



# Our Lady of the Way School Kingsbury

## 2022 Annual Report to the School Community



Registered School Number: 1627

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## Contact Details

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E NUMBER	E1232

## Minimum Standards Attestation

I, Allison Luff, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

21/03/2023

**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)

## Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

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 173 students in 7 classes in 2022. 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 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 at Our Lady of the Way was to fully implement the body of evidence that underpins The Science of Reading and Science of Learning approach to teaching and learning. There was a deliberate approach to align the teaching of reading with the Science of Reading. Our school programs included the introduction of InitialLit in teaching reading in Prep and the introduction of using the Sounds Write Program to teach phonics in Year 1 and 2. A systematic, synthetic approach to the teaching of phonics was used.

The Science of Learning evidence saw each grade from the foundation year to year six begin each lesson with a Daily Review. The Daily Review is one of Barak Rosenshine's Principles of Instruction used to ensure that knowledge taught is reviewed daily to ensure the information is stored in a student's long term memory.

The implementation of Explicit Teaching and using the Science of Reading and Science of Learning as an approach to teaching and learning has had a strong impact on academic achievement across the school.

The school buildings are in excellent condition after a Refurbishment Program on 2020 - 2021 and there are dedicated specialist areas such as Music, Visual Arts, Library and LOTE (Italian).

As a school community we are fully committed to ensuring that children's social and emotional and educational needs are catered for so that they are able to achieve at the highest level.

## 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 a student's 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 Inquiry will remain a high priority for the school. All our work remains focussed around high quality explicit and direct 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 Leadership team, with the staff led a change in teaching best practice to align teaching and learning with the body of evidence that supports teaching reading using the science of reading. Teaching and Learning of all subjects encompassed the research and evidence in the science of learning.

The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach. (The Reading League, 2021)

Our teachers worked with the research and evidence to implement the science of reading focussing on explicitly teaching phonemic awareness, phonics, vocabulary and comprehension skills. They worked tirelessly on transferring the Writing Revolution strategies to teaching writing by building from the sentence level up. Daily reviews were implemented in all classes in reading, writing, spelling and maths. Mini whiteboards and whiteboard markers were purchased for all students to engage with daily reviews. This saw an increase in student results in both our school based data and nationwide data such as NAPLAN,

Achievements in school based assessment continued to show high growth, and results in formal testing regimes with our students predominantly performing above or substantially above standardised benchmarks. 2022 NAPLAN data showed that the school achieved its best overall performance since the beginning of NAPLAN.

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.

## Parish Priest's Report

Winston Churchill once said, "A nation which forgets its past has no future." In a similar vein, philosopher George Santayana remarked, "those who cannot remember the past, are condemned to repeat it." I would like to echo those famous statements and remind each of us why community of faith is quite essential nowadays. Our Lady of the Way community, including church and school is a community of faith when it knows when to pause in thanking God and celebrating its past before it can move forwards. Indeed, Our Lady of the Way school and parish is a faith-based community when it is rooted on the celebration of the Word of God and nourished by its sacrament.

We live in the fast-paced culture and hardly have time to pause and reflect; but we must slow down, we need to celebrate our past, because we cannot move forwards, unless we pause, reflect and celebrate our identity and personnel.

In able to do so, there are not only parishioners and school community who are always around in supporting one another and living the message of the Gospel and strengthening by all sacraments; but also, it needs a faith leader, a person who can live among the people, a person who can administer the Sacraments, a person who can cry with the people when they are in trouble, a person who can be happy when the people share their joys, especially a priest, a shepherd that according to Pope Francis 'a priest who can smell their sheep'. Fr Terry Bergin, is that person, 25 years of his dedication in this wonderful community and many years as the Catholic Priest in the Archdiocese of Melbourne. 25 years that he has lived here among us and share the love of God with us. He has known each one of you by name and also by smell. 25 years that Fr Terry baptised so many of you, he celebrated your first communion, participated in your Confirmation; also, he has celebrated funerals for many of your friends and family members. In addition, many years that he welcomed new families into the school, assisting teachers and principals in their tasks.

