



Our Holy Redeemer School Surrey Hills

2022 Annual Report to the School Community



Registered School Number: 653

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Minimum Standards Attestation

I, Frank Dame, attest that Our Holy Redeemer 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.

22/03/2023

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

Under the guidance of the Holy Spirit, at Our Holy Redeemer we are commissioned to model, build and nurture a commitment to lifelong learning and responsible global citizenship.

We provide a safe and supportive environment where child safety is a priority and the Gospel values of respect, compassion and justice guide our relationships.

As a professional team of educators, we work collaboratively to create purposeful and rigorous contemporary learning which inspires all members of our community to grow, learn and succeed.

School Overview

Our Holy Redeemer School is a Catholic co-educational school with a population of 155 students in 2022. The school's size allows students from Foundation to Year 6 to interact with each other and develop relationships in a way that may not be possible in a larger school. We believe that every child is known. We promote the teachings of the Catholic faith and assist parents to educate their children in developing an understanding of, and relationship with, God. As a Catholic community, we emphasise service to God, one another, and the greater community.

Our Holy Redeemer is a very well-resourced school that includes access to a superb hall that is used by students for assemblies, performing arts, sport, school production rehearsals, art shows and parent functions. The contemporary Learning Resource Centre (Library) also provides students and staff access to a range of literacy resources and Digital Technologies. All classrooms have access to either Chromebooks or iPads, with students in Years 3 to 6 participating in a 1:1 Chromebook program. The investment in Digital Technologies throughout the school is supplemented by age-appropriate cyber safety programs for the students

The school offers a comprehensive curriculum in Literacy, Numeracy and other key learning areas. 2022 saw Our Holy Redeemer maintain an explicit focus on improving Writing and Mathematics by entering its fifth year of learning and engagement under The Learning Collaborative (TLC), which is based on the research of Dr Lyn Sharratt. The TLC received support through Melbourne Archdiocese Catholic Schools Ltd (MACS) SILC Networks.

Religious Education permeates the entire curriculum and is integrated through our approach to learning. Mandarin is the language taught throughout the school in addition to specialist classes in Science (STEM), The Performing Arts and Physical Education. A Learning Diversity Leader works in conjunction with the Student Wellbeing Leader to ensure that adjustments are provided to children who have social-emotional, cognitive and physical needs in addition to the support that is offered through class-based intervention. Reading Recovery and Levelled Literacy Intervention continued to support the development of reading fluency and comprehension, while Maths Intervention supported the acquisition of skills in Number Sense.

OHR is a member of School Sport Victoria. The students in our Senior School had a variety of opportunities to participate in inter-school sport throughout the year. Additionally, students participated in the OHR House Sports Carnival and House Cross Country. A whole school Swimming Program was delivered during Term 4,

The goals articulated in the 2022 Annual Action Plan comprised:

- To develop and sustain a strong professional learning culture across the school
- To maximise learning growth for all students
- To strengthen our Catholic identity.

Our Holy Redeemer offers:

- a Christian environment for staff, children and families, in the Catholic tradition;
- smaller classes to enhance literacy and numeracy provision
- a strong emphasis on the development of public speaking skills
- a before and after-school care program run on-site, by a dedicated team of professionals

- an environment where a growth mindset is encouraged
- thinking activities that are incorporated into the integrated learning units being investigated from Foundation to Year 6
- camp programs for students in Years 3-6
- a lunchtime chess program
- a gardening club
- an intensive swimming program across every year level
- participation in International Competitions and Assessments for Schools (ICAS)
- strong parental involvement

Principal's Report

The school year commenced on 28 January 2022 for staff, with students resuming on 31 January. 155 students comprised the 7 classes that included: 1 x Foundation (Prep); 2 x Year 1/2; 2 x Year 3/4; and 2 x Year 5/6.

The School Captains and Vice Captains were inducted at the Mass for the Opening of the School Year, with the remaining student leaders inducted in a formal ceremony held before the school community. Throughout 2022, the Captains met with the Principal on a weekly basis and eagerly assisted with extracurricular activities. Other student leadership teams comprised: R/E & School Parliament; Arts & Library; and House Captains. All student leaders met weekly with designated members of staff to guide them in purposeful action.

Strategic application of the 2020-2023 School Improvement Plan (SIP) and the 2022 Annual Action Plan (AAP) ensured that a deliberate focus on purposeful teaching, underpinned by the School Improvement Learning Collaborative (SILC), drove our whole school commitment to effective classroom practice.

The motto of Our Holy Redeemer, 'Grow, Learn, Succeed', along with our vision gave emphasis to all that was achieved, in a year less impacted by the COVID-19 pandemic. As students returned to classroom learning, the teaching staff targeted additional support towards student well-being. The school's additional investment in well-being ensured that students, parents and staff had access to a Pastoral Care Worker who was able to provide valuable guidance and support. Our students engaged openly with a differentiated curriculum that was responsive to individual needs. PAT Testing was administered across the school in an online format, with teachers able to access the Teaching Resource Centre. The SPA Platform was used to assist with data analysis. Essential Assessment was introduced with the aim of providing the opportunity for a continual cycle of pre- and post-assessment. Data Walls were continually updated and referred to throughout the year. Learning Walks were re-introduced.

In 2022, Our Holy Redeemer continued to focus on differentiating the curriculum in extending the top-performing students through enrichment activities both within the classroom and through external events such as the Maths Talent Quest, Maths Olympiad, Science Talent Search, and UNSW Global Assessments. A Maths Intervention Teacher was employed to provide student support and enrichment in Mathematics.

The Leadership Team continued to monitor our School Improvement Plan (2020- 2023) goals and realign our strategies from year to year based on various sources of feedback. The Leadership Team used the Teaching Sprints model as a catalyst for sustaining a relatively new Staff Professional Learning Plan. A whole school Data Plan was collaboratively developed with the teaching staff.

