



Melbourne Archdiocese
Catholic Schools

2023

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 08 May 2024

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 189 students in 2023. The school's size allows students from Foundation to Year 6 to interact with each other and develop relationships in a way that may not be possible in a larger school. We believe that every child is known. We promote the teachings of the Catholic faith and assist parents to educate their children in developing an understanding of, and relationship with, God. As a Catholic community, we emphasise service to God, one another, and the greater community.

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

The school offers a comprehensive curriculum in Literacy, Numeracy and other key learning areas. 2023 saw Our Holy Redeemer undertake the process of a whole school Review. The Reviewer identified the following as strengths of the School:

- Staff are data literate and they routinely use data as evidence of successful teaching through cycles of inquiry.
- A pervading culture of striving for excellence framed by high expectations.
- A consistently applied Foundation to 6 instructional model (visible learning) which is underpinned by a contemporary research base
- Student wellbeing is embedded as a priority of the school, both culturally and structurally.
- Staff have a clear understanding of and alignment with the school's improvement model, The Learning Collaborative (TLC). It underpins agreed methodologies around learning and teaching and enables the school to be system facing.
- Learning diversity is valued culturally through alignment with the school's vision and values and structurally through the richness of programs, adjustments and interventions.

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

The goals articulated in the 2023 Annual Action Plan comprised:

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

Our Holy Redeemer offers:

- a Christian environment for staff, children and families, in the Catholic tradition
- smaller classes to enhance literacy and numeracy provision
- a strong emphasis on the development of public speaking skills
- a before and after-school care program run on-site, by a dedicated team of professionals
- an environment where a growth mindset is encouraged
- 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
- Hot Shots tennis
- an intensive swimming program across every year level
- participation in International Competitions and Assessments for Schools (ICAS)
- strong parental involvement

Principal's Report

The school year commenced on 27 January 2023 for staff, with students resuming on 30 January. The seven classes that included: 2 x Foundation (Prep); 2 x Year 1/2; 2 x Year 3/4; and 1 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 2023, the Captains met with the Principal on a weekly basis and eagerly assisted with extracurricular activities. Other student leadership teams comprised: R/E & School Parliament; Arts & Library; and House Captains. All student leaders met weekly with designated members of staff to guide them in purposeful action. All student leaders attended the National Young Leaders Day.

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

The motto of Our Holy Redeemer, 'Grow, Learn, Succeed', along with our vision gave emphasis to all that was achieved. As students returned to regular classroom learning, the teaching staff targeted additional support towards student well-being. The school's additional investment in well-being ensured that students, parents and staff had access to a Pastoral Care Worker who was able to provide valuable guidance and support.

Our students engaged openly with a differentiated curriculum that was responsive to individual needs. PAT Testing was administered across the school in an online format, with teachers able to access the Teaching Resource Centre. The SPA Platform was used to assist with data analysis. Essential Assessment 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 2022, Our Holy Redeemer continued to focus on differentiating the curriculum in extending the top-performing students through enrichment activities both within the classroom and through external events such as the Maths Talent Quest, Maths Olympiad, Science Talent Search, and UNSW Global Assessments. A Maths Intervention Teacher was employed to provide student support and enrichment in Mathematics.

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

developed with the teaching staff throughout 2023 with the aim for staff to adopt the plan in 2024.

In addition to the professional learning provided on-site at Our Holy Redeemer, the staff also attended a range of Network Days, off-site professional learning opportunities and many online meetings. All staff, teaching and Learning Support Officers, were involved in the process of School Review and contributed to the new School Improvement Plan (2024 - 2027) and the Annual Action Plan template.

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 2023 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 Spanish Wine Night, assisted with Grandparents & Special Friends' Day, oversaw the Dads and Kids' Night, and orchestrated the Christmas Community Carols. Additionally, the PFA supported the second OHR Colour Explosion Run. The PFA donated funds to the school enabling the purchase of additional classroom furniture, and further equipment for the Science Room.

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, had a sustained focus throughout the year on increasing enrolments while also identifying the reputation of the school. The MACS Business Manager made presentations throughout the year to the members of the SAC. Child Safety was a regular standing agenda item.

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

Frank Dame

PRINCIPAL

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

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

Intended Outcomes:

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

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

Goal:

To maximise learning growth for all students.

Intended Outcome:

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

Goal:

To strengthen our Catholic Identity.

