

Our Lady Queen of Peace School

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Annual General Report 2023

Presented at the Annual General Meeting 5 March 2024

Contextual information

Our Lady Queen of Peace School is a co-educational Catholic parish school within the Albert Park/Pennington parish. The school opened on 8 February 1949, under the care of the Sisters of Mercy. Our Lady Queen of Peace School educates Reception to Year 6 children from diverse backgrounds in the Mercy tradition where the values of compassion, justice, respect, hospitality, service and courage are core to all relationships.

We strive to keep the “spirituality of the heart” at the core of our mission, with our school motto being “To Love and Serve in Peace”. Our Lady Queen of Peace School, as a learning community, is committed to developing young children of hope who will continue to nurture their hearts and minds in the Catholic tradition.

We value each child, encourage them to reach their full potential, and provide the necessary support for children to attain their own learning goals. At Our Lady Queen of Peace School, education is experienced in partnership with parents, staff and children. We believe in the importance of engaging a passion for learning where all have agency over their learning through the co-construction of learning intentions and success criteria. The learning process is dynamic and engaging for all, educators and learners.

The multipurpose Bilyonendi Hall is used for indoor sporting and co-curricular activities. The school provides during and after school hours sports programs, a comprehensive and well-utilised instrumental program, choir and school band, as well as the specialist teaching areas:

- Performing Arts
- Physical Education
- Spanish language and culture
- Visual Art
- STEM / Science

The school has a Wellbeing Leader to support student health and wellbeing. Whole school celebrations include Feast Day, Book Week, Sports Day, Catholic Education Week, Christmas Carols Evening, and Mercy Day (social justice in action). The health and wellbeing of each child is valued and supported by all staff.

Playgroup, Occasional Care, Out of School Hours Care (OSHC) and Vacation Care are available to all families.



Principal's report

2023 was a year of significant change for Our Lady Queen of Peace School, but at the same time, developing consistency and stability in the school. In 2022, I spoke with many children, families and staff about the school – where we are heading and what we wanted to achieve in the coming years. It was with this knowledge that 2023 was based upon.



I appreciated the honesty of people, and it is as a result of this why 2023 was so successful. We focused on:

- Improvement on school facilities and grounds.
- Improved student behaviour.
- Improved student learning and consistency
- Provided support for our students.
- Stability of staff

This focus has contributed to the success of the school, increased out school enrolment and the addition of an extra class.

Facilities and grounds

In 2023 we have transformed the look of the school (which impacts on learning), ensuring that we are providing students with the very best.

Outside of the classrooms we:

- Resurfaced the Basketball courts.
- Had our name placed on the Bilyonendi Hall.
- Nature Play space in the Early Years area.
- Nature Play space in the playground area.
- Significant garden beds in the Nature Play area.

Inside of the learning areas, we:

- Restructured the placement of classrooms.
- Created a Performing Arts space.
- Created Food Technology, STEM and Visual Art spaces.
- Created a welcoming Parent Room
- Painted of some of the spaces
- Replaced of some whiteboards
- Replaced pinboards

Improve student behaviour

As a staff, we have looked at the relationship between teaching and learning, and behaviour; ensuring that the quality of our teaching and learning is engaging, well scaffolded and achievable but challenging at the same time.

Staff have learnt about social and emotional learning, and the teaching of the Zones of Regulation. This learning has occurred in partnership with Motivate Kids and then introduced to students.

In addition to this, we started the process of reviewing our 'Respectful Relationships' policy and have introduced Restorative Practices to the school.

As a result of these, the school has become more settled, student behaviour and regulation has improved and the number of incidents has reduced significantly.

Improve student learning and consistency

As a school, we have become clear on our approach to learning. This has included:

- The beginnings of Literacy and Numeracy Agreements have been developed.
- Ensuring new staff are trained in agreed practices.
- Whole staff training in Seven Steps of Writing Success.
- Scope and Sequence of Numeracy and engaged in a Rich Mathematical Approach Project.
- Crossways training.
- Catering for all students.
- Understanding of the curriculum and Performance Standards.

As a result of this, we have seen an increase in the number of A and B grades, and a reduction of D grades in student reports.

Provide support for our students

In 2023, and in partnership with St Joseph's School, Hindmarsh, and Immaculate Heart of Mary School, a 'Practice in Partnership' program evolved, working with Motivate Kids. This project allowed the school to review and learn about our learning spaces and the impact they have on student learning, and the introduction of the Zones of Regulation.

For the first time, the school employed a Wellbeing Leader, Tina Napier. Tina is employed 4 days a week to ideally provide proactive support but, at times, it can be reactive. Her role is to support students, staff and families.

Alternative play options were introduced at lunchtime for students to engage with. For example, Art Club, Environment Club and Just Dance.

We have had an increase of Educational Support staff working in classes so that the ratio of educator to student is reduced. This has been of benefit to all students.

Stability of staff

Diana and I reviewed the employment status of the staff team, and focused on what opportunities are there for creating permanency. The school focused on ensuring that the very best staff are employed and that sometimes this includes looking outside of the school.

By the end of 2023, it was determined that we will have 10 classes in the school plus the mid year enrolment class. This aided the calculating how many permanent staff were required.

I am pleased to share that we added 3 permanent teachers to the school:

- Olivia Mammone,
- Tara May,
- Natalie Urdanoff.

We also appointed some support staff with permanent hours:

- Melissa Carlin-Smith,
- Ben Drogemuller.

Towards the end of 2023, I had my 2 year appraisal, a condition of my employment. This was an opportunity for me to share with Catholic Education South Australia the journey that Our Lady Queen of Peace School has been on for the last two years and the role of my leadership within this.

As the result of the 2 year appraisal, I was reappointed to the school for another 5 years. After the initial 5 years, I will have another appraisal and, all going well, will be reappointed for another 5 years.

I believe I have made it clear; I love and am proud to be the Principal of Our Lady Queen of Peace School.

I would like to thank the work of staff, the School Board, and Parents and Friends but in addition to these, all families and students. It was an amazing year for Our Lady Queen of Peace School.

Lee Abela
Principal

Chairperson's report

Another great year has passed for the school in 2023. I would like to welcome all our new staff and students, and take this opportunity to thank the staff and students who moved on from the school at the end of 2023, wishing them all the best in their future endeavours. I would like to thank our ongoing staff for their efforts to grow the school in the direction set out by Lee and our strategic plans going forwards, great job!

I would also like to thank the P & F Committee for their outstanding efforts and contributions to the school throughout the year; their activities and events always bring big smiles to the staff, students, and their families. The amount of engagement by the P & F, along with all the volunteers at the school, really makes the difference – the time and support given are highly valued and allow extracurricular activities to occur. This is particularly true for offsite events such as sports carnivals, swimming, excursions, and the like. Without you, some of these activities could not go ahead without the volunteer numbers required. The school had enough coaches and nothing, I believe, had to be cancelled or didn't go ahead due to lack of numbers.

Many of the capital projects and improvements planned by Lee, our Principal, Diana, our Finance Officer, and supported by the School Board, are now implemented and fully realised. I would particularly like to mention our new specialist teachers and areas for Food Technology, Art, STEM and the expansion of Performing Arts from Music to include Drama. This is largely due to activities and works taking place during term breaks and at the end of in 2023, but there has had to be construction and diggers for the students to enjoy and educators to endure to get the job done during term. I will again thank Lee, our Principal, who has given his time, while others are having a break from school, to coordinate everything, including but not limited to; painting, court resurfacing, both nature play areas, re-paving, outdoor learning spaces, the list goes on and on.

The school remains in a very healthy state financially and will continue to invest in the students' learning environments and experiences. We have traction now with strategic spending on good value outcomes and bigger plans strategically in the longer term for more major projects to be rolled out as a larger school. Going into 2024, we have 200+ students again for the first time since we transformed from an R-7 school to R-6, when I started on the School Board 5 years ago. This growth in our school community is great to see and well may it continue.

I strongly encourage anyone who can to volunteer for the School Board, to help support the amazing work done by staff, students, and other volunteers at the school. We need as many people to nominate as are interested to fill the various roles required within the School Board, such as Deputy Chairperson, Finance Committee which are currently vacant.

As the School Board year starts, 2024 will be my 6th year on the Board, likely 2nd as Chairperson and as School Board rules for maximum continuous tenure go, my last year before stepping back in 2025. I'm looking forward to seeing new faces with fresh ideas on the Board to "plant the trees our kids won't see the shade of".

Once again, thank you to all who contribute to our community and support our amazing students at Our Lady Queen of Peace School.

Simon Casey
Chair
School Board, 2023

Assistant Principal Religious Identity and Mission (APRIM's) report

In 2023, our Mercy values, and unpacking the story of Catherine McAuley and the Mercy sisters, continued to be our focus. We have also changed our school values to include all 6 Mercy values (Compassion, Justice, Respect, Hospitality, Service and Courage), which was unpacked with staff and students. We took inspiration from the words of Catherine McAuley to be “shining lamps, giving light to all around”.



Our Good Beginnings program started the year with classes unpacking our Mercy values and the Key capabilities through the mini lessons developed by the leadership team.

We continued our approach of having whole school liturgies and masses, where it was great to come together as a whole school community in celebration for a range of themes (Laudato Si, Feast of Mary MacKillop, All Saints Day, Assumption of Mary, End of year celebration).

During Lent we continued to provide teaching and learning about Caritas Australia and Project Compassion. We also engaged with Ash Wednesday, Lent activities and Holy Week.

In Term 1 we farewelled Fr Tony and then welcomed Fr Roman into the Albert Park/Pennington Parish. We thanked Fr Tony for all his support over the years of being our parish priest and farewelled him with a whole school liturgy.

A group of students completed their Sacramental Program journey with First Holy Communion and Confirmation, and we began the 2023-24 program in Term 4 with Reconciliation.

Mercy Day continued to be a successful day, we began with a whole school Mass, and classes engaged in lessons around our Mercy Values and Catherine McAuley. In the afternoon the Year 6s ran our Mercy Day stalls; this was a very successful event where we raised \$1350 – this money was then donated to Catholic Charities and a great example of actioning of our Mercy Values.

Our focus for the Staff Retreat was unpacking how we (staff) are the role models of our Mercy values and reflected how we show this in all areas of our daily lives.

Year 4s participated in the ReLAT testing.

We finished the year with wonderful end of year celebrations, reflecting on the year. We had a whole school Mass to farewell our graduating class of 2023, Carols night was celebrated with each class putting on a performance and our SRC acting out the Nativity story, and we concluded with the Year 6 graduation Liturgy where families of the graduating class joined us in a final farewell.

Thank you for the support in 2023, and I look forward to continuing to build on our Catholic Identity in 2024.

Marissa Redden
APRIM



Finance report

We are pleased to present the 2023 Finance Report.

Managing the finances is essential for the successful operation, sustainability, and long-term development of our school community, enabling us to continue to provide up-to-date resources and a well-maintained environment for our students.

The Principal and school Finance Officer manage the finances in collaboration with the School Board.