In addition to the professional learning provided on-site at Our Holy Redeemer, the staff also attended a range of Network Days, off-site professional learning opportunities and many online meetings. All teaching staff received sustained professional development in Roanne Inness' 'Creating a Team Culture'.

Our Parents and Friends Association (PFA) is a testament to our strong and vibrant school community. The PFA met on the last Wednesday of every month throughout 2022 under the presidency of Mrs Roshi Weeratunge. Through Zoom meetings and the eventual return of face-to-face meetings, the PFA sustained initiatives such as the Food Bank, Class Representatives, and the weekly Tuck Shop. The Social arm of the PFA organised a French Wine Night, assisted with Grandparents & Special Friends' Day, oversaw the Dads and Kids' Night, and orchestrated

the Christmas Community Carols. Additionally, the PFA supported the first OHR Colour Explosion Run. The PFA donated funds to the school enabling the purchase a BENQ Interactive Screen, and a class set of DASH Robots for the Science Room.

The School Advisory Council (SAC) met on seven occasions throughout the year. Three of the meetings comprised gathering with the council members of our other Parish schools. Roanne Innes (TEAMING) was engaged to facilitate discussion amongst the combined SAC members to determine a common purpose. Members of the SAC, at the local level, continued to be involved in a review of plans for the proposed Capital Works Project, where a sub-committee addressed the shape of the new school Masterplan. The MACS Business Manager, and two School Architects made presentations throughout the year to the members of the SAC. Child Safety was a regular standing agenda item.

The network of relationships and sense of community between all members of our school and parish communities continues to be of high priority. Our students' capacity to 'grow, learn and succeed' is facilitated by our skilled, enthusiastic and dedicated staff. I am genuinely appreciative of all members in our school and parish communities who work together to support the growth and development of our children. In particular, I thank our Parish Priest, Fr Brendan Reed, the Parish Team, the School Advisory Council, and Parents & Friends Committee for their advice, guidance and ongoing support.

Frank Dame

PRINCIPAL

Parish Priest's Report

2022 saw a concerted effort from the Partnership Parishes of Camberwell Balwyn Deepdene and Surrey Hills Wattle Park to work together for Mission. The three schools in our partnered parishes, Our Holy Redeemer, Surrey Hills, Our Lady of Perpetual Succour, Surrey Hills and Our Lady of Good Counsel, Deepdene set the ball rolling. Our three schools set out on a journey in 2022 to work towards understanding and building the Catholic Dialogue School. A combined schools closure day saw a full day emphasis on prayer and the practice of prayer as the basis for a Catholic Dialogue School. Principals and Staff continued the journey as throughout the year we tackled topics such as Halloween and the Catholic Dialogue School, Sin and the Catholic Dialogue School and the death of Jesus and the Catholic Dialogue School. Further to these initiatives our three schools came together with three School Advisory Councils to explore Working Together in Mission, the MACS foundational document for Parishes and Schools in working together. I am grateful to all three school communities for their collaboration in this new venture. I look forward to working with our schools again in 2023 as we continue on the journey of building the Catholic Dialogue School.

Rev Brendan J Reed

Parish Priest

School Advisory Council Report

The Board of Melbourne Archdiocese Catholic Schools Ltd (MACS) has responsibility for the strategic direction and oversight of the operation and management of MACS schools, including Our Holy Redeemer. 2022 saw the first full year of the newly formed School Advisory Council (SAC) at Our Holy Redeemer (OHR). The primary work of the SAC was to engage the school's architects, from Archiphilia, to report on further progress made with the School Masterplan in order to satisfy new MACS guidelines.

The SAC met on seven occasions throughout the year. Child Safety was a standing agenda item, and the first meeting of the year was used to orient new members of the Council on the Child Safe Standards. Significant time was also spent during the July meeting exploring and understanding the changes brought about by the 11 New Child Safe Standards.

A number of meetings were held during the year, where the School Advisory Councils of the three parish schools came together seeking a common purpose. Those meetings were facilitated by Roanne Innes (TEAMING).

The School's MACS Business Manager delivered a Finance Report in September where she provided a preliminary forecast for 2023 and made recommendations in the setting of school fees.

In the latter part of the year, the Principal outlined the proposed changes to the new Enterprise Bargain Agreement that were being negotiated by the IEUVicTas and the CECV.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To develop and sustain a strong professional learning culture across the school.

Intended Outcomes:

That there is a systematic approach to the observation, feedback, mentoring and coaching cycle so that collaboration and reflection of practice result in whole-school improvement.

That teacher self-efficacy improves so that the climate of learning improves.

Goal:

To maximise learning growth for all students.

Intended Outcome:

That data-literate teachers plan differentiated instruction so that all students are challenged to grow.

Goal:

To strengthen our Catholic Identity.

Intended Outcomes:

That teachers develop Catholic pedagogy across the school so that learners engage in dialogue that connects tradition, faith, culture and life.

That the Catholic ethos of the school underpins the policies and practices so that the Catholic Identity of the school is strengthened.

Achievements

- RE Leader facilitated regular professional learning during staff PLT meetings with a special focus on planning/assessment and Prayer.
- Staff successfully transitioned to providing engaging RE Units of Work in a home learning environment across the three strands of learning (Knowledge and Understanding; Reasoning and Responding; Personal and Communal Engagement) in the Religious Education Curriculum Framework.
- Staff worked in conjunction with the parish to prepare students for the Sacraments of Reconciliation, First Eucharist and Confirmation to support the parish Sacramental program. All students eligible to receive a a Sacrament were given this opportunity.
- The RE Student Leadership Team sold donated icy poles each week in Term 1 and Term 4 to raise funds for Caritas Australia and the St Vincent de Paul Christmas Appeal.

