



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Our Lady of the Nativity School

29 Fawkner Street, ABERFELDIE 3040

Principal: Anne Doherty

Web: www.olnaberfeldie.catholic.edu.au

Registration: 1585, E Number: E1211

Principal's Attestation

I, Anne Doherty, attest that Our Lady of the Nativity 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 06 Mar 2024

About this report

Our Lady of the Nativity 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 Nativity is a faith-filled community that gives witness, and proclaims, the Gospel teachings of Jesus.

Within a nurturing environment, inclusive of all its members, we uphold the dignity of the human person.

Through an holistic approach to education we aspire to develop life-long learning.

With a commitment to social justice, a sense of purpose and hope, we encourage our members to be active participants in the global community.

School Overview

Our Lady of the Nativity is a co-educational Franciscan founded school which has served the Parish of West Essendon (Aberfeldie) since 1958. The school has continually adapted to meet the needs of its learners and currently provides contemporary learning for 380 students. The school is structured into two streams with no multi-age learning groupings.

Our Lady of the Nativity offers all our students the International Baccalaureate Primary Years Program as a framework for learning and curriculum design. The Victorian curriculum is the basis for all learning and, in alignment with the PYP, students are engaged in active inquiry within a concept driven program of learning. Through explicit instruction, students investigate complex concepts and develop essential skills and knowledge in all curriculum domains.

The mission of the International Baccalaureate, the School Vision and the lived Franciscan Charism remain in strong alignment and contribute to developing well-rounded learners and citizens. Our approach to learning aims to:

- Integrate faith and life and develop a Catholic world view
- Develop right relationships between all members of our community
- Recognise the inherent dignity of each human person, created in the image of God
- Recognise commonalities and appreciate differences among people
- Promote inter-religious and intercultural understanding
- Develop compassion, empathy and concern for 'the other'.
- Instil a deep sense of hope for humanity and the world
- Encourage students to have a deep interest in the world around them
- Encourage students to take action and contribute to the building of a better world
- Promote attitudes of peace and justice and universal brother and sisterhood
- Develop the attitudes and skills to encourage life-long curiosity and learning.

Our program of transdisciplinary learning aims to develop knowledge, skills, concepts with a learning program that has a strong emphasis of core competencies and approaches to learning skills.

The school offers a comprehensive curriculum and specialist learning in the areas of:

- LOTE (Italian)
- Performing Arts
- Discovery (Literature and Inquiry)
- Visual Arts
- Physical Education.
- Instrumental music

Additional Learning experiences also include:

- Camps in Year 4-6
- Excursions and Incursions
- Whole school Production
- Social Justice Outreach
- Interschool sports program
- Intervention programs in Literacy and Mathematics
- Well-being programs and intervention
- The Resilience Project
- Lunchtime clubs.

Our Lady of the Nativity is an active community who work in partnership with all stakeholders to ensure the full-flourishing of all students.

Principal's Report

During the 2023 academic year, our school community wholeheartedly embraced our core values of love, truth, peace, and hope, fostering an environment where students not only excelled academically but also flourished as compassionate and principled individuals.

As we entered our third year of the Corwin Visible Learning project, it was evident that the use of learning intentions and success criteria was embedded in teacher practice. A heavier focus this year was on developing feedback strategies to build assessment capable students.

2023 saw further opportunities for teachers to engage in quality professional development in the area of Literacy. Following their attendance, our dedicated teachers returned with a renewed vigour and a wealth of new insights that were a catalyst for transformative change in their teaching practices. Empowered by the latest research and innovative methodologies shared during the training, our educators eagerly implemented new strategies aimed at enhancing literacy skills among our students. With a focus on differentiated instruction, they tailored their programs to meet the diverse needs of learners. Moreover, the professional learning experience sparked a collaborative spirit among our teaching staff, fostering rich discussions and the sharing of best practices to further elevate our literacy instruction.

