



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Our Holy Redeemer School

311 Mont Albert Road, SURREY HILLS 3127

Principal: Franciscus Dame

Web: www.ohrsurreyhills.catholic.edu.au

Registration: 653, E Number: E1068

Principal's Attestation

I, Franciscus Dame, attest that Our Holy Redeemer 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 2023 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 15 May 2025

About this report

Our Holy Redeemer 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

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

School Vision

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 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.

Strategic Intent

As a Catholic community, Our Holy Redeemer will strengthen expert teaching through professional learning around evidence based pedagogies. In partnership, we will give voice to our students and families so that students will grow, learn and succeed.

School Overview

Our Holy Redeemer School is a Catholic co-educational school with a population of 186 students in 2024. 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 well-resourced school that includes access to a large air-conditioned 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. In 2024, Our Holy Redeemer engaged with, and implemented, the principles underpinned by MACS Vision for Instruction where 'every student is inspired and enabled to flourish and enrich the world'. The two goals for instruction comprised: (1) Excellence - Where all MACS schools deliver a knowledge-rich, evidence-based teaching and learning program; and (2) Equity - Every student, regardless of background, achieves literacy and numeracy proficiency.

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. 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, House Cross Country. A whole school Swimming Program was delivered during Term 4,

The goals articulated in the 2024 Annual Action Plan comprised:

- To strengthen consistent evidence-based pedagogies
- To build student capacity to be empowered members of the school community
- To strengthen the role of families to partner in the education of students

Our Holy Redeemer offers:

- a Christian environment for staff, children and families, in the Catholic tradition
- an explicit teaching model to enhance literacy and numeracy provision
- a strong emphasis on the development of public speaking skills
- a theoretical and skill-based Science and STEM curriculum
- an environment where a growth mindset is encouraged
- student leadership pathways
- 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
- lunchtime skipping club
- Hot Shots tennis
- an intensive swimming program across every year level
- participation in International Competitions and Assessments for Schools (ICAS)
- strong parental involvement
- a before and after-school care program run on-site, by a dedicated team of professionals.

Principal's Report

The school year commenced on 29 January 2024 for staff, with students resuming on 30 January. The eight classes comprised: 1 x Foundation (Prep); 3 x Year 1/2; 2 x Year 3/4; and 2 x Year 5/6.

The School Captains, Vice Captains and other School Leaders were inducted at the Mass for the Opening of the School Year. Throughout 2024, 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; Science; and House Captains. All student leaders met weekly with designated members of staff to guide them in purposeful action. All student leaders attended the GRIP Leadership Day.

Strategic application of the 2024 - 2027 School Improvement Plan (SIP) and the 2024 Annual Action Plan (AAP) ensured that a deliberate focus on explicit teaching, underpinned by the School Improvement Learning Collaborative (SILC), drove our whole school commitment to teaching excellence as informed by MACS Vision for Instruction.

The motto of Our Holy Redeemer, 'Grow, Learn, Succeed', along with our vision gave emphasis to all that was achieved. The teaching staff continued to direct additional support towards student well-being. The school's 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 provided 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 sustained.

In 2024, 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 retained to provide student support and enrichment in Mathematics.

The Leadership Team continued to monitor our School Improvement Plan (2024 - 2027) goals and realign our strategies from year to year based on various forms of evidence. The Leadership Team mentored staff in the completion, implementation and appraisal of individual Staff Professional Learning Plans. Leaders were aligned with staff who shared the same goal and met with those teams twice per term.

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. Members of Leadership engaged in SILC Network days, where the focus was MACS Vision for Instruction. To support this work, Leadership also engaged in the Teach Well Masterclasses. All teaching staff, engaged in professional learning facilitated by the school's Leadership Team where the primary focus was shaped by the Vision for Instruction.

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 2024 under the presidency of Mrs Linnea Reddie. Throughout the year the PFA sustained initiatives such as the Food Bank, Class Representatives, the weekly Tuck Shop, and regular Working Bees. The Social arm of the PFA organised a Spring Carnival Fete, assisted with Grandparents & Special Friends' Day, initiated the Mothers' Day Breakfast, oversaw the Dads and Kids' Night, and orchestrated the OHR Community Christmas Carols. The PFA donated funds to the school enabling the development of a new play area comprising an additional cubby house, outdoor mud kitchen and herb gardens.