- The Senior School RE/Social Justice Team worked with the RE Leader to plan school liturgies and prayer services and also raise awareness of and drive social justice initiatives including Project Compass (Caritas Australia) and Socktober (Catholic Mission).
- RE Leader worked closely with the Parish Sacramental Coordinators and the RE Leaders at the two other schools in the parish (Our Lady's, Surrey Hills and Our Lady of Good Counsel, Deepdene to continually foster the relationship between the school/s and parish
- Regular meetings between the Principals, RE Leaders, Learning Consultants (Religious Education) from the Catholic Mission and Identity Team at Melbourne Archdiocese Catholic Schools (MACS) and the parish priests to establish processes and goals moving forward in collaboration.

VALUE ADDED

- Whole School Mass for students and staff in the Church when COVID restrictions allowed
- All classes took turns to prepare and lead the prayer at the weekly Whole School Assemblies
- Students preparing to receive the Sacrament of Reconciliation attended a Reflection Day
- Students preparing to receive the Sacrament of First Eucharist and Confirmation attended Retreat Days at the Don Bosco Retreat Centre in Lysterfield
- A School Closure Day for all staff from the three parish schools was held in Term 3, with a focus on deepening our understanding and practice of rich and engaging prayer in our schools. This included a session with Helena Goldsmith.
- RE Leader attended REL Network Days to liaise with other schools and build professional capacity
- Regular meetings between the parish priests, Principals and Religious Education Leaders of our three parish schools. These meetings were supported by staff from the MACS Eastern Region Office.

Learning and Teaching

Goals & Intended Outcomes

Goal:

To develop and sustain a strong professional learning culture across the school.

Intended Outcomes:

That there is a systematic approach to the observation, feedback, mentoring and coaching cycle so that collaboration and reflection of practice result in whole-school improvement.

That teacher self-efficacy improves so that the climate of learning improves.

Goal:

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Intended Outcome:

That data-literate teachers plan differentiated instruction so that all students are challenged to grow.

Goal:

To strengthen our Catholic Identity.

Intended Outcomes:

That teachers develop Catholic pedagogy across the school so that learners engage in dialogue that connects tradition, faith, culture and life.

That the Catholic ethos of the school underpins the policies and practices so that the Catholic Identity of the school is strengthened.

Achievements

In 2022 our school continued its work on the 2020-2023 School Improvement Plan through the development and implementation of the 2022 Annual Action plan.

In 2022, curriculum teaching and learning outcomes were supported by the return of onsite learning for the entire year. We welcomed the return to “normality” with a focus on the wellbeing of our students and ensuring opportunities to catch up and support students who missed some of the learning during 2020/2021. We further developed our Mathematics Intervention Program, increasing sessions from once a week to twice weekly During Terms One and Two where selected Year 1 and 2 students were targeted. During Term Three and Four the Mathematics Intervention Program continued with students from Year 2, Year 3 and Year 4.

Students participated in intensive twice weekly sessions to increase understanding of number, counting and place value. We continued to support students in need through the Levelled Literacy Intervention program over the year as well as the targeted teaching within the classroom environment. We also provided a Reading Recovery Program over the year.

Student engagement is a central focus where students are provided with opportunities to develop and extend skills and thinking through participating in events such as UNSW and ICAS Competitions, the Science Talent Search, Chess, the Maths Talent Quest, the Australian Maths Competition, Public Speaking and Debating, APSMO. We aim to provide extracurricular opportunities across all levels in differing areas.

Our Year 6 students wrote and illustrated their hand-made picture storybooks. An official Book Launch attended by the school teachers, students, parents and the Principal was held. The students visited classrooms across the school as well as local kindergartens to share their books with younger students.

Contemporary literature continued to be researched and acquired for the Year 5-6 Literature Circle Program. The Literature Circle Program facilitates higher order thinking and the skills of questioning, mapping, connecting, vocabulary study and summarising, which were explicitly demonstrated and modelled by teachers before students began working independently using these supports. Extension literature circle groups in Year 3-4 targeting our high performing students were run on a weekly basis. This program was extended to the majority of our Year 3/4s with the support of a Learning Support Officer.

To consolidate our already comprehensive assessment schedule, twice yearly formal assessments using ACER's Progressive Assessment Tests (PAT) in Literacy and Mathematics were continued. We also continued to work with the PAT Teacher Resource Centre for Reading and Mathematics to support targeted teaching. Ongoing was our work with the Student Performance Analyser (SPA) program developed by SREAMS to individually track and monitor the academic and social development of every individual student. Pre and Post testing in Mathematics using Essential Assessment was introduced and provided valuable data to inform teaching decisions. Essential Assessment allowed teachers to gather formative assessment data on individuals and groups of students and then align their teaching programs accordingly. Summative assessments were conducted using the Essential Assessment software at the conclusion of a unit of work. We continued to use Digital Individual Student Record Cards to set individual goals for each student and track assessment data. Parents contribute to this goal setting at the Parent Teacher Conversations and these goals are reviewed at the end of semester.

Throughout the year the whole staff continued to implement the 'Soundwaves Spelling Program', a phonemic based spelling approach. The 'Soundwaves Spelling Program' formed a part of the whole-school Assessment Schedule. As part of our Literacy action plan we continued to implement the writing framework, 'The 6+1 Traits of Writing' across F-6. Staff continued to implement an explicit success criteria rubric for Writing from F-6. Staff moderated the 6+1 Traits Rubric as a whole school against the Victorian Curriculum. Added to the assessment schedule was an expectation that teachers used the Curriculum Aligned Rubric with a writing sample twice per year in 2022. In addition, the expectation was that teachers use the rubric to provide student feedback and set future goals.

