

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2018

OUR LADY OF THE WAY
KINGSBURY

REGISTERED SCHOOL NUMBER: 1860



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Minimum Standards Attestation

I, Kevin Burke, attest that Our Lady of the Way Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

May 24 2019

Our School Vision

Our Lady of the Way Primary School fosters inclusiveness based on faith, learning and community partnerships. We seek to embrace the spirit, enlighten the mind, and awaken the whole individual, empowering them to become an active global citizen.



Our School Charism

The Madonna Della Strada (Italian for Our Lady of the Way) is the patroness of the Society of Jesus. Its founder, Ignatius of Loyola, was said to have been protected by the intercession of the Blessed Virgin Mary during battle in his service as a soldier. On returning from battle, Ignatius would stop and pay homage to the image of his protector (the Madonna holding the baby Jesus) painted on the exterior wall of Saint Mary of the Way in Rome. It is believed that the image was first painted on the church wall around the 5th Century AD. This Church was later given to Saint Ignatius by Pope Paul III in 1540 and became the first Church of the Jesuits.

As members of Our Lady of the Way Parish we believe that like Ignatius, we too are 'Blessed' – we are loved by God, and that Mary is our 'Protector' and 'Guide' who invites us into a closer relationship with God and with one another. As the mother of Jesus, she was his first teacher who nurtured his understanding of his mission. May she continue to nurture us too as we come together to celebrate faith, learning and life.

School Overview

Our Lady of the Way School Kingsbury is located approximately 12 kilometres north east of Melbourne. The school has been functioning since 1963 beginning with 2 classrooms and currently has grown to accommodate 155 students in 7 classes 2018. It is expected that numbers will continue to grow in the coming years.

Our Lady of the Way is situated on four acres and is securely nestled into the residential area just to the west of Latrobe University. The school is the sole Catholic Primary school in Our Lady of the Way Parish. The school is seen as a focus for the Catholic community in the area and mass is celebrated in the church building on site.

Our aim as a school community is to ensure that all children are encouraged to achieve and work to the best of their ability and to feel safe and happy while they are at our school. We deliver differentiated learning and outcomes and at the same time respond to our student's social and emotional needs. The values that we embrace are informed by the gospel teachings and we encourage our students to treat each other with fairness and kindness.

The focus of our educational program is to teach to each child's individual needs and strengths. To further develop this in 2018, a coaching program was initiated to support each teacher's development in the delivery of Reading and Writing through the implementation of Interactive Read Alouds and the structure of the writing block. This has seen an immediate impact on academic achievement across the school.

The school buildings are in excellent condition and there are dedicated specialist areas such as Visual Arts, Library and LOTE (Italian) rooms. As a school community we are fully committed to ensuring that children's social and emotional needs are catered for so that they are ready and able to concentrate on their learning. There is currently a plan to redevelop and refurbish the buildings on the site to bring them up to current standards, and provide a more stimulating environment for the students.



Principal's Report

Our Lady of the Way provides a strong foundation for our students' intellectual, physical, social, moral, spiritual and aesthetic development. By providing a supportive and nurturing environment, the school contributes to the development of students' sense of self-worth, enthusiasm for learning, and optimism for the future.

The well-being of students in our school community is promoted through developing connectedness and social capital. This includes many important dimensions including the level of trust between people, whether they have a shared understanding of how they should behave toward, and care for one another; and the extent of participation in civic organisations, such as sporting clubs and community groups. A focus on well-being and school community partnerships provides an opportunity for the school to build 'bridging' social capital.

Our 4 Key Areas of Learning; Religious Education, Literacy, Numeracy and Integrated Inquiry will remain a high priority for the school. All our work remains focussed around high quality instruction, teaching to the needs of the student, and providing a stimulating and engaging curriculum and environment. Each Key Area is managed by a coordinator who takes responsibility for its development aligned with school direction. This is monitored by the Leadership Team and supported through Professional Learning Teams, Professional Development and Staff Meetings. Continuing to develop quality programs across the school will further enable the development and extension of student learning through relevant and authentic curriculum practices.

