



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Our Lady Help of Christians School

1-13 Henry Street, ELTHAM 3095

Principal: Rudolph Thomas Vail

Web: www.olhceltham.catholic.edu.au

Registration: 1275, E Number: E1119

Principal's Attestation

I, Rudolph Thomas Vail, attest that Our Lady Help of Christians School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 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 10 May 2024

About this report

Our Lady Help of Christians School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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

OUR VISION

Our school community, united and inspired by the Gospel Values, strives to provide the optimum learning environment in which students are empowered to reach their learning potential.

MISSION

Our Mission is to bring our Vision to life by...

- Celebrating our Faith through Liturgy, Prayer and the Traditions of the Church.
- Being a welcoming Catholic Community.
- Reaching out and responding in Christian service.
- Promoting academic achievement.
- Basing our Learning and Teaching on best practice.
- Providing a secure and affirming environment.
- Respecting each person's uniqueness.
- Fostering the wellbeing of individuals.
- Encouraging responsible decision making.
- Developing the ability to think clearly, independently and imaginatively.
- Developing adaptability to thrive in an ever-changing world.
- Building an awareness of the world, each person's place in it and the need to be environmentally conscious.
- Providing opportunities for children to engage in a healthy active lifestyle.
- Nurturing creativity, appreciation, performance skills and confidence through the Arts.
- We are committed to :-
- Elected Government.
- The rule of law.
- Equal rights for all before the law.
- Freedom of religion.
- Freedom of speech and association.
- The values of openness and tolerance.

School Overview

Our Lady Help of Christians (OLHC) school sits at the heart of Eltham's vibrant community, celebrated for its natural splendour and cultural heritage. Established in 1928, OLHC proudly upholds a tradition of fostering the growth and success of our students within a dynamic learning environment.

At Our Lady's, we believe that education is a partnership between teachers and families, and that children thrive when they are active participants in their learning journey. With an initial enrolment of 138 students across 7 classrooms, our dedicated team of 24 staff, including full-time and part-time teachers and administration personnel, are committed to fostering an inclusive and supportive atmosphere where every child is encouraged to achieve their personal best.

Our curriculum is designed to cater to individual differences, and we are proud to offer weekly specialist classes in Performing Arts, Physical Education/Sport, Library/ICT, and Italian, enriching the educational experience of our students. Our learning environments are thoughtfully crafted to be engaging and flexible, providing ample opportunities for exploration and discovery.

Central to our mission is the integration of our Catholic faith into all aspects of school life. We cherish the strong bond between parish, school, and parent community, fostering a culture of care, compassion, and respect. Through formal lessons and everyday interactions, we instil in our students the values of love, kindness, and empathy, guiding them to become compassionate individuals who embody the teachings of the Catholic faith.

Through our student leadership initiatives, we foster a culture of responsibility and compassion, inspiring our students to contribute positively to our school community. Empowered with essential skills and resilience, they are encouraged to explore their potential impact beyond the classroom. Our aim is to cultivate engaged lifelong learners who are prepared to face the challenges of the future with confidence and adaptability.

Our school boasts a variety of playground spaces, including adventure playgrounds, open play areas, and designated sports courts, providing students with ample opportunities for physical activity and social interaction. Additionally, our commitment to holistic education extends beyond the classroom, as we strive to educate the whole child—spiritually, intellectually, physically, socially, emotionally, and creatively.

Our Lady Help of Christians is known for having a strong and welcoming sense of community: a community that works together to ensure that academic, spiritual and wellbeing needs are a priority for all. The school benefits from its hard working, supportive and engaged parent body. Parents work closely with teachers in the development of their children. Building and maintaining positive relationships between all community members has a high priority at Our Lady Help of Christians.

Principal's Report

I write this report on behalf of Mark Pinkerton, the former Acting Principal of Our Lady Help of Christians. This report reflects on the achievements of the 2023 school year.