In 2022, OHR continued our work with the 'School Improvement Learning Collaborative (SILC)'. The Learning Collaborative Collective's lens on data driven teaching created a sharp and narrow focus on areas of improvement in all curriculum areas for all staff. In English, staff collectively maintained a Data Wall on Reading. This data provided evidenced teaching and

learning outcomes and provided direction for future Case Management Meetings, Professional Development and Reading Intervention. Continued work on using co-created Success Criteria and High Impact Teaching Strategies (Sharratt, 2017) was conducted to develop long term attainment of English learning. There was a whole school focus on Accountable Talk. In Maths, staff continued to use PAT Data to co construct a Maths Data Wall. Putting the faces on the data enabled rich teacher dialogue and the continuation of Maths Case Management Meetings. Teachers used the data to discuss and set goals around the Mathematics growth of all students. Teachers were then data literate and able to deliver data driven teaching in the area of Maths and Literacy.

In 2022, the staff continued to implement the Learning Collaborative pedagogies into all curriculum areas. Learning Intentions, Success Criteria and 'Bump It Up Walls' both supported the 'Learning Collaborative' pedagogies. We integrated 'Bump it Up Walls' across different curriculum areas and increased the role of learning walls to support learners as "The Third Teacher". We continued to target individual learners through the Case Management process involving collegial and leadership support in providing differentiated instructional strategies with the goal of improving learning outcomes for students presented. Staff engaged in professional development on 'Accountable Talk' and 'Bump It Up Walls' to continue to develop whole school targeted outcomes in literacy.

Staff continued to utilise the set of 8 rich concepts and explored these using an inquiry approach over a two year cycle. These concepts were: Belonging, Choices, Diversity, Growth, Impact, Justice, Story & Systems.

The Leadership Team continued Learning Walks over the year. These were based on the work of Lyn Sharratt and involved a member of the Leadership Team entering a classroom and asking a student five key questions about their learning. Feedback about the student responses was later provided to the classroom teacher. A data collection method (Google Form) was used for recording student responses. This data then informed Leadership of possible directions for future professional development for all staff.

Students in Years Five and Six engaged in The Maths Talent Quest. This investigative approach to Maths allowed students to apply their Mathematical thinking to a problem in the real world. Individual, small group and whole entries were submitted to the Maths Association of Victoria. Across the school, we continued to focus on fluency skills and problem solving strategies. All senior school students participated in either 'Maths Olympiads' or 'Maths Games' problem solving competitions which were run by the APSMO.

The use of technology in the classroom has continued to be an area of focus. We have continued to work with Google as our seamless operating system and all students have access to G-Suite. Every student has a school Google account, enabling them to connect and collaborate with other members of our school. Students use technology across the curriculum to investigate, communicate, collaborate, solve problems and capture, connect and celebrate their learning. We have a Chromebook program in our junior, middle and senior school with iPads in the Foundation area of the school.

Staff participated in targeted Professional Development Programs to build capacity to deliver expert teaching in every classroom. The Leadership Team worked with staff to enable teachers to learn more about teaching and learning concepts and pedagogies. This was supported by Learning Sprints for all teachers and the development of Professional Learning Plans devised by each individual teacher.

Professor Doug Clarke, Matt Sexton and Ann Roach from the Australian Catholic University worked with both students and teachers. They worked in classrooms with students and teachers

modelling current pedagogy of teaching Mathematical skills and concepts. Doug also worked with staff in a PLT to further engage teachers in their Professional Learning in the area of teaching Mathematics. Doug Clarke conducted an information session for parents at the beginning of the year Information Night titled Helping my child to learn maths: Count me in.

The school's social media presence continued in 2022 with Instagram and Facebook (@OHRLearning) which have enabled achievements in the sphere of Learning & Teaching to be acknowledged and celebrated. The SeeSaw Learning Journal continued to be used across the school as a way of showcasing and reporting student learning to parents via an app. It provided an essential tool for individual student feedback and encouragement.

STUDENT LEARNING OUTCOMES

In 2022, all students in both Year 3 and Year 5 met the national minimum standard in all strands. In fact, the only instances of students not being above the national minimum standard were one Year 5 student in Numeracy and Grammar & Punctuation and one Year 3 student in Spelling. In each of the five testing spheres, a minimum of 45% of students were assessed as working one or more years above their expected level.

Target intervention programs for Mathematics and Literacy were continued in 2022. Small intervention groups were utilised in Maths support and Levelled Literacy Intervention. Extension opportunities included the ICAS Competitions run by the University of New South Wales, The Australian Problem Solving Mathematical Olympiads, the Australian Mathematics Competition, the Maths Talent Quest and Literature Circles Reading Groups.

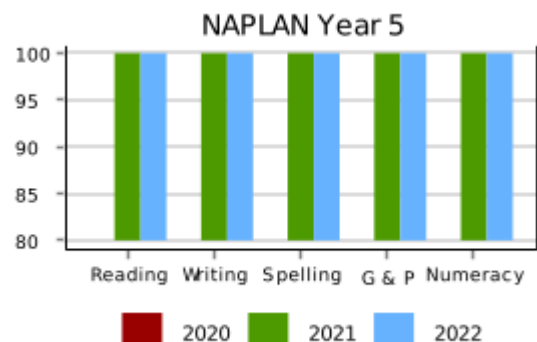
PAT Data in Reading and Mathematics were analysed on a whole school Data Wall which includes the setting of growth targets and an analysis of growth trends across cohorts and achievement levels. Explicit learning targets in Maths and English were established and analysed with parents and students at Parent/Teacher Conversations ensuring clarity around growth targets and areas for improvement.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|------|-------|---------------------|-------|---------------------|
| NAPLAN TESTS | 2020 | 2021 | 2020 – 2021 Changes | 2022 | 2021 – 2022 Changes |
| | % | | | % | |
| | * | | * | | |
| YR 03 Grammar & Punctuation | - | 100.0 | - | 100.0 | 0.0 |
| YR 03 Numeracy | - | 100.0 | - | 100.0 | 0.0 |
| YR 03 Reading | - | 100.0 | - | 100.0 | 0.0 |
| YR 03 Spelling | - | 100.0 | - | 100.0 | 0.0 |
| YR 03 Writing | - | 100.0 | - | 100.0 | 0.0 |
| YR 05 Grammar & Punctuation | - | 100.0 | - | 100.0 | 0.0 |
| YR 05 Numeracy | - | 100.0 | - | 100.0 | 0.0 |
| YR 05 Reading | - | 100.0 | - | 100.0 | 0.0 |
| YR 05 Spelling | - | 100.0 | - | 100.0 | 0.0 |
| YR 05 Writing | - | 100.0 | - | 100.0 | 0.0 |

* 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

Goal:

To develop and sustain a strong professional learning culture across the school.