For all of that, we are thanking Fr Terry for his dedication and love for the OLW community. We wish him a wonderful retirement in which he is well deserved.

In addition, I would love to say thank you for the warm welcome that I received since Fr Terry's retirement. Since, I have come from a parish with 5 churches in the inner Melbourne East; OLW Kingsbury community is such a great reward with its gentle and relaxed environment. Having known the school has been doing so well with last year results and the enrolment for years to come; it has really lifted up the spirit of this lovely community.

I continue to be very happy in assisting the school in sharing the fundamental foundation of the Catholic School. That is our activity and life is rooted in the Word of God and Sacraments.

Fr Trac Nguyen



## School Advisory Council Report

Participating in the SAC (School Advisory Council) in 2022 has been a pleasure and a privilege. It has given SAC members a wonderful opportunity to connect more deeply with the school as well as hear, see and appreciate all the hard work and thought that Kevin, Allison and the teachers invest into making OLW the fantastic school that it is. In 2022, that shone through as a prolific number of terrific student outcomes: The choir combining together to perform beautiful music that delighted all our ears. Displays of stunning visual arts along the corridor that amazed all our eyes. Blazing athletic performances across a wide gamut of sports that left us wondering - will there be enough space in the display cabinets at homes for all these medals?! A Book Week event that provided children the creative costume freedoms that made the school erupt in electric joy and gave parents a smile and giggle. The end of year carnival which showcased phenomenally flashy student talent ranging from acrobatics to dancing to fleet footed displays that left us all gasping in astonishment at the formidable degrees of difficulty overcome and laws of physics defied. The continued success of the evidence based science of learning program producing NAPLAN results which reached new heights - it's now approaching altitudes that would make the SpaceX rocket team tremble!

Underpinning all these accomplishments is one of the most beautiful aspects of the school: The friendly, warm, inclusive, kind and supportive atmosphere that is suffused throughout the school community. OLW buzzes with an energy coloured by fun and a love of learning. An environment where everyone encourages each other to be curious and strive for their best. These outcomes didn't suddenly materialise in a magical cosmic big bang, but are the result of consistent and incremental progress over many years driven by the dedicated, capable, caring and hardworking staff at OLW.

This special culture at OLW also owes thanks to Fr Terry. He has been a huge contributor over his multiple decades at the parish. He is a man who enshrines these values in the school today - the warmth, the friendliness and personable approach to relationships. He is a leading role model of these values, which connected so strongly with so many of us that we were convinced our children had to be part of it and a big reason many of us enrolled our children in the school. We can't keep him forever unfortunately. After many years of faithful service to the parish and the school, 2022 was the year Fr Terry called stumps. He'd played a profound and extraordinary innings for our community and we sadly farewelled the great man over a Sunday mass and luncheon (generously organised by the Parish Leadership Committee), but took solace in knowing his values and ideas still carry on in the school today. How do you find a replacement for the treasure that is Fr Terry? We had our Eureka moment and were incredibly lucky to find and welcome the engaging spirit and passion of Fr Trac. Crackling with gusto and boundlessly open hearted, Fr Trac has seamlessly taken the torch as our parish priest and he builds on the special foundations our parish and school sit on today.

I had many thoughts in writing this reflection on 2022, but the most persistent thought one is this: We are all incredibly lucky to have our children attend a school as special as OLW. On behalf of the SAC and all parents I would like to thank the teachers, Kevin, Allison and all supporting staff of OLW for the outstanding effort and deep thought you put into making our school such a wonderful community for our children. You are consistently rising to the challenge of making our school better each day. Teaching is one of the most important roles in society and we all appreciate everything that you do. Thank you!

Liwa Becker: SAC Chairperson

## Catholic Identity and Mission

### 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 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.

Formal and informal prayer was used in each classroom. A prayer space 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 in the form of a paraliturgy where students were then able to present the reasons of what Our Lady of the School means to them. All students displayed a positive attitude towards our school community.

