



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



Our Lady of the Assumption School

9 Centre Dandenong Road, CHELTENHAM 3192

Principal: Richard Jacques

Web: www.olacheltenham.catholic.edu.au

Registration: 1505, E Number: E1168

Principal's Attestation

I, Richard Jacques, attest that Our Lady of the Assumption 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 2025 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 21 May 2026



About this report

Our Lady of the Assumption 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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision

We, at OLA, are a welcoming Christian community, living and celebrating with faith and gratitude in the spirit of Jesus.

Mission

We promote a love of learning, through partnership with families, staff and the Parish community in a just and inclusive environment.



School Overview

At Our Lady of the Assumption (OLA) Primary School we are proud of our Catholic faith. We live out the gospel values in everything we do. We seek to help our students develop their personal relationship with God. The programs at the school are designed to foster the skills and talents of all students, while bringing families into partnership with the school to contribute to the learning process.

OLA offers outstanding educational opportunities for our Prep-Grade 6 students. We invite you to take a moment to explore our website and social media platforms to learn more about our school. At OLA, we live out our Vision by creating a place of welcome and a strong sense of belonging for each member of our community. We promote within our students a love for learning, and we educate the whole person. The religious, social, academic, physical and emotional aspects of our students are vitally important. Our staff are highly professional, motivated and dedicated to supporting each and every student. Family partnerships are very important to us here at OLA. Together we aim to deliver an education of the highest quality.

Community

At OLA, we pride ourselves on our strong sense of community. Families are the first educators of children and we believe education is achieved in partnership between home and school. All staff at OLA value strong partnerships with our families and enjoy working together with the best interests of the children at the forefront of our work. The school is an integral part of OLA and we enjoy a strong relationship and sense of belonging. We have an engaged and supportive School Advisory Council (OSAC) and Parents and Friends (P&F) Team who work to enhance connections between all stakeholders.

Wellbeing

At OLA each child is known by name. Their passions, skills and interests are celebrated and nurtured. We value the importance of our students being happy and safe, and work to create an environment that fosters this. The staff are all dedicated to this goal and work to create warm, welcoming and encouraging spaces within their classrooms. Our hope for our students is that they leave their primary schooling years having experienced many learning opportunities that have helped them to discover their passions and to be the best version of themselves. We use the Respectful Relationships program to support the topics of emotional literacy, personal strengths, positive coping, problem-solving, stress management and help-seeking. We use the Peaceful Classrooms program to engage Mindfulness activities and

meditations for children; it helps students to build their emotional resilience so they are better equipped to deal with the day to day stresses that life brings them.

Academic Excellence

We are excited about our academic growth as demonstrated by all cohorts throughout the school. Our growth can be illustrated through school based and external based data sources, as illustrated further in this report. We have high expectations of academic growth and achievement. Staff use data to regularly assess student progression of learning to cater to the individual needs of all students. Additional programs and extracurricular opportunities in 2025 included GATEWAYS, Extension Groups, Australian Mathematics Competition, Mathematics and Literacy Intervention, Early Reading Intervention Knowledge (ERIK) program, Toe by Toe program, MacqLit (Macquarie Literacy Program for small group instruction), PIER (Phonic Instruction Early Reading), swimming, athletics and cross country, Grade 1-Grade 4 swimming program, Grade 5 and 6 beach education program, vocal and instrumental music program, Grade 5 and 6 Camp, Grade 4 Camp Experience, School Production, and Out of School Hours Club (Theircare) program operating from Bracken Hall.

Facilities

Located next to our Church, our school takes the form of four multi-levelled buildings, split according to grade levels. We enjoy the additional large space that our large Brigid Hall provides and the stage with curtains and lighting is brought to life with many performances and celebration of learning. We also have designated spaces for our Art, Physical Education, Performing Arts, Language and Science, Technology, Engineering and Mathematics (STEM) specialist lessons. We have expansive play areas for the children including an adventure playground, sandpit, cubby house, Cumulus climbing equipment, a large modern synthetic oval with soccer and AFL goals, undercover area, basketball courts, outdoor stage, chairs and tables, four square courts, vegetable gardens and a fairy garden. We are grateful for the completion of Stage 3 of our Master Plan with \$1,980,000 allocated to OLA from a State Government capital grant. We restructured some older parts of the school to create a new Community Hub, Library, STEM Room, Teacher Resource Room, outdoor learning spaces, and community space.

Principal's Report

Annual Principal's Report – 2025

Our Lady of the Assumption Primary School

Throughout 2025, our school continued to grow as a place of learning, faith, and connection, where each child is known, supported and challenged to thrive.

Religious Dimensions

Faith remains at the heart of our school. In 2025, students and families actively engaged in a rich liturgical and sacramental life, including Masses, prayer services and sacramental programs such as Reconciliation, Eucharist and Confirmation.