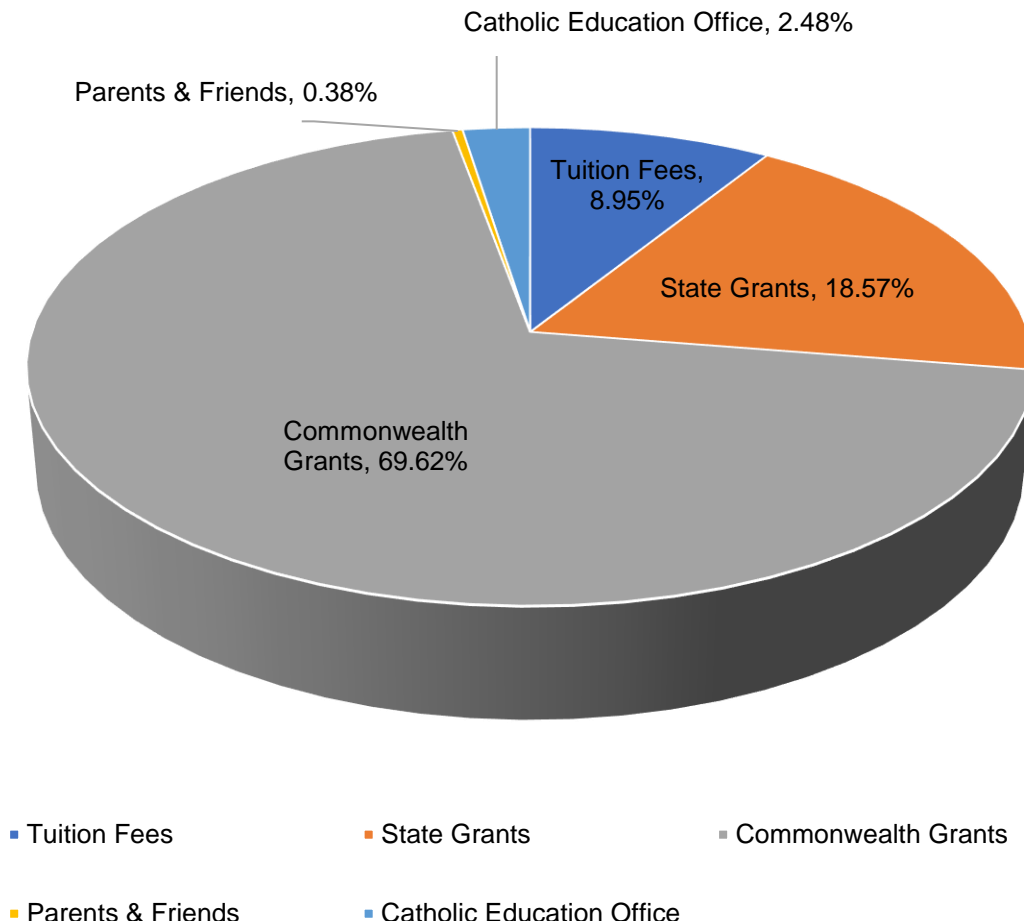
Funding for the operation of the school comes from five main sources of income:

1. Commonwealth Government grants
2. State Government grants
3. Catholic Education Office
4. School fees
5. Parents & Friends Committee fundraising and donations

2023 Finances

Our Lady Queen of Peace School reported a cash deficit in 2023 of \$142,068 against a budgeted deficit of \$269,541. The reason for the deficit is a result of the amount of capital expenditure incurred in 2023 with the main projects identified on Page 2. The school has managed to deliver on these projects even by further decreasing school fees by \$200 from the prior year (2022: \$2,400, 2023: \$2,200).

2023 Main Sources of Income



Our Lady Queen of Peace School is committed to providing quality education that is affordable to all families. To assist families with the increasing pressure of daily expenses, the school has maintained school fees for families in 2024, as shown in the table below:

	2023	2024
1 child	\$2,200	\$2,200
2 children	\$3,850	\$3,850
3 children	\$5,280	\$5,280

The following major projects were completed and paid for in 2023:

- Sporting court resurfacing
- Playgrounds – whole school and early years precinct
- Shade sails for Years 5 & 6 areas
- Music labs
- Toilet upgrades
- Fencing upgrade
- Parents and Friends new room
- Upgrade of furniture – indoor and outdoor
- Conventional ovens for food tech area

In 2023, discussions with Grieve, Gillett Anderson and CESA have continued regarding the future development of Our Lady Queen of Peace School resulting from the increase in student enrolments. The school is starting the 2024 school year with 221 enrolments an increase of 23 students from 2023 which closed the year with 198 students.

Acknowledgement of sub-entities

Non-profit sub-entities are activities that fall under the school umbrella of the school and are financially accounted for in the school budget.

- Out of school Hours Care (OSHC),
- Vacation Care,
- Parents & Friends Committee, and
- Canteen

OSHC & Vacation Care

OSHC and Vacation Care are an integral part of our school community offering families an invaluable service.

Our thanks go to Jo Fahey and her staff for continuing to provide interesting and engaging programs for the children who attend.

Parents & Friends Committee

The P & F had another successful year whereby a cash surplus of \$13,616 was achieved. This profit was predominantly as a result of the following organised activities:

- Colour Run: \$6,926,
- Quiz Night: \$2,032, and
- Community Lottery: \$1,920.

The funds raised will go towards a student drinking water station.

The Finance Committee would like to extend our appreciation to the P & F Committee for their time and hard work to provide not only fundraising opportunities but community experiences for our children and families.

Canteen

The Finance Committee would like to extend our thanks to Josie Scaffidi for her continuing efforts to provide meals and refreshments to the students at reasonable prices.

Diana Frangos
Finance Officer



Staff report

The purpose of this report is to provide the School Board with an overview of key aspects related to teaching and learning, with a focus on the implementation of the "Seven Steps to Writing Success," literacy intervention initiatives, excursions, learning intentions and the prevailing staff culture at Our Lady Queen of Peace School.



Teaching and Learning

Curriculum Alignment: Our teaching strategies remain aligned with the latest curriculum standards, ensuring that students receive a comprehensive and up-to-date education. Continuous professional development opportunities for teachers were undertaken and have continued to be organised to enhance teacher's skills in delivering effective lessons.

Innovative Teaching Methods: The school continues to incorporate innovative teaching methods, fostering a dynamic and engaging learning environment. Utilisation of technology, such as iPads and our new school 3D printer, project-based learning, and collaborative activities are integral to our approach.

Seven Steps to Writing Success

Implementation Overview: The "Seven Steps to Writing Success" program was successfully integrated into our English curriculum. Teachers have undergone training sessions to effectively implement the seven steps, fostering a structured and progressive approach to writing development.

Student Progress and engagement indicate positive progress among students in terms of writing proficiency. Regular evaluations and adjustments to the program are made to ensure continued success. Staff look forward to completing the second Professional Development Day on Tuesday 12 March.

Literacy intervention

Targeted Intervention Programs: In response to identified literacy needs, the school has implemented targeted intervention programs, MiniLit, MacqLit, and Playberry. These initiatives are designed to provide additional support to students who require assistance in developing their literacy skills, promoting inclusivity and personalised learning.

Progress Monitoring: Robust monitoring is in place to track the progress of students participating in literacy intervention programs. Early indications suggest a positive impact on individual growth and overall literacy success.

Learning intentions

Visible Learning: In line with our commitment to providing a well-rounded and enriching educational experience, our school places a significant emphasis on Learning Intentions. Learning intentions, embedded in our curriculum, serve as clear goals for students, outlining what is to be learned and achieved. This approach not only enhances the transparency of our teaching methods but also empowers students to take an active role in their learning journey.

Excursions and incursions

Educational excursions and incursions play a vital role in providing students with real-world experiences that deepen their understanding of various subjects. In 2023 and the upcoming academic year, we aspire to continue to organise diverse and educational experiences that align with our curriculum, fostering a holistic learning environment that encourages a lifelong love for learning.

Staff culture

Professional Development: A culture of continuous learning is fostered through regular professional development opportunities for all staff members. This includes workshops, seminars, and collaborative learning sessions to keep our educators abreast of the latest pedagogical approaches and educational research. We will continue to take part in the Catholic North Western Cluster of Catholic Schools, meeting in Week 6 of each term to share insights, best practices, and collective growth. Through these collaborative sessions, we have gained valuable perspectives that have informed our teaching methodologies and enriched our school community. In the upcoming academic year, we aspire to further strengthen these ties, fostering a culture of mutual support and continuous improvement.

Team Collaboration: A strong sense of collaboration exists among the staff, promoting a supportive and cohesive working environment. Team building activities and open communication channels contribute to a positive and collaborative staff culture. In the upcoming academic year, we aspire to further strengthen these ties by fostering involvement in school committees, giving back to the community to support the children within Our Lady Queen of Peace School.

Conclusion

In summary, Our Lady Queen of Peace School continues to prioritise excellence in teaching and learning. Ongoing assessment of these initiatives are crucial to maintaining a high standard of education and a supportive working environment.

Looking to the future:

- **Data Driven Decision Making:** Strengthen the use of data to inform decision making processes, allowing the school to continuously evaluate and improve teaching methods, student outcomes, and overall school performance.
- **Parental Involvement Programs:** Develop strategies to increase parental involvement in their children's education, fostering a collaborative partnership between parents, teachers, and students for a more supportive learning environment.
- **Student Leadership and Empowerment:** Establish programs that cultivate leadership skills among students, empowering them to take on active roles within the school community and develop the qualities necessary for future leadership roles.

Adriana Pilla
Leader of Learning, 2023

Staff profile

The total teaching staff at Our Lady Queen of Peace School was 17. Of these, there was a full-time equivalent of 11.5.

There were another 17 non-teaching staff, including administration officers, education support officers, and out of school hours care staff.

There were no indigenous staff members at Our Lady Queen of Peace in 2023. There are 5 staff members who held leadership positions, two of which were senior leadership roles.

	Total staff
Teaching	18
Non-teaching	17

Professional learning for staff included:

- Staff faith and formation
- Crossways RE Curriculum
- Living Learning Leading Capabilities – Student Agency
- Clarity
- Choir trainer days
- NCCD moderation and training
- SEQTA training
- EALD – LEAP LEVELS and functional grammar
- Catholic North Western Community meetings
- Junior primary teachers trained in the InitialLit program to be taught in 2022
- WHS online training modules
- Restorative Practices
- Seven Steps to Writing Success
- PLD – Promoting Literacy Development (new staff)
- InitialLit (new staff)
- Numeracy Project – Rich Learning Tasks

Student profile

Student enrolment numbers

Year level	August 2023 Census
Reception	46
Year 1	37
Year 2	23
Year 3	25
Year 4	29
Year 5	18
Year 6	20
Total	198

Post school destinations

The 2023 Year 6 graduates post school destinations saw the students move to the following schools:

Graduating students	Secondary destination
12	Nazareth Catholic College
3	Mount Carmel College
3	St Michael's College
2	Other

Student attendance

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	92%	87.6%	89.2%	84.8%
Year 1	87.6%	87.3%	89.4%	90.5%
Year 2	93.8%	93.1%	90.3%	92%
Year 3	89.5%	86.1%	85.6%	85.3%
Year 4	92.7%	91.6%	91.3%	91.5%
Year 5	93.7%	87.2%	86.4%	91.3%
Year 6	94.5%	92.6%	91.4%	89%

Student attendance is monitored on a daily basis, and all absences are recorded on our central administration database system, along with other information such as whether it is a known or unexplained absence. If the school has not been notified by the parent of a child's absence, the school will contact a parent via SMS to establish the reason for the student's absence. Teachers monitor student absences and any that are of concern are discussed with the principal and the appropriate action is taken.