Our Lady of the Nativity embarked on an extensive review process in 2023, reflecting on the achievements and challenges of past four years and developing future goals for the next 4-year period. The review was a great opportunity for the whole staff to work collaboratively to assess how we had added value in the areas of Education in Faith, Learning and Teaching, Leadership and Management, School Community and Student Wellbeing. It was an affirmative process of all that we have achieved as a community.

2023 was not without fun. Our students joyfully participated in their first Colour Run early in the year. The Colour Run was not just about reaching the finish line; it was a celebration of unity and solidarity within our school community.

Our community gathered at Caroline Chisholm College for our biannual whole school production. Through song and dance, students shared tales of courage, friendship, and the power of believing in oneself, reminding us all of the importance of resilience and self-care. From the very beginning, it was clear that this production was not just about entertaining the audience but also about promoting well-being and inspiring positivity. Each act served as a metaphor for overcoming challenges, embracing diversity, and finding strength in adversity.

Behind the scenes, our dedicated team of teachers and parent volunteers worked tirelessly to bring the production to life. From elaborate costumes to stunning set designs, no effort was spared in creating a visually stunning and emotionally resonant experience. But it wasn't

just the performances that made our school production truly special; it was the sense of community and camaraderie that permeated every aspect of the production.

Being nominated as a Resource Smart finalist was a highlight in 2023. The hard work and dedication towards our sustainability programs was recognised and members of our Franciscan Action Team attended the awards ceremony. Whilst we did not walk away as winners on the day, the recognition of being nominated has inspired our team to continue working toward achieving our fifth and final star as Resource Smart school. Our commitment to sustainability filtered through to our student led inquiries as our Grade 6 students inquired into Sharing the Planet for their Exhibition this year.

Our Parent community enjoyed coming together for events in 2023 such as the OLN Ladies' Night, Mother's & Father's Day morning teas and for our annual OLN Gala ball. Through the tireless work of the Parents and friends committee, social events such as these are not only a way to raise essential funds but an opportunity for parents to build friendships and connections. The Parents and Friends committee proudly funded a new ropes playground for all children to -play on which was installed towards the end of the year.

Additional celebrations for 2023 included:

- Annual Book week Parade
- Sacramental celebrations
- Liturgical celebrations
- Prep 100 days of school
- Athletics Day
- AFL Roadshow Day
- Feast Day of St Francis- Italian Day

Overall, the 2023 academic year was characterised by a collective dedication to growth, learning, and creating a positive impact, setting a strong foundation for continued success in the future for the full flourishing of all our learners.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

- Continue to embed our Franciscan Charism throughout all aspects of our School

Intended Outcomes:

- That all members of the community demonstrate a commitment to Catholic mission through living the Gospels in word, deed and action.
- That teachers embed the interconnectedness between faith, culture and life through a dialogue with students that honours encounter with the Sacred :

Achievements

In 2023, Our Lady of the Nativity witnessed significant strides in nurturing the faith formation of our students and staff. Grounded in the Franciscan Charism, our commitment to holistic development encompassed academic excellence, spiritual growth, and social responsibility. This report outlines the key achievements in these areas and highlights our unwavering dedication to living out our mission.

Throughout the year, we remained steadfast in embodying the values of St. Francis of Assisi. Our emphasis on simplicity, humility, and service permeated every aspect of school life as well as our calling to live out our School values of Peace, Hope, Truth and Love. Students and staff actively engaged in acts of kindness, compassion, and solidarity, reflecting the spirit of Franciscan brotherhood/sisterhood. As we journeyed through the liturgical Calendar we successfully weaved the Franciscan story into key events highlighting how St Francis and St Clare both shine a light on the Gospels.

Liturgy served as the cornerstone of our faith journey in 2023, providing a sacred space for prayer and worship. 2023 was also a time of transition for our Parish as we formally merged with the St Therese's Parish under the careful guidance of Fr John Hannon. Whilst our access to weekly Regular Masses has been less regular, liturgical celebrations and prayer services offered opportunities for the school community to come together in reverence and

reflection. These moments deepened our connection to God and strengthened our communal bonds.

