

# Our Lady of the Southern Cross Wyndham Vale

2022  
Annual Report to the School Community



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## Minimum Standards Attestation

I, Justin Hilton, attest that Our Lady of the Southern Cross is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

14/03/2023

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

## Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

### **Our School Vision**

Our Lady of the Southern Cross Catholic School community recognises the central place of faith and Gospel values. Collaborative partnerships between students, staff, parents and the wider community build an environment that is welcoming and inclusive, where each person is valued for their individuality and encouraged to strive for excellence. Members of our community are life-long learners and our students aspire to being innovative and progressive citizens who contribute positively to society.

### **Motto**

"Where every child is valued"

## School Overview

### Our Lady of the Southern Cross School - Where Every Child is Valued

The name of our school, Our Lady of the Southern Cross acknowledges Mary, the mother of Jesus as standing before the cross of Jesus and watching over him. We believe that Mary also watches and guides Our Lady of the Southern Cross school. The Mary of the Southern Cross portrait that adorns our school and is featured on the cover of this document depicts Mary standing with the child Jesus. The steering committee along with the founding Principal sought the use of this image by Jan Williamson through collaboration with the Catholic Diocese of Toowoomba.

Our Lady of the Southern Cross (OLSC) School is one of six catholic primary schools that form the Parish of St Andrew's Werribee. The school opened in 2009 to cater to the community needs in a rapidly expanding suburb in Melbourne's western growth corridor. OLSC is located in Manor Lakes in the Western Suburbs of Melbourne. OLSC was established to alleviate enrolment pressures on the other Parish Schools and offer a catholic education to the residents of Manor Lakes and Wyndham Vale. OLSC was the fourth primary school in the Parish to serve the community, two additional schools have also been established since our opening, to provide a catholic education for the children in our ever growing Parish. On opening there were 87 students which has steadily increased each year. The school was established in stages and from the first stage there has been 5 subsequent building programs on the site. If the current growth and pressure for enrolment continues there is a likelihood that an additional building stage will be necessary.

At the 2022 February census the school had an enrolment of 457 from 315 families. This enrolment was an increase of 10 from the previous school year. There are 38 teaching staff (34.6 FTE) and 17 non-teaching staff (13.12 FTE). The families of OLSC represent more than 45 different cultures and 73% of students come from a background other than English. We are proud of, and celebrate the diversity of cultures in our community and have well established links within various community groups. The predominant cultural backgrounds of our students are Australian, South Sudanese, Filipino, Indian, Spanish, Sri Lankan and other African nations. The SES of the school is 105. The students are arranged across 19 Learning Groups and there are 56 staff employed at OLSC in both full and part time capacities.

The school offers a comprehensive curriculum which is complemented by specialist programs at each level. The specialist programs offered at OLSC include physical education, visual arts, performing arts, STEM and digital technology. The language we offer is Mandarin and this is an area of study which is offered from Prep to Year 6.

The buildings are contemporary design and offer flexible learning and grouping opportunities to enable the implementation of a flexible and personalised learning program. OLSC is designed around four separate learning centres that comprise multiple learning spaces in each including staff work and administration areas in each centre. There is also a comprehensive sports centre, meeting rooms, well equipped kitchen, administration office area and staff facilities. There are two portable classrooms that comprise a drama room and visual arts room.

The outdoor facilities consist of two large shaded adventure playgrounds, a synthetic grass basketball court, a synthetic grass common area including a running track, sand pit, a grassed and irrigated football oval, a large amount of seating, garden and passive play areas. We are also fortunate enough to have a small orchard, vegetable garden and chook run.

The pedagogical aim of this school is the development of inquiring minds through learning and teaching approaches that endeavour to empower students to be lifelong learners. Within the personal learning programs, students are provided with the opportunity to develop skills as empowered learners who have the capacity to think and know how to learn.

We value the input from the parent community and seek to work in partnership with our families to achieve the best educational and social outcomes for our students. Parent involvement in the school is encouraged and appreciated. The pandemic and onsite visitor restrictions that occurred from the previous two years has meant that this year it has been vital to once again welcome parents and encourage a physical presence and engagement with the school.

## Principal's Report

I offer this reflection to the Our Lady of the Southern Cross (OLSC) community on the 2022 school year with a great sense of pride in how the community came together following two very challenging years of extended closures and Victorian lockdowns. Although the 2022 school year did not endure the challenges of lockdowns, the year still presented many challenges that were beyond all of our control and I congratulate the students and staff of OLSC for the positive approach to these interruptions. The staff and students showed great flexibility and support when members of the community were required to isolate. There were many positives that resulted in difficult circumstances. Congratulations are due to all of the school community for all that was accomplished.

Throughout the year there was a focus on increasing parent engagement and involvement at OLSC following prolonged restrictions that resulted in little to no physical presence in the school. The parents and friends group was re-established and many new members reinvigorated this vital group.

