

ANNUAL REPORT TO THE SCHOOL COMMUNITY

2019

OUR LADY OF MOUNT CARMEL PRIMARY SCHOOL SUNBURY

REGISTERED SCHOOL NUMBER: 0355



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Contact Details

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E NUMBER	E1038

Minimum Standards Attestation

I, Julie Freeman, attest that Our Lady of Mount Carmel 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

24th April 2020

Our School Vision

At Our Lady of Mount Carmel
Catholic School,
every individual is
a valued member of
our community.
We strive to reach our
full potential
in a safe and supportive
learning environment.

School Overview

Our Lady of Mount Carmel School is situated in the historic township of Sunbury. We are one of three Catholic primary schools in the parish, along with St. Anne's and Holy Trinity. We work closely with Salesian College as part of the Sunbury Catholic Schools Collective.

Our Lady of Mount Carmel is close to many services and facilities. We are within walking distance to the Hume Global Learning Centre, Sunbury Police Station, Salesian College local shopping strips and other amenities.

Our school has a teaching and administration staff of 39. We currently have 12 classes, a multipurpose room and a large resource centre housing our library and technology equipment and a performing arts resource room and learning space. Our school is a mixture of restored and modern buildings. In 2019 our school population consisted of 285 children representing 178 families.

We offer out of school hours care in our Community Room. This service is provided by an outside agency, OSHClub. In 2019 up to 15 children used the service in the mornings and approximately 20 children use the service in the afternoon.

Landscaped garden beds surround the school and there is a play area that consists of hard and artificially grassed areas. There is a netball/basketball court, football and soccer areas and two large shaded adventure playgrounds. There is another playground area on Parish land at the far end of the Police Station and consists of an artificially grassed, modified soccer pitch surrounded by 3metre high fence. This is used for lunch breaks and some Physical Education classes.

We are a small, welcoming community where parents play a vital role in helping to deliver the curriculum through classroom help, reading programs, sporting activities, excursions, school community events and the School Advisory Board.

Our Lady of Mount Carmel provides an inclusive curriculum catering for students' individual needs. We integrate our curriculum (Victorian Curriculum) through an evidence based approach to learning, using the Visible Learning Philosophy. This is implemented through our Life and Faith planning from Prep to Year 6. The school implements a number of programs including: The Parish Sacramental programs, Reading Recovery, Levelled Literacy Intervention and Learning Framework in Number. Additional staff provide support to students in a variety of curriculum areas including English, Mathematics, Japanese, Physical Education, Visual Arts, Digital Technology and Performing Arts.

Our school also offers extra-curricula activities including Kelly Sports, as well as Keyboard and Guitar lessons. We provide camp experiences to students in Years 3–6 and participate in a variety of Interschool Sports with other schools in the Sunbury area. We are visited each week by Moira, our story dog, who helps engage reluctant readers. We also have Margery onsite, a black Labrador, who is a Seeing Eye Dog puppy in training.

Principal's Report

2019 has been a very productive and successful year for the school community of Our Lady of Mount Carmel. It was the second year of our School Improvement Cycle, following our external school review in 2017. This enabled us to monitor our new goals and targets for school improvement, as we continued implement new priorities, face challenges and experience success. With new staff in some areas of leadership (Mathematics and Literacy) we had fresh ideas and a more contemporary outlook. This enabled us to take risks and focus on what is important to improve student learning outcomes.

Literacy and Numeracy continued to be our main focus and we continued to explore the importance of effective feedback to improve student-learning outcomes through the Visible Learning Project offered by CEM. Through our Evidence Based Learning Collective with 5 other Catholic schools in the Northern Region, we engaged with Helen Butler to track our progress and offer professional learning to all staff members.

These 3 core values of Respect, Responsibility and Resilience have continued to be embedded in all aspects of school life and our school mascot, Splash the Platypus, whose image is used to represent each of the values, can be seen throughout the school. Each week a student from each class is chosen to accept an award called Splash's Pupil of the Week when we see examples of the values being shown either in the classroom or the playground.

As part of our Visible Learning journey, we determined the dispositions for learning that are most relevant for our students: Curiosity, Self-motivation, Creativity, Determination, Collaboration, Making connections, Reflection and Risk taking. These have been embedded across the school and are also being used as a focus during assembly awards. Teachers are using Learning Intentions and Success Criteria across the school and use feedback strategies with their students.