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, and all sacraments were celebrated 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.

The retirement of our much loved and respected Parish Priest Father Terry Bergin in October was celebrated with a Parish mass where our school choir performed our 'Our Lady of the Way' song. The appointment of our new Parish Priest Father Trac Nguyen began in October 2022.

### VALUE ADDED

- Celebrating class Paraliturgies, class Masses and whole school Masses when possible.
- Daily Prayer in the classroom.
- Student led Prayer at weekly whole school assembly.
- School Feast celebration liturgy on May 24.
- Year 6 Graduation Mass celebration.
- 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 fundraising for charities.

## Learning and 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.
- To achieve consistency of practice across key learning areas.
- To provide increased opportunities for parents to partner in students' learning.
- To develop student agency and voice.
- To weave the Catholic narrative and its interconnectedness to our faith, learning and life.

### Achievements

- Literacy has been the main focus area for improvement 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.
- Science of Reading is established in Prep - Year 2 classrooms with the introduction of InitialLit in Prep and Sounds Write in Years 1 and 2. These follow a systematic synthetic phonics program and decodable readers are used for the initial stages of reading.
- Introduction of a whole school approach using Daily Reviews based on Barak Rosenshine Principles of Instruction. Daily Reviews occur in vocabulary, phonics, spelling, writing and maths.
- In regard to our Science of Learning/Daily Reviews, many neighbouring catholic schools visited us to observe Daily Reviews happening in the classroom. They also met with leadership in regard to professional development and analysis of improvement of data.
- 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.
- Professional learning and planning to meet the needs of more highly able students was achieved and reflected in improved higher results for our students.
- Students on Personal Learning Plans received termly updated PLP goals and achievements.

### STUDENT LEARNING OUTCOMES

- 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 highest performing cohort for end of year testing since the collection of data commenced in 2005.

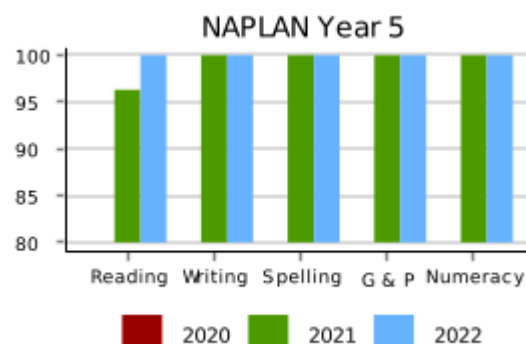
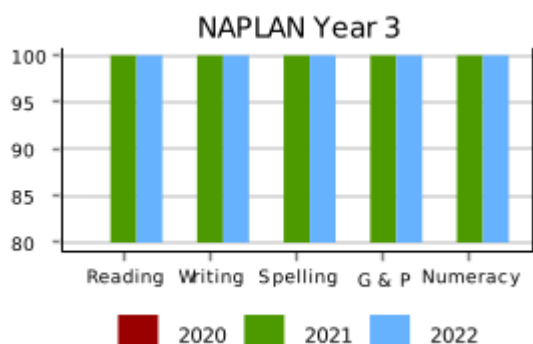
- Our 2022 NAPLAN data was again the best overall performance OLV recorded. A higher score recorded in all areas when compared to 2021 data. We were within the top 10% of all schools in Victoria.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 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	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	96.3	-	100.0	3.7
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 2022 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.
- Enrolment information nights were held for prospective students as well as school tours.
- 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.
- A focus on positive behaviours in the playground saw the student leaders training and acknowledging students when positive yard skills were displayed.
- 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.
- Our school counsellor runs classroom sessions based on the needs of our school, for e.g. Prep - Year 2 have sessions based on developing friendships, and Years 3-6 have sessions based on respect for self and others, and maintaining friendships.