I would like to formally thank the students of OLSC for their commitment to the community and the positive way in which they interact with their teachers and peers. The students demonstrated the school's core values of Respect, Responsibility and, most of all, Resilience as they returned to a full year of onsite learning. This year many events could once again occur that provided the opportunity to showcase their skills and learning, including assemblies, camps, sporting events and the celebrations of Sacraments without restrictions on attendees. The Year 6 students' positive attitudes gave witness to the senior role models that they were and I wish them well as they embark onto new adventures. I hope that, when they take time to reflect and look back on their final year of primary school, they are proud of their achievements.

I would like to thank the staff of OLSC for their dedication to and support for our students and the wider community. These attributes made a huge difference to the students and ensured that many positive academic gains and personal growth occurred. I thank them for providing rich learning experiences and engaging with parents as partners.

I would like to thank Sandy and the entire school leadership team for their support of our school this year. The school leaders were always ready to assist the staff and students and ensure they were a support for all at OLSC. The office team and school leadership team have been an enormous support to me in my third year as Principal and for this I am extremely grateful.



I would like to acknowledge the contribution and dedication of each of our families. Your support is greatly appreciated as we work together. I thank you for the trust that you put in each staff member to work in partnership with you to support your children to be the best they can be. I acknowledge that each of the students' successes are in part due to the partnership in working together.

I would like to take this opportunity to thank our Parish Priest Father Albert Yogarajah and Assistant Priests Father Anton and Father Jossy for their support of the students, families and staff throughout 2022.

I wish the 25 graduating families of OLSC all the very best as they move on and thank them for their contribution to the school and whole community. Throughout the school year a number of staff moved onto new adventures and I thank them for their contribution to the OLSC community. I thank Kylie Kennedy-Cupples, Sushma Sushma, Fiona Knights and Mariella Afferi on behalf of the community for their valuable contribution to the students and staff team.

## Catholic Identity and Mission

### Goals & Intended Outcomes

#### Goal

To continue to develop contemporary teaching pedagogy with staff within a Catholic context whilst fulfilling the school's vision and connectedness to parish.

#### Intended Outcomes

That teachers plan units using the pedagogy of encounter model in Religious Education through facilitated planning with the Catholic Identity Leader.

That the assessment of and for learning in Religious Education is maintained.

That moderation occurs when reporting to the curriculum.

That students are engaged through a range of rigorous teaching and learning strategies, including Dialogue sessions and Godly Play.

That the Religious Education Framework is implemented consistently across Prep to Year 6.

That rubrics for assessment in Religious Education are developed to unpack the curriculum for use in planning and assessment.

That a scope and sequence is implemented across Prep to Year 6.

#### Achievements

- Year Three students were prepared for and received the Sacrament of First Reconciliation
- Year Four and Five students were prepared for and receive the Sacrament of First Eucharist
- Year Six students were prepared for and received the Sacrament of Confirmation
- Family Sacramental Evenings were held as part of the preparation for Reconciliation, Eucharist and Confirmation
- Prep families participated in a 'Preps in Pyjama' evening which involved prayer, listening to a story and responding through art as families
- Year 1/2 families participated in a Sacramental Evening which involved prayer, listening to a story and responding through art as families
- Religious Education planners were further updated to include the Key Concepts in each strand of the Religious Education Curriculum
- Daily prayer as a learning group continued to be an important part of the morning routine, including Christian meditation
- In 2022, 57.3% (275) students identified as Catholic
- Prayer formed an important part of whole school assemblies, often prepared and led by Social Justice Leaders

- Whole school Mass was celebrated throughout the year as well as other liturgies to commemorate significant events in the liturgical calendar, such as Ash Wednesday, Holy Week and Advent
- Catholic Identity Leader met regularly with Year Level Teams to facilitate the planning and evaluation of Religious Education units
- Catholic Identity Leader, with Year Level Teams, developed unit overviews for each term and continued implementing a two-year scope and sequence
- Catholic Identity Leader, with Year Level Teams, developed Key Concepts for each Strand of the Religious Education Curriculum
- Catholic Identity Leader attended Western Region Religious Education Network meetings
- The school community actively participated in social justice initiatives including Project Compassion and Socktober
- Professional Learning, led by the Catholic Identity Leader, focused on developing a culture of dialogue within Religious Education lessons for Years 3-6, as well as renewing the use of Godly Play in Prep-2
- Dialogue sessions were conducted with staff during Professional Learning Time to deepen teacher understanding of key concepts in Religious Education
- Rubrics for assessment in Religious Education were developed by the Catholic Identity Leader to be implemented in 2023
- Facilitated by MACS staff and the Catholic Identity Leader, a staff Spirituality Day was held with focus on Spiritual Conversations and Mary as our model

#### VALUE ADDED

Prayer is an important part of staff meetings each week, which is prepared and led by staff members.

Student leadership opportunities were provided to senior students in the form of Social Justice Leaders.

Teachers prepared students for the celebration of the Sacraments of Reconciliation, First Eucharist and Confirmation. New sacramental stoles were purchased for students, which they will use for each sacrament. Students and families participated in Social Justice activities such as Project Compassion, Vinnies Winter Drive, Socktober and Vinnies Christmas food drive and gift giving tree.

