



Our Lady of Fatima School Rosebud

2022 Annual Report to the School Community



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Minimum Standards Attestation

I, Sarah McDermott, attest that Our Lady of Fatima School 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.

31/03/2023

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

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 School Vision is to 'Dream Believe and Achieve'

Our Lady of Fatima Vision and Mission Statement

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 School is a Catholic Primary School located in Rosebud on the Mornington Peninsula in Victoria. The school serves the needs of children from the Parishes of Rosebud and Dromana. From an opening enrolment of 60 students in 1984, the school grew steadily until in 2004 it outgrew the McCombe Street Site. In that year, both church and school were relocated to new buildings on a much larger property in Hinton Street. The school now has an enrolment of 206 students and runs 11 classes from Year Prep to Year Six.

Facilities include spacious learning environments for classes and specialist programs, multipurpose hall and Outside School Hours Care (OSHC) room. Specialist classes are offered in Physical Education, Visual Arts Indonesian from Prep to Year 6. We also provided a Garden/Sustainability Program supported by Cultivating Communities from Prep to Year 6. The school grounds are spacious and well-equipped for sports, fitness, outdoor learning and play. The hall has been fitted out with lighting and audiovisual equipment to provide the school with an excellent facility for performing arts, assemblies and community functions. These facilities provide a flexible and comfortable learning environment for students and staff alike.

At Our Lady of Fatima, our aim is to engage all students and meet each child at their point of need. Our school aims 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.

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 developed three simple rights which students at all levels understand as part of our school culture.

1. Everyone has the right to learn.
2. Everyone has the right to feel safe.
3. Everyone has the right to be treated with respect.

Principal's Report

2022 was the start of a new chapter for our school community. The year commenced with three new personnel in the Executive Leadership Team, quite an extraordinary situation and even more so opportunity. The school welcomed Mrs Louise Davidge (Learning Diversity and Wellbeing Leader), Mrs Gill Carr (Deputy Principal-learning and Teaching Leader) and myself as Acting Principal. We were warmly welcomed by the staff who affectionately call their place 'The Fatima Family'. At the beginning of Term 2, it was my pleasure to officially announce that I had been successfully appointed as the Principal of Our Lady of Fatima and for the community to know there was stability and commitment to the journey ahead.

There were many highlights in 2022. Harmony Day in March is one I wish to highlight as it was our first school community event together after COVID restrictions, and it was enthusiastically embraced and enjoyed by all. The school held its first Coloured Fun Run, supported by families and led by our Community Engagement Leader. We raised many thousands of dollars that would go towards upgrades of our playground equipment. A testament to the support and generosity of our families.

Another highlight was our Year 3 to Year 6 students gained full advantage of the Positive Start School Camp initiative, where they were able to attend an additional camp with no charge. Our Year 3s and Year 4s, attended Camp Manyung in Mt Eliza and our Year 5/6s headed to Camp Rumbug in Foster. We know that school camps support and enhance student learning and personal development and our school community was delighted by this opportunity after two years of lock-downs and impacted learning.

During 2022, the staff worked on deepening their understanding of the work completed by previous leaders with the review in 2021 and the development of the school's Strategic Plan. Together, we developed the 2022 Annual Action Plan and ways we could work towards the intended outcomes 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.

It was once again 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. Our Chaplaincy funding also went towards our very valuable school counsellor and numerous programs that operate from 'The Hub'. It was a very focussed year in our Hub and many families benefited from its well-established structures and reviews.

Many improvements occurred during the year including new shade sails for outdoor learning areas, creating more space in learning areas by clearing and de-cluttering, purchasing of many mathematics resources to support student learning and upgrades in technology in the classroom with student and teacher devices.

I would like to take this opportunity to thank the staff and students of Our Lady of Fatima for all of their contributions during 2022. 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

Principal

School Advisory Council Report

In 2022, the School Advisory Council (SAC) started meeting for the first time. In 2021, the group was established, however, did not start officially meeting.

