



Melbourne Archdiocese  
**Catholic Schools**

# 2024

## Annual Report to the School Community



### **Our Lady Help of Christians School**

26 Miller Street, BRUNSWICK 3056

Principal: Maree McIntosh

Web: [www.olbrunswickeast.catholic.edu.au](http://www.olbrunswickeast.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 2024 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 11 Jun 2025

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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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Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

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 that I present the 2024 Annual Report to the school community. This report offers a reflection on the key initiatives, achievements and events that have shaped the learning journey at Our Lady Help of Christians over the past year and celebrates the collective efforts and successes of our students, staff and families.

One of the most significant highlights of 2024 has been the refurbishment of the Max Chester Building, which now houses a purpose built STEM Centre and a revitalised Library. These newly designed spaces have transformed the way our students engage with learning, encouraging inquiry, creativity, collaboration and critical thinking. The STEM Centre, in particular, has provided opportunities for rich, hands on exploration across science, technology, engineering and mathematics. Meanwhile, the Library has become a vibrant hub for literacy, offering flexible learning spaces and a renewed focus on student led inquiry and research. These upgrades have not only enhanced our learning environment but also empowered our students to become confident, independent learners.

In 2024, Our Lady Help of Christians formally adopted the Melbourne Archdiocese Catholic Schools (MACS) Flourishing Learners position statement as a foundation for our strategic direction in learning and teaching. This framework underpins our commitment to fostering environments where all students are supported to thrive academically, socially, emotionally and spiritually within a rich Catholic context.

A key component of this work has been the implementation of the MACS Vision for Instruction across all learning spaces. This vision promotes consistent use of high impact teaching strategies, the application of evidence-based practice and the intentional building of positive, respectful relationships that support deep learning. Our staff have actively engaged in targeted professional learning aligned with this vision to ensure that instruction is responsive to the needs of all learners and reflective of best practice.

Throughout the year, we have actively advanced our School Improvement Plan by focusing on three key strategic priorities. These strategic priorities have been instrumental in driving our continuous improvement efforts, ensuring that our school remains a dynamic and inclusive learning community.

As part of Priority 1, our focus on embedding a high performance learning and teaching culture was strengthened through the adoption of the Vision for Instruction. This vision promotes high impact teaching strategies, evidence informed practice and respectful, trusting relationships. Our newly refurbished Library and STEM Centre played a significant role in this journey, creating dynamic learning spaces that promote curiosity, innovation and deep engagement. Teachers used these enhanced environments to deliver purposeful, targeted

instruction that supported every student at their point of need, contributing to continued growth in literacy and numeracy across the school.

Under Priority 2, we amplified student voice and agency by fostering opportunities for students to become active participants in shaping their learning and school experience. Student-led initiatives, classroom feedback loops and leadership opportunities empowered learners to take ownership of their growth. Our students were supported to become confident decision makers in areas of learning, wellbeing and responsibility, helping to build a school culture where every voice matters.

Aligned with Priority 3, we deepened our commitment to collaborative partnerships. Families, staff, parish and community organisations worked together to support student learning and wellbeing. Through inclusive school events, faith celebrations and shared learning experiences, our community was united in action for mission and justice. These partnerships have strengthened our sense of belonging and reaffirmed the shared responsibility we hold for the flourishing of every learner.

Together, these priorities ensure that Our Lady Help of Christians remains a place where students are nurtured, challenged and inspired to reach their full potential within a Catholic context grounded in hope, purpose and excellence.

Academic achievement remains a strong focus at Our Lady Help of Christians. Continued analysis of student data in Literacy and Numeracy has shown consistent growth across year levels, with NAPLAN results again indicating that our students are performing well above state and national benchmarks. These outcomes reflect the effectiveness of our explicit instructional practices and the commitment of our teaching staff to evidence-based learning.

In 2024, we maintained a strong focus on student wellbeing and engagement. Through continued implementation of the Berry Street Education Model and Positive Behaviours for Learning (PBL), our staff have been supported to develop strategies that foster emotional regulation, social awareness and respectful relationships. This whole school approach to wellbeing has contributed to a safe and supportive environment where every student is encouraged to thrive, both academically and personally.

