



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Our Lady's School

169-171 Craigieburn Road West, CRAIGIEBURN 3064

Principal: Cinzia Mancuso

Web: www.olps.vic.edu.au

Registration: 1807, E Number: E1314

Principal's Attestation

I, Cinzia Mancuso, attest that Our Lady's 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 22 May 2024

About this report

Our Lady's 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

Our Lady's School aspires to be a welcoming community unified by love, faith, hope and learning.

Our Lady's Primary School mission is to reconnect and enhance partnerships with the family, parish and community. Our school will nurture the spiritual, personal and academic growth for all and celebrate and share the Catholic faith. We aspire to build a collaborative culture of self-reflection and feedback through the most effective learning opportunities.

School Overview

Our Lady's Primary School is situated in the outer northern suburb of Craigieburn, approximately 28 km from Melbourne. The school has a current enrolment of 707 with 28 classes. Our community shares a rich cultural diversity and we ensure students and their families are given opportunities to celebrate and share their history and culture.

We design Learning and Teaching programs within the school to engage students in a broad range of curriculum areas. In addition to the prescribed Victorian Curriculum and our Religious Education program, we offer specialist classes in the areas of Visual Art, Music, Library, Physical Education, STEM and LOTE (Japanese). Students have one to one access to digital technology as a tool for learning in all year levels.

Religious Education is a focal point in the school curriculum. We aim to educate the students in the beliefs and practices of the Catholic Faith. We involve our teachers, students and families in our sacramental programs offering Faith Formation Nights for staff, parents and students to attend. These nights allow families to connect and share their experiences in preparation for their child's sacrament. Class and whole school liturgies are celebrated on a regular basis. Within the Religious Education curriculum, there is a special focus on raising awareness within the community about Social Justice issues.

This year we began our journey into developing a whole school pedagogical approach based on the evidence and research around the Science of Learning. This has supported and extended our work around the High Reliability Schools Framework and the New art and Science of Teaching.

The school recognises the importance of social and emotional wellbeing as a foundation to learning success. We provide a safe and nurturing learning environment where every child is valued and respected and have whole school practices in place in the area of Student Wellbeing to promote gratitude, empathy and mindfulness.

Students have many opportunities to be actively involved in leadership throughout the school, such as Class Captains, Sports Captains, Sustainability Leaders, Justice Leaders and School Captains. Our Prep and Year 6 Buddy Program also provides the opportunity for our Year 6 students to develop their leadership and mentoring skills.

Our Lady's offers a school camp program in Years 4, 5 and 6, where students are given the opportunity to travel to a variety of venues to undertake a variety of outdoor educational activities that they would not normally experience. The camp experience offers our students the opportunity to work in teams, develop relationships and build resilience outside the life of the school.

We value the work and great support from the members of our school community. Parents play a vital role in the partnership between home and school, and we ensure that our parent community is actively involved in their children's education. This occurs in a variety of forums including parent advisory board, special events, information sessions and parent teacher conversations.

We continue to strive towards our vision of being a welcoming community unified by love, faith, hope and learning.

Principal's Report

It is with great pleasure that I present Our Lady's Primary School Annual Report for 2023. This report will highlight the key achievements, events and developments of our school community over the past year. Our commitment to providing a nurturing, faith-based education that encourages academic excellence and personal growth continues to guide our efforts.

As a Catholic school, our faith is at the forefront of all that we do. We continue to instill the values of faith, compassion, and moral responsibility in our students, nurturing their spiritual growth and fostering a deep understanding of their Catholic heritage. Daily prayer opportunities and Liturgical celebrations at both a class level and whole school liturgies have continued in deepening students' understanding and practice of their faith. Our Religious Education Curriculum reflects the latest pedagogical approach to learning and opportunities for community service have further reinforced the strong Catholic foundation upon which our school is built.