For the new Executive Leadership Team, this was a great platform to start to build relationships with ongoing parents/carers who cared deeply for the direction of the school.

Our meetings across the year focussed on the purpose of the council and fulfilling that role, referring directly to the Melbourne Archdiocese of Catholic Schools document 'Working Together in Mission.' As we have come to understand, SACs do not share in the governance of Catholic schools, but provide a crucial point of connection between the wider school community and school leaders. While they do not have a decision-making authority, they inform and advise the principal and school leadership.

We wish to thank the following members for their contribution during 2022: Father John Paul Mount, Gill Carr, Catherine Carroll, Toni D'Alia, Louise Davidge, Sarah McDermott, Alena McDonald, Brendan McKinnon, Paul Poutney and Melanie Semple.

Catholic Identity and Mission

Goals & Intended Outcomes

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

That the Religious Education curriculum and pedagogy are enhanced.

That all students, staff and parents have opportunities to enrich their faith and spirituality, leading to action.

Achievements

The beginning of the school year was celebrated with a liturgy in the hall.

All classrooms continued to have a strong focus on prayer and prepared prayer cloths to be used in their classrooms during prayer time. The classes were asked to have scripture included in the cloths. Images of the prayer cloths were shared with the parent community in the class news that was sent weekly.

The whole staff attended a professional learning day at the beginning of the year that was focused on Christian Meditation and the practice of Christian Meditation was implemented at school each day. This took place every day in the 5-8 minutes after lunch each day (depending on the year level) and was well received by both teaching staff and students.

Ash Wednesday was celebrated with individual year level Liturgies supported by senior students in the hall where Ashes were distributed by teaching staff. Lent was celebrated across the school through Stations of the Cross. Each class was assigned a station and prepared their display for the window. Classes were invited to complete a walk around the school to experience the stations and have time to reflect on the message presented by each class. Classes prepared student reflections to be included in the Lent liturgy to finish the term.

The whole school celebrated Harmony Day during week 9, the day commenced with a liturgy focused on being inclusive and welcoming.

Throughout the year the school participated in various social justice activities, for example: raising money for Project Compassion with making pancakes for Shrove Tuesday, donating money through the Project Compassion boxes during Lent, Socktober run by Catholic Mission and a coin line for St Vincent De Paul.

All Sacraments were held with Confirmation early in Term 2, Reconciliation later in Term 2 and Eucharist in Term 3. All presentation Masses and parent 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.

As the year progressed we were able to come together to celebrate liturgies as a school and finished the year with the whole school Graduation Mass.

VALUE ADDED

Sacramental Preparation forms part of our regular school program. The Sacraments celebrated in 2022 were Reconciliation (Year 3 and Year 4), Eucharist (Year 4 and Year 5) and Confirmation (Year 6). Students attended a presentation Mass prior to the Sacrament where they handed out prayer cards to the parishioners asking them to pray for the students during their preparation. Students and families attended a workshop evening designed to encourage open discussion and dialogue about the Sacrament.

Each class was responsible for preparing a station of the Cross as a focus during Lent. The year levels prepared and celebrated Advent liturgies in the hall where the focus was on the stories of God's people.

The Christmas concert was held at the school, outside in the grounds. Included in the concert were contemporary Christmas songs. The Prep students presented the Nativity as part of the concert

Learning and Teaching

Goals & Intended Outcomes

To create a vibrant professional learning culture which maximises the learning opportunities for all students.

To improve student outcomes in Numeracy and Writing.

Achievements

Achievements

Tutoring

Our Lady of Fatima received another grant from the 'Tutor Learning Initiative' from the Department of Education. This enabled us to continue to work with those students who had not made expected growth due to the shift to Remote Learning from 2020-2022. Approximately 20 participants were identified from Years 3-6 who made less than 12 months' growth from December 2021 to 2022 based on PAT data, reading testing and teacher judgment. The programs ran twice a week x 40 minutes. Over the course of the year all students made at least expected growth, with summative testing (PAT) showing students met expected level in Reading and Number with some students exceeding this growth.