The staff have embraced the Enhancing Catholic Schools Identity Project, and this has led to a deeper understanding of our Catholic identity. In addition to this, the staff have continued to build upon previous successes and developments in Literacy and Integrated Inquiry. This has been reflected in the achievements of the students across all learning areas.

Achievements in school based assessment continued to show high growth, and results in formal testing regimes such as NAPLAN have reflected this, with our students predominantly performing above or substantially above 'like' and 'all schools'. This could not have been achieved without the diligence and commitment of all staff to ensuring that the needs of all children were met, no matter how challenging the task.

Education in Faith

Goals & Intended Outcomes

To enhance the Catholic identity of Our Lady of the Way as a living faith community in the church and world of today.

- That the Catholic Culture of our school will continue to grow.

Achievements

As a school community we prayed and celebrated together at several whole school masses throughout the year and weekly at our school assemblies. The prayers at our whole school assemblies were based on the Gospel readings taken from Mass on the previous Sunday. Each class also attended Mass at least once a term and this attendance was linked to the current learning related to the Religious Education investigations that took place at the various class levels. Parents and the parish community were invited to attend and celebrate our faith at these gatherings.

Formal and informal prayer was used in each classroom. A prayer table is located in each classroom as a central area for prayer. The students also celebrated paraliturgies related to their learning in Religious Education, including paraliturgies that reflected on the events of Holy Week and Easter. As a whole school we celebrated our Feast Day for the first time in the form of a paraliturgy. Parents and the parish community were also invited to attend these celebrations.



As a staff we prayed together at each staff meeting with most staff members given the opportunity to lead the prayer at these weekly meetings. Sacramental preparation of Reconciliation, Eucharist and Confirmation took place within the school. Included in the preparation of the sacraments were parent meetings and Commitment masses. Learning programs related to the Sacraments were also a part of the sacramental preparation and staff have attended Religious Education Network meetings.

At Religious Education staff meetings there was a focus on Catholic Identity, the Sacraments, Social Justice initiatives and the seasons of the Church year.

VALUE ADDED

- Celebrating class Paraliturgies, class Masses and whole school Masses.
- Daily Prayer in the classroom.
- Student led Prayer at weekly whole school assembly
- Praying together as a staff at each staff meeting.
- Staff meetings on Faith Education.
- Opportunities for home and school connections to enhance children's faith and practice.
- Sacramental candidates presented to the parish community.
- Shared religious experiences for students, families and the wider community.
- Opportunities for social justice awareness through the units of work taught and investigated.
- School incursions based on Religious topics.
- Whole school involvement in raising awareness and fund raising for St Vincent de Paul Society.



Learning & Teaching

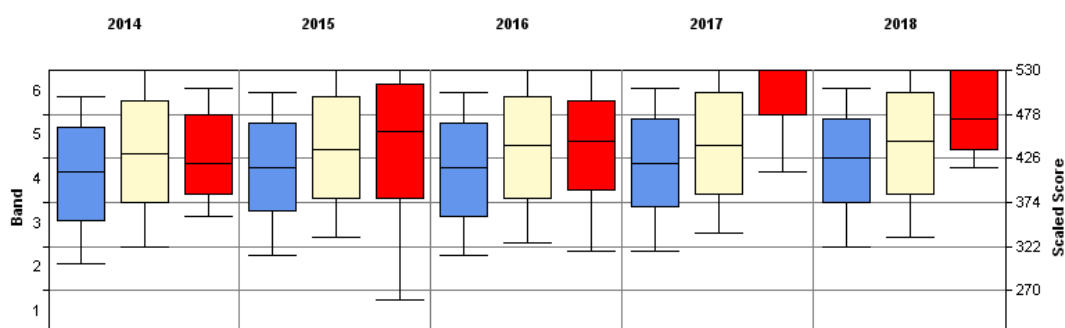
Goals & Intended Outcomes

To provide a contemporary learning environment that challenges, engages and empowers all to be confident and achieving learners in and beyond the classroom.