Intended Outcomes:

That there is a systematic approach to the observation, feedback, mentoring and coaching cycle so that collaboration and reflection of practice result in whole-school improvement.

That teacher's self-efficacy improves so that the climate of learning improves.

Goal:

To maximise learning growth for all students.

Intended Outcome:

That data-literate teachers plan differentiated instruction so that all students are challenged to grow.

Goal:

To strengthen our Catholic Identity.

Intended Outcomes:

That teachers develop Catholic pedagogy across the school so that learners engage in dialogue that connects tradition, faith, culture and life.

That the Catholic ethos of the school underpins the policies and practices so that the Catholic Identity of the school is strengthened.

Achievements

The school continued to foster student engagement, build resilience, strengthen connectedness to school and community, and enhance young people's sense of belonging through:

- Promotion of School Wide Positive Behaviours (SWPBs) in conjunction with the OHR Expectation Matrix
- Enabling School Captains and Members of Parliament (SRC) to participate regularly and effectively in the decision making process, lead student initiatives and develop leadership capacity
- Consolidated the Student Version of the Child Safety Policy
- Continuing to develop skills in Restorative Practices amongst staff and students
- Continued Implementation of Social and Emotional Learning lessons each week

- Incorporating Mindfulness within daily program explicit teaching of Social and Emotional Learning. This was sustained during remote and flexible learning.
- Weekly promotion, via the whole school assembly, of one expectation from the Matrix forming the focus for that week. Expectations stemmed from the three core areas: Respect for Self; Respect for Others; and Respect for the Environment
- Staff acknowledged positive behaviours by rewarding students with 'Gotcha Cards'
- Wellbeing Leader continued to work with staff to implement the Berry Street Education Model, Resilience Rights and Respectful Relationships (RRRR) program and Victorian Curriculum
- Continued 'Berry Street Education Model' to support SEL lessons.
- Attendance at Student Wellbeing Network meetings
- OHR Pastoral Care Worker continued supporting the emotional wellbeing of students
- PSG meetings were scheduled and PLP's developed to support students with needs.
- Staff Meetings dedicated to how individual student wellbeing was travelling, with a specific focus on students with social challenges and difficulties.
- Specific behaviour programs put in place to support students who were challenged returning to school full time. Whole staff involvement in tracking specific students.
- Scheduled staff meetings specifically focusing on student wellbeing needs considered important for the school and arising from the Annual Action Plan
- Lunchtime Gardening Program. The Gardening Program supports the wellbeing of nominated students
- Buddy program continued between Junior and Senior students
- P-6 Members of Parliament (Student Representative Council) -
- Leadership opportunities for all senior students where student leadership teams meet with an allocated staff member on a weekly basis
- Successful and supportive camp program: Years 5 & 6 to Canberra and Years 3 & 4 to Narmbool.
- Wellbeing leader would meet with individual students or small groups on a needs basis.
- Wellbeing leader led a small group program for the Year 5 girls involving cooking, setting up a "cafe" providing a three course meal for staff.
- Transition Programs: Maintained regular communication between local kindergartens; Conducted effective transition program for the incoming Foundation students and their parents (the program was modified as students numbers were restricted per session)
- Explicit teaching of 'Cybersafety' awareness through the Empower program
- Whole school involvement in the National Day of Action Against Bullying and Violence
- Whole school involvement in Day for Daniel. Class discussions about safety were held in every classroom.
- Student Wellbeing Leader promulgated Child Safety Policy Student Version.
- Continued RRRR framework was implemented in SEL lessons from F-6

- Staff meeting professional development from April Millar about RR Topic 7 & 8
- Behaviour Management Policy, Student Wellbeing Policy, Anti-Bullying Policy (Students), Anti-Bullying Policy (Staff) were utilised when needed.
- About Real Life Parent Information Session and 3-6 Family Sessions were held virtually

VALUE ADDED

- Whole school involvement in Day for Daniel
- Whole school involvement in the National Day of Action Against Bullying and Violence
- Students participated in a whole school approach to social and emotional learning via the Berry Street Education Model and RRRR
- Virtual Days to build connectedness amongst the students, e.g. Footy Colours Day
- Successful and supportive camp program: Years 5 & 6 to Canberra and Years 3 & 4 to Narmbool
- OHR is a member of School Sport Victoria, providing opportunities to participate in Interschool Sport
- Lunchtime Gardening Program
- The school leaders acknowledgement of their peers for displaying School Wide Positive Behaviours at weekly assemblies (at both live and virtual assemblies)
- Providing all Year 5/6 students the opportunity to lead including: School Captains, class MPs (SRC), Arts/Library Leaders, Sports House Leaders and RE/Social Justice Leaders
- An explicit focus on developing qualities of student leadership through participation in the annual Halogen Leadership Day.
- Acknowledgement of achievements in the school newsletter.
- Students work towards achieving the House Shield through the school award system. This has a long-term focus in promoting respect and responsibility in the school.
- Social skills program for our Year 5 girls.
- The engagement of 'Inform & Empower" to explicitly teach cybersafety on a regular basis.
- Specific behaviour programs put in place to support students who were challenged returning to school full time. Whole staff involvement in tracking specific students.
- Professional development on Respectful Relationships for both new and ongoing staff
- Professional development targeting Respectful Relationships Topic 7 & 8

STUDENT SATISFACTION

Analysis of the Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSIS) reveal the following:

- Learning Disposition increased markedly from 2021(76%) to 81% which is well above the MACS average at 73%.
- Enabling safety was a clear area of improvement from 2021 (49%) to 61% which also lies above the MACS average of 57%
- School Climate 70% whilst above the MACS average declined from 2021 (77%). This warrants some further investigation.
- Rigorous Expectations, School Engagement, Student Safety, Teacher Student Relationships, School Belonging and Student Voice all remained consistent or showed slight improvements from the previous year.