Year in review

Early in term one, teachers prioritised collecting student assessment data to plan for and target learning. Students set learning goals in literacy and numeracy to share with parents in Parent/Teacher/Student Meetings. Our annual SWELL' day was led by the school's Wellbeing leader. This day provides students with the opportunity to forge new friendships across levels, deepen their connections with teachers, and familiarise themselves with school routines, rules, and values. A number of students accessed the tutoring program, which provided support for students to catch up on literacy and numeracy skills. School leadership conducted many personal school tours, showcasing our learning programs and beautiful school grounds and facilities. In March our Year 3 & 5 students participated in NAPLAN assessments. The students were well prepared by their teachers for these types of assessments they would need to complete. Highlights of events for the term were our annual Shrove Tuesday pancake breakfast, Stations of the Cross and our Parents and Friends Easter raffle.

In Term Two, OLHC embraced a range of meaningful activities and celebrations. We began with a Picnic in the Park to honour Our Lady Help of Christians feast day. Bathed in beautiful Autumn sunshine, students from Prep to Year 6 strolled to Alistair Knox Park and Central Park, highlighting the positive impact of our SWELL sessions. Additionally, we showed our support for Prader-Willi Syndrome by wearing a touch of orange and raising funds in honour of one of our own students. As a FIRE Carrier school, we observed National Sorry Day, launching Reconciliation Week under the theme "Be a Voice for Generations," reaffirming our commitment to reconciliation with our First Nations people and striving for a fairer, more equitable society for all Australians

In Term 3, the Year 5/6 students embarked on an exhilarating school camp at Lyrebird Park in Yellingbo, braving hail, wind, and rain with unwavering spirits that only added to the adventure. Highlights included the adrenaline-pumping Flying Fox, indoor rock climbing, archery, and trampolining. The torchlight night walk created lasting memories for both students and teachers, showcasing their resilience and determination, which filled us with pride. On the last day of Term 3, we celebrated the Victorian passion for Aussie Rules Football with our annual footy day, where students donned their club colours and paraded in

a burst of vibrant hues. Following this, we headed to Central Park Eltham for a kick of the footy on the oval, concluding the term with camaraderie and sporting fun.

In the fourth term we held our annual Christmas Carols evening. It was a really well-organised event, with the Fire Carriers running a cake stall and raising funds for The Open Door Foundation. Our Carols Night is a cherished tradition at Our Lady's. This event provided the children, their families, the OLHC community, and teachers with the opportunity to come together to celebrate Christmas and the end of the school year.

Sacramental Program

During the year our parish worked closely with us in the Sacramental Program. As part of your commitment to a Catholic education for our students; a sacramental program is implemented within the school curriculum. During Years 4, 5 and 6, students were taught about and had the option to participate in receiving the Sacraments. Preparation for the Sacraments of Initiation was celebrated within a partnership of the family, schools and Risen Christ Parish-The Catholic Communities of Our Lady Help of Christians, Eltham, St Francis Xavier Montmorency and Holy Trinity, Eltham North. Sacraments are parent initiated, school supported and parish based.

Wellbeing Programs

Our Student Wellbeing Leader provides support to students, while Learning Support Officers (LSOs) are designated to each class to aid those with extra requirements. Additionally, a School Counsellor is available one day a week. Specialised support teachers and programs are in place for English and Math (Intervention and Extension), as well as Wellbeing (Social Skills).

Excursions

Many excursions and incursions took place during the year some highlights included the Junior excursion to..., a Prep excursion to... The 3/4 Level went on an excursion to the Museum, and the Year 5/6 went to ScienceWorks to participate in the Space Odyssey program.

Sports Programs

The sports program at OLHC is vital for our students' development. Through events such as twilight sports, interschool sports, house and district cross country, and district swimming carnival, students learn teamwork, sportsmanship, and resilience. Participation fosters

belonging, discipline, and a healthy lifestyle. It builds confidence, leadership, and lasting memories for our students.