Class structures

In 2022 our composite class structure was expanded to a 1/2, 3/4 and 5/6 classroom structure. This was done to facilitate flexible student groupings and enable collegiate practices when planning and assessing student improvement. Foundation remains a stand-alone stream to cater for the particular learning needs of our youngest learners.

Literacy

In 2022, Mary Lenko continued as the school's Literacy Leader. As 2022 was a year of great change at Our Lady of Fatima, the goal for literacy improvement was to create whole school continuity and solidify the changes made in 2021. The school continued to uphold high expectations around implementing daily, goal-focused Targeted Reading Groups in every classroom. Teachers moved to an ongoing form of reading assessment using the Fountas and Pinnell Benchmark Assessment System (BAS), regularly testing students to gather up-to-date data. They continued to rigorously analyse this data to determine goals and plan targeted reading groups. They triangulated these results with assessment data gathered from newly implemented tests from the PAT suite including PAT Vocabulary, Spelling, Word Features and Grammar and Punctuation, the results influencing their teaching.

One of the main goals in the 2022 Annual Action Plan was to build Collective Efficacy in our school. Literacy improvement heavily focused on working towards this goal, especially through creating continuity in planning documentation and assessment expectations. A whole school Scope and Sequence for Literacy was implemented and continuously edited and improved through the collaboration of teachers and members of leadership. As a result, every level is now planning their literacy teaching around the same whole school literacy focus related to current Inquiry and Religious Education Units.

A whole school literacy planning document was also created, which continuously evolved during regular planning meetings between Mary and teaching teams. For each literacy focus, this document clearly shows every levels' planning decisions around curriculum descriptors, genre

foci, mentor texts, pre and post assessment and data analysis as well as learning intentions and success criteria related to grammar, punctuation, spelling, reading, writing and speaking and listening. This new way of planning will ensure our students experience differentiated teaching and hence increasing difficulty and depth for each literacy foci as students progress through year levels. In 2023, a second Scope and Sequence will be established, creating a two-year cycle of literacy foci catering for our composite class structure.

As part of our work towards creating Collective Efficacy, we have improved the way we gather literacy data. The process began with an audit of our literacy data. As a result, an assessment box was created for every teacher, in which they are required to file BAS reading assessments and termly writing moderation pieces for each student. Furthermore, each team is now expected to plan meaningful pre and post writing assessments for every literacy focus and file them in a dedicated folder. These new assessment protocols will streamline data analysis in 2023 and allow for teachers to more readily and regularly analyse data to improve the effectiveness of their teaching, particularly in writing.

In 2021, the small group intervention program, MiniLit was established to help improve the early literacy skills of students struggling with reading, writing and spelling. In 2022, this program was continued, catering for the needs of a large number of Year Two, Three and Four students. The MacqLit program, a similar evidence-based intervention, was utilised in the senior years. Several Educational Support Officers were training in the running of these programs. MiniLit and MacqLit will continue to be refined and improved as an effective literacy intervention program in 2023.

Two teachers as well as Mary, participated in the Grammar in Context Professional Learning workshops, facilitated by the Melbourne Archdiocese and run by Professor Misty Adoniou. The knowledge of Grammar in the English language is an extremely challenging and prevalent aspect of the Year Three to Six curriculum. Grammar in Context began our journey to improving the knowledge of all our teachers and how they teach Grammar to our students. We aim to ensure more teachers engage in this excellent training in 2023.

Numeracy

Mrs Gill Carr continued as Numeracy Leader for 2022. Numeracy was a key focus for the whole school, supported by a \$20,000 grant from MACS. This grant was used to purchase essential resources to foster hands-on learning. Teachers engaged in whole school professional learning along with Leadership, developing consistent teaching methods and a shared vocabulary across all classes. To build teachers' collective efficacy in line with the Annual Action Plan, staff worked collaboratively to redesign the Scope and Sequence in Mathematics to align concepts from F-6. This enabled teachers to plan collaboratively and facilitated the delivery of professional learning. As leader, Gill worked with support staff from MACS to target areas for improvement and worked with student data to support this.

