



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Our Lady of The Way Catholic Primary School

30 Alcantara Boulevard, WALLAN EAST 3756

Principal: Terence Cooney

Web: ourladywallan.catholic.edu.au

Registration: 2220, E Number: E1404

Principal's Attestation

I, Terence Cooney, attest that Our Lady of The Way Catholic Primary 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 07 May 2024

About this report

Our Lady of The Way Catholic Primary 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 of the Way Vision Statement

Inspired by Mary as the First Disciple and

Guided by the life of Jesus Christ,

Our Lady of the Way Catholic Parish Primary School

Is a place of positivity, enjoyment, excellence and challenge...

Where every student, teacher, parent and community member is

Accepted and encouraged to be a contributor;

Where we seek to inspire in students a passion for life, a love of learning and a desire to be of service to others

But Mary treasured all these words and pondered them in her heart (Lk 2:19)

Mission of the School

Each student is at the centre of all that we do. Our Lady of the Way has a genuine focus on developing a love of learning, a strong sense of self and the skills and attitudes to be successful in our changing world. It is a community where positive relationships and belief in people are at the core of what we do. We believe in the promotion of positive education where wellbeing and learning connect ensuring the flourishing and growth of each individual. We believe that building a capacity of self and wellbeing is as important as academic pursuits.

We respect the dignity of every person in our community. We promote and value that each person is an individual, diverse and different in his or her own way. Aligning with the MACS 2030 framework, Our Lady of the Way is a community inspired by faith, where learners are enabled to experience success and a love of learning, learners have the opportunity to flourish. Our systematic approach to supporting staff and students promotes our enriched community.

In our Contemporary world we recognise the importance of the development of the whole child- spiritually, intellectually, morally, physically, socially and emotionally. Within this ever-changing world we strive to ensure our children are enlivened by the life of Jesus and have a

strong sense of respect, compassion and justice. We encourage our students to continually explore, question, wonder and create inciting curiosity and thinking about the world around them making meaning and understanding.

We are committed to the highest of expectations based on data and evidence promoting growth and success for every person. We promote achievement of high academic standards through the connection of learning and life where students can make the necessary meaning from their learning. We promote our students being drivers in their learning and being active citizens committed to making a difference within the world around them.

School Overview

Our Lady of the Way Catholic Parish Primary School, Wallan East is part of the mission of the Catholic Church serving and providing opportunities for life in the Catholic Parish of St Patrick's Kilmore.

We honour the diversity of the children and families entrusted to it, shaping its endeavours so that all are drawn forward within its mission, formed by the teachings of Jesus Christ, the Church and the inspired Our Lady, our Good Mother and guide

Our Lady of the Way Catholic Parish Primary School is a place of optimism, excitement and challenge, where students, parents and staff see each day as a journey, full of purpose, where intellectual engagement and connectedness to the real world are priorities. Personalizing learning is vital to the success of each child's unique development and preparation for a rapidly changing society, confident, resilient and hopeful.

As a learning community we thrive in a diverse and flexible environment where an inseparable relationship has been created between innovation, sustainable design and a deep knowledge of how children learn. The learning spaces are flexible, adaptable and aesthetic, embracing the importance of interaction, communication and collaboration; enabling the learning community to share and learn from each other. The provision of state of the art technology resources is integral to the school's belief of accessing both the local and global communities.

School leaders continue to develop a wellbeing culture across the school, and have a strong presence in the community and broader Parish. The vision of the school is to reach out, providing structures, processes and procedures for creating links between student wellbeing and improved learning outcomes.

Every student, teacher, parent and community member is accepted and invited to make a contribution to a vibrant school community that seeks to fire the imagination, develop good citizenship and promote a lifelong thirst for God and learning.

Principal's Report

Our Lady of the Way Catholic Primary School is one of two Catholic primary schools, serving the local parish community of St. Patrick's Parish Kilmore. As a Catholic primary school, we are a vital part of the life of the church and central to the life of the parish; we recognise Christ as central to our lives and his Gospel message of love and inclusion, as the cornerstone of all we say and do.