The School Advisory Council (SAC) met on seven occasions throughout the year. One of the meetings comprised gathering with the council members of our other Parish schools. Members of the SAC, at the local level, maintained a focus throughout the year on identifying and communicating the reputation of the school. Family Engagement, Student Agency and the Vision for Instruction also formed agenda items. The MACS Senior Finance Partner prepared reports, in the second half of the year, for the consideration 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 Sang Ho, the Parish Team, the School Advisory Council, and Parents & Friends Committee for their advice, guidance and ongoing support.

Frank Dame

PRINCIPAL

Catholic Identity and Mission

Goals & Intended Outcomes

Strategic Intent:

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Goal & Intended Outcomes:

To strengthen consistent evidence-based pedagogies.

- That student engagement and learning outcomes improve.
- That the quality and coherence of professional learning opportunities increases.

Goal & Intended Outcomes:

To build student capacity to be empowered members of the school community.

- That students use their voice to shape their learning environment and prepare for active citizenship.

Goal & Intended Outcomes:

To strengthen the role of families to partner in the education of students.

- That families are actively engaged in the learning of their child.

Achievements

- RE Leader facilitated regular professional learning during staff PLT meetings with a special focus on learning resources, student agency, assessment and family partnerships.
- RE Leader facilitated termly planning sessions to work with staff with planning their RE Units of Work. These aligned with our termly Gospel Values for 2024 of Acceptance, Fairness, Courage and Kindness
- Staff worked in conjunction with the parish to prepare students for the Sacraments of 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 Compassion (Caritas Australia) with over \$3,000 raised for this Lenten Appeal.
- 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 to start and end the Term as well as other significant events (Ash Wednesday, Grandparents & Special Friends' Day, School Feast Day)
- All classes took turns to prepare and lead the prayer at the weekly Whole School Assemblies
- Students preparing to receive the Sacrament of First Eucharist and Confirmation attended Retreat Days.
- 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.
- Year 5/6 student's worked with their classroom teachers to write and perform a Passion Play inspired by the Gospel of Mark that was then presented to all students and the wider community during Holy Week.
- School supported the parish with establishing Family Led Masses each term where students and their families assisted with running a weekend parish Mass while also gathering with parishioners for hospitality following Mass.
- 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

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Achievements

In 2024 our school continued its work on the 2024-2027 School Improvement Plan through the development and implementation of the 2024 Annual Action plan. An analysis of this plan as well as an exploration of whole school data (ECSI, MACS) was used to form this Annual Action Plan.

We continued to support students in need through the Literacy Intervention program over the year as well as the targeted teaching within the classroom environment. We implemented the Dibels Screening assessment to identify students at risk. The Literacy Learning Intervention teacher targets Junior students and supervises LSO directed Literacy intervention in the Middle and Senior School. Resourcing the Intervention programs has been a priority in 2024.

Maths extension continued with an additional teacher allocated to work through a problem solving enrichment program with identified students within Years 3-6. All senior school students participated in either 'Maths Olympiads' or 'Maths Games' problem solving competitions which were run by the APSMO. Selected Year 3/4 students were also provided the opportunity to participate as an extension program. The junior classes utilised assessment programs to identify students who required extension and developed rigorous activities for those students to complete together with an LSO.

Student engagement was a central focus where students were 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 Australian Maths Competition, Public Speaking and Debating, APSMO. We continue to provide extracurricular opportunities across all levels in a variety of areas in order to build the skills of the whole student.

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 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.

Consolidating our already comprehensive assessment schedule, twice yearly formal assessments using ACER's Progressive Assessment Tests (PAT) in Literacy and Mathematics were continued. The analysis of this data tracks growth across a 12 month period (May to May and October to October) to align with ACER progressive Achievement Approach using the norms informed by psychometrics. Professional Learning was provided to staff to utilise the data to identify trends in the distribution of growth and to target teaching in order to meet student needs. We also continued to work with the PAT Teacher Resource Centre for Reading and Mathematics to support targeted teaching.

