional learning focussed on Mathematics and School Improvement 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:
Kakadu , Melbourne Zoo, Cyber Safety Inform and Empower sessions, AFL Hawthorn Blind and Wheelchair, Gould League, Mad about Science, Bike Education, Powerful Kids, Fire Education, Author Visit (Felice Arena) and F.I.R.E Carrier Cultural walk. Completed NAPLAN using the online platform.
- Staff participated in professional Learning at OLA with Kate Korber focussing on Inquiry. Kate worked with us particularly on student agency in Inquiry.

Student Learning Outcomes

- We worked in partnership with MACS Literacy Intensive Partnership Program focussing on Reading Strategies P-6.
- We worked in partnership with Kate particularly on student agency in Inquiry.
- We developed a Grade 2 Spelling Scope and Sequence.
- We continued using the Reading Data Wall to track and monitor student growth. Levels met as a team three times a term to reflect and evaluate student growth and possible strategies to support students who had not shown growth.

- We partnered with a Behaviour Consultant to support students at risk, their classmates and teachers. This consultant was also employed to collaboratively plan and implement a whole school Positive School Support approach.
- The School Improvement Team meet regularly to monitor student growth, achievement and wellbeing. Actions from these meetings are shared with the Leadership Team and have impact on Level Team Meetings, Collaborative Planning and the termly Professional Learning Schedule.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	452	81%
	Year 5	513	74%
Numeracy	Year 3	447	90%
	Year 5	499	81%
Reading	Year 3	433	76%
	Year 5	519	88%
Spelling	Year 3	418	57%
	Year 5	507	84%
Writing	Year 3	429	100%
	Year 5	511	88%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

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

Goals :

To empower students to reflect on their learning in order to articulate their progress and future goals.

To empower students' voices through respectful and active participation in the life of the school.

Intended Outcomes

1. Students will be able to access specific tools to track and monitor their own learning which will identify their learning strengths or goals
2. Student led committees will meet regularly to help inform school decisions in relation to wellbeing, learning, safety and social justice issues
3. 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.
4. 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:
 - Ride to School Day
 - Cyber Safety Day

- About Real Life Sexuality programs
- The Garden Club: Children who benefit from learning and social emotional support were timetabled to work with a LSO.
- OLA staff participated in the Peaceful Classroom facilitator training.
- 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
 - Go Noodle (Empower Tools, Movement, Brainercise)
 - Meditation
 - Journals
 - The Resilience Project
 - Gratitude Empathy and Mindfulness (GEM)
 - Peaceful Classrooms
- The OLA School Expectations are displayed in prominent spaces across the school (classrooms, office, Brigid Hall, level common areas).
- Positive Behaviour Support sentence starters are displayed in all classrooms.
- The School Nurse visited the Prep students and any other identified students with the permission of their parents.
- Wellbeing Leader worked with Senior Level Leader and Prep Level Leader to support transition. Secondary school visits and kinder visits took place with level leaders supporting the transition for some students in their level.
- 'Chill Out Room' where students go to calm down, talk, vent and just have time to speak with the Wellbeing Leader or a member of the Wellbeing team. This room has cushions, books, playdough, drawing materials, whiteboard and small items children can use to help them self regulate.
- We administered the PAT Social Emotional Wellbeing Survey to the Grade 4-6 students with excellent results. The results showed that OLA's students are more highly developed than the overall population surveyed.
- The Buddies Program continued with Prep-Grade 6 to support and develop social skills.
- The program provided opportunities for the Prep students to work and play with their Grade 6 buddies.
- Worked with Grade 6 Wellbeing/Social Justice Leaders to lead Child safety lessons across the school.
- SRC students from P-6 met and promoted community events across the school to amplify student voice.