Parents and Friends Committee report

The Parents and Friends Committee (P & F) is a group of volunteers who plan fundraisers and organise community events to create and build on community spirit.

Any fundraising event proceeds are then reinvested into future events or items to support the student body. In the past the P & F has supported the music program, purchase of furniture, sports equipment, and STEM equipment.

Our meetings are generally held twice per term to coordinate events and future planning. The meetings are attended by parents of the school as well as a teacher representative and the Principal. During the year we also established our own email address to support the wider community being able to contact the P & F directly. Communication via this has increased through the year.

Events coordinated through the year included:

- Second hand school uniform shop
- Shrove Tuesday pancakes
- Special Easter Lunch (inaugural)
- Mother's Day stall & breakfast
- Book week lunch
- Father's Day stall & breakfast
- School disco
- Sports Day canteen
- Colour Fun Run
- Quiz Night
- End of Year Celebration – Ice cream truck & bouncy castle

All events were well supported by the school community. With funds raised going towards a new chilled filtered water fountain.

In 2023 we decided to do the Christmas carols differently, keeping it purely a school run event to allow all parents to enjoy the night and be with their families/students. The P & F funded an ice cream truck to come in the last week of school as well as a bouncy castle that all students could enjoy with their respective classes.

Due to the success of many of our events and fundraising efforts, we can provide events like Shrove Tuesday pancakes at no cost to the students and their families. This will again be our focus as we plan for 2024.

Planning for 2024 is well underway with many of the events' calendar already locked in for the year. A survey was sent out to all parents via Seesaw to gain feedback on what events people enjoy, if they feel the events are value for money and what they would like to see monies raised go towards, as well as any other ideas to put towards our event planning. It was very pleasing to see such positive feedback from our school community.

We are very fortunate to have so many wonderful parents dedicate their time and energy to supporting our school and the students. We are very excited to see new parents joining the committee from the Reception classes. The P & F hopes to continue to build on the work to date, value add to the community, and provide many positive memories for the students throughout 2024.

Corin Mitchell
P & F Committee chairperson

Out of School Hours Care (OSHC) report

In 2023, OSHC worked hard to support our school community, providing care before and after school and running a successful vacation care program. Our school based service continued to work closely with families, supporting them with permanent and casual care. We aim for OSHC to be a safe and supported environment, to provide a “life” balance with time for engaging in play and creative thinking, and down time and leisure activities.



This year we supported 90 families using permanent and casual care. With a school of approximately 150 families, we touched the lives of a large part of our community. We have children in care across all age groups. Younger children make up our highest numbers with two thirds being in Reception, Year 1 and 2. The remaining third are children in Years 3,4, 5 and 6. We strive to meet the challenges that mixed aged care requires, and are ever mindful of their different needs.

By the end of 2023:

- Before School Care averaged 20 children a session, and
- After School Care averaged 38.

Vacation Care averaged daily attendance of 42 children.

At the end of 2022 we successfully applied to the Education and Standards Board to increase our licenced capacity from 45 to 60 children, thus allowing for growth and accessibility in 2023 and onwards. This meant that we were able to operate some session with over 45 children.

Some highlights in Vacation Care were our visits to the Planetarium, AFL Max, Adelaide Gaol and Woodville Bowls. Our in-house Pirate Day and Detective Day hunts around the school are always a hit. We also had incursions such as our basketball workshop and African drumming day. We were at capacity for some holiday sessions. We had no closure days due to low numbers. Vacation Care was accessed by 3 families not enrolled at our school. For the first time in the December holidays we had five Year 6 children attend care.

Our booking system, Spike, was further developed this year, allowing families to book and cancel care for their children online, simplifying and allowing more timely confirmations.

Major staff members remained constant, allowing for stability and consistency.

A review of our Quality Improvement Plan continues as a tool to ensure we evolve and improve our service.

As reflected in the learning framework, My Time, Our Place, we continue to strive to provide children with all important social and emotional skills, to be a place where children can contribute, share interests and cultures. A place where each child is celebrated and valued.

Jo Fahey
OSHC Director

Work Health and Safety

Accidents / Incidents

Bomb threat – False Alarm
Evacuation – Burnt toast in Food Tech
Evacuation – Contractor sprayed aerosol near detector
Fractured Wrist
Ambulance called- suspected broken elbow



Near misses

Staff member tripped on garden wall – No injury recorded.
Whilst filling coffee m/c, water was spilled and left on bench & electrical cable.

Hazards

Playground Soft Fall Deteriorated - Playground is planned to be relocated/replaced.
Power switch in Hall faulty. - Has been replaced.
Emergency alarm bell in Hall not very loud. – Contractor has been contacted to rectify.
Contractor reported male toilet leaking.
Power switch in Admin & light switch in Staff hallway Faulty. Electrician has been notified.
As a result of an audit, 10 Emergency & Exit lights were found to be faulty. – Electrical contractor has been contacted to quote & rectify.
The bottom locking bolt snapped, allowing the door to swing. – Maintenance notified for repair.

Bullying Complaint investigations

Staff complaint – resolved

Correspondence

Hazard Alert
Hazard Alert- RCD Protection
Safety Bulletin
Incident Category & Type Definition
Hazard Alert – Mobile phone disposal
Managing Grounds & Maintenance MAGMA
Contractor Management for review
Catholic Church Endowment Society information
June Safety Bulletin
Disposal of Chemical Waste Data
Hazard Alert – Inflatable Amusement Equipment
Workers Comp for review
June Safety Bulletin
Disposal of Chemical Waste Data
Hazard Alert – Inflatable Amusement Equipment
Induction & Training Procedure for review
Waste Management for review
Asbestos Procedure for review
Induction & Training Procedure (review completed)
Remote & Isolated Work procedure for review
Volunteers Procedure for review

Changes to Catholic Safety & Injury Management
Recovery/Rehabilitation & Return to work for review
Catholic Church Endowment Society information
Confined Space for review
Hazard Alert – BBQ operation & Safety
Remote & Isolated Work Procedure (review completed)
Volunteers Procedure (review completed)
Confined Space for review
Catholic Church Endowment Society information
Volunteers Procedure (review completed)
Catholic Re-branding information
Remote & Isolated Work Procedure (review completed)
MAGMAG Correspondence received
November Safety Bulletin
Worker's compensation claims and Injury Management Arrangements
Worker's compensation claims and Injury Management Arrangements
Worker's compensation claims and Injury Management Arrangements
Changes to Catholic Safety & Injury Management. WHS Information Afternoon

Audits

Workplace – Some staff require laptop stands

Training

Purchasing Training CSHWSA
Chemical Awareness Training
Purchasing Training
Work Health & Safety for Schools
Workers' Rights
Workplace Bullying
Workplace Behaviours for Schools
Sexual Harassment
Diversity & Inclusion
Hazardous Chemical Awareness
Cybersecurity for schools (CCI) – Introduction to cybersecurity
RAPID Training Lucas Parfitt (Consultant)
Cybersecurity for schools (CCI) – Cybersecurity at home and offsite
Cybersecurity for schools (CCI) – Introduction to Cybersecurity
Cybersecurity for schools (CCI) – Cybersecurity at work
Privacy for schools (CCI) – Introducing Privacy
Hazardous Work Training CESA
Food Safety Training
Emergency Warden for Ben D
Chainsaw use and safety
C. Herschell Private training facility
First Aid (Whole Staff)

WHS activities

71 activities in total completed

Risk assessments

31 risk assessments for excursions and school based activities completed.

Other issues

Updating and bringing into compliance procedures as required.

Evacuation diagrams are not compliant with legislation, site plans need to be organized for the completion of diagrams. – Contractor has been engaged.

The First Aid Register needs to be reviewed for trends in student/staff injuries.

Safe-guards or HOT surface signs need to be purchased for food tech area to prevent burns from unattended hot plates.

Food Tech chemical storage lock-up and pantry completed.

Frank Massalsky
WHS Coordinator



NAPLAN – 2023 data

In 2023, a number of changes were made to NAPLAN. NAPLAN was administered earlier this year, and results are now recorded as “Proficiency Levels”, shifting away from the previous “Band” system.

These Proficiency Levels are:

- Exceeding,
- Strong,
- Developing, and
- Needs additional support.

As a School Summary, **our Year 3 Proficiency Levels** were:

Reading	Strong
Writing	Strong
Spelling	Strong
Grammar and punctuation	Developing
Numeracy	Developing

As a School Summary, **our Year 5 Proficiency Levels** were:

Reading	Strong
Writing	Strong
Spelling	Strong
Grammar and Punctuation	Strong
Numeracy	Strong

“Reading” comparative data

Below is a comparison of the OLQP data vs the region vs all CESA schools for **Reading**:



“Writing” comparative data

Below is a comparison of the OLQP data vs the region vs all CESA schools for **Writing**.



“Grammar” comparative data

Below is a comparison of the OLQP data vs the region vs all CESA schools for **Grammar**.



“Spelling” comparative data

Below is a comparison of the OLQP data vs the region vs all CESA schools for **Spelling**.



“Numeracy” comparative data

Below is a comparison of the OLQP data vs the region vs all CESA schools for **Numeracy**.



In **Reading** and **Spelling** in Year 3 and **Reading** in Year 5, we have more children in **Exceeding** level. This would be reflective of the **introduction of Initialit and intervention support**.

In **Writing** and **Grammar** in Year 3 and 5 and **Numeracy** in Year 3, we have no children in the Exceeding level. This information will be reflected in our School Improvement Plan to address this shortfall.

