



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Our Lady of Perpetual Help School

Our Ladys School, RINGWOOD 3134

Principal: Jennifer Rohan

Web: www.olringwood.catholic.edu.au

Registration: 1342, E Number: E1132

Principal's Attestation

I, Jennifer Rohan, attest that Our Lady of Perpetual Help 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 29 Apr 2024

About this report

Our Lady of Perpetual Help 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 School Vision

'Growing together, in faith, for the future.'

Our School Mission

At Our Lady's Ringwood, the individual is encouraged to develop as a whole person, with Catholic values as the foundation of all learning.

- We aspire to support each individual's faith journey through teaching and modelling Catholic faith, tradition, ethos and values.
- We aspire to provide a supportive, inclusive environment where everyone feels safe and valued.
- We aspire to celebrate and encourage a supportive relationship between parish, school and the wider community.
- We aspire to develop individual and collective leadership skills through positive example and active support.
- We aspire to provide an optimum learning environment, which engages and stimulates individuals on their journey as life-long learners.
- We aspire to be proactive towards social justice issues by living out the Gospel values of love, compassion, justice and truth, where the dignity of the human person is respected

School Overview

School Overview

Our Lady's School is part of the wider Parish community of Our Lady of Perpetual Help, Ringwood. We are part of the Parish/Mission of Mitcham and Fr Dispin John is our Parish Priest.

The following provides some general information about the school composition in 2023.

Our enrolment at the August Census was 260 in 2023.

We arranged our students in eleven groupings, as follows: one x Prep, three x 1/2 (Junior), three x 3/4 (Middle) and four x 5/6 (Senior) classes. The average class size was 21 students.

Our Lady's had a staff of 33, with 16 full-time and 17 part-time staff, 6 ESO staff and 2 admin personnel. Our Positions of Leadership, in addition to our Principal and Deputy Principal, included leaders of Religious Education, English, Mathematics, Learning and Teaching, Student Well being, Digital Technologies (ICT), Learning Diversity and Level leaders [Prep, 1/2, 3/4, 5/6].

We provided Specialist classes in LOTE – Italian, Performing Arts, Visual Arts and Physical Education and Auslan. Students had the option of learning an instrument through a private company whose teachers attend during school hours.

In line with our School Improvement Plan (2021-2024), our Key Improvement Strategies are as follows:

Identification and reflection approaches being used across the school, encouraging teacher voice.

Implementation of Catholic Social Teachings across the curriculum.

Align Professional Learning opportunities to SIP and Staff Professional Learning Goals.

Visible learning is co-constructed by teachers and student.

Principal's Report

2023 was my first year as Principal at Our Lady of Perpetual Help Primary School.

I was warmly welcomed by Staff, Students, Parents and the Parish community.

It became very evident that the school has a rich tradition of supporting families and creating a strong community and family atmosphere. An identifiable feature of our school is the care and dedication of staff and their commitment to the needs of all students.

Our Lady's School is a caring Catholic community with many families selecting the school based on our Catholic ethos and values, reputation within the local community and our size, where all children and staff have the opportunity to get to know each other.

The school continued the School Improvement Learning Collaborative and working with MACS staff and Dr. Simon Breakspear. This continued reinforcement of Visible Learning in all classrooms including Data Walls, Bump it Up, 5 Questions, 14 Parameters etc.)

The 'Learning walks' have given the opportunity for professional dialogue and this is to be used to improve teaching that will enhance the students' opportunities for learning.

A School Closure day enabled us to visit Schools in our Region to see best practise in this learning space and plan future actions.

During the 2023 year, we have offered many opportunities for the students to engage in rich, deep learning, linked to the curriculum and the real world. Many memorable moments include the Sacramental celebrations for the Catholic students in Level Three, Four and Six and the School Production.

The administration area was updated and a soft refurbishment took place with the vision to extend to Library area in 2024.

A highlight for me as the new Principal at Our Lady's was Annual School Fete. In Term 1 we embarked on the challenge to "Save Our Fete" and it was a great achievement by all stakeholders to continue the Fete this year. An outstanding Community event and our local area.

Our continuing aim is to focus on living out our Vision of 'Growing together, in faith, for the future' through all facets of school life.