I would like to acknowledge the exceptional work of the staff of Our Lady Help of Christians. Their dedication, professionalism and unwavering commitment to student growth continue to be the foundation of our school's success. Their collaborative spirit and belief in the potential of each learner create a culture of high expectations and care.

My sincere thanks also go to the School Advisory Council, the Parent Association, Father Linh Pham and Father Tho Tran for their continued support and partnership throughout the 2024 school year.

Ms Maree McIntosh

Principal

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

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

### Achievements

In 2024, Religious Education at Our Lady Help of Christians Primary School continued to be a central and vibrant part of our school community. Our Sacramental Program supported students and families through the important milestones of Reconciliation, First Eucharist and Confirmation. Each sacrament incorporated a Family Faith Formation Evening, prayerfully led by Samantha O'Dwyer, offering parents and children a space to reflect and grow together in faith.

This year saw the continued implementation and embedding of contemporary Religious Education pedagogies, including Godly Play, Bibliodrama and the Dialogical Model of Exploring Scripture. These approaches have deepened students' engagement and encouraged rich theological inquiry, reflection, and dialogue.

As a Catholic community, we marked the Church's liturgical seasons through whole school celebrations of Lent, Easter, Advent, Christmas and our school's Feast Day, fostering a shared spiritual identity. Class Masses and prayer gatherings throughout the year further nurtured students' connection to their faith and to one another.

In the spirit of Catholic Social Teaching, our outreach initiatives supported the vital work of St Vincent de Paul and Caritas Australia, providing students with meaningful opportunities to put their faith into action and develop empathy for those in need.

We also embraced moments of change and transition within our parish community, welcoming Father Brendan Reed and Father Tien Tran and offering our gratitude and farewell blessings to Father Linh Pham and Father Tho Tran for their spiritual leadership and service.

Religious Education at Our Lady Help of Christians continues to flourish as we nurture hearts, minds and spirits in the light of Christ.

### Value Added

During 2024 we:

Conducted Faith Formation Professional Learning Team Meetings that explored scripture and enhanced staff capacity to teach Religious Education (RE).

Engaged in professional learning for teachers, including participation in Regional RE Network Meetings and sessions where MACS RE Consultants presented on Catholic Mission.

Facilitated faith formation and capacity building through the exploration of Laudato Si', conducted by Little Earthies in Sessions 1–3.

Held facilitated planning sessions with Year Level teaching teams, led by the RE leader, to analyse pre-assessment data and plan targeted teaching strategies.

Implemented a Scope and Sequence that aligns with the RE Curriculum Framework to ensure comprehensive coverage of religious education content.

Developed and delivered learning units inspired by and centred upon scripture to deepen students' understanding of religious texts.

Embedded contemporary RE pedagogies, including Godly Play, Bibliodrama and the Dialogical Model of Exploring Scripture, into teacher practice to enrich student engagement.

Celebrated the Lenten and Easter seasons through Whole School Masses and Liturgies, fostering a communal spiritual experience.

Honoured significant Feast Days, such as Our Lady Help of Christians, Saints Joachim & Anne and Saint Mary MacKillop, with Whole School Masses.

Prepared and led Advent liturgies with Year Five and Six classes, encouraging student participation in spiritual traditions.

Successfully prepared students for the Sacramental Program, including Reconciliation in Year Three, Eucharist in Year Four, and Confirmation in Year Six.

Conducted Sacramental Family Evenings led by Samantha O'Dwyer to engage families in the sacramental journey.

Organised Sacramental Retreat Days for Confirmation and Eucharist to provide students with reflective preparation experiences.

Elected Social Justice Leaders each semester who led initiatives such as Project Compassion (Caritas Australia), the Winter Appeal (St Vincent de Paul), Socktober Lunchtime Activities (Caritas Australia), and the Christmas Hamper Appeal (St Vincent de Paul).

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## Learning and Teaching

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### Goals & Intended Outcomes

That teachers are targeting students at point of need.

### Achievements

During 2024 we:

**Strengthened Learner Centred Pedagogy:** Teachers consistently utilised student feedback to inform instructional strategies, fostering critical thinking and civic responsibility. This approach underpinned curriculum design and reinforced our commitment to inquiry based learning.

**Enhanced Inquiry Based Learning Practices:** Teachers deepened their understanding of Kath Murdoch's inquiry cycle - Tuning In, Finding Out, Sorting Out, Going Further, Reflecting and Acting - promoting dispositions such as research, collaboration, self-management, communication and critical thinking across the school.