Our school theme of Hope was visible across classrooms and community life, fostering reflection, compassion and a strong sense of belonging. Students participated in social justice initiatives including the Project Compassion Lenten Appeal, St Vincent de Paul Winter and Christmas Appeals, fundraising for the Sacred Heart Mission, and student-led charitable causes close to our community's heart.

Family engagement in faith formation was a highlight, with workshops, prayer experiences and community celebrations strengthening the partnership between home, school and parish.

Learning and Teaching

High quality teaching and strong student outcomes remained a central focus. Our approach balanced explicit teaching with inquiry based learning, empowering students to think critically, creatively and independently.

Key highlights included:

- Whole school Literacy improvement through structured programs such as Spelling Mastery and Little Learners Love Literacy
- Ongoing use of data (including NAPLAN) to inform teaching and track student growth
- Professional learning for staff in instructional practice, questioning, metacognition and assessment
- Rich learning experiences including camps, excursions, incursions and expos
- Strong specialist opportunities in Physical Education, Performing Arts, Visual Arts, Languages (Spanish) and STEM

- Rich extension opportunities in classes as well as through G.A.T.E.W.A.Y.S and academic competitions such as the Australian Mathematics Competition

Students achieved success across a wide range of areas, including regional sporting achievements, performing arts showcases, and participation in events such as Book Week and learning exhibitions.

Student Wellbeing

Student wellbeing remained a priority, with a strong emphasis on building safe, inclusive and supportive environments.

Programs and supports included:

- Social and emotional learning programs such as Peaceful Kids and Peaceful Classrooms
- Lunchtime and before school clubs promoting connection and belonging
- Wellbeing and learning interventions and personalised support plans
- Partnerships with external providers, including a school based psychologist
- Parent education workshops on topics such as anxiety and child development

A whole school focus on Respectful Relationships and Positive Behaviour Approach supported students to develop resilience, empathy and confidence. We also continued to emphasise and practise our Gratitude, Empathy and Mindfulness (GEM) moments celebrating what worked well in our day and what we are looking forward to tomorrow.

Leadership and Management

A strong culture of collaboration and continuous improvement underpinned our work in 2025.

Key priorities included:

- Strategic professional learning for staff aligned to school improvement goals
- Strengthened leadership capacity across teams
- Ongoing review of teaching practices and student outcomes
- Planning for future growth, including class structures and staffing

Regular engagement with Melbourne Archdiocese Catholic Schools (MACS) and participation in leadership networks supported ongoing school improvement.

Facilities and Resources

Ongoing investment in our learning environment ensured safe, modern and engaging spaces for students.

Improvements included:

- Maintenance and safety upgrades across the school grounds and buildings
- Technology enhancements, including upgrading student Chromebooks, teacher laptops, classroom Interactive Whiteboards and telephone communication systems
- Continued development of outdoor learning and play spaces

Child Safety

Our commitment to child safety is unwavering. Throughout 2025, we strengthened systems and practices to ensure a safe environment for all students.

This included:

- Ongoing staff training in child safety, first aid and emergency management
- Regular emergency drills and safety audits
- Enhanced supervision and wellbeing supports
- Cyber safety education for students and families

Child safety remains a shared responsibility across our entire community.

Enrolment and Growth

Our school maintained stable enrolments of approximately 250 students across 2025, reflecting strong community confidence in our school with 54 Prep students welcomed to OLA.

Interest in future enrolments remained high, with strong inquiry levels, school tours and applications for 2026 and beyond. Planning is underway to support sustainable growth while maintaining high quality learning environments.

Looking Ahead

As we look to the future, Our Lady of the Assumption Primary School remains committed to:

- Strengthening student learning outcomes
- Deepening faith and community connections
- Enhancing wellbeing supports
- Continuing to provide a safe, inclusive and nurturing environment for all members of our school community

We are proud of all that has been achieved in 2025 and grateful for the ongoing support of our families, staff and parish community.

Richard Jacques
Principal



Catholic Identity and Mission

Goals & Intended Outcomes

At OLA we strive to promote a faith based culture of learning through family partnerships where the focus is student engagement and agency. We use data to build teacher capacity to maximise student growth, providing a rich and inclusive learning environment for all learners.

Our faith based school improvement goal for 2025 was to improve student perception about the Catholic identity of the school, particularly in active engagement in RE lessons.

Actions undertaken to achieve this goal included:

- Work with external consultants to embed active engagement strategies into RE lessons
- Staff professional learning to model prayer and strategies to facilitate dialogue and questioning
- Explore meaningful methods of student voice.

Achievements

Sacramental

- Reconciliation was celebrated across two prayer services in March
- First Eucharist was celebrated across two Masses in June
- Confirmation was celebrated by Fr Alan in September

Curriculum

To further support our inquiry based approach and enhance student voice and agency, the staff continued their partnership with Kate Korber from The Inquiry Project.

As part of this process, teachers engaged in professional learning sessions using the Question Formulation Technique (QFT), a structured method that promotes reflection and collaboration by generating and refining questions to guide explicit teaching and the progression towards taking action. This process enabled teachers to share insights and collaboratively shape the direction of their unit planning. Strong links were made between this

model and the Pedagogy of Encounter model and in particular, the actions that could be taken to use learning to make a difference in the community e.g. community food bank.

