



Our Lady of the Nativity School Aberfeldie

2022 Annual Report to the School Community



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Minimum Standards Attestation

I, Anne Doherty, attest that Our Lady of the Nativity School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

21/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. 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

Edward Simons

Acting 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, engaged learning for 375 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.

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. All support our aim 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 and 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 schools 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

Learning experiences also include:

- Camps in Year 4-6
- Excursions and Incursions to extend learning

- Interschool sports program
- Intervention programs in Literacy and Mathematics
- Well-being programs and intervention
- The Resilience Project
- Lunchtime clubs.

The school enjoys the support of an active community who work in partnership with the school to ensure the full-flourishing of all students.

Principal's Report

2022 was wonderful for one reason (among many) – we were at school for the entire school year after two long years of remote learning! Students, their teachers, and our school community enthusiastically welcomed the return to 'normal' and although some restrictions remained in place, our school once again came alive with the sound of children who embraced the opportunity to learn collaboratively with their peers and interact with their teachers.

Although a positive spirit pervaded the school for the year, the effects of the previous two years were evident expressed largely in the resilience, social development and academic progress of the students. The gathering of data to determine the needs of each child enabled effective learning and teaching to occur which ensured the progress of all students and the bridging of educational gaps brought about by COVID. We further ensured that the children's educational program was enriched through incursions and excursions to extend their skills and conceptual understandings.

Student well-being became a major focus and to this end the school partnered with The Resilience Project to ensure a school-wide approach which emphasised gratitude, empathy, mindfulness and emotional literacy. Just as we develop a common language of learning through the PYP we also developed a common language of well-being throughout the school and community. Staff, parents and students participated in learning within the Resilience Project. A school-wide commitment to Christian Meditation assisted greatly in helping the students to develop mindfulness and, as an important aspect of well-being, to develop a relationship with someone beyond themselves. In our Franciscan spirituality, this person was God. A number of well-being intervention groups were established to address student anxiety and, as further support, the school counselling hours were extended.

In regard to learning, our expectations remained high yet realistic in relation to the effects of remote learning. Teachers worked collaboratively with curriculum leaders to analyse multiple forms of data to ensure differentiated learning and teaching programs that targeted student need. Opportunities for authentic student agency were created which not only brought the students' voice to the planning table, but gave students opportunity to speak about their learning and set collaborative goals.

The school entered its second Year of the three-year Visible Learning Project through Corwin Education which saw the delivery of high quality professional learning for staff and the further development of school wide practice in the use of Learning Intentions and success criteria, feedback and goal setting. Professional learning for staff also focussed on Faith and Life, Spirituality, Mathematics, Literacy, Student Well-Being, Intervention (MacqLit), Learning Diversity, Administration, and the Primary Years Program which saw many staff undertaking role specific extended learning. Staff learning was also extended through professional dialogues, and regular learning team meetings.

A new School Advisory Council was instituted which further invited parental participation into the life of the school.

In consultation with Law Architects and Melbourne Archdiocese Catholic Schools the school began a master planning process which involved input from all stakeholders through architect run workshops. Student voice in relation to this process was a very powerful process.

The lifting of restrictions saw the reintroduction of school events and celebrations and we welcomed the wider community to our Art Show, the Year Six PYP Exhibition, Christmas Carols and sacramental celebrations. A Fete further brought the community together as did several

social events, including a Gala Ball, that were organised by the Parents and Friends Association.

2022 was a very successful year for Our Lady of the Nativity School.

School Advisory Council Report

The Advisory Council is an important component of schools governed by Melbourne Archdiocese Catholic Schools (MACS) as ours is because it provides the school leadership team with the opportunity to consult with members of the school and Parish community on matters that are important to the school and affect our school community.

Since our inception in Term 2, 2022 we have had the opportunity to consult on matters such as:

- The school fee structure for 2023.
- Plans for the school's future building project which will create wonderful learning and playing spaces for our children.
- Implementation of the new Victorian Catholic Education Enterprise Agreement which will come into effect shortly.