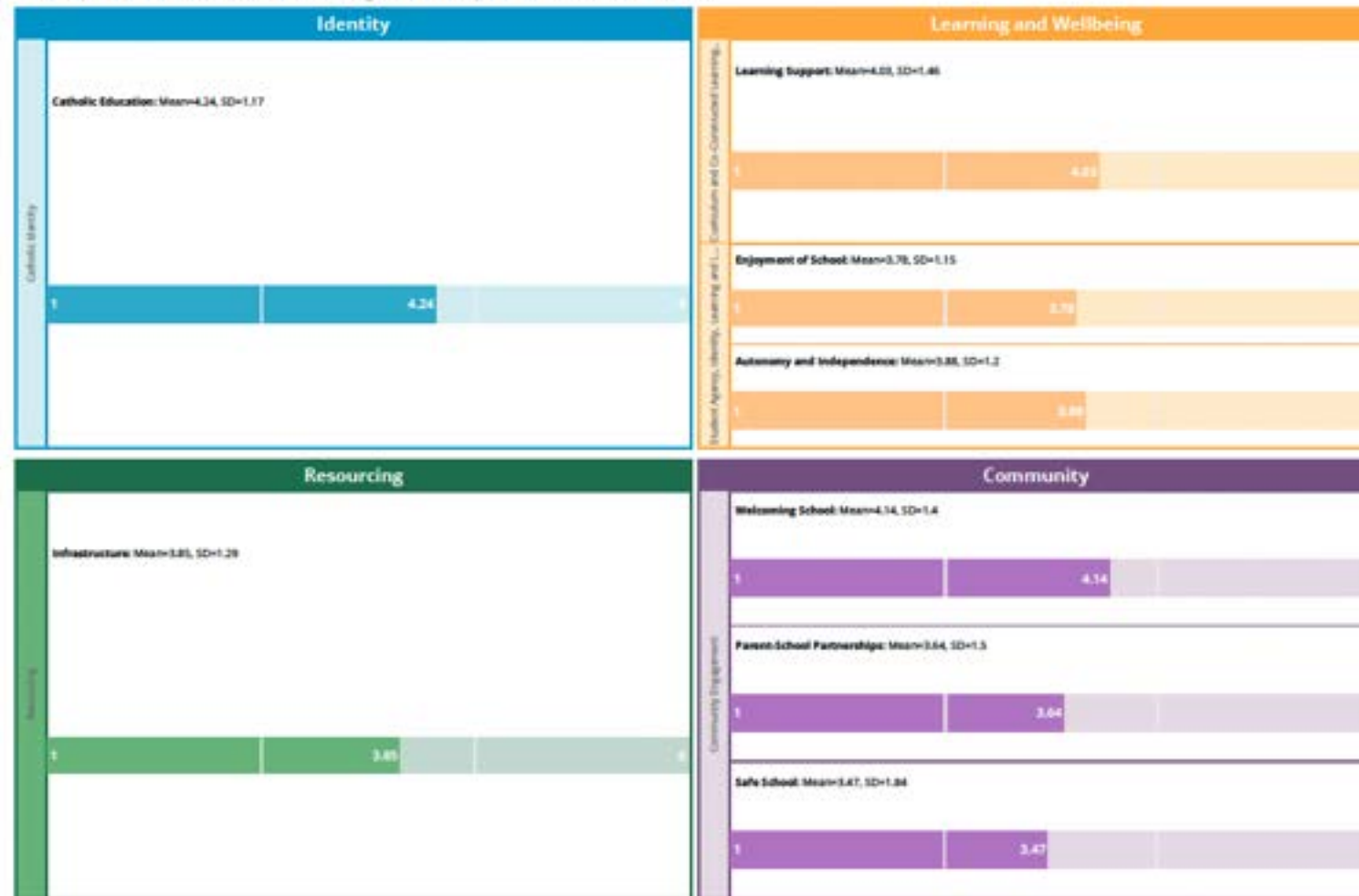
AGM 2023

Feedback from families, staff and students Comparison data 2022-2023



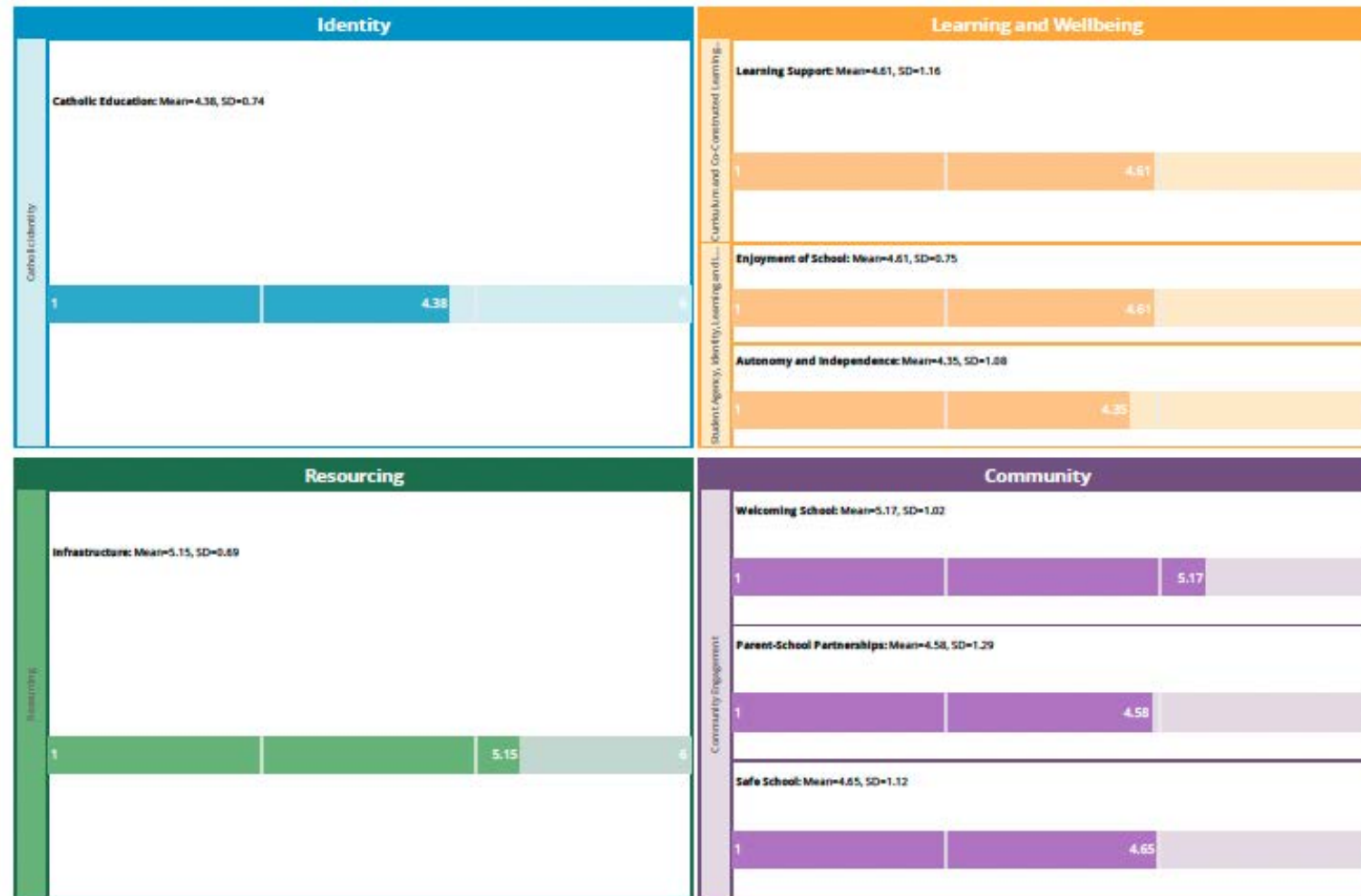
LLL Survey – Parents and Carers – 2022

Balanced Score Card: Parent & Caregiver Perceptions (LLL Framework)



LLL Survey – Parents and Carers – 2023

Balanced Score Card: Parent & Caregiver Perceptions (LLL Framework)