STUDENT ATTENDANCE

Students are expected to attend the school during normal school hours every day of each term unless there is an approved exemption from the school.

The school records student attendance twice per day. When students are absent from school, parents are required to notify the office and the classroom teacher via phone or email by 8.45am on the day of the absence. Absences that have not been notified to the school by the time the attendance roll is completed, will result in a phone call or SMS to the parents/carers to determine the whereabouts of the student. Written communication - either letter or email - is required from the parents/guardians upon the student returning to school. If a student is ever absent for a prolonged period of time or with regular frequency, either the Principal, Deputy Principal or Student Wellbeing Leader will make direct contact with the parents/guardians. Records are to be maintained of such contact. In certain instances a letter will follow the phone conversation.

During COVID-19, student attendance was marked daily by the classroom teacher in accordance with CECV directives. Class teachers monitored student attendance through daily class check-ins via Google Meet and through online student submission of work. Those students who attended school onsite during this time were marked daily on the attendance register by either the Principal or another member of the Leadership Team.

Parents/guardians 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. Articles on the impact of regular absenteeism are incorporated in the school newsletter, and are supported by the inclusion of the parent brochure - 'Every Day Counts' (Department of Education & Training).

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | |
|---|-------|
| Y01 | 91.3% |
| Y02 | 90.1% |
| Y03 | 87.9% |
| Y04 | 90.1% |
| Y05 | 86.0% |
| Y06 | 88.4% |
| Overall average attendance | 89.0% |

Child Safe Standards

Goals & Intended Outcomes

Our Holy Redeemer continues to hold the care, safety and well-being 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 Holy Redeemer 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.

Throughout 2022, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse. All staff, School Advisory Council Members, and parents were advised of the New Child Safe Standards that came into effect on 1 July 2022.

Achievements

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at School Advisory Council meetings 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.

Training of teachers, non-teaching staff and volunteers

- All teaching and 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 Mandatory Reporting eLearning module.

The participation & empowerment of students

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through participation in the Berry Street Education Model (BSEM) and Resilience Rights & Respectful Relationships (RRRR) played a fundamental role in achieving this outcome. This has culminated in a 'Child

Friendly Code of Conduct' developed and reviewed by the Student Representative Council (SRC) and communicated to students via relevant learning opportunities and made available to the broader school community via the school website.

Consultation with the community

- Our Holy Redeemer continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held 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 nights, the school newsletter and website.

Human Resource Practices

- Our Holy Redeemer 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:
 1. Position advertisements
 2. Position descriptions
 3. Referee Checks
 4. Key Performance Indicators have a Child Safety focus
 5. Victorian Institute of Teaching Registration (VIT)
 6. Working With Children Checks & National Criminal Record Checks
 7. Screening of Casual Relief Teachers, Contractors and Volunteers

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

Leadership

Goals & Intended Outcomes

Goal:

To develop and sustain a strong professional learning culture across the school.

Intended Outcomes:

That there is a systematic approach to the observation, feedback, mentoring and coaching cycle so that collaboration and reflection of practice result in whole-school improvement.

That teacher self-efficacy improves so that the climate of learning improves.

Goal:

To maximise learning growth for all students.

Intended Outcome:

That data-literate teachers plan differentiated instruction so that all students are challenged to grow.

Goal:

To strengthen our Catholic Identity.

Intended Outcomes:

That teachers develop Catholic pedagogy across the school so that learners engage in dialogue that connects tradition, faith, culture and life.

That the Catholic ethos of the school underpins the policies and practices so that the Catholic Identity of the school is strengthened.

Achievements

The school entered the third year of the MACS (Melbourne Archdiocese Catholic Schools Ltd) School Improvement Framework (2020 - 2023). The School Leadership Team was supported by MACS Eastern Region Office (ERO) staff in implementing the 2022 Annual Action Plan (AAP). Staff were guided by the Leadership Team in understanding and implementing the 2022 AAP, with a specific focus on the Actions. Key Actions were analysed in order to deepen staff understanding of how those actions could be implemented.

Within the sphere of Leadership & Management:

- The Leadership Team met, collaborated and consulted within weekly meetings on Wednesday mornings. At least during one meeting per term they were joined by MACS ERO staff
- The Leadership Team, in conjunction with the MACS Leadership Consultant, finalised the 2022 AAP