Intended Outcomes:

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

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

Achievements

- RE Leader facilitated regular professional learning during staff PLT meetings with a special focus on planning/assessment and Prayer.
- Staff worked in conjunction with the parish to prepare students for the Sacraments of Reconciliation, First Eucharist and Confirmation to support the parish Sacramental program. All students eligible to receive a Sacrament were given this opportunity.
- The RE Student Leadership Team sold donated icy poles each week in Term 1 and Term 4 to raise funds for Caritas Australia and the St Vincent de Paul Christmas Appeal.
- The Senior School RE/Social Justice Team worked with the RE Leader to plan school liturgies and prayer services and also raise awareness of and drive social justice initiatives including Project Compass (Caritas Australia) and Socktober (Catholic Mission).
- RE Leader worked closely with the Parish Sacramental Coordinators and the RE Leaders at the two other schools in the parish (Our Lady's, Surrey Hills and Our Lady of Good Counsel, Deepdene to continually foster the relationship between the school/s and parish.
- Regular meetings between the Principals, RE Leaders, parish staff including sacramental coordinator 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 at least twice a term.
- All classes took turns to prepare and lead the prayer at the weekly Whole School Assemblies
- Students preparing to receive the Sacrament of Reconciliation attended a Reflection Day.
Students preparing to receive the Sacrament of First Eucharist attended a Retreat Day at the Holy Cross Centre in Templestowe.
- Students preparing to receive the Sacrament of Confirmation attended a Retreat Day at the Don Bosco Retreat Centre in Lysterfield.
- A School Closure Day for all staff from the three parish schools was held in Term 2, with a focus on a pedagogy of dialogue and encounter.
- RE Leader attended REL Network Days to liaise with other schools and build professional capacity.
- Regular meetings between the parish priests, Principals and Religious Education Leaders of our three parish schools. These meetings were supported by staff from the MACS Eastern Region Office.

Learning and Teaching

Goals & Intended Outcomes

Goal:

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

Intended Outcomes:

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

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

Goal:

To maximise learning growth for all students.

Intended Outcome:

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

Goal:

To strengthen our Catholic Identity.

Intended Outcomes:

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Achievements

In 2023 our school continued its work on the 2020-2023 School Improvement Plan through the development and implementation of the 2023 Annual Action plan. An analysis of this plan as well as an exploration of whole school data (ECSI, MACS) was used to inform the review process.

A Co-teacher was introduced in Literacy and Mathematics to support class sizes and the needs of the students. This teacher was utilised to support small group work in an extension and enrichment capacity.

Maths intervention continued throughout the year with a varied model of utilising a co-teacher who targeted either extension or enrichment in small groups during the maths lesson. We continued to support students in need through the Levelled Literacy Intervention program over the year as well as the targeted teaching within the classroom environment.

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 Maths Talent Quest, the Australian Maths Competition, Public Speaking and Debating, APSMO. We continue to aim to provide extracurricular opportunities across all levels in differing 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 was shifted to tracking 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. 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.

In 2023, OHR continued our work with the 'School Improvement Learning Collaborative (SILC)'. The Learning Collaborative Collective's lens on data driven teaching created a sharp and narrow focus on areas of improvement in all curriculum areas for all staff. In English, staff collectively maintained a Data Wall on Reading. This data provided evidenced teaching and learning outcomes and provided direction for future Case Management Meetings, Professional Development and Reading Intervention and Mathematics extension. Continued work on using co-created Success Criteria and High Impact Teaching Strategies (Sharratt, 2017) was conducted to develop long term attainment of English learning. There was a whole school focus on The 5 Questions. 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 through the co-teacher and classroom teacher. Teachers used the data to discuss and set goals around the Mathematics growth of all students. Teachers were then data literate and able to deliver data driven teaching in the area of Maths and Literacy.

In 2023, the staff continued to implement the Learning Collaborative pedagogies into all curriculum areas. 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 analysis of the 5 questions conducted with students and Learning Walks conducted by leaders showed the positive impact of the Learning Collaborative pedagogies on student learning and achievement.

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

Learning Walks were reintroduced which enabled our families to engage in 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 inquiry approach over a two year cycle. These concepts were: Belonging, Choices, Diversity, Growth, Impact, Justice, Story & Systems.

This investigative approach of The Maths Talent Quest was provided to Years 1-6 which allowed students to apply their Mathematical thinking to a problem in the real world. Individual, small group and whole class entries were submitted to the Maths Association of Victoria and the results were a celebration of the teaching and learning at OHR. Across the school, we focused on reasoning skills and engaging students through extension and enrichment. 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 run by the co-teacher.