Our commitment to social justice extended beyond the confines of our school walls. Students took proactive steps to support marginalized communities by organizing fundraising campaigns for Caritas and Bahay Taluyan. We also held our annual St. Joseph's Table to collect nonperishable food to be donated to our Franciscan brothers who work to feed those in need in South Melbourne. These initiatives not only raised vital funds and donations, but also raised awareness about the importance of solidarity and compassion and our call to action.

As a PYP IB school, our curriculum is designed to integrate Catholic teachings and scriptures into academic learning. In 2023, students were provided with opportunities to interpret and reflect on the Word of God, deepening their understanding of Catholic traditions and values whilst making essential links to their own lives and how to live as people of peace and hope. This holistic approach to education nurtured the spiritual growth of our students and encouraged them to live out their faith in their daily lives.

Recognising the importance of continuous growth, our staff actively participated in faith formation programs tailored to their professional and spiritual development. Workshop, and ongoing training sessions provided opportunities for reflection, prayer, and community building. Staff also participated in a whole day professional learning day facilitated by Fr Elio Capra. The day allowed staff to investigate how to use both modern and traditional religious art to tell the story of the Gospels. Through these initiatives, our staff remained committed to deepening their own faith as they guided and supported our students on their spiritual journey.

Overall, 2023 was marked by significant achievements in the Education and Faith Sphere. Grounded in the Franciscan Charism, our commitment to holistic development, liturgical worship, community engagement, social justice, curriculum integration, and staff formation has strengthened our identity as a Melbourne Catholic Archdiocese School. Moving forward, we remain dedicated to nurturing the hearts and minds of our students, empowering them to become compassionate leaders guided by faith and service.

Value Added

The 2023 School Improvement Survey highlighted some of the gains we have made.

Data indicates a 10% increase in 2023 in family participation at religious celebrations. This is a significant achievement given the busy workloads many of our families are juggling.

Data also suggests a 47% increase in families' awareness of the Catholic Mission of our School. This data reflects the emphasis we as a school have been placing on the vision and mission of our school at community events as well as highlighting to families that it is our Catholic mission that underpins our policies and practices.

Another significant insight our data revealed this year was a 47% increase in the family perception domain of how we emphasise and respect other religions. This data is supported by the celebration of Holi at our Colour Run, intercultural curriculum units and most importantly our inclusive and welcoming approach at Our Lady of the Nativity.

Overall, our data suggests significant growth in the area of Education in faith for 2023.

Learning and Teaching

Goals & Intended Outcomes

Goal:

- Improve student outcomes through a transdisciplinary approach to learning by increasing teacher capacity to effectively use data to inform the learning and teaching cycle

Intended Outcomes

- That teachers are actively encouraged to pursue high-quality, ongoing professional learning which reflects specific goals set out for school improvement. They use evidence from practice and current research to set goals that are sufficiently challenging for their professional growth.
- That teachers collaboratively consider data and evidence, and determine next steps for individual or target groups of students when designing learning.

Achievements

In 2023 the school's unwavering dedication to enhancing teacher practice and fostering professional growth has produced remarkable achievements. Investments in evidence-based teaching strategies have not only been prioritised but meticulously implemented, resulting in a transformative impact on staff capacity.

As part of our ongoing professional development journey, our school has engaged in a diverse range of enriching experiences aimed at enhancing our pedagogical practices and deepening our understanding of various educational frameworks. These include immersive sessions on Visible Learning, where we delved into effective strategies for making learning visible with a focus in 2023 on feedback. Additionally, we have participated in workshops focused on Improving Writing, equipping us with tools and techniques to nurture students' writing proficiency across different genres. Explicit Teaching in Literacy sessions have further honed our abilities to scaffold learning experiences and support literacy development. Introduction to the Language of the PYP provided invaluable insights into the International Baccalaureate Primary Years Programme, aligning our practices with its philosophy and objectives. Attendance at the PYP International Conference broadened our perspectives and allowed for fruitful exchanges with educators worldwide. Sessions with esteemed guest speakers such as Elio Capra on Scripture and Art enriched our interdisciplinary approach to education. Participation in programs like Simply Maths equipped us with innovative

methodologies to foster mathematical understanding and problem-solving skills among our students. These diverse professional development opportunities have empowered us to continuously evolve as educators and create dynamic learning environments that inspire growth and excellence.