In its sixth year of operation, Our Lady of the Way continues to grow and thrive. In 2023 Our Lady of the Way began the year with 625 enrolments with the growth being strongest in the junior levels. As with other years we had new families join us with children in years 1-6 however the number of new families we could accept were limited due to full classes. In 2023 we operated with 24 classes with Foundation, Year 1, Year 2 and Year 3 having four classes each, Year 4 having 3, Year 5 and 6 having 2 each and we had one 5/6 multi age class.

As a Catholic learning community, we are committed to the provision of a faith-filled and caring learning environment for our children. There is a great emphasis placed on 'building' and 'growing' a community, in which the children are able to develop and learn safely and happily, as they come to know and understand themselves and their faith as Catholics.

2023 provided Our Lady of the Way with the opportunity to build on the implementation of the recommendations that came out of our recent School Review.

1. To empower students to engage in their learning...by utilizing Cultures of Thinking routines, dispositions and forces.
2. To embed an 'Our Lady of the Way' instructional model... through the defining and implementation of a whole school Instructional Model
3. To engage parents as partners in learning...by consolidating family school partnerships and provide opportunities for greater involvement in learning.

With these goals as our main focus we were able to drill down and be more specific in our intent to create short term goals that are constantly monitored, continue to address and make specific improvement in the following areas:

- Improving student literacy and numeracy outcomes
- Developing high quality and engaging teaching across the school.

- Empowering students to be engaged, independent and self-motivated learners
- Ensuring that the principles of Child Safety are reflected in our school culture and organisational behaviour.

We look forward to continually providing many experiences for our students to strive for excellence by making the best possible use of all of their talents and abilities. We continually work in partnership with families to provide support and guidance for every child for them to become the best possible versions of themselves.

Our Stage 4 Building Project was completed in time for the students and staff to move in at the start of Term 3. This building consists of 12 general learning spaces, an open area communal learning space and an office space that is used for our Mental Health in Schools Leader. This building completes Stage 4 of our Master Plan. The next and final stage will be a Multi-Purpose Hall that is scheduled to be reader for the beginning of the 2026 school Year.

Throughout the school year we held several events that encouraged parents to come together as community and celebrate the learning of their children. This included World Music Day, our first Visual Arts Showcase, our annual Maths Night and Twilight Sports Carnival to name a few. We will continue to seek opportunities for our families to participate in school activities so that we can develop stronger family school partnerships.

Best wishes

Terry Cooney

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

- To develop the Catholic Identity of the Our Lady of the Way School Community.

Intended Outcomes

- To continue the enrichment of Catholic faith as a whole school community through deepening of personal and communal engagement.
- To facilitate opportunities for Staff, Students and Parents to become active members of the School-Parish Community.
- To promote the ongoing development of Gospel Knowledge and understanding within the school;
- To develop the understanding that that 'Our Lady of the Way Sacramental Program', is intrinsically linked to the Parish.

Achievements

The continued involvement of Our Lady of the Way into a Prayer collective allowed staff to focus on rebuilding the school understanding around prayer characteristics and opportunities for prayer. Our team of teachers met to discuss, plan and review their Religious Education Programs and use of Prayer in the Sacramental Journey.

A priority for the school was to foster a sense of community and within that, enrich the Catholic faith of all members through experience, tradition, scripture and taking-action. The importance of taking-action included involvement in Caritas Lenten Appeal and the St. Vincent De Paul Winter Appeal and Christmas Hamper preparation, promoting personal engagement with the Catholic Social Teachings. During the season of Lent we participated in a Lenten Appeal which allowed students to look beyond themselves and sympathise with those people who need support.

Through the use of the current RE Framework, teachers developed concepts within the curriculum to stimulate student's sense of justice, promote critical thinking and encourage reflective personal connections. Staff were supported to unpack the various scripture stories during PLT's which assisted in the development of rich, engaging RE sessions. The staff participated in a faith formation day, centring around the working document 'A Framework for Formation of Mission in Catholic Education. This day was facilitated by Dr Marg Carswell.

Incorporating the Cultures of thinking into the framework, teachers created opportunities for different levels of thinking based on student's prior knowledge and experience. Utilising Scripture stories within the curriculum developed knowledge, ritual and understanding of tradition.

Encouraging the vision of Community within the school and the parish, an emphasis was placed on Marian qualities of compassion, humility and dignity. Opportunities to foster this vision took place during Community Prayer where students, staff and parents gathered to hear the weekly Gospel, a Homily reflection and Principal address on social behaviours and relating the Gospel readings to their own lives.