Throughout the school year the school community was able to gather together to celebrate Mass, in particular for our school feast day. During one of our Masses, the school's new multicultural garden and gymnasium floor were blessed by Father. Other Whole School liturgies were able to take place, such as for Ash Wednesday, Holy Week and Advent, as well as several liturgies held over the P.A. to commemorate important feasts such as the Assumption, All Saints and the Immaculate Conception. The school year ended with a Christmas liturgy, in which students created a living nativity.

In the view of continuing to increase the Catholic Identity of our school, additional resources were provided, such as new crosses for learning groups, bibles for use by learning groups during Religious Education lessons and images of Pope Francis for each Learning Centre.

The OLSC community is proud of its heritage as part of the wider St Andrew's Parish. Its Catholic ethos is strongly evident in the school's iconography, rituals, sacraments, liturgies and faith values, which are highly valued by parents. Students, staff and families are provided with opportunities to strengthen their connection to faith based learning through these parish networks. Parish priests were visible and present at all sacramental celebrations, sacramental family evenings and whole school Masses.

MACSSIS data for 2022 indicated that staff, parents and students are highly satisfied with the Catholic identity of OLSC. Families felt that respect for Catholic beliefs is emphasised in our school (89%) and that Catholic religious practices are emphasised at OLSC (88%). Staff identified how the Catholic Church's liturgical season is woven throughout the school year (81%, significantly higher than the MACS average of 71%). A total of 64% of students positively responded to questions regarding Catholic Identity at OLSC, which is above the MACS average for students. In particular, students recognised the importance of prayer and celebration within our school.

## Learning and Teaching

### Goals & Intended Outcomes

#### Goal

To develop data literacy skills of leaders and teachers to enable effective differentiation for learning and well-being.

#### Intended Outcomes

- That curriculum leaders analyse a range of data to drive a review of programs, set priorities and plan for targeted intervention.
- That teachers build their capacity to collect, analyse and use data effectively to inform their teaching.
- That teachers build their capacity to modify and differentiate for learning and well-being.
- That strategies for teaching LBOTE students are implemented.

### Achievements

- Further implementation of the process for data collection for NCCD accountability was continued for face to face learning
- NCCD and PLP records linked to work programs to facilitate engagement and consistent monitoring of students' goals and adjustments (documentation was made fortnightly at a minimum)
- PLPs were sent electronically and PSGs were completed face to face or online to accommodate families needs
- Individual learning plans were created including appropriate adjustments to accommodate the students with additional needs
- Intervention programs were reintroduced throughout the school; MiniLit, MacqLit, Levelled Literacy Intervention, Getting Ready In Numeracy, Incredible Flexible You, Zones of Regulation and Seasons
- Enrichment teachers worked with individual and small groups to meet student needs
- Whole school use of Class Dojo as a digital portfolio to enhance family engagement in student learning
- The use of the Google Workspace remained a high priority for sharing work and staying connected, this included all learning groups having a Google Classroom
- BYOD continues to be implemented across the school with prep to year 2 students using tablets and year 3 to 6 using laptops
- School devices were made accessible to those students who were unable to purchase a personal device
- Facilitated planning continued at all levels on a weekly basis

- The school assessment schedule was revised with rich assessment tasks added for writing and number moderation
- Differentiation occurred in many ways; small group, assigning tasks via Google Classroom, wellbeing check ins and reteaching of social skills
- Apps and programs that had been trialled in previous years continue to be used regularly, including; Epic reading and the Google Workspace range
- Learning conversations were available online or face to face which allowed families more flexibility in attending
- Whole school eSafety workshops were led by the Alannah and Madeline Foundation and Victoria Police
- School excursion/incursion and camps were planned and executed with year 3 and 4 students attending Cave Hill Creek and year 5 and 6 students attending Sovereign Hill camps and excursions to the Immigration Museum, Chinese Museum, Werribee Mansion, student leadership conference and local wetlands as well as science incursions
- Senior school leaders program continued for those students elected in 2021
- Year 5 students participated in a School Leaders day facilitated by staff
- The prep's celebrated their 100 days of school
- Enrichment teachers for all year levels joined planning and focused on being able to meet the needs of our learners to improve the differentiation offered, particularly highly abled students in Maths
- School tutors spent time listening to selected students read 1:1 and focused on fluency, vocabulary building and comprehension
- PAT data growth was extensive, with reading growing with an effect size of 0.9 (the equivalent of two year growth in twelve months) and numeracy growing with an effect size of 1.3 (the equivalent of two and half years growth in twelve months)

Professional learning was facilitated by:

- MACS on English as an Additional Language
- MACS on Numeracy: Launch, Explore, Summarise
- MACS on data: Using Data for Continuous School Improvement with Bradley Geise
- MACS on Numeracy: Early Number Assessment
- MACS network meetings
- RESP staff: Foundation House and Centre for Multicultural Youth (CMY)
- MiniLit and MacqLit facilitators
- Terri Campbell, Literacy Consultant
- Alannah and Madeline Foundation/eSafety staff and student workshops
- OLSC Catholic Identity Leader

