



# Our Lady of the Way School Kingsbury

2020

Annual Report to the School Community



Registered School Number: 1627

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## Contact Details

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## Minimum Standards Attestation

I, Kevin Burke, attest that Our Lady of the Way 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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

08/06/2021

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

## 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.

## 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 170 students in 7 classes 2020. 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, since 2019, a coaching program has been developed 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 a strong 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. A Refurbishment Program commenced at the end of 2020 to redevelop and refurbish the four original classrooms and School Hall 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 wellbeing 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'. Our Year 5 - Year 7 Tableau Data shows that our students continue to perform at a very high level at Secondary School. 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 liturgies throughout the year and weekly at our school or online class assemblies. The prayers at our whole school assemblies were based on the Gospel readings taken from the previous Sunday liturgy. Each class also led assembly 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. Unfortunately parents and the parish community were not able to attend due to COVID-19 protocols.

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 online in the form of a paraliturgy where students were then able to submit their image of our school patron to create a school collage.

As a staff we prayed together at each staff meeting with all staff members given the opportunity to lead the prayer at these weekly meetings. Sacramental preparation of Reconciliation, Eucharist and Confirmation took place within the classroom program, but the celebration of all sacraments was held over to 2021 so that the parents and wider community could be involved in the celebration.

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 and whole school liturgies.
- Daily Prayer in the classroom.
- Student led Prayer at weekly 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.



- 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 fundraising 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

- Literacy has been the main focus area for improvement over the past four years and teachers have been supported with ongoing professional learning and a wide variety of evidence-based resources. This has resulted in a shared and consistent understanding amongst staff.
- Evidence-based teaching & learning strategies are clear in the area of literacy, leading to improved student learning outcomes. The 2020 School Reviewers noted, 'The school is to be commended for the way in which literacy data is being used by teachers to drive differentiated practice leading to improved student learning outcomes'.
- Opportunities for feedback relating to improving student learning outcomes in the areas of reading and writing with regular conferences taking place result in future goal setting with students.
- Due to systematic procedures and practices there is a consistent approach between class teachers and learning support officers when meeting the needs of cohorts of students with additional learning needs in literacy.
- There is a common agreement that planning for and meeting the needs of more highly able students is an area of need.
- Staff catering for individual students needs during the extended Learning from Home period.
- Students on Individual Learning Plans received weekly updated ILP activities related to their specific needs during lockdown.

### STUDENT LEARNING OUTCOMES

- At the end of 2019, the school was recognised by ACARA for sustained improvement in NAPLAN performance over a five-year period in both Literacy and Maths
- The school was placed in the top 10% of all schools for NAPLAN improvement and ranked No. 13 in the Northern Metropolitan Region of Melbourne

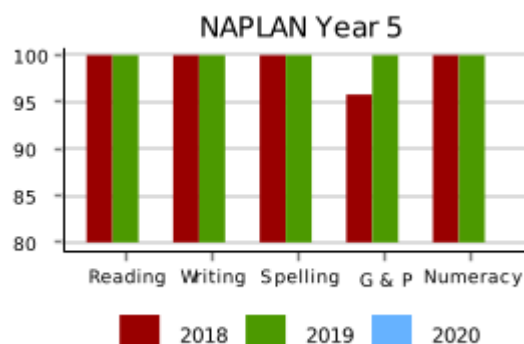
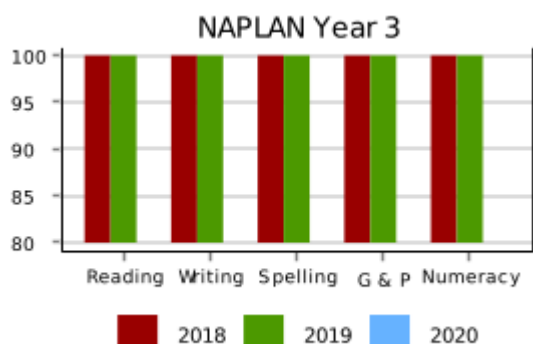
- 2019 NAPLAN Tableau Data shows that the school is a high performing school across all assessed areas for Year 5 to Year 7 students, showing above average growth and above average performance
- Return to school data at the end of the extended Learning from Home Period showed that students on average had progressed by greater the number of weeks they were in lockdown.
- PAT-R & PAT-M has shown continued improvement across all levels with cohort levels on average performing above benchmarks
- Prep end of year testing results showed that the cohort was the second highest performing cohort for end of year testing since the collection of data commenced in 2005.
- 28.5% of our Year 6 2020 exiting students have been taken into accelerated programs at Catholic Secondary Schools.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	95.8	100.0	4.2		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	100.0	100.0	0.0		

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

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

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



## Student Wellbeing

### Goals & Intended Outcomes

- 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 2020 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, especially during the extended Learning from Home period. Enrolment information nights were held for prospective students as well as school tours.

