



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### Our Lady Help of Christians School

26 Miller Street, BRUNSWICK 3056

Principal: Maree McIntosh

Web: [www.olbrunwickeast.catholic.edu.au](http://www.olbrunwickeast.catholic.edu.au)

Registration: 931, E Number: E1078

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## Principal's Attestation

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I, Maree McIntosh, attest that Our Lady Help of Christians 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 10 May 2024

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## About this report

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Our Lady Help of Christians 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](#).

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## Governing Authority Report

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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

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## Vision and Mission

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### School Vision

Our Lady Help of Christians is a Catholic Parish Primary School inspired by the person of Jesus. Founded by the Sisters of Mercy, we are guided by their service and values of respect, compassion and justice.

We have a dynamic and innovative learning and teaching environment that engages students to achieve success, develop resilience and embrace a passion for learning.

We are a welcoming and encouraging community that fosters positive relationships with thanks and forgiveness.

In partnership with families, Parish and the global community we celebrate our shared story and the richness and diversity of all.

***Enlivened by the life of Jesus with the love and compassion of Our Lady, we are a community of faith and learning; valuing diversity and respect for all.***

***To live justly, love tenderly and walk humbly with your God.***

***(Micah 6:8)***

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## School Overview

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Our Lady Help of Christians is a passionate and vibrant Catholic co-educational primary school comprising 275 students and 182 families. Our school vision derived from the guiding values of respect, compassion and justice inspired by the Sisters of Mercy, speaks of the great love God has for each of us and gives rise to the school's commitment to one another and the commitment to bear witness to the gospel in our words and action.

Our Lady Help of Christians' students come from the local parish and the surrounding community. We pride ourselves on our community's rich diversity and we encourage respect and acceptance of all. Our students are nurtured in a safe and loving environment, while stimulated by a rigorous curriculum with high expectations for all.

Our Lady Help of Christians was officially opened in 1911 on the site formerly occupied by Samaritan College (100 Barkly Street). The school was moved to its present site alongside the Church in 1939 with Sr. Xavier as Principal. Like many others in the Brunswick area, the site occupied by the Church and presbytery was a quarry in the late 19th century. For this reason, the foundations of these buildings were constructed considerably below ground level. This allowed a unique opportunity of also providing the parish with a spacious hall below the current Church. Facing the school's playground, the hall is easily accessed by the children and is sometimes used for different school events. The southern children's paved playground also bears testament to the site's history by its positioning below the level of Nicholson Street. This provides a quietening buffer from traffic, offers students enviable opportunities to play soccer/football and adds an interesting aspect of another level to the grounds.

There are 14 structured learning spaces and our specialist programs include the areas of STEM, Visual Arts, Physical Education and LOTE (Italian). These subjects complement and enhance our core programs in English, Maths, The Arts, Religious Education, Health, Science, Technology and Humanities incorporating Critical and Creative Thinking, Ethical, Intercultural, Personal and Social capabilities. We provide a curriculum that is contemporary and responds to the needs of the whole child, spiritually, physically, socially, emotionally and intellectually. We are striving to create critical and creative thinkers as we build an inquiry school: a school where all learning and teaching is centred in relationships as together, we inquire, challenge and learn together - students, staff and families.

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## Principal's Report

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It is with great pride and sense of achievement that I present the 2023 Annual Report to the school community. This report provides the school community with an overview of the key initiatives and events which have occurred throughout the 2023 school year. It provides an opportunity for the community to reflect on Our Lady Help of Christians' achievements and experience a sense of collective pride.

The 2023 school year saw many achievements at Our Lady Help of Christians. We participated in the MACS school review process which is held every four years. There were two components to the review process. The first component focused on school improvement through self-assessment, reflection and evidence collection. This supported the development and implementation of a new four year School Improvement Plan. The second component was based on school compliance ensuring that all external legislative and regulatory requirements were adhered to. Craig Tanner, the school's independent reviewer, conducted various focus group sessions with students, staff and parents and provided feedback on the operational practices of the school. The following strengths were highlighted in his report.

Staff, students and families acknowledge the support and guidance they receive from the school's executive leadership and the respectful culture this leadership has engendered.

The school's visible 'Outward Facing' philosophy promotes authentic learning and wellbeing partnerships with families and community, both local and wider. There are high levels of collective efficacy amongst the leadership team and staff, with a shared belief that as a collective, they can have a positive impact on student outcomes. The school effectively delivers an array of targeted intervention programs and procedures, including a range of adjustments tailored to meet a wide range of student learning, social and emotional needs.