- Maintained a strategic staff focus on Teaching Sprints, supported by the development of individual staff Professional Learning Plans (PLPs). The PLPs formed a critical component of the Annual Review Meetings.
- Teaching Sprints were designed to further develop teacher pedagogy and practice of key principles emanating from Dr Lyn Sharratt's The Learning Collaborative (TLC), such as Bump it Up Walls
- Our Holy Redeemer entered the fifth year of The Learning Collaborative (as a Cohort One school), with a specific focus on improvement in Writing. During 2022 the Leadership Team worked alongside the teaching staff in the maintenance of both Maths and Reading Data Walls
- Staff continued to be skilled in the 14 Parameters emanating from The Learning Collaborative (TLC). The Leadership Team, under the invitation of the MACS Eastern Region Office, engaged in a Network Learning Fair acknowledging the impact of the TLC in our schools
- The School Leadership Team sustained the work of the School Improvement Learning Collaborative (SILC), an initiative of Dr Simon Breakspeare and the MACS ERO staff
- All PLT Meetings included a reference to the Horizons of Hope, the OHR AAP, and clearly articulated Learning Intentions and Success Criteria
- The role of the Critical Friend in PLT Meetings, where constructive feedback was provided to the presenter(s), was sustained
- The Leadership Team enrolled in the CECV Intervention Framework. Through a 'train the trainer' model, staff received professional development across the seven modules of the Intervention Framework. The training was spaced throughout the entire first semester
- Continued implementation of Social & Emotional Learning curriculum and practices, reflecting Berry Street Education Model (BSEM) and Resilience Rights and Respectful Relationships (RRRR)
- Through a series of Professional Learning Team workshops, facilitated by the Deputy Principal/Learning & Teaching Leader, the staff developed OHR's Data Plan. The Data Plan encompasses:
 - the three different levels at which data can be collected and used
 - the three tiers of support
 - a schedule of System and School Wide Assessments
- 2022 saw the consolidation of the RE Collective, comprising the schools of Our Holy Redeemer, Our Lady's Wattle Park and OLG Deepdene. The focus during the year was on the 10 Characteristics of Prayer and what it means to be a Dialogue School
- Case Management Meetings were scheduled throughout the term
- Weekly Professional Learning Team (PLT) meetings were mapped out by the Leadership Team during the prior term
- Staff were upskilled in a range of digital technology tools and platforms to enhance student learning. Training was provided in the use of the BenQ Interactive Touch Screen

- Parents, students and staff were invited to complete the MACSIS surveys. The school leaders accessed the summary reports that visualise the results of the perception data.
- Members of Parliament (SRC) attended fortnightly meetings with the Deputy Principal where they reported to School Parliament focussing particularly on school improvement
- Engaged Digital Schools, in the maintenance of the school's website, designed as a communication platform for prospective and existing parents.
- Members of the Leadership Team sustained the collation, and feedback, of data arising from Learning Walks
- Data Analysis Meetings where the teaching staff received further training in the analysis of testing data
- Continued planning units of work and rich tasks as a whole staff during Planning Days, PLT Meetings and the Professional Planning Day for the 2023 school year
- Leaders met with Level Teams for Facilitated Planning
- Scheduling of regular PSG Meetings (one per term for funded and some non-funded students). Parents attended PSGs through Google Meet.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Throughout 2022, staff engaged in a broad range of professional learning opportunities, comprising intensive course work, including but not limited to:

- Through a series of Professional Learning Team workshops, facilitated by the Learning & Teaching Leader, the teaching staff developed Our Holy Redeemer's Data Plan. The Data Plan encompasses:
 - the three different levels at which data can be collected and used
 - the three tiers of support
 - a schedule of System and School Wide Assessments
- The Leadership Team enrolled in the CECV Intervention Framework. Through a 'train the trainer' model, staff received professional development across the seven modules of the Intervention Framework. The training was spaced throughout the entire first semester
- School Improvement Learning Collaborative (SILC): Principal and core leaders attendance and participation at L&T Network Meetings facilitated by Simon Breakspear
- Year 5 of Lyn Sharratt's The Learning Collaborative
- The Leadership Team, under the invitation of the MACS Eastern Region Office, engaged in a Network Learning Fair acknowledging the impact of the TLC in our schools
- Developing a Team Culture with Roanne Innes from TEAMING - 4 x PLT meetings

- All staff received training in HLTAID009 Provide Cardiopulmonary Resuscitation
- Training & Induction Courses through the Safesmart Solutions portal:
 - Child Safe Code of Conduct
 - OH&S Induction
 - Anaphylaxis Training - twice yearly
 - Infectious Disease Control / Personal Hygiene
 - Mental Health & Wellbeing
 - School Infection Prevention & Control (during Coronavirus)
- Disability Standards for Education online modules (Parts 1 & 2)
- Mandatory Reporting Online Module - all staff
- Anaphylaxis e-training
- Religious Formation:
 - The Ten Characteristics of Prayer
 - What it means to be a Dialogue School
- Continued professional support provided by MACS Eastern Region Office to enable the implementation of the 2020-2023 SIP and the 2022 AAP
- Term Planning Days facilitated by the L&T, Mathematics and English Leaders
- Facilitated Planning for class teachers and specialist teachers by members of the Leadership Team
- Resilience Rights & Respectful Relationships: Unpacking Units 7 & 8
- Unpacking the New Child Safe Standards
- A focus on Behaviour Support Programs
- Teaching Sprints: Bump it Up Walls and Accountable Talk. Each sprint cycle concluded with a review session
- NCCD - Accurately maintaining records of adjustments
- Essential Assessments - My Numeracy
- Maintaining Online Student Record Files
- Principal Network Meetings
- Principals' Conference at Inverloch: 'Reconnect - Faith, Support & Empower'
- Deputy Principal Network Meetings
- Deputy Principals' Conference at Healesville
- Religious Education Leaders' Network Meetings
- School Mathematics Leaders' Networks
- Student Wellbeing Leaders' Network Days

- School Improvement Framework: Entering the third year of the 2020 - 2023 School Improvement Plan (SIP)
- Learning Diversity Processes, including updated NCCD training
- Learning Diversity Leaders Network Meetings
- Attendance at 'Custodians of Mission & Principals' Briefings
- School Admin Officer Networks
- Emergency Management Training with Dynamiq
- Weekly Professional Learning Meetings: Literacy, Numeracy, Religious Education, Wellbeing and Learning & Teaching focus
 - Data Analysis
 - Data Wall construction and maintenance: Mathematics & Reading
 - Essential Assessment
 - Religious Education Curriculum Framework and Assessment
 - Hapara and Seesaw
 - Case Management Meetings: Writing and Mathematics
 - Moderation of Writing
 - Reading Data Wall analysis
 - Maths Data Wall analysis
 - Writing Moderation
 - Speaking & Listening: Refinement of Public Speaking Criteria
 - Continued Implementation of Online Student Record Files

| | |
|---|--------|
| Number of teachers who participated in PL in 2022 | 20 |
| Average expenditure per teacher for PL | \$1165 |

TEACHER SATISFACTION

Analysis of the Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS) reveal the following:

- The overall school positive endorsement by staff as illustrated by the MACSSIS 2022 sits at 84%, reflecting a 5% increase on 2021.
- The staff perception of the overall social and learning climate of the school is at an all-time high of 99%, which is 25% above the MACS average.