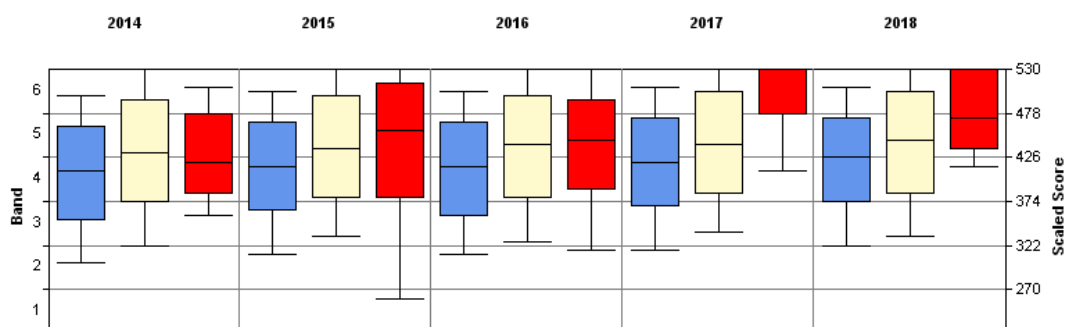
- That the RE pedagogy and engagement will improve.
- That student outcomes in Literacy and Numeracy will reflect higher levels of learning growth.
- That student learning confidence and motivation will improve.

