



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Our Lady of Mount Carmel School

53 Macedon Street, SUNBURY 3429

Principal: Julie Freeman

Web: www.olmcsunbury.catholic.edu.au

Registration: 355, E Number: E1038

Principal's Attestation

I, Julie Freeman, attest that Our Lady of Mount Carmel 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 of Mount Carmel 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

Vision and Mission

At Our Lady of Mount Carmel Catholic School every individual is a valued member of our faith community.

Guided by Christ and our Gospel values, we strive to reach our full potential in a safe and supportive learning environment.

School Overview

Our Lady of Mount Carmel School is situated in the historic township of Sunbury. We are one of three Catholic primary schools in the parish, along with St. Anne's and Holy Trinity. We work closely with Salesian College as part of the Sunbury Catholic Schools Collective. Our Lady of Mount Carmel was originally named St Mary's and started educating the children of Sunbury in 1860. Many of our families have a rich history at the school, where many generations have been educated and married in the beautiful Our Lady of Mount Carmel bluestone church.

Our Lady of Mount Carmel is close to many services and facilities. We are within walking distance to the Hume Global Learning Centre, Sunbury Police Station, Salesian College, The Nook, local shopping strips and other amenities.

Our school has a teaching and administration staff of 45. In 2023, we had 12 classes, a multipurpose room and beautiful, well resourced library. Our school is a mixture of restored and modern buildings. In 2023 our school population consisted of 260 children representing 160 families.

We offer out of school hours care in our Community Room. In 2023, this service is provided by an outside agency, Big Childcare. In 2023 up to 12 children used the service in the mornings and as many as 15 children used the service in the afternoon.

Landscaped garden beds surround the school and there is a play area that consists of hard and artificially grassed areas. There is a netball/basketball court, football and soccer areas and two large shaded adventure playgrounds. There is another playground area on Parish land at the far end of the Police Station which consists of an artificially grassed, modified soccer pitch surrounded by 3 metre high fence. This is used for lunch breaks and some Physical Education classes.

We are a small, welcoming community where parents play a vital role in helping to deliver the curriculum through classroom help, reading programs, sporting activities, excursions, school community events and the School Advisory Board.

Our Lady of Mount Carmel provides an inclusive curriculum catering for students' individual needs. We integrate our curriculum (based on the Victorian Curriculum) through an evidence based approach to learning, using the Visible Learning Philosophy. This is implemented through our Life and Faith planning from Prep to Year 6. Additional staff provide support to students in a variety of curriculum areas including English, Mathematics, AUSLAN, Physical Education, Visual Arts, and STEM.

Our school also offers extra-curricula activities including Keyboard lessons, lunch time activities and OLMC's Got Talent. We provide camp experiences to students in Years 3–6 and participate in a variety of Interschool Sports with other schools in the Sunbury area.

Principal's Report

In 2023, we saw great growth in our students engagement in and attitude towards school life. we bit farewell to our Parish Priest, Kevin McIntosh who had been with us for nearly 20 years and welcomed out new Parish Priest, Father Denis Stanley. For the first time in many years we have an assistant priest, Father Jossey, as the Parish population continues to grow. Deacon Stephen also joined our Parish and we have seen him involved in many of our masses.

Throughout we were able to focus on ensuring we continue to be a prayer filled community and embrace our Catholic Identity more fully. We celebrate whole school prayer with our community during our Monday morning assemblies. Each class has the responsibility of preparing and leading prayer several times throughout the year.

Literacy and Numeracy continued to be our main focus and we continued to explore the importance of effective feedback to improve student-learning outcomes through an evidence based learning approach. Throughout the year we explored ways of ensuring our students are more invested in their learning and have developed a concept based approach with explicit teaching at its core.

Our core values of Respect, Responsibility and Resilience have continued to be embedded in all aspects of school life, as well as our Learning Dispositions: Curiosity, Self-motivation, Creativity, Determination, Collaboration, Making connections, Reflection and Risk taking. Teachers are continuing to use Learning Intentions and Success Criteria across the school and use feedback strategies with their students.