Our House Teams continued to focus on Social Justice issues and, with the ongoing work of Mini Vinnies and the Student Religious Education Team, many students took part in projects which have supported and raised awareness of those people who are in need of our help. Our students represented the school at the St Patrick's Day Mass and the Sunbury ANZAC Day Commemoration Ceremony.

Throughout the year student learners worked with the House Spirit organisation to establish goals moving forward. This has enabled the house team meetings and projects more student focused and has given the students more of a voice in this important part of school life.

Enrolments have remained stable this year. Situated in an older, more established part of Sunbury, no new housing projects have been established for many years. This is begin to change next year with the release of three new housing estates to the south of Sunbury.

Education in Faith

Goals & Intended Outcomes

To create and sustain a learning community where all are engaged in authentic experiences and relationships that build and reflect the school's Catholic identity.

- That alignment between behaviour and faith based values will improve.
- That community engagement in the life of the church – prayer, liturgy and social justice will improve.

Achievements

In 2019, we continued our approach to the Planning of RE and Inquiry Learning, where we merge the planning of the both spheres as 'Life and Faith'. Aligned with the latest approach to making our faith more relevant, facilitated Life and Faith planning is scheduled for 2 half days a term with each year level team and is led by the Religious Education Leader and Learning and Teaching leader.

With this model in place, teachers can readily make connections and pose new possibilities for learning experiences for the learners in their care.

This was further strengthened with already embedded PD around visible learning and the introduction of the Learning Pit.

A Scope and Sequence was created for each of the new learning's foci created under the 'Life and Faith' banner. Of most excitement was the direction of our learning in Life and Faith based on 'student voice'. It has been known for some time that student voice and being able to have learners negotiate and drive the curriculum results in more engaged and focussed learners, who are co-learners with their teachers. As teachers facilitate and act as co-learners that learning experience is shared and greatly enhanced.

The Parish Sacramental Program continued throughout the year, culminating with Confirmation at St Patrick's Cathedral in October with almost 150 students from the Parish receiving the Sacrament with Bishop Terry Curtin.

Our staff joined with the staff from St Anne's and Holy Trinity in professional learning based on the Sacraments and our own faith journey. This was facilitated by Marg Carswell and included a full day professional learning at the Parish Centre.

VALUE ADDED

Social Justice continued to be a high priority across the school.

Participation in Mini Vinnies continues to be high with many children wanting to support those in need. Support of and from the St Vincent de Paul Society continues to be a solid relationship.

Our House teams continue to support various organisations supporting the welfare of groups and individuals.

CEMSIS data indicated that the Catholic Culture Index of students and parents is in excess of the state wide mean, sitting at 68% for staff, 58% for students and 71% for parents.

Learning & Teaching

Goals & Intended Outcomes

To create and sustain a learning community where learners are consistently challenged and supported to achieve their personal best and to develop a love of learning and confidence in ability to make a positive difference to the world.

- That student outcomes in Writing and Number will improve.
- That student engagement and self direction in learning will improve.

Achievements

Our leadership were involved in the organisation and delivery of professional learning opportunities as well as being involved in facilitated planning sessions with planning teams. Staff continued to work with sphere leaders in planning units of work for the following term, with a focus on providing engaging and meaningful learning experiences. 2018 was the school's third year in the Visible Learning Project. This initiative was designed to help build a school-wide set of shared pedagogical practices. To ensure that there was a clear direction for Learning and Teaching at Our Lady of Mount Carmel, the leadership team worked with consultant Daniel Birch to create a Learning and Teaching Vision and decide on the values that underpin our educational approach. The values that were decided were: student centered, engaging, relationships, adaptable and collaboration. These values will continue to be unpacked with staff in the future.

In 2019, the focus for Visible Learning was on developing staff's understanding of how feedback can be used as an effective tool to improve learning. Professional learning centred on the aspects of effective feedback and staff trialled different strategies in their classrooms. In addition to this, we introduced the use of school-wide Learning dispositions. These dispositions were selected through student, teacher and parent consultation and provided a shared language for the whole community to talk about learning. These dispositions were explicitly taught in classes and also used as a part of our 'Student of the Week', in order to further embed and promote their use. Guided by the research of Carol Dweck teachers also learnt about the importance of 'Growth mindset' in enhancing learning and resilience for students and this was incorporated into classroom curriculum design across the school. We became part of an Evidence Based Learning Collective with 5 other schools in the CEM Northern Region and received a small allocation of funding to enhance the project. Staff worked closely with Helen Butler throughout the second half of the year.