Catholic Identity and Mission

Goals & Intended Outcomes

To grow as a living Catholic community, strengthening students' relationship with Christ and enabling them to experience the Faith in a way that is meaningful and inspiring in today's world.

That student understanding of and engagement with the Catholic faith and tradition is deepened, visible and connected to real life

Achievements

In 2023 there was a continued focus on providing opportunities for staff to explore and dialogue around the Renewed Religious Education Curriculum Framework.

We also now have a 'Catholic Social Teaching' as a driver for all our Concept Based Learning.

We continue to grow as 'a living catholic community' as we provide many experiences of faith development for the students at Our Lady's School.

We have implemented Mini Vinnies as part of our social justice actions.

We continue to work closely with our local St Vincent de Paul conference on action around their Winter and Christmas Appeal.

We have a positive working relationship with the Parish Catechist, enabling Sacrament preparation as a Parish to be inclusive and collaborative. Our Eucharist Parent Reflection Night was led by Carly Anderson and focused on Imaginative Prayer with a Scripture focus. For our Confirmation Reflection Day we worked as a wider Parish and employed Gen Byrant and her team to work with our students on deepening their relationship with God.

In 2023 our students were regularly attending Mass or a Parish Liturgy.

During the year, the staff participated in a professional learning to further our knowledge. Fr. Elio led a professional learning session at the beginning of the year focussing on religious art and the symbolism within. Fr Dipsin led the staff through a 'teaching' Mass to deepen their understanding of the significance of the different sections of the Mass. Further Professional learning during the school year was offered by

MACS RE Team focused on Enabling the Voice of Faith in RE classrooms and Religious Education and the Victorian Curriculum.

Mentoring of new REL.

Value Added

Through Concept Based Learning teachers were able to authentically integrate the Religious Education Curriculum with the Learning Concepts for 2023; Respect Matters [Term One], Food & Fibre [Term Two], Multimedia [Term 3] and Consumer and Financial Literacy [Term 4] .

Staff meetings focused on mapping units against the Religious Education Framework.

Teachers used the RE standards to plan for cohesive and scaffolded learning. When planning teachers referred to the Framework and document the relevant standards and descriptors.

Meditation continued twice a week, with a focus on the Gospel of the Week, Sacraments or special feast days. This is an embedded practice within the school and is run by the Year Six student leaders.

A whole school approach to the Sacraments also continued. All students from Prep to Year Six were exposed to the Sacraments. This was seen as an opportunity for all children to develop their understanding of the Sacraments at an age appropriate level, an opportunity to encounter and deepen their knowledge of the Sacraments earlier in their faith education.

The REL assisted the Middle and Senior Levels in planning for the Sacrament of Reconciliation, Eucharist and Confirmation. The children were well prepared for the Sacraments.

The school now has another REL who is able to guide the staff in their understanding and implementation of the RE Curriculum.

Learning and Teaching

Goals & Intended Outcomes

Strategic Intent

To develop a deep learning culture of powerful evidenced-based teaching, in the context of our Catholic school community, where all staff and students are considered leaders of their learning.

To implement highly effective teaching strategies, utilising research-based teaching practices, to ensure that every student is engaged, challenged and learning successfully.

- that the school will have a clear pedagogical approach to drive effective teaching practices
- that regular and timely feedback processes are embedded for effective teaching and learning for staff and students
 - that the school will engage with the broader community to build educational partnerships

To create a professional team of highly able staff, through continuous professional improvement and collaboration, with a shared responsibility for the learning and success of all students.

- that teachers have high levels of confidence and understanding of the curriculum
- that all staff have a strategic professional learning plan for ongoing knowledge and development of skills to improve student learning
- that modelling and coaching processes are implemented to improve collective teacher efficacy

To enhance student voice, agency and leadership to develop independence and to strengthen teacher/student relationships

- that effective student leadership structures are implemented across the school
 - that students regularly co-construct their learning

Achievements

This Year at Our Lady of Perpetual Help, it was the year of 'New Beginnings'. We began the school year with a new school Principal Jenny Rohan and many new staff members and leadership members. In leading the Teaching and Learning Sphere our main priorities were driven by our School Improvement Framework (SIF) where we took a deep drive into effective pedagogical practices, expert teaching teams and empowering student voice in all learning opportunities. With new beginnings comes opportunities and in teaching and learning we worked collaboratively in teams. We were guided by the works and expertise of both Lyn Sharratt and Simon Breakspear. We used thinking tools to develop our shared beliefs and understandings and we were all accountability partners in the learning process.