I wish to thank members of the School Advisory Council and all other parents who gave their time to provide feedback. The following School Improvement Plan for the 2024-2027 review cycle was developed.

### **Priority 1**

*Learning and Teaching Culture*

#### **Goal**

*To embed a high-performance learning and teaching culture.*

#### **Intended Outcome**



*That all learners demonstrate growth in literacy and numeracy. That teachers are targeting students at point of need.*

## **Priority 2**

*Student Voice and Agency*

### **Goal**

*To amplify student voice and agency.*

### **Intended Outcome**

*That students are valued and active decision-makers in their school community on matters of student learning, wellbeing, safety and responsibility.*

## **Priority 3**

*Collaborative Partnerships*

### **Goal**

*To develop practices that support collaborative partnerships.*

### **Intended Outcome**

*That our whole school community is engaged in action for mission and justice.*

Data collection in the areas of Literacy and Numeracy continued to show strong growth, NAPLAN data indicating students once again continued to perform well above the state and national average indicating our teaching approaches are having a positive impact on student outcomes.

The social and emotional wellbeing of all children continued to be of the utmost importance with staff continuing significant learning via the Berry Street Education Model. This enabled staff to work collectively to support students with self regulation, social awareness and relationship building which supported student engagement and academic outcomes.

It was also exciting to be able to finally perform our school production, 'Lion King Jnr'. This performance was the culmination of many hours of work and the contributions of so many, all staff and students were heavily involved. We have many to thank for its success including

our Artist in Residence Casey Brown. All worked cooperatively to ensure the performance was a celebration of learning and for this we are very grateful. As always, the dedication, commitment, enthusiasm and shared responsibility of this event must be attributed to the diligence of all staff, in particular Jackie McGrath, Andrea Wals and Karina De Guisti. It is a privilege to be part of a school staff who take seriously their role in educating and developing creative, confident and independent learners, who continue to be very supportive of the ethos of the school.

I particularly wish to acknowledge the staff of Our Lady Help of Christians, who have played a pivotal role in fostering an effective school culture through their dedication, collaboration, and commitment to student success, their passion for education and belief in the potential of every student has contributed to a positive and supportive learning environment where students feel valued and empowered. By modelling respect, empathy, and professionalism, teachers have set the tone for positive interactions among students and colleagues alike. Their enthusiasm for learning inspires curiosity and engagement, encouraging students to take ownership of their education.

I would also like to thank Father Linh Pham and Father Tho Tran for all their support of Our Lady Help of Christians during the 2023 school year.

Ms Maree McIntosh

PRINCIPAL

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

To strengthen the Catholic identity and culture of the whole school community in order for the whole school community to know and respect the Catholic identity of the school and support the school's endeavours to enact it.

### Achievements

During 2023, significant events were celebrated through whole school liturgies and classroom lessons to maintain our strong Catholic identity. The Seasons of Lent, Easter, Advent and Christmas were marked with student led liturgies that incorporated scripture, prayer and reflection. Significant feast days, such as Our Lady Help of Christians, Saint Mary of the Cross and Saints Joachim and Anne, were celebrated at whole school Masses. Families were invited to attend all liturgies and Masses.

A Sacramental Program was facilitated to allow Catholic students to receive the Sacraments of Reconciliation (Year 3), Eucharist (Year Four) and Confirmation (Year 6). Throughout the preparation for these sacraments, classroom teachers assisted students to consider the importance to us as individuals and as a Catholic Community. Each sacramental class explored scripture that underpins their sacrament and rituals that are performed by the priests or bishops. Families were engaged in sacramental preparation through Family Evenings, facilitated by sacramental consultant, Maria Forde. Non-Catholic students joined in the preparation, entering into inter-faith dialogue, but did not undertake the sacraments.

Our school's Pedagogy of Encounter approach to teaching Religious Education was enhanced in a number of ways. Firstly, regular Professional Learning Team Meetings (PLTs) were planned and led to raise the capacity of classroom teachers. Led by the Religious Education Leader (REL), PLTs focused on deepening knowledge of scripture and teaching strategies, such as Godly Play and Bibliodrama. Secondly, the REL worked in classrooms with classroom teachers to model these teaching strategies. This allowed questions to be asked and feedback to be given. Finally, a two year scope and sequence was implemented to ensure that students develop their skills and understandings in a sequential manner and that they study a wide range of scripture to support their understanding.