In both literacy and numeracy there was an emphasis on assessment, resulting in the evaluation of our school-wide assessment schedule. Feedback from staff and conversations with sphere leaders indicates that a good deal of data is being collected and is now being used more and more to plan appropriately at students' point of need. We have a digital tracking tool (SPA) and all teaching staff received training in how to use this effectively.

In 2017 we continued to focus on literacy improvement throughout the school. As well as daily, explicit teaching in classrooms, a number of literacy intervention programs were used in small group and withdrawal situations. These programs were: Reading Recovery - in Year 1, Levelled Literacy Intervention (LLI) - in Years 1 to 4 and ERIK (Enhancing Reading Intervention Knowledge) - in Years 3 to 6.

To assist us in achieving our goals of improving student outcomes in Literacy and Mathematics, we used the suite of assessment tools from ACER (Australian Council for Educational Research) to gather data to inform our planning and direct teaching. These tools are: PatR SINE, PatM Plus, (Mathematics), PatR (reading comprehension) and PatSpg (spelling) and were assessment tools that were used to track student progress and to inform teaching.

STUDENT LEARNING OUTCOMES

Analysis of NAPLAN trend data provides an overview of student performance over time. The trend data (2017-2019) for Year 3 shows there was improvement in the mean scores for most dimensions and domains. While there was a degree of variability from year to year the general direction was one of improvement. The greatest improvement was in the area of grammar and punctuation with an increase of 2.8%

The Year 5 data indicates minimal improvement in Reading, Spelling, Grammar/Punctuation and Numeracy between 2017--2019. The data indicates that the school's mean scores in NAPLAN were usually below the state mean in all dimensions over the past four year period, except in spelling.

School Comparison data indicates that the average level of growth made by OLMC students over the period was generally close to or above the state average growth rate. It is worth noting that the school's average growth in the period 2015-2019 exceeded that of the state in each of the dimensions.

An analysis of Relative Growth data shows that students who performed at high levels of achievement in Year 3 are under-represented in the group who made high levels of growth between Year 3 and Year 5. Furthermore the data indicates that over the period in Reading, Writing and Numeracy that approximately one third (33%) of the students who were high achievers in Year 3 exhibit low rates of growth at Year 5. Conversely only 16% of students who scored low growth in Year 3 show low growth at Year 5. This suggests that there are effective intervention programs and strategies in place.

Overall the data suggests that Reading, Spelling and Grammar/Punctuation are relative strengths of the school and that Writing and Numeracy will continue to have a whole school improvement focus in the coming period.

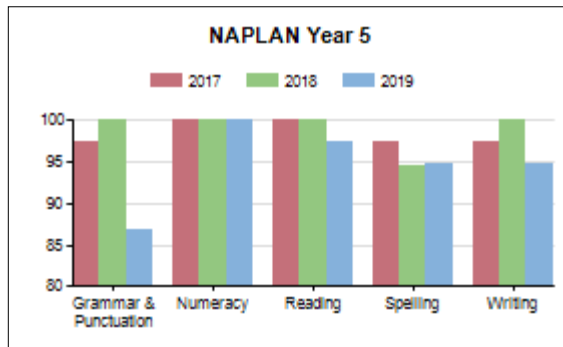
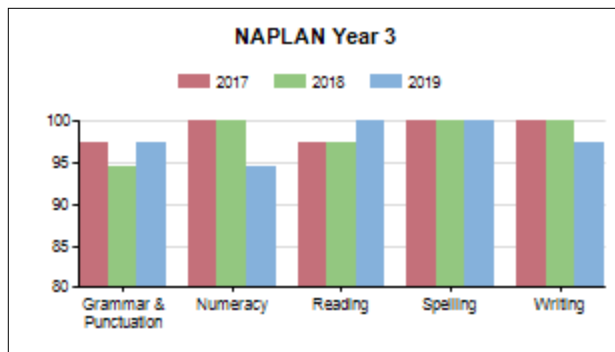
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Our Lady of Mount Carmel School, Sunbury

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	97.4	94.6	-2.8	97.4	2.8
YR 03 Numeracy	100.0	100.0	0.0	94.6	-5.4
YR 03 Reading	97.3	97.3	0.0	100.0	2.7
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	97.4	-2.6
YR 05 Grammar & Punctuation	97.4	100.0	2.6	86.8	-13.2
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	97.4	-2.6
YR 05 Spelling	97.4	94.4	-3.0	94.7	0.3
YR 05 Writing	97.4	100.0	2.6	94.7	-5.3