Lunchtime clubs

Last year, various clubs supported student wellbeing at our school. The Gardening Club met Mondays for hands-on nature activities. Tuesdays were for Lego Club, encouraging creativity. Wednesdays, students enjoyed free reading or technology time in the Library Club. Passive Play Club on Thursdays offered quiet activities for relaxation and socialisation

School Advisory Council (SAC) and Parents and Friends of Our Ladys (PFOL)

School Advisory Councils (SACs) serve as vital forums for discussion and discernment, facilitating the inclusion of parent/guardian voices and perspectives to inform decisions made by the principal for the benefit of the school community. Throughout the year, the SAC convened regularly, providing Acting Principal Mark Pinkerton with valuable advice to enhance the school's operations and initiatives.

The Parents and Friends of Our Lady Health of Christians (PFOL) Committee is an integral part of the Our Lady Help of Christians (OLHC) school community. The PFOL organised many events during the year including Prep parent dinner, Grade 6 dinner, Shrove Tuesday Pancake Day, Hot Cross Bun Run, Pie Drive, Trivia Night, Bunnings Sausage Sizzle, School Disco, Movie Night, Over the counter sales (Canteen), Parent Social events, and Support School events.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To enable the community to discern the way faith and life interact with each other.

Intended Outcome:

That learning experiences are created where student understanding is influenced by both life experience and faith dimensions.

Achievements

- Continued leadership by the Religious Education Leader (REL) in fostering deep understandings among staff regarding contemporary Religious Education within our school, including ongoing development and exploration of the RE Framework and its implementation.
- Collaboration between the Religious Education Leader (REL) and Teaching and Learning staff to deepen understandings of Faith Life Inquiry and establish connections through curriculum, RE Framework, and RE Pedagogy of Encounter.
- Planning sessions with MACS consultant Loredana Guinane and all teachers led by the REL and Teaching and Learning Leader to enhance effective teaching and learning practices, focusing on the Pedagogy of Encounter.
- Successful organisation of significant Masses throughout the year, including events such as the Beginning of the School Year Mass (featuring staff commissioning and new family welcomes), Ash Wednesday, Our Lady Help of Christians' Feast Day, and the End of the Year Mass. Masses incorporated the Message Stick to bridge connections between the
- FIRE Carrier initiative and our Catholic Faith.
- Arrangement of Prayer Liturgies for significant occasions including Holy Week, Easter, ANZAC Day, Mother's Day, Father's Day, Remembrance Day, and Advent. Inclusion of the Sacrament of Eucharist in Parish weekend masses and the celebration of
- The Sacrament of Reconciliation for Year 4 children.
- Hosting Family Faith Nights for Reconciliation, Eucharist, and Confirmation with OLHC, SFX, and HT.
- Confirmation celebration for Year 6 students at St. Patrick's Cathedral, joined by students from Holy Trinity and St. Francis Xavier.

- Continuous refinement of sacramental preparation approaches, including collaboration between Year 4 and 5 teachers and the REL to integrate a faith life inquiry approach.
- Regular meetings between RELs from St Francis Xavier, Holy Trinity, and the parish priest to plan liturgical and sacramental programs and strengthen school-parish ties.
- Emphasis on family-centered celebrations of the Sacrament of Reconciliation and integration of children's participation in weekend masses into their faith journey, supported by the RELs and pastoral associate.
- Staff participation in liturgies marking the beginning and end of the year, alongside an emphasis on social justice activities within the context of Religious Education.
- Staff-led prayers at the start of meetings and professional development days, student involvement in liturgies through music and singing, and initiatives by student leaders, particularly Social Justice Leaders, to address societal issues.
- Creative fundraising efforts by Year 5/6, such as the sale of icy pole sticks for Project Compassion, and student-led prayers at whole school assemblies each Monday morning.

Value Added

- Involvement of RELs in the Parish Liturgy Team, attending Zone and Regional Network meetings, and organising professional learning sessions, such as one with Luke Bulley from the Passionists Youth Retreat Team.
- Fundraising initiatives for causes such as 'Project Compassion', 'CatholicCare', St Vincent Winter Appeal, St Vincent Christmas Appeal, and 'World Vision'.
- Collection of goods by every class to create Christmas hampers distributed to needy families by the St. Vincent de Paul Society.
- Whole school participation in interactive Holy Week walk, bringing to life the events of Holy Week in a meaningful way for all students.