## Value Added

In 2023 we:

- Celebrated all significant Catholic liturgical calendar events - Lent, Easter, Advent & Christmas.
- Prepared and celebrated whole school Masses for Beginning and End of Year Masses, Feast day of Our Lady Help of Christians, St Joachim & St Anne and St Mary MacKillop.
- Successfully implemented the Sacramental Programme, engaging families through sacramental evenings.
- Continued to embed the Pedagogy of Encounter approach to the learning and teaching of Religious Education.
- Undertook facilitated planning sessions in teaching teams that considered assessment data to ensure that teaching was targeted to the needs of the students.
- Attended a variety of Professional Development to enhance their knowledge and teach practices, such as:
  - Northern Region Network Professional Learning (MACS)
  - Sacramental Preparation Professional Learning (MACS)
  - Fanning the Flames (MACS)
  - Social Justice Awareness (Mark Clarke - Catholic Mission)
- Supported student Social Justice Leaders to coordinate a range of social justice initiatives raising awareness and funds for needy people, such as:
  - Project Compassion
  - St. Vincent de Paul Winter Appeal
  - Crazy Socks Day (Soctober) for Catholic Mission Australia
  - St. Vincent de Paul Christmas Hampers

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## Learning and Teaching

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### Goals & Intended Outcomes

To ensure Learning and Teaching meets all students at their point of need, placing emphasis on relative growth and to enable teachers to differentiate teaching.

### Achievements

During 2023 we were able to:

- Continue the school's commitment to a learner-centred approach by using feedback to inform practice which supports the development of life-long learners, equipped to engage in critical thinking and civic responsibility, this approach informs the design of the curriculum and the school's commitment to an inquiry program. Staff are invested in the school and endeavour to make a difference to the lives of the children they educate.
- Continue to draw on the work of Kath Murdoch by developing the staff's understanding of Inquiry Learning through an inquiry cycle: Tuning In, Finding Out, Sorting Out, Going Further, Reflecting and Acting. Inquiry Learning develops a number of learning dispositions and learning assets including being a researcher, a collaborator, self-manager, communicator and thinker.
- Continue to build a culture of inquiry across the school by unpacking and using the language of Kath Murdoch's Learning Dispositions and Learning Assets (thinker, collaborator, self manager, communicator, researcher).
- Build teacher capacity in understanding where students are in their learning through the use of a range of data sources (NAPLAN/ACER PAT Literacy and Numeracy/ Essential Assessment) as this informs the development of appropriately differentiated curriculum and teaching strategies to meet the needs of individual students and cohorts. Collaboration in year level planning teams is focussed on support for all students in an entire level rather than on particular classes assigned to each teacher. Reference to Learning Intentions and Success Criteria is well established.
- Effectively use our Learning Diversity Team including education support staff to further support students who require targeted intervention. The skilling and deployment of learning assistants is exemplary. Relationships between teachers and learning assistants are mutually respectful, allied with acknowledgment that the greatest expertise resides in the teacher. Sound communication strategies ensure that all staff work as a highly effective team.
- Continue to provide Personalised Learning Programs designed to address each student's point of need. Personalised Learning Programs include the Specific,

Measurable, Achievable, Relevant and Time-bound (SMART) goals that foster clear communication with families about their child's learning journey.

- Support teaching staff to apply knowledge of the NCCD, the broad categories of disability and levels of adjustments required to meet students' learning needs.
- Continue leadership professional learning with Simon Breaksphere in relation to developing a performance and development culture which enabled staff to set personal goals to improve and reflect on their practice.
- Moderate student learning samples and provide opportunities for teachers to assess collaboratively.
- Conduct learning conversations to communicate student progress and goals to parents/carers.
- Implement the Our Lady Help of Christians' Assessment Plan to ensure collation of student data sets, using a variety of diagnostic tools, for example, ACER - PAT Reading PAT Mathematic, SEW - Student Wellbeing.
- Modify the student reporting criteria in relation to Behaviour and Effort to be more informative.
- Enhance student engagement for learning through the use of Learning Intentions and Success Criteria. Learning Intentions being written as questions to create a culture of curiosity which supports a culture of inquiry pedagogy.
- Use NAPLAN data to investigate, analyse and make decisions about how to strengthen student progress in literacy and numeracy.
- Embed Little Learners Love Literacy (Phonics Program) throughout the Junior school ensuring all Junior Team staff were professionally developed in its delivery.
- Professionally develop additional staff in MiniLit to support students with additional learning needs in Years 2 - Years 6.