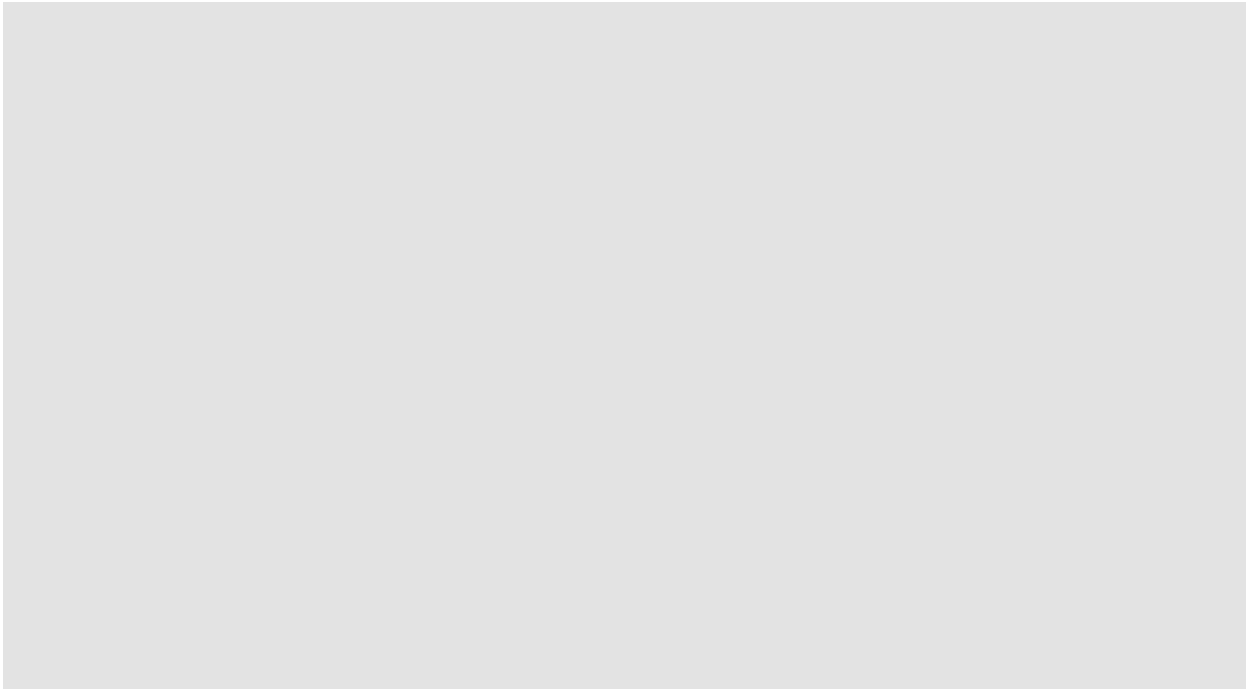
VALUE ADDED

NAPLAN results have remained quite steady over the past 3 years. In Year 3 Numeracy, Spelling and Writing 100% of students have met the minimum standard from 2017 – 2019. Year 3 reading and Grammar and Punctuation have dropped slightly so that 94.6 % of year 3 students met the minimum standards in Grammar and Punctuation and 97.3% in Reading.

In year 5, 100% of students met the minimum standards in Grammar and Punctuation, Numeracy, Reading and Writing in 2019, up from 2018. There was a slight drop in Spelling from 100% in 2016 to 94.4% in 2018.

Over this three year period, we have implemented the SMART spelling program and this is now being used across the school from Prep to year 6. We hope to see a strong improvement continued in Spelling in the coming years. The results also show that we need to revisit the teaching of reading in Years Prep -2.

The introduction of Number Intervention has shown some positive outcomes and this will continue as we move into Learning Framework in Number in 2020.



STUDENT SATISFACTION

Comments regarding the results from the CEMSIS (Catholic Education Melbourne School Improvement Survey) may be included here.

Student Wellbeing

Goals & Intended Outcomes

To create and sustain a learning environment where all can flourish within a network of inclusive, respectful relationships which foster a sense of connection and belonging.

- That student outcomes in Social Emotional Learning will improve.