Our members come from a diverse range of backgrounds and have children enrolled in year levels across the full breadth of the school. This gives us a unique opportunity to consider not only the current cohort of students but also our school's future cohorts. We are also joined by a Parish representative which supports the important and valued links that our school community has with the Parish community.

The Advisory Council is delighted to work in partnership with the school to help create excellent opportunities for all our children.

Catholic Identity and Mission

Goals & Intended Outcomes

Education in Faith Priority/ Goal : To enhance and embed the Franciscan Spirituality of all members of the community and heed our vision to witness and proclaim the Gospel

Intended Outcomes:

- That Teachers engage in Professional Learning experiences that deepen their knowledge of the Franciscan Spiritual tradition and its relevance in today's world.
- To continue to embed Christian Meditation and contemplation as a whole school approach as an important aspect of Franciscan Spirituality.
- To use a pedagogy of encounter to plan and create authentic faith and life learning experiences
- To give witness to mission as a whole school community

Achievements

2022 was a year to celebrate for many reasons. After two years of uncertainty, we were finally able to restore some consistency in our Faith and life program, particularly with our communal liturgical celebrations. For the first time in two years, there was no need to cancel or postpone Sacraments, feast days or special days like Grandparents day. This was truly something to celebrate.

Our 2022 annual MACSSIS survey data, suggested that despite the challenges we have faced throughout the interruptions that the Covid-19 pandemic presented to our community throughout 2020 and 2021, our staff perspective of Catholic identity remained strong with an overall score of 94%. This is a testament to the rich prayer and liturgical opportunities that are celebrated throughout the year with our whole school community.

Throughout 2022 we continued to deepen our Franciscan spirituality through a series of professional learning modules undertaken by all teaching staff. Teachers have used their learning to unpack our Franciscan Charism with students in the classrooms. Our newsletters have also been a rich source of Franciscan Faith formation for our parent community each fortnight.

Christian meditation remained common practice in our school with students valuing this time, deepening their personal relationships with God. As a school we continued to develop a culture of prayer with all members

We have continued to embed a pedagogy of encounter in our Faith and Life learning opportunities and have encouraged our students to enter into dialogue about their faith story and the way it impacts their personal lives. This approach to learning enabled our students to identify how their faith calls them to take action in the world. A great achievement, worthy of celebrating, was the Spirit in Action project completed by our Grade 6 students. Our students performed community service such as car washing, volunteering at the local kindergarten and even volunteering at the food bank. By gathering sponsorships, students were able to purchase backpacks for a non-for-profit organisation called COTS that were filled with essential items to be distributed to people experiencing homelessness in Melbourne. It was a prime example of faith in action.

VALUE ADDED

A vast range of faith and life curricular and extracurricular activities were evident in 2022. This included:

- St Joseph's table - non-perishable food donations for the Franciscan food van.
- Mary, Joseph, Clare and Francis House feast day celebrations
- Ash Wednesday Liturgy
- Beginning of school year Mass
- Sacrament of Reconciliation
- Sacrament of Eucharist
- Sacrament of Confirmation
- St Patrick's Day celebration
- Holy week Liturgy
- Resurrection Liturgy
- Grandparent Day Mass
- Spirit in Action Outreach project
- Parent Faith Formation Evenings
- Mary MacKillop liturgy
- Advent Liturgies
- Faith based assemblies
- End of year Mass

Learning and Teaching

Goals & Intended Outcomes

Goals and Intended Outcomes:

1. Develop and implement a shared definition of an effective learner.
 - By Term 3 2022, our school will have developed a shared definition of an effective/animated learner which is known by all members of the school community
 - To develop systems of collecting, recording, analysing ways to evaluate data in Reading, Writing and Mathematics.
 - For data to show that all students make the expected growth in English and maths
2. Establish deliberate and effective processes for teachers and leaders to systematically use, store and analyse data to inform teaching.
 - By Term 4 2022, LI and SC will be used effectively particularly in English and maths
3. Understand and effectively use learning intentions and success criteria.
 - By the end of Term 4 2022, introduce protocols for learning walks/ peer observation for professional feedback anchored in staff goals based on school professional learning initiatives