Pre and Post testing in Mathematics using Essential Assessment was continued and provided valuable data to inform teaching decisions in specific content areas. 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 Mathematics unit of work. The Mathematics Online Interview was administered for Prep and Year 1 students. The data collected from this assessment was analysed and shared with teachers for identifying and targeting students at risk. Mathematics curriculum 2.0 was

introduced into the teaching and learning cycle and a scope and sequence was created in order to ensure consistent curriculum delivery aligned with the Science of Learning. 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 across areas. 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' and time was given for the analysis of the phonemic based spelling approach which enabled targeted teaching. The 'Soundwaves Spelling Program' formed a part of the whole-school Assessment Schedule. LSOs implemented the Soundwaves remediation program to students requiring extra support across all year levels

In 2024, OHR continued work with the 'School Improvement Learning Collaborative (SILC)'. The Learning Collaborative Collective's lens on the science of learning created a sharp and narrow focus on areas of improvement in all curriculum areas for all staff. There was significant focus on the MACS 2030 strategy and the Vision for Instruction. In English, staff collectively maintained a Data Wall on Reading. This data provided evidenced teaching and learning outcomes and provided direction for targeted teaching and deploying resources. In Maths, staff continued to use PAT Data to co construct a Maths Data Wall. Continuing to put the faces on the data enabled rich teacher dialogue and targeted teaching . Teachers used the data to discuss and set goals around the Mathematics growth of all students. Teachers utilised their data literacy skills to deliver data driven teaching in the area of Maths and English..

In 2024, the staff continued to implement Learning Intentions, Success Criteria and 'Bump It Up Walls' supported the 'Learning Collaborative' pedagogies. We continued to refer to 'Bump it Up Walls' across different curriculum areas and the students were familiar with the role of learning walls to support learners as "The Third Teacher". The introduction of the Vision for Instruction formed a significant portion of Professional Learning through leader lead PLTs. Staff began to develop a deep understanding of the Science of Learning and initially implemented Daily Reviews and the explicit teaching model into their practice.

Learning Walks extended beyond the Leadership Team inviting parents and family to attend. These were based on the work of Lyn Sharratt and involved a member of the Leadership Team taking a group of parents around to 3 classes and offering the opportunity to see learning in action and for rich discussion about learning and the pedagogies that are utilised in teaching at OHR. Staff continued to utilise the set of 8 rich concepts and explored these using an integrated approach over a two year cycle. These concepts were: Belonging, Choices, Diversity, Growth, Impact, Justice, Story & Systems.

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 Google 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. A Digital Technology Scope and Sequence was developed that includes knowledge (curriculum content) as critical content and skills are defined sequentially.

Staff participated in targeted Professional Development Programs to build capacity to deliver expert teaching in every classroom. The Leadership Team worked with staff in small groups to enable teachers to learn more about teaching and learning concepts and pedagogies such as the importance of Student Agency. This was supported by Learning Sprints for all teachers and the development of Professional Learning Plans devised by each individual teacher. Further professional learning was provided to continue to shape and build a Team Culture as well as recontextualising scripture in Religious Education. Additional professional learning was provided in the area of Mathematics by Michael Ymer who supported conceptual understanding and differentiation. Michael Ymer also presented to parents during the beginning of year Information Night as an opportunity for parents to engage in their child's learning at home.

The school's social media presence continued in 2024 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 2024, three out of five NAPLAN Domains in Years 3 exceeded expected mean scores. In Year 5 all five Domains increased their percentage of exceeding scores as compared to 2023 which demonstrates an upward trend in student achievement.
- In 2024, 93% of students in Mathematics and 88% of students in Reading were shown to be operating at or above their expected level.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	451	69%
	Year 5	558	88%
Numeracy	Year 3	453	81%
	Year 5	548	94%
Reading	Year 3	465	96%
	Year 5	550	100%
Spelling	Year 3	440	81%
	Year 5	533	88%
Writing	Year 3	452	100%
	Year 5	534	88%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Strategic Intent:

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Goal & Intended Outcomes:

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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
- Revisiting the Student Version of the Child Safety Policy

- Continuing to develop skills in Restorative Practices amongst staff and students
- Continuing the Implementation of Social and Emotional Learning lessons each week integrating Berry Street strategies, Cyber safety and RRRR program.
Incorporating Mindfulness within daily program explicit teaching of Social and Emotional 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 acknowledging positive behaviours by rewarding students with 'Gotcha Cards'
- The Wellbeing Leader continuing to work with staff to implement the Berry Street Education Model, Resilience Rights and Respectful Relationships (RRRR) program and Victorian Curriculum through a dedicated staff meeting.
- Attendance of Wellbeing leader at Student Wellbeing Network (webinars & newsletters)
- The OHR Pastoral Care Worker supporting the emotional wellbeing of students through one on one meetings and regular meetings with staff members.
- The Student Wellbeing leader meeting with the Student Wellbeing Team weekly.
The Student Wellbeing team implementing a variety of playtime "clubs" including colouring club, dance club, meditation club.
- Scheduled PSG meetings and PLPs & SAEPs developed to support students with needs.
Ensuring all documentation of allied health professionals are up to date and validated.
- Staff Meetings dedicated to how individual student wellbeing was travelling, with a specific focus on students with social challenges and difficulties.
- Updating the whole staff of the process of booking onsite allied health professionals.
- Specific behaviour programs put in place to support students who are challenged participating at 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
- The Buddy program between Junior and Senior students as well as Junior and Middle School students
- P-6 Members of Parliament (Student Representative Council) - meeting with DP weekly.
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 Camp Jungai.
- Wellbeing leader meeting with individual students or small groups on a needs basis.
- Transition Programs: Maintaining regular communication between local kindergartens; Conducting effective transition programs for the incoming Foundation students and their parents. Foundation teachers visiting kindergartens to meet and discuss student needs.

- 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.(Safety Day). Class lessons about safety were held in every classroom.
- Implementation of the RRRR framework in SEL lessons from F-6
Utilising the Behaviour Management Policy, Student Wellbeing Policy, Anti-Bullying Policy (Students), Anti-Bullying Policy (Staff)
- "About Real Life" Parent Information Session and 3-6 Family Sessions held virtually in Term Three
- Parent Helper induction sessions run by Student Wellbeing Leader

Value Added

- Student Leadership Wellbeing Team coordinating and running extra recess time clubs based on data collection:
 - Colouring Club, Dance Club, Meditation Club run by Student Wellbeing Team
 - Introduction of Lego club held twice weekly at lunchtimes
 - Skipping club held 4 times weekly for each level.
- Students participated in a whole school approach to social and emotional learning via the Berry Street Education Model and RRRR
- Connection to community civic events such as SurreyHills Dawn Service on ANZAC Day. National Safety Day.
- Successful and supportive camp program: Years 5 & 6 to Canberra and Years 3 & 4 to Camp Jungai
- OHR is a member of School Sport Victoria, providing opportunities to participate in Interschool Sport
- Student Environment team Gardening Program
- The school leaders acknowledge their peers for displaying School Wide Positive Behaviours at weekly assemblies.
- Providing all Year 5/6 students the opportunity to lead including: School Captains, class MPs (SRC), Arts/Library Leaders, Sports House Leaders, RE/Social Justice Leaders. Wellbeing Leaders, Environment Leaders * Media 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.
- The engagement of 'Inform & Empower" to explicitly teach cybersafety on a regular basis.
- Specific behaviour programs put in place to support students who are challenged participating in school full time. Whole staff involvement in tracking specific students. Individual programs for targeted students with school refusal.

- Professional development on Respectful Relationships for both new and ongoing staff
- Feedback from parents taken onboard and events planned to meet needs highlighted
- Uptake from parents to participate in the Parent Helper Induction sessions
- Whole school mural reflecting each family in our community in the school foyer.
- Whole school mural in playground facing windows reflecting each student a part of the OHR community
- Visual Arts Show showcasing artworks from every student in the school
- Family participation of the OHR STEM night was almost 100%.