- OLSC Learning and Teaching Leader
- OLSC Wellbeing Leader
- OLSC Literacy Leader
- OLSC Maths Leader
- OLSC Technology Innovation Leader
- OLSC Learning Diversity Leader

### **Achievements Literacy**

- The Literacy Leader role continued to be a Prep to 6 role for consistency to be maintained
- Professional Development around teacher knowledge in phonics, for junior teachers
- Continuation of decodable texts being accessed by prep students
- Facilitated planning with Literacy Leader on a fortnightly basis to analyse data to inform and drive targeted teaching
- Continued implementation of SMART Spelling Program using visual spelling strategies
- Whole school celebration of Reading during Book Week; book fair and dress up parade although they looked different due to the COVID-19 gathering restrictions, each year level gathered and photos were taken to share with the school community via our newsletter
- Purchasing of good literature for shared reading, take home books for Juniors, texts for Literature Circles and Reciprocal Teaching
- Regular PLT's facilitated by Literacy Leader
- Staff trained in Minilit and Macqlit reading intervention programs which were offered to Years 1 to 6, for 1 hour, four times a week
- LLI program continued to be offered

### **Achievements Numeracy**

- The Maths Leader role continued to be a Prep to 6 role for consistency to be maintained
- Facilitated planning with Maths Leader on a fortnightly basis to analyse data to inform planning and drive targeted teaching
- Continued implementation of Essential Assessment as Pre and Post testing across Year 3 - 6
- Continued use of Maths Assessment Interview across Year 1-2 and some students at risk in other levels
- Introduced Early Year Numeracy testing for Prep
- Continued implementation of whole school framework including Tool Time, Hook, Whole Class focus, Explicit Teaching at point of need, differentiated independent activities through use of enabling and extending
- Purchasing of relevant hands on Maths resources

- Regular PLT's facilitated by Maths Leader
- Using data from Essential Assessment to inform teaching
- All year 3 to 6 students participated in TTRock stars
- A teacher from each year level participated in the Valuing Mathematics in a changing world three day conference

## STUDENT LEARNING OUTCOMES

### Literacy

Oral Reading Record data was collected in May and November, across all year levels, there was an average growth of four reading levels.

Our average scale score in PAT Reading improved by 19 from November 2021 to 2022.

NAPLAN data remained steady for year 5 writing, year 3 spelling improved but all other areas decreased.

### Numeracy

Students completed Essential Assessments or a written assessment for each unit. This data was used to plan for and allocate enabling and extending tasks.

Our average scale score in PAT Maths improved by 13 from November 2021 to 2022.

NAPLAN data decreased in both year 3 and year 5, year 3 was significant.

Across the school, we have 20 students who were working at Above Standard (some significantly) in all areas of Mathematics.

### Moving Forward

Build upon the consistent approach to learning and teaching in all areas by developing shared language and common practices throughout all Learning Centres. Continue to offer whole staff professional development opportunities to up skill and maintain shared practices.

Offer targeted PLTs within teaching teams to cater for the many needs of our staff and students.

Building on teacher capacity to develop knowledge and understanding of EAL and LBOTE students to further differentiate the learning.

Continue to train staff and program for intervention sessions in literacy and numeracy. Explore how to further extend our highly able learners.

In all areas of the curriculum, assess prior knowledge to inform our teaching.

Develop staff capacity to differentiate teaching and learning informed by student data at student's proximal zone of development.



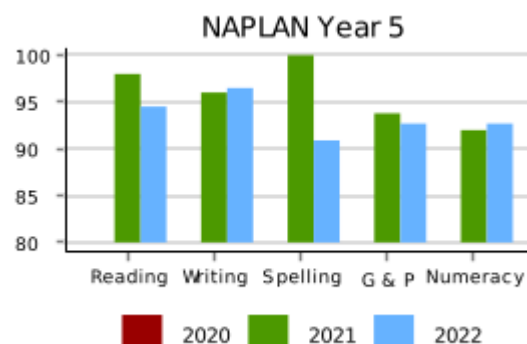
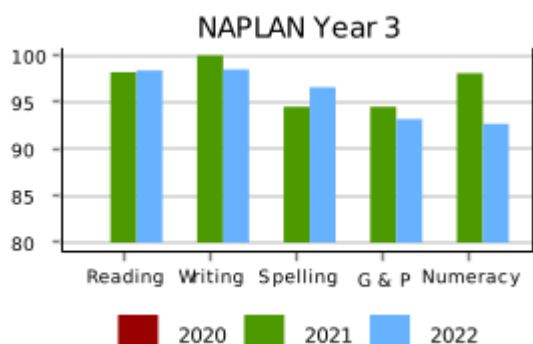
Further develop staff capacity to use data to inform teaching and learning. Continue to maintain the Whole School Data spreadsheet by regularly updating and adding data collected across the school. Follow the agreed upon school assessment schedule.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	94.5	-	93.2	-1.3
YR 03 Numeracy	-	98.1	-	92.7	-5.4
YR 03 Reading	-	98.2	-	98.4	0.2
YR 03 Spelling	-	94.5	-	96.6	2.1
YR 03 Writing	-	100.0	-	98.5	-1.5
YR 05 Grammar & Punctuation	-	93.8	-	92.7	-1.1
YR 05 Numeracy	-	92.0	-	92.7	0.7
YR 05 Reading	-	98.0	-	94.5	-3.5
YR 05 Spelling	-	100.0	-	90.9	-9.1
YR 05 Writing	-	96.0	-	96.5	0.5