Achievements

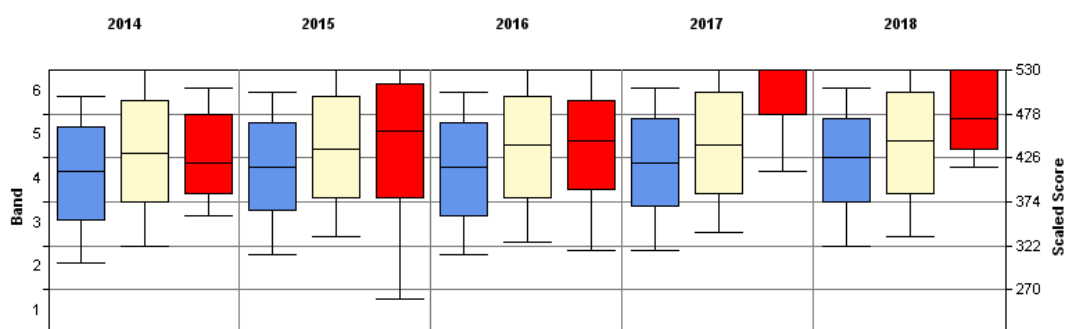
Year 3 Reading Five Year Trend



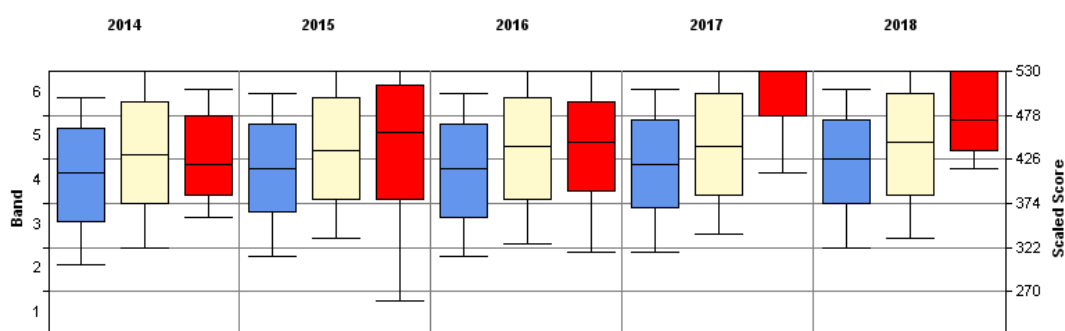
Year 3 Writing Five Year Trend



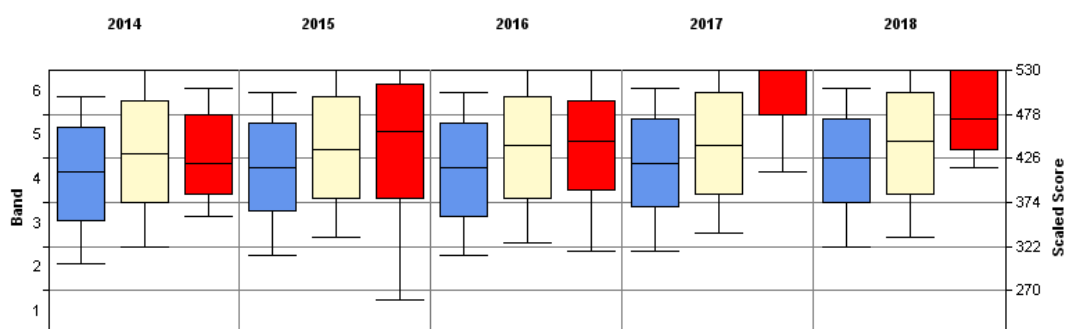
Year 3 Spelling Five Year Trend



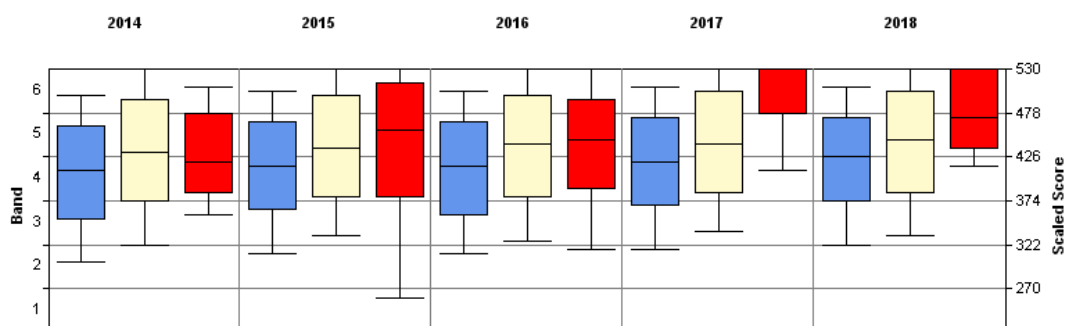
Year 3 Grammar & Punctuation Five Year Trend