Targeted professional learning sessions and personalised coaching in literacy and numeracy have empowered teachers, fostering a shared commitment to continuous improvement. Underpinning these efforts was a comprehensive framework rooted in visible learning practices, permeating all facets of instruction, including literacy and numeracy initiatives. Notably, teachers have adeptly embraced a learning and teaching model founded on the principles of visible learning, particularly in the domain of reading, demonstrating a profound understanding of its nuances.

The school's strategic approach extends beyond academic domains, conscientiously intertwining wellbeing, engagement, and learning strategies. While progress towards a cohesive approach to teaching writing remains ongoing, the school has successfully forged connections between writing text types and both the reading and Primary Years Programme (PYP) curriculums, underscoring a holistic approach to education.

In numeracy, although still in its developing stages, the school has embarked on a promising journey towards implementing a robust learning and teaching model. This forward momentum highlights the school's determined commitment to fostering a culture of excellence and innovation, poised to shape the future trajectory of teaching and learning.

Teachers collaborated effectively in teams to develop learning intentions and success criteria, demonstrating a deep understanding of their significance. The value of these practices can be eloquently expressed by teachers, reflecting a shared commitment to fostering student growth and achievement.

Teachers have integrated feedback tools and reflective practices into their interactions with students. These inclusive practices encompassed instructional groupings, end-of-lesson reflections, exit strategies, and the co-construction of success criteria, enriching the learning experience. A notable trend emerged as most students actively engaged in goal-setting processes, guided by feedback from teachers and their interaction with learning intentions and success criteria. Empowering students to deliberately review and reflect on their learning journey, set ambitious learning objectives, and refine their understanding along a continuum of learning represents a pivotal aspect of nurturing learning agency. Moving forward, fostering a more consistent approach to enabling students to take ownership of their learning

processes will be essential in cultivating a culture of agency and empowerment within the school community.

Teachers have implemented a range of assessment tools to assist them in tracking students' level of development and monitoring their growth. An updated assessment schedule F–6 outlines expectations and timelines for completion. The data collected in association with the schedule allows teachers to identify students needing additional support, enabling intervention staff and Learning Support Officers (LSOs) to provide effective targeted assistance.

Opportunities for both team and whole school writing moderation support students and teachers in measuring and monitoring writing progress. Writing moderation is regularly included within Professional Learning Teams (PLTs) and sometimes conducted across the entire school, enabling more comprehensive monitoring of student writing progress. The school has developed writing exemplars matched to the Victorian Curriculum. The use of rubrics and checklists has developed within classrooms, supporting students and teachers in measuring progress and determining the next steps for learning.

2023 was characterised by remarkable achievements and continuous growth. Through dedicated efforts and a commitment to excellence, we have witnessed improvements in pedagogy, curriculum development, and student outcomes. As we celebrate our achievements, we also recognise the ongoing nature of our work and remain steadfast in our dedication to cultivating lifelong learners who are prepared to succeed in an ever-evolving world.

Student Learning Outcomes

The Year 3 NAPLAN literacy data paints a highly positive picture of students' academic development and literacy skill acquisition. Across all literacy domains—reading, writing, spelling, and grammar—Year 3 students demonstrate a commendable level of proficiency. In writing, a substantial 52.83% of students are performing above the expected level, showcasing their advanced abilities in written expression. Additionally, the majority of our students (89%) are at or above the expected level in reading, indicating a strong grasp of comprehension and literary analysis.