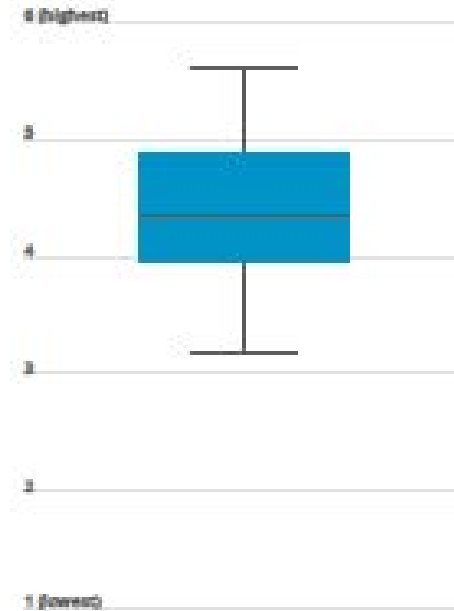


Catholic Identity

2022



2023

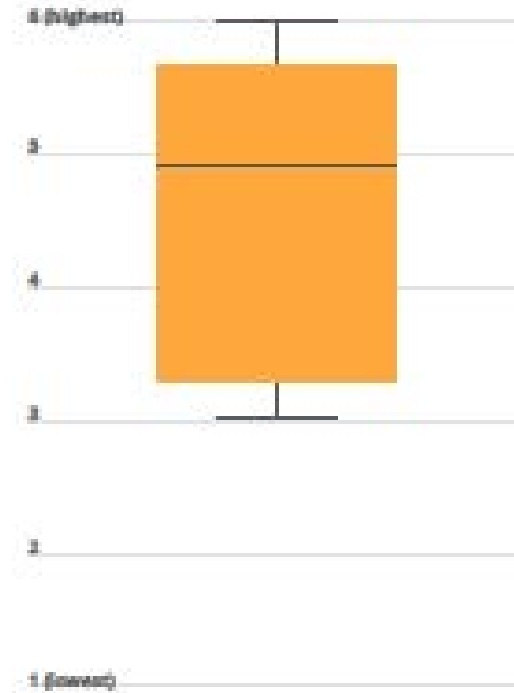


Learning and Wellbeing – Learning Support

2022

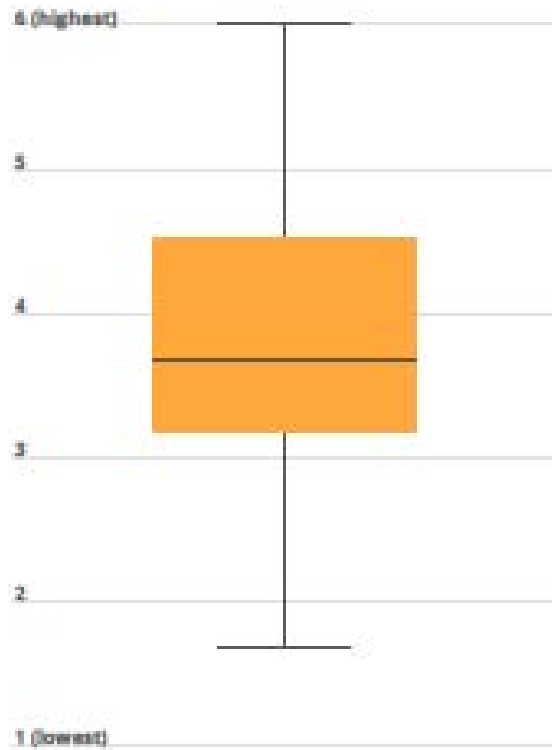


2023

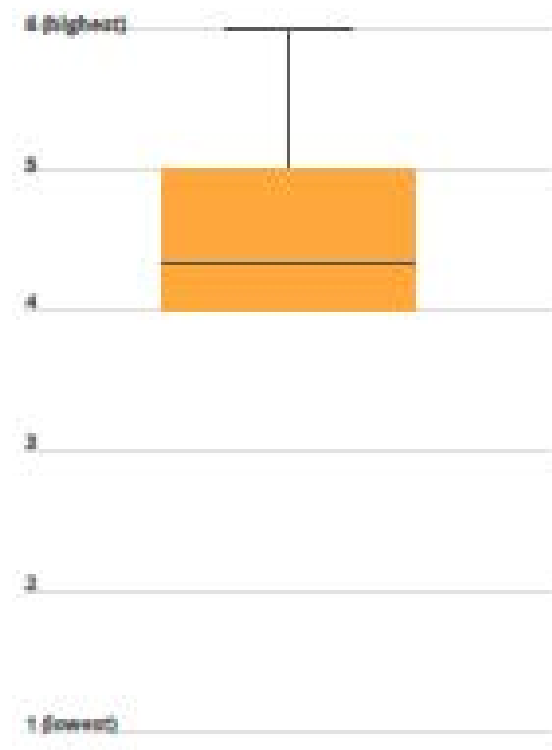


Learning and Wellbeing – Enjoyment of School

2022

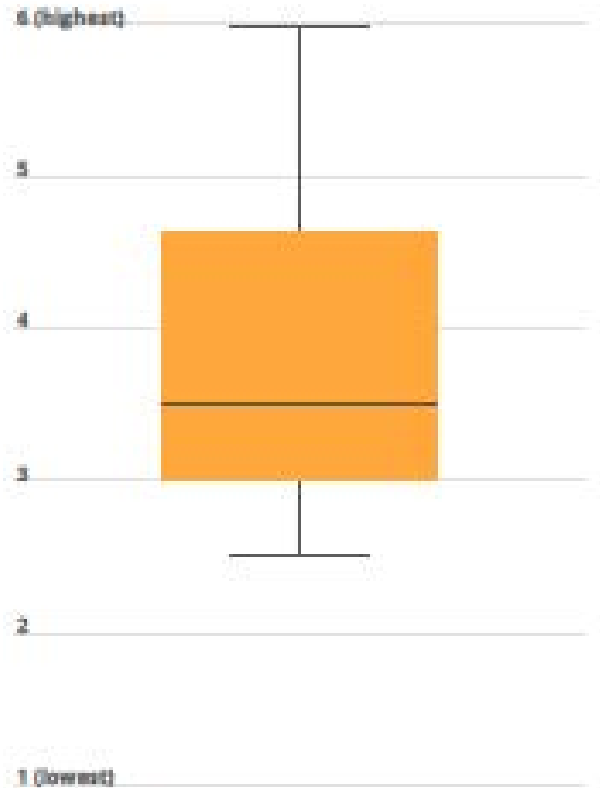


2023

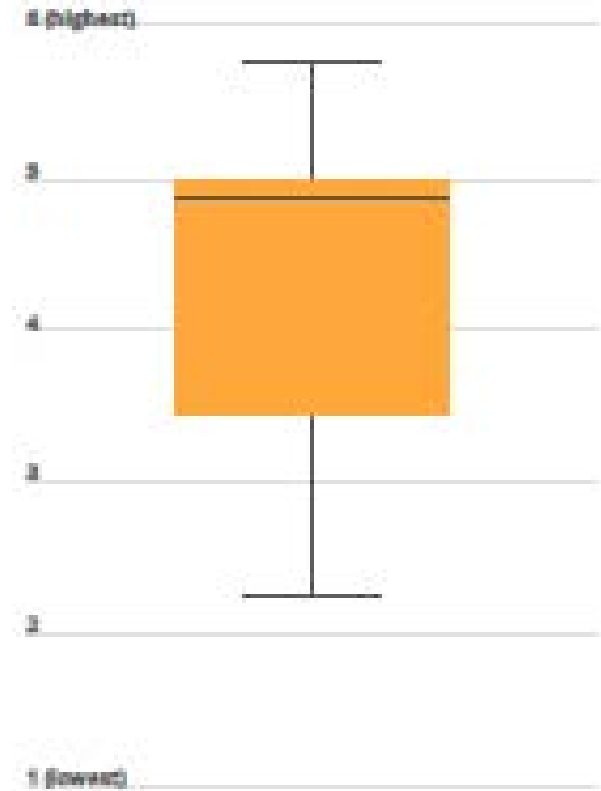


Learning and Wellbeing – Autonomy and Independence

2022

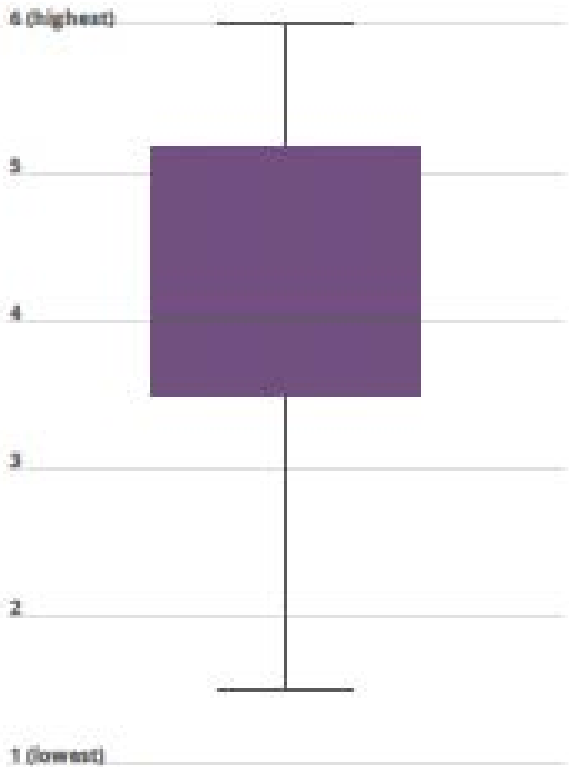


2023

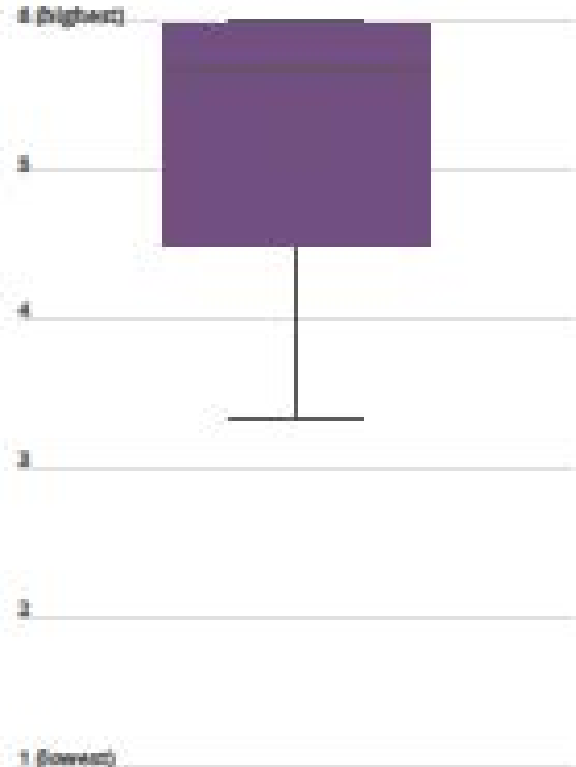