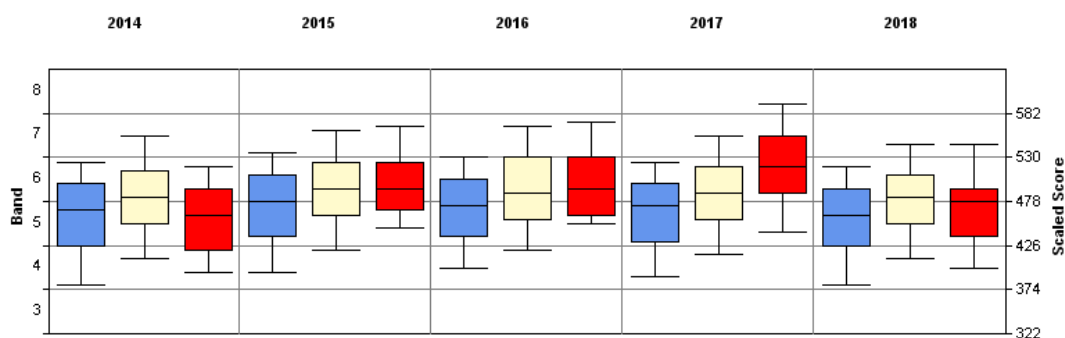
Year 3 Numeracy Five Year Trend



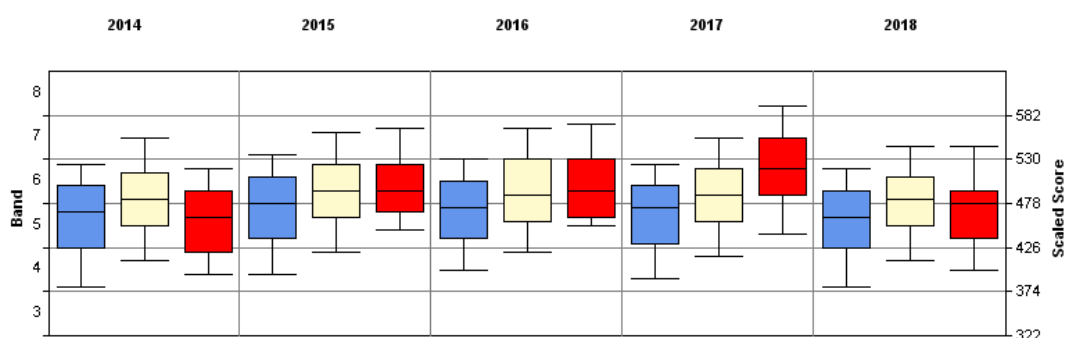
Year 5 Reading Five Year Trend



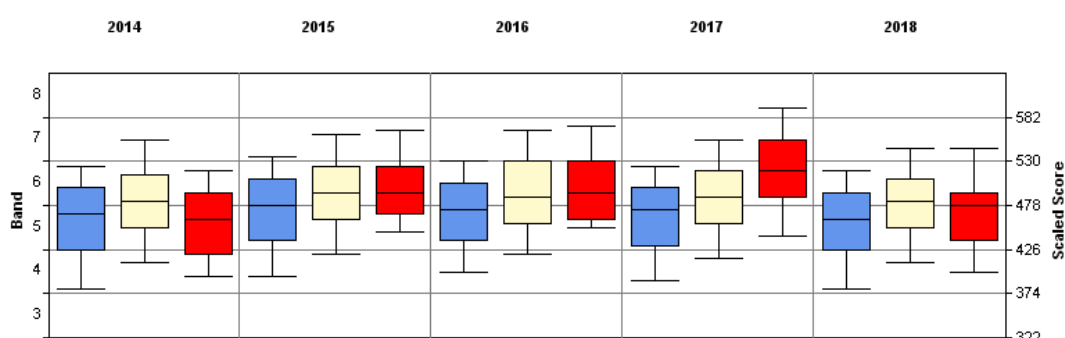
Year 5 Writing Five Year Trend



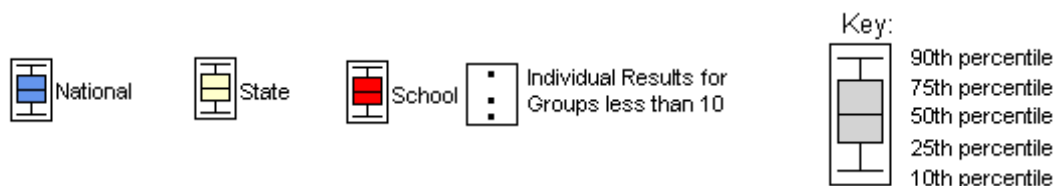
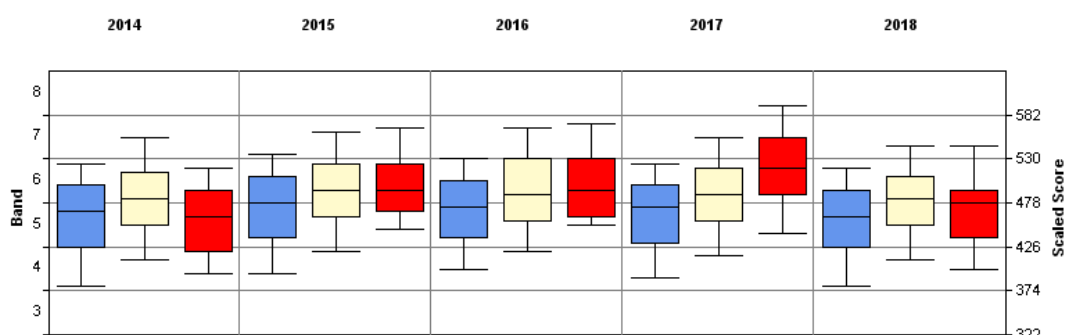
Year 5 Spelling Five Year Trend