The data reveals a strong foundation in language conventions, with the majority of students (86%) performing at or above the expected level in grammar and punctuation. This demonstrates a solid understanding of linguistic structures and conventions essential for effective communication. In spelling, while there is room for improvement with 18.87% of students below the expected level, the majority (54%) are performing satisfactorily, showcasing their ability to accurately spell words. Furthermore, a notable 26.42% are exceeding expectations, highlighting a commendable mastery of spelling conventions among

a significant proportion of Year 3 students. Overall, the data underscores the effectiveness of teaching strategies and the enthusiasm for learning among Year 3 students. Their strong performance across multiple literacy domains reflects not only their individual dedication but also the support and guidance provided by educators. With such a solid foundation in literacy skills, these students are well-positioned for continued academic success and future achievements.

The numeracy data for Year 3 students shows a promising picture of their mathematical proficiency and learning outcomes. Notably, a considerable 59.26% of students are performing at the expected level in numeracy, showcasing a strong foundation in mathematical concepts and problem-solving skills among the majority of the cohort. This indicates that the curriculum and instructional methods are effectively supporting students in mastering fundamental mathematical principles, fostering a positive learning environment conducive to mathematical growth. Additionally, 25.93% of students performed above the expected level reflecting a significant proportion of our students who could demonstrate advanced mathematical abilities. Their ability to excel beyond expected benchmarks underscores their enthusiasm for learning and aptitude for mathematical reasoning, highlighting their potential for future academic success and accomplishments. Overall, the data reflects the effectiveness of mathematics instruction at our school and the commitment to student success.

The literacy data for Year 5 students showcases several encouraging trends. Firstly, there is a notable prevalence of students performing above the expected level across multiple domains. In both writing and spelling, a substantial proportion of students 40.35% and 42.86% respectively are exceeding expectations. This demonstrates a commendable aptitude and mastery of language among a significant portion of Year 5 students, indicative of their dedication to learning and the effectiveness of teaching methods in fostering advanced literacy skills.

Furthermore, the data reveals that a considerable number of students are at the expected level across all literacy domains. In writing, spelling, and grammar, approximately 35% to 37% of students are meeting expectations. This indicates a strong foundation in literacy skills among a majority of Year 5 students, suggesting that they are well-prepared to tackle more complex academic challenges as they progress in their education. A small number of students are performing below the expected level in certain areas, such as reading and grammar, these percentages are relatively low compared to those performing at or above expectations. This suggests that targeted interventions and support programs have been successful and have the potential to effectively address any areas of difficulty to facilitate improvements in literacy proficiency for these students who are still below the expected level.

Overall, the literacy data highlights the overall strength of Year 5 students in literacy. This positive performance reflects both the dedication of students and the effectiveness of teachers in nurturing their literacy development, laying a solid foundation for their continued academic success.

The Year 5 numeracy data paints a positive picture of students' mathematical abilities and overall academic development. 36.84% of students performed above the expected level in numeracy showcasing their ability to tackle complex mathematical concepts and problem-solving challenges. Additionally, nearly half of the students (47.37%) are performing at the expected level in numeracy, indicating a solid foundation in mathematical principles and competencies among the cohort. This indicates that our supportive mathematics curriculum and instructional strategies effectively cater to the diverse learning needs of students, allowing them to grasp fundamental mathematical concepts and apply them proficiently.

While some students are performing below the expected level (15.79%), this percentage is relatively modest compared to those performing at or above expectations. This indicates that targeted interventions and support have made a positive impact on our data and will be sufficient to address any areas of difficulty to facilitate improvements in numeracy proficiency for these students.