Community – Welcoming School

2022

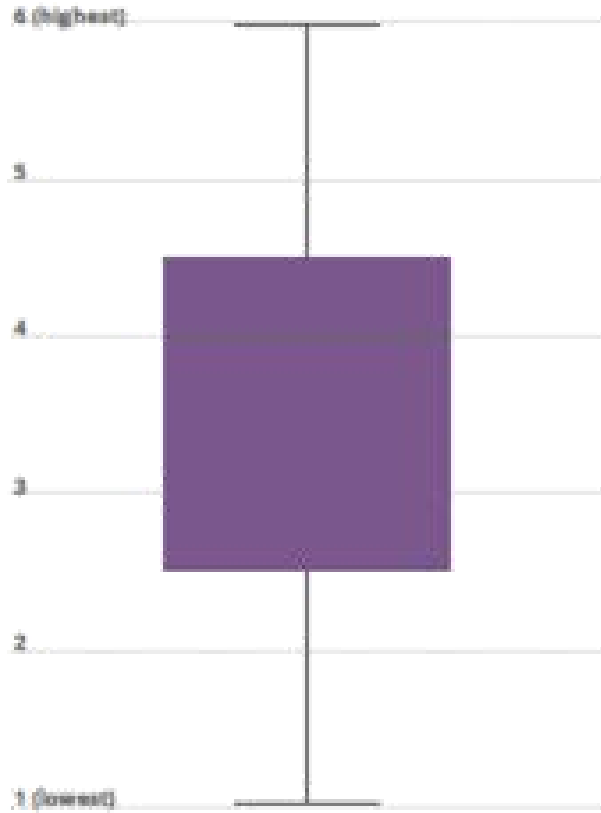


2023

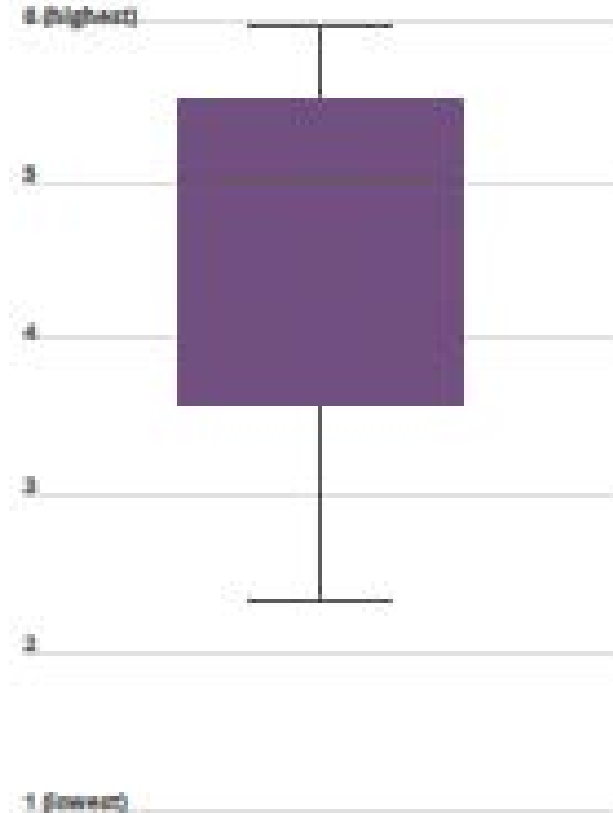


Community – Parent School Partnership

2022

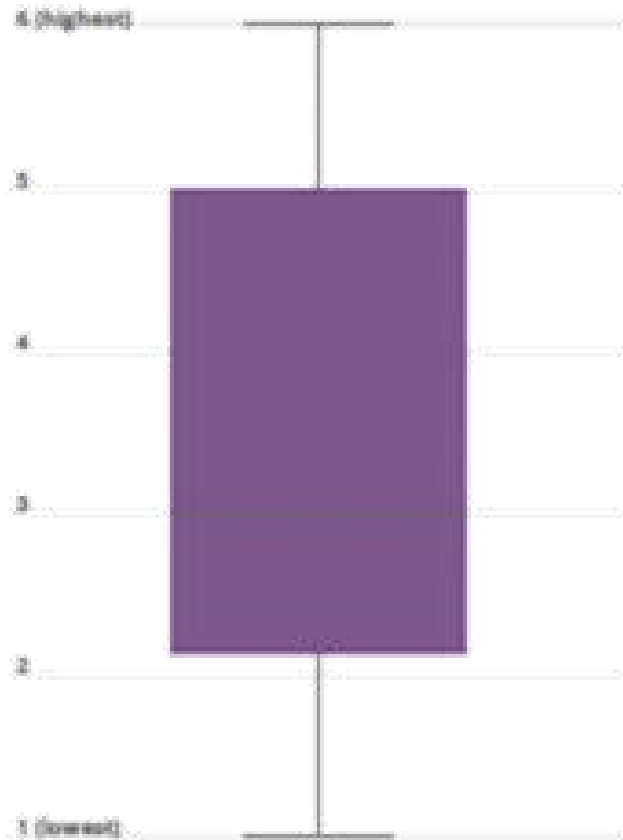


2023

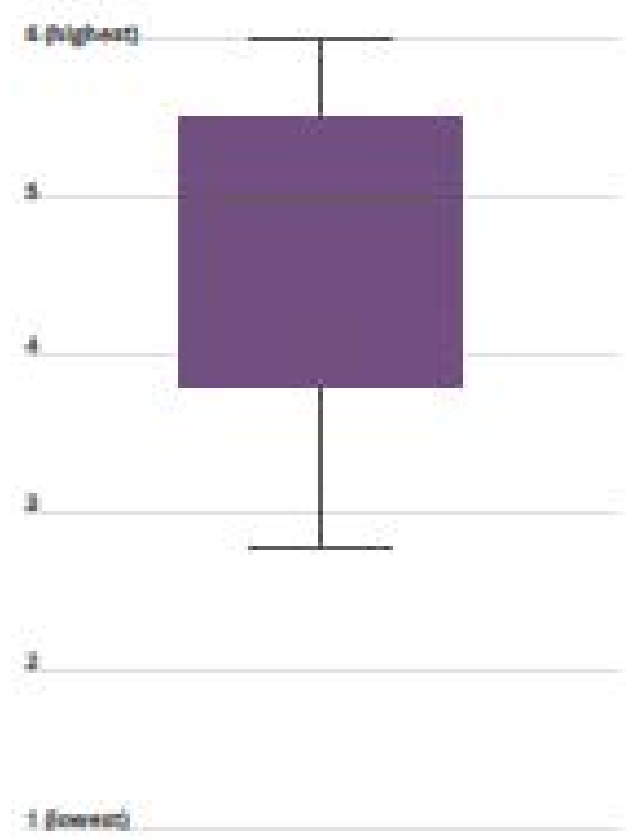


Community – Safe School

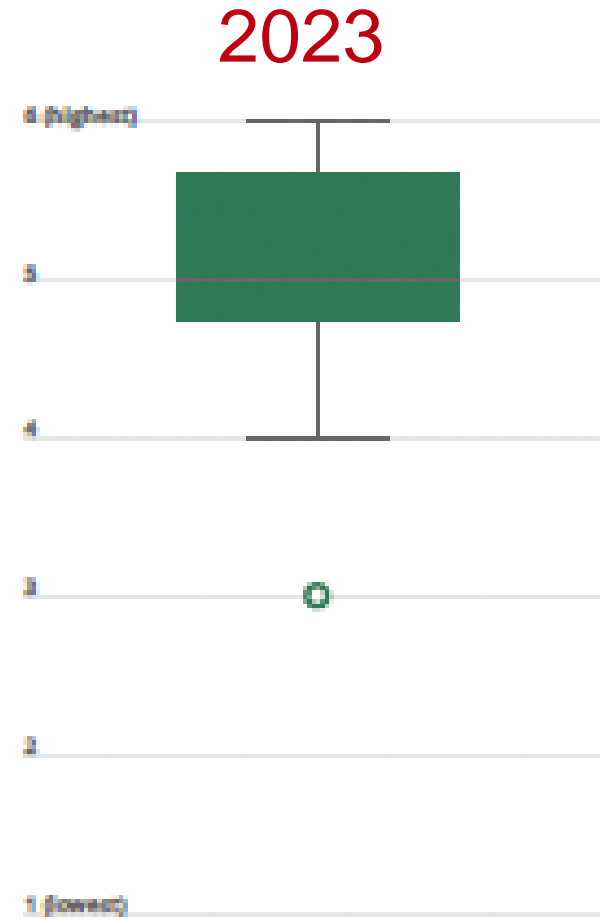
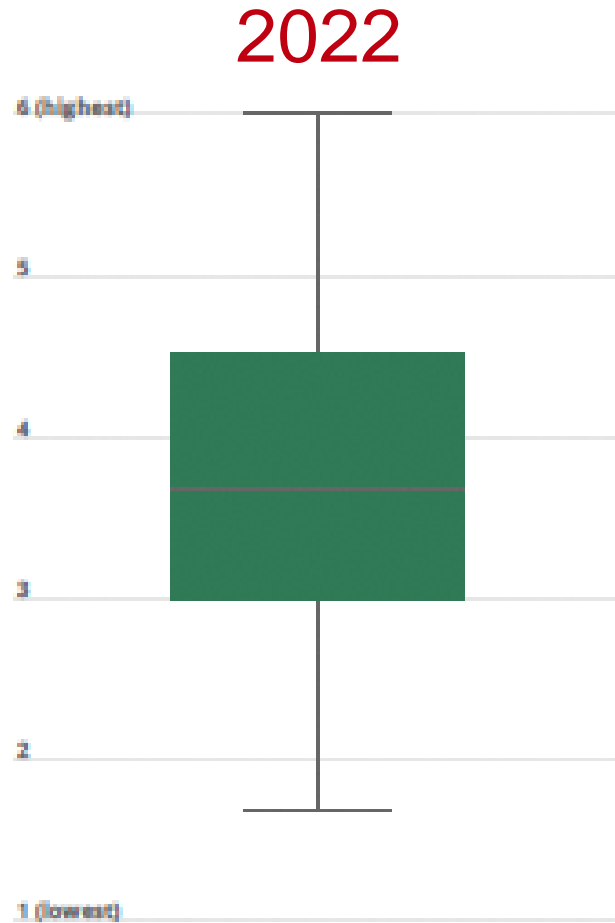
2022



2023



Resourcing – Infrastructure



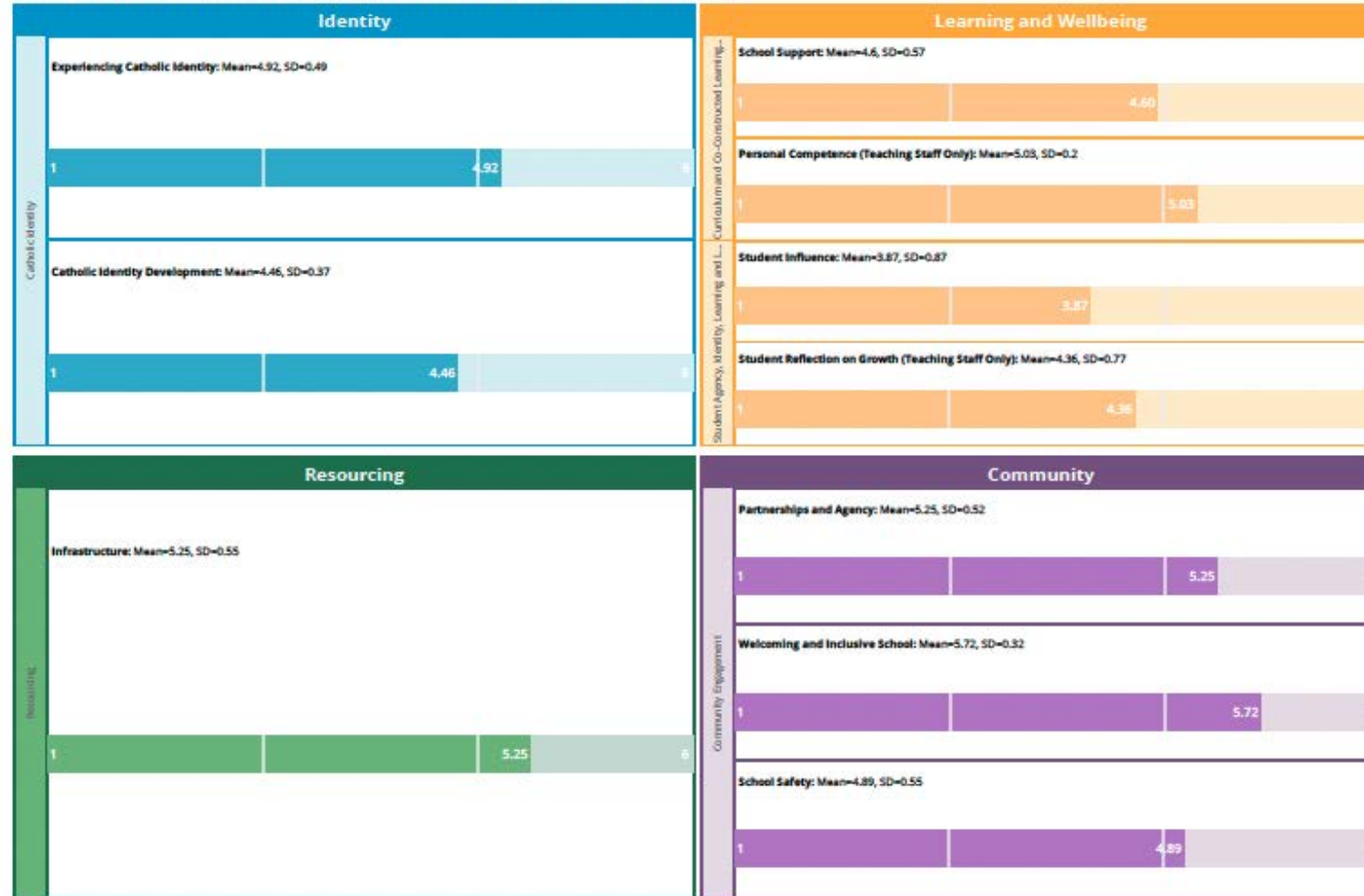
LLL Survey – Teacher and Leadership

Balanced Score Card: Teacher & Leadership Perceptions (LLL Framework)