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

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

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



## Student Wellbeing

### Goals & Intended Outcomes

2022 saw our first full year at school since 2019. The wellbeing of all in our school community continued to be a priority, our planned goals and intended outcomes were extended to reflect this.

#### Goals

- To develop data literacy skills of leaders and teachers to enable effective differentiation for learning and wellbeing.
- To create effective partnerships with our school community.
- To find innovative ways to ensure the physical, social and emotional wellbeing of staff, students and our community as a whole are a priority.
- To raise the profile of wellbeing and implement consistent approaches across the school.
- To raise awareness of the new Child Safe Standards with staff and the parent community.

#### Intended Outcomes

- That teachers build their capacity to differentiate for learning and wellbeing.
- That curriculum planning and implementation are explicit in focusing on social and emotional growth and development.
- That whole school protocols and procedures are implemented to ensure the wellbeing of staff and students.
- That staff take the time to prioritise their own mental health and wellbeing, for their benefit and that of the whole school community.
- That the profile of eSafety is raised across the school.
- That the school's PBL processes are implemented consistently across P-6.
- That the profile of student leaders as representatives of the whole community is raised.

#### Achievements

- The Student Well being Leader attended year level planning twice per term to facilitate Social Emotional Learning, analyse PBL data and Child Safety Awareness
- Student well being and staff well being always on the agenda for planning team meetings
- Embedded whole school expectations and practices in relation to Positive Behaviours for Learning

- School closure day to revisit and refine definitions, expectations, practices and procedures
- Tracked student behaviour using SWIS
- Team and whole school analysis of SWIS behaviour data twice per term
- Developed a PBL staff handbook
- Introduced GOTCHA cards to reinforce positive behaviours
- Investigated and implemented PBL Tier 2 strategies
  - Social skills groups
  - Check In Check out strategy
  - Observed whole school routines in practice
- Updated Behaviour Management Policy using MACS template
- Updated scope and sequence for 'Resilience Rights and Respectful Relationships' program across prep to year six
- Raised the profile of student leaders
  - All Year 5's actively participated in a leadership day
- Student leadership opportunities including School Captains, SRC, Social Justice, House Captains, Technology and Art
  - Fortnightly timetabled meeting time
  - Student leaders set goals for 2022
  - Mapped out and planned whole school initiatives for each term
  - Facilitated whole school assemblies twice per term
  - Attended GRIP student leaders conference
  - Organised a whole school competition to create a mascot for our school values/PBL
  - Applied for a grant from Wyndham Council 'Habitat Heroes'
  - Planned and created a Multicultural garden for our school
- Student medical/allergy information is displayed in learning centre offices
- Re-established routines building in regular movement and brain breaks
- On site transition sessions for 2023 Preps
- Created and distributed a social story about our school to assist 2023 Preps with transition
- Completed e-learning modules 'Protecting Children - Mandatory Reporting and other compliance obligations' by all staff
- Completed moderation process employed by the NCCD to achieve consistency in decisions about students included in the NCCD data
- PSG meetings held onsite

- Well being Hour introduced across all year levels with a focus on Well being, explicit teaching of expectations from PBL matrix and Social and Emotional learning
- Well being practices communicated fortnightly in the school newsletter
- E Safety workshops undertaken with students
  - Partnership with Victoria Police Community Policing Unit
- Well being Leader and Principal attended MACS briefing for new Child safe Standards
- Introduced new Child Safe Standards to staff
  - Facilitated an audit of current practices under each standard
  - Documented future actions under each standard
- Participated in Year 1 of the RESP Project (Refugee Education Support Program)
  - Formed school-based RESP team
  - Attended RESP workshops run by Foundation House and CMY
  - Audited current practices using 'Schools in for Refugees' tool from Foundation House
  - Analysed staff and student survey data
  - Formulated school goals and action plan
  - Student leaders participated in an online forum re Student Voice
- Well being leader trained as a companion for the Seasons for Growth program
  - Parent workshop for Seasons for Growth
  - Implemented Seasons for Growth program for students in need
- Facilitated Learning Centre Helpers course

## VALUE ADDED

Students at Our Lady of The Southern Cross have the opportunity to participate in a variety of curricular and extracurricular activities designed to enhance and enrich learning experiences. The Student Representative Council, Social Justice Team, Technology Leaders continue to support and promote success in relation to student resilience, decision-making and connectedness to the community. They run whole school assemblies, plan and implement whole school activities and create a Year 6 Yearbook.