Our House Teams continued to focus on Social Justice issues and, with the ongoing work of the Student Catholic Identity Team, many students took part in projects which have supported and raised awareness of those people who are in need of our help. We participated in the Sunbury RSL ANZAC Day Commemoration Ceremony and the Sunbury RSL Remembrance Day Commemoration. Our school leaders laid a wreath on behalf of the school at both of these ceremonies.

Throughout the year student leaders continued our relationship with the House Spirit organisation to establish goals moving forward. This has enabled the house team meetings and projects more student focused and has given the students more of a voice in this important part of school life.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal: To develop a culture where students are valued and active learners and innovators in their school community.

Intended outcomes:

- That students are animated learners.
- That students are invested in their learning.
- That students have an active role as co-designers of their learning

Goal: To embed a whole school evidence-based pedagogical approach to achieve growth for all students.

Intended outcomes:

- That a shared pedagogical approach is developed and aligned with the school vision and curriculum frameworks.
- That staff are proficient in the use of data through rigorous dialogue and consistent and effective practice focused on growth and the learning progressions.

Goal: To collaborate and communicate effectively to lead and implement outcomes for sustainable impact.

Intended outcomes:

- That leaders apply a collaborative evidence based approach to their practice.
- That leaders have strengthened their capacity

Achievements

In 2023, all staff began the year with a Spirituality Day that focused on St Mary MacKillop. Working with the Sisters of St Joseph at the Mary MacKillop Heritage Centre, staff were guided on a walking tour through different significant sites in East Melbourne, and spent team learning about the MacKillop presence in Melbourne. It is this charism of Mary MacKillop that would permeate throughout our spirituality focus for the year.

Throughout 2023, we continued to meet in teaching teams on a three-weekly basis to plan Religious Education as part of a Life & Faith approach to learning and teaching. Not only did this present an opportunity to effectively integrate RE with other curriculum areas, but it also

gave teachers the opportunity to share their thoughts on the support they might need to teach

Religious Education in light of the different focal areas. A great improvement over the year was the we teach and interpret scripture, using a variety of evidence-based approaches to engage students in their learning.

As part of the OLMC Parish, our Sacramental Program presented families with an opportunity to engage with their children and teachers in preparation for the sacraments of First Reconciliation, First Eucharist and Confirmation. Additionally, students and their families in non-sacramental year levels were invited to participate in family faith evenings to discuss prayer life and how it can be supported at home. We celebrated the Sacrament of Confirmation at St Patrick's Cathedral, with the other two school-based sacraments celebrated in our Parish.

The Catholic Identity Team continued to be a key student leadership team, taking an active role in liturgy, prayer and social justice initiatives with the school. One such response was the re-direct our thinking for our Easter and Christmas raffles, to participate in food drives to go towards CareWorks and the local St Vincent de Paul Society.

The School Choir continued to lead our prayer assemblies and liturgies in song, sharing their talents locally as part of the carolling at the Sunbury Library's Christmas Cheer!

In celebration of our Catholic Identity during the Season of Advent, our school community gathered at St Mary's Church in Sunbury to present our Christmas Celebration. Led by the Catholic Identity Team, through story and Christmas song, our students retold the Nativity Story, whilst family members enjoyed a picnic in the gardens of the Sunbury Village Green. It was the first time that our gathering took place off-site. It was welcomed and well-attended by our school community.

Value Added

The 2023 MACSSIS Surveys showed us:

- 96% of families believe the Catholic mission is emphasised at our child's school - up from 84% in 2022.

- 100% of families believe our school shows respect for Catholic beliefs emphasised - up from 95% in 2022.

- 70% of our families believe respect for other religions is emphasised at our school. - up from 61% in 2022

- 96% of our families believe Catholic religious practices emphasised at our school -up from 92% in 2022.

Learning and Teaching

Goals & Intended Outcomes

Goal: To develop a culture where students are valued and active learners and innovators in their school community.

Intended Outcomes:

That students are animated learners.

That students are engaged/invested in their learning.

That students have an active role as co-designers of their learning.

