



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Our Lady of Fatima School

16 Hinton Street, ROSEBUD 3939

Principal: Sarah McDermott

Web: www.fatimarosebud.catholic.edu.au

Registration: 1881, E Number: E1336

Principal's Attestation

I, Sarah McDermott, attest that Our Lady of Fatima 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 2024 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 Jun 2025

About this report

Our Lady of Fatima 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

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our Lady of Fatima is a community where the teachings of Jesus Christ are reflected and practised, where all children are empowered to develop to their full potential. Our curriculum aims to meet the challenges of a changing world both locally and globally.

We take our school motto "Dream, Believe, Achieve" along with our faith as our inspiration.

Our Dream for each child and teacher is that they will:

- *have a love and excitement for learning*
- *assume responsibility for their decisions and actions*
- *experience encouragement to be creative, imaginative and innovative*
- *be confident risk-takers with a sense of self belief*
- *develop a positive sense of self-worth and their own uniqueness*
- *include parents as partners in the education journey.*

We Believe that Our Lady of Fatima:

- *is a community that works together living out Gospel Values and proclaiming the Good News of Jesus Christ*
- *provides a well-balanced Religious Education Program*
- *belongs to and is an important part of our parish faith community*
- *supports all parents as partners in their child's education*
- *encourages every child to reach their potential*
- *ensures everyone has the right to learn, to feel safe and be treated with respect.*

We Achieve at Our Lady of Fatima by:

- *offering a wide variety of teaching strategies*
- *providing staff with regular opportunities to engage in and share professional learning*
- *encouraging a stimulating, non-threatening environment in which all children can learn*
- *providing contemporary resources to maximise learning outcomes for all students/ programs*
- *providing ongoing assessment and reporting on students' performance to enhance learning and teaching.*

School Overview

Our Lady of Fatima is a small Catholic primary school that delivers evidence-informed programs in a warm and supportive community environment. The school is situated in Rosebud on the Mornington Peninsula, approximately 85 km south of Melbourne, serving the Catholic communities on the Peninsula.

We offer our students a vibrant education that supports personal and spiritual growth based on Christian values. We encourage students to develop a knowledge of other cultures, languages, environmental and social issues.

Student engagement is at the heart of what we do and our staff ensures that your child is supported to make the very most of their academic potential. With an explicit and rigorous teaching program, our staff hold a common vision of academic success for all students where teaching capabilities and relationships are nurtured to support students' academic results, spiritual development and wellbeing.

With an extensive campus, Our Lady of Fatima offers spacious and modern learning spaces, a dedicated specialist learning area, Hub, School Hall, substantial playgrounds and sporting fields, all located on a quiet street frontage that provides a sense of privacy and security for our students and families.

With a rigorous teaching program, our staff hold a common vision of academic success for all students, where teaching capabilities and relationships are nurtured to support students' academic results, spiritual development and wellbeing.

At Our Lady of Fatima, our aim is to engage all students and meet each child at their point of need. We strive to develop the whole full flourishing child, catering for academic, social, emotional and spiritual growth. We recognise that learning is a life-long process and we aim to constantly build upon the learning culture for staff and students alike.

Working together in partnership is of utmost importance to our school, where together we build the highest possible level of care and trust between students, staff and families. We place learning at the centre of our everyday encounters, while ensuring that a strong sense of wellbeing and community is maintained.

Christ's presence remains the central focus for our daily interactions, our prayers and our faith. We draw inspiration from the values of the gospel and the gifts of the Holy Spirit present in our lives.

Our School Motto is 'Dream, Believe, Achieve.'

We have three simple rights which students at all levels understand as part of our school culture:

- Everyone has the right to learn.
- Everyone has the right to feel safe.
- Everyone has the right to be treated with respect.

Principal's Report

In 2024, we embedded consistency and clarity to our school community, with a shared purpose for improving student learning. There were many highlights throughout the year, including a focus on community events such as our annual Family Picnic, First Aid in Schools Program, Clean Up Australia Day, Ned's Mindset mission, Olympics celebrations, RU OK? focus, National Simultaneous Storytime, family engagement in learning sessions, the PFA School disco, Padua Academic Challenge, whole School Intensive Swimming program and our annual Christmas Carols.

During 2024, the staff worked towards the intended outcomes on our Annual Action Plan from the four priorities of strengthening the Catholic Culture, building our collective efficacy, adopting a whole school approach to personalising learning and maximising community engagement in learning. This involved explicit and continued professional development around MACS Vision for Instruction and as well as nurturing Staff Spirituality with Ange Virgona.

Again, it is important that we continue the much-needed work with the tutor funding initiative that enabled us to enhance learning systems already in place and focus more energy on supporting and enriching learning opportunities for all students. We continued to sharpen our focus on intervention and extension for our students with evidence-based programs. Our Chaplaincy funding provided us with a school counsellor for targeted group sessions.