Teachers created and evaluated pre and post tests to measure student growth in Mathematics. Data analysis was consistently done in facilitated planning sessions, with this information used to target students at point of need. A set of master planning templates further ensured a consistent approach to the teaching and assessment of Mathematics.

As part of our commitment to target all learners at point of need, 15 students from Years 3-6 participated in The Australian Mathematics Competition, achieving a range of results including one high distinction.

Inquiry learning

Term 1 – Even Year	Term 2 – Even Year	Term 3 – Even Year	Term 4 – Even Year
<p><u>Identity and Diversity</u></p> <p>There are different perspectives and talents we bring to the world. These can make a difference to our community locally and globally.</p> <p><i>Intercultural Capability, Personal and Social Capability, Geography, Social Emotional Learning, Health and Physical Education</i></p>	<p><u>Sustainability</u></p> <p>We are responsible for taking action to ensure we sustain a harmonious balance in the world as our indigenous people taught us.</p> <p><i>Science, The Arts, History, Critical and Creative Thinking, Ethical capability,</i></p>	<p><u>Change and Transformation</u></p> <p>The history of our country is rich. Change is a part of our lives and impacts on the way we live. Change is a constant part of the world around us.</p> <p><i>History, Civics and Citizenship Science, Health</i></p>	<p><u>Decision Making</u></p> <p>The decisions that we make can have an impact on the quality of our life and also on those around us.</p> <p><i>Humanities Ethical Capabilities, Health, Civics and Citizenship Economics & Business</i></p>
<p><u>CST</u></p> <p>† Dignity of the Human Person</p>	<p><u>CST</u></p> <p>† Care for our Common Home † The Common Good</p>	<p><u>CST</u></p> <p>† Preferential Option for the Poor</p>	<p><u>CST</u></p> <p>† Subsidiarity and Participation † Solidarity</p>

Inquiry learning in 2022 continued to engage in a concept-driven 'big picture' thinking approach underpinned by the Catholic Social Teachings. Each term explored a different inquiry focus across the school with staff using big questions to guide learning and create a cohesive response. The units above provided the focus for learning across the curriculum with strong connections to Literacy, Numeracy and the Capabilities (Ethical, Personal and Social, Critical and Creative Thinking, Intercultural). In this way opportunities emerged to promote student voice, agency and action. Incursions and excursions supported the learning.

Indonesian

Indonesian entered its second year as a Specialist subject led by our specialist teacher, Ibu Rania. Classes ran for one hour from Y1-6 with high points including celebrations for Indonesian Independence Day. Reporting was general as the program is in its first proper year as a specialism.

STEM

The STEM space continued to be used extensively, with Mrs Aley Allen as specialist teacher upon her return from maternity leave. Students engaged in regular sessions to develop their digital literacy, design and creative skills through a range of technologies and methodologies.

STUDENT LEARNING OUTCOMES

Data was collected using the following methods in 2022

- NAPLAN
- PAT (Reading, Numeracy, Grammar and Punctuation, Spelling, Vocabulary)
- Essential Assessment pre-testing and post testing
- BAS Assessment - Fountas and Pinnell reading record (reading)
- Writing Moderation
- Record of Oral Language (F-1 focus)
- Full observation survey
- Single Word Spelling Test
- Early Years Numeracy Interview (Prep, selected Y1&2)

- MiniLit Screener Assessments (P–2)
- MacqLit Screener Assessments (3–6)
- Class-based assessment (pre and post testing)
- Teacher observation