Achievements

During 2022, our school was once again part of a Visible Learning Project, which allowed our staff to develop further their understanding and use of effective teaching and learning strategies and understanding aligned with the visible learning framework and understandings. This learning took place through whole school PD days, staff meetings and leadership days with Corwin Australia. Our staff and leadership were once again challenged in their practice and understanding, and focused specifically on the use of learning intentions and success criteria (LISC) within their classrooms. Staff inquired into the use of LISC to make learning both visible and differentiated for all students with the use of the SOLO taxonomy. As part of this partnership, Corwin Australia completes a School Capability Assessment each year where they engage with leadership, staff, and students to establish our progress and help us to set new goals for our school. This assessment acknowledged the work our school had completed and growth in all areas assessed. The school will continue to develop a shared understanding of an effective learner in association with the IB Learner Profile.

In the area of Mathematics and English, our staff continued to focus on the use of LISC in their learning design whilst continuing to use data to inform their weekly programming. Leaders worked with teachers during PLT and staff meeting time to unpack whole school data and develop shared understandings of learning progressions. This enabled staff to moderate evidence more effectively and set clear goals for whole class, small groups, and individual students.

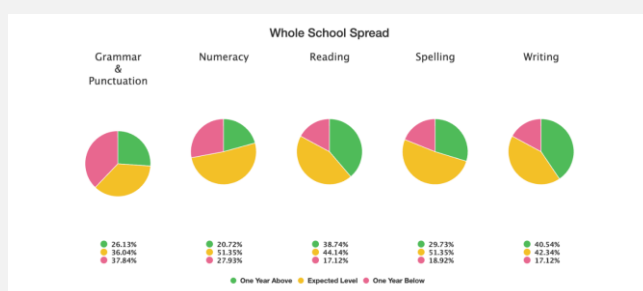
As an IB, PYP school, we are committed to continuing to develop our use of the PYP Programme in our school. Our concept-based inquiry approach enables our learners to make their learning relevant to themselves and the world around them. To ensure the continued development of our understanding we engaged Kath Murdoch to work with our staff to plan engaging and agentic learning experiences within our term 1 Units of Inquiry. Kath focused on

learner agency and the use of data and evidence to guide learning within our inquiry units and met with level groups during planning as well as guiding staff during a staff meeting. Staff were asked to make connections with our work on effective learners and developed new ways to discuss and analyse student progress within their classrooms, ensuring students were working towards differentiated learning goals across the curriculum. This also enabled students to share these goals and their progress with their parents and carers at student-led conferences in term 3, a practice that will continue for all year 3-6 students. As part of our continuing PYP development, 5 of our staff also completed 'Making the PYP Happen - Implementing Agency' which was held online over 5 weeks, ensuring shared understanding and language of the PYP.

STUDENT LEARNING OUTCOMES

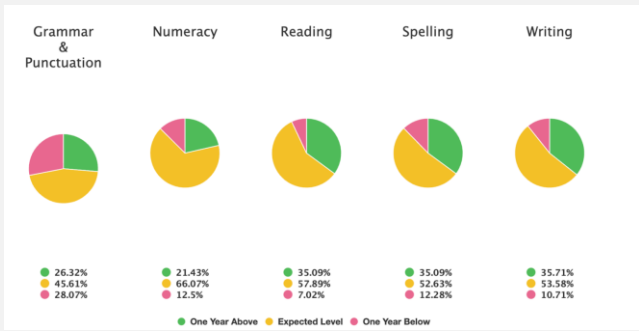
Our 2022 Naplan data analysis can be synthesised into the following statements:

- In Reading, 82.88% of students in year 3 and 5 were at or above the expected level.
- In Writing, 82.88% of students in year 3 and 5 were at or above the expected level.
- In Grammar and Punctuation, 62.17% of students were at or above the expected level.
- In Spelling, 81.09% of students were at or above the expected level.
- In Numeracy, 72.07% of students were at or above the expected level.