Throughout the units, students were encouraged to explore their own wonderings and interests. This approach allowed for meaningful engagement and ensured that student voice remained central to the learning process.

Faith in Action

- Catholic Education Week
- Caritas Project Compassion Lenten Appeal
- Feast of the Sacred Heart - St Vincent de Paul Winter Food Appeal
- St Vincent de Paul Advent Giving Tree
- Faith Formation
 - Eucharist Reflection Day
 - Confirmation Reflection Day
- Daily whole school meditation followed by prayer
- Staff Professional Development focussed on increasing student engagement and voice in Religious Education
- Staff continued to work with the RE Curriculum Frameworks
- Staff incorporating To Know, Worship and Love (KWL) Digital Resource in planning
- Religious Dimension component in fortnightly newsletter
- Connections strengthened between Parish/School/Community groups:
 - St Vincent de Paul
 - Care for the Common Home
 - Community Pantry
 - Cheltenham Manor Aged Care Christmas Card Project
 - School Crossing Supervisors - Get to Know/Thank you Project
- Staff Faith Formation - School Closure Day in November with Gen Bryant. Using the model of Head, Heart and Hands, Gen and her team led our staff to explore faith, inclusion, joy, music, compassion and love. Time was taken to explore our individual faith, and how we can take our learnings back to our classrooms for students.

Value Added

Children, parents and staff participated in class, school and parish liturgical celebrations including:

- Whole School Beginning of Year & Staff Commissioning Mass
- Senior and Middle Level Class Participation in Masses
- P-2 Class Prayer Services
- Ash Wednesday Mass

- Lenten Prayer Services
- Holy Week Prayer Service
- Easter Alleluia Prayer Service
- ANZAC Prayer Service
- Mini Vinnies Commissioning Mass
- Feast of the Sacred Heart - Poor Man's Prayer Service
- Feast of St Joachim and Anne Prayer Service - Grandparents/'G Day'
- Feast of Saint Mary MacKillop Prayer Service
- Feast of the Assumption Mass
- Assumption Day activities including a focus on Mary
- Remembrance Day Prayer Service
- Advent Prayer Services
- Prep Nativity Story celebration
- Grade 6 Graduation Prayer Service
- End of Year Prayer Service

Parent/Child Workshops at each level provided opportunities for parents to learn about their child's 'Education in Faith' curriculum and practices, while developing the faith education of the children's parents and families:

- Prep - Prayer in Pyjamas. What is Prayer?
- Grade 1/2 - Let's Come Together and Celebrate
- Grade 3 - Reconciliation
- Grade 4 - First Communion
- Grade 6 - Confirmation

Learning and Teaching

Goals & Intended Outcomes

At OLA, we foster a faith filled culture of learning through strong partnerships with families, with a focus on student engagement and agency. We use data informed practices to strengthen teacher capacity and maximise student growth, while providing an inclusive and enriching learning environment for all learners.

Goals:

- To improve student achievement through an explicit instruction approach to teaching.
- To engage with feedback on practice through formal processes such as mentoring and coaching, supporting all staff to refine their practice.
- For teachers and leaders to regularly set and adapt learning goals based on student data.

Intended outcomes include:

- That the teachers are using data more formatively to drive teaching decisions.
- That teachers are setting learning goals in Mathematics and Literacy for all students.
- To collaboratively consider data and evidence, determine next steps for individual or target groups when designing learning
- That teachers and leaders are given the opportunity to refine their practice in Mathematics and Literacy via coaching, feedback and professional learning.
- To improve levels of student engagement, motivation and ownership of learning by using opportunities to respond, participation strategies and daily review.
- To improve student outcomes in Reading and Writing through the implementation of Little Learners Love Literacy, Heggerty and Spelling Mastery

Achievements

- Worked in collaboration with MACS (Melbourne Archdiocese of Catholic Schools) on our SWIF (School Wide Improvement Framework) goal - 'Teachers, in partnership with students and families, frequently and continuously adapt learning goals based on evidence of student progress and growth'.
- P-2 teachers used the Mathematics Online Interview (MOI) to assess students' mathematical understanding and problem solving strategies. Teachers used the system to record student responses and generated profiles that highlighted areas of growth, to inform their teaching practices.