Year 5 Grammar & Punctuation Five Year Trend



Year 5 Numeracy Five Year Trend



STUDENT LEARNING OUTCOMES

Over the last three years there has been an increase in Prep Post Test results due to increased emphasis on clear, targeted and explicit teaching. There has been a whole school focus on improving the structures and strategies in the Early Years Literacy program and through our Literacy Coaching module with the teachers have been supported by an

external Educational Coach to ensure targeted explicit teaching. This project focused on providing explicit teaching for all students to ensure optimal growth.

The structure of lessons in the junior grades in Literacy provides opportunities for the data to drive appropriate learning tasks. Over time, this has seen an increase in our year three Naplan data in Year 3. At the beginning of each year we have dedicated two days for the assessment of students. We need to ensure that this data is used to drive the teaching to improve student outcomes. The resulting targeted and explicit teaching has allowed us to ensure full coverage for students requiring Reading Recovery over the last four years.

The utilisation of learning spaces was reviewed and classes were relocated to ensure all classes were in close proximity and better use was made of optimum learning spaces.



Student Wellbeing

Goals & Intended Outcomes

To strengthen key competencies and capacities to manage and develop healthy relationships and behaviours in and beyond the classroom.

- That students will develop as more engaged, connected and responsible learners.

Achievements

A whole-school approach to the building of relationships, engagement and student leadership was the feature of initiatives throughout the 2018 year.

For clarity, the school began by focussing on, developing, refining and eventually unpacking an updated and clear Vision Statement. The Student Wellbeing sphere was enveloped within this with the focus on inclusiveness, learning, community partnerships and global citizenship.

Much focus was given throughout the year to developing relationships and parent engagement with their child's life at school and learning. A welcoming atmosphere was a beginning point. Information sessions were held for Prep to Year 6 parents to participate in 'how their child learns' in the classroom. Enrolment information nights were held for prospective students as well as school tours. A Mother's Day Mass and morning tea were celebrated and Father's Day was celebrated by a breakfast barbecue. These further developed relationships in our community and both events were very well attended by parents.

Senior open learning spaces are created for students to work with peers in groups of similar and mixed ability. This supported and expanded on student relationships within the learning spaces. This also supported teacher relationships in working closer re space, planning and curriculum.

Successful transition was supported by our Year 4 and Year 6 students' involvement in the Primary/Secondary Transition and Engagement Link involving five schools in the area and equipping the students with skills for problem solving, getting to know others and resilience/survival in transition to secondary school.

The staff was professionally developed in Emergency Management and Evacuation using a clear system of application from an outside expert provider.



Student leadership was an integral part of the weekly School Assembly. Presentation and public speaking skills were developed and enhanced with real time practise. The student leaders conducted school tours for new families and attend the St. Patrick's Day activities with this banner to celebrate belonging to OLW whilst linking to a wider community.

A focus on positive behaviours in the playground saw the student leaders training and acknowledging students when positive yard skills were displayed.

Student leadership also focussed on forming a relationship with the local St. Vincent De Paul society in order to establish a Mini Vinnies.

Staff knowledge of students with disabilities was enhanced through familiarity with their learning programs. New staff members were given extra support in writing explicit Individual Learning Plans for these students.

Medical notices for all first aid attendances were continued so that parents were clear on what medical needs had occurred to/for their child during the school day.

The school continued with and expanded on the extra curricula Active After-School Communities program for the students offering activities such as Croquet, Fencing, Dance Basketball, Soccer, Baseball, Netball, Cricket and Athletics. This was very well supported.