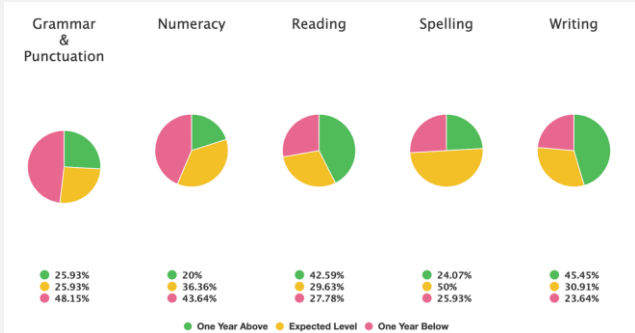
Important data to know from grade 3:

- In Reading, 7.02% were below the expected level, whilst 28.07% of students were below in Grammar and Punctuation.
- In Reading and Spelling, over 35% of students were above the expected level.
- In Numeracy, over 66% of students were at the expected level.



Important data to know from grade 5:

- In Reading 72.22% of students were at or above the expected level, and in Writing 76.36% were above the expected level.
- In Grammar and Punctuation, over 48% of our students were below the expected level,
- In Numeracy, 43.64% of students were below the expected level.



Our data shows that the areas of Grammar and Punctuation, as well as Numeracy, needed closer analysis and were at the forefront of our planning for 2023 along with other data collected by the school. As a result of this, our staff will be part of MACS Literacy Research Projects in 2023. Our 3-6 teachers will engage with Improving Writing while our P-2 teachers will participate in Explicit Teaching in P-2. These research projects aim to develop teacher capacity and bring about whole school knowledge, language, and understanding. Our school also continues to offer a range of Literacy intervention programs targeted to specific student goals and cohort data, including MacqLit, MiniLit, LLI, Reading Recovery, and government-funded tutoring in the area of Writing.

In the area of mathematics, our school has designed a range of intervention programs including small group sessions with our mathematics coordinator and GRIN. These sessions are data-driven and are designed to target those students who were 12-18 months below the expected level in both NAPLAN and other school-based data collected. Our school also offers APSMO for students in years 5 and 6 working above the expected level. Staff from across the school will also be involved in Professional Development in 2023 in the area of Numer and will use PLT times to share new learning with their peers.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	98.1	-	100.0	1.9
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	98.1	-1.9
YR 05 Numeracy	-	98.1	-	100.0	1.9
YR 05 Reading	-	96.3	-	98.1	1.8
YR 05 Spelling	-	98.1	-	96.3	-1.8
YR 05 Writing	-	100.0	-	96.4	-3.6

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Priority/Goal: To enhance the well-being of all students and their connectedness to school to enable full flourishing.

Intended Outcomes

- To see an improvement in data that reflects perception of student behaviour and safety
- To see an improvement in data relating to student connectedness.

Achievements

The school had noticed that due to the 2 years of COVID lock downs student well-being had been greatly impacted. 2022 was the first full school year that students undertook with no interruptions from lock downs this was extremely positive for staff, students and families. Due to the decreased resilience levels in students, and parents expressing concerns about student well-being, at the end of 2021 the school partnered with the Resilience Project to focus on building student's resilience and well-being.

This project allowed the school to build upon our understanding of well-being and how teachers could unpack this with students. We focused on developing common language through all classrooms within the school focusing on GEME, Gratitude, Empathy, Mindfulness and Emotional Literacy. Through this project parents were also offered a parent information session which focused on how to assist your child to be more resilient presented by Martin Heppell.

Through this project the school was also about to receive some data that showed that where students were at after participating in the survey. It showed that the majority students in grades 3 to 6:

- Have positive relationships at school and at home
- Feel safe at school with teachers and students
- Try hard at school and are eager to learn new things
- Give time to help others

At the end of 2021 a new Student Wellbeing leader was appointed. As she was already working at the school in the role of wellbeing intervention, she was able to begin working with teachers and students immediately. This was done through assisting in the delivery of the Resilience Project as well as a continued focus on wellbeing intervention programs. These ran for a select group of students who were identified at risk. This intervention focused on positive psychology strategies building and maintaining friendship, building self esteem and self efficacy as well as developing resilience strategies.