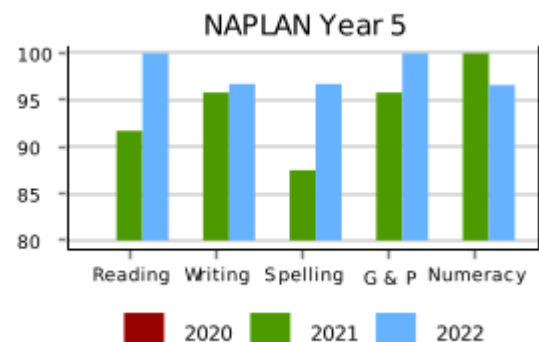
In 2022 students participated in NAPLAN after a hiatus during Remote Learning. While growth from Year 3 to 5 cannot be shown this year, the 5 year trend data is presented below. These data were analysed for trends and potential opportunities for growth, with the areas of Maths and Writing to be specifically targeted during Semester 2 2022 and into 2023. Additionally, to increase the breadth and depth of our knowledge of student learning we added additional PAT tests to our suite. This was done to show student growth in the areas of Spelling, Vocabulary, Grammar and Punctuation and identify areas of future focus.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	96.8	-3.2
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	96.8	-3.2
YR 03 Spelling	-	96.4	-	100.0	3.6
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	95.8	-	100.0	4.2
YR 05 Numeracy	-	100.0	-	96.6	-3.4
YR 05 Reading	-	91.7	-	100.0	8.3
YR 05 Spelling	-	87.5	-	96.7	9.2
YR 05 Writing	-	95.8	-	96.7	0.9

* 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

To strengthen personal and social competencies and capacities resulting in engagement, connectedness and positive growth mindset.

To maintain protocols and practices around the system of recording all adjustments and interventions in the learning diversity area.

Achievements

At Our Lady of Fatima all staff are responsible for creating a classroom environment where students' rights and responsibilities are heard, understood, respected and reflected upon. Positive behaviours and relationships are explicitly taught as part of our Social Emotional Learning program and Personal and Social Capabilities curriculum. Student wellbeing is at the heart of every staff member's responsibility. The school has a genuine focus of relationship building and strengthening social and emotional development was at the forefront of all aspects of learning.

As educators, we aim to meet the needs of all students at our school. We make adjustments to suit the needs of individuals so that all students can experience success. We ensure inclusivity and challenge and support all students, teachers and parents alike, to be the best version of themselves.

At Our Lady of Fatima, the foundation of wellbeing and learning diversity is underpinned by the values of our Mission Statement, which is to be a school community of faith, positive and safe relationships, differentiated and reflective teaching and learning practices, and a collaborative and inclusive community in the Catholic tradition.

Wellbeing Achievements:

- Students P-6 and parents participated in the 'INform and Empower' interactive cyber safety presentations so that they were aware of the safety and use of online platforms.
- Monitoring of students in the school yard was documented, regularly checked, analysed and shared with staff to action.
- The SEL program focused on building relationships amongst students and staff. The students had already participated in a transition program at the end of 2021, where mornings were spent with their new teacher in their new class groupings for 2022. The foundation for the formation of these relationships between staff and students occurred during this week and were built upon throughout the year. Each class developed their own mission statement and class prayer mat, including all students in its creation.
- Students in Year Six were paired with a staff member as a mentor enhancing a friendly and supportive school community. 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.

- Our school counsellor, Amy Booker, continued to work with the student wellbeing team to provide support in both small groups and one on one with identified students.
- The Spirit of Fatima Award continued to provide great incentive for students to explore and expand their own skills and interests with awards in the areas of Christian Spirit, Studentship, Community, The Arts and Sportsmanship.
- Staff collectively continued to embed Berry Street Education Model. This learning has deepened staff understanding and identification of trauma and stress. The staff have utilised a range of strategies to aid students with self-regulation and to enable students to be present and ready to learn.

Learning Diversity Achievements:

- The NCCD team continued to refine 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 PLP's and setting measurable and achievable SMART goals, which provide an ongoing and future-focused plan.
- Evidence based intervention programs implemented. These include MiniLit and Macqlit.
- Administering of Tier 2 assessments (SPAT, YARC, Speech Screener, MoTif), to target teaching and learning to point of need.
- Facilitated student onsite access to external therapists, funded through SCOPE and NDIS.
- Students attended regular speech therapy sessions with the MACS Speech Therapist.
- Application for New arrivals funding and implementation of individualised instruction in line with EAL curriculum.
- The Learning Diversity team developed individualised social stories to support students throughout the school, challenged by change when transitioning to new classrooms.