Many improvements occurred during the year including repositioning classrooms, creating a specialist learning area to have a more meaningful and connected school layout. Upgrades to the junior classrooms with new flooring and paint works were also warmly welcomed. Furthermore we continued enhancing our numeracy and literacy resources to strengthen our resources in the science of learning.

I would like to take this opportunity to thank the students, staff and families of Our Lady of Fatima for all of their contributions during 2024. Their care, passion and commitment brings life to our school and makes it a place you wish to be a part of. I look forward to many years ahead and celebrating the full flourishing of each person and in essence letting their light shine.

Sarah McDermott

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

To commit to a shared model of witness in our Catholic tradition through a contemporary lens.

Intended Outcomes

- Enhance the Religious Education curriculum and pedagogy.
- Cultivate opportunities for students, staff and parents to make explicit connections to their faith and spirituality, leading to action and discipleship.

Achievements

The beginning of the school year was celebrated with Mass in the Church. All classrooms prepared prayer cloths to be used during prayer time. These included Scripture and images of the cloths were shared with the parent community in the newsletter.

Christian Meditation was in its second year at the school and took place every day for 5-8 minutes after lunch each day (depending on year level). Ash Wednesday was celebrated with the Parish and led by the students. Lent was celebrated through a whole school Stations of the Cross ceremony where each class was responsible for preparing an event or station.

The whole school celebrated Harmony Day with a liturgy focused on inclusion. Various social justice activities were supported including Project Compassion (Lent - pancakes for Shrove Tuesday) and raising money for the Aboriginal Catholic Mission as part of the Fire Carrier program during Reconciliation Week. Sacraments were held - Confirmation and Reconciliation in Term 2 and Eucharist in Term 3. All presentation Masses and family workshop evenings were well-attended. Advent Liturgies were celebrated by the whole school each week in the hall lead by year levels and supported by teaching staff. The year finished with a whole school Mass.

Our curriculum emphasised a faith-based inquiry approach, encouraging students to learn from different religions, beliefs, values, and traditions while exploring their own beliefs and questions about their world and faith. Staff faith formation opportunities were given including professional learning with Ange Virgoni on the concept of Pilgrimage and religious meditation including labyrinths. TheseSuch learning is pivotal to ensure staff are reflective in their own

faith and personal learning. Our Feast Day featured a Liturgy led by musician Michael Mangan which was attended by parents and families.

Value Added

- Sacramental preparation forms part of our regular school program, including family workshops and meeting with the Bishop before Confirmation.
- Student participation in preparing a station of the Cross as a focus during Lent.
- Student participation in Advent liturgies.
- Advent - Christmas concert.

Learning and Teaching

Goals & Intended Outcomes

Goal

Educators need to ensure that learners are intellectually and behaviourally engaged, and also emotionally invested in learning that is personally meaningful.

Intended Outcomes

- Foster deep learning by creating student-centred and enabling environments in which the sacred dignity of all learners is honoured
- Implement highly effective teaching strategies, using research-based teaching practices, to ensure that every student is engaged, challenged and learning successfully
- Use valid and reliable evidence to make precise decisions regarding student growth and progress

Achievements

A whole school approach to learning and teaching was rolled out aligned with MACS' the 'Vision For Instruction' as part of the MACS 2030 vision. All staff participated in ongoing professional learning about explicit instruction, cognition and working memory.

Teaching teams collaborated with the Literacy Leader to plan English units that align to the genre Scope and Sequence. Units feature explicit learning intentions, success criteria and assessments in line with the MACS 'Vision For Instruction' instructional models. A co-teaching model was used to establish consistency in daily, goal-focused reading sessions from Years 3-6 and was supported by facilitated planning sessions.

Reading protocols were designed to direct assessment and data analysis to improve teachers' effectiveness. Teachers used data to inform decisions and group students at point of need. In Writing, teachers moderated work samples, aligning these to the Victorian Curriculum.

The School Improvement Team researched the Science of Language and Reading (SOL) and its impact on student learning. Fleur and P-2 team trained in the evidence-based, whole-class literacy program 'InitialLit', for implementation in 2024 which built P-2 students' core

knowledge in reading and writing. The 3/4 team implemented the evidence-based spelling program 'SpellEx'.

Evidence-based intervention programs were introduced to target students at Tier 2 and 3, including

- Language Lift for (Prep / Year 1)
- SPELD Phonics (Year 1)
- MiniLit and MacqLit (Y1-6)
- Fatima also received a small amount of funding to continue to support students in Writing and Reading.