**Cultivated a Culture of Inquiry:** The language and principles of Kath Murdoch's Learning Dispositions and Learning Assets were integrated into classroom practices, reinforcing a school wide culture of inquiry.

**Advanced Data Informed Instruction:** Teachers expanded their capacity to assess student learning through diverse data sources, including NAPLAN, ACER PAT Literacy and Numeracy and Essential Assessment. This informed differentiated curriculum and teaching strategies tailored to individual and cohort needs.

**Optimised Collaborative Planning:** Year level planning teams focused on supporting all students collectively, emphasising shared responsibility and the effective use of Learning Intentions and Success Criteria.

**Enhanced Learning Diversity Support:** The Learning Diversity Team, including skilled education support staff, provided targeted interventions. Effective communication strategies ensured cohesive teamwork, enhancing support for students requiring additional assistance.

**Refined Personalised Learning Programs:** Personalised Learning Programs were tailored to address each student's unique learning needs, incorporating Specific, Measurable, Achievable, Relevant and Time-bound (SMART) goals to facilitate clear communication with families.

**Strengthened NCCD Implementation:** Teaching staff applied their knowledge of the Nationally Consistent Collection of Data (NCCD), understanding the broad categories of disability and the levels of adjustments required to meet diverse learning needs.

**Fostered a Culture of Professional Growth:** Leadership engaged in professional learning with Simon Breakspear to cultivate an understanding of the Vision for Instruction, empowering staff to set personal goals, reflect on their practice and pursue continuous improvement.

**Promoted Collaborative Assessment Practices:** Teachers participated in the moderation of student work samples, promoting consistency and shared understanding of assessment standards. Learning conversations with parents and carers facilitated transparent communication about student progress and goals.

**Implemented Comprehensive Assessment Plans:** The school's Assessment Plan was effectively implemented, ensuring the systematic collection of student data through various diagnostic tools, including ACER PAT Reading, PAT Mathematics and SEW - Student Wellbeing assessments.

**Boosted Student Engagement:** Student engagement was bolstered through the strategic use of Learning Intentions and Success Criteria, with Learning Intentions framed as questions to stimulate curiosity and support inquiry based learning.

**Leveraged Data for Literacy and Numeracy Improvements:** Analysis of NAPLAN data informed targeted strategies to strengthen student progress in literacy and numeracy.

**Expanded Phonics Program Implementation:** The Little Learners Love Literacy (LLLL) phonics program was embedded across the Junior school, supported by professional development for staff, contributing to improved reading outcomes.

**Enhanced Support for Students with Additional Needs:** Staff received training in MiniLit to support students with additional learning needs in Years 2 to 6. An additional support staff member was trained in MiniLit to provide targeted instruction for Tier 1 and Tier 2 students.

**Provided Targeted Support in English and Mathematics:** Students performing 12 months below the expected standard in Reading, Writing or Numeracy received additional support in English and Mathematics.

**Utilised Learning Diversity Support Services Effectively:** The Learning Diversity Leader utilised the Learning Diversity Support Services Guide to inform practice and established processes for collecting, storing and accessing evidence of adjustments made for students with disabilities over a period of at least 10 weeks, in line with NCCD requirements.

**Applied Comprehensive NCCD Knowledge:** All staff demonstrated applied knowledge of the NCCD, including understanding the broad categories of disability, levels of adjustments, and the use of descriptors to support student learning.

These initiatives reflect our ongoing dedication to fostering an inclusive, data informed and inquiry driven educational environment that supports the growth and success of every student.

## Student Learning Outcomes

Throughout 2024, we focussed on reinforcing key literacy and numeracy concepts.

At the end of 2024:

74% of Prep students were at or above the expected standard in Reading.

66% of Year 1 students were at or above the expected standard in Reading.

90% of Year 2 students were at or above the expected standard in Reading.

90% of Prep students were at or above the expected standard in Maths.

66% of Year 1 students were at or above the expected standard in Maths.

87% of Year 2 students were at or above the expected standard in Maths.

Data from PAT-Reading assessments reflect that:

72.00% of Year 3 students are at or above the 50th percentile in Reading.

66.00% of Year 4 students are at or above the 50th percentile in Reading.