Student behaviour was identified as an area of focus both in the classroom and on the yard. Within the classroom this was focused on setting and revising common language for student expectations and consequences. Through working on this, the school staff and students now have a consistent approach to student behaviour and expectations. Lunchtime clubs and passive play spaces also became a focus to help provide students with ideas for play in their

own times. Restorative practice cards were also implemented and staff participated in a staff meeting about how to use these to facilitate conversations with students on the yard.

Students who were identified at risk were targeted through academic intervention such as Reading Recovery, Macq/Mini Lit, Levelled Literacy Intervention (LLI), Government funded tutoring program with a writing focus as well as Mathematics intervention. We also continued to offer wellbeing intervention as well as psychology services. The psychologist also worked with the Learning Diversity Leader to continue to conduct academic and cognitive assessments for students identified at risk.

VALUE ADDED

- The Well-being Leader attended MACS network days as well, Berry Street PD and Resilience First Aid Training.
- The Learning Diversity Leader attended MACS network days as well as the Resilience First Aid training.
- Staff participated in Resilience Project professional learning
- Staff participated in allocated staff meetings and PLTs focusing on well-being strategies
- All staff completed the Disability Standards
- Year 5 participated in Project Rocket
- Whole staff participated in NCCD case study moderation
- NCCD team met to moderate 10 case studies, Learning Diversity Leader participated in MACS NCCD moderation

STUDENT SATISFACTION

When analysing well-being data within the MACSSIS survey we have noticed that students are identifying struggles in the areas of student engagement and connectedness to school. This may be due to a range of factors however it is important to note that this was the students first full year back at school and heavy restrictions were still in place at the beginning of 2022 and this may have impacted on the data.

Through analysing the student data from the MACSSIS survey, we can see that in the area of students safety the data has sustained. Students are still feeling the same way about safety at school. Student's have indicated that they feel supported by the adults at the school. This is something that was mirrored by the parent responses. The data shows that teachers at the school support students to engage in their learning. Parents also showed a great confidence in that teachers had their child's learning at the centre of all that they do. They also made a strong recommendation that they would recommend the school to another family.

The student data in relation to school climate did increase. It did show a rise in the area of behaviour of students as well as the energy at the school. School climate also increased in

areas in the parent data also in relation to student growth, learning experiences and approachability of staff.

All of this data validates our decision to partner with the Resilience Project. To further develop students engagement and connectedness to school. Focusing on the GEME approach.

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	90.2%
Y02	91.5%
Y03	90.6%
Y04	90.4%
Y05	93.2%
Y06	93.0%
Overall average attendance	91.5%

Child Safe Standards

Goals & Intended Outcomes

Goals & Intended Outcomes

- To ensure full compliance with Australian Government Child Safety accountabilities.
- To review all policies and practices on a regular basis
- To ensure that all stakeholders are aware of, and abide by, the Child Safety Standards Achievements

Achievements

During 2021 Child Safety remained a priority especially in light of the fact of the continued need for digital learning which provided children with greater use of, and access, to devices. Safety in an online world was a constant focus.

- Reviewed our comprehensive Child Safety Policies
- Child Safety was explicitly referenced in key policies eg Volunteer, Mutual Respect
- Communicated relevant policies to all families
- Ensured all relevant policies are publicly available on the school's website
 - Required all families to sign the Code of Conduct
 - Required all visitors to the school to sign Code of Conduct prior to admittance to the school.
 - Review school operations in light of the Child Safety Standards to ensure compliance
 - Ensured all school events, including social events, were compliant •
 - Ensured all staff completed professional learning modules - Mandatory Reporting
 - Incorporated Child Safety into the staff induction processes for all staff
 - Included Child Safety in all contracts
 - Committed the school to Respectful Relationships Partnership
 - Implemented 'Protect: Identifying and Responding to all Forms of Abuse in Victorian Schools
 - Risk assessments were carried out especially in regard to offsite activities
 - We continued to implement strategies to increase student efficacy and empowerment

Ensuring child safety, especially during the flow of learning between on-site and remote, demanded greater awareness on the part of staff and increased communication with parents. Attendance was closely monitored during remote learning and absences followed up with families. We closely monitored students emotional state, regularly checking in with families and maintaining specialised support. Staff maintained comprehensive records in relation to students and followed school policies and procedures in regard to mandatory reporting and reporting concerns to school leadership. Strong home -school relationships were essential in monitoring Child Safety.