Goal: To embed a whole school evidence-based pedagogical approach to achieve growth for all students.

Intended Outcomes:

That a shared pedagogical approach is developed and aligned with the school vision and curriculum frameworks.

That staff are proficient in the use of data through rigorous dialogue and consistent and effective practice focussed on growth and the learning progressions

Achievements

In 2023, OLMC staff continued their efforts to deepen their understanding of student voice. The school facilitated a whole-school conference and additional professional learning sessions focusing on cultivating a shared understanding of Student Agency and Conceptual-Based Learning. These sessions were facilitated by Principal and Consultant Daniel Birch. Drawing from research findings and insights gleaned from student voice, teams collaborated to craft and implement a vision and framework for learning and teaching at OLMC. This initiative aimed to establish a unified pedagogical approach in line with the school's vision and curriculum frameworks.

In addition to this, Student-led conferences were introduced, incorporating students as integral participants in mid-year teacher/parent/student conferences. During these sessions, students articulated their goals, achievements, and challenges as learners. They also contributed to focus groups and completed surveys designed to capture student perspectives on engagement and learning. Staff collaborated to analyse these responses and tailor learning experiences to better meet students' needs.

In 2023, the focus on student goal setting persisted, with students engaging in Reading and Writing conferences aimed at facilitating goal setting. Teachers provided timely, forward-focused feedback and supported students in articulating, constructing, and monitoring their goals.

Additionally, a new reporting format was developed and implemented in 2023, promoting greater uniformity across grades and levels in reporting progress and offering clearer insights for parents regarding their child's achievement and next steps in learning. This revamped reporting format also included a section for student reflection and goal setting, a change positively received by parents.

To further enhance school-wide practices in planning, teaching, and assessment, the OLMC Learning and Teaching Cycle was further utilised within planning practices. This cycle streamlined processes, increasing efficiency and enhancing collaboration among teachers. Emphasising the analysis of student data to tailor learning experiences, it also integrated evidence-based strategies, including differentiation and explicit teaching, into instructional methods.

The use of data, rigorous dialogue, and consistent, effective practices focused on growth remained central to OLMC's objectives. Leaders and teachers deepened their understanding of ACER's PAT and Essential assessment reports, particularly focusing on how to leverage PAT data to inform teaching and learning in English and Mathematics.

Mathematics continued to be a key focus in 2023 and data was at the forefront of planning through the implementation of the Learning and Teaching Cycle during facilitated planning. Leaders and teachers developed an understanding of ACER's PAT Maths assessments and reports with a practical focus on how to use PAT Maths data to inform teaching and learning. In preparation for implementing the MathematicsOnline Interview (MOI) in 2024 leaders and teachers also attended online workshops to successfully implement and conduct the MOI and how to interpret the data. Teachers were introduced to a school wide process of moderation to encourage greater consistency in teacher judgements. Teachers began to moderate writing based on analysis using Naplan Marking Guide and Writing Progressions, moderating to inform differentiated teaching. In partnership with the Speech Pathology in Schools Program, an onsite Speech Pathologist assessed the students from Prep to Year 2 to check for knowledge of phonics, Phonemic and Awareness. Based on the data, 1-1 and small group sessions were provided to students and the Speech Pathologist also worked in

partnership with teachers to run class sessions utilising the data and expertise to up skill teachers and support student growth.

Teachers continued to implement the instructional model in Mathematics, where they unpacked and developed their Mathematics knowledge, while planning for and implementing sequences of cumulative, connected and challenging tasks. F-2 teachers continued to embed Learning Framework in Number (LFIN) in their classroom practice. LFIN was also used to support learning for intervention in grades 3-6.

Teacher and leader capacity was enhanced through high-quality professional development opportunities aligned with our improvement goals, which encompassed professional development in Literacy and Numeracy.. Professional learning provided by MACS empowered our teachers to evaluate, refine and improve teaching in Literacy and Mathematics.