### VALUE ADDED

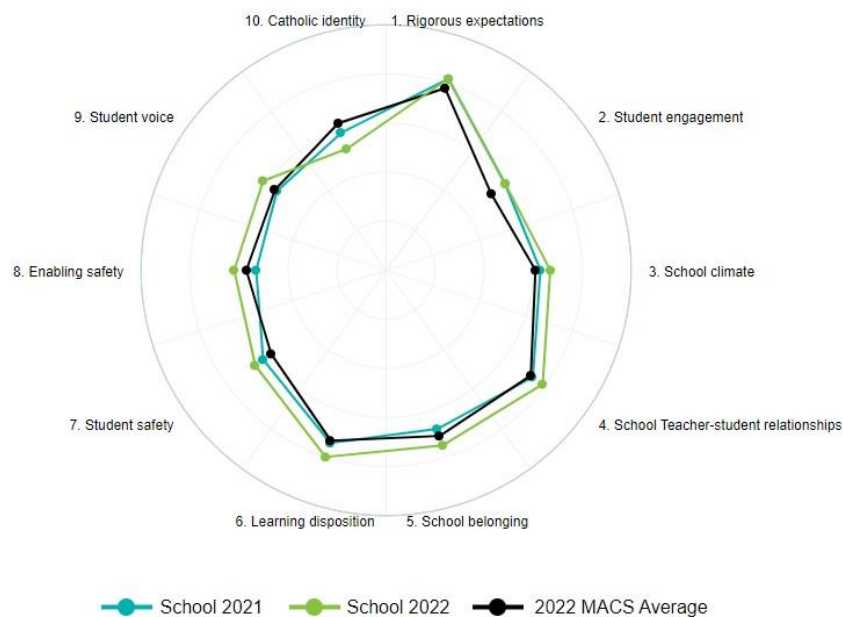
- School expectations are clearly visible, discussed and understood in each classroom.
- Staff is well informed when teaching to the social/emotional differences in students.
- Parents and students rate extra curricula activities highly valuable with the school. Activities are always well attended.

- 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

- Students MACSIS results show that we are above in all areas of student engagement, student climate, student-teacher relationship, school belonging, learning disposition, student safety, enabling safety and student voice.

E1232 Our Lady of the Way School Primary  
2022 Comparative Domain Radar - Student  
1st Level Comparison



### STUDENT ATTENDANCE

- 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. This is to be done through the SkoolBag app prior to 9.00am of the day of non-attendance.
- 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 9.15am 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 MACs (Melbourne Archdiocese Catholic Schools) and the wider community each year as part of the annual report.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	91.2%
Y02	90.1%
Y03	90.3%
Y04	88.7%
Y05	91.7%
Y06	89.9%
Overall average attendance	90.3%

## 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

- Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards.
- Review of the Child Safety Policy ratified by the School Advisory Council.
- Review of the Child Safety Code of Conduct ratified by the School Advisory Council.
- The embedding of policies and commitments into every day practice
- Continued 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.
- Monitoring of sign in procedures in accordance with Child Safety Guidelines.
- Implementation of Child Safety Guidelines for employment of new staff.
- Monitoring of guidelines for visitors attending school events such as Sports events, Working Bees, etc.
- Annual completion of online Mandatory Reporting module by all staff
- Continued development of risk assessments for any on or off site incursions/excursions.

# Leadership

## 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 to 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 teachers on leadership.
- 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 2022</b>
Professional Learning in 2022 included: <ul style="list-style-type: none"><li>• Literacy Leaders</li><li>• Literacy PL &amp; Webinars in Science of Reading and Science of Writing (Writing Revolution, Daily Reviews &amp; The Writing Rope)</li><li>• The Science of Learning - Daily reviews</li><li>• Learning Difficulties Australia Conference - Linnea Ehri</li><li>• MacqLit and MiniLit teacher training from MultiLit</li><li>• InitialLit Training PL from MultiLit</li><li>• REL Network</li></ul>