Student Satisfaction

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

- Increase in Student Belonging Domain from 2023 (73%) to 2024 (86%)
- 85% of students have an adult in the school they would go to if they had a concern or worry, up from 81% the previous year.
- 78% of students believe adults at our school know students well enough to know if something isn't right. This is up from 71% in 2023.
- 83% of students reported a positive energy in our school, an increase from 75% in 2023.
- 78% of our students believe we have effective student leadership structures in place. This is significantly higher than the MACS average at 55%
- Improved attendance rate from 89% to 92%.

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. Our Holy Redeemer adheres to the 'Attendance Policy for MACS Schools'.

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	91.0
Y02	92.1
Y03	94.8
Y04	87.2
Y05	90.4
Y06	92.2
Overall average attendance	91.3

Leadership

Goals & Intended Outcomes

Strategic Intent:

As a Catholic community, Our Holy Redeemer will strengthen expert teaching through professional learning around evidence based pedagogies. In partnership, we will give voice to our students and families so that students will grow, learn and succeed.

Goal & Intended Outcomes:

To strengthen consistent evidence-based pedagogies.

- That student engagement and learning outcomes improve.
- That the quality and coherence of professional learning opportunities increases.

Goal & Intended Outcomes:

To build student capacity to be empowered members of the school community.

- That students use their voice to shape their learning environment and prepare for active citizenship.

Goal & Intended Outcomes:

To strengthen the role of families to partner in the education of students.

- That families are actively engaged in the learning of their child.

Achievements

The school entered the first year of the MACS (Melbourne Archdiocese Catholic Schools Ltd) School Improvement Framework (2024 - 2027). The School Leadership Team was supported by MACS Eastern Region Office (ERO) staff in developing and implementing the 2024 Annual Action Plan (AAP). Staff were guided by the Leadership Team in understanding and implementing the 2024 AAP, with a specific focus on the Key Improvement Strategies and Actions. The first Key Improvement Strategy, 'Build teacher capacity and knowledge of evidence based pedagogies' was largely supported by the utilisation of OCHRE Maths resources.

The Leadership Team actively engaged in all School Improvement Learning Collaborative (SILC) days, initiated by MACS Eastern Region and facilitated by Dr Simon Breakspear. Members of the Leadership Team attended Teach Well Masterclasses to support our implementation of the Explicit Teaching model.

Within the sphere of Leadership:

- The Leadership Team met, collaborated and consulted within weekly meetings held every Wednesday. During at least one meeting per term they were joined by MACS ERO staff
- The Leadership Team, in conjunction with the MACS Regional Leadership Consultant, finalised both the Annual Action Plan 2024 and, later in the year, commenced developing the Annual Action Plan 2025 using the new template
- The schedule of Professional Learning Team (PLT) meetings throughout the year was planned by the Leadership Team to ensure that staff professional learning was responsive to the Key Improvement Strategies and Actions as defined in the 2024 AAP. The MACS Vision for Instruction, supported by the Easter SILC Network Days, shaped the agenda of numerous PLT meetings and a school closure day for staff professional learning. Matters of compliance, e.g. Mandatory Reporting, Disability Standards for Education, Emergency Management training, etc., also constituted the PLT Schedules
- 2 x Professional Learning Team meetings, per term, were devoted to the implementation of the new OHR Staff Professional Learning Plan. Staff with similar goals were grouped together and appointed a facilitator from the Leadership Team. The professional learning and engagement around these plans was paced throughout the year as staff developed, applied, refined and reviewed their goal
- The Professional Learning Plans formed a critical component of the Annual Review Meetings
- Staff were skilled in the Science of Learning, Cognitive Load Theory, Rosenshine's Principles and Explicit Teaching
- Staff were skilled in the Cognitive Principles of effective implementation emanating from MACS Vision for Instruction
- Members of the School Leadership Team attended the Teach Well Masterclass series. 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 an Intended Outcome from the OHR Annual Action Plan, 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
- Continued implementation of Social & Emotional Learning curriculum and practices, reflecting Berry Street Education Model (BSEM) and Resilience Rights and Respectful Relationships (RRRR)
- The three parish schools of Our Holy Redeemer, Our Lady's Wattle Park and OLGC Deedene collectively focussed on Scripture: The Keys for Interpretation
- Weekly Professional Learning Team (PLT) meetings were mapped out by the Leadership Team during the prior term
- Staff were upskilled in what it means to be a Culturally Responsive School and how to embed Aboriginal & Torres Strait Islander (A&TSI) Perspectives in the curriculum
- Parents, students and staff were invited to complete the MACSIS surveys. The school leaders accessed the summary reports that capture the results of the perception data. The data was shared with staff during PLT meetings
- Members of Parliament (SRC) attended fortnightly meetings with the Deputy Principal where they reported to School Parliament focussing particularly on school improvement
- Continued to engage Digital Schools, in the maintenance of the school's website, designed as a communication platform for prospective and existing parents
- Data Analysis Meetings were planned where teaching staff received further training in the analysis of testing data
- Physical Data Walls were updated twice yearly, where the results were analysed by the Leadership Team who, in collaboration with teachers, determined next steps in extending our students
- Sustained planning units of work and rich tasks as a whole staff during Planning Days, PLT Meetings and the Professional Planning Day for the 2025 school year
- Leaders made themselves readily available to address and support staff enquiries
- Scheduling of regular PSG Meetings (one per term for funded and some non-funded students). Parents/carers continued to attend PSG Meetings online