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.

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 and prospective families prior to the lock down.

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 additional support in writing explicit Personalised Learning Plans for these students.

A Key focus whilst students were Learning from Home was to ensure that their contact with the school and peers was maintained. Daily online catchups were used for Wellbeing sessions rather than educational instruction. Each class used a daily focus to keep students engaged in fun activities that promote wellbeing.

## 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 were conducted at school weekly in Term 1. 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.
- School produced Videos weekly showing students at work and at play during the Learning from Home period to keep students engaged and to inspire others
- Staff 'Pass the Ball Challenge' video to celebrate Team Colours Day

## STUDENT SATISFACTION

CEM Rapid Capture Surveys were used to collect data from students in relation to how well they coped during the extended Learning from Home period. This data showed that students felt well-supported in their learning during this time and the activities set were stimulating and enjoyable to complete. Overall, the responses were exceptionally positive across all survey areas.

School Review surveys undertaken for both students and parents in Term 2 2020 as part of the school review process showed a strong connectedness to school and each other and that the school really knew each child. This data supported the 2019 CEMSIS survey results.

## STUDENT ATTENDANCE

Procedures:

- Education is a sequential process. Absences often mean students miss important stages in the development of topics, causing them to find 'catching up' difficult.
- Absenteeism contributes significantly to student failure at school.
- All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
- Illness is reasonable grounds for an absence - shopping excursions or birthday parties are not.
- Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary.
- Parents have a further responsibility to provide a written note to the school explaining why an absence has occurred.
- The Principal has a responsibility to ensure that attendance records are maintained and monitored at school.
- All student absences are recorded in both the morning and the afternoon by teachers, are aggregated on our NFORMA database.
- School commences at 9.00am therefore any child who is not in attendance by 9.30am is recorded as absent.
- If notification of an absence has not been received, Teachers are to contact the Admin Office where an Admin Officer will seek a reason for an absence.
- NFORMA attendance data is printed by the Admin Staff who follow up with parent/guardian a reason for an unexplained absence.
- The Department of Education and enrolment auditors may seek student attendance records.
- The Principal has a further responsibility to ensure that unexplained absences are investigated, and that high levels of absenteeism are adequately explained.
- The Principal will ensure parents of students with high levels of unexplained or unapproved absences are contacted, with the view to developing and implementing strategies to minimise absences. This may include initial contact with parents via phone conversation and/or letter outlining strategies of support.
- Ongoing unexplained absences, or lack of cooperation regarding student attendance will result in a formal attendance program support group meeting being organised. Unresolved attendance issues may be reported by the principal to the Department of Human Services.
- Student attendance and absence figures will appear on student half year and end of year reports.
- Aggregated student attendance data is reported to the Catholic Education Office Melbourne and the wider community each year as part of the annual report.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.4%
Y02	92.6%
Y03	91.5%
Y04	92.1%
Y05	90.9%
Y06	87.5%
Overall average attendance	91.5%



## Child Safe Standards

### Goals & 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
- Highly commended for 2020 School Review Documentation and embedding of procedures and protocols relating to Child Safe Standards

# 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.

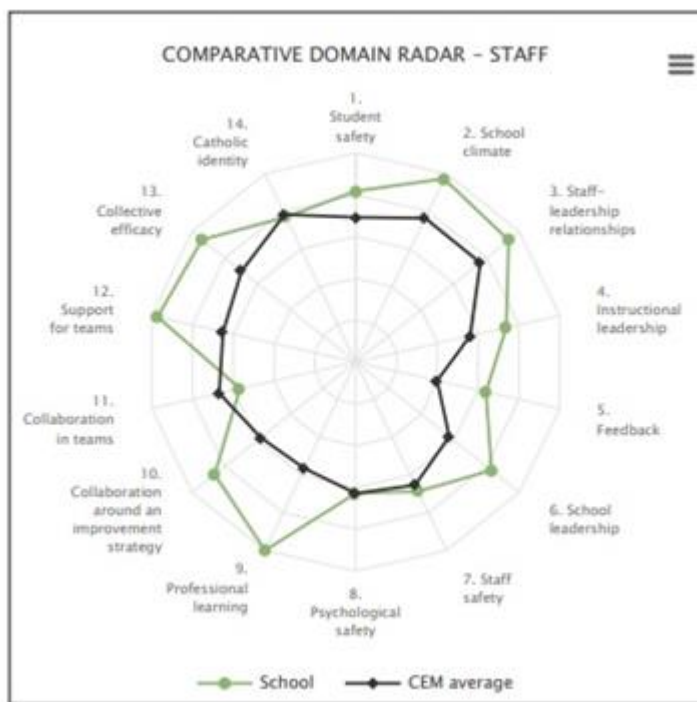
<b>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</b>
<b>Description of Professional Learning undertaken in 2020</b>
Professional Learning in 2020 included: <ul style="list-style-type: none"><li>• Literacy Leaders</li><li>• REL Network</li><li>• Learning &amp; Teaching Networks</li><li>• Principals Network</li><li>• Deputy Principals Network</li><li>• Admin Officers Network</li><li>• Principals Briefings</li><li>• Principals Conference</li><li>• Leadership</li></ul>