Achievements

In 2019 we continued to promote our values, the 3RRRs, Respect, Resilience and Responsibility through rewards such as Stickers and Student of the Week Awards. We looked at ensuring our Social and Emotional Program runs throughout the school year and is aimed at ensuring the needs of the students are met. Circle Time and class meetings are used on a regular basis to identify any issues of concern for the children. All staff participated in Restorative Practices professional learning with Martin Prior and this continues to be our approach to behaviour and relationships.

In 2019 our House system, where we promote a sense of belonging, pride, ownership and community, continued on a regular basis. Our focus is Social Justice with each House learning about, discussing and choosing a Social Justice Issue to investigate further. Houses organised fundraising activities for various local and international charities and organisations. We engaged with House Spirit to audit the work we have been doing in this area and we used student voice to develop a new framework moving into 2020.

The Wellbeing Leader and Principal were responsible for introducing and developing staff understanding of the new PROTECT Child Safe Standards and how to identify and respond to all forms of abuse and more.

This year our Student Wellbeing Leader was a member of the Sunbury Welfare Advocacy Network (SWAN). Most schools in the area are members and the network meets on a termly basis to discuss issues relating to and promote student welfare throughout the Sunbury Area.

We also had a psychologist (outsourced) available to support students, parents and teachers. A referral system for parents and/or staff has been set up for this service.

STUDENT ATTENDANCE

Attendance Registers (Rolls):

- These are to be completed online twice a day using nforma.
- These should contain complete details of each child. Absentee notes are to be retained in the classroom for the duration of that school year and the reason for any absence recorded in the roll, using the appropriate code.
- Late arrivals and early dismissals must also be recorded.
- Rolls and notes are to be sent to the office for storage at the end of each year.

Student Absences:

- Children must bring a note signed by a parent if they need to leave the school grounds during school hours.
- Parents are required to send a signed note to explain students' absence, or to sign in/out on the iPad at the front office.
- Absences must be noted in the roll; the classroom teacher should follow through unexplained absences.
- A parent or guardian at the office must sign out children leaving early.
- All unexplained absences are followed up by office administration staff on the day of the absence.

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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	90.9
Y02	93.3
Y03	93.6
Y04	94.0
Y05	94.3
Y06	94.8
Overall average attendance	93.5

Child Safe Standards

Goals and Intended Outcomes

To develop a formal and structured approach to managing risks associated with child safety and establishing the protocols required by the CEM.

- We have a clear and accessible process if any child is identified as unsafe or abused.

We made it a priority to implement the Child safety standards by active participation by staff, families and the Parish community

Achievements

At OLMC we have consulted with staff and the community and have continued to implement and monitored the following:

- Our Lady of Mount Carmel Child Safety Statement
- Our Lady of Mount Carmel Code of Conduct for staff and parents
- Our Lady of Mount Carmel Child safety Policy
- An audit of Our Lady of Mount Carmel risk rating – as a risk management strategy
- Recruitment Policy
- Our Lady of Mount Carmel Mandatory Reporting Policy
- Our Lady of Mount Carmel Working with Children Policy
- Embedded Resilience as one of our 3 Rs
- Record of all parents and volunteers with a Working With Children Check on SAS.
- Inform regular contractors to obtain a Working With Children Check and to sign the Commitment statement.
- Conduction of numerous PD on Child Safety and the Mandatory Reporting Requirements
- Expectation that all staff complete the annual online Mandatory Reporting Module
- Staff professional learning regarding PROTECT
- Ensuring all staff and parents have signed the Commitment to Child Safety Statement
- A school wide approach to Restorative Practices

Leadership & Management

Goals & Intended Outcomes

To strengthen leadership at every level which will inspire the building of a high performing dynamic, professional culture that is committed to continuous improvement in student learning and wellbeing.

- That role clarity across the school will improve.
- That staff engagement and learning will improve.

Achievements

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Visible Learning Impact Coach – Leading for Impact