Overall, the data highlights the effectiveness of mathematics instruction and the enthusiasm for learning among Year 5 students.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	446	75%
	Year 5	508	68%
Numeracy	Year 3	429	83%
	Year 5	509	88%
Reading	Year 3	438	85%
	Year 5	517	84%
Spelling	Year 3	425	74%
	Year 5	508	84%
Writing	Year 3	457	91%
	Year 5	514	91%

*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:

- Enhance the well being of all students and their connectedness to school by providing authentic opportunities for student agency

Intended outcomes

- That students provide input to school leaders and teachers when planning wellbeing activities and positive behaviour initiatives.
- To increase opportunities for students to have an authentic voice in the learning and teaching process

Achievements

Our Lady of the Nativity School has made deliberate efforts to prioritise student wellbeing and foster a respectful school culture through various programs and frameworks integrated into the curriculum. The inclusion of elements from frameworks such as The Resilience Project, the Respectful Relationships curriculum, and restorative behaviour frameworks demonstrates a comprehensive approach to supporting students' emotional and social needs.

According to the MACS review process Our Lady of the Nativity School has focused on and is working well providing tailored support to students with additional needs, which was universally recognised as a strength during the review process. The positive perception of the school's support for these students within the community highlights the effectiveness of these efforts.

The partnership between the Wellbeing and Learning Diversity Leader, as well as the involvement of allied health professionals such as school psychologist, demonstrates a holistic approach to supporting students' wellbeing and learning needs. The collaborative efforts between the wellbeing team and all stakeholders, including families, ensure that support strategies are implemented in consultation and partnership with those directly involved.

The involvement of the wellbeing team in coaching teachers and the participation of Learning Support Officers (LSOs) in relevant whole-school professional learning activities contribute to improving the overall capacity and capability of the school to provide comprehensive support to students.

The focus on implementing The Resilience Project (TRP) is beginning to empower students with effective strategies for both wellbeing and learning outcomes. The school's student leadership model and the involvement of the SRC group provides various opportunities for students to actively contribute to school decisions and develop leadership skills. There's potential to further enhance student involvement in decision-making processes, perhaps by forming student action teams to address identified areas for improvement and to further extend student agency.

Value Added

At Our Lady of the Nativity School we have provided a range of activities and supports to promote the wellbeing sphere some of which include:

- Wellbeing focus groups
- NCCD Professional Learning and Moderation
- Year 5 incursion in the hall - Project Rocket
- Resilience project ongoing professional learning
- Production with students focused on wellbeing
- Parent support group meetings
- Ongoing psychology services
- Lunchtime clubs and groups
- Peacekeepers
- Student Representative council
- House days
- Harmony Day
- Personalised Learning plans and Student Evaluation and adjustment plans
- Buddy system
- Transition to school program
- Prep interviews
- Sacramental Program
- Franciscan Action Team
- Kindness Awards
- Staff completion of the Disability Standards Modules

Student Satisfaction

Our Lady of the Nativity School has received positive feedback from the MACS review process, particularly in terms of promoting student wellbeing and fostering a sense of belonging within the school community. The focus on Catholic social beliefs and Christian values seems to be deeply integrated into the school's policies and actions, which has been recognised as a strength.

The feedback from both parents and students indicating a strong sense of belonging is a testament to the supportive environment created by teachers and Learning Support Officers (LSOs). The school's learning activities are aligned with relevant religious education, social capabilities, and learning dispositions, as well as incorporating social-emotional learning (SEL) programs that encourage student self-reflection and student satisfaction.

While the school's perception data for school climate is similar to MACS averages, there's always room for improvement. Acknowledging the need for ongoing enhancement in these areas demonstrates a commitment to continuous growth and improvement, which will further strengthen the school's approach to positive behaviours for learning and wellbeing. This recognition of areas for improvement shows a proactive attitude towards ensuring the best possible environment for students to thrive academically, socially, and spiritually.

Student Attendance

School attendance is managed by teaching staff and our school office staff. Teachers mark the roll prior to 9:15am and the office staff check this daily at 9:30am. Any unexplained absences are then contacted with a text message asking the parent to explain their student absence. Any parent that has not contacted within a reasonable period of time will be contacted via a phone call. The roll is completed by the teacher again after lunch at 2:30pm.