Developing students' whole number place value knowledge was a key focus in the 3-6 area and Teachers attended a professional learning day facilitated by Angela Rodgers, which unpacked the teaching strategies for the 6 areas of place value. Melbourne Archdiocese Catholic Schools provided Mathematic leaders with professional learning focussed on developing effective leadership in Mathematics. This consisted of 3 full day face to face sessions facilitated by Glen Pearsall. It provided Mathematics leaders' the capacity to: actively build team psychological safety and team efficacy, lead high quality professional conversations that enhance professional knowledge, expectations and practice in Mathematics and model and mentor teachers towards instructional excellence through instructional observations and feedback. Leaders and teachers attended webinars aimed to deepen teachers' and leaders' Mathematical content knowledge of the F – 6 curriculum progression and the key ideas. The focuses included 3D objects and Shapes,Length and Area and Data Representation.

Professional development in Literacy was also undertaken with teachers and leaders participating in The Explicit Teaching in the Early Years program, delivered by the University of Melbourne to improve and support Literacy teaching practice from Foundation – Year Two. The program focused on the key aspects of Literacy learning including the importance of oral language, phonological awareness and the role of phonics in Reading and writing development. It also included a focus on Reading, particularly comprehension, vocabulary and fluency, and their role in Reading development. Teachers focussed on the assessment of Reading, and how teachers to plan and interpret data based on a range of assessment practices. As a part of this professional learning, teams of teachers then designed, implemented and celebrated improved teaching practices.The program improved teacher Literacy knowledge while providing practical ways to engage students in Literacy across the Early Years.

According to MACSIS survey data, OLMC met its 2023 targets, with improvements noted in Learning dispositions and Teacher Collective efficacy. Rigorous expectations, collaboration in teams, and School climate remained high, reflecting the positive environment and ongoing commitment to growth and improvement at OLMC.

Student Learning Outcomes

Please note that due to changes made to NAPLAN and reporting in 2023, comparisons with previous years can not be made and hence only 2023 data is presented.

According to Year Three NAPLAN results:

25% of students were exceeding proficiency in Reading, which was above the MACS and similar schools average.

16% of students were exceeding proficiency in Numeracy, which was above the MACS and similar schools average.

13% of students were requiring additional support or developing in Reading, which is below the MACS average.

30% of students were requiring additional support or developing in Numeracy, which was slightly above the MACS average.

The Mean scores for Year 3 were above the mean score for similar MACS schools in Reading and similar for Numeracy.

According to Year Five NAPLAN results:

20% of students were exceeding proficiency in Reading, which was below the MACS and similar schools average.

8% of students were exceeding proficiency in Numeracy, which was below the MACS and similar schools average.

10% of students were requiring additional support or developing in Reading, which is below the MACS average.

24% of students were requiring additional support or developing in Numeracy, which was below the MACS average.

The Mean scores for Year 5 were above the mean score for similar MACS schools in Reading and similar for Numeracy.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	439	69%
	Year 5	495	65%
Numeracy	Year 3	413	68%
	Year 5	497	74%
Reading	Year 3	443	88%
	Year 5	516	90%
Spelling	Year 3	401	56%
	Year 5	486	70%
Writing	Year 3	406	75%
	Year 5	512	88%

*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

The following are our goals and intended outcomes for 2023 with a Student Wellbeing lens.

Priority 1: Develop animated learners

Goal: To develop a culture where students are valued and active learners and innovators in their school community.

Intended outcomes:

- That students are animated learners
- That students are engaged/invested in their learning
- That students have an active role as co-designers of their learning

Achievements

Achievements:

During the 2023 year, The Resilience Project (TRP) was further embedded within the school. This program is a positive education initiative aimed at promoting mental health and well-being in schools, workplaces, and communities. The project focus is on building resilience through practical strategies involving the principles of gratitude, empathy and mindfulness. Whilst the project features a strong parent/community facet, the school focussed primarily on students in 2023. Class teachers delivered weekly 1 hr sessions that supported SEL practices and the Personal and Social Capability curriculum. Staff engaged in training sessions and webinars delivered by TRP ambassadors, where the promotion of TRP language and enhanced delivery of sessions were the primary focus.