## Student Learning Outcomes

Throughout 2023, we focussed on reinforcing key literacy and numeracy concepts.

At the end of 2023:

71% of Prep students were at or above the expected standard in Reading.

81% of Year 1 students were at or above the expected standard in Reading.

91% of Year 2 students were at or above the expected standard in Reading.

92% of Prep students were at or above the expected standard in Maths.

94% of Year 1 students were at or above the expected standard in Maths.

75% of Year 2 students were at or above the expected standard in Maths.

Data from PAT-Reading assessments reflect that:

75.00% of Year 3 students are at or above the 50th percentile in Reading.  
 70.58% of Year 4 students are at or above the 50th percentile in Reading.  
 73.31% of Year 5 students are at or above the 50th percentile in Reading.  
 81.48% of Year 6 students are at or above the 50th percentile in Reading. \*percentile benchmark data calculated by ACER based on all students who completed the PAT-Reading assessment during 2023.

Data from PAT-Maths assessments reflect that:

62.79% of Year 3 students are at or above the 50th percentile in Maths.  
 60.60% of Year 4 students are at or above the 50th percentile in Maths.  
 68.88% of Year 5 students are at or above the 50th percentile in Maths.  
 66.67% of Year 6 students are at or above the 50th percentile in Maths.  
 \*percentile benchmark data calculated by ACER based on all students who completed the PAT-Maths assessment during 2023.

2023 NAPLAN results indicated our Year 3 and Year 5 students performed above the state and national mean in Reading, Writing, Language Conventions and Numeracy.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	442	75%
	Year 5	527	78%
Numeracy	Year 3	428	83%
	Year 5	526	87%
Reading	Year 3	437	78%
	Year 5	547	93%
Spelling	Year 3	435	80%
	Year 5	531	91%
Writing	Year 3	443	88%
	Year 5	543	93%

\*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.



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## Student Wellbeing

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### Goals & Intended Outcomes

To create a culture where staff and students are supported, empowered and enabled to engage in the enactment of the Vision and Mission of the school.

### Achievements

During 2023 we were able to:

- Continue our commitment to the Berry Street Education Model (BSEM), reaffirming it as all staff completed their full BSEM training in October, 2023. This comprehensive program equipped our educators with invaluable skills and strategies to effectively support students in areas such as self-regulation, social awareness, learning stamina, engagement, and relationship building. Extending our support network beyond the school gates, by hosting a BSEM Parent Information night. This event provided families with essential insights and practical tools related to emotional regulation and relationship building, fostering a collaborative approach between home and school.
- Demonstrate our dedication to student mental health and wellbeing as our Student Wellbeing and Mental Health Leader underwent comprehensive training in the Mental Health in Primary Schools (MHiPS) program. The MHiPS program supports schools by promoting early intervention, enhancing mental health literacy, and creating supportive environments for students. Through training, resources, and collaboration, the program aims to reduce stigma, improve academic outcomes, and foster positive mental health and wellbeing in school communities.
- Establish five key priorities for wellbeing and mental health, the school's priorities included establishing a Student Support Group for structured assistance, building a network of external health service providers for swift referrals, introducing a Positive Behaviour for Learning program to improve behaviour and academic outcomes, securing an accredited professional to conduct Cool Kids to treat anxiety in children, and maintaining a nurturing environment through the integration of evidence-based models and curriculum to promote social-emotional skills and resilience (such as Resilience, Rights and Respectful Relationships and BSEM).
- Conduct a thorough analysis of various data sources, including Progressive Achievement Test - Social-Emotional Wellbeing (PAT-SEW) data, School Wellbeing Survey data, demographic data, Melbourne Archdiocese Catholic School Improvement Survey data, and student focus group anecdotal data. This provided valuable insights that guided our future wellbeing initiatives, allowing us to tailor our interventions to better meet the unique needs of our students.