Learning Diversity

- The Response to Intervention (RTI) process is visible in all learning areas.
- We continued to promote the Intervention Framework this year and included professional learning for staff to use the RTI process.
- We worked with Patrice Wiseman (Behaviour Support Consultant) to update our Response to Intervention (RTI) for behaviour management.
- 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 8 Quality Differentiated Teaching Practice, 58 Supplementary and 7 substantial applications for NCCD funding on 4th August 2023.
- Students were referred for speech or educational assessments through the Record of Student Adjustments and Evaluation (ROSAE) Melbourne Archdiocese of Catholic Schools (MACS) portal.
- LDL and class teachers worked with Learning Consultants at the Southern Region Office to devise intervention programs to support students with learning needs.
- LDL worked with level leaders and class teachers to administer further assessments to guide intervention and PLPs.
- LDL administered Tier 2 assessments (SPAT, YARC, Speech Screener, Jane Retell), discussed results with classroom teachers and set targeted goals.
- LDL and Literacy Leader completed USER B Tests to target intervention.
- Students funded under the NCCD and NDIS program had access to occupational, speech and physiotherapists onsite at school.
- Renewed our application for the National Student Wellbeing Program and continued receiving one day a week support by a psychologist from Catholic Care.
- Program Support Group meetings were held each semester for students with academic, social and emotional or behavioural needs and those funded through NCCD.
- Personalised Learning Plans continued targeting students with specific academic or behavioural difficulties. These were revised at least once a term and goals were created with families.
- LSO timetables were revised regularly to ensure all students' educational, social, emotional and health needs were supported.

Value Added

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

- Term One we celebrated SWELL term with a focus on establishing relationships within our class, level and parent community
- New psychologist employed through the National School Chaplaincy Program

- Wellbeing Resources in the classroom have been shared amongst staff during staff meetings enabling others to see what resources and ideas classroom teachers are using to focus on wellbeing in their classroom. The variety of resources being used across P-6 classrooms are: Circle Time, Make Jesus Real (Special agents, gospel values, self reflection), Respectful Relationships Program, Social Stories, (Growth Mindset, Mindfulness, Gratitude), Go Noodle (Empower Tools, Movement, Brainercise), Meditation, Journals, The Resilience Project, Peaceful Classrooms, Gratitude Empathy and Mindfulness (GEM).
- The Buddies Program continued with Prep-Grade 6 to support and develop social skills.
- The program provided opportunities for the Prep students to work and play with their Grade 6 buddies.
- Ride to School Day
- 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

2023 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS) data shows that students at Our Lady of the Assumption Parish Primary School scored higher in the following areas than other schools in the archdiocese:

Our overall school's positive comments by our families were higher than the MACS average and higher than our 2022 results, specifically in Family Engagement, School Climate, Satisfaction and Communication.

In our student survey results 'Student Belonging' ranked higher than the MACS average; it showed that students feel they are valued members of the community.

'Student Safety' indicates that students have high feelings of physical and psychological safety while at school; OLA were on par with the Macs average

'Student Voice' means our students feel they have opportunities to make an impact on our school; OLA were on par with the Macs average.

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	94.0%
Y02	93.5%
Y03	92.7%
Y04	93.2%
Y05	92.0%
Y06	89.4%
Overall average attendance	92.4%

Leadership

Goals & Intended Outcomes

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

Goals and intended outcomes include:

Build a culture of Child Safety

Maintain focus on School Improvement

Build staff capacity and confidence to maximise learning growth for all students

Develop teacher and family partnerships around student learning and wellbeing

Empower student voice and agency

Improve and maintain the reputation of the school in the wider community.

Achievements

Role Clarity and Team Work

- 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
- Review

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

Strengths:

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

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

Jan also loved sharing with us some specific student feedback:

- Teachers really care about us - Wellbeing, RUOK. We know how to help ourselves - orange cards, 5 trusted adults - and to talk about these things.
- Teachers have high expectations and are helpful. 'I believe you can do it'.
- They realise we are all different.
- Teachers know you and 'expect you to do your best'
- Next steps are offered - 'not just the answer'. Goals help. 'It's ok to make mistakes.'
- Prayer, reflection are part of each day.
- Opinions are heard and listened to 'respectfully'.
School is 8/10 most of the time and 10/10 on the first and last days of term!

Parent feedback:

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

Resourcing

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

Lead Learning and Professional Engagement

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

Leadership Team



Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

This year we have been fortunate enough to work with Olivia Quinlan from Melbourne Archdiocese of Catholic Schools (MACs), through an intensive partnership. Olivia's expertise is in Literacy and we have met twice a Term to further improve our practices in planning and teaching Literacy, in particular reading.

To begin with, staff collaborated to unpack the Victorian Curriculum and Progressions of Learning. These are key documents in the implementation of Effective Literacy in schools. This process assisted teachers in developing a deeper understanding of the curriculum and has made the planning process more effective. Teachers are now using the Progressions of Learning to help map out Reading comprehension strategies over the four terms, they are also using them to create Learning intentions to guide learning and teaching.