- The School Improvement Team met with each classroom teacher to analyse student data collected. We collaborated on best practices, strategies, planned interventions and extensions to meet individual student needs. Teachers further developed their understanding of the importance of formative assessment. Taking anecdotal notes was essential when tracking student growth.
- Continued development of Tier 2 Intervention Programs to support student learning for students in Grade 1-6.
- Additional extension opportunities for identified students through GATEWAYS.
- Staff professional learning focussed on School Improvement, Mathematics and Vision for Instruction
- Collaborative planning in year level teams with the support of back to back planning time and leaders invited to facilitate planning
- PAT Adaptive MATHS and Reading assessments administered in May and October
- Involvement with the 'iSea iCare Program', led by teachers and the Grade 6 student ambassadors
- Strengthened involvement with the 'Friends Igniting Reconciliation through Education' (FIRE) Carriers Program
- Students participated in Incursions and Excursions to enhance learning across the curriculum:
 - **Incursions:** Cyber Safety Inform and Empower sessions, Bike Education, Fire Education, Author Visit (Morris Gleitzman and Zanni Louise), FIRE Carrier Ceremony, First Aid P-6,
 - **Excursions:** Farm, Community Walk, Premier's Reading Challenge, National Simultaneous Storytime, Walk Safely to School Day
Grade 3-6: Prime Minister's Spelling Bee, Australian Maths Competition
Grade 5/6 - Unleashing Personal Potential (UPP) Aspire Higher leadership workshop
- Completed NAPLAN using the online platform.
- Staff participated in professional learning at OLA with Kate Korber, focusing on effective questioning prompts; question and statement stems to support classroom learning conversations; balancing teacher direction with student agency in guided inquiry; collective efficacy; engagement in inquiry; effective feedback; progressive learning walks; the use of metacognitive strategies to support learning; and Bloom's Taxonomy.

- Our partnership has continued to foster a culture where professional learning is embedded, purposeful, and aligned with the school's improvement priorities through whole staff and in particular, team leader coaching sessions. This has led to noticeable shifts in teacher practice, with more consistent use of high-impact strategies and a growing sense of ownership and confidence among staff. Staff are empowered to be part of the learning design, strengthening their ability to embed strategies that balance explicit teaching, metacognition and students agency.

Key outcomes have included:

- Kate also worked with teams to lead staff in developing guiding and continuing questions for our RE/Inquiry units, ensuring a balance of both explicit teacher instruction and opportunities for student agency
- The development of staff capacity to understand and apply a range of effective feedback strategies for student learning improvement
- Learning & Teaching component in the fortnightly newsletter. Our MACSSIS family data surpassed the MACS average in Communication indicating parents are happy with the timeliness, frequency, and quality of communication between the school and families.
- Our student data showed an increase in school engagement compared to the previous year and surpassed the MACS average, indicating that students are becoming further engaged and invested in their school experience.
- Connections strengthened between School and home through Learning Expos and open classrooms:
 - Mother's Day, Fathers Day and Grandparents/G Day
 - Grade 3/4 - 'Where in the World Are We?' Learning Expo'
 - Grade 5/6 - Adapt, Survive & Thrive Learning Expo
 - Instrumental Music Concerts

Student Learning Outcomes

- Facilitated Planning: Levels met as a team three times a term with the Literacy and Learning and Teaching Leader to reflect and evaluate student growth and possible strategies to support students who had not shown growth.
- We partnered with a Behaviour Consultant to support students at risk, their classmates, and teachers. The consultant also worked collaboratively with staff to plan and implement a whole-school Positive Behaviour Support approach and provided induction support for new staff on our Positive Behaviour practices.
- The School Improvement Team meet regularly to monitor student growth, achievement and wellbeing. Actions from these meetings are shared with the Leadership Team and have impact on Level Team Meetings, Collaborative Planning and the termly Professional Learning Schedule.

| NAPLAN - Proportion of students meeting the proficient standards | | | | | |
|--|---------------------|------------------|------------|------------------|------------|
| | 2025 (current year) | | | 2-Year Average | |
| Domain | Year level | Mean Scale score | Proficient | Mean Scale score | Proficient |
| Grammar & Punctuation | Year 3 | 451 | 73% | 432 | 65% |
| | Year 5 | 525 | 77% | 519 | 78% |
| Numeracy | Year 3 | 455 | 92% | 437 | 80% |
| | Year 5 | 510 | 77% | 512 | 82% |
| Reading | Year 3 | 439 | 76% | 432 | 76% |
| | Year 5 | 511 | 82% | 508 | 81% |
| Spelling | Year 3 | 430 | 73% | 411 | 64% |
| | Year 5 | 488 | 73% | 491 | 70% |
| Writing | Year 3 | 418 | 76% | 421 | 77% |
| | Year 5 | 499 | 86% | 504 | 90% |

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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

At OLA, we work alongside families to create a learning environment centered on faith, with a strong focus on student engagement, agency, and respectful relationships. We support students to develop self-regulation skills and positive behaviours that foster a safe and inclusive school environment.

We use data to build teacher capacity and maximise student growth, providing a rich and supportive learning environment for all learners.

Goals:

- To empower students to reflect on their learning in order to articulate their progress and future goals.
- To empower students' voices through respectful and active participation in the life of the school.
- To foster strong partnerships between teachers and families that support student learning and wellbeing.