- Collective efficacy also has an incredibly high approval of 98%, indicating that the staff have a shared belief that through their collective actions they can influence student outcomes and increase student achievement.
- It is also affirming that perceptions regarding the quality of relationships between staff and members of the leadership team received a strong endorsement of 92%, which is a 9% improvement on 2021.

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 91.6% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 84.6% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 14.3% |
| Graduate | 14.3% |
| Graduate Certificate | 7.1% |
| Bachelor Degree | 78.6% |
| Advanced Diploma | 35.7% |
| No Qualifications Listed | 7.1% |

STAFF COMPOSITION

| | |
|---------------------------------------|------|
| Principal Class (Headcount) | 2.0 |
| Teaching Staff (Headcount) | 21.0 |
| Teaching Staff (FTE) | 12.8 |
| Non-Teaching Staff (Headcount) | 7.0 |
| Non-Teaching Staff (FTE) | 4.2 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

Community Engagement

Goals & Intended Outcomes

Goal:

To develop and sustain a strong professional learning culture across the school.

Intended Outcomes:

That there is a systematic approach to the observation, feedback, mentoring and coaching cycle so that collaboration and reflection of practice result in whole-school improvement.

That teacher self-efficacy improves so that the climate of learning improves.

Goal:

To maximise learning growth for all students.

Intended Outcome:

That data-literate teachers plan differentiated instruction so that all students are challenged to grow.

Goal:

To strengthen our Catholic Identity.

Intended Outcomes:

That teachers develop Catholic pedagogy across the school so that learners engage in dialogue that connects tradition, faith, culture and life.

That the Catholic ethos of the school underpins the policies and practices so that the Catholic Identity of the school is strengthened.

Achievements

During 2022, with a reduced prevalence of COVID-19, Our Holy Redeemer was once again in the position of maintaining ways to maintain and sustain partnerships between home, school, parish and the wider community.

Some of the key activities that enriched our year were:

- Year level Parent Gatherings were scheduled at host homes throughout Terms 1 & 2. These events helped build social connection among our parents and staff
- Whole school events such as the OHR House Athletics Carnival; Year 5&6 Passion Plays during Holy Week; Open Classrooms (morning and afternoon); OHR Cross Country (Years 3 - 6); Sacramental Celebrations; Grandparents & Special Friends' Day; the OHR Twilight Christmas Festival; the Last Hurrah for exiting parents; and the Year 6 Graduation

- Parent information sessions to enhance the understanding of: Transition; Managing Big Feelings (Carley McGauran); About Real Life Sexual Education Program (Year 3-6), Cybersafety (Inform & Empower); Count Me In (Professor Doug Clarke)
- Parent Information Sessions and Parent-Teacher Conferences
- Parent Programs, such as Count Me In with Professor Doug Clarke (ACU)
- Transition program for parents of Foundation students, including 'Starting School 2023: How your family can thrive & not just survive' facilitated by Carley McGauran
- The School Advisory Councils of Our Holy Redeemer, Our Lady's Wattle Park and Our Lady of Good Counsel Deepdene, met on three occasions throughout the year, in an effort to find effective ways of working collaboratively to support our individual schools
- Parent engagement via SeeSaw student learning portfolios, Harpara and Google Workspace,
- Continued to maintain relationships with local kindergartens via regular principal visits
- The maintenance of an RE Collective between the schools of Our Holy Redeemer, Our Lady's Wattle Park and Our Lady of Good Counsel Deepdene. The collective enabled a rich sharing of ideas and resources across the three parish schools
- The PFA sustained initiatives such as the Food Bank, Class Representatives, and the weekly Tuck Shop. The social arm of the PFA organised a French Wine Night, assisted with Grandparents & Special Friends' Day, oversaw the Dads and Kids' Night, and orchestrated the Christmas Community Carols. Additionally, the PFA supported the first OHR Colour Explosion Run.
- The four Working Bees held throughout the year - one per term - concluded with a barbeque enabling parents the opportunity to socialise.

PARENT SATISFACTION

Analysis of the Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS) reveal the following:

- Families' perceptions of the social and learning climate of the school, at 94%, are above the MACS average and reflect an overall improvement since the 2021 survey period.
- Timelines, frequency and quality of communication between the school and families (83%) also sat above the MACS average and demonstrated consistency since the previous survey period.
- Similarly, families perceptions of how well the school matches their child's developmental needs, at 88%, is also above the MACS average of 76% and built on the 87% approval recorded during 2021.
- Student Safety (87%) and Catholic Identity (73%) both sat above the MACS average.
- Family Engagement, not surprisingly, did reflect a decline and will form a key target in the 2023 AAP. In all likelihood, opportunities for family engagement were largely

influenced by the hangover from the COVID-19 pandemic restricting opportunities for parent engagement and involvement in their child's school life.

Future Directions

At Our Holy Redeemer, we will continue to refine our learning and teaching practices with the goal of continuing to improve student learning outcomes and wellbeing.

We aim to:

- Continue systematically reviewing student outcomes data to identify areas of learning that should be improved, forming the school's narrow and sharp explicit improvement agenda.
- Articulate an explicit and agreed position on the research-based teaching practices that need to be evident in every classroom. Continue to support teachers in their understanding and implementation of the effective teaching methods subscribed to and ensure that there is consistency of practice evident in every classroom, every day.
- Refine and embed a shared understanding of differentiation ensuring that it is a key feature of classroom practice, characterised by the regular use of data to determine the needs of individual students.