Our Lady's has maintained its high expectations of academic standards. This year, our students have shown growth in standardized tests and internal assessments. The dedication of our teaching staff, along with the support of parents and the enthusiasm of our students, has resulted in student growth and engagement across all year levels. The introduction of a new reading program in the lower grades has shown improved reading fluency and comprehension. Our work in the Science of Learning has also improved our student engagement and academic achievement through explicit instruction and the use of engagement norms.

The professional development of our staff remains a priority. Our teachers have participated in various professional learning opportunities to enhance their skills with the latest research based educational practices. The focus of our Professional Learning has been on the Science of Learning, in Literacy. The learning has been a mixture between content and practice and through this our teachers have been able to implement best practice strategies into their learning programs. We continue to provide our students with access to Allied Health services onsite, these include speech pathology and psychology services.

The past school year at Our Lady's, has been marked by significant achievements and growth. Our dedicated staff, supportive parents, and enthusiastic students have all contributed to making our school a vibrant, faith-filled community. As we look forward to the coming year, we remain committed to our vision of providing a welcoming community unified by love, faith, hope and learning. Thank you for your continued support and partnership in this journey of education and faith.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal: To honour the sacred dignity of every student by engaging and empowering all stakeholders in providing the most effective educational opportunities.

- That students are empowered to be active learners who participate fully in all aspects of school life and contribute to the Common Good

Goal: To build a collaborative culture of self-reflection and feedback to ensure consistency and high expectations in all school practices.

- That teacher professional growth is driven through self-reflection and feedback in line with whole school pedagogical practice

Goal: To further develop a learning culture, centred on the spiritual, personal and academic growth for all.

- That staff have a deeper understanding of their own spiritual development and the role it plays in stimulating a search for meaning and truth.

Achievements

During 2023 an emphasis was placed on empowering students to be active learners who contribute to the Common Good. As such, time was taken to empower students to take ownership in running liturgy celebrations (whole school and class masses) by choosing readings and writing their own prayers of the faithful. This was facilitated through workshops run by the Religious Education Leader for students. The school Social Justice Leaders also worked on a variety of projects and initiatives throughout the year that were connected to the parish and school community. This included partnership with Caritas Australia and Vinnies, fundraising, raising awareness and promoting school initiatives. Catholic Mission Week was led by the school Social Justice Leaders including promoting the Socktober challenge. The school newsletter RE page has continued to provide a constant vehicle for increased student voice. All students in the school were involved in World Youth Day activities, creating postcards and souvenirs to be sent to Lisbon with participating teachers from Our Lady's Primary school.

Enhancing staff spiritual development was also a key area of focus throughout the year. Teacher training was provided with a focus on running retreat days and faith formation nights for the sacramental program. This enabled staff involved to have a deeper understanding of

their own spiritual development and the role it plays in stimulating a search for meaning and truth. A Catholic Mission formation session led by Kevin Meese encouraged religious growth by providing staff with an opportunity to engage in theological reflection and spiritual practice, enabling open conversations about life's deeper purpose and meaning. This was followed up at the end of the year with a whole staff RE Faith Formation Development Day focusing on Catholic Identity in Melbourne.

Having our Religious Education Leader and a Middle Leader attend World Youth Day in Lisbon also enabled a rich experiential faith formation, not only for the leaders that attended but for all staff at school who were able to hear the experiences and messages from World Youth Day 2023.

Enhancing pedagogical practice in Religious Education continued in a variety of ways. This included:

- Observations of gradual release of responsibility by REL
- Modelling and observing NAST and formative assessment techniques.
- Staff meetings on pedagogy
- Facilitated planning around using teacher dialogue tool A & B.

Staff were again given support and provided with the necessary study to complete Religious Education Accreditation (Two staff members gained accreditation).