We continued our relationship with The Cyber Safety Project to empower the students, teachers and parents to self manage their digital safety and wellbeing and, in turn, become responsible digital citizens.

In Term 1, the school appointed a Mental Health and Wellbeing Leader (MHWL) as part of the government initiative -Mental Health in Primary Schools (MHIPS). This program aims to increase the capacity of Victorian primary schools to support the mental health of students through identification, promotion and prevention, and provide support to staff to better identify and support students with mental health needs. The staff member allocated to this role in 2023 participated in the required training and associated tasks such as reviewing current school practices and identifying areas of need. A clear internal referral pathway for students requiring assessment and intervention was developed and introduced to staff. The Wellbeing Team established Student Support Meetings to discuss incoming referrals and the next steps for students requiring support or intervention. A formal referral process for the onsite school counsellor was also established. The counsellor operated one day per week and supported 19 students across the year either weekly, fortnightly or monthly. Towards Term 4, further networking gained a second counsellor. An external provider with the view to offering services exclusively to OLMC students one day per fortnight.

The MHWL participated in the Communities of Practice aimed at building local connections, network and continued upskilling. Building a solid external referral network and 'getting kids to care' is a major focus of this initiative. The school established a relationship with 3 external psychologists within the year and referred a number of students for ongoing counselling and assessment.

In Term 2, staff engaged in a full day PD focussing on neurodiversity. Psychologist, author and founder of 'Onwards and Upwards Psychology' Sandhya Menon, worked with staff to explore the strengths and challenges experienced by neurodivergent students in the classroom and suggested best practice approaches that support inclusion in the learning environment. Our 'Speech in Schools' Speech Pathologist, Khadija, also participated in the PD leading a session focused on Developmental Learning Delay (DLD). Khadija continued valuable services to the school in 2023 through assessment, 1:1 intervention and whole class sessions.

The school continued to support students with diverse learning needs. Program Support Meetings were held as a form of communication between school and families. These meetings addressed adjustments that were put in place to accommodate and support students with specific learning needs to access the curriculum, and was also a time to reflect on and develop learning goals for these students.

Value Added

Value Added:

The Resilience Project presentations

Cyber Safety presentations

House groups

SRC

Onsite school counsellor

Regular Student Support Meetings

Speech in School program

Appointment of Mental Health and Wellbeing Leader

Established external referral pathways

Student Satisfaction

Our 2023 MACSSIS data shows:

-77% of students believe the teachers are supportive

-69% of students feel they belong at our school

-72% of students feel adults care about them and their future

-83% of students feel they are safe from online bullying

-75% of students believe that adults at the school know them well enough to know if something wasn't right

-83% of students believe they have an adult at school they could go to if they were worried.

-74% of staff believed student wellbeing was discussed as a staff

-85% of staff believed that students were enthusiastic to attend school

-85% of staff believed students were supportive of one another.

Student Attendance

Attendance Registers (Rolls):

- These are to be completed online twice a day using nforma.
- These should contain complete details of each child. Absentee notes are to be retained in the classroom for the duration of that school year and the reason for any absence recorded in the roll, using the appropriate code.
- Late arrivals and early dismissals must also be recorded.
- Rolls and notes are to be sent to the office for storage at the end of each year.

Student Absences:

- Children must bring a note signed by a parent if they need to leave the school grounds during school hours.
- Parents are required to send a signed note to explain students' absence, or to sign in/out on the ipad at the front office.
- Absences must be noted in the roll; the classroom teacher should follow through unexplained absences.
- A parent or guardian at the office must sign out children leaving early.
- All unexplained absences are followed up by office administration staff on the day of the absence.

Attendance Percentage

Year Prep	93.7
Year 1	95
Year 2	97.2
Year 3	96.8
Year 4	97.3
Year 5	94.5
Year 6	95.2
Overall	95.8

Average Student Attendance Rate by Year Level	
Y01	91.8%
Y02	94.2%
Y03	93.7%
Y04	93.3%
Y05	92.0%
Y06	92.5%
Overall average attendance	92.9%

Leadership

Goals & Intended Outcomes

Goal: To collaborate and communicate effectively to lead and implement outcomes for sustainable impact.