In Numeracy, teachers undertook professional learning in explicit instruction aligned with the MACS 'Vision For Instruction' instructional model, with specific use of the Ochre suite of resources. Fatima received another \$20,000 grant from MACS which was used for whole staff professional learning with Rob Vingerhoets to learn to balance explicit instruction and inquiry approaches to Mathematics. This culminated in a community afternoon led by Rob Vingerhoets which was attended by 40 families and all staff.

Planning documentation and the Scope and Sequence were embedded, with assessment tools and data analysis templates used to track student learning. Class teachers attended professional learning sessions on pedagogy, content and assessment with particular focus on the change to Victorian Curriculum 2.0 which was rolled out in Semester 2.

Student Learning Outcomes

Embedded the use of Ochre resources in Numeracy to support MACS 2030 vision

Implementing the synthetic phonics program 'Initialit' across P-2

Explored explicit teaching, daily review and full participation strategies across all classrooms

Use of students' data for explicit teaching.

Data collected in 2024 included:

- NAPLAN
- PAT (Reading, Numeracy, Grammar and Punctuation, Spelling, Vocabulary)
- Essential Assessment pre-testing and post testing
- Writing moderation
- Single Word Spelling Test
- Mathematics Online Interview (Prep - Y1 and selected Y2 students)

- English Online Interview (Prep - Year 1)
- MiniLit Screener Assessments (P–2)
- MacqLit Screener Assessments (3–6)
- Class-based assessment (pre and post testing)
- Teacher observation

In 2024 students participated in NAPLAN. Positive growth was made in Numeracy and Reading in Years 3 and 5 from 2023-4 and was mirrored in PAT test results. Our goal to exceed PAT test results of pre-Covid levels (2021) was achieved.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	403	54%
	Year 5	496	61%
Numeracy	Year 3	406	63%
	Year 5	508	75%
Reading	Year 3	404	67%
	Year 5	510	83%
Spelling	Year 3	399	54%
	Year 5	505	75%
Writing	Year 3	403	79%
	Year 5	502	83%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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

Educators need to ensure that learners are intellectually and behaviourally engaged, and also emotionally invested in learning that is personally meaningful.

Intended Outcome

- To foster deep learning by creating student-centred and enabling environments in which the sacred dignity of all learners is honoured.
- To maintain protocols and practices around the system of providing, monitoring and recording all adjustments and interventions.

Achievements

Key achievements in Wellbeing:

- Employment of Wellbeing officer
- Prep - Year 6 Buddy program
- Refinement of the 'Respectful Relationships' Scope and Sequence
- RUOK? Day, 'Bullying No Way' Day
- Continued ACER Social Emotional Survey for Y3-6
- Year 6 Leadership program in conjunction with 'House Spirit'
- Participation in Year 5 Leadership program, led by teachers

Value Added

Wellbeing

- Embedding of the 'Ready to Learn' time, allowing students to softly enter classrooms then move to Morning circle with a Positive Primer, celebrations and daily schedule.
- In partnership with the Mornington Peninsula Shire Youth worker and the new Youth Hub Rosebud, implementation of social and emotional learning programs including 'MPower', 'Peaceful Kids', 'Revved Up' and 'Drum Beat'.
- Implementation of the 'Story Dogs' program, a one to one, reading support program that assists children to engage in reading and promotes communication skills by children reading to a trained companion dog and its handler.

- Implementation of a strategic transition program for all students moving to their new class for 2025. Each class developed their own mission statement and class prayer mat, including all students in its creation.
- Continuation of Year Six/Staff buddies where a staff member is a mentor. This program provided Year 6 students with the opportunity to develop a positive relationship with a staff member beyond their classroom teacher and strengthen their connectedness to school.
- Continued embedding of the Respectful Relationships (RRRR) curriculum with a whole school commitment and privileged time once a week schoolwide.
- Extensive analysis of the ACER Social Emotional Welfare survey to identify successes and areas for further focus.

Learning Diversity

- Student Learning and Wellbeing / NCCD team refined record keeping practices and an efficient system to collate evidence and access records will ensure evidence is readily accessible and can be drawn on to complete the data collection process.
- Consultation Requests submitted to Melbourne Archdiocese of Catholic Schools (MACS) for support from Speech Pathologist, Psychologists, Learning and Behaviour consultants.
- Parent Support Group meetings were conducted to ensure a collaborating approach to the planning and implementation of adjustments and interventions to enable the best learning outcomes for each student.
- Professional development to increase capacity in writing PLPs and setting measurable and achievable SMART goals.
- Implementation of programs including 'Learning Lift' and administering of Tier 2 assessments (Cubed, SPAT, YARC, Speech Screener, MoTif, WARN, WARL), to target teaching and learning.
- Individualised social stories to support students challenged by change when transitioning to new classrooms.
- 'Dogs Connect' mental health and wellness program with school dog 'Buddy'.