- Embark on a journey with Jack Mather (MACS) to implement a Positive Behavior for Learning (PBL) program as part of our ongoing commitment to fostering positive behaviour and creating a supportive learning environment. This initiative, rooted in evidence-based practices, seeks to promote desirable behaviours and prevent problem behaviours by explicitly teaching each behaviour to our students. Additionally, we developed our school Values (Respectful, Responsible, Resilient, and Safe) and a PBL Behavior Matrix of all the positive behaviours we would like to positively reinforce. This was done in collaboration with all stakeholders including students, staff and families.
- Equip our Mental Health and Wellbeing Leader with accreditation and professional learning in key areas, including Be You training, Cognitive Behavior Therapy accreditation, and accreditation in the Cool Kids Anxiety Program. These specialised training programs have equipped our leader with the necessary skills and knowledge to effectively support students facing mental health challenges and to promote their overall well being.
- Continue the integration of the 'Rights, Responsibilities, and Respectful Relationships Program' into our Social Emotional Learning planning, to support students' social and emotional needs. By incorporating evidence-based strategies and resources, we aim to empower students to develop essential life skills and thrive in all aspects of their lives.
- Ensure that student leadership remains a cornerstone of our school community as the Student Representative Council (SRC) actively worked alongside our Student Mental Health and Wellbeing Leader to promote student wellbeing and engagement. Through initiatives such as class meetings and the creation of a Student Code of Conduct, our student leaders played a pivotal role in shaping the school culture and fostering a sense of belonging among their peers.
- Establish an internal 'Student Support Group' referral process in recognition of the importance of early intervention and personalised support. This structured approach aims to allow classroom teachers to collaborate with school leaders to identify and address the specific needs of students who may be struggling academically, socially, or emotionally, thereby ensuring that every student receives the support they need to succeed.

## Value Added

In 2023 we:

- Completed Mandatory Reporting online modules to ensure the safety of our students, demonstrating our commitment to maintaining a secure learning environment.
- Continued our tradition of weekly assemblies hosted by class groupings, fostering a sense of community and collective belonging among our students.
- Continued the Student of the Week Awards, celebrating students for their positive contributions to our school community and promoting a culture of recognition and appreciation.

- Maintained our Prep Orientation Program to facilitate a smooth transition for our incoming Prep students from kindergarten to school, ensuring a positive start to their educational journey.
- Sustained the Prep and Year 6 'Buddy Program' to support Prep students in transitioning to school life while providing valuable leadership opportunities for Year 6 students.
- Offered any of our families in need of counselling and psychological support comprehensive guidance by providing a curated list of allied health services along with their respective wait times, thereby eliminating barriers and facilitating easier access to much-needed support.
- Fostered open and active partnerships between the Learning Diversity Team and Allied Health Professionals, enhancing our understanding of diverse learning needs and strategies for meeting them effectively.
- Provided Social Stories to assist students in navigating new environments and experiences, promoting confidence and easing transitions.
- Hosted Cyber Safety tutorials for all students to promote online protective behaviours and empower them to navigate the digital world safely.
- Collaborated with the Open Doors Foundation to host the 'Wonder of Living' family information evening, facilitating open communication between parents and children on important topics such as birth and puberty.
- Implemented all Melbourne Catholic Archdiocese (MACS) Child Safe Policies in adherence to new governance guidelines, ensuring the safety and well-being of all students in our care.

Continued our commitment to the Berry Street Education Model (BSEM) through staff training and a Parent Information night has enhanced our ability to support students' social-emotional development, fostering stronger relationships between home and school.

- Trained our Student Wellbeing and Mental Health Leader in the Mental Health in Primary Schools (MHIPS) program, which has strengthened our capacity to promote early intervention and create a supportive environment for students, positively impacting their academic outcomes and overall well-being and mental health.
- Established five key priorities for student well-being and mental health which has provided a strategic framework for addressing the diverse needs of our students, ensuring a holistic approach to their development and fostering a safe and nurturing learning environment.
- Conducted a thorough analysis of various data sources has empowered us to tailor our well-being initiatives to better meet the specific needs of our students, maximising the effectiveness of our support interventions and promoting positive outcomes.
- Ensured that student leadership remains a cornerstone of our school community has promoted student engagement and well-being, empowering students to shape the school culture and fostering a sense of belonging among their peers.

- Took a proactive approach to securing additional funding has enabled us to expand and enhance our support services for students, ensuring that every student receives the necessary resources and assistance to succeed.
- Established an internal 'Student Support Group' referral process has facilitated early intervention and personalised support for students in need, ensuring that no student falls through the cracks and that all students have the opportunity to thrive academically, socially, and emotionally.
- Facilitated 'Bullying? NO Way' Day aimed at fostering positive relationships among students, empowering them to differentiate between being an upstander and a bystander, and encouraging them to pledge one action to help combat bullying.