Throughout the year many elements of teaching practices were explored, investigated and refined.

We continued to work upon consistency across our school. We had open conversations and shared our knowledge of planners, how they were being used and how we could use them more effectively. Each term we refined and made changes when required.

We continued to use Learning Intentions and Success Criteria to help make our lesson more explicit.

We had many professional learning sessions about the purpose and use of 'third teacher' and explored our classrooms to see current practices.

We had a whole school closure day to help support effective pedagogical practices. We visited two schools within our zone to see Lyn Sharrat's work being modeled. Teacher's participated in Learning Walks asking students the five questions. We also walked through learning spaces observing the pedagogical practices being used in the hope to build upon our teachers' professional learning. We used the Assessment Waterfall as a visual to see where we all fell within our professional learning journey.

Facilitated planning sessions continued termly in order to prepare and engage in professional dialogue for the learning that was to occur in the upcoming term. We refined our practices and models based on the teacher's voice to improve how our teams worked.

Termly documentation was populated collaboratively and used to guide the teachers and students in their learning. All documentation was stored on the Google drive for all to access.

We introduced hard copy portfolios as an opportunity for teachers to showcase their students' learning over the semester. This replaced digital portfolios and were implemented from Prep to Year Six.

Attended termly Network meetings provided by MACS and liaised with other Learning and Teaching Leaders within the zone. These covered a selection of foci, including;

Learning Walks and Talks

Flourishing Learner- MACS 2030 strategy

Science Of Reading

SILC Learning Expo

Student Agency/ Student Engagement

I look forward to working and building upon our 2023 learning journey in 2024. Natasha Watt

In English throughout 2023, we have aspired to provide an optimum learning environment in order to maximise the literacy development of each student to successfully engage in the world now and for the future. We have considered the goals within our School Improvement Framework (SIF) in order to develop effective pedagogical practices, expert teaching teams and promote student empowerment in English.

The key ways in which our above English vision and SIF goals have been achieved were through:

engaging in Professional Learning, particularly focussing on the area of Writing,
engaging with Dr Lyn Sharrat's work, namely the 14 Parameters for School Improvement, the Waterfall Model and putting faces on the data through the collaborative production of Data Walls,
discussion of student data more broadly, for the purpose of informing teaching and to address individual student needs,
access to a variety of technological resources including whiteboards and chromebooks.
Students have had access to various online programs (e.g. Reading Eggs) as well as having the opportunity to delve deep into literature through our well-resourced collection of books which have been added to this year,
participation in initiatives such as the 2023 Victorian Premiers' Reading Challenge, where students were encouraged to discover the joys of reading,
celebrating National Literacy and Numeracy Week, which recognises the achievements of students and the work of teachers, parents and members of the community who support young people in developing stronger literacy and numeracy skills, and
engaging with the school community through offering the Learning About Literacy parent course, which aims to build links between school and home and encourage classroom helpers within the learning spaces.

It has been a successful year of learning in English this year and we look forward to continued success next year. - Maryanne Braby (Prep-Six English Leader)

This year, under the guidance of a new Principal, Ms Jennifer Rohan, OLPH lifted the profile of Maths and Literacy. The vision for the year was to have a consistent pedagogy throughout the school (P-6). The beginning of the year, classroom teachers were encouraged to have a lesson on 'What Makes A Good Mathematician'. This provocation provided discussions on what it looks like, sounds like and feels like to make mistakes and build a positive growth mindset around taking risks in Mathematics.

Through clear non-negotiables and documentation, staff were able to adapt a planner that complemented explicit teaching and the LESR model. Mathematic PLMs were scheduled fortnightly to share teacher success within the mathematics classroom and to continue to upskill all.