Learning and Teaching

Goals & Intended Outcomes

Goals:

To embed a whole school approach to learning and teaching
To empower students as agents of their learning
To build a respectful and rigorous learning culture

Intended outcomes were:

That agreed evidence-based teaching and learning approaches are consistent across literacy and numeracy
That student growth improves in Reading and Numeracy
That a whole school approach to positive behaviour which empowers all students and staff is implemented
That expert teaching is developed and fostered within our school professional learning culture.

Achievements

- Expectations for the use of Learning Intentions and Success Criteria were set, and staff participated in further professional development in this area.
- All staff were involved in professional learning. Leaders in key learning areas engaged in professional network meetings, while groups of staff also attended sessions to learn strategies for students with additional needs.
- Prep to Year 2 teachers participated in a two day Little Learners Love Literacy Professional Learning course. This involved learning the structured and explicit program's seven stages that are used to teach children the 44 sounds of the English language and the principles of the alphabetic code.
- The Literacy leader participated in the Latrobe SOLAR short course. This ensures best practice is being shared with staff.
- We have continued to build on our centralised storage of student information and data. This enables teachers to easily access relevant information about a child throughout their time at OLHC. Work to introduce an Excel spreadsheet to track growth in reading and maths within and across cohorts has also progressed.
- As part of the SILC, the team also attended professional learning with Simon Breakspear and have introduced tools, such as a Rapid Action Plan and Clarify Canvas to identify priorities in actions, particularly in the area of literacy.

- The Literacy Leader was invited to be part of the inaugural Eastern Region Literacy Leaders Advisory Committee. Participation in this involved sharing best practice from the school with other leaders in the region and modelling and leading school improvement practices in the area of literacy.
- Tutoring in literacy and numeracy occurred with a government grant provided to target students who were particularly impacted by remote learning over the last two years. Teachers identified students at each level for the program and these students worked in a small group setting with targeted tuition for a period of 10 weeks.
- We continued to have one 25 minute Italian lesson with the Italian teacher early in the week and a second 25 minute lesson in-class with the Italian assistant later in the week. The increased frequency of language exposure has enabled greater use and retention of Italian across the levels.
- Other strategies to embed Italian as integral to the culture of the school included instituting a 'word of the week' program that saw classes compete to use an Italian word or phrase the most often, strengthening the role of the Italian language.
- Students Leaders are tasked with building the profile of Italian language use across the school, using Italian for the Sign of the Cross and featuring Italian in every whole school assembly.
- We continued to participate in the online NAPLAN testing in 2021 after participation in a successful pilot program.
- The school continued to use PAT online testing in reading and maths to track students' growth from year to year and as formative assessment for instruction in comprehension. Teachers also used data from the PAT-R tests at the Student Performance Analysis meetings to identify areas of strength and need for targeted students.
- Data from February testing (including Observation Survey data, specific comprehension testing from Year 3 to Year 6, spelling testing and SINE numeracy testing), as well as Literacy Assessment Project data for P – 6 was analysed and used to plan teaching and learning. NAPLAN results were analysed and key areas were pinpointed for classroom focus.
- The school continued to use Maths Online and Essential Assessment in Maths to identify students' zones of proximal development and monitor progress.
- The school was involved in the Early Number and Algebra professional learning through MACS. Prep - 2 teachers participated in 2023.
- The Mathematics Leader continued to work with teachers to support the use of contemporary pedagogy in maths. This included introducing a new mathematics framework document for teachers to use for planning.
- Curriculum Leaders attended professional development days, as well as zone and region networks, which enabled them to lead the staff in areas such as Literacy, Learning & Teaching, eLearning and Mathematics.
- Specialist classes were conducted in Digital Technologies, Physical Education, Performing Arts and Language Other Than English – Italian.