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>Throughout 2024, staff engaged in a broad range of professional learning opportunities, comprising intensive course work, including but not limited to:</p> <ul style="list-style-type: none"> • 2 x Professional Learning Team meetings, per term, were devoted to the implementation of the new OHR Staff Professional Learning Plan. Staff with similar goals were grouped together and appointed a facilitator from the Leadership Team. The professional learning and engagement around these plans was paced throughout the year as staff developed, applied, refined and reviewed their goal • School Improvement Learning Collaborative (SILC): Principal and core leaders attendance and participation at SILC Network Days facilitated by Simon Breakspear where the focus was on the MACS Vision for Instruction • Scripture: The Keys for Interpretation - all staff. A combined schools closure day facilitated by Fr Brendan Reed • Redesigning our Approach to Inquiry/RE Model of Learning • Mathematics: Content, Understanding & Differentiation - Michael Ymer • Mathematics: Student Engagement • Mathematics: Daily Reviews • Creation and population of Student Data Walls • Developing a Shared Understanding of Family Engagement • Embedding Aboriginal & Torres Strait Islander (A&TSI) Perspectives into the Curriculum • Update on recording NCCD adjustments in both PLPs and SAEPs • Disability Standards for Education eLearning Modules • Sustained a focus on Mathematics proficiencies of understanding, fluency, problem-solving and reasoning in the curriculum • All staff received training in HLTAID009 Provide Cardiopulmonary Resuscitation • All staff received training in HLTAID011 Provide First Aid • Training & Induction Courses through the Safesmart Solutions portal: <ul style="list-style-type: none"> ◦ Child Safe Standards - Staff Briefing ◦ 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) • Mandatory Reporting & Other Obligations eLearning - all staff • Anaphylaxis e-training • Term Planning Days facilitated by the Learning & Teaching, Mathematics and English Leaders

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • Writing Moderation • Vision for Instruction: Spaced and Planned Reviews • Vision for Instruction: Desirable Difficulties • Literacy: Embedding Reviews x 2 • Analysis of MACSSIS Data • Analysis of NAPLAN Data • Emergency Management & Warden Training - Risk2Solution • NCCD - Accurately maintaining records of adjustments • Physical & Online Student Record Files • PAT Data Analysis and Updating Data Walls with the new timeline of assessing growth over a 12 month period to align with ACER Progressive Achievement Approach • School Improvement Framework: Entering the first year of the 2024 - 2027 School Improvement Plan (SIP) • Principal Network Meetings • Principals' Conference : El Camino Santiago, Spain • Deputy Principal Network Meetings • Deputy Principals' Conference at Healesville • Religious Education Leaders' Network Meetings • School Mathematics Leaders' Networks • Student Wellbeing Leaders' Network Days • Learning Diversity Processes, including updated NCCD training • Learning Diversity Leaders' Network Meetings • Attendance at MACS Principal Forums x 2 • School Admin Officer Networks • MACS Shared Services Online Forums • Weekly Professional Learning Meetings: Literacy, Numeracy, Religious Education, Wellbeing Data Analysis • Data Wall construction and maintenance: Mathematics, Reading and Student Wellbeing • Maintaining Accurate Records of Student Adjustments • Feedback & Development of Professional Learning Plans 	
Number of teachers who participated in PL in 2024	21
Average expenditure per teacher for PL	\$1825.00