Continuing the connections between school and parish assisted in the formation of community and identity. This naturally evolved through the presence of staff, students and families during weekend Eucharistic services. To further strengthen the bond between Church and school, parishioners were invited to the many whole school Liturgical celebrations.

An element of the formation of identity is the participation in ritual.

Throughout 2023, opportunities for ritual included participation in:

- The Easter Passion Play and Ash Wednesday Mass.
- Sacrament of Reconciliation, Eucharist and Confirmation.
- Feast Day Celebrations of May 24th.
- Weekly Advent services.
- End of Year Christmas Mass.

The Sacramental Program including, Reconciliation, Eucharist and Confirmation were successfully celebrated in accordance with MACS and Archdioceses operating guidelines for liturgy and ritual.

The Program incorporated:

- Ongoing lessons within the curriculum
- Presentation of the Companion Card (Commitment Mass)
- Student Reflection Day
- Online Family Faith evenings facilitated by Mrs Sarah Smith

The Sacraments were celebrated by Fr, Prakash with the assistance of Fr. Crispin for Reconciliation and Bishop Terry Curtin for Confirmation.

During 2023, 45 students received Reconciliation for the first time, 36 received the Eucharist for the first time and 28 students were Confirmed. This was the largest co-hort of candidates

to date. This is indicative of the school's growing population and increasing identity as a Catholic School. All students were recognised by wearing the Our Lady of the Way stole.

Value Added

- Sacramental Preparation Program where in collaboration with To Know Worship and Love Catecheist Program faith development continued online.
- Weekly Community Prayer services; incorporating Gospel and reflection.
- Participation in Social Justice opportunities: Caritas Lenten Appeal, St. Vincent De Paul Winter Appeal, St. Vincent De Paul Christmas Hamper.
- School Wide celebration of Community Masses and Celebrations ~ Easter Paraliturgy, Feast Days, Ash Wednesday, End of Year Mass, reflection for ANZAC Day and Remembrance Day service.
- Prayer Table icons, candles and resources have been audited and updated.
- Continuing the Outer North Western Prayer Collective consisting of 3 staff members with special interest in Religion and Faith Development
- F/T Catholic Mission and Identity Leader (Masters Level), P/T Religious Education Leader (studying Masters of Theology) collaborating with Parish Priest, Secretary and Catechist teacher.
- 77% of Teaching Staff Members Accreditation to Teach Religious Education in Catholic Schools.

Learning and Teaching

Goals & Intended Outcomes

Goals:

To strengthen the professional learning culture of the school in an effort to improve student engagement.

Intended Outcomes:

- Implementation of a whole school instructional model focussing on the concepts of 'Launch, Explore and Summarise'
- To utilize 'Culture of Thinking' routines, dispositions and forces to reflect, refine and articulate student thinking.
- Consolidate family school partnerships and provide opportunities for greater parent involvement in student learning.

Achievements

Literacy

Throughout 2023, within the literacy program we have continued to focus, consolidate and implement Levelled Literacy Intervention for students at risk in Reading Year 2-6. This involved the Literacy Leader building Teacher and Learning Support Officer knowledge and capacity to present the Levelled Literacy Intervention Program.

All teachers in F-6 used the Fountas and Pinnell Benchmark Assessment System, Essential Assessment, PAT-R and the introduction of a trial of a Synthetic Phonics Program (Sparkle) to assess, monitor and track students reading and comprehension skills. These assessments provide teachers with information to set goals and foci specific to students' needs and guide future learning experiences.

To further develop teacher abilities and skills, Professional Learning Team meetings with an English/Literacy theme emphasised Identifying Language disorders and an introduction to Science of Reading. Teachers also met to discuss student learning, review data, moderate, review programs and strategies in order to assess and plan effectively for student learning.

Digital data tracking (Elastik) was implemented to show student progression, highlight children in need of further support and those requiring extension. Student data (MACSiS, 2023) suggested that within the learning disposition domain, students mindset about

themselves as learners remained positive at 75%. This is indicative of our school improvement goal to empower students to engage in the learning and staff planning, moderation and use of PD knowledge to build interactive and purposeful learning tasks.