PLM's through the year consisted of;

Clear whole school pedagogy for mathematics
Formation of target teaching groups
Best practice in targeting student needs (enabling and extending)
Pre-planning of rich focus group activities, open tasks learning tasks accessible for all students
Share success and resources throughout levels
Upskilling staff with seminars provided by MACS
Development of Mathematics Heatmap
Moderation of student work
Data analysis of student assessments
Revise and trial assessment schedule (including the adaptive PATM)

In 2022, a Mathematics Leadership Grant was awarded to OLPH- this grant was extended into 2023. In 2023, the leadership grant has continued to contributed to the

Development of 'Mathematics Improvement Plan'
Professional Learning in MOI
Purchase of teacher Maths resources
Re-purchase of Bigbooks subscription
Purchase of classroom equipment
Intervention time allotment

Maths Intervention has also continued into 2023, with the allocation of funding through the Tutor Learning Initiative, I was able to continue to;

Selected students to receive tutoring
Offered 1:1 / small group tutoring sessions to the selected students - 30+ sessions
Communicated growth and next steps to class teachers
Completed a written student report for all students
Attendance at Network meetings
Liaising with the Leadership Team and Intervention Team.

MACS Regional Network Meetings were attended regularly and covered a variety of foci, including;

Strategies for Teaching Mathematics
Key Concepts in Mathematics
Bump It Up Walls - Mathematics
Mathematics Online Interview

I am extremely grateful for the ongoing support offered by the Leadership Team and wish OLPH all the best for 2024.

Thank you,

Cathy Hill (Mathematics Leader)

Student Learning Outcomes

Students participated in ongoing assessment to teach to the point of need.

Data walls used to track student progress in English and Maths.

Learning walks by the Principal and Deputy Principal/ Teaching and Learning Leader who ask

the students; What are you learning? How are you going? How do you know? Where/Who do

you go to for help? How are you going to improve?

Intervention

Maths intervention Year 1 - Year 6 in small focus groups.

English Intervention P-6

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	401	47%
	Year 5	497	69%
Numeracy	Year 3	401	64%
	Year 5	490	58%
Reading	Year 3	396	65%
	Year 5	509	80%
Spelling	Year 3	395	58%
	Year 5	506	80%
Writing	Year 3	421	81%
	Year 5	509	88%

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

Student Wellbeing

Goals & Intended Outcomes

To create a professional team of highly able staff, through continuous professional improvement and collaboration, with a shared responsibility for the learning and success of all students.

To enhance student voice, agency and leadership to develop independence and to strengthen teacher/student relationships

Achievements

This Year at Our Lady of Perpetual Help, it was the year of 'New Beginnings'. We began the school year with a new school Principal Jenny Rohan and many new staff members and leadership members. In leading the Wellbeing Sphere our main priorities were driven by our School Improvement Framework (SIF) where we continued to work collaboratively in expert teaching teams and empowering student voice in all learning opportunities. It was very important that all within our community felt welcomed and part of our school community of Our Lady's. At Our Lady's we have continued to nurture and support our students in all elements of wellbeing.

Our school continues to provide an excellent opportunity to nurture strong relationships between children, staff, and parents. Our welcoming and supportive approach ensured that everyone felt appreciated and respected.

Value Added

In the year of 'New Beginnings' we began our school year with a focus on Relationships. We took a deep dive into getting to know one another and building our class and school community. Our behaviour matrix is a real focus at this time when we look at classroom expectations and routines. We use our FAIR matrix to build upon these expectations.

Staff teach SEL through the RRRR program- Respectful Relationships initiative. As a school we focus on topics one to six to help drive our teaching along with Zones of Regulation, Circle Time and our FAIR Matrix.

We continued to build relationships with external services and Worked closely with Orange Door and liaising with them to support our students and their families to access assistance and help from external agencies.

Continued Professional Learning has been implemented to embed the understanding of the child safe standards, these are regularly addressed as we need to ensure as a school that they are continually observed and addressed in the best interest of our students.

Our Student Representative Council (SRC) is a group of students that work together to improve our school. It is an opportunity to enhance student voice and engagement. The SRC's have assisted with making decisions such as providing their voice on grant applications and building projects and they also plan for fundraising events to support our nominated social justice projects.

Continued to work on the Executive of the Wellbeing Team for the network to help plan, facilitate and enrich the professional development of all Wellbeing Leaders in the Network. Attendance at Professional Learning Networks for Wellbeing Leaders and continuing to work closely with my Network Cluster to build my professional capacity.