- Learning & Teaching Networks
- Principals Network
- Deputy Principals Network
- Admin Officers Network
- Principals Briefings
- Principals Conference
- Leadership
- FIRE Carrier
- ICT in the Classroom
- Mathematics Networks
- Literacy Coaching
- Maths Coaching
- School Improvement Learning Collaborative Intake 3

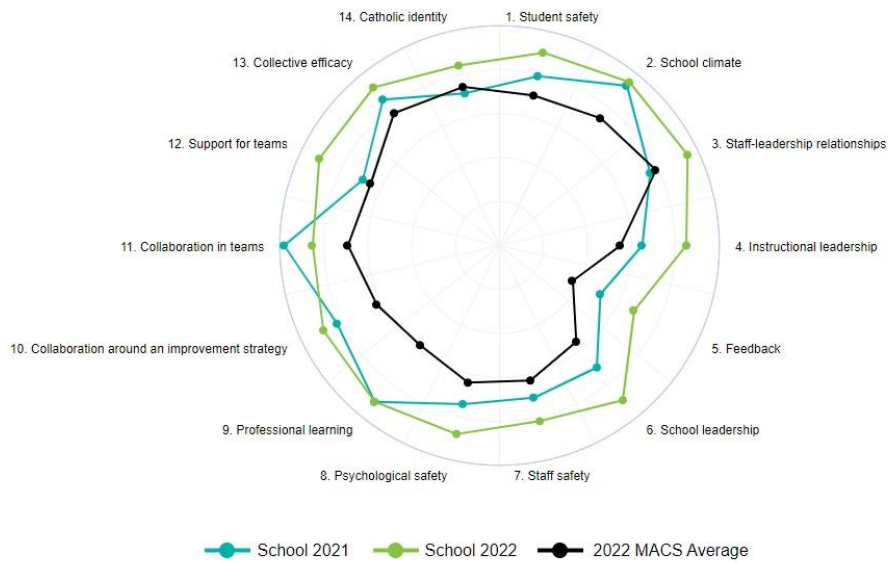
Number of teachers who participated in PL in 2022	16
Average expenditure per teacher for PL	\$530

**TEACHER SATISFACTION**

School Data shows that staff rate their experience at a high level. Particular strengths are:

- School Climate
- Staff-Leadership Relationships
- School Leadership
- Professional Learning
- Collaboration around an Improvement Strategy
- Collective Efficacy
- Student Safety
- Instructional Leadership
- Feedback
- Staff Safety
- Psychological Safety
- Support for Teams
- Catholic Identify

E1232 Our Lady of the Way School  
2022 Comparative Domain Radar - Staff  
1st Level Comparison



**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate 88.4%

**ALL STAFF RETENTION RATE**

Staff Retention Rate 91.7%

**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	16.7%
Graduate	33.3%
Graduate Certificate	8.3%
Bachelor Degree	75.0%
Advanced Diploma	33.3%
No Qualifications Listed	8.3%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	16.0
Teaching Staff (FTE)	11.3
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	6.5
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### 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.
- Introduction of students to Parent/Teacher interviews.
- Link to School Newsletter on school app.
- Further development of online portals (OLW YouTube Learning Channel) for parents to access and provide school information
- Continuation of F.I.R.E Carrier leaders (Friends Igniting Reconciliation through Education) to promote Indigenous awareness. Participation in school zone activities (Yarning Conference)
- Meeting with parents termly to discuss Personal Learning Plans, goals and achievements.

### PARENT SATISFACTION

School survey data in 2022 has Our Lady of the Way was above average for:

- Family engagement
  - Barriers to engagement
  - School fit
  - School climate
  - Student safety
  - Communication
- 
- Families perception of how well their school matches their child's developmental needs was in the 90th percentile
  - The timeliness, frequency and quality of communication between school and family was the 90th percentile



- Families perception of the social and learning climate of the school was also the 93rd percentile
- Overall the school fit, school climate, student safety and communication was above the 90th percentile. This gave us an overall positive school endorsement of 80% which is 19% higher than the MACS average for Parent Satisfaction.