63.00% of Year 5 students are at or above the 50th percentile in Reading.

70.00% 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 2024.

Data from PAT-Maths assessments reflect that:

75.00% of Year 3 students are at or above the 50th percentile in Maths.

65.00% of Year 4 students are at or above the 50th percentile in Maths.

70.50% of Year 5 students are at or above the 50th percentile in Maths.

82.00% 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 2024.

2024 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	436	71%
	Year 5	561	79%
Numeracy	Year 3	419	76%
	Year 5	527	85%
Reading	Year 3	434	87%
	Year 5	552	97%
Spelling	Year 3	431	81%
	Year 5	541	91%
Writing	Year 3	452	90%
	Year 5	540	91%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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

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

### Achievements

During 2024 we:

Strengthened our behaviour and wellbeing practices: We developed a cohort-specific scope and sequence for Positive Behaviour for Learning (PBL) in collaboration with MACS consultants. This included the delivery of explicit behaviour lessons, the establishment of consistent routines, and the beginning stages of a whole-school behaviour flowchart to support consistent responses to behaviour across our school.

Embedded proactive student support structures: We held fortnightly Student Support Group (SSG) meetings involving classroom teachers, the Principal, Diversity Leader and Mental Health and Wellbeing Leader. These meetings enabled collaborative and timely planning to address the needs of students requiring additional support.

Provided targeted mental health intervention: We implemented the 10-week Cool Kids Program with selected students, targeting anxiety through cognitive behavioural strategies. We also shared our practice with other schools as part of the Mental Health in Primary Schools (MHIPS) initiative.

Continued our commitment to MHIPS: through ongoing collaboration with our Mental Health and Wellbeing Leader, we enhanced early identification and targeted support for students experiencing mental health challenges.

Delivered Data Informed Social and Emotional Learning (SEL): Teachers were supported in SEL planning sessions that used anecdotal wellbeing data, to ensure that social and emotional learning was responsive and aligned to student needs, including creating a scope and sequence for Positive Behaviour for Learning that is specific and relevant to each cohort.

Expanded small group social and emotional interventions: We facilitated 1:1 and small-group programs with specific students that focused on emotional regulation, conflict resolution and social skills development. These were delivered using developmentally appropriate approaches such as games, role play and structured conversations.

Promoted student voice and advocacy: Our Student Representative Council (SRC) led whole-school surveys and presented their findings to the Principal. Their advocacy resulted in the purchase of new equipment for the yard including new soccer balls, hula hoops and sandpit equipment as well as the creation of a Wellbeing Corner on the yard to support emotional regulation.

Maintained consistent trauma-informed practice: We ensured all newly appointed staff were trained in the Berry Street Education Model (BSEM), supporting a consistent, whole-school approach to student engagement and wellbeing.

Facilitated whole-school wellbeing participation: Students took part in national initiatives such as R U OK? Day and Bullying No Way Day. As part of the National Day of Action Against Bullying and Violence, every student contributed a personal pledge, strengthening our culture of inclusion and collective responsibility.

Ensured compliance and uphold safety standards: Staff completed mandatory reporting training, and the school implemented all MACS Child Safe Policies in line with current governance requirements.

## Value Added

During 2024 we:

Empowered Student Voice in Behavioural Frameworks: Students provided input into the PBL rewards menu, ensuring incentives were relevant and meaningful. They also reflected on behaviour using the PBL Matrix, fostering accountability and personal growth.

Embedded Restorative Approaches to Behaviour Management: Teachers used Restorative Practices to support conflict resolution and relationship repair, promoting empathy and community building.

Used Therapeutic Supports: Our School Counsellor Andrew Baressi offered responsive support for students in crisis or experiencing emotional or social challenges.

Enhanced Transition Support: We maintained a comprehensive Prep Orientation Program to ensure a smooth transition from kindergarten to school. Provided Social Stories to support students navigating unfamiliar situations.

Embedded Digital Literacy and Safety: We hosted Cyber Safety tutorials to empower students with online protective behaviours.

Strengthened Home School Partnerships: We collaborated with the Choiceez Media to deliver the 'Moving into Adolescence' family evening, encouraging open dialogue about puberty and growing up.