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

Staff participated in targeted Professional Development Programs to build capacity to deliver expert teaching in every classroom. The Leadership Team worked with staff to enable teachers to learn more about teaching and learning concepts and pedagogies such as the importance of feedback. 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

The school's social media presence continued in 2023 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 2023, a minimum of 85% of students in both Year 3 and Year 5 were at the 'Strong' proficiency level in all 5 NAPLAN Domains. In Year 3, over 40% of students were assessed as working one or more years above their expected level in Reading, Writing and Numeracy.

In Year 5, this rose to over 50% of students for all NAPLAN Domains being assessed as working one or more years above their expected level.

Target intervention programs for Mathematics and Literacy were continued in 2023. Small intervention groups were utilised in Maths support and Levelled Literacy Intervention. Extension opportunities included the ICAS Competitions run by the University of News South Wales, The Australian Problem Solving Mathematical Olympiads, the Australian Mathematics Competition, the Maths Talent Quest and Literature Circles Reading Groups.

PAT Data in Reading and Mathematics were analysed on a whole school Data Wall which includes the setting of growth targets and an analysis of growth trends across cohorts and achievement levels. Over 91% of students in Mathematics and 87% of students in English are at or above the expected level. These assessments indicated that over 50% of students were working above the expected level in both areas. The cohort assessed as being above the expected level actually displayed the highest growth across the year - a key indicator of the success of our targeted extension programs both within the classroom and beyond. Explicit learning targets in Maths and English were established and analysed with parents and students at Parent/Teacher Conversations ensuring clarity around growth targets and areas for improvement.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	444	68%
	Year 5	542	86%
Numeracy	Year 3	457	92%
	Year 5	534	86%
Reading	Year 3	453	88%
	Year 5	529	93%
Spelling	Year 3	436	68%
	Year 5	519	93%
Writing	Year 3	472	92%
	Year 5	518	93%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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

Goal:

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

Intended Outcomes:

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

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

Goal:

To maximise learning growth for all students.

Intended Outcome:

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

Goal:

To strengthen our Catholic Identity.

Intended Outcomes:

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

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

Achievements

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

- Administration of Student Wellbeing Survey, where staff analysed and acted upon the results classified under:
 - Overall Social Emotional Wellbeing
 - Internal Strengths
 - Feelings and Behaviours
- 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
- Continuing to develop skills in Restorative Practices amongst staff and students
Wellbeing Leader continued to work with staff to implement the Berry Street Education Model, Resilience Rights and Respectful Relationships (RRRR) program and Victorian Curriculum
- Continued Implementation of Social and Emotional Learning lessons each week utilising the Berry Street Education Model and the Respectful Relationships program to address the learning outcomes of the Victorian Curriculum.
- 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 acknowledged positive behaviours by rewarding students with 'Gotcha Cards'
- OHR Pastoral Care Worker continued supporting the emotional wellbeing of students
PSG meetings were scheduled with PLP's and SAEP's developed to support students with adjustments.
- Staff Meetings dedicated to how individual student wellbeing was travelling, with a specific focus on students with medical conditions, and social & emotional needs.
- Co-teachers and LSOs targeted students with learning needs
- Lunchtime Gardening Program. The Gardening Program supports the wellbeing of nominated students
- Buddy program continued between Junior and Senior students
- P-6 Members of Parliament (Student Representative Council) met on a fortnightly basis
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 Coonawarra Farm Resort and Years 3 & 4 to CYC The Island
- Wellbeing leader met with individual students or small groups on a needs basis
- Wellbeing Leader liaised with Pastoral Care and Student Services leader regularly to discuss and implement strategies with students with needs
- Extensive transition program conducted for students relocating from St Bridget's Catholic School to OHR
- Transition Programs: Maintained regular communication between local kindergartens; Conducted effective transition program for the incoming Foundation students and their parents (the program was modified as students numbers were restricted per session)
- Explicit teaching of 'Cybersafety' awareness through the Inform & Empower program - termly webinars which were level appropriate
- Cybersafety Webinar for Parents & Carers facilitated by Inform & Empower
- Whole school involvement in the National Day of Action Against Bullying and Violence
- Whole school involvement in Day for Daniel. Class discussions and activities about safety were held in every classroom.
- Recognition of National Reconciliation Week
- Student Wellbeing Leader promulgated Child Safety Policy Student Version. Continued implementation of RRRR framework in SEL lessons from F-6
- Behaviour Management Policy, Student Wellbeing Policy, Anti-Bullying Policy (Students), Anti-Bullying Policy (Staff) were utilised when needed.
- About Real Life Parent Information Session and Years 3-6 Family Sessions were held virtually
- About Real Life program conducted in school for students in Years 3 - 6
- Focus on students supporting each other culminating in "At OHR we keep an eye out for each other" mural
- Belonging tree mural where all students' photos are displayed to support community belonging