Student Satisfaction

Catholic schools in the Archdiocese use a survey for schools to receive feedback from staff, students and families. The Melbourne Archdioceses Melbourne School Improvement Survey (MACSSIS) looked at all aspects of a school. Students had the opportunity to complete the MACSSIS survey in 2024. The student survey data was at the same level or overwhelmingly positive compared to Melbourne Archdiocese Catholic Schools.

Our MACSSIS Student data has declined compared to 2023 results, specifically in the areas of school engagement, school belonging and safety. This is not in line with results from the ACER Social Emotional Welfare results and will become a focus for 2025.

Student Attendance

Attendance is closely monitored and entered electronically on a daily basis. Late arrivals and early departures are recorded daily. All instances of non-attendance are required to be explained by way of a written note, email or phone call from parents and the reason is recorded. Where a student is absent without explanation, parents/guardians are contacted by phone as soon as possible on the day. We follow the MACS Attendance policy process if there are a number of unexplained absences. The Student Wellbeing team has regular dialogue on how to re-engage students who may not be attending school, implementing a School Attendance Support Plan. If required, support for the family is accessed.

Average Student Attendance Rate by Year Level	
Y01	89.5
Y02	88.6
Y03	86.6
Y04	87.3
Y05	88.8
Y06	86.6
Overall average attendance	87.9

Leadership

Goals & Intended Outcomes

GOAL

To create a collegial and fulfilling professional environment in which staff are highly effective in their roles.

Intended Outcomes

To promote and support leadership opportunities through capacity development.

Achievements

- Successful application for building project - Stage 2, commencing 2025.
- A sharpening of the focus on leadership teams and their function. Teams include the Executive Leadership Team, School Improvement Team and the Student Learning and Wellbeing Team.
- Increased clarity of roles, policies and procedures for staff including the refreshing of staff handbook, clearer induction process of new staff and centralisation of policy management.
- Creation of opportunities for pre-service teachers to complete their placements and building capacity of teachers to act as mentors.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> • Regular Professional Learning Team meetings for Literacy, Mathematics, Wellbeing and • Diversity with sharp focus • MACS networks: School Wide Improvement Forum, Principal Network, Deputy Principal Network, Religious Education Leaders Network, Learning Diversity Network, Wellbeing Network, LDL Connect • Staff Spirituality day with Ange Virgona • Learning Diversity Modules • Literacy: Writing Moderation • Mathematics pedagogies - Rob Vingerhoets • Dynamiq - Emergency Management Plan • Mandatory Reporting • CPR Training • ICON eSIS • Teachwell training • SpellEx • InitialLit 	
Number of teachers who participated in PL in 2024	24
Average expenditure per teacher for PL	\$1000.00

Teacher Satisfaction

Catholic schools in the Archdiocese use the Melbourne Archdioceses Melbourne School Improvement Survey (MACSSIS) which looks at all aspects of a school. Staff (teaching & nonteaching) completed the MACSSIS survey in 2024. The staff survey data averaged 1% below that of the Melbourne Archdiocese Catholic Schools average globally. There was a decline in the domains of staff-leadership relationships, collaboration in teams, support for teams and professional learning. The focus for 2025 will be on building stronger partnerships between leaders and teaching / non-teaching staff with particular focus on professional learning offerings and improving collective efficacy.

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	4
Graduate Certificate	1
Bachelor Degree	12
Advanced Diploma	3
No Qualifications Listed	9

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	19.9
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	9.26
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal

To strengthen and invigorate high expectations, a strong sense of community and promote relationships between the School and the broader community.

Intended Outcomes

- Engage parents and carers as partners in learning
- Make connections with community partners to enhance student engagement and learning

Achievements

- Visiting local kinders
- 'I Sea I Care - Dolphin Research Institute' membership in our local area
- Support for the 'Food For All' local charity
- Parish Mass and significant liturgical events including Sacraments
- School assemblies
- Community Engagement in Learning sessions once per semester to showcase students' learning in several curriculum areas
- Mother's Day and Special Friends Breakfast
- Father's Day and Special Friends Breakfast
- School Disco
- Graduation
- Book Fair
- Harmony Day
- Family Maths afternoon
- Special events including Feast Day Liturgy and Shrove Tuesday

Parents and families were involved in school life, including:

- School Advisory Council
- Parents and Friends Association engagement, coordinated by the Community Engagement Leader
- Our Lady of Fatima social media platforms
- PFA Class Representatives who liaised with the PFA coordinator
- Annual Christmas concert

Parent Satisfaction

MACSSIS Parent Survey data showed an increase in the areas of school fit, school climate and communication. The improvement in the barriers to engagement section reflect the efforts made to improve and streamline communication and contact between home and school, and invitation of families to participate in school events.

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.fatimarosebud.catholic.edu.au