Value Added

- Participation in Young Voices Competition Y5 & 6
- Upper school students participated in the Parliament Voice Award.
- Resourcing for 'Provocation' and 'Personal Experience' part of the Pedagogy of Encounter Cycle
- Revamped staff prayers and reflections during staff meetings
- Ongoing networking with other schools in the Northern Region by REL.
- Immersion in World Youth Day program
- Parent workshops for sacraments facilitated by classroom teachers and REL.
- RE staff Faith Formation Development day
- Participation in the Emerging Leaders program by REL and Middle Leader.
- Catholic Mission Formation session- Spiritual development by Kevin Meese.
- Development of a new school song with the school community and Fr Rob's Ministry team

MACSSIS DATA - Catholic Identity

Parents: 70% (Macs Average 64%) 10% increase from 2022

Students: 72% (Macs Average 65%) 9% increase from 2022

Learning and Teaching

Goals & Intended Outcomes

Goal: To honour the sacred dignity of every student by engaging and empowering all stakeholders in providing the most effective educational opportunities.

- That students are empowered to be active learners who participate fully in all aspects of school life and contribute to the Common Good

Goal: To build a collaborative culture of self-reflection and feedback to ensure consistency and high expectations in all school practices.

- That High Impact Instructional Strategies are embedded in a whole school pedagogical practice.

Goal: To build a collaborative culture of self-reflection and feedback to ensure consistency and high expectations in all school practices.

- That teacher professional growth is driven through self-reflection and feedback in line with whole school pedagogical practice

Achievements

In 2023 we continued the implementation of our School Improvement Plan in its second year of a four year cycle. A large focus was continuing to develop a learning culture centred around the High Reliability Schools Framework with a view to embedding High Impact Instructional Strategies into whole school pedagogical practice. This included developing a shared understanding of The Science of Learning (Cognitive Load Theory) through building teacher knowledge and capacity. As such a number of professional development opportunities and initiatives were introduced into the Learning and Teaching Sphere to ensure that whole school pedagogical practices are embedded through the science of learning in English and Mathematics.

This included but was not limited to:

- PLC's on Cognitive Load Theory, including Rosenshines Principles of Instruction.
- Observation and Feedback from Curriculum Leaders on explicit instruction practices.
- Embedding Daily Reviews within the Mathematics Program
- Introduction to Spelling Mastery program (3-6)
- Initial Lit P-2 refresher course & 2 day workshop for new staff
- Science of Reading professional learning series (Five from 5)
- Trialling The Grammar Project focusing on explicit instruction in the teaching and learning

of grammar and punctuation.

- Classroom teacher professional learning Day on the Science of Reading/Science of Learning with Dr Lorraine Hammond.
- Workshop days (Science of Reading/ Science of Learning) for teams of teachers across Prep -Year 6. Including modelling, observation and feedback in classroom practice.
- Maths leader and select classroom teachers attending Science of Maths PL Day.

A focus in Semester 1 was developing teacher knowledge and capacity of Cognitive Load Theory, Rosenshines Principles and the engagement norms. This theory then began to be translated into practice through the introduction of the Spelling Mastery Program (3-6) and the use of the Grammar Project for explicit instruction in the teaching and learning of grammar and punctuation. Educators were also given the opportunity to be involved in a Science of Reading professional learning series conducted by Five from Five prior to Professional learning days and workshops with Dr Lorraine Hammond and Shaping Minds in Semester 2. Our Numeracy Leader continued to work with Prep - Year 6 teachers around our whole school approach to mental computation strategies. Teachers were also given access to the Numeracy Teachers Academy providing targeted professional learning opportunities.

In Semester 2 Classroom teachers were involved in intensive professional learning with Dr Lorraine Hammond and the Shaping Minds team with the Science of Learning/ Science of Reading. The workshops provided teachers with modelling, observation and feedback in classroom practice. This then led to the introduction of a structured approach to fluency and vocabulary instruction Year Prep - Year 6. Modelling and feedback was given from the Middle leaders in regards to the engagement norms to ensure consistency within and between year levels. In Mathematics the Numeracy Leader worked on embedding Daily Reviews within the program and began to work on some explicit instruction planning within the Mathematics program. This included developing Daily Reviews with teams using resources from Ochre and trialing some explicit instruction lessons developed by the Numeracy Leader. The Numeracy Leader and select classroom teachers also attended a Science of Mathematics professional learning day in preparation for continued work in 2024.