Leadership

Goals & Intended Outcomes

LEADERSHIP AND MANAGEMENT GOALS

- The school maintains a culture of professional learning that is research and evidence-informed.
- That the school has documented plans, structures, practices and processes to support the delivery of a high-quality curriculum.
- The principal uses a range of methods to ensure that the school's resources (financial, physical and staff) are effectively managed.

Achievements

During 2022 the leadership of the school was focused on supporting staff and students in the return to onsite learning and ensuring that the curriculum offered to students aimed at bridging gaps in the children's education following two years of COVID whilst still providing a rigorous, engaging learning program.

At all times during 2022, the leadership team was responsive to the needs of staff, students and the community,

Staff were offered a range of professional learning opportunities throughout the year with most participating in:

- Faith development through engagement with School based learning modules
- Accredited Faith and Life modules: Lent, Advent, Laudato Si
- The Pedagogy of Encounter within our Faith and Life learning and teaching
- Visible Learning ongoing learning
- Literacy
- Mathematics
- Mandatory Reporting
- Attendance at various network meetings
- Positive Psychology
- Personal well-being and resilience following trauma
- The Resilience Project

The school continued its focus on addressing the outcome of its PYP evaluation particularly in building teacher capacity to deliver an engaging curriculum to our students within the PYP framework and the pedagogy of inquiry. Staff members undertook extended professional learning modules in relation to the delivery of the PYP:

- Making the PYP Happen (Classroom Teachers)
- Introduction to the language of the PYP (Classroom Teachers)
- Building for the Future (Leadership Team)

All teaching staff were involved in a review of the school's practice in relation to all spheres of School Improvement Framework and in the setting of priorities going forward.

Consistent whole school practice within Learning and Teaching was a key improvement strategy. To this end, continued its partnership with Corwin Education, completing Year Two of the professional learning program.

- Whole staff Professional Learning focusing on Learning Intentions, Success Criteria and Feedback (Evidence into Action 3 and 4, Developing Visible Learners) Solo Taxonomy
- Professional Learning for the Leadership Team
- Data collection and analysis which included input from students

In response to student need, especially following two years of disrupted learning, the school began in partnership with The Resilience Project which saw the adoption of a whole school approach to resilience and well-being which involved learning for students, staff and parents. To further support student well-being the school extended the role of the Well-being leader to allow time for intervention groups and student leadership meetings.

In regard to future planning, the school engaged Law Architects to begin working on a Master Plan for the school to ensure our students learning in a physical environment that supports our Pedagogical Vision. The Master Plan will also provide and enhance specialist learning areas, community space and outdoor areas.

The school remains financially very well-managed, ensuring the provision of excellent resources, both human and material, to meet the needs of all learners in a safe environment.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

As outlined in the Leadership and Management section the staff of Our Lady of the Nativity School participated in a wide range of Professional Learning activities. Many of these activities aligned with our school improvement plan and annual action plan and were therefore reflection of school wide priorities. Staff were also encouraged to pursue professional learning that enhanced their own professional practice and aligned with personal goals.

Professional learning at Our Lady of the Nativity took many forms:

Externally facilitated whole school professional learning:

- Visible Learning via Corwin Australia
- First Aid
- Mathematics

Professional Learning for target groups or individuals

- International Baccalaureate online courses
- Visible Learning for school leadership

- The Resilience Project for school leadership
- Mathematics
- Positive Psychology
- Special Needs education
- Administration - ICON
- MacqLit

Network meetings and professional organisations

- Principal, Deputy, RE, PYP, Arts, Well-being, Learning Diversity
- Teach meets through the IB

School-based Professional Learning

- Faith and Life extended modules
- Staff meetings
- Professional Learning Team Meetings - literacy, maths, learning diversity, well-being, PYP
- Comprehensive mentoring/induction program for beginning teachers
- Curriculum moderation in writing and mathematics
- Whole school curriculum planning and evaluation

Number of teachers who participated in PL in 2022	34
Average expenditure per teacher for PL	\$1400

TEACHER SATISFACTION

2022 was our first full year back in the classrooms since COVID began. Although staff were excited to be back in the classroom, there were also some fear aspects to contend with and COVID fatigue did set in. Overall though, the school staff positivity was at a high level as demonstrated through their commitment to the students, staff discussions, anecdotal observations and data collected from the MAC SIS survey.