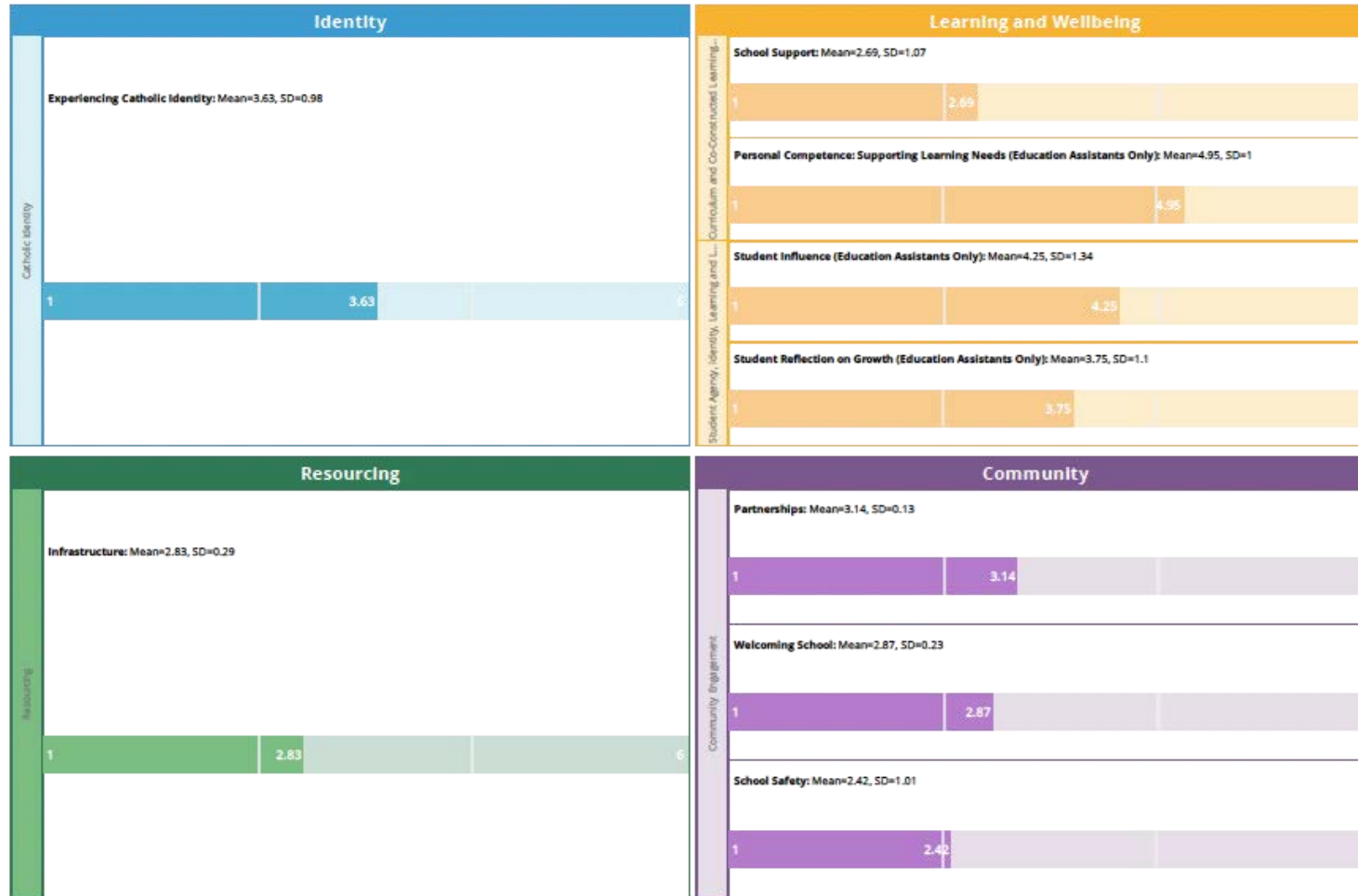
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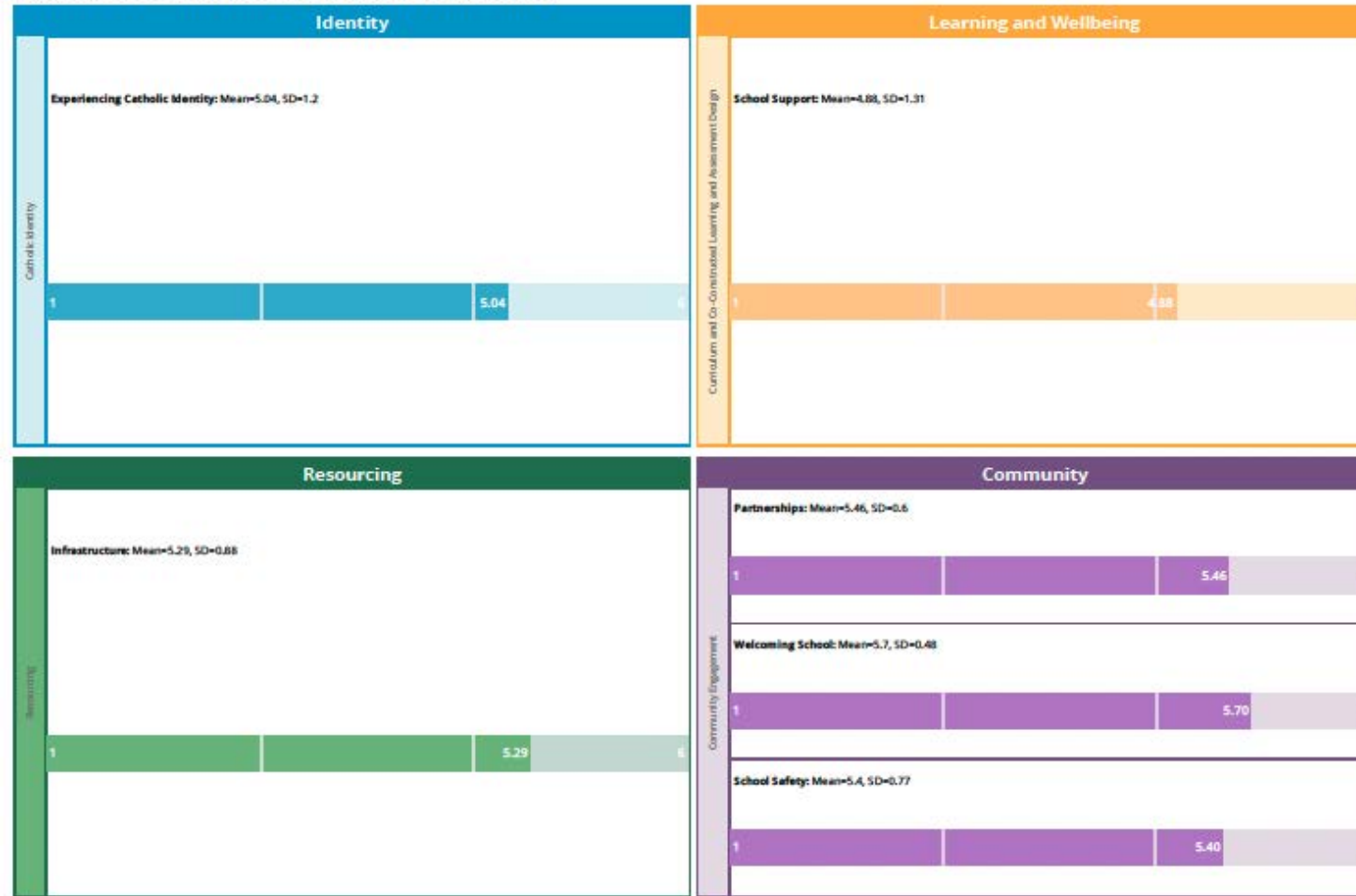
LLL Survey – ESO Perception

Balanced Score Card: ESO Perceptions (LLL Framework)



LLL Survey – ESO Perception

Balanced Score Card: ESO Perceptions (LLL Framework)





2023 School Improvement Plan

CESA Vision

"We create an educational environment which matters to students and their families, and which resonates culturally and deeply for them.

In each learning area, across the whole life of the school, and in partnership with families, each of us discovers in the Spirit, the love of God, which is revealed in Jesus Christ, proclaimed by the Church, presented in the scriptures, celebrated in the sacraments and lived by all people of good will."

Live Learn Lead Framework and Key Capabilities Continua Links

Spiritually aware and inspired by faith
Moral, compassionate and ecologically aware

CESA commitment:

Ensuring that the identity and mission of Catholic Education is centred in the person and message of Jesus, experienced within a culture of dialogue and includes quality RE, meaningful and authentic prayer, liturgy and formative experiences.

Live Lean Lead Standard	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card	Notes
Catholic Identity	<p>Deepen and develop teachers understanding of why we pray and class prayer strategies</p> <ul style="list-style-type: none"> • Increase awareness of styles and ways to raise engagement in children • Ensure each class has a prayer focus space and a cross in their room • Each class will be given a prayer kit – Colours linking to Liturgical calendar, cross and image/figurine of Mary. Staff to create space with children 	APRIM/Principal	Term 1	<p>Prayer will be occurring in classrooms daily</p> <p>Class prayer spaces will be vibrant and engaging</p>	<p>Daily prayer is occurring in all classrooms.</p> <p>A Prayer kit has been introduced and used.</p> <p>APRIM/Principal pop in for prayer in classrooms when possible.</p> <p>Whole school community prayer</p> <ul style="list-style-type: none"> • At times, follows a theme, for example, Easter. • Tends to be a 'mass/liturgy' rather than prayer and go. • Development of Hall being a sacred space.

Live Lean Lead Standard	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card	Notes
<p>Promote the words of Catherine McAuley “Do ordinary things extraordinarily well”</p> <ul style="list-style-type: none"> • Begin our year with immersion and explanation. • Making linkage with our ‘Good Beginnings’ program 	Principal, APRIM, all staff	Throughout the year	<p>Staff and students will be familiar with the words of Catherine McAuley (who did the work of Jesus) and live it in their everyday life.</p> <p>Staff and students are familiar of the Catherine McAuley Story and her work – making connections to today and how we behave.</p>	<p>When possible, “Do ordinary things extraordinarily well” is used with staff and students.</p> <p>Good Beginnings Program / Mercy Keys has allowed staff and students to know Catherine McAuley better.</p>	
<p>The implementation of the new Crossways curriculum</p> <ul style="list-style-type: none"> • Teachers will plan RE lessons with the new Crossways curriculum • Teachers will work with the APRIM on RE curriculum design 	APRIM	Ongoing through the year	<p>Improved RELAT results. Students achieving a minimum of 75% correct answers</p> <p>40% of students achieving grades in the A band</p>	<p>In Term 1 & 2 we have released staff to attend Crossways Curriculum planning design workshops.</p> <p>Supported by APRIM.</p>	
<p>Staff formation</p> <ul style="list-style-type: none"> • Staff engagement in Graduate Certificate and faith formation PD • Staff retreat 	APRIM Principal CESA RE Team	Ongoing through the year	<p>Leaders, staff and students regularly engage in spiritual and Religious Formation</p> <p>Staff Retreat to be grounded in Mercy Tradition and the work of Jesus</p>	<p>Marissa - Masters</p> <p>Staff Grad Cert</p> <ul style="list-style-type: none"> • Adriana Pilla • Katerina Skoumbros • Lia Cummings 	

Live Lean Lead Standard	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card	Notes
School and Parish Partnership	<ul style="list-style-type: none"> Someone from the school to pop over to the Parish Office at least once a fortnight Share school newsletter with the parish Invite parish to school events Membership on Parish Council 	Principal APRIM School community	Ongoing through the year	Principal and APRIM to have membership on PPC	<p>Both Lee and Marissa are on the Parish Council.</p> <p>Farewell to Fr Tony at school and invitation to Bernadette / Julia.</p> <p>Welcoming of Fr Roman.</p> <ul style="list-style-type: none"> Lee and Marissa took Fr Roman out to dinner to become better acquainted. <p>Sacramental Program</p> <ul style="list-style-type: none"> Joint day: OLQP, MCC, Parish. <p>Copies of newsletter at Church.</p>
Review of school's 'Respectful Relationship' Policy	<ul style="list-style-type: none"> Development of shared vision and understanding Grounded in Catholic Identity and Restorative Practices – 2-day training with Michael Lincoln Restorative Practices conversation every second staff meeting 	Principal APRIM All staff CESA – Michael Lincoln School Board	End of Term 2	<p>Staff to attend Professional Learning</p> <p>Staff to begin using Restorative conversations</p> <p>Greater involvement of the classroom teacher with behaviour</p> <p>Ongoing work with Michael Lincoln</p> <p>Completed 'Respectful Relationships' Policy</p>	<p>Term 1 Professional Learning</p> <p>2 days with Michael Lincoln. All staff including OSHC Director.</p> <p>Cards and lanyards to support staff.</p>

Live Learn Lead Framework and Key Capabilities Continua Links

Literate and Numerate

Knowledgeable, inquisitive and innovate

Confident and careful creators of ICTs

CESA commitment:

Fulfilling our promise that children and young people will be nurtured as thriving people, capable learners, leaders for the world God desires.

Pursuing excellence in learning, teaching and student outcomes across all Catholic schools and centres in SA.

Increasing the accessibility of, and experiences of diversity, equity and inclusion in our schools and centres inspired by Catholic teaching and tradition.

