



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Our Lady of the Way School

11-19 Green Avenue, KINGSBURY 3083

Principal: Kevin Burke

Web: www.olwkingsbury.catholic.edu.au

Registration: 1627, E Number: E1232

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 17 Apr 2024

About this report

Our Lady of the Way 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](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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 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.

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. 2023 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.

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. A new Parish Priest, Father John 'Connell was appointed in late 2023.

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.
- School incursions based on Religious topics.
- Opportunities for social justice awareness through the units of work taught and investigated.
- 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 Initialit 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 2023 NAPLAN data was again the best overall performance OLW recorded. A higher score recorded in all areas when compared to 2022 data.
- NAPLAN data places OLW in the top 3% of all schools.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	444	78%
	Year 5	546	94%
Numeracy	Year 3	429	83%
	Year 5	556	97%
Reading	Year 3	439	83%
	Year 5	557	100%
Spelling	Year 3	453	87%
	Year 5	542	100%
Writing	Year 3	439	96%
	Year 5	537	97%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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 2023 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.

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 Audiri 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	90.2%
Y02	91.2%
Y03	92.7%
Y04	92.0%
Y05	91.9%
Y06	94.1%
Overall average attendance	92.0%

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.

Establishment of a Learning Collective with three other schools focussing on the Science of Learning.

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	
List Professional Learning undertaken in 2023	
Professional Learning in 2022 included:	
<ul style="list-style-type: none"> • Literacy Leaders • Literacy PL & Webinars in Science of Reading and Science of Writing (Writing Revolution, Daily Reviews & The Writing Rope) • The Science of Learning • Lorraine Hammond - Daily reviews • Learning Difficulties Australia Conference - Linnea Ehri • MacqLit and MiniLit teacher training from MultiLit • InitiaLit Training PL from MultiLit • REL Network • Student Wellbeing Network • Principal Network • Deputy Principal Network • Learning & Teaching Networks • Admin Officers Network • Principals Briefings • Principals Conference • Leadership • FIRE Carriers • ICT in the Classroom • Mathematics Networks • Literacy Coaching • Maths Coaching • School Improvement Learning Collaborative Intake 3 	
Number of teachers who participated in PL in 2023	16
Average expenditure per teacher for PL	\$530.00

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

Teacher Qualifications	
Doctorate	0.0%
Masters	6.7%
Graduate	20.0%
Graduate Certificate	0.0%
Bachelor Degree	40.0%
Advanced Diploma	26.7%
No Qualifications Listed	6.7%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	18
Teaching Staff (FTE)	12.7
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	9.3
Indigenous Teaching Staff (Headcount)	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 - 2.2k subscribers) 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 2023 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.

Financial Performance

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.

For more detailed information regarding our school please visit our website at www.olwkingsbury.catholic.edu.au