VALUE ADDED

We held regular assemblies at 9.00am each Friday. Student effort and achievement is recognised, successes are celebrated and creative talents are shared. As COVID restrictions eased this the attendance by parents and carers increased providing a great opportunity to build our school culture of community. Assembly awards recognise positive actions in the

classroom and the playground and emphasise the Fatima rights. It is an opportunity to reinforce our school values on a regular basis.

We welcomed Buddy, our school wellbeing dog, to our Lady of Fatima in Term 4. We have partnered with Dogs Connect, a world-first mental health and wellness program who have helped us to integrate a permanent wellbeing dog into your workplace community.

The lunchtime activities program expanded in light of student interest, with opportunities to build, perform, create and play. Our students can attend to learn, socialise with groups of multi-age students, 'take a break' from the playground or try something new.

Access to point of need support in social emotional learning in The Hub. Buddy Program from years Prep to Year 6. All Year 6 students also have a teacher buddy. All students belong to a house team with multiple opportunities to come together.

Social/Emotional Programs were actively implemented including: Zones of Regulation and Berry Street. Small group programs included 'Socially Speaking' and 'Stop Think Do'.

Year 5 and 6 students participated in On Land Learning days at Don Bosco and Rye beach with a focus on team building and leadership skills. Living Culture led a guided walk, pointing out the plants and areas of interest along the walk and their use and significance in medicine, bush tucker and Indigenous culture.

House Sports, Book Week, R U OK day, Harmony Day and Footy Day were celebrated and provided inclusive opportunities for students to feel connected and valued.

The school participated in the National Day of Action Against Bullying with special assemblies and class work following up the 'Bullying - No Way' message.

The Hub continues to be well utilised for both support and extension programs as well as scheduled and unscheduled student breaks. This resource caters for a wide range of learning and social emotional needs. The focus on assisting students to self-regulate emotions and have explicit teaching around social - emotional challenges has been very successful.

STUDENT SATISFACTION

- The relative strengths in the student survey lay in responses to students' perception of the Catholic identity of the school which increased to 60%, almost matching the MACS average.
- 64% of students see themselves as learners - an increase of 1% since 2021.
- 76% of students indicated they had an adult to go to if they felt worried at school, and 24% said they would raise their concern with an adult. Although this has increased by 8% this will continue to be an area of focus.
- 81% of students indicated that teachers encourage them to do their best with 76% feeling teachers have high expectations for them.
- In the school climate domain the data indicates a slight drop and therefore is an area of focus for improvement.

- The data indicates growth in areas of student confidence in choosing effective strategies, with an increase of 6% and completing school work with an increase of 7%.
- Students indicate that they would like more voice in learning and school life and decision making, with 38% of students indicating that teachers seek their views about what matters to them and 22% stating they are consulted in decision-making.

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. For any periods of extended absence or where it appears there may be a pattern of absenteeism, the principal will call the parents and follow this up with a written note detailing the cause for concern. If required, support for the family is accessed.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	88.0%
Y02	88.8%
Y03	89.0%
Y04	88.6%
Y05	89.1%
Y06	88.1%
Overall average attendance	88.6%

Child Safe Standards

Goals & Intended Outcomes

Our Lady of Fatima continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. Our Lady of Fatima acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices, as well as implementing the new 11 standards released on 1st July of 2022. Professional obligations have been supported with all staff members and volunteers through the ongoing access to the Safesmart portal, school website and induction processes, as has obligations regarding the protection and reporting of allegations or disclosures of abuse through the PROTECT protocols.

Our intended outcome was that all staff create a safe, student-centred environment valuing Pastoral Care to support growth, achievement and wellbeing.