Value Added

- School wide recognition of National Reconciliation Week
- Whole school involvement in the National Day of Action Against Bullying and Violence
- Whole school involvement in Day for Daniel, also referred to at OHR as 'Safety Day'
- Students participated in a whole school approach to social and emotional learning via the Berry Street Education Model and RRRR
- Successful and supportive camp program: Years 5 & 6 to Coonawarra Farm Resort and Years 3 & 4 to CYC The Island
- OHR is a member of School Sport Victoria, providing opportunities to participate in Interschool Sport
- The school leaders' acknowledgement of 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), RE/Social Justice Leaders, Arts/Library Leaders and Sports House 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.
- The engagement of About Real Life where sexuality education begins at home and is supported by the school as part of a broader curriculum aimed at maximising student's health and wellbeing
- Specific support programs put in place for students who were challenged academically as a result of COVID lockdowns in prior years through the employment of Mathematics and Literacy Co-teachers.
- Professional development on Respectful Relationships for both new and ongoing staff

Student Satisfaction

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

- Learning Disposition continued to increase (82%) which is well above the MACS average at 73%.
- Rigorous expectations rose to 82% which also lies above the MACS average of 77%
- Enabling Safety, whilst above the MACS average, remained at 61% for the second consecutive year. Whilst provision is made in this area, it is not accessed by all students. This warrants further exploration.
- School Engagement (60%) increased marginally on 2022 results (58%) and is above the MACS average of 52%. Student Engagement will be highlighted on the 2024 AAP.
- School Climate, Teacher-Student Relationships, School Belonging and Catholic Identity all remained relatively consistent with regard to the previous year.

Student Attendance

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

The school records student attendance twice per day. When students are absent from school, parents are required to notify the office and the classroom teacher via phone or email by 8.45am on the day of the absence. Absences that have not been notified to the school by the time the attendance roll is completed, will result in a phone call or SMS to the parents/

carers to determine the whereabouts of the student. Written communication - either letter or email - is required from the parents/guardians upon the student returning to school. If a student is ever absent for a prolonged period of time or with regular frequency, either the Principal, Deputy Principal or Student Wellbeing Leader will make direct contact with the parents/guardians. Records are to be maintained of such contact in the student's file.

All procedures adhere to those outlined in the *Our Holy Redeemer Attendance Policy for MACS Schools*. Guidance is provided on the *CEVN - Attendance and Enrolment page*.

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	95.5%
Y02	92.0%
Y03	91.9%
Y04	90.6%
Y05	93.1%
Y06	89.3%
Overall average attendance	92.1%

Leadership

Goals & Intended Outcomes

Goal:

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

Intended Outcomes:

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

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

Goal:

To maximise learning growth for all students.

Intended Outcome:

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

Goal:

To strengthen our Catholic Identity.

Intended Outcomes:

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

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

Achievements

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

The Leadership Team and school staff collectively engaged with the Review, as part of the School Improvement Framework. All staff were involved in the process of Self-assessment and Reflection (SAR), and were supported by members of the MACS ERO. During the two days of the Review, the external Reviewer met with the School Advisory Council, parents, students, teachers and Learning Support Officers. At the conclusion of the Review, the Reviewer wrote a very favourable report, highlighting:

- *Staff are data literate and they routinely use data as evidence of successful teaching through cycles of inquiry.*
- *A pervading culture of striving for excellence framed by high expectations. A consistently applied Foundation to 6 instructional model (visible learning) which is underpinned by a contemporary research base*
- *Student wellbeing is embedded as a priority of the school, both culturally and structurally.*
- *Staff have a clear understanding of and alignment with the school's improvement model, The Learning Collaborative (TLC). It underpins agreed methodologies around learning and teaching and enables the school to be system facing.*
- *Learning diversity is valued culturally through alignment with the school's vision and values and structurally through the richness of programs, adjustments and interventions.*

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 School Improvement Plan 2024 - 2027 and the Annual Action Plan 2024
- 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 Actions defined in the 2023 AAP. Matters of compliance, e.g.