Students are able to explore Inquiry based and Specialist learning areas including Mandarin, STEM, Physical Education, Performing Art, Digital Technology and Visual Arts.

Enthusiastically participated in extracurricular programs and activities such as sporting events: school sports day, inter-school sports, area and district athletics, and community initiatives such as Hoop Time and camps.

Transition initiatives involving Kinder to Prep, Year 6 to secondary school and from Year level to Year level continue to support students to develop social skills, resilience, readiness and

coping strategies. These programs were revised and altered to meet the needs of the students involved.

## STUDENT SATISFACTION

The overall school positive endorsement is 59%, which is slightly down from 2021 MACSSIS data. 91% of our students stated that it is important for them to do well at school, an increase of 10% on 2021 data.

For 2022 students at OLSC have identified Rigorous Expectations: 71% as their highest area of satisfaction.

- Students indicated that teachers encourage them to do their best, have high expectations of them and take the time to explain new learning.

This result is slightly down on 2021. We believe the following has contributed to this over the last twelve months:

- Re-establishing routines and expectations after two years of interrupted on site learning
- Students rebuilding relationships with peers & staff
- Re-building of stamina

Areas that have shown growth include:

- Learning Disposition: 66% an increase of 2%
- School Engagement: 48% an increase of 1%
- Enabling Safety: 53% an increase of 1%

The area of need is Student Safety (44%). Whilst this is the same score as 2021, 71% of students indicated that the behaviour expectations at school are high. We attribute this to the processes put in place through PBL and the explicit teaching involved in this. 19% of our students have indicated they are or have been bullied online, this is a decrease from 2021.

We believe this is reflective of the cyber safety education and information offered to both students and families. Our challenge will be to continue to work with students and families in this area, particularly around respect and personal responsibility for behaviours.

## STUDENT ATTENDANCE

All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent. The Principal communicates attendance expectations to parents and students when they enrol at the school, and regularly communicates with all parents about

attendance expectations via the school newsletter. An average of 88.4% of our students attend school more than 90% of the time.

- Student attendance is monitored twice per day using ICON as the database to record.
- Parents/Carers must notify the school on the morning of (if not before) their child being absent.
- Parents can notify the school of absence via:
  - Phone call
  - Email
  - Absence Notification Form via Dojo
- If there is no notification of a child’s absence by 9.30am, the school sends a text message to prompt parents/carers to call the school. If no contact is made school office staff call the parents and then emergency contacts are provided until the absence has been explained and recorded.

Extended or regular student absences are followed up by the Principal or Deputy Principal. Parents have been very proactive in keeping their children at home if unwell. Due to travel restrictions being lifted many families took extended holidays to visit family overseas.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	86.5%
Y02	88.9%
Y03	87.9%
Y04	88.3%
Y05	89.0%
Y06	89.6%
Overall average attendance	88.4%

## Child Safe Standards

### Goals & Intended Outcomes

#### Goals and Intended Outcomes

To ensure the care, safety and well being of the children entrusted to us by providing a child safe environment where every child is valued.

To strive for excellence by fostering the well being, dignity, self-esteem and integrity of each person.

To ensure that all members of the community are aware of the child safe standards and are aware that they have the right to feel safe.

### Achievements

Our Lady of the Southern Cross holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and mission of the gospel.

All Victorian schools must comply with the Child Safe Standards that are underpinned by Ministerial Order No 1359, released by the Victorian Government on 10 February 2022. This order defines the actions schools must take to meet the requirements associated with the new Child Safe Standards. Several policies exist within the school and across MACS to ensure Child Safety. These are accessible on the school website and/or upon request in relation to compliances in this area.

Throughout 2022 our school has furthered its commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountabilities for people working with our students.

- The continued application of student well-being programs such as Respectful Relationships, have encouraged the students to engage in conversations about their well being and safety
- The school Child Safety Policy, Child Safety Policy - Student Version, Child Safety Code of Conduct (staff), Child Safety Code of Conduct (community) and Child Safety Code of Conduct (students) were revised and maintained in line with MACS templates
- Codes of Conduct for Staff and School Community were signed by all staff, contractors and volunteers
- WWC data base updated regularly
- Child Safety was included in the induction program for graduates and new staff members
- All child safety documentation meets the expectations of the Victorian State Government and the Catholic Education Commission Victoria (CECV)



- PROTECT posters on display in prominent staff areas throughout the school
- All staff inducted in their legal obligations and the processes to be followed when handling child abuse allegations and the appropriate course of action to be taken when reporting abuse to Police and/or Department of Families, Fairness and Housing
- Child Safe policy documents are shared with the school community via the school website
- Employment practices regarding Child Safety Standards continued to be implemented
- Child Safe signage throughout the school
- Whole staff professional learning on the new Child Safe Standards, including an audit of current practices and areas for future development

## Leadership

### Goals & Intended Outcomes

#### Goals

- To develop a culture of professional learning that includes coaching, mentoring and appraisal.
- To develop data literacy skills of leaders and teachers to enable effective differentiation for learning and wellbeing
- To continue to develop contemporary teaching pedagogy with staff within a Catholic context whilst fulfilling the school's vision and connectedness to parish

#### Intended Outcomes

- That leaders utilise their accredited coaching skills.
- That formal training for the incoming Literacy Leader in Growth Coaching be provided.
- That leaders have a visible and active presence in the Learning spaces and model best practice.
- That curriculum leaders analyse a range of data to drive a review of programs, set priorities and plan for targeted intervention.
- That students are engaged through a range of rigorous teaching and learning strategies.
- That effective partnerships are created with our school community.
- That the profile of wellbeing is lifted and consistent approaches implemented across the school.