Staff were encouraged and supported to engaged in further study such as Masters of Literacy and Science of Reading beginner courses through La Trobe University. They were given the opportunity to transfer this knowledge by presenting to staff at meetings and planning and implementing rich and engaging Literacy Tasks to empower students and build confidence.

In order to drive the growth and engagement of learning, moderation of writing was conducted as a whole staff. This scope and sequence allowed for teachers to differentiate, extend and support student's specific needs at various ability levels, whilst gaining consistency across the year levels within the school. Staff continued to use the SMART spelling principles to introduce common sound/letter patterns and rules to students through a personalised list each week.

The 3-6 scope and sequence for reading instruction consisting of explicit teaching of consonants and vowels was developed and implemented. We now have a Foundation to year 6 scope and sequence.

The Parent Helper Induction course was continued, encouraging parents into the classroom as helpers. This corresponds with the third improvement goal to engage parents as partners in learning.

Mathematics

The Focus for the development of Mathematics in 2023 was increasing teacher capacity and understanding in all areas of Mathematics. The key improvement strategies used to enable and empower this program included MACS Professional Development (Early Numeracy Assessment) and Simply Maths PL. Staff were given mathematical professional readings once a fortnight which were analysed and discussed. Staff from Foundation to Grade 6 experienced facilitated planning with teams on a regular basis. Staff had the opportunity to participate in seminars, collegial learning teams and practical workshops where they developed and improved open learning tasks in the focus areas. A whole school Instructional Model, Launch, Explore, Summarise, was consolidated aligning directly with the schools second improvement goal, 'To embed an Our Lady of the Way instructional model'.

Within the school, Professional Learning Teams (PLTs) centred on these Development tasks with a focus on how to embed the PD in planning and teaching. Through Consultation with Jane Hubbard and Lucy Kett from the MACS Maths Department teachers were supported in completing yearly and termly overviews. This program concluded with staff presentations of

units of work and collaboration between levels to support how to implement learnings from the Professional Development undertaken.

In supporting students' learning, the teaching staff implemented Essential Assessment and PAT- M, Elastik as tools to identify needs and drive future planning. Students completed the NAPLAN test and data showed overall improvement in all mathematical areas for both Year 5 and 3. Moderating Teams utilised the Pre and Post data from Essential Assessments and annual PAT M results to determine achievement and as a tracking tool to monitor improvement.

Inquiry

As we continue to develop a learning environment of critical and creative thinking amongst staff and students the focus for 2023 remained the same.

The importance of visible thinking, rather than visible completion of work is an essential component of the Curriculum at Our Lady of The Way. Students and staff maintain an approach to learning that focusses on the stages of thought, evolution of ideas and opportunities for discovery in learning.

To engage students in tasks, teachers worked collaboratively to create hands-on, challenging and authentic tasks which promoted a higher order of questioning. Students were challenged to share their projects and form discussions and questioning sessions to share in classroom. Teacher Capacity and concept design was a central basis for Professional Learning Team Meetings and Facilitated Planning sessions throughout 2023. Teams worked to effectively design, implement and evaluate a rich and relevant curriculum based on an Integrated Inquiry approach to learning.

To further develop teacher abilities and skills, staff regularly met for Professional Learning Team meetings with an English/Literacy theme emphasised the need to build comprehension skills in students F-6 and spelling and grammar in F-2. Teachers also met regularly to discuss student learning, review data, review programs and strategies in order to assess and plan effectively for student learning. This is indicative of staff planning, moderation and use of PD knowledge to build interactive and purposeful learning tasks F-6 Teachers participated in Science of Reading & Identifying Language Disorders professional development and implemented their knowledge into their planning and teaching.

Student Learning Outcomes

In 2023 Staff tracked student achievement for Literacy and Numeracy using the following formalised tests:

Standardised Literacy Tests including; Running Records, Record of Oral Language, High Frequency Words, Writing Samples.

Pat R and Pat M.

Essential Assessment (Mathematics/English)

Foundation Mathematics Interview February/ June (ENA)

Results for the fore mentioned tests were moderated between staff and SML. Evidence was recorded with the MACs and made available to families during the Semester Reports.

VALUE ADDED LITERACY

Lexile Reading Program 3-6

Nessy Reading Program 1-2

Australian Decodable Program Foundation.