Intended Outcomes

- Students will be able to access specific tools to track and monitor their own learning which will identify their learning strengths or goals
- Student led committees will meet regularly to help inform school decisions in relation to wellbeing, learning, safety and social justice issues
- That the school and parents in partnership will collaborate in providing opportunities for each and every student to flourish as a valued and connected member of the OLA community
- To develop teacher and family partnerships around student learning and wellbeing in the best interests of the students.
- That students feel their learning and wellbeing is supported both at home and at school.
- That the students demonstrate respectful communication with peers and adults, show empathy and kindness towards others, and actively build positive and inclusive relationships within the school community.
- That the students are supported to recognise and manage their emotions effectively and to use positive strategies to respond to challenges.
- That the students contribute to a safe, supportive, and inclusive learning environment by resolving conflict peacefully and valuing the perspectives of others.

Achievements

Wellbeing

- Term 1 we celebrated Wellbeing with a focus on establishing relationships within our classrooms, level and community
- The school community participated in the Staff Commissioning Mass and Opening School Year Mass
- P-6 participated in a number of activities:
 1. Ride to School Day
 2. Cyber Safety Day
 3. Inform and Empower Level Webinars
 4. First Aid incursion P-6
- Wellbeing Resources in the classroom were shared amongst staff during staff meetings enabling others to see what resources and ideas classroom teachers are using to focus on wellbeing in their classroom.
- The variety of resources being used across P-6 classrooms are:
 1. Peaceful Classrooms
 2. Resilience, Rights and Respectful Relationships
 3. Social Stories
 4. Go Noodle (Empower Tools, Movement, Brainercise)
 5. Meditation
 6. Journals
 7. Gratitude Empathy and Mindfulness (GEM)
 8. Story
- The OLA School Expectations are displayed in prominent spaces across the school (classrooms, office, Brigid Hall, level common areas).
- Positive Behaviour Support sentence starters are displayed in all classrooms.
- The School Nurse visited the Prep students and any other identified students with the permission of their parents.
- Wellbeing Leader worked with Senior Level Leader and Prep Level Leader to support transition programs. Secondary school visits and kinder visits took place with level leaders supporting the transition for some students in their level.
- 'Chill Out Room' where students go to calm down, talk, vent and just have time to speak with the Wellbeing Leader or a member of the Wellbeing team. This room has cushions, books, playdough, drawing materials, whiteboard and small items children can use to help them self regulate.
- We administered the PAT Social Emotional Wellbeing Survey to the Grade 4-6 students with excellent results. The results showed that OLA's students are more highly developed than the overall population surveyed.
- The Buddies Program continued with Prep-Grade 5 to support and develop social skills. The program provided opportunities for the Prep students to work and play with their Grade 5 buddies.

- SRC students from P-6 met and promoted community events across the school to amplify student voice.
- The Story Dogs Program continued with nominated students participating in weekly sessions.

Learning Diversity

- The Response to Intervention (RTI) process is visible in all learning areas.
- We continued to promote the Intervention Framework this year and included professional learning for staff to use the RTI process.
- We worked with Patrice Wiseman (Behaviour Support Consultant) to consolidate behaviour management approaches and ensure consistency across classrooms.
- Patrice worked with teaching staff to modify transition between lessons to ensure flow and a sense of calmness.
- Patrice Wiseman worked with a number of teachers doing observations in classrooms and providing feedback to teachers to support positive behaviour approaches and practices.
- NCCD/Wellbeing Team met in regards to Data Quality Assurance requirements.
- LDL and Principal submitted 45 Quality Differentiated Teaching Practice, 35 Supplementary and 8 Substantial and 2 Extensive applications for NCCD funding on 1 August 2025.
- Students were referred for speech or educational assessments through the Record of Student Adjustments and Evaluation (ROSAE) Melbourne Archdiocese of Catholic Schools (MACS) portal.
- LDL and class teachers worked with Learning Consultants at the Southern Region Office to devise intervention programs to support students with learning needs.
- LDL worked with level leaders and class teachers to administer further assessments to guide intervention and PLPs.
- LDL administered Tier 2 assessments (SPAT, YARC, Speech Screener, Jane Retell), discussed results with classroom teachers and set targeted goals.
- Students funded under the NCCD and NDIS program had access to occupational, speech and physiotherapists onsite at school.
- Renewed our application for the National Student Wellbeing Program and continued receiving one day a week support by a psychologist from CatholicCare.
- Program Support Group meetings were held each semester for students with academic, social and emotional or behavioural needs and those funded through NCCD.
- Personalised Learning Plans continued targeting students with specific academic or behavioural difficulties. These were revised at least once a term and goals were created with families.
- LSO timetables were revised regularly to ensure all students' educational, social, emotional and health needs were supported.