Visible Learning – Evidence into action

Visible Learning into action for teachers

Solo Taxonomy – Creating effective assessments

Learning Diversity Symposium

NCCD Network meetings

NCCD full day briefing

Finance clusters

Administrative Officers Conference

Holiday Pay and Leave Loading workshop

Principal Induction

L&T, REL, Maths and Literacy, Student Wellbeing and Principal networks

Number Intervention

Administration and Analysis of YARC and SPAT

Assessment in mathematics

Differentiation in Mathematics

STEM briefing

Identity and Growth

Understanding significant reading difficulties and dyslexia

Critical incident planning and response

PROTECT

Student wellbeing – Enable, connect, engage, learn

DESCRIPTION OF PL UNDERTAKEN IN 2018

Visible Learning – Evidence into action

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TEACHER SATISFACTION

Teacher satisfaction has improved from 2017 to 2018 in almost all areas. The greatest gains have been made in School morale (45 in 2017 and up to 53 in 2018), Supportive leadership (56 in 2017 and up to 61 in 2018), Role clarity (55 in 2017 and up to 62 in 2018), Teamwork (43 in 2017 and up to 53 in 2018), Appraisal and recognition (40 in 2017 and up to 49 in 2018), Professional Growth (45 in 2017 and up to 61 in 2018), Curriculum processes (45 in 2017 and up to 53 in 2018) and Parent Partnerships (58 in 2017 and up to 67 in 2018). These are pleasing results as we have put a lot of time and effort into these areas and they cover many areas.

School Community

Goals & Intended Outcomes

To create and sustain collaborative partnerships between the family and school that will positively impact on student learning and wellbeing.

- That the level of connectedness that parents have with their children's learning and with OLM will improve.

Achievements

In 2019 we elected a new School Advisory Board. An information session was held for all interested parents and nominations were called for. The Board was established and met each month on a regular basis. This brought about a new energy to the parents in our community. Our Lady of Mount Carmel was able to offer a wealth of opportunities for families to be involved in school life. During the year, parents were encouraged to come in and participate in classroom activities such as Inquiry Immersion days, sports days, camps and excursions. Mother's Day functions were arranged as well as our Father's Day breakfast which was extremely well attended by our dads. A large number of new families attended throughout the course of 2019. The school has a very active and vibrant parent group that has worked tirelessly throughout the year organising events and functions, raising much needed money for school needs. This took on a different structure in 2019. Instead of having an official PTFA group, all parents were invited to meet with the principal at the start of the year to discuss the social and fundraising events they would like to see take place during the year. Parents then worked in small groups to make these events happen. These included the Colour Run, Christmas raffle, Mothers and Fathers Day stalls and Mothers Day High Tea.

Our Lady of Mount Carmel has always been an active participant in Sunbury Community events and 2019 was no exception. We strongly believe that our involvement and support of such events is paramount to the ongoing success of our school in the community. Our Social Justice House teams continue to contribute immensely to the wider Sunbury and global community for which the school is very proud of.

PARENT SATISFACTION

We have seen strong growth in parent satisfaction from 2017 to 2018. This is an area that was identified in our school review in 2017 and it has been rewarding to see such positive outcomes. Areas of significant growth were Parent partnerships (57 in 2017 and up to 69 in 2018), Approachability (69 in 2017 and up to 78 in 2018) and Teacher morale (64 in 2017 and up to 74 in 2018). There are still some areas that need to be improved such as student motivation (76 in 2017 and down to 68 in 2018) and classroom behaviour (44 in 2017 and down to 52 in 2018).

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.6%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	91.9%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	25.0%
Graduate	37.5%
Graduate Certificate	8.3%
Bachelor Degree	70.8%
Advanced Diploma	50.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	24
Teaching Staff (FTE)	18.4
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	8.3
Indigenous Teaching Staff (Headcount)	0

OUR LADY OF MOUNT CARMEL PRIMARY SCHOOL SUNBURY

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

Future Directions

This section is optional. If not including Future Directions, delete this page and update the table of contents by right clicking on contents, selecting update field and update entire table.

Recommended word length is approximately 400 words.

School Performance Data Summary

The School Performance Summary reports on data in the following areas:

- Proportion of Students Meeting the Minimum Standards
- Average Student Attendance Rate by Year Level
- Teaching Staff Attendance Rate
- Staff Retention Rate
- Teacher Qualifications
- Staff Composition

School data can be found on CEVN under the tab **Data Management**. Click **Annual Report to the School Community 2019**. To access the data, scroll down to the heading **School Data** and click the link [Download your SP data](#). Select the option to download as a word report and copy and paste the data in this section.

Alternatively, you may wish to copy and paste the data into the body of your report and delete this page. E.g. Proportion of Students Meeting the Minimum Standards (NAPLAN) would fit under the heading Student Learning Outcomes and Average Student Attendance Rate by Year Level would fit under the heading Student Attendance. Teaching Staff Attendance Rate, Staff Retention Rate, Teacher Qualifications and Staff Composition would all fit under the section titled Leadership & Management.

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