Mandatory Reporting, Emergency Management training, etc., also constituted the PLT Schedules

- 4 x Professional Learning Team meetings, spaced throughout the year, were devoted to the collaborative development of: (i) a Whole School Professional Learning Plan; and (ii) an OHR Staff Professional Learning Plan. The professional learning and engagement around these plans was paced to ensure that they were ready for implementation in 2024
- Maintained a strategic staff focus on Teaching Sprints, supported by the maintenance of individual staff Professional Learning Plans (PLPs). The PLPs formed a critical component of the Annual Review Meetings
- Teaching Sprints were designed to further develop teacher pedagogy and practice of key principles emanating from Dr Lyn Sharratt's The Learning Collaborative (TLC), such as Accountable Talk, feedback and 'The Third Teacher'
- Staff continued to be skilled in the 14 Parameters emanating from The Learning Collaborative (TLC)
- 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 AAP, and clearly articulated Learning Intentions and Success Criteria
- The role of the Critical Friend in PLT Meetings, where constructive feedback was provided to the presenter(s), was sustained
- 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 Deepdene collectively focussed on Pedagogy in a Catholic Dialogue School
- Case Management Meetings were scheduled throughout the term with a focus on 'Productive Struggle in the Classroom'
- 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 visualise the results of the perception data. The data was shared with staff during a PLT meetings and ultimately fed into the development of the OHR SIP 2024 - 2027
- Members of Parliament (SRC) attended fortnightly meetings with the Deputy Principal where they reported to School Parliament focussing particularly on school improvement
- Engaged Digital Schools, in the maintenance of the school's website, designed as a communication platform for prospective and existing parents.

- Members of the Leadership Team sustained the collation, and feedback, of data arising from Learning Walks
- Data Analysis Meetings where the teaching staff received further training in the analysis of testing data, including PAT
- Continued planning units of work and rich tasks as a whole staff during Planning Days, PLT Meetings and the Professional Planning Day for the 2024 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 attended PSG Meetings online

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Throughout 2023, staff engaged in a broad range of professional learning opportunities, comprising intensive course work, including but not limited to:

- Through a series of Professional Learning Team workshops, facilitated by the Deputy Principal and Principal, the teaching staff developed Our Holy Redeemer's Professional Learning Plan, encompassing:
 - OHR Whole School Professional Learning Plan
 - OHR Staff Professional Learning Plan
- The Leadership Team worked closely with the MACS ERO pre, during and post Review. Two days were set aside for staff to undertake the process of Self-assessment and Reflection (SAR), and were supported by members of the MACS ERO.
- The Leadership Team was involved in a morning of Dialogue and Engagement where the Reviewer presented his report. A subsequent day was spent with the Regional Principal Consultant in which the Leadership Team developed the OHR SIP 2024 - 2027. A further half day was dedicated to formulating the OHR 2024 AAP
- School Improvement Learning Collaborative (SILC): Principal and core leaders attendance and participation at L&T Network Meetings facilitated by Simon Breakspear
- Recontextualising Scripture in a Catholic Dialogue School - all staff. A combined schools closure day facilitated by Chris Reed and Fr Brendan Reed
- Embedding Aboriginal & Torres Strait Islander (A&TSI) Perspectives into the Curriculum
- Update on recording NCCD adjustments in both PLPs and SAEPs
- The Mathematics proficiencies of understanding, fluency, problem-solving and reasoning in the curriculum became a focus
- All staff received training in HLTAID009 Provide Cardiopulmonary Resuscitation
- All staff received training in 22556VIC Management of Asthma Risks & Emergencies in the Workplace
- All staff received training in 22578VIC Course in First Aid Management of Anaphylaxis
- Training & Induction Courses through the Safesmart Solutions portal:
 - 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)