Value Added

Students Prep-Grade 6 participated in a number of activities:

- Term One we celebrated SWELL term with a focus on establishing relationships within our class, level and parent community
- Wellbeing Resources in the classroom have been shared amongst staff during staff meetings enabling others to see what resources and ideas classroom teachers are using to focus on wellbeing in their classroom. The variety of resources being used across P-6 classrooms are: Circle Time, self reflection), Respectful Relationships Program, Social Stories, (Growth Mindset, Mindfulness, Gratitude), Go Noodle (Empower Tools, Movement, Brainercise), Meditation, Journals, The Resilience Project, Peaceful Classrooms, Gratitude Empathy and Mindfulness (GEM).
- The Buddies Program continued with Prep-Grade 6 to support and develop social skills. The program provided opportunities for the Prep students to work and play with their Grade 6 buddies.
- Ride to School Day
- Harmony Day
- Individual and group Music classes
- Lunch Clubs offered at OLA: Wakakirri, Drawing, Chess, Library, Choir, Sport and IT Club
- Extra-Curricular offered after school: Art, STEM/Lego Club, Soccer, Netball, Chess and OSHClub
- Teeth on Wheels visited onsite for dental check ups
- The Story Dogs Program continued to support students wellbeing, reading fluency and overall confidence
- Sue Pain from About Real Life – Positive Sexuality Education delivered Grade 6 transition sessions on Puberty
- MiniLit was introduced as an explicit instruction Junior school intervention program.

Student Satisfaction

2025 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS) data shows that students at Our Lady of the Assumption Parish Primary School scored higher in the following areas than other schools in the archdiocese:

- Our overall school's positive endorsement by our families was higher than the MACS average surpassing the average by 6%. We scored higher in all areas including Family engagement, barriers to engagement, school fit, school climate, student safety, communication, and Catholic identity.
- The teacher student relationship domain showed an increase from 2024, indicating a stronger social connection between teachers and students, both within and beyond the school setting

- “Student Safety” reflects students’ strong sense of physical and psychological safety at school. OLA exceeded its 2024 score and achieved a result significantly higher than the MACS average.
- In our student survey results, ‘Learning Disposition’ was ranked above the MACS average and exceeded our 2024 score; it showed that students have a positive mindset about themselves as learners
- Student results in the area of “Teacher–Student Relationships” were above the MACS average percentage and exceeded OLA’s 2024 score, demonstrating the positive rapport established between students and teachers.
- The Student data showed that ‘School Climate’ was above the MACS average percentage and exceeded OLA’s 2024 score highlighting the positive perception students have about the social and learning climate of the school
- The Family data shows the area of ‘Communication’ exceeds the MACS average percentage, highlighting that OLA provides timely, frequent and quality communication with families to support the learning and wellbeing of each child.

Student Attendance

In accordance with the Education and Training Reform Act 2006, schooling is compulsory for children and young people aged from 6-17 years unless an exemption has been granted. Parents/guardians must enrol a child of compulsory school age at a registered school and ensure the child attends school at all times when the school is open for instruction. Students are expected to attend school during normal school hours every day of each term, unless: there is an approved exemption from school attendance or attendance and enrolment for the student or the student is registered for home schooling and has only a partial enrolment in a school for particular activities.

At OLA, our aim is to maximise student learning opportunities and performance by ensuring that children required to attend school do so regularly, and without unnecessary absences.

All teachers mark attendance online twice daily. In the event a child is marked as absent with no explanation a call is promptly made to the parent or emergency contact to confirm the child’s absence by 9.30am.

If a student is ever absent for a prolonged period of time (3 days) or with regular frequency, the Classroom Teacher will make direct contact with the parents/carers to check in. Records are to be maintained of such contact in the Parent Communication Google Sheets and the teachers then share these notes with all members of the Wellbeing Team. In certain instances, this communication will be in writing.

Families are regularly reminded, via the school newsletter, of their obligation to send their children to school on a consistent basis, and that reasons for absenteeism are to be legitimate and in writing.

| Average Student Attendance Rate by Year Level | |
|--|-------|
| Y01 | 91.4 |
| Y02 | 92.46 |
| Y03 | 94 |
| Y04 | 93.4 |
| Y05 | 92.45 |
| Y06 | 90.6 |
| Overall average attendance | 92.39 |

Leadership

Goals & Intended Outcomes

At OLA we aim to promote a faith based culture of learning through family partnerships where the focus is student engagement and agency. We use data to build teacher capacity to maximise student growth, providing a rich learning environment for all learners.

Goals and intended outcomes include:

- Build a culture of Child Safety
- Maintain focus on School Improvement
- Build staff capacity and confidence to maximise learning growth for all students
- Develop teacher and family partnerships around student learning and wellbeing
- Empower student voice and agency
- Further enhance the reputation of OLA school in the wider community.