In the area of Learning Diversity, our National Consistent Collection of Data (NCCD) submissions increased from 356 in 2022 to 372 in 2023. Staff were involved in professional learning focussing on moderation and ascertaining the level of adjustments and category for the students in their class. This process allowed teachers to collaborate and discuss the adjustments and modifications that were put in place to support student learning.

In the area of EAL/D we continued to support our New Arrival students through our targeted daily EAL Program. The focus of the program is to build on students' English proficiency through explicit teaching of vocabulary and grammar. The school speech pathologist worked alongside our EAL/D teachers to develop a program using colourful semantics for our Prep students. Our New Arrival families have continued to be supported by our EAL Liaison Leader and weekly parent sessions facilitated by the EAL team. The focus of these sessions is to inform families about what is happening within the school and answer any questions.

Student Learning Outcomes

Due to the NAPLAN changes in 2023 growth analysis cannot be made using the mean scores. As the testing was moved from Mat to March and the NAPLAN scale was reset, comparison between NAPLAN achievement from 2022 to 2023 is not possible.

When comparing our NAPLAN results to students with similar a background our students sit above the average in Year 3 Writing and well above the average in Year 5 writing. This positive result is pleasing to see given our positive growth in Writing across 2021-2022 and vindicates the work that is being done in this area to improve student writing outcomes. Our students also sit above the average in Year 3 Numeracy and Year 5 spelling when results are compared to students with a similar background. All other areas our students are placed close to the average. These results are pleasing as in the previous two years only our Year 3 spelling results were above average when compared to students of a similar background.

With an increased focus on our reading program in the last couple of years it is pleasing to see our results in reading have not been below the average for a few years. We would like to see this increase to above and well above the average in the coming years.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	392	53%
	Year 5	479	55%
Numeracy	Year 3	395	61%
	Year 5	468	56%
Reading	Year 3	388	58%
	Year 5	478	66%
Spelling	Year 3	395	55%
	Year 5	482	70%
Writing	Year 3	420	88%
	Year 5	498	86%

*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

Goal: To honour the sacred dignity of every student by engaging and empowering all stakeholders in providing the most effective educational opportunities.

- That students are empowered to be active learners who participate fully in all aspects of school life and contribute to the Common Good

Goal: To build a collaborative culture of self-reflection and feedback to ensure consistency and high expectations in all school practices.

- That High Impact Instructional Strategies are embedded in a whole school pedagogical practice.

Achievements

The school continued to invest in The Resilience Project (TRP) program focussing on the three key pillars proven to cultivate positive emotion; Gratitude, Empathy and Mindfulness (GEM). With a comprehensive program at hand teachers continued to use and modify this to provide explicit social and emotional learning (SEL) lessons at the point of student need. Each child has their own learning journal where reflections were recorded and this was shared with parents at our learning celebrations at the end of the year. Years 4-6 students also completed the Youth Resilience Survey (TRP). This data was analysed and reviewed at a staff meeting to help inform planning and improve social emotional learning targets. Year 3-6 students also completed the ACER SEW survey. Results were also analysed at a staff meeting with key areas identified for further exploration with students during SEL sessions.

Staff also attended The Resilience Project Staff Authentic Connection presentation which focused on helping staff understand the benefits of letting go of shame, perfection, ego and control to improve wellbeing. Staff explored the power of Vulnerability, Imperfection and Passion to strengthen relationships, our school's culture and support mental health.

Student attendance was flagged as a concern. Students of concern in regard to attendance were identified, and actions put in place to try and improve attendance. This included but was not limited to the implementation of a reward system to encourage school attendance for

identified students. There was also recognition and celebration of increased attendance at a class level and Year level.

Processes were put in place for the use of student behaviour trackers for identified students to monitor and manage their learning behaviours.