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 2024 sits at 86%, reflecting a 1% increase on 2023.
- The staff perception of the overall social and learning climate of the school remained at an all-time high of 96%, which is 23% above the MACS average.
- Collective efficacy grew to 94%, 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 and coherence of professional learning opportunities sat at 92%
- Perceptions of the coherence of the school's improvement strategy scored 97%, thereby reflecting the strength of collaboration and clarity around the strategy.

Teacher Qualifications	
Doctorate	0
Masters	2
Graduate	4
Graduate Certificate	2
Bachelor Degree	18
Advanced Diploma	6
No Qualifications Listed	3

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	11.95
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	5.31
Indigenous Teaching Staff (Headcount)	0

Community Engagement

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Achievements

During 2024, Our Holy Redeemer School explored numerous 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 Term1. These events helped build social connection among our parents, particularly those that were new to the community
- Whole school events such as the OHR House Athletics Carnival; Year 5&6 Passion Plays during Holy Week; Parent Learning Walks; OHR Cross Country (Years F - 6); Sacramental Celebrations & Parent Formation Evenings; Grandparents & Special

Friends' Day; the Biennial Art Show; the OHR Twilight Christmas Festival; the Last Hurrah for exiting parents; and the Year 6 Graduation

- Parent information sessions to enhance the understanding of: Supporting Mathematical Learning at Home (Michael Ymer) x 2 sessions; School Readiness Session with Carley McGauran; Managing Big Feelings (Carley McGauran); About Real Life Sexual Education Program (Year 3-6), Cybersafety: Raising Kids in a Digital World (Inform & Empower)

Parent Information Evenings and Parent-Teacher Conferences

- Family Engagement Forums with parents and the School Advisory Council, conducted by the Student Wellbeing Leader
- Parent Helpers Course facilitated by the Student Wellbeing Leader
- Science & STEM Family Night
- Sustaining 'Guided Parent Learning Walks', facilitated by members of the School Leadership Team
- Transition program for parents of Foundation students, including 'Starting School 2025: How your family can thrive & not just survive' facilitated by Carley McGauran
- OHR Spring Carnival Fete which involved the majority of school parents
- Parent engagement via SeeSaw student learning portfolios
- Sustained relationships with local kindergartens via regular Principal visits. During Book Week, all year 6 students visited the local kindergartens to share the picture books they had created
- The maintenance of the collective mission between Our Holy Redeemer, Our Lady's Wattle Park and Our Lady of Good Counsel Deepdene. The collective enabled rich faith development across the staffs in 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 Spanish Wine Night, assisted with Grandparents & Special Friends' Day, facilitated the Paint n' Sip Night for the mothers, oversaw the Dads and Kids' Night, and orchestrated the Christmas Community Carols. Additionally, the PFA supported the OHR Spring Carnival Fete
- 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 87% is above the MACS average.
- Perceptions of student physical and psychological safety while at school sat at 87% and sits well above the MACS average (70%), leading the staff to conclude that our parents regard the School's approach to Student Safety to be of high priority

- Catholic Identity (74%) and Family Engagement (67%) both sat well above the MACS average and reflected growth since the previous survey period.
- Families perceptions of how well a school matches their child's developmental needs (86%) also lies above the MACS average (76%).
- Timelines, frequency and quality of communication between the school and families (78%) also sat above the MACS average. Parents are generally satisfied with the school's approach to communication

Family Engagement will continue to direct the focus of our attention, as reflected in the 2024 - 2027 SIP.

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.ohrsurreyhillscatholic.edu.au