Achievements

Role Clarity and Team Work

- Staff handbook clearly outlined and shared with all staff at the beginning of the school year.
- Leaders consistently apply the Ways of Working guidelines in all meetings, ensuring they are referenced and linked in every agenda.
- Encouragement for staff to attend networks and pursue personal professional learning relevant to their roles, for example the Deputy Principal's Network and MACS School Improvement Networks

Parent feedback

- Parents shared What is Working Well at OLA and what could be even better if during parent workshops and some examples include: 'Literacy being the priority of the school is appreciated'; 'Student engagement'; 'Quality and warmth of teachers'; 'Teacher's ability to build relationships and rapport with students so quickly'; 'Learning support is well done and it is great news that it is increasing'; 'Wellbeing is great!'; 'Little Learners Love Literacy'; 'Tracking for literacy, spelling and numeracy'; 'P&F fundraisers and community events are great'; 'Diverse opportunities for students - music, swimming, chess, STEM etc; Communication from school to parents'; 'Weekly reminders, term overviews, newsletter of what the students are learning'; 'Great school community events (fete, art show)'; 'Approachability of staff'; 'Leadership at the front

gate'; 'Quick to resolve parent's concerns'; 'Parents are aware they can raise any concerns with the Wellbeing Team'.

Resourcing:

- School marketing strategies for higher enrolments: prominent billboards, new signage, electronic signage, increased kindergarten communication, Social Story, Prep 2026 Showbag, I'm Starting Prep at OLA t-shirts and management of school website/social media platforms
- Successful Chaplaincy Grant for psychologist to be onsite one day per week

Lead Learning and Professional Engagement

- Further integration of Catholic Identity within the school community
- Innovative and agile staff - this year we have been particularly proud of the improvement in staff confidence in the areas of Explicit Teaching and Literacy (Spelling)
- Leadership Coach meeting with the Principal regularly
- Meetings between all staff and Principal are set to review and renew goals respectively that are linked to the School's Annual Action Plan
- Ongoing professional learning for all staff, embedding an expectation that all staff have a responsibility to share and implement new findings
- Visible leadership modelled and encouraged
- Growth mindset and school wide approach developed

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

Staff participated in multiple areas of professional learning throughout the year.

We started the year by consolidating and building on our knowledge of the Positive Behaviour Approach with Patrice Wiseman. Patrice worked with the whole staff to set ourselves up with clear expectations from the beginning of the year, and then coached some staff one-on-one throughout the year.

A key focus area this year was continuing our work with Kate Korber from The Inquiry Project in the areas of Religion and Inquiry, where staff developed their skills in questioning and effective feedback techniques. Kate led us in one staff meeting per term, and a whole school closure day in June.

Katrina Brzowska, our school's psychologist, led a staff meeting and half day professional learning to increase our understanding of Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder ADHD). The aim of the day was to increase our knowledge for, and respect for neurodiversity and how we can adjust our processes to be more accessible.

Our faith formation in 2025 included working with Gen Bryant, who supported staff in strengthening our school as a Catholic Learning community.

Other professional learning opportunities

Term One:

- Child Safety
- Positive Behaviour Approach - Patrice Wiseman
- DIBELS data analysis
- MOI data analysis
- PAT data analysis
- Inquiry - Kate Korber
- Student Wellbeing/Learning Diversity - Tier 2 support, PSG meetings, and intervention programs
- Mandatory Reporting modules
- MACS Walk Thrus
- First Aid training
- Facilitated Planning with a focus on either Little Learners Love Literacy (LLLL) or Spelling Mastery

Expenditure And Teacher Participation in Professional Learning

Term Two:

- Katrina Brzozowska - ASD/ADHD
- Nationally Consistent Collection of Data (NCCD)
- Kate Korber - Inquiry
- Religious Education - Journeys and Pilgrimage
- Risk 2 Solutions Emergency Management Training
- Victorian Curriculum 2.0
- Religious Education - Catholic perspectives of Hope
- Assessment and Reporting in Religious Education
- DIBELS and PAT data analysis
- LaunchPad Teacher Training - gymnastics
- Facilitated Planning with a focus on either Little Learners Love Literacy (LLLL) or Spelling Mastery

Term Three:

- Student Wellbeing/Learning Diversity - Personalised Learning Plans, Student Adjustment Plans and Student Safety Plans
- Victorian Curriculum 2.0
- Literacy - Writing
- Melbourne Archdiocese Catholic Schools School Improvement Surveys (MACSSIS) Kate Korber - Inquiry
- Safe Smart Solutions online modules - Child Safety, Anaphylaxis update, Occupational Health and Safety
- Respectful Relationships program
- NAPLAN school data analysis
- Engagement in Religious Education - Visio Divina, Lectio Divina, Bible Doodling
- Facilitated Planning with a focus on either Little Learners Love Literacy (LLLL) or Spelling Mastery

Term Four:

- MACS Walk Thrus
- Response to Intervention
- PAT data analysis
- Kate Korber - Inquiry
- Little Learners Love Literacy P-2 two day training
- Ochre Resources
- Gen Bryant - Faith Formation
- Katrina Brzozowska - ASD/ADHD
- Online safety - School Manager and Class Wise

| Expenditure And Teacher Participation in Professional Learning | |
|---|-----------|
| <ul style="list-style-type: none"> • SMART Board • Facilitated Planning with a focus on either Little Learners Love Literacy (LLLL) or Spelling Mastery | |
| Number of teachers who participated in PL in 2025 | 33 |
| Average expenditure per teacher for PL | \$2200.00 |