Reading instruction can be defined as the systematic and explicit teaching of phonological awareness, phonics and comprehension. Over this year, we have explored different types of reading instruction. Our main focus was guided, shared, modelled and Reciprocal Reading. Olivia guided us through a useful resource called the Literacy Lab. Here we explored Reading Instruction strategies and deciphered which ones were most effective for whole class and small group situations. Each teacher chose a Reading Instruction they would like to improve. They set personal teaching goals and implemented this strategy into their planning and teaching. Once they felt more confident teachers invited a peer to observe them teaching. This provided an excellent opportunity for feedback, celebration and collaboration of ideas.

We also developed our understanding of Reading Comprehension Strategies and the most effective way to teach them. Staff mapped out various Reading strategies over a year and chose mentor texts that would be most appropriate to teach them. Working together we read short texts, brainstormed and planned how we would teach students to use the best comprehension strategy to help them understand the text.

Finally, teachers further developed their understanding of the importance of formative assessment. Taking anecdotal notes is essential when tracking student growth. It assists teachers to know what students have learnt and what they need to learn to move to the next level. With Olivia's assistance, we trialled different ways of taking notes, using various templates. By the end of the year, teachers choose the best template that works for them.

Expenditure And Teacher Participation in Professional Learning

One of the most valuable sessions we had with Olivia was focused on how to track reading. We watched videos of students reading and together discussed the students' strengths and areas of difficulty. We then collaborated to create learning goals for the student and spoke about what we would do to assist their learning.

Other professional learning opportunities

Term One:

Positive Behaviour Support
First Aid
Student Assessment data wall
Mathseeds and Mathletics
Mandatory Reporting
Catholic Identity ECSI survey
Literacy with Olivia
Data Wall conversations

Term Two

Report Writing
Inquiry Learning with Kate Korber
Positive Behaviour Support
Literacy
School Improvement - Annual Action Plan
Data Wall conversations

Term Three

NCCD evidence meeting
PLP reviews
Child Safety and OH&S
P, 3-6 Mathematics
1/2s ENA Mathematics offsite
Positive Behaviour Support - reshaping expectations
Peaceful Classrooms
Data Wall conversations

Term Four

Expenditure And Teacher Participation in Professional Learning

Safe Smart Solutions - MACS Child Safety Code of Conduct, Anaphylaxis, OHS, Mental Health & Wellbeing
 Patrice Wiseman Behaviour Flowchart and Expectations
 Class manager (Linewise)
 PLP Evaluation and Goal setting
 Dynamic online Training
 Data Wall conversations

Further professional learning for individual or small groups included:

Setting up your classroom for success: Executive Functioning and Sensory Thresholds
 School Wide Improvement Forum
 Leadership networks
 NCCD briefings
 Finance cluster
 Evaluative and Individual Report Writing
 Bike Education program training
 ENA Leaders Workshop
 ADHD podcast (NCCD Portal)
 Explicit Teaching in the Early Years
 Laudato Si & Our Call to an Integral Ecology (MACS)
 Powerful Conversations Webinar by Professional Learning Institute - Glen McLachlan Golf Victoria
 Managing Challenging Classroom behaviours
 AFL Schools Education Summit
 Enquiry Tracking Training
 Applying a Catholic Lens to Respectful Relationships

Number of teachers who participated in PL in 2023	30
Average expenditure per teacher for PL	\$2000.00

Teacher Satisfaction

2023 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS) data celebrates that our Staff's overall school positive endorsement is 72% 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

Teacher Qualifications	
Doctorate	0.0%
Masters	11.5%
Graduate	7.7%
Graduate Certificate	7.7%
Bachelor Degree	50.0%
Advanced Diploma	19.2%
No Qualifications Listed	3.8%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	29
Teaching Staff (FTE)	22.9
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	7.2
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

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

Goals and intended outcomes include:

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

Achievements

Family Welcome, Support and Events

Parent Welcome Morning Tea and Welcome Picnic

Prep Transition Program for Families that begins in March and continues throughout the year

Prep Transition visits to local kindergartens

High School Transition

Parent Workshops - About Real Life Parent - Sexuality Education with Sue Pain, Cybersafety with Marty McGauran, 5 Secrets to developing confidence with Georgina Manning

Prep Transition Workshop with Carly McGuaran on School Readiness

End of Year Performing Arts 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

Parent Satisfaction

2023 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS) data shows:

- The overall school positive endorsement from our families was above the MACS average. Our families believe they have opportunities to partner with their child's school and their perceptions that our school matches their child's development is higher than the MACS average.
- Families' perceptions of and engagement with the overall Catholic identity of the school is higher than 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 is above the MACS average.
- Families highly valued the timeliness, frequency, and quality of communication between the school and families

Financial Performance

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

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