Achievements

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at school meetings and communication where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student management, duty of care, and reporting requirements.
- Registers are maintained through the Safesmart Portal.
- Wellbeing focused professional learning is mapped through the school's professional learning plan.
- The child safe schools' statement is woven into websites, newsletters, social media and email signatures.

Training of teachers, non-teaching staff and volunteers

- All teaching & non teaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training's on-line Mandatory Reporting module.
- All support staff are required to regularly update their WWCC and their Police Check.
- The Working with Children Check is offered to all new parents/carers at the induction and transition process with staff members ready to help them sign up and apply.

- All disclosures and suspicions of child abuse data identified follow the expected reporting procedures.
- All protection orders are treated with the greatest of care and respect and procedures identified and communicated with all staff confidentially.

The participation & empowerment of students

- Education about healthy and respectful relationships and the development of resilience through participation in The Berry Street Model, Respectful Relationships, Mpower and brain breaks and meditation on a daily basis, explicit planning of SEL through classroom programs and other Wellbeing Intervention programs. These programs played a fundamental role in achieving this outcome.
- Our Lady of Fatima is an eSmart School and continues to provide world class support and alternative ways to learn and engage through the provision of the Hub.
- The Hub is a centrally located space for all students to access throughout their day. Our Lady of Fatima offered a school Chaplain/counsellor in 2022 through the Chaplaincy funding program to support our students and families.
- Our Lady of Fatima takes account of and makes reasonable efforts to accommodate the diversity of all children in implementing the Child Safe Standards.
- Significant cultural events such as NAIDOC week, National Sorry Day and Harmony Day are celebrated at Our Lady of Fatima.
- School leadership takes account of diversity when making decisions regarding Child Safety.

Consultation with the community

Our lady of Fatima continues to actively engage the school community in all aspects of Child Safety through the website, newsletter, school App and socials. Information is shared in multiple ways with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.

The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information sessions, the school newsletter and website.

Wellbeing Team structures

The Wellbeing Team at Our Lady of Fatima ensures that structures are embedded throughout the school to ensure regular professional learning and updating of all training modules that require us to be child safe. This includes all staff.

The yearly professional learning plan ensures that there is clarity around who attends what and the Safesmart schools online portal ensures that all documentation is uploaded for compliance.

- The Wellbeing Team meets regularly to discuss all matters of student wellbeing and safety and comprises the Principal, Deputy Principal, Wellbeing Leader/Diversity Leader, School counsellor and NCCD support.
- The Wellbeing Team analyses data and discusses support structures that can be put in place for our students.

Human Resources practices (recruitment, supervision, performance review)

Our Lady of Fatima continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.

To achieve this the school implements rigorous screening processes, which have a child safety focus and include:

- Position advertisements
- Position descriptions
- Referee Checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.
- Child safety - Risk Management practices

Our Lady of Fatima continues to implement strict risk management practices ensuring the safety of everyone. To achieve this the school implements rigorous screening processes, which have a child safety focus and include:

- Remaining committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.
- All staff are required to attend Child Safe briefings throughout the year and data is compiled in the safe smart school portal for compliance.

Our Lady of Fatima remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety practices.

Leadership

Goals & Intended Outcomes

To promote and support leadership opportunities through capacity development.

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

Achievements

2022 welcomed a newly formed Leadership Team to Our Lady of Fatima, Rosebud. This included:

- Principal - Ms Sarah McDermott
- Deputy Principal / Learning and Teaching / Mathematics Leader - Mrs Gill Carr
- Learning Diversity / Wellbeing Leader - Mrs Louise Davidge
- Religious Education Leader - Ms Alicia Baker
- Literacy Leader - Mrs Mary Lenko
- Community Engagement Leader: Mrs Fleur Koole

Our main focus for the year was observing the school in action, learning to understand the newly developed role descriptions, sharpening our focus on school improvement plans and the systems and processes in place.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Our 2022 School Closure Professional Learning days included:

- Christian Meditation - Staff Retreat: Focussing on experiencing christian meditation; Childhood: close to the mystery of God - looking at the whole child; Brief review of the story of Fatima
- Encounter Fatima: Focussing on a Culture of Learning, What makes a great teacher? What does Powerful Teaching Look like?
- Whole School Planning: Planning for Semester 2, working with the School Improvement Team.
- Assessment and Reporting: Semester 2 and end of year requirements regarding data.