#### Achievements

- Beginning of the year Meet and Greets were offered online to alleviate the anxiety of families following extended lock downs from the prior two years
- The final two members of the Leadership team undertook growth coaching accreditation training over four days
- Formal coaching and approaching roles in a 'coaching way of thinking' continued throughout the year as part of accreditation
- Dedicated staff meetings that focused on:
  - Gleaning ideas of how feedback and appraisal is currently provided
  - Exploring the differences between appraisal, feedback, mentoring and coaching
  - Full implementation of the EAL Curriculum and strategies to support and identify students with a background other than English (LBOTE)
  - Engaging with families through committing to the RESP project
  - Updated and new Child Safety standards

- Using Data for Continuous School Improvement with Bradley Geise
- Appraisal processes beginning to be implemented
- Processes for feedback developed at leadership
- Professional learning reverted to a face to face delivery mode following COVID
- There was a strong focus on supporting all learners with numerous intervention programs in literacy and numeracy
- Intervention training offered to staff
- Intervention was extended to support a greater number of students at their point of need
- The use of Google Classroom and the Google Suite as experienced in remote learning was extended to support onsite learning
- Leadership meetings were held weekly
- Morning leadership briefings were held daily to manage staff absences and replacement teacher shortages
- Staff wellbeing was at the forefront of planning and when possible meetings were reduced or eliminated
- Consolidated Learning Centre Leader's Role as facilitators of planning, working with teachers to support students and to engage directly with parents to support educational and behavioural expectations
- Staff wellbeing was incorporated into team agendas

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

#### **The following Professional Learning was undertaken in 2022:**

- Companion Training in Season for Growth
- First Aid: CPR, Anaphylaxis and Asthma Training
- Re Closure Day - Living Sacramental Life
- Using Data for Continuous School Improvement
- Data Tracking PL
- NCCD Training
- Essential Assessment Online Modules
- Sponsored Study
- RE Accreditation
- Masters in Student Wellbeing
- Writing Focus (external facilitator Terri Campbell)
- EAL Training (MACS Facilitated)

- Algebra Early Number
- Literacy Intervention Training (MiniLit and MaqLit)
- Dynamiq EVAC Training inc Online Modules
- Participation in Networks:
  - Principal Network
  - Deputy Network
  - Learning and Teaching
  - Religious Education
  - Mathematics
  - Learning Diversity
  - Student Wellbeing
  - Literacy
  - Digital Technology

Expenditure on Professional Learning in 2022 - \$30 194.91

Number of teachers who participated in PL in 2022	38
Average expenditure per teacher for PL	\$794

**TEACHER SATISFACTION**

The 2022 school year was a challenging one for teachers and all staff as we emerged from two years of lock-downs due to the pandemic. Though there weren't any lock-downs the school was still affected by COVID and experienced both staff and student absence due to this. It was also a challenge to return to the amount of after school and evening commitments and bring the community back to the school in a physical sense.

The overall positive endorsement of the school showed a 5% increase from 2021 to 67% which is the same as the 2022 MACS average. The school increased in 12 out of the 14 domains from 2021 to 2022.

2022 MACSIS School data identified the following areas of highest satisfaction and improvement from the previous year:

- Student safety 65% (increase of 9% from previous year)
- School Climate 73% positive (3% from previous year)

- Staff Leadership Relations 86% (increase of 9% from previous year and 8% higher than MACS average)
- Professional Learning 57% (significant increase of 18% from previous year)
- Psychological Safety 67% (significant increase of 9% from previous year and higher than MACS average)
- Support in Teams 78% (significant increase of 11% from previous year and 23% higher than MACS average)
- Catholic Identity had a slight increase from 75% to 76%

The school performed relatively well and above or equal to MACS average in almost all domains. Significant improvement (at or greater than 5%) was achieved in 8 of the 14 domains of staff data.

We believe the following has contributed to this growth over the last two years:

- Improved communication in the school
- Strong presence of leaders and leadership support in teams
- There was a greater focus in professional learning

The domain of Staff Safety has emerged as the key focus area for 2023. The Staff Safety score was 59% which decreased from 66% in 2021 and was 4% lower than the MACS average. The school attributes this to a change in the OH&S team and it is a timely reminder to celebrate and share staff successes and to ensure where possible to reduce workload.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	81.5%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	84.2%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	36.7%
Graduate	20.0%
Graduate Certificate	20.0%
Bachelor Degree	76.7%
Advanced Diploma	10.0%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	44.0
Teaching Staff (FTE)	40.2
Non-Teaching Staff (Headcount)	30.0
Non-Teaching Staff (FTE)	24.3
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

#### Goal

To create effective partnerships within our school community.