- Respectful Relationships
- FIRE Carriers
- ICT in the Classroom
- Mathematics
- Literacy PL & Webinars in Vocabulary Spelling & Writing
- Literacy Coaching
- Maths Coaching
- Maths PL in Dyscalculia
- Child Information Sharing Scheme
- Learning Collaborative Intake 3

Number of teachers who participated in PL in 2020	16
Average expenditure per teacher for PL	\$633

### TEACHER SATISFACTION

CEMSIS Data used in the school's 2020 School Review shows that staff rate their experience at Our Lady of the Way substantially higher than the CEM school average across 11 of the 14 parameters. Particular strengths are School Climate, Staff-Leadership Relationships, School Leadership, Professional Learning, Collaboration around an Improvement Strategy, Support for Teams and Collective Efficacy. Other strengths of the school are Student Safety, Instructional Leadership, Feedback and Staff Safety



<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	93.0%

<b>ALL STAFF RETENTION RATE</b>	
Staff Retention Rate	100.0%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	15.4%
Graduate	30.8%
Graduate Certificate	7.7%
Bachelor Degree	76.9%
Advanced Diploma	46.2%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	14.0
Teaching Staff (FTE)	9.2
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	4.7
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

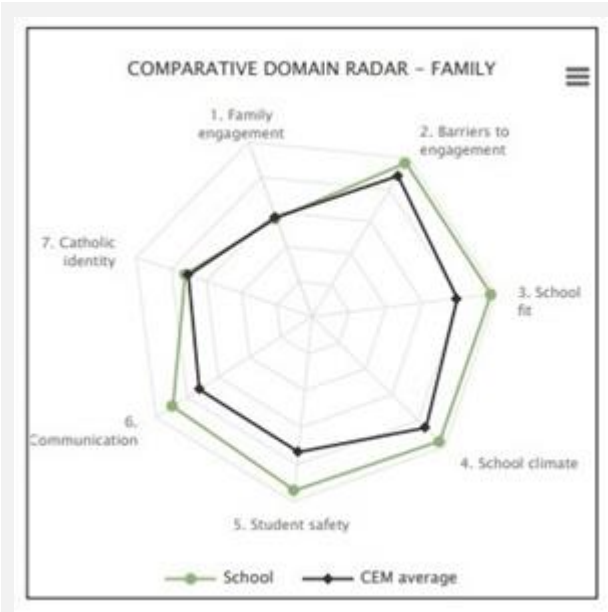
- To enhance partnerships to strengthen student outcomes and experiences.
- That the Community Engagement index will improve.

### 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.
- Implementation of online portals for parents to access and provide school information
- 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.
- Online Meetings with both parents and students during the extended Learning from Home period

### PARENT SATISFACTION

CEMSIS Data used in the 2020 School Review shows that families rate their experience at Our Lady of the Way substantially higher than the CEM school average across 5 of the 7 parameters. Particular strengths are No Barriers to Engagement, School Fit, School Climate, Student Safety and Communication.



2020 CEM Rapid Capture Survey Responses during Learning from Home reflected the school's aspirations to ensure that students maintained a high level of learning in a very positive light. Some sample comments are:

- Home schooling is a perfect example. The school has provided parents with the tools, lesson plans, support via telephone and email for both lockdowns. It has been a honour and a privilege to watch my child learn and grow. Whenever my child has had a problem with school work during lockdown she was able to communicate with her teacher via email and at times at the end of google meet. I have been able to speak to teachers about my child's progress and have provided tools to assist her in her learning from prep until this date. The weekly feedback provided by her teacher has been great.
- They do a great job in engaging with parents to keep us up to date of their progress
- They are personal and teachers and all staff get to know our children who they are, as individuals, their personalities which is so important. They are not just a number. They know interests, strengths and where they need to improve academically.
- The feedback is at a high level and enables me to help my children at home practice to improve confidence in area of difficulties.
- The way in which the principal and teachers know each student and provide them with the support and knowledge to grow and learn and to believe in themselves. I remember the words the principal on her first day of Orientation "Where are my students?" When I heard those words I knew my child would be ok.