This year the staff identified many areas where they were not only satisfied but the results from the MAC SIS data showed that satisfaction levels were up from 65% in 2021 to 70% in 2022.

These areas included;

- School Climate – The staff commended the students on their enthusiasm towards school, their learning and each other and on their overall respectful interactions. The staff indicated on the MAC SIS survey that they work in a positive work environment with supportive colleagues who foster respectful collegial relationships. The data in this area indicated a growth of over 10% based on 2021’s rating to 86% satisfaction .

- **School Leadership** – The staff results in the area of leadership were mixed. Staff relationships were positive, a fact that is not only evident through the MAC SIS results but in the day to day interactions between staff members. The staff survey data indicated that leadership is supportive, respectful and understanding. The data shows that the staff believe that leadership has fostered a positive culture within the school community. It also shows that leaders are knowledgeable, have a positive influence over the quality of their teaching and work for the best interest of the school. The data in these areas are equal to or slightly above that of the MACS average. The perception of leadership as a whole has shown positive growth in some areas, the most significant being in the area of relationships which has grown to 83% on the MAC SIS data survey, this was slightly above the MACS average of 79%.
- **Professional Learning and Team Collaboration**- The staff agreed that they have an understanding of the School Improvement Plan and that this has been connected to their professional learning opportunities provided by the school. Professional learning has been designed to improve teaching practice and in response to teachers’ learning needs. Teachers are in agreement with this and have indicated in the MAC SIS survey that the 2022 professional learning has assisted their overall teaching and assessment practices. Staff value collaboration and as a school collaboration at a number of levels including; learning level, team level, and content area level was encouraged. Collaboration included planning and evaluating lessons and extra curricula activities and learning about best teaching strategies. This time was also used to discuss student data, their progress and next learning steps. Teachers believe this time to be very valuable though is never long enough with growing workloads continuing to be an ongoing concern. These areas have seen positive growth with collaboration to improve teaching and learning showing an 84% positive rating, the MACS average being 71%.
- **Catholic Identity** – The MAC SIS data demonstrated that the Catholic Identity of the school is strong according to the teacher satisfaction survey data. Catholic beliefs and practices underpinning the policies and practices of the school were clearly communicated by leadership and were understood and valued by all staff members. Multiple opportunities were provided for staff to engage in rich and meaningful prayer including; professional development days, staff meetings, assemblies and school/class masses. The school has a living Charism that is not only felt but seen and lived in both words and actions. Teachers’ perceptions of the faith leadership and of Catholic Identity in the school was up to 94%, this was 20% higher than the MACS average of 74%.

Overall the staff were satisfied and should be commended on the professional, respectful and caring manner with which they approach the school community as a whole.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	81.4%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	90.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	16.7%
Graduate	8.3%
Graduate Certificate	4.2%
Bachelor Degree	87.5%
Advanced Diploma	16.7%
No Qualifications Listed	12.5%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	34.0
Teaching Staff (FTE)	26.8
Non-Teaching Staff (Headcount)	19.0
Non-Teaching Staff (FTE)	14.5
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Priority /Goal: To enhance family engagement and strengthen community partnerships.

Outcome 1:

To re-engage all members of the school community with the school through active participation and outreach.

Outcome 2:

All members of our community demonstrate a commitment to the school's Franciscan charism and catholic mission.

Achievements

After two years of interrupted learning due to COVID lockdowns, the school faced the challenge of fostering an open and welcoming community environment while still maintaining COVID rules. The school was able to facilitate outdoor welcoming events such as Welcoming new families into the school with morning tea on the school oval.