- Students had opportunities to participate in a variety of extra-curricular activities such as Day for Daniel, SWELL Days and SWELL activities, Footy Day, Lego Club, Garden Club and Year 5/6 camp.
- Parents and community groups continued to support learning, with speakers presenting to students about areas of expertise and interest, linking with inquiry topics.
- Classes regularly used technology including laptop computers, Chromebooks and iPads to enhance learning.
- Our school is a member of the Victorian Primary School Sports Association, Eltham District and participates at a district level in inter school sports for Grade 4, 5 & 6 children, as well as athletics, swimming, cross-country carnivals and gymnastics for children in Grades 3–6. We also conducted our annual Twilight Sports night.

Student Learning Outcomes

In looking at our whole school NAPLAN data trends from 2019 - 2021, it can be concluded that the school mean scores in all instances were close to or above the state mean for the Year 5 students. The data also indicates student growth in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy from 2019 - 2021.

In looking at our whole school NAPLAN data trends from 2019 - 2021, it can be concluded that the school mean scores in all instances were close to or above the state mean for the Year 3 students. The data also indicates a fall in student growth in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy from 2019 - 2021. This may be indicative of the impact that the COVID 19 pandemic had on the Year 3 2021 students, in being absent for the essential junior years of Year 1 and 2.

Based on these results, targeted and explicit teaching in Literacy and Numeracy will continue to be the focus and priority at OLHC.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	421	58%
	Year 5	467	43%
Numeracy	Year 3	421	78%
	Year 5	480	54%
Reading	Year 3	443	95%
	Year 5	479	67%
Spelling	Year 3	421	74%
	Year 5	441	50%
Writing	Year 3	418	100%
	Year 5	477	73%

*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

Goal:

To empower students as agents of their learning

Intended Outcomes:

To engage students in challenging, meaningful learning with high expectations for each learner.

For students to have more ownership of their learning through decision making, student voice and improved engagement.

Achievements

- The Student Wellbeing Leader (SWL) attended regular professional development days to support the Melbourne Archdiocese of Catholic Schools (MACS) wellbeing strategy; working with other Catholic school communities, the Student Wellbeing Leader attended cluster and network meetings.
- The SWL continued to oversee the implementation and consolidation of the Rights, Resilience and Respectful Relationships teaching materials, as well as the Respectful Relationships framework, implementing the annual action plan for Respectful Relationships and building a safe, equal and respectful learning environment.
- As part of the development of Respectful Relationships at OLHC, staff participated in targeted professional development in teaching Topics 7 and 8 of the Resilience, Rights and Respectful Relationships program.
- OLHC were successful in securing a grant from Nillumbik Council to support 16 Days of Activism, an awareness campaign to prevent violence against women. The students produced a school calendar to promote respect throughout our community and throughout the year. The success of the project was published in Nillumbik Council's Annual Report.
- Staff received support to successfully use a range of wellbeing resources such as Smiling Mind meditations; Daniel Morcombe resources; Pat Cronin resources; and Peaceful Kids resources.
- Students with additional needs were supported through regular Program Support Meetings, formal Personalised Learning Plans and external support through private providers. The school used the expertise of staff from MACS to better understand positive support and inclusive practices for students with complex needs.

- The Learning Diversity Leader held fortnightly meetings with Learning Support Officers to oversee the implementation of support plans and to strengthen the team's approach to working with all students.
- The school continued its focus on activities to directly target student wellbeing, voice and connectedness to school through SWELL Day activities in Term 2 and regular lunch time activities such as Lego club, passive play and gardening club.
- Students continued to build relationships through the popular buddy program with all Year 6 and Prep students connected to a buddy, and various buddy activities occurring weekly.
- The school developed an updated flow chart to assist with staff, students and parents having a clearer understanding of behaviour management processes at Our Lady Help of Christians and to develop consistency in our understanding of high level and low level behaviours.
- We implemented a whole school positive behaviour system to support positive behaviours in the yard and in specialist lessons.
- The school developed a transition plan for students who needed additional support transitioning from one year level to another.
- The school refined the Prep Transition Program, connecting students to their school and peers through Kinder visits, experience school days and transition sessions.