Intended Outcomes:

That strong teamwork is a feature of leadership at OLMC

That leaders are active participants in school improvement agenda

That leaders apply a collaborative evidence based approach to their practice.

That leaders have strengthened their capacity

Achievements

Leaders are using their goals and relevant actions/feedback to inform their practice.

Key features of external expertise is acted upon and visible in the practice of all leaders.

Leadership team charter embodies Catholic education framework of Horizons of Hope & AITSL Leadership Standards.

Leaders are utilising the AITSL standards to inform their practice (including goal setting).

Leaders are engaged with MACS PL and Learning Consultants.

All required members are regularly attending and actively participating in team meetings.

All leaders are involved in coaching with Pauline Zapulla - Leaders set own leadership goals.

Curriculum leaders worked closely with Daniel Birch to review planning processes and to develop a conceptual approach to our planning processes.

Leaders utilised the AITSL Leadership Standards as a leadership development framework

Leadership meetings and curriculum team meetings were held each week on an alternative basis.

Leaders used the DISC tool to get to know each other better in how we work and use this to work together more effectively.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
Mary Mackillop Heritage Centre - The Charism of Mary Mackillop	
Mental Health in Primary Schools Leaders	
Leadership Coaching with Pauline Zappulla	
Maths - Place Value	
Following in the footsteps of Jesus to lead us to Israel - Principal Network	
Aboriginal Tradition - Deputy Principal Network	
Neuroscience and Resilience - Maria Ruberto - Deputy Principal Network	
The Resilience Project	
Learning and Teaching - Daniel Birch	
Explicit Teaching in the Early Years: Building teacher knowledge	
Dan Petro - Managing difficult behaviours	
Maths Leadership Network	
REL Network	
Cybersafety	
Number of teachers who participated in PL in 2023	45
Average expenditure per teacher for PL	\$1100.00

Teacher Satisfaction

Our 2023 MACSSIS Data showed growth in the following areas from 2022 to 2023:

Staff:

3.3 Working with the school leadership team at my school motivates me in my role - rose from 66% to 79%

3.8 School leaders are supportive when I face challenges at work - rose from 79% to 88%

3.9 School leaders are respectful towards me - rose from 86% to 88%

4.7 How involved is the school leadership team in helping teachers address instructional issues in their classrooms? - rose from 66% to 70%

6.5 How responsive are school leaders to your feedback? - rose from 55% to 64%

6.13 How positive is the influence of your school leaders on the quality of your work? - rose from 60% to 70%

Teacher Qualifications	
Doctorate	0.0%
Masters	14.0%
Graduate	16.3%
Graduate Certificate	4.7%
Bachelor Degree	37.2%
Advanced Diploma	25.6%
No Qualifications Listed	2.3%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	32
Teaching Staff (FTE)	23.0
Non-Teaching Staff (Headcount)	23
Non-Teaching Staff (FTE)	15.1
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal: To develop a culture where students are valued and active learners and innovators in their school community.

Intended outcomes:

- That students are animated learners.
 - That students are engaged/invested in their learning.
- That students have an active role as co-designers of their learning.

Achievements

Achievements

In 2023 our events included:

- Family Faith evenings
- Mother' Day Extravaganza
- Father's Day Breakfast combined with footy colours day
- Whole school Christmas concert
- Buddy Picnic
- Colour Run
- Learning expos
- Parent teacher meetings
- Athletics carnival
- Parent Trivia Night

Parent Satisfaction

Our 2023 MACSSIS data showed us the following:

83% of families communicate often with the school - up from 59% in 2022

65% of families believe teachers at the school support them to engage with their child's learning - up from 50% in 2022

78% of families believe feedback from the school helps them to understand how their child is doing in their learning - up from 66% in 2022

- 91% of our families reported positive experiences in communicating with people of their culture - up from 78% in 2022.

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.olmcsunbury.catholic.edu.au