Teacher Satisfaction

2025 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS) data celebrates that our Staff's overall school positive endorsement is 79% compared to the MACS average of 70%. This data set also shows that staff at Our Lady of the Assumption Primary School scored higher in all domains surveyed compared to the MACS average. These include:

- Student Safety
- School Climate
- Staff-leadership relationships
- Instructional leadership
- Feedback
- School leadership
- Staff safety
- Psychological safety
- Professional learning
- Collaboration around an improved strategy
- Collaboration in teams
- Support for teams
- Collective efficacy
- Catholic Identity

Two key areas of strength would be:

1. School climate - Perceptions of the overall social and learning climate of the school. Staff scored our school 89% positive endorsement compared to MACS average of 75%
2. Collaboration in teams - How well teachers work together in teams to improve teaching and learning. Staff scored our school 90% positive endorsement compared to MACS average of 73%

| Teacher Qualifications | |
|-------------------------------|----|
| Doctorate | 0 |
| Masters | 4 |
| Graduate | 2 |
| Graduate Certificate | 2 |
| Bachelor Degree | 12 |
| Advanced Diploma | 4 |
| No Qualifications Listed | 11 |

| Staff Composition | |
|---------------------------------------|------|
| Principal Class (Headcount) | 3 |
| Teaching Staff (Headcount) | 27 |
| Teaching Staff (FTE) | 20.7 |
| Non-Teaching Staff (Headcount) | 10 |
| Non-Teaching Staff (FTE) | 5.9 |
| Indigenous Teaching Staff (Headcount) | 0 |

Community Engagement

Goals & Intended Outcomes

At OLA we aim to promote a faith based culture of learning through family partnerships where the focus is student engagement and agency. We use data to build teacher capacity to maximise student growth, providing a rich learning environment for all learners.

Goals and intended outcomes include:

- To develop teacher and family partnerships around student learning and wellbeing in the best interests of the students
- That families are more informed and have input about learning goals and outcomes
- That families are more engaged in school based activities
- That students feel their learning and wellbeing is supported both at home and at school
- That families are more informed and have input about learning goals and outcomes.

Achievements

Family Welcome, Support and Events

- Parent Welcome Morning Tea and Welcome Picnic
- Prep Transition Program for Families that begins in March and continues throughout the year
- Prep Transition visits to local kindergartens
- High School Transition
- Parent Workshops - About Real Life Parent - Sexuality Education with Sue Pain, Cybersafety with Marty McGauran, 5 Secrets to developing confidence and resilience with Georgina Manning
- Prep Transition Workshop with Carly McGuaran on School Readiness
- We celebrated Performing Arts by hosting a whole school production, The Sound of Musicals, where we showcased students' creativity and talents, providing families and the school community an opportunity to celebrate and appreciate their child's work.
- Parish Masses, Classroom Prayer Services & Faith Formation Evenings
- Athletics, Cross Country, Swimming and Inter School Sports Events
- Graduation Day and Evening
- Grade 5 and 6 Camp at Camp Wyuna in Queenscliff
- OLA supported local, national and world community charities
- Learning was celebrated at all levels by inviting parents to participate in learning expos.

School Operation Support

- Classroom Helper Workshops
- Working Bees
- School Policy Reviews
- Pursue potential grants (Community fund, Chaplaincy Program application, Respectful Relationships)
- Walk to School and Ride to School Days well supported throughout the year
- Out Of School Hours Service
- Operoo used to improve communication between school and families
- The school newsletter highlighted student learning achievements and celebrations.
- OLA P&F and OSAC met monthly
- Social Media platforms
- School website with updated school policies

Parent Satisfaction

2025 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS) data shows:

The survey explores key areas including family engagement, barriers to engagement, school fit, school climate, student safety, communication, and Catholic identity. Feedback gathered through the survey helps schools reflect on their strengths, identify areas for growth, and continue improving outcomes and experiences for students and families.

At OLA, the parent survey results reflected very positive parent perceptions across all domains, with results achieving above the MACS average in all areas. This highlights the strong partnerships between families and the school community, as well as the school's commitment to student wellbeing, communication, inclusion, and Catholic identity.

Family Engagement

Parents believe OLA values families as important partners in their child's education and provides opportunities for involvement in school life and learning.

Barriers to Engagement

Parents feel the school works collaboratively to reduce barriers and create an inclusive and welcoming environment where families feel comfortable engaging with staff and the school community.

School Fit

Families believe OLA understands and supports their child's individual learning, social, emotional, and developmental needs.

School Climate

Parents perceive OLA as a positive, respectful, and supportive learning environment where students are encouraged to grow academically and socially.

Student Safety

Families believe students are physically and emotionally safe at school and that student wellbeing is prioritised by staff.

Communication

Parents value the timely, clear, and consistent communication between home and school and feel informed about school events, learning, and student progress.

Catholic Identity

Families recognise and value the strong Catholic identity of OLA and the ways faith, values, and community are embedded throughout school life.

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.olacheltenham.catholic.edu.au