#### Intended Outcomes

- That positive relationships are developed across the whole community where all feel welcomed.
- That families are invited into the school to be an active part in student learning.
- That awareness of the new child safe standards is raised with the staff and parent community.
- That families are educated in the skills they need to engage with the school.
- That family stories are celebrated within the school community.

### Achievements

Throughout 2022 COVID restrictions slowly eased and celebrations and opportunities to welcome families back to school and engage with the community were developed. As the year progressed engagement opportunities through celebrations and whole school gatherings increased and were well patronised by our parent community.

- Multicultural day was celebrated in October and was well supported by the OLSC families
- School Masses
- Whole School assemblies and liturgies
- Reinvigorated Parents and Friends Group
- Re-introduction of face to face meet and greets and student learning conversations
- Parents and Friends School Disco on a Friday evening
- Book week parade and celebrations
- Feast day celebration that included a Whole School Mass
- School Expo to showcase student learning
- Whole school tabloid sports day
- Participation in the Wyndham Active Kids initiative
- Participation in Winter, Summer Gala and weekly interschool sports
- Learning Centre Helpers were active in centres
- Community events and celebrations included:
  - Mother's day and Father's Day celebrations and stalls
  - Feast day celebrations

- Walk-a-thon
- Simultaneous family story time
- Family week activities
- Learning Centre assemblies
- Family workshops included:
  - Camp information (online in the evening)
  - 2023 Prep information night
  - New parent orientation sessions in conjunction with prep orientation
  - Sacramental evenings for First Reconciliation, First Eucharist and Confirmation
  - Preps in Pyjamas night (Religious Education focus)
  - Seasons for Growth parent workshop
  - Learning Centre Helper workshops
  - Year 1/2 Family Prayer Night

Class Dojo app is the primary means of communicating with and engaging parents in the learning of their child/children. The platform allows for individual work portfolios to be shared and for parent, teacher and student feedback to be provided.

## PARENT SATISFACTION

The parent satisfaction data of overall positive endorsement remained the same as 2021 with an overall score of 66% for positive endorsement. 84% of families indicated they would recommend the school to prospective families - this was a significant increase from 2021.

Parent data from the MACSSIS surveys improved in 5 out of 7 domains. For 2022 parents at OLSC have identified the following as their highest areas of satisfaction:

- School Climate 86% (an improvement of 3%)
- Student safety 74% (an improvement of 4%)
- School Fit 70% (an improvement of 1%)
- Communication 69% (remained the same as 2021)
- Catholic Identity 68% (an improvement of 2%)
- Barriers to Engagement 62% (an improvement of 1%)

Each of these areas have seen significant growth from 2019. We believe the following has contributed to this growth over the last twelve months:

- Increased communication through Class Dojo and the school newsletter
- An effort from all staff to work effectively in partnership with families
- Explicitly teaching Positive Behaviours for Learning using the school's matrix and sharing the matrix with our families



The main area for improvement is Family Engagement, currently sitting at 35%, which is 3% lower than the previous year. We believe that the slow recovery from COVID restrictions has had a huge impact on this domain. The school slowly implemented a number of measures to bring the parents and community back to school following the easing of COVID restrictions. Opportunities to be involved in parent groups, whole school activities and improved communication have been sought. Throughout 2023 we intend to strengthen the connections with our families.

## Future Directions

### School Improvement Plan 2020 - 2023

#### Strategic Intent

Our Strategic Intent, at Our Lady of the Southern Cross, is to build a culture where the wellbeing of every child is valued within the context of our Catholic faith traditions.

Within a diverse, dynamic and welcoming community where learning is achieved through the effective use of data to improve student learning outcomes.

We cater for all students through rigorous teaching practices which include differentiation, targeted teaching, making purposeful connections and recognising the uniqueness of each student.

#### Goals and Intended Outcomes

##### Priority One

To develop data literacy skills of leaders and teachers to enable effective differentiation for learning and wellbeing.

##### Intended Outcomes

- That teachers build their capacity to collect, analyse and use data effectively to inform their teaching.
- That strategies for supporting and teaching LBOTE students are fully implemented.

##### Priority Two

To develop a culture of professional learning that includes coaching, mentoring and appraisal.

##### Intended Outcomes

- That opportunities are explored and implemented to build the capacity of staff.
- That leaders have a visible and active presence in the Learning Spaces
- That staff achievements are acknowledged and celebrated

##### Priority Three

To continue to develop contemporary teaching pedagogy with staff within a Catholic context whilst fulfilling the school's vision and connectedness to Parish.

##### Intended Outcomes

- That students are engaged through a range of rigorous teaching and learning strategies.
- That the profile of staff and student wellbeing is lifted and consistent approaches implemented across the school.

- That consistent planning and assessment of RE is consolidated across P-6.
- That we create effective partnerships within our school and Parish community.