Value Added

- Introduction of MHIPS initiative
- As part of MHIPS surveyed teachers around their understanding of mental health
- Allocated Mental Health in Schools Wellbeing leader.
- Deputies attended PL on Resilience in our Communities
- Wellbeing Leader attending Northern Region network days.
- Introduction of Behaviour Bucks as a whole school classroom reward system
- Process for student behaviour trackers
- The Resilience Project Staff Authentic Connection presentation.
- Investigating URstrong! Program with pilot students and teachers

Student Satisfaction

MACSSIS DATA - Parents

Student Safety: 67% (MACS average 70%) 4% decrease from 2022

Student safety (student data) 52% (MACS average 57%) increase 2% from 2022

Enabling Safety (student data) 53% (MACS average 58%) decrease 3% from 2022

Student Voice (student data) 55% (MACS average 57%) decrease 4% from 2022

Learning Disposition (student data) 72% (MACS average 73%) decrease 2% from 2022

School Belonging (student data) 65% (MACS average 70%) decrease 3% from 2022

Student Attendance

Prep - 91.77%

Year 1 - 90.74%

Year 2 - 89.65%

Year 3 - 91.96%

Year 4 - 91.23%

Year 5 - 90.06%

Year 6 - 89.97%

Average attendance: 90.76%

Average Student Attendance Rate by Year Level	
Y01	87.8%
Y02	86.1%
Y03	89.4%
Y04	87.0%
Y05	86.3%
Y06	87.5%
Overall average attendance	87.4%

Leadership

Goals & Intended Outcomes

Goal: To honour the sacred dignity of every student by engaging and empowering all stakeholders in providing the most effective educational opportunities.

- That students are empowered to be active learners who participate fully in all aspects of school life and contribute to the Common Good

Goal: To further develop a learning culture, centred on the spiritual, personal and academic growth for all.

- That staff have a deeper understanding of their own spiritual development and the role it plays in stimulating a search for meaning and truth.

Goal: To build a collaborative culture of self-reflection and feedback to ensure consistency and high expectations in all school practices.

- That High Impact Instructional Strategies are embedded in a whole school pedagogical practice.
- That teacher professional growth is driven through self-reflection and feedback in line with whole school pedagogical practice

Achievements

- Introduction of a student voice page in the school newsletter.
- School Captains plan and run weekly whole-school assemblies
- Introduction of a suggestion box available to all students
- Establishment of an EAL support team for classroom and intervention support.
- School commitment to send two staff members to World Youth Day.
- Process in place for students to have a voice on important issues in the school through Whole School Assemblies.
- Allocation of chairperson for Parent Advisory Board
- Introduction to the Science of Reading and Learning - Lorraine Hammond - Whole day conference with a network of four schools.
- Revamping the Professional Learning Structure and Log Books.
- Weekly updates on the Professional Learning page in the staff newsletter
- The principal attended Teaching Matters Conference - Science of Learning National Summit, facilitated by Catholic Education office Tasmania
- Introduction to assessment software Elastik

- Two teachers commenced study in Masters in Educational Leadership
- One teacher commenced Graduate Certificate of Literacy Intervention
- One teacher commenced Masters in Wellbeing
- Leaders attended relevant network meetings
- One teacher commenced a Master of Education in Mathematical Leadership.
- Hosting Science of Learning Professional Development for external and network schools over 4 days - run by Shaping Minds.
- Development of a professional relationship with Shaping Minds
- Ongoing collaboration with network schools
- Two teachers have applied to complete Masters of Education in 2024.
- One Teacher applied to complete Masters of Wellbeing in 2024.
- School Leaders and Middle Leaders participating in Think Forward Educator online professional development.
- Elastik professional learning for school curriculum leaders
- Review of English proficiency scales to reflect updated curriculum.
- Appointment of Mathematics Leader to FTE 0.8
- Mathematics Leader attended Mathematics Conference (MAV) and network meetings
- Refining PLC Leaders roles
- Providing further Professional Learning opportunities around the Science of Learning/ Science of Reading for staff (5 from 5, SOLAR)