Sparkle Assessment

Pat-R as formulative assessment

Elastik

Incorporation of Smart Spelling F-6 to improve spelling and grammar

Staff attending Science of Reading PD.

Staff attending Identifying Language Disorders PD.

LSO led Literacy Intervention Programs.

Facilitated Planning with SLL.

Attendance at Northern Clusters for the Literacy Leader as well as being a member of a collaborative online community comprising Literacy Leaders in Melbourne.

EAL Curriculum.

SML & F-2 teachers attended Early Numeracy Assessment (ENA) Professional Development seminars.

MACS Consultant Jane Hubbard and Lucy Kett facilitation Programs.

Pat-M annual Assessments.

Intervention teacher regularly planned with Foundation teachers.

Continued appointment of a Maths Leader

Professional Learning Team Meetings.

Maths Leader regularly attended planning with various levels across the school.

Maths Leader modelled and co teach Maths lessons for new teachers.

Family Math's night.

Mathletics Program F-2.

Implementation of whole school instructional model, Launch, Explore, Summarise.

Intensive Partnership Program with MACS.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	394	58%
	Year 5	488	63%
Numeracy	Year 3	400	69%
	Year 5	479	65%
Reading	Year 3	394	66%
	Year 5	496	82%
Spelling	Year 3	405	70%
	Year 5	497	71%
Writing	Year 3	409	81%
	Year 5	497	79%

*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 create a whole school approach, providing a positive school and classroom environment, in which students strive to be tolerant, independent, self-motivated, successful and resilient learners and leaders.

Intended Outcomes

- That students will continue to demonstrate greater resilience and to develop a greater understanding of their own individual responsibility for their own learning and behaviour.
- That students have a greater understanding and sense of ownership of their learning and are prepared to engage in a broad range of enriching experiences within the school and wider community environment.

Achievements

During 2023, a core PBL Team consisting of 3 staff members worked in collaboration with Joanne Patrick (MACS) identifying the behavioural needs of students.

Positive Behaviour for Learning focuses on teaching the expected behaviours we wish to see demonstrated by students in the school. It promotes the positive behaviour without punitive consequences for the undesired behaviour. Students are acknowledged and rewarded for demonstrating the correct behaviours. When unexpected / undesired behaviours are shown, explicit lessons, social stories and intervention are used to redirect and reteach behaviours.

After completing modules 4, 5 and 6, staff focussed on reviewing the existing matrix of 25 expected behaviours which were to be taught and explicitly modelled on a weekly basis across the school. Students continued to engage in the lessons focussing on the weekly expected behaviour. The rewards system was refined with students being given a token when displaying the appropriate behaviours. This was explained on a weekly basis at Community Prayer by our Student Leaders.

It was identified that with the rapidly growing population there was a need to gather data and adjust redirect behaviour and promote desired expectations. The Major and Minor Behaviours Flow Chart was reviewed and restructured, with the aim that issues were dealt with in a consistent way by all staff. PBL aligns with the previous program Rights,

Responsibility, Respect and Resilience. The aforementioned lessons are incorporated as a tool when designing lessons for PBL and within Matrix expectations.

During the 2023 school year through ongoing PBL training the following was successfully achieved:

- Facilitation of training for whole staff and core focused training for the PBL Team .
- Collaboration with Staff, Students and Families to identify the core values of the school : Respect, Resilience, Responsibility and Safety.
- Identification of expected behaviours for the school body using a Matrix to map the behaviours, in collaboration with staff and parents.
- Regular PLT meetings dedicated to training, designing lessons and familiarising the community with the Matrix.

Given the high demand for additional Social and Emotional support a Wellbeing Referral system was refined to identify where students needed small group social intervention of 1:1 support. Using the 3 tiered system, the PBL Team met regularly to read through the referral system and allot time and support groups to meet these needs.

Value Added

Services that were implemented in 2023 to support the needs of students within the National Consistent Collection of Data included;

- Ongoing monitoring of data and student needs through Personalised Learning Plans and Student Adjustment Plans
- Program Support Group Meetings with consultation from Allied Health
- Purchase of items to support learning needs including sensory play items.
- Ongoing consultation with MACs staff, including Team Around the Child, Psychologists, Speech Pathologists and Diversity Staff.
- Creation of a sensory play space that was available for students to use at recess and lunch times.
- Professional learning on universal and tier 2 assessment tools, with focus on analysing data to create SMART goals for students.
- Employment of more Learning Support staff.
- Ongoing differentiation in classrooms through small group tasks upon reflection of student assessment and observations.