VALUE ADDED

- School expectations are clearly visible, discussed and understood in each classroom.
- Staff is well informed when teaching to the social/emotional differences in students.
- Parents and students rate extra curricula activities highly valuable with the school. Activities are always well attended.
- Active After School activities are conducted at school weekly. Activities are very well attended.
- Students are represented through a Student Representative Council.
- Students regularly participate in school based incursions and excursions. Senior students attend school camp.
- Cyber safety rules are focused on in many ways throughout the school year therefore the students are constantly aware of safety when using global ware.
- Continuation of keyboard and guitar music programs.

STUDENT SATISFACTION

Insight SRC 'Student Experience to School' data shows Learning Confidence and Classroom Behaviour have continued to rise. The areas of Teacher Empathy, Stimulated Learning and Student Motivation have remained consistently high.

Students indicate that Connectedness to Peers and Student Morale still have room for growth in order for students to further improve learning. Insight SRC 'Student Attitudes to School' data on Engagement in their Learning shows increased response across most areas with Student Motivation being the highest.

STUDENT ATTENDANCE

Parents are asked to notify the school of their child's absence from school indicating reasons. This can be verbally, written via email or school app. Student non-attendance and reason is then marked electronically. The number of days absent is recorded on mid-year and end of year student school reports.

Failure by parents to notify of non-attendance is managed by the school office. Parents /guardians are contacted by SMS for any unexplained absences, as soon as practicable, on the day of the absence. If no response is received, follow up phone calls are made by the school office until a reason for the absence is substantiated.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.8
Y02	92.3
Y03	94.2
Y04	91.9
Y05	95.2
Y06	89.3
Overall average attendance	92.6

Child Safe Standards

Goals and Intended Outcomes

- To demonstrate the strong commitment of Our Lady of the Way to the care, safety and wellbeing of all students at our school.
- That everyone employed or volunteering at Our Lady of the Way has a responsibility to understand the important and specific role they play individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all they do and every decision they make.
- We expect school employees, volunteers, contractors and clergy to proactively ensure the safety of students at all times and to take appropriate action if there are concerns about the safety of any child at the school.



Achievements

- Development of a Child Safety Policy ratified by the School Education Board.
- Development of a Child Safety Code of Conduct ratified by the School Education Board.
- The embedding of policies and commitments into every day practice
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Child safety – Risk Management practices
- Professional Development for all Staff on Child Safety Guidelines.
- Updating of *Current* Volunteers in accordance with Child Safety Guidelines.
- Training and Screening of teachers, non-teaching staff and volunteers in accordance with Child Safety Guidelines prior to commencing work.
- Implementation of new sign in procedures in accordance with Child Safety Guidelines.
- Implementation of Child Safety Guidelines for employment of new staff.
- Implementation of new guidelines for visitors attending school events such as Sports events, Working Bees, etc.
- Annual completion of online Mandatory Reporting module by all staff

Leadership & Management

Goals & Intended Outcomes

To grow and sustain a culture that is characterised by clarity of purpose, professional engagement and a focus on continuous improvement.

- That organisational climate will be strengthened and lead to improved outcomes for students.

Achievements

- Professional development readily offered.
- Resource people for relevant learning areas undertake professional learning that is then shared with the staff as part of PLT and Staff meetings.
- Professional development is linked to the school improvement plan.
- Greater opportunities for people to work in shared roles are in place.
- Weekly Professional Leadership Team meetings for classroom teachers.
- Structural changes have enabled participation in weekly planning and enhanced communication for level teams.
- Ongoing provision of teaching resources has continually taken place to maintain and update materials.
- Ongoing development of buildings and grounds to promote a safe learning environment.
- A focus on providing hardware, software and professional development for ICT has enhanced learning and improved communication for staff and students.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

Reading Recovery, Literacy Leaders, REC Network, Learning & Teaching Networks, Principals Network, Deputy Principals Network, Admin Officers Network, Principals Briefings, Principals Conference, Deputy Principals Conference, Leadership, Respectful Relationships, FIRE Carriers, ICT in the Classroom, Mathematics, Literacy, Literacy Coaching.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

22

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1527

TEACHER SATISFACTION

Teachers have identified the areas of Supportive Leadership and Role Clarity as areas of renewed strength. The teachers are enthused by the rise of Student Motivation and Student Engagement. Teachers are also motivated by the continued support shown in whole school participation focusing on the English domain particularly Reading. There is also continuation in ensuring a whole-school approach. There is improved shared agreement about successful pedagogy that is consistently used by all teachers.