Value Added

- As a FIRE Carrier school, we have a team of Year 5 students, supported by staff, who lead our school to be a place where Aboriginal reconciliation is highly valued and where we take action to build reconciliation.
- Lunchtime Clubs including Passive Play, Library Sessions, Lego and Gardening Clubs were offered to support children looking for an extra activity to attend during lunchtime.
- Students participated in Year Level Performing Arts concerts and Christmas Carols.
- Students in Years 4-6 participated in Inter-School Sports and were invited to trial for District
- Sports competitions including Swimming, Athletics and Cross-Country.
- Students were given opportunities at school to participate in Dance, Gymnastics and Swimming.
- Students participated in special days and activities such as Italian Day, Book Week, SWELL Day and Our Lady Help of Christians Feast Day

Student Satisfaction

The PAT Wellbeing Survey for data collection for Years 2-6 was completed in November. This provides a snapshot of how children are managing their 'feelings and behaviours' and their 'internal strengths'. As a staff we analysed the results, enabling a clearer focus for classroom SEL teaching and to better support student learning and social outcomes.

Student Attendance

Average Student Attendance Rate by Year Level	
Y01	90.6%
Y02	88.3%
Y03	88.2%
Y04	88.7%
Y05	81.4%
Y06	87.9%
Overall average attendance	87.5%

Leadership

Goals & Intended Outcomes

Priority 1 Goal: To enable the community to discern the way faith and life interact with each other.

Intended Outcome: That learning experiences are created where student understanding is influenced by both life experience and faith dimensions

Priority 2 Goal :To embed a whole school approach to learning and teaching

Intended Outcome: That agreed evidence-based teaching and learning approaches are consistent across literacy and numeracy

Priority 3 Goal: To empower students as agents of their learning

Intended Outcome: To empower students as agents of their learning

Priority 4 Goal: To build a respectful and rigorous learning culture

Intended Outcome: That expert teaching is developed and fostered within our school professional learning culture.

Achievements

- In 2023, the Acting Principal led the school to identify the key improvement strategies and specific actions that the Leadership Team could take to work towards the identified goals and intended outcomes of the school's School Improvement Plan through the Annual Action Plan.
- The plan was developed in conjunction with the Eastern Region Learning Support Team drawing on the results and feedback received in 2022 through staff, student and community School Improvement Survey (MACSSIS) data.
- OLHC leaders continued their work with the various network initiatives and school based priorities. These are well covered in the other sections of this report,

- Principal and all Leaders participated fully in our regional professional networks and learning activities.
- Staff were provided with leadership opportunities for a variety of activities, events and initiatives throughout the year.
- Built communication, consultation and clarity through the development of the Whole School Professional Learning Plan.
- Implemented Individual Staff Professional Learning Plans to create better processes for staff development and feedback and to provide greater purpose and focus in Annual Review Meetings.
- With staff feedback, we redeveloped and implemented a new online Staff Handbook.
- Created more thorough processes for staff onboarding by developing and implementing a Staff Induction Policy.
- Continued to work as part of the School Improvement Learning Collaborative (SILC). We presented our work in the area of staff professional development to other schools at the SILC meeting in Term 4.
- Refined student leadership roles in collaboration with students and provided opportunities for student leaders to work with members of the leadership team to develop aspects of their roles.
- Committed to increase our support for Maths Leadership time, funded through participation in the Maths partnership grant.
- Committed to participating in the Early Number and Algebra Project for our Foundation Students with the aim of the Mathematics Leader and teachers developing detailed understanding of how children learn mathematics in the early years of schooling.
- Continued to develop approaches to support staff in the National Consistent Collection of Data. A great deal of resources were dedicated to ensuring our data collection was accurate and consistent and that adjustments made to support students were clearly documented.
- Classroom teachers were provided significant support to develop and implement Personalised Learning Plans for students with disability.
- Developed an updated flow chart to assist with staff, students and parents having a clearer understanding of behaviour management processes at Our Lady Help of Christians and to develop consistency in our understanding of high level and low level behaviours. We implemented a whole school positive behaviour system to support positive behaviours in the yard and in specialist lessons.
- Explored a framework for literacy instruction at Our Lady Help of Christians that aligned with most recent research and evidence based practices.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
ARMS process- Individual learning plans and goal setting	
NCCD modules	
First aid training	
Lyn Sharratt's School Improvement learning Collaborative (SILC) program	
Whole school professional learning with Gen Bryant	
Professional learning with Simon Breakspear	
Rights, Resilience and Respectful Relationships (RRRR)	
Epilepsy Training	
Wellbeing- Smiling Mind, Peaceful Kids and Daniel Morcombe	
Unpacking Sacramentality and RE resources	
How to develop Safety and Behaviour Plans.	
Tracking growth through data	
NCCD guidelines	
Number of teachers who participated in PL in 2023	16
Average expenditure per teacher for PL	\$565.00