Lines of communication were kept open by a variety of means including; face to face either in the classroom or on the school yard, phone conversations, meeting began via Zoom and then went live, much to everyone's joy. The newsletter, FlexiSchools app for notifications, Operoo for all permissions and social media (Facebook and Instagram) all became vital tools for communicating effectively and efficiently with the wider school community. All of this was put in place in order to continue to foster good relationships and build a positive rapport with families within the community.

Families were invited to participate by assisting on excursions, through virtual and live incursions and assisting in the classroom once rules relaxed. Families were also invited to participate in and attend school events such as St Joseph's Table, Franciscan Food Van donations, Clean Up Schools Day, family masses etc

A link also began with the retirement village that was established next door to the school. A link that the school hopes will continue to grow and flourish.

The school's Parents and Friends committee worked towards re building community engagement that was lost during the COVID years by hosting a number of events. The most prominent of those being year level dinners, the Gala Ball, sausage sizzles at the school carols night and the first fete that the school has had in over ten years. All events were extremely successful and well received by all.

A School Advisory Council was established in accordance with MACS guidelines and began their meetings with a future focus by discussing possibilities of the school's master plan.

The school continued to develop and strengthen community partnerships by engaging with the wider community to enhance learning. These partnerships included; -zoo partnerships

-STEM Mad projects through Melbourne Archdiocese Catholic Schools, -the relationship developed with retirement village next door -Hope in a suitcase; action after Confirmation for the

Year 6 students, connections to the local RSL association, and sustainability on the River, and Kindergarten children visits just to name a few.

The school will continue to foster an environment where the wider community feels welcome, is nurturing, warm, engaging and is open and transparent in all interactions.

PARENT SATISFACTION

Although children were back in the classrooms in 2022, strict COVID restrictions meant that parents and other family members were not able to be in classrooms or even onsite for a large portion of the year. This greatly impacted parental engagement and home/school connections and relationships.

It is important to note that the invitation to complete the MACS SIS survey was only taken up by ten out of a possible two hundred and fifty five families within the school, this comprised of eight males and two females. The data then is only representative of approximately 4% of the parent population of the school.

Nonetheless, MAC SIS survey data highlighted the following:

- Parents were more likely to recommend the school to prospective parents in 2022 than they were in 2021. This was up from 71% in 2021 to 80% in 2022
- Parents believe that their children feel they belong at the school and feel connected. This was at 90% while the MACS average was 86%
- The data shows that parents believe that the school values the diversity of children's backgrounds. This was at 90% which was 5% above the MACS average of 85%
- Parents were in 100% agreement that teacher's met their children's learning needs.
- The catholic mission of the school as well as respect for those beliefs and practices is emphasised within the school community. The data in these areas was all up to 90% with the MACS averages ranging from 81% to 86%.

Based on anecdotal evidence, parents were generally understanding of the restrictions placed upon us all and appreciative of all that the staff and school were doing for their children and wider community. By the middle to end of 2022 all restrictions had been lifted and parents were welcomed back into the school, the classrooms and to special events. This really helped to repair the feeling of connectedness but will be something to continue working on in 2023.

Future Directions

Our Lady of the Nativity School remains future focussed on all aspects of school development. Our Franciscan Spirituality, enlivened by the Gospels, remains the foundation of all that we do. We are committed to strengthening our lived spirituality within our community. All aspects of the students' education will continue to be inspired by the integration of faith and life, empowering our students to view contemporary culture and issues through the lens of the Gospels. Our Curriculum development will focus on continuing the Visible Learning project with Corwin Education in order to make learning foci explicit to students and empowering them to articulate their learning achievement and needs as well as providing them with greater opportunity for authentic agency in all aspects of their learning and school life. Continuing to embed all elements of the Primary Years Program and working towards our next formal evaluation will be a further priority for learning and teaching. Ensuring students achieve a 12-month expected growth in key competencies will remain a focus of professional learning, assessment and differentiated learning. We will continue to implement The Resilience Project as a core improvement strategy for Student Well-being through the provision of staff professional learning, a strong well-being curriculum and parent engagement. This will be supported and strengthened by comprehensive well-being practices and personal within the school and engagement with outside agencies. The school will work with Law Architects and MACS to develop a master plan for the school to ensure that the learning environment supports our students and both current and future pedagogical practice.