School Community

Goals & Intended Outcomes

To enhance partnerships to strengthen student outcomes and experiences.

- That the Community Engagement index will improve.

Achievements

- Improved use of a school app for improved communication between school and home, i.e. online Parent/Teacher/Student Interview bookings.
- Introduction of students to Parent/Teacher interviews.
- Link to School Newsletter on school app.
- Continuation of online facility for parents to order Booklists and School Photographs.
- Increased parental involvement in their child's development through the Literacy Parent Helpers Program.
- Excellent representation of families at school functions, e.g. Mother's / Father's Day morning teas, Holy Week activities.
- Continuation of F.I.R.E Carrier leaders (Friends Igniting Reconciliation through Education) to promote Indigenous awareness. Participation in school zone activities.

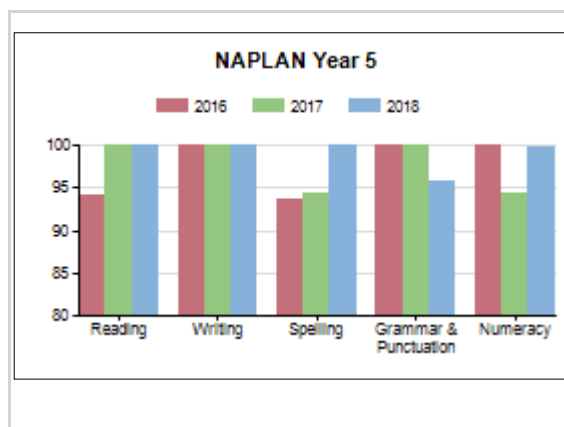
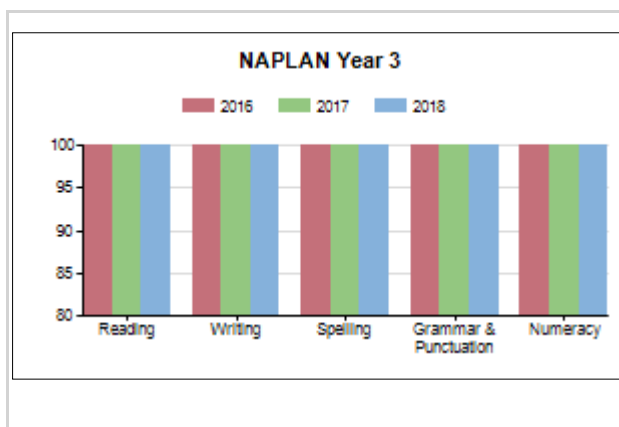


PARENT SATISFACTION

The sense of school community is a strength at Our Lady of the Way. The welcoming nature of the school, the approachability of staff and the spirit of the community engendered are considerable achievements. There is very positive relationship between the parish, parents and school. Parents are actively engaged with weekly school assemblies and parent attendance is continuing to grow. Our challenge will be to ensure that we maintain and foster further involvement in community activities.

School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	95.8	-4.2
YR 05 Numeracy	100.0	94.4	-5.6	100.0	5.6
YR 05 Reading	94.1	100.0	5.9	100.0	0.0
YR 05 Spelling	93.8	94.4	0.6	100.0	5.6
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.8%
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STAFF RETENTION RATE

Staff Retention Rate	92.9%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	21.4%
Graduate	28.6%
Graduate Certificate	7.1%
Bachelor Degree	78.6%
Advanced Diploma	50.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	2
Teaching Staff (Headcount)	15
Teaching Staff (FTE)	9.9
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	6.2
Indigenous Teaching Staff (Headcount)	0