Teacher Satisfaction

To gain some insights to teacher and staff satisfaction, data from the MACSSIS responses has been used.

Here are some areas which have shown improved from the previous year

- They felt comfortable approaching school leadership for support 83%
- Staff had collegial relationships at the school
- Leadership provided instructional support to teachers by an increase of 11%

Areas in which are opportunities for growth include:

- leadership seeking input from families

Teacher Qualifications	
Doctorate	0.0%
Masters	8.7%
Graduate	8.7%
Graduate Certificate	4.3%
Bachelor Degree	43.5%
Advanced Diploma	26.1%
No Qualifications Listed	8.7%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	24
Teaching Staff (FTE)	15.5
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	12.2
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals:

To have a highly visible school-wide culture in which the Catholic faith underpins our approach to the wellbeing of each child

To build a respectful and rigorous learning culture

Intended outcomes:

That we continue to focus on and live out the school community goal of We Help Each Other to Be Successful

That authentic partnerships will be fostered between families and the school.

Achievements

The School Board convened monthly, serving as a supportive platform and advisory body for the Principal and Parish Priest. Its primary focuses centered on implementing recommendations stemming from the School Review and providing assistance in managing the school's finances.

Within the PFOL (Parents and Friends of Our Lady's), smaller groups assembled as needed to coordinate fundraising and social initiatives aimed at nurturing community welfare. A series of BBQs and raffle events played pivotal roles in fundraising endeavours and fostering community cohesion.

The school community was able to come together to celebrate our sacramental program gathering in the church with our students' families to continue their child's faith journey.

We extended our support to local sports clubs, secondary schools, and community organisations by offering space for banners along Main Road, amplifying their presence in the community.

In September, Woodridge Kindergarten students immersed themselves in two days of OLHC life as part of their school readiness program. Similarly, Eltham Kinder students explored a day of school life, broadening their horizons.

OLHC opened its grounds to accommodate crowds attending ANZAC Day and Remembrance Day ceremonies at the Eltham Cenotaph. The school proudly displayed an RSL banner, signalling the event to the wider community.

Student Leaders underwent Fire Carrier Training, enriching the school community's understanding of Australia's indigenous heritage.

Our dedication to fostering a Healthy School Community flourished as student leadership drove the promotion of various events during assemblies. Recognising efforts to encourage active transportation, the weekly class award, embodied by the Captain Carrot mascot, celebrated classes with increased numbers of students walking, riding, or scooting to school.

The collaborative efforts of School Sports Leaders and Healthy Community leaders culminated in a vibrant Ride to School Day celebration, championing road safety and healthy lifestyles.

As the year drew to a close, the school community joined forces to orchestrate our cherished annual Christmas Carols event.

Parent Satisfaction

- The data indicates that families actively engage with the school's activities, such as parent-teacher meetings and events. This involvement contributes to a supportive learning environment.
- The information suggests that many families prioritise education and provide a supportive home environment, which positively impacts the students' academic and personal growth.
- The school maintains effective communication channels with families, ensuring that parents are well-informed about their children's progress and school activities.
- Programs that encourage family collaboration strengthen the connection between home and school, creating a sense of community.

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.olhceltham.catholic.edu.au