Other professional learning undertaken included:

- SWIF
- Religious Education Leaders Network
- Principal Network
- Deputy Network

- Wellbeing Network
- Learning Diversity Network
- Nationally Consistent Collection of Data - and audit
- Students With Disabilities
- Learning Diversity Modules
- Intervention Framework Modules
- Literacy: MACS 3-6 Writing, Writing Moderation, BAS, PETAA Conference
- MACS Differentiation in Mathematics, MAV Conference
- Sustainability - CERES
- Occupational Health and Safety - Risk Assessment
- Dynamiq - Emergency Management Plan
- Mandatory Reporting
- CPR Training
- Class Solver
- Respectful Relationships

Number of teachers who participated in PL in 2022

32

Average expenditure per teacher for PL

\$210

TEACHER SATISFACTION

- Staff work in teams to improve teaching and learning, scoring 15% above the MACS average.
- Staff scored 8% above average with staff indicating how often they see students helping one another.
- 100% of staff indicated that all staff are respectful towards students, with 100% of teachers considering most of their students are enthusiastic about being at school.
- Staff also ranked above average in perceptions of bullying indicating students are less likely to be bullied online by another student or bullied at school.
- Teaching staff indicated that they view mistakes as part of the learning process, moving from 78% to 93%. They are willing to engage new teaching approaches, shifting from 57% to 80%.
- Psychological safety to employ new approaches to improve performance are an area for future focus.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	81.6%

ALL STAFF RETENTION RATE	
Staff Retention Rate	80.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	17.6%
Graduate	17.6%
Graduate Certificate	5.9%
Bachelor Degree	52.9%
Advanced Diploma	35.3%
No Qualifications Listed	5.9%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	19.7
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	12.6
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

To further develop effective partnerships between parents, parish and the local community. That families will feel welcome and informed.

Achievements

In 2022, our focus was directed on the engagement of parents and carers in their children's learning and learning success. We increased focus on learning in our weekly Class News and as well the newsletter to highlight the wonderful learning taking place. We also introduced Seesaw to engage all adults in a student's life as partners in learning. Parents/ carers were also invited into classrooms to showcase learning.

We worked towards setting clear guidelines for the School Advisory Committee reflective of new MACS governance processes and looked at ways to share and highlight this committee and its purpose within the school community.

Our connection to our Parish was also of importance after two years of lockdowns due to COVID. We started to reintroduce classes to attending a Parish mass once a term and the school attending Parish mass on significant liturgical events.

One of our highlights for our community was celebrating a Christmas concert on our school oval at the conclusion of the school year. The gathering was a success for family engagement and bringing our community together.

PARENT SATISFACTION

- Family engagement was above the MACS average with 57% responding positively to the communication between school and home.
- 60% of families believe their child's teacher meets their child's developmental needs and 53% showing that learning experiences match their child's interest. Both are areas for future focus.

Future Directions

The future directions for Our Lady of Fatima are exciting and in 2023 there is a greater appetite for improvement, clarity and change. In 2023, we look to sharpen our focus on the School improvement Plan, reviewing it with the new Executive and School improvement Team.

In 2023 the improvement priorities and intended outcomes are:

1. A strengthening of the Catholic culture of the school:

- 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.

2. Adopting a whole school approach to personalising learning:

- 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.

3. Building the collective efficacy of teachers:

- Promote and support a learning culture built on research, reflection, shared practice and continuous improvement.
- Build their pedagogical content knowledge to engage in authentic dialogue that progresses student learning.

4. Maximising community connections and parent engagement in learning:

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