Expenditure And Teacher Participation in Professional Learning

- Mandatory Reporting & Other Obligations eLearning - all staff
- Anaphylaxis e-training
- Religious Formation:
 - Recontextualising Scripture
 - What it means to be a Catholic Dialogue School
 - Exploring ECSI data
- Term Planning Days facilitated by the Learning & Teaching, Mathematics and English Leaders
 - Writing Moderation
 - Revisiting the New Child Safe Standards
 - Fostering a Team Culture with Roanne Innes
- Teaching Sprints: The Five Questions and Accountable Talk. Each sprint cycle concluded with a review session
- NCCD - Accurately maintaining records of adjustments
- 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
 - Updating Online Student Record Files
 - Principal Network Meetings
- Principals' Conference in the Northern Territory: Darwin - the History, the People and Us
 - Deputy Principal Network Meetings
 - Deputy Principals' Conference at Healesville
 - Religious Education Leaders' Network Meetings
 - School Mathematics Leaders' Networks
 - Student Wellbeing Leaders' Network Days
- School Improvement Framework: Entering the fourth year of the 2020 - 2023 School Improvement Plan (SIP)
- School Improvement Framework: Review and development of the 2024 - 2027 SIP and 2024 AAP
 - 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
 - Emergency Management Training with Dynamiq
- Weekly Professional Learning Meetings: Literacy, Numeracy, Religious Education, Wellbeing and Learning & Teaching focus
 - Wellbeing Data Analysis
- Data Wall construction and maintenance: Mathematics, Reading and Student Wellbeing

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • Culturally Responsive Schools / Overview of ATSI Perspectives • Maintaining Accurate Records of Student Adjustments • Mathematics Proficiencies • Feedback & Development of Professional Learning Plans • Learning Sprints • Moderation of Writing • Speaking & Listening: Refinement of Public Speaking Criteria 	
Number of teachers who participated in PL in 2023	20
Average expenditure per teacher for PL	\$1765.00

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 2023 sits at 85%, reflecting a 1% increase on 2022.
- The staff perception of the overall social and learning climate of the school is at an all-time high of 96%, which is 23% above the MACS average.
- Collective efficacy also has an incredibly high approval of 82%, indicating that the staff have a shared belief that through their collective actions they can influence student outcomes and increase student achievement.
- It is also affirming that perceptions regarding the quality of relationships between staff and members of the leadership team received a strong endorsement of 90%.
- Perceptions of the coherence of the school's improvement strategy scored 100%, thereby reflecting the strength of collaboration and clarity around the strategy

Teacher Qualifications	
Doctorate	0.0%
Masters	10.0%
Graduate	5.0%
Graduate Certificate	5.0%
Bachelor Degree	50.0%
Advanced Diploma	25.0%
No Qualifications Listed	5.0%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	10.6
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	6.4
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

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Intended Outcomes:

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Achievements

During 2023, 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 3 - 6); Sacramental Celebrations; Grandparents & Special Friends' Day; the School Concert; the OHR Colour Run; the OHR Twilight Christmas Festival; the Last Hurrah for exiting parents; and the Year 6 Graduation
- Parent information sessions to enhance the understanding of: Transition; Managing Big Feelings (Carley McGauran); About Real Life Sexual Education Program (Year 3-6), Cybersafety (Inform & Empower); Respectful Relationships (April Miller)
- Parent Information Evenings and Parent-Teacher Conferences
- Parent Programs, such as Respectful Relationships with April Miller (Liaison Officer at the Health, Wellbeing and Specialist Services Branch - Vic. Dept. of Education)
- Science & STEM Family Night
- Re-introduction of 'Guided Parent Learning Walks', facilitated by members of the School Leadership Team
- Transition program for parents of Foundation students, including 'Starting School 2023: How your family can thrive & not just survive' facilitated by Carley McGauran
- The School Advisory Councils of Our Holy Redeemer, Our Lady's Wattle Park and Our Lady of Good Counsel Deepdene, met on two occasions throughout the year, in analysing the MACS publication, 'Working together in Mission', and what it means for our communities
- Parent engagement via SeeSaw student learning portfolios, Harpara and Google
- Continued to maintain 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 second OHR Colour Explosion Run.

- The four Working Bees held throughout the year - one per term - concluded with a barbeque enabling parents the opportunity to socialise.
- The School participated in a Review, as part of the MACS School Improvement Framework. Parent focus groups, along with the School Advisory Council, were invited to attend sessions with the Reviewer where they discussed the school's performance since the previous Review.

Parent Satisfaction

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

- Families' perceptions of the social and learning climate of the school, at 94% is above the MACS average and reflects an overall improvement since the 2022 survey period.
- Perceptions of student physical and psychological safety while at school sat at 90% 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
- Timelines, frequency and quality of communication between the school and families (85%) also sat above the MACS average (71%) and demonstrated consistent growth since the previous survey period. Parents are pleasantly satisfied with the school's approach to communication
- Families perceptions of how well a school matches their child's developmental needs (85%) also lies above the MACS average (75%)