Live Lean Lead Standard	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card	Notes
Curriculum & co-constructed learning assessment design	Review of current Vision and Mission Document <ul style="list-style-type: none"> Is it current Does it reflect our current practices? What needs to be changed 	Principal APRIM Staff Students School Board	End of 2023	A common understanding created across the school which informs the why and how we operate as a school	Deepening staff and students, community understanding of Mercy tradition and the work of Jesus, and what that means in schools today.
	Key Capabilities are explicitly embedded across the curriculum <ul style="list-style-type: none"> Linkage between key capabilities and student agency Plan for opportunities for students to engage in key capabilities as part of their learning Staff planning for the needs of all and individual learners Linkage with the 'Good Beginnings' Program 	Principal Leaders of Learning All staff	Check point at end of each term	Consistent planning documentation No grades in the D/E band 25% of students achieving in the A band Parent attendance to be 85% at the Term 3 Three Way Conversations	Key Capabilities are part of teachers' planning <ul style="list-style-type: none"> Assembly awards Good Beginnings program

Live Lean Lead Standard	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card	Notes
<p>Whole school approach to Literacy</p> <ul style="list-style-type: none"> • Solidifying our work in the InitialLit program in the Early Years • Lessons 1-3 for R-Year 2 to be reserved for Literacy • Solidifying our work in Promoting Literacy Develop in Year 3-6 • Ensure new staff are trained in the relevant program • Intervention for students in Year 1-6 _Mini and MaqLit) 	<p>Principal Leaders of Learning All staff Release time</p>	<p>Ongoing</p>	<p>Improved PAT and NAPLAN data over time</p> <p>Through InitialLit Screening, measure student growth and achievement</p> <p>Reduction of students needing Literacy Intervention 75% of students in each year level are 'Strong' in NAPLAN. No more than 25% in 'Developing' and 0% at 'Needs additional Support'</p>	<p>Training of new staff in InitialLit and PLD.</p> <p>Support and release staff with cumulative review each term.</p> <p>Reduction in need for intervention due to introduction of InitialLit</p> <p>Training in Seven Steps for Writing.</p>	
<p>Teacher engagement with the AITSL Teacher Standards</p> <ul style="list-style-type: none"> • Teachers receive professional learning from CESA on the standards. • Staff engage with the Online assessment tool. • Staff are to identify goals to work on through the years • Some staff might work towards HALT • AISTL standards and goals to be discussed each term with the principal 	<p>Principal APRIM All teachers CESA - Adrian Dilger (if needed)</p>	<p>Ongoing</p>	<p>Teacher staff will have goals set from there Self-Assessment Tool</p> <p>At the end of the year, staff will have data on the goal that was set and what was achieved.</p> <p>Goal setting end of Term 1 Observation Early Term 2 Observation Term 3 Annual Conversation Term 4</p>	<p>Staff have engaged in self-assessment tool.</p> <p>Goal has been set.</p> <p>Goals have been matched with leaders for partnership/observations.</p>	

Live Lean Lead Standard	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card	Notes
Investigation of Numeracy <ul style="list-style-type: none"> 2 staff to partake in the “Rich Mathematical Approaches through Collaborative Inquiry” Staff members to share back with all staff but especially the Year 3-6 teachers and take leadership working with the Principal on this – 6 Sessions (Feb-Nov 23) 	Principal Leigh Turbill Lia Cummings	Ongoing 2023	Staff attendance Staff leading Professional Learning Increase in PAT M results The use of pre and post surveys	Leigh and Lia are part of the project, “Rich mathematical Approaches through Collaborative Inquiry”. Attended one and missed one but met with Deb to catch up.	

Live Lean Lead Standard	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card	Notes
Clarity Implementation	<ul style="list-style-type: none"> • Leadership Team to continue with the Clarity Learning Suite Modules • Leadership Team to unpack the 1st and 14th Parameter as a starting point • Conversation/Learning regarding Learning Intentions and Success Criteria • Creation of Data Collection and Data Wall • Marissa to attend 'Data Walls for your Context 13 Feb 23 • Jarrod carter to run staff Professional Learning on Data using PAT testing 10 May 23 • All teaching staff to be attend CNWC meetings to focus on Clarity 	All staff	Ongoing 2023	<p>Staff beliefs and understanding of assessment and that all staff believe that every child can achieve</p> <p>Every teacher will be using Learning Intentions and Success Criteria</p> <p>The school will have a data wall and will be the base for data driven conversations</p>	<p>Adriana, Leigh and Marissa attended Leader of Learning Day.</p> <p>Working with staff on 'bookends' of parents.</p> <p>Met with Rosa regarding rollout of consistent and meaningful "LT & SC".</p> <p>Jared Carter unpacking data with staff.</p> <p>Adriana and Marissa went to Whitefriars on Data Wall.</p> <p>Leigh and Marissa part of 'Data Walls for your Context'.</p>

Live Lean Lead Standard	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card	Notes
	Partners in Practice – Motivate Kids <ul style="list-style-type: none"> • Jordan (MK) to visit every 2-3 weeks. • Provide teachers with feedback on learning environments. • Support staff with the whole school approach to ‘Zones of Regulation’. • Support staff with interoception activities both proactive and reactive • Support the school in understanding behaviour, disability, and social & emotional learning 	All staff	Ongoing	All teachers will have taught and be using the ‘Zones of Regulation’ in their classroom The Zones to be used as part of while school language Staff having plans in place for children to regulation their way into preferred zones Introduction of a Wellbeing leader in the school Adjustments made to the classroom where possible based on research and recommendations	Revisit of project with Motivating Kids and schools involved. Sessions coming to an end, focus on Zones of Regulation. Parent meeting date to be confirmed.

Live Learn Lead Framework and Key Capabilities Continua Links

Self-aware, collaborative and socially adept

Intercultural and globally minded

Confident and careful creators of ICTs

CESA commitment:

Fulfilling our promise that children and young people will be nurtured as thriving people, capable learners, leaders for the world God desires.

Pursuing excellence in learning, teaching and student outcomes across all Catholic schools and centres in SA.

Increasing the accessibility of, and experiences of diversity, equity and inclusion in our schools and centres inspired by Catholic teaching and tradition.

Live Lean Lead Standard	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card	Notes
Student agency, identity, learning and leadership	School Improvement <ul style="list-style-type: none"> • Student voice whilst undergoing school improvement • Feedback from students regarding the introduction of an additional 2 Specialist Areas • Visual Art • Science/STEM • Establishment of a clear SRC structure 	Principal APRIM School captains SRC All staff	Ongoing	Regular meetings and agenda for SRC meetings	Student voice in introduction of "Lunch Club".

Live Lean Lead Standard	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card	Notes
	<p>Students contribute to task design, assessment modes and feedback to parents/carers</p> <ul style="list-style-type: none"> • Staff and students to discuss 'Learning Intentions and Success Criteria' as a class and discuss how this can be achieved • Students to be involved in 3-way conversations, which they will lead, in the Term 3 Parent Teacher Interviews. 	<p>Principal All staff Students Families</p>	<p>Ongoing</p>	<p>Students are able to articulate their learning through walk throughs addressing</p> <ol style="list-style-type: none"> 1. What are you learning? Why? 2. How are you doing? 3. How do you know? 4. How can you improve? 5. Where do you go for help? <p>No grades in the D/E band 25% of students achieving in the A band</p> <p>Through the Pulse Check, reflected in the Balance Score Card students should have a strong sense of connection, belonging and involvement in their learning</p>	

Live Learn Lead Framework and Key Capabilities Continua Links

Self-aware, collaborative and socially adept
 Intercultural and globally minded
 Moral, compassionate, ecologically aware
 Spiritually aware and inspired by faith

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Increasing the accessibility of, and experiences of diversity, equity and inclusion in our schools and centres inspired by Catholic teaching and tradition.

Ensuring that Catholic schools, centres and offices in SA are committed to educational excellence, enlivened faith formation, accessibility and growth.

Live Lean Lead Standard	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card	Notes
Community engagement	The school creates a culture of welcome and inclusion that recognises difference and diversity <ul style="list-style-type: none"> Look at family membership on P&F and School Board Using Harmony as a stimulus to encourage and celebrate our different cultures. 	All staff	Term 1 / ongoing	The P&F and School Board will have cultural diversity and all voices will be welcomed Cultural activities will be a part of our Harmony Week Celebration – ‘Everyone Matters’	Increase of families joining Parents & Friends, as well as parents helping when asked. School Board has become multicultural Harmony Week - Multicultural <ul style="list-style-type: none"> Dancing Reading of book Cultural cooking

Live Lean Lead Standard	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card	Notes
Introduction of a new Parent Space	<ul style="list-style-type: none"> Space to be central, welcoming and accessible Fortnightly Morning Tea and have community invited 	Principal APRIM School Board P & F School families	Ongoing through 2023	There will be a new Parent Room. It will be used at least fortnightly. Feedback from families	New space has been welcomed by families Used for events, for example, International Women's Day
Staff connecting with the CNWC	<ul style="list-style-type: none"> Staff to attend the Week 6 network meetings To display leadership where possible Develop a network outside of Week 6 meetings 	All staff	Ongoing	Staff to attend scheduled meetings to develop a network outside of school setting and scheduled meeting	Staff attended T1 & T 2 CNWC Leigh and Year 3/4 teacher lead T2 session
Making people aware that there is a Catholic School in Albert Park and what we have to offer.	<ul style="list-style-type: none"> Relationship development in ELC in and around the Albert Park community Advertising through Social Media through the use of video productions showing growth, facilities and positivity each term Maintain and keep updated online presence – School Website and Facebook Through the use of employing a Visual Art teacher, the school to be involved in SALA 	Principal APRIM PA to the Principal Finance Officer		Partner projects between the school and ELC Increase in Principal tours and enrolment New families like the schools Facebook page Website maintained and up to date Visuals in the community	Working with Ricofresh re advertising campaign on social media. Engaged with CESA marketing campaign. Update webpage and regular posts on Facebook. SALA Project, August 2023, Woodville Civic Library Premier's visit for NSS.

Live Learn Lead Framework and Key Capabilities Continua Links

Self-aware, collaborative and socially adept
 Intercultural and globally minded
 Moral, compassionate, ecologically aware
 Spiritually aware and inspired by faith

CESA commitment:

Enhancing a culture of professional growth in Catholic schools, centres & offices that attracts sustains & values people, their leadership and workforce excellence
 Investing effectively in infrastructure, resourcing & capital development, & facilitating a system wide plan aimed at improving student outcomes & system growth.
 Increasing the accessibility of, and experiences of diversity, equity and inclusion in our schools and centres inspired by Catholic teaching and tradition.
 Ensuring that Catholic schools, centres and offices in SA are committed to educational excellence, enlivened faith formation, accessibility and growth

Live Lean Lead Standard	ACT Strategies Actions / Goals	Resources / Responsibilities	Timeline	REVIEW Success indicators / Evidence guide Balanced Score Card	Notes
Optimal resource allocation, infrastructure provision & capital development capacity	Finalise Schools Master Plan and commence prioritising projects <ul style="list-style-type: none"> Work with School Board Final meeting with GGA Use SRC to discuss priorities 	Principal Staff Finance Officer CESA – Nik Z School Board SRC	2023	School will have a completed Master Plan and an implementation schedule for 2023.	Met with Nik and Leah from CESA. Master Plan finalised. Met with Marta and Charmaine about finances.
	Demonstrate effective stewardship of finances, resources and facilities focussed on meeting identified needs and future demands <ul style="list-style-type: none"> Plan for further development of resources and infrastructure to support the future needs of the school. Increase student enrolment numbers 	Principal Finance Officer School Board	2023	Optimal Staffing ratio 10% Revenue allocated to Capital Development Approved 5-year plan Completed refurbishment and Nature Play area	Began 10-year plan

End of document.