Built Community through Celebration: We continued weekly class hosted assemblies and Student of the Week Awards to foster school pride, celebrate achievements and build a sense of belonging.

Delivered Explicit SEL Curriculum: Teachers continued delivery of the Rights, Responsibilities and Respectful Relationships (RRRR) program to teach vital interpersonal and emotional regulation skills.

### **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 (87% - 10% above the MACS average), School Belonging (71% - 2% above the MACS average), Learning Dispositions (83% - 10% above the MACS average), School Engagement (61% - 10% above the MACS average) and Student Safety (62% - 5% 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 School Engagement data indicated students felt focussed and excited about attending class. Student Safety data highlights students feel there are levels of respect and students are comfortable offering suggestions about how school improvement can be achieved.

### **Student Attendance**

In 2024, Our Lady Help of Christians School maintained a strong commitment to fostering consistent student attendance, recognising its critical role in academic achievement and overall well-being.

Attendance was systematically recorded twice daily through the nForma portal, ensuring accurate tracking of student presence. Parents and carers were encouraged to report student absences via the school's 'absentee line' on the website, providing reasons for non-attendance in a timely manner. To enhance communication, the school continued its practice of sending automated text messages to families on the same day of any unexplained absences, facilitating prompt follow-up.

Students arriving late or departing early were required to sign in or out through the 'Passtab' system at the School Office, ensuring precise documentation of attendance variations.

The school adopted a collaborative approach to monitoring attendance, with the principal, class teachers and administrative staff working together to identify and address attendance

concerns. These measures align with the National Standards for Student Attendance Data Reporting, ensuring consistency and transparency in attendance tracking and reporting.

Average Student Attendance Rate by Year Level	
Y01	91.0
Y02	93.8
Y03	90.5
Y04	92.7
Y05	92.7
Y06	92.2
Overall average attendance	92.1

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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 2024 we:

**Fostered a Culture of Continuous Improvement:** In 2024, Our Lady Help of Christians School reinforced its commitment to a culture of performance and development. Weekly staff meetings and Professional Learning Team (PLT) sessions were strategically aligned with the school's improvement goals, ensuring that all staff members remained focused on enhancing teaching and learning outcomes.

**Engaged with MACS Network Initiatives:** Our commitment to the Melbourne Archdiocese Catholic Schools (MACS) network was evident through active participation in initiatives aimed at enhancing leadership capacities. Notably, our leadership team's involvement in the Flourishing Learners initiative, under the Vision for Instruction framework, emphasised evidence based teaching models and explicit instruction strategies to improve student outcomes.

**Attended Leadership Immersion workshops:** The leadership team participated in the MACS Northern Region Leadership Immersion Workshops, facilitated by Dr. Simon Breakspear. These sessions provided valuable insights into the Vision for Instruction and strategic planning, reinforcing our commitment to adaptive and forward thinking educational leadership.

**Conducted Three Way Learning Conversations:** We continued to foster student agency through three way learning conversations. These sessions involved students, parents/carers, and teachers collaboratively discussing learning goals, achievements and areas for growth. This approach empowered students to take an active role in their educational journey and facilitated meaningful feedback from multiple perspectives.

**Refurbished the Max Chester Building:** Our collaboration with Hayball Architects and CA Property Group progressed significantly in the refurbishment of the Max Chester Building. The project focused on creating innovative learning spaces that support contemporary pedagogies and cater to the diverse needs of our student community.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>In 2024, Our Lady Help of Christians School prioritised professional development to enhance teaching practices, leadership capabilities and student outcomes. Staff engaged in a variety of targeted learning opportunities aligned with our strategic goals and the Melbourne Archdiocese Catholic Schools (MACS) Vision for Instruction.</p> <p><b>Leadership Development</b></p> <p>Flourishing Learners - Vision for Instruction (MACS): The leadership team participated in this initiative, focusing on evidence-based teaching models to promote student engagement and achievement.</p> <p>Agile Leadership (Dr. Simon Breakspear): Leaders continued to engage in agile methodologies for leading meaningful change and improving school performance.</p> <p><b>Literacy and Numeracy Enhancement</b></p> <p>Little Learners Love Literacy Phonics Training: Selected junior school staff received training in this structured phonics program, supporting early reading and writing skills.</p> <p>MiniLit Program: The Learning Diversity Leader and Literacy Leaders underwent professional development to implement this intervention program for students requiring additional literacy support.</p> <p>Simply Maths (Dr Ange Rogers and Dr Bern Long): All staff completed professional development in relation to developing a whole school approach to the teaching of mental computation in order to promote number sense and flexible thinking.</p> <p><b>Wellbeing and Inclusive Education</b></p> <p>Respectful Relationships: The dedicated team participated in workshops aimed at fostering a school culture of respect, equality and positive relationships.</p> <p>Berry Street Education Model (BSEM): Selected staff engaged in this training to enhance strategies for supporting student wellbeing, engagement and self-regulation.</p> <p><b>Compliance and Safety Training</b></p> <p>CPR, Anaphylaxis and Asthma Management: All staff completed accredited training to ensure preparedness in managing health emergencies.</p> <p>Mandatory Reporting: Staff participated in training to understand their obligations in protecting children and reporting concerns.</p> <p>Emergency Evacuation Procedures (Rigby and Rhodes): All staff underwent training to effectively respond to emergency situations, ensuring student safety.</p>