## Student Satisfaction

Student MACSSIS surveys were conducted demonstrating that students felt supported and empowered in enacting the Vision and Mission of the school. Rigorous Expectations (85%- 8% above the MACS average), School Belonging (82%- 12% above the MACS average), Learning Dispositions (86%- 13% above the MACS average) and Student Teacher Relationship (79%- 8% above the MACS average) data obvious highlights. Rigorous Expectations data indicated students believed teachers encouraged students to do their best, had high expectations and regularly asked students to explain their thinking. School Belonging data indicated students enjoyed being together, their classmates were kind and helpful and all adults were supportive. Learning Dispositions data highlighted that students felt confident in completing learning tasks and were able to recover quickly from setbacks and Student Teacher Relationship data indicated students felt teachers were very respectful and genuinely concerned about student wellbeing.

## Student Attendance

Attendance is recorded twice daily through the nForma portal. Non-attendance is monitored by the principal, class teachers and admin staff. Families are expected to provide reasons why children are absent from school. Latecomers and those who were dismissed early report to the School Office and have to log their attendance or early dismissal via 'Passtab'. Parents/carers logged student absences via the 'absentee line' on the school website to advise a reason for non attendance. The School continued to contact parents/guardians about unexplained absences via an automated text-message, on the same day. Classroom teachers continued to work in partnership with school leaders and parents or carers to promote attendance by addressing any factors which may be causing a reluctance to attend school. If necessary, a Support Plan is put in place by the principal and family to address inadequate attendance.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	93.9%
Y02	93.2%
Y03	93.3%
Y04	91.7%
Y05	94.2%
Y06	94.0%
Overall average attendance	93.4%

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## Leadership

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### Goals & Intended Outcomes

To create a culture where staff and students are supported, empowered and enabled to engage in the enactment of the Vision and Mission of the school.

### Achievements

During 2023 we were able to:

- Participate in the scheduled School Review in August and develop the 2024-2027 School Improvement Plan and 2024 Annual Action Plan based on the reviewers recommendations.  
Promote a performance and development culture with all staff via weekly staff meetings and professional learning team meetings the strategic intent of the school and its school improvement goals.
- Use the AITSL standards as a tool to set personal learning goals with staff in order to develop a professional learning plan.
- Continue the school's commitment to MACS network meetings as a means of building leadership capacity enhanced by the leadership team's involvement in the Agile Leadership Program initiative. This initiative focussed on improving the organisational health of the school to enable sustainable outcomes and provided effective strategies to lead school improvement through evidence based research initiatives.
- Offer three way learning conversations whereby students are able to share personal learning goals with parents/carers and receive feedback on levels of achievement attained in key learning areas to identify areas of improvement and future growth considering the multiple perspectives of all.
- Action the Landscape Master Plan designed by Jeavons in order to revegetate and rejuvenate the school grounds which included the resurfacing of the school oval and the building of a Kitchen Garden.
- Successfully secure a donation of \$17,931.82 from Nelson Alexander's Foundation Day in support of the development of the school's Kitchen Garden.
- Continue to work with Hayball Architects in further establishing stages A, B and C to our Building Master Plan in order to apply for further State Government funding in 2023.  
Engaged with MACS Northern Region Leadership Immersion Workshops, facilitated by Simon Breaksphere with the leadership team.

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2023

A major focus for professional learning was building teacher and leadership capacity and developing a shared understanding and language of learning across the school. Professional learning is what teachers engage in to stimulate their thinking and professional knowledge and to ensure that their practice is informed and up to date. Professional learning is linked to the Our Lady Help of Christians School Improvement Plan Priorities.