All teaching & non-teaching staff members participate in annual Child Safety Standards 'refresher training' and Staff members have completed the Victorian Department of Education and Training's on-line Mandatory Reporting module.

Natasha Watt wellbeing Leader

Student Satisfaction

Pat Wellbeing data and surveys help drive the teaching and learning. It has been used as a resource to collect evidence so that we can have informed student data. As a school we continue to use it from Year one to six administering the same survey to all students. It has informed staff about their students' and allowed their students to have a voice. PAT Wellbeing is analyzed twice yearly and used to help support the planning of Social and Emotional Learning (SEL) programs and Circle Time sessions.

Student Attendance

Attendance

In general, students and their parents see the value of attending school regularly. We firmly believe regular attendance at school is very important to ensure continuity of learning for all students and enables children to develop social skills, build friendships, and develop skills in teamwork, communication and a healthy self-esteem.

Non attendance

The roll is taken twice a day 9:30 & 2:30 (morning & afternoon).

Parents are requested to send an absent note to school and can also contact the school via phone call to office /Flexibuzz App or email if a child is absent.

Unexplained absences are followed up via phone call, by 9:30 each day without notification.

Parents are encouraged to send children to school whenever well.

Parents are requested NOT to send children to school if child is feeling unwell and are contacted to pick up child if child presents as unwell at school.

Meetings are conducted with parents should school refusal or anxiety about attendance arise.

Average Student Attendance Rate by Year Level	
Y01	91.6%
Y02	93.4%
Y03	93.6%
Y04	91.6%
Y05	94.6%
Y06	93.0%
Overall average attendance	93.0%

Leadership

Goals & Intended Outcomes

To further develop a positive team culture characterised by a shared vision, active staff engagement and a focus on continuous improvement.

That there is a responsive team environment which encourages and supports empowerment and collaboration.

Achievements

This year we have continued to be a part of the School Improvement Learning Collaborative with Dr.Simon Breakspear through the support of Catholic Education Melbourne Eastern Region.

We are continuing to implement the Parameters and all learning from other schools and analysing data and using action research to track our progress for improvement. Each day we endeavour to go on a Learning Walk into the classrooms to seek feedback from the students about their learning.

All leaders attend network meetings in their sphere to maintain a high level of current knowledge and best practises in education.

The school has continued to have a strong commitment to Leadership Management in 2023 by having consistent representatives across all levels of the school being part of the Leadership team. The school's leadership team consisting of Jennifer Rohan (Principal), Lis Thompson (Deputy Principal, RE Leader), Angela Trujillo (RE Leader), Natasha Watt (T&L and Wellbeing Leader), Rebecca Randall (Diversity Leader), Maryanne Braby (English Leader) and Cathy Hill (Mathematics Leader) met weekly to address School Improvement.

Our Level Leaders Prep Madeleine Ward, 1/2 Amanda Kelly, 3/4 3/4 Joanna Papalitsas, 5/6 Melissa Challis meet fortnightly with all the Leadership team.

Regular PLT's in Maths and Literacy, as well as the other Key learning areas, continues to improve pedagogy knowledge for staff and this continues to increase the professional dialogue within sessions. New professional relationships continue to develop and this is evident by the support given to each other in times of need, both personal and professional.

Excellent communication of all staff matters is maintained via Weekly Staff Briefings, minutes of meetings and an online Google calendar of school activities.

The promotion of the `Flexischools' app as a main form of communication, to further enhance communication between parents and the school. Parents are able to record absences, contact staff and check the school calendar via the app. The school is also able to 'push' notifications to parents to inform them of upcoming events.

The continued use of Operoo, a digital platform / portal for medical and permissions forms. Our Operoo administration team carried out data transfers and set up a new system to alleviate completing medical forms for every excursion that occurs at school. All parents/caregivers were asked to create a digital profile so they share student information with the school that is relevant for the safety and wellbeing of the child. This allows the parents to control the information shared with the school on a regular basis.

School Tours for prospective parents, including online tours and meetings during remote learning.

The continuation of back to back planning, as well as the opportunity to meet with Leaders and facilitated planning have created continuity and consistency between grades.