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

- | |
|---|
| <ul style="list-style-type: none">- SIP and Annual Action Plan- Science of Reading- The Science of Language and Reading x 5 sessions- CPR Training- Fountas and Pinnell Training- Spelling Mastery Training- New Arrival Networks- Deputy Principal Networks- RE Networks- Student Wellbeing Networks- MHiPS Networks and PL- Initial Lit Workshop/Training- Learning Diversity Networks- Mission Formation Workshops - Northern Regional Office.- Mandatory Reporting Online Modules- Whole school RE PL- Onsite Professional Learning in Religious Education- World Youth Day- The Resilience Project Webinar- RE Accreditation- MAV Primary Mathematics Conference- Mathematics Network Meetings- Master of Leadership Studies |
|---|

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> - Certificate in Literacy Intervention - Think Forward Educator Training - Elastik Training 	
Number of teachers who participated in PL in 2023	65
Average expenditure per teacher for PL	\$1315.00

Teacher Satisfaction

Student safety 65% (MACS average 67%) no change since 2022

School Climate 76% (MACS average 73%) 3% decrease

Staff Leadership Relationships 77% (MACS average 80%) slight increase since 2022

Instructional Leadership 52% (MACS average 55%) 9% increase

Feedback 43% (MACS average 39%) 2% increase

School Leadership 56% (MACS average 58%) 6% decrease

Staff Safety 68% (MACS average 66%) no change

Professional Learning 78% (MACS average 62%) 4% decrease

Collaboration around an improvement strategy 78% (MACS average 66%) 7% increase

Support for Teams 84% (MACS average 74%) 17% increase

Collective Efficacy 80% (MACS average 75%) 3% decrease

Teacher Qualifications	
Doctorate	0.0%
Masters	16.3%
Graduate	7.0%
Graduate Certificate	2.3%
Bachelor Degree	62.8%
Advanced Diploma	9.3%
No Qualifications Listed	2.3%

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	64
Teaching Staff (FTE)	56.8
Non-Teaching Staff (Headcount)	31
Non-Teaching Staff (FTE)	29.5
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal: To honour the sacred dignity of every student by engaging and empowering all stakeholders in providing the most effective educational opportunities.

- That families are actively engaged as partners and co-contributors to student learning and school life.

Goal: To further develop a learning culture, centred on the spiritual, personal and academic growth for all.

- That staff have a deeper understanding of their own spiritual development and the role it plays in stimulating a search for meaning and truth.

Goal: To build a collaborative culture of self-reflection and feedback to ensure consistency and high expectations in all school practices.

- That High Impact Instructional Strategies are embedded in a whole school pedagogical practice.

Achievements

- The Resilience Project parent webinar provided for whole school community
- Meet and Greet sessions in Term 1 for scheduled meetings with families at the beginning of the year
- Prospective Prep school tours run over four weeks, culminating in the Prep Information session Term 2
- Headstart parent sessions Term 4
- Parent Helper course
- Advisory Council established and chairperson appointed.
- Increase in the Parent Advisory Council meeting attendance
- Art show exhibition (displaying student artwork) at school for the whole school community
- Development of a new school song with the school community and Fr Rob's Ministry team
- Choir participation with the Hume City Orchestra
- Semper Dental Program commenced
- Partnership with local kinder - Year 5 class captain visits in Term 4
- Parent engagement with learning through showcase afternoons
- Reintroduction of parent community hub facilitating fortnightly sessions for new arrival and refugee families around various aspects of school practice.
- Father's Day Breakfast

- Mother's day afternoon tea
- Shrove Tuesday pancake morning for parents
- Christmas Carols evening for whole school community

Parent Satisfaction

MACCSIS DATA

Communication 76% (Macs Average 71%) 6% increase from 2022

Family Engagement 44% (Macs Average 46%) 2% increase from 2022

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.olps.vic.edu.au