Positive Behaviour for Learning Framework:

- Implementation of Phase 2 of the PBL Framework Design for Our Lady of the Way.

- Termly Staff Professional Development of the PBL Program facilitated by Jo- Ann Patrick for the core PBL Team.
- Observational support from Dan Petro, Behavioural Analyst
- Staff trained in 4 Day Berry Street Model
- Incorporating of Phase 2 of the Resilience, Rights, Respectful Relationships as a tool into the PBL lessons.
- Reviewing the Whole School Rewards Program

Student Satisfaction

The MACSIS data survey from 2023 indicated that the students continued to build on their positive attitude towards the school from the previous survey in various domains. Overall the school data remained above the expected MACSIS data benchmark.

Students responded in a positive way in the domain of Student Engagement which recognises the students own perception of their attentiveness and investment in the school. The results were above MACS average across the domain. The Teacher student relationship showed an increase from the previous year and continued to be above the MACS average. Perceptions of student physical and psychological safety while at school has increased from the previous year, however still sits slightly below the MACS average.

Student perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school, has shown positive growth since the 2022 survey increasing by 6% and sits above the benchmark MACS average. This indicates that students know where and how to access support within the school. Students voice continues to score above the MACSIS average suggesting that students feel they have opportunities to have an impact on their school.

Catholic identity of the school has increased slightly since the previous year's survey was completed, however still sits below the MACS average. This identifies the need to revisit aspects of the Catholic Identity domain to deepen student understanding, of what Catholic Identity actually is and what makes Our Lady of the Way a Catholic School.

Student Attendance

Our Lady of the Way Catholic Parish Primary School has implemented the following systems and procedures in order to follow up unexplained absences from school:

- Where an absence has not been explained by 9:30 am, a phone call is made to the student's parents/guardians notifying them of the absence and requesting immediate clarification.
- Where the absence remains unexplained the matter will be reported to the Wellbeing Leader for investigation and follow up.

- All information in relation to any matters of unsatisfactory attendance is recorded on the student's file and relevant information is included in the student's school report.

Average Student Attendance Rate by Year Level	
Y01	88.7%
Y02	89.2%
Y03	89.5%
Y04	89.2%
Y05	88.3%
Y06	88.5%
Overall average attendance	88.9%

Leadership

Goals & Intended Outcomes

Goals:

To develop a professional learning community

To strengthen the professional learning culture of the school.

Intended Outcomes:

That staff are empowered to be more involved in the decision-making processes of the school

That staff are engaged in professional learning that impacts student outcomes.

Develop further a positive staff climate incorporating current team building philosophies

Encourage open and professional communication Engage in professional discussions to enhance learning (student & staff)

Achievements

Once again, throughout 2023, significant funding, time & personnel, were allocated, to develop staff competencies, skills & proficiencies, across a wide range of workplace contexts (classroom, administration & facilities management), in ensuring equitable access to professional learning, as well as a positive and strategic focus on professional growth, formation and practice.

Professional learning was sourced systemically (MACS), internally (school facilitated: Internal) and externally (external provider facilitated: External).

2023 also saw a mix of face-to-face presentation and delivery of professional learning, as well as a continuation of online professional learning sessions. Staff engaged readily with these professional growth & formation opportunities.

The structure of the Leadership Team changed again with Level Leaders being expanded to every Year Level. Weekly meetings were held where professional readings and podcasts were shared with the Level Leaders who would take them back to the respective collaborative planning sessions. Responses were then shared at future meetings.

Stand up meetings provided a constant source of feedback on how levels and individual teachers were working on the changes that were being implemented. The focus questions; What progress have we made? What challenges are we facing? What is next? formed the basis for the discussion at each meeting.

The use of strategies such as the Clarify Canvas, Rapid Action Plans and Retrospectives provided a clear effective process that will continue to be used in the future.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Professional Learning opportunities for Staff continued to a mixture of face to face and through remote formats.