Average Student Attendance Rate by Year Level	
Y01	92.5%
Y02	92.4%
Y03	94.1%
Y04	90.8%
Y05	94.2%
Y06	93.3%
Overall average attendance	92.9%

Leadership

Goals & Intended Outcomes

The Leadership and Management Sphere is the overarching domain to facilitate the achievement of all goals and intended outcomes.

Goals:

- Continue to embed our Franciscan Charism throughout all aspects of our School
- Improve student outcomes through a transdisciplinary approach to learning in accordance with the primary years program and enhance teachers pedagogical practice through targeted professional learning by increasing teacher capacity to effectively use data to inform the learning and teaching cycle
- Enhance the well being of all students and their connectedness to school by providing authentic opportunities for student agency
- To enhance family engagement and strengthen community partnerships

Achievements

The review process in 2023 allowed our Leadership and Management team to critically evaluate and analyse the policies and procedures in place at Our Lady of the Nativity. The results of the review highlighted that we have developed a comprehensive organisational structure in line with the Catholic mission of the school. The VRQA review was also conducted in 2023, ensuring all of our policies and procedures were compliant and enacted.

A large focus for the leadership and management team in 2023 was to ensure our strategic intent was a constant driver for all that we had planned. Aligning professional development opportunities, curriculum planning, and interventions to name a few, with our goals and intended outcomes helped to ensure we were meeting our targets. Results of our review process also indicated that teachers noted improved communication and consistency in practice. The data from the 2023 MACSSIS survey supports this notion, suggesting enhanced staff/leadership relationships.

The school has strategically implemented various learning programs to support its diverse student population, offering professional learning opportunities in literacy, numeracy, and wellbeing. While literacy coaching is shared with other leadership priorities, teachers express a desire for further coaching and professional development in this area. Moving forward into 2024, a restructuring of leadership roles will be explored to facilitate best practice.

Leadership commits to weekly staff meetings and weekly Professional Learning Team meetings (PLTs) to facilitate regular sharing of assessment data and professional practices. Data collected in our review process, suggests that school leaders are respected as instructional leaders helping to foster a high staff morale. The school's focus on distributive leadership promotes staff voice and whole-school improvement.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

In 2023, we concluded a comprehensive three-year Visible Learning project. The learning this year was centered around enhancing feedback practices. Throughout this project, we delved into various strategies aimed at improving feedback efficacy across different educational contexts.

One notable highlight was our day-long closure session led by Elio Capra, where we explored the intersections of Scripture and art, gaining valuable insights into incorporating these elements into our teaching methodologies.

Additionally, we dedicated focused attention to explicit literacy professional learning, with a particular emphasis on spelling proficiency. Through targeted workshops and collaborative discussions, we honed our understanding of effective literacy instruction, with a specific lens on spelling strategies to support student growth and address our 2022 NAPLAN data.

Furthermore, our professional development journey encompassed a dedicated exploration of foundational math concepts through 'Simply Maths' professional learning sessions. By delving into the fundamental principles of mathematics and adopting simplified approaches, we aimed to enhance our capacity to deliver engaging and accessible math instruction to our students.

Overall, our professional learning journey in 2023 was characterized by a multifaceted exploration of feedback practices, literacy instruction, and mathematical concepts, equipping us with valuable insights and strategies to enrich our teaching practices and support student learning effectively.

Number of teachers who participated in PL in 2023	30
Average expenditure per teacher for PL	\$1400.00

Teacher Satisfaction

There were significant gains in teacher satisfaction at Our Lady of the Nativity in 2023.

The MACSSIS data revealed that staff and leadership relationships had increased to 89%, 13% above the MACS average.

Another key area of improvement was the staff perception of our collective efficacy, showing a 17% increase to the year before. This data highlights the strength we have a whole staff in working towards our common goals.