Expenditure And Teacher Participation in Professional Learning	
<p><b>Network Engagement and Collaboration</b></p> <p>Staff members actively participated in various MACS network groups to collaborate and share best practices:</p> <p>Principal Network: Principal</p> <p>Deputy Principal Network: Deputy Principal</p> <p>Religious Education Network: Religious Education Leader</p> <p>Learning and Teaching Network: Learning and Teaching Leader</p> <p>Mathematics Network: Mathematics Leader</p> <p>Literacy Network: Literacy Leader</p> <p>Learning Diversity and Student Wellbeing Network: Learning Diversity/Student Wellbeing Leader</p> <p>STEM Network: STEM Leader</p> <p>These professional learning initiatives reflect our school's dedication to fostering a culture of continuous improvement, ensuring that all staff are equipped to provide high quality education and support to our students.</p>	
Number of teachers who participated in PL in 2024	30
Average expenditure per teacher for PL	\$31662.10

## 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 (88% - 13% above the MACS average), School Climate (86% - 13% above the MACS average), Staff Leadership Relationships (85% - 4% above the MACS average) and Psychological Safety (70% - 5% 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. Psychological Safety data highlights how staff feel comfortable in their workplace environment.

Teacher Qualifications	
Doctorate	0
Masters	9
Graduate	2
Graduate Certificate	0
Bachelor Degree	24
Advanced Diploma	6
No Qualifications Listed	1

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	31
Teaching Staff (FTE)	25.91
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	4.34
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.

### Achievements

During 2024 we:

Organised a variety of community-building events, including the Welcome Picnic, Family Disco, Mother's Day and Father's Day Breakfasts, Feast Day Triathlon, Our Lady Help of Christians' Art Show, and Christmas Carols Evening.

Hosted Grandparents and Special Person's Day Mass and morning tea on the Feast Day of St Joachim and St Anne, fostering intergenerational connections within our school community.

Continued the tradition of whole-school assemblies to celebrate student achievements and promote school-wide communication.

Strengthened partnerships among teachers, learning support officers, school leaders, the Learning Diversity Team and Allied Health Professionals to enhance understanding and support for students with diverse learning needs.

Engaged parents and students in three-way learning conversations, promoting student ownership of learning and active parental involvement.

Invited parents to contribute their expertise to support Inquiry Learning initiatives, enriching the curriculum with real-world perspectives.

Encouraged parental involvement in the Junior School through the Literacy Helpers program, supporting early literacy development.

Implemented the 2024 Prep Transition Program, facilitating a smooth and supportive start for our newest students.

Conducted Sacrament Family Evenings, engaging families in the faith journey of their children and strengthening the home-school-parish connection.

Participated in the Brunswick and District Sports Association, providing students with opportunities to engage in inter-school sporting events and promote physical well-being.

Supported local secondary school students in fulfilling their community service requirements, fostering a culture of service and collaboration.

Maintained a strong partnership with the Our Lady Help of Christians Parish St Vincent de Paul Society Group, promoting social justice and community outreach initiatives.

### **Parent Satisfaction**

MACSSIS 2024 Family School Climate (92% - 8% above the MACS average), Family Communication (81% - 8% above the MACS average) and Student Safety data (70% - 7% 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)