The School Leadership Team is part of the Northern Region Enhancing Agile School Leadership program led by Simon Breakspear

Sponsored Study for

- Accreditation to Teach Religious Education,
- Graduate Diplomas
- Masters

Principal Network

Wellbeing Network

Learning Diversity Network

Deputy Principals Network

RE Network

Staff Spirituality Margaret Carswell - The Gospel of Luke

PLT Religious Education – Prayer in the Classroom

Prayer Collective

Whole Staff Conference - Wellbeing Focus

- Maria Ruberto Psychologist
- Mitchell Shire Presentation
- Orange Door Presentation

Positive Behaviour for Learning

Science of Reading

Early Numeracy Assessment - ENA

Simply Maths

Visual Arts- ZART Art

Expenditure And Teacher Participation in Professional Learning	
Aboriginal and Torres Strait Islander Education modules~ Leila Gurruwiwi (MACS)	
Number of teachers who participated in PL in 2023	37
Average expenditure per teacher for PL	\$300.00

Teacher Satisfaction

The latest MACSIS data from the 2023 survey indicates that Staff provided an overall positive endorsement with an average response of 60%.

Areas of excellent satisfaction include the teamwork and collaboration between staff members, the ability staff have to improve instruction, collective efficacy, and student safety.

Teachers' perceptions that staff at the school have what it takes to improve instruction and Staff perception of the coherence of the school's improvement strategy continues to be above MACS average.

Areas of focus to gain clarity of how staff are feeling are feedback to staff and staff psychological safety as these areas show a decline since 2022. A possible reason for this decline is the rise of anxiety and worry within society. As a collective staff, this needs to be acknowledged and then implement support structures for those who need it.

Teacher Qualifications	
Doctorate	0.0%
Masters	18.9%
Graduate	5.7%
Graduate Certificate	11.3%
Bachelor Degree	50.9%
Advanced Diploma	1.9%
No Qualifications Listed	11.3%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	41
Teaching Staff (FTE)	36.7
Non-Teaching Staff (Headcount)	37
Non-Teaching Staff (FTE)	32.3
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

To strengthen the partnerships with parents and the parish and the wider community.

- That the learning connection between home and school is strengthened.
- That the links between home, school, parish and wider community are enhanced
- That effective two-way communication processes within the school community and wider community are improved.
- That families are actively engaged in the process of learning

Achievements

Our Lady of the Way School and Parish community is at the heart of our school development and improvement. We value parents, guardians & carers as being co-educators of their children; we are committed to working in partnership with them regarding their children's learning and wellbeing.

At Our Lady of the Way we ensure that families are given opportunities to participate in the life of the school through workshops, Learning Conversations, Curriculum Family Night, Parent/Student/Teacher Conversations and Sacramental Family Nights through both online and face to face formats.

Strengthened the commitment with our parish through Sacramental preparation evenings and commitment masses, Sacramental Celebrations, Reconciliation, First Eucharist & Confirmation, Project Compassion and St Vincent de Paul Winter and Christmas Appeal.

It is important that as a school we focus on opportunities to continue to connect and engage with our wider school community ensuring that new members to our growing community are welcomed and feel accepted.

An annual goal for the school remains to promote parents as partners in learning. We will continue to develop this partnership by promoting opportunities for parents to engage in school practices and form relationships with staff and other members of school community.

We continue to plan for parental engagement involving building effective communication through use of a range of tools, communication boards, email etc. We will continue to engage our parents in decision making through bodies such as the School Advisory Council and the Parents and Friends group.

Opportunities for Community events include:

Whole School Masses and Liturgies

- Opening School Mass
- ANZAC Day Service
- Feast Day Mass
- Holy Week Liturgy
- Remembrance Day
- Advent Liturgies

Weekly Community Prayer

Weekly Parish Masses

Feast Day Community Cuppa

Feast Day open classroom afternoon.

Christmas Carols

Athletics Carnival

Graduation

Colour Run Fundraiser

Mother's Day Breakfast

Father's Day Breakfast

Inter school sports

Year 5-6 Camp

Parent Satisfaction

Overall parents feel that the school fit is positive for their child. Student Safety, School Climate, Communication and Catholic Identity are all above the MACS average.

Developing Parent and School Partnership remains a current goal of our School Improvement Plan. Many factors that affect families need to be considered when planning future opportunities for all members of our community to be involved in school life.

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 ourladywallan.catholic.edu.au