#### 2023 Professional Learning

SMART Spelling (Michelle Hutchinson) - Selected staff

Agile Leadership (Simon Breaksphere) - Leadership Team

Little Learners Love Literacy Phonics Training - Selected Junior School staff

MiniLit - Learning Diversity Leader and Literacy Leaders

Respectful Relationships - Respectful Relationship Team

Berry St (BSEM) - Whole staff

CPR, Anaphylaxis and Asthma Training - Whole staff

Mandatory Reporting Training - Whole staff

Hendry Emergency Evacuation Training - Whole staff

Principal Network - Principal

Deputy Principal Network - Deputy Principal

Religious Education Network - Religious Education Leader

Learning and Teaching Network - Learning and Teaching Leader

Maths Network - Maths Leader

Literacy Network - Literacy Leader

<b>Expenditure And Teacher Participation in Professional Learning</b>	
Learning Diversity/Student Wellbeing Network - Student Wellbeing/Learning Diversity Leader	
STEM Network - STEM Leader	
Number of teachers who participated in PL in 2023	29
Average expenditure per teacher for PL	\$19978.00

### Teacher Satisfaction

Staff MACSSIS surveys were conducted demonstrating a positive outlook and data indicates that staff felt supported and empowered in enacting the Vision and Mission of the school. Collective Efficacy (95%- 21% above the MACS average), School Climate (97%- 24% above the MACS average), Staff Leadership Relationships (93%- 23% above the MACS average) and Staff Safety (82%- 15% above the MACS average) data obvious highlights. Collective Efficacy data indicates teachers are confident in their ability to motivate students in order for them to achieve success. School Climate data highlights staff believe their work environment is positive and there is a strong sense of collegiality. Staff Leadership data indicates there is mutual respect between the school leaders and staff and that staff feel motivated about their work. Staff Safety data highlights staff feel they can manage their workload, feel successful and their achievements are recognised and celebrated.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	20.0%
Graduate	5.7%
Graduate Certificate	0.0%
Bachelor Degree	54.3%
Advanced Diploma	11.4%
No Qualifications Listed	8.6%



<b>Staff Composition</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	38
Teaching Staff (FTE)	31.0
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	5.0
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

To nurture partnerships which support student learning and wellbeing. That strategic family and broader community partnerships will enhance and enrich student learning and wellbeing.

As a school we endeavour to create a school environment that is warm and welcoming. The school promotes an openness and transparency that is embedded into our practice. There are high levels of trust and collaboration between staff and families. The school values and celebrates the cultural diversity of families and is invested in developing the cultural competency of staff.

We are fortunate to have a very active School Advisory Council who meet termly to support the leadership team in maintaining and improving the school's infrastructure. Sub committees within the School Advisory Council focus on Community Engagement, Master Planning, Media/Marketing and Fundraising. The school's Parent Association works tirelessly to ensure community building events promote a sense of connectedness for all.

There are many opportunities for families to be involved in our school whether it be through attending community building events, supporting staff in learning spaces, attending excursions and participating in school masses. We pride ourselves on informing the school community of significant events via weekly newsletters and our Up-dated App. Class teachers use Seesaw to share student's learning as a means of engaging families in weekly educational experiences.

### Achievements

During 2023 we were able to:

- Conduct community building events such as the Welcome Picnic, Family Disco, Mother's Day and Father's Day Breakfasts, Movie Night and the Our Lady Help of Christians' Production and Christmas Carols.
- Host Grandparents and Special Person's Day Mass and morning tea for the first time on the Feast Day of St Joachim and St Anne.
- Continue to hold whole school assemblies.
- Continue to build open and active partnerships between teachers, learning support officers, school leaders, the Learning Diversity Team and Allied Health Professionals,

to strengthen understandings about diverse learning needs of students and how these can be identified and met.

- Engage parents and students in three-way learning conversations to promote student engagement in learning.
- Invite parents as experts in their own fields to support Inquiry Learning initiatives.
- Invite parents in as Literacy Helpers in Junior school classes.
- Conduct the 2023 Prep Transition Program.
- Conduct Sacramento Family Evenings.
- Continue to participate in the Brunswick and District Sports Association.  
Support local secondary school students with their community service requirements.
- Foster a community partnership with the Our Lady Help of Christians Parish St Vincent De Paul Society Group.

### **Parent Satisfaction**

MACSSIS 2023 Family School Climate (89%- 5% above the MACS average), Family Communication (80%- 9% above the MACS average) and Student Safety data (70%- 6% above the MACS average) were highlights. School Climate data indicated families feel welcome and school leaders and staff are approachable and respectful, this respect is also afforded to students. Family Communication data indicated the school is proactive in providing feedback to families about student learning and is committed to nurturing partnerships which support academic progress and student wellbeing. Families are comfortable sharing information with staff and clearly understand the school's goals, they also feel their opinions are valued and respected.

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.olbrunswickeast.catholic.edu.au](http://www.olbrunswickeast.catholic.edu.au)