Our data also suggests that collaboration at Our Lady of the Nativity is high, with our percentage showing that we are 6% higher than the MACS average. This data is affirming given the structures put in place to provide authentic opportunities for staff to collaborate.

Finally, data also revealed that 82% of staff believed that professional learning was a priority in 2023. This is 17% higher than the MACS average. This shows the commitment we place in building the capacity of our staff for better educational outcomes for our students.

Overall, this data aligns with our strategic intent and affirms the planning and procedures we have put in place for growth in all areas.

Teacher Qualifications	
Doctorate	0.0%
Masters	8.6%
Graduate	5.7%
Graduate Certificate	2.9%
Bachelor Degree	62.9%
Advanced Diploma	8.6%
No Qualifications Listed	11.4%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	34
Teaching Staff (FTE)	25.4
Non-Teaching Staff (Headcount)	18
Non-Teaching Staff (FTE)	15.4
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal: To enhance family engagement and strengthen community partnerships

Intended Outcomes

- The school facilitates ongoing opportunities for dialogue between all members of the community.
- The school celebrates community engagement in the life of the school.

Achievements

The review highlights several strengths within the school community, particularly in terms of communication, leadership visibility, community engagement, and support structures.

Approachability and Support: The leadership and staff's approachability and support for families stand out as a key strength. Regular communication through various channels such as online platforms, email, and newsletters ensures that families are well-informed and engaged with the school. Teachers actively communicate with parents, and there is encouragement for parents to utilise different forms of communication when needed, deepening engagement.

Visible Leadership: The visibility of the principal and staff, especially during drop-off and pick-up times, demonstrates a commitment to being accessible and involved in the daily life of the school. This visibility is welcomed by parents and contributes to a positive perception of the school.

Community Perception and Catholic Values: The strong positive perception of the school in the local community, coupled with a focus on Catholic values, serves as a draw for parents choosing the school for their children. The emphasis on positive transition programs further enhances the appeal of the school.

Parental Involvement: Parents are actively participating in school events, fundraising efforts, and involvement in masses and sacramental programs. This level of involvement enriches the school community and fosters a sense of belonging.

School Advisory Board (SAB): The recent establishment of a School Advisory Board provides a platform for raising community awareness of the school's policies, procedures, and actions. While still in the early stages, parents are eager to learn more about the process, indicating a willingness to engage in governance and decision-making.

Parents and Friends Committee (PnF): The active Parents and Friends group plays a vital role in supporting the school through fundraising and organising social, sporting, cultural, and educational events. These events not only raise funds but also facilitate parent connections and friendships within the community.

Community Events: Events such as the Colour Run, OLN Gala ball, and school productions serve as opportunities for the community to come together, celebrate unity, and build connections. These events contribute to a sense of belonging and school spirit while promoting well-being and positivity among students, parents, and staff.

Overall, the review highlights a thriving school community characterised by strong communication, visible leadership, active parental involvement, and a commitment to fostering a supportive and inclusive environment grounded in Catholic values.

Parent Satisfaction

The MACS review process has provided some valuable insights into the experiences of parents within the school community. The positive endorsements suggest that the school is effectively communicating with parents about their children's academic and social-emotional development, both through regular updates and online portals. The inclusion of three-way conferences seems to be appreciated as a way for students to showcase their progress and for parents to engage with teachers.

Furthermore, the feedback highlights a sense of comfort and openness among parents in approaching both teachers and leadership with any concerns, with reassurance that these concerns are addressed promptly. This indicates a supportive and responsive school environment.

The structured transition processes for students entering Prep and moving to secondary schooling appear to be successful, as parents feel their children are well-prepared for these transitions. This speaks to the school's commitment to ensuring a smooth educational journey for students.

The increase in the recommendation rate from 42% to 80% suggests a significant improvement in parent satisfaction and confidence in our school, reflecting positively on the overall school climate and community perception. Overall, it seems the school is fostering a sense of connectedness, inclusivity, and support that is highly valued by parents.

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.olnaberfeldie.catholic.edu.au