Evidence of the school's continued managerial practices include:

- Regular Weekly Briefings sent out
- Literacy and Numeracy Professional Learning Teams
- Working with Network leaders within MACS.
- School Leadership team meetings all levels represented
- Leadership meetings with MACS staff to build Leadership skills.

- Annual Review meetings
- Regular staff PSG meetings that highlight the needs of students at risk
- Use of data to inform Teaching and Learning
- Weekly Facilitated planning
- Leadership and staff to focus on improvement through our School Improvement Plan and Annual Action Plan, (Education in Faith, Teaching & Learning, Student Wellbeing, School Community & Leadership & Management).
- Maintenance issues throughout the school were addressed and a new maintenance person employed.
- Policies updated for review

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>All staff attended Professional Development days to ensure that they are up to date with the current philosophies and practices within education. A teacher's professional learning includes full day in-services, school closure guest speakers, study leave expenditure, graduate teacher extra release, journals and staff resources.</p> <p>Professional Learning for staff has included: Check this</p> <ul style="list-style-type: none"> ● Religious Education Leaders Network ● Primary Student Services Network ● Transition for Students with Additional Needs ● Preparing LNSLN Applications ● Leadership for Learning & Teaching in the Eastern Region ● Regional Deputy Principal Network ● Regional Mathematics Leadership Cluster including P-2 Early Number ● Learning Collaborative -Lyn Sharratt ● Personalised Learning Plans ● NCCD ● Professional learning teams in Maths PLT - P – 6 ● Professional learning teams in Literacy P – 6 ● P - 6 Reporting session <p>There is of course other Professional learning that occurs on a daily basis including the expectations of staff at the commencement of the year, information sessions with outside agencies</p>	
Number of teachers who participated in PL in 2023	31
Average expenditure per teacher for PL	\$200.00

Teacher Satisfaction

Our staff data shows a strength in support for teams, collective efficacy and positive school climate. Staff consistently work together to improve student outcomes.

Staff are to be congratulated on their continued efforts to assist all students in progressing their learning and maintaining a strong a sense well-being in our students.

Teacher Qualifications	
Doctorate	0.0%
Masters	4.3%
Graduate	0.0%
Graduate Certificate	4.3%
Bachelor Degree	17.4%
Advanced Diploma	8.7%
No Qualifications Listed	65.2%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	22.0
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	7.4
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To implement highly effective teaching strategies, utilising research-based teaching practices, to ensure that every student is engaged, challenged and learning successfully.

- That the school will engage with the broader community to build educational partnerships

Achievements

The School welcomed the new Principal Jenny Rohan to the community.

Our school is very greatly supported by a dedicated parent community who seek many opportunities to participate in the life of the school through; the classroom helpers program, a dynamic, Fete committee, Parent and Friends and School Advisory Board and all their subcommittees and numerous other school activities. In 2023 new members joined the Fete committee and this enabled us to "Save the Fete".

Community events:

Social and fundraising activities organised through the Parents' Association raised additional funds for the school's needs, including a welcome back to school BBQ, special lunches and a Disco for the children.

The Parents' Association hosted a Father's Day & Graduation Breakfast for our graduating students in 2023. The Father's Day Breakfast was greatly supported by the community with approx 400 people attending.

Grandparents and Special Friends Mass - in celebrating our wonderful Grandparents and Friends.

Annual events Twilight Sports and Carols on the Green were well attended.

Bi annual School Production was another highlight for our Community.

The Newsletter provided regular information about all programs within the school. During each term, the Levels, Specialists and those responsible for certain key areas reported about the focus/development in that area.

Teachers provided a Newsletter for parents each term outlining the topics to be covered and key events.

Parent Satisfaction

Only a small sample of families completed the MACSSIS surveys and moving forward we will explore how to encourage and have more families completing these valuable surveys to gain greater insights into our school and improvements.

Anecdotal feedback from families, it is evident that parents value the small, personal, cohesive community feel of the school and trust the teachers the care and educate their children. They recognise and appreciate the dedication of the staff in providing a rich and engaging learning environment.

It is important for this work to continue for the school values the relationship with the community and views it as an important connection in student learning. The survey results will continue to be investigated for school improvement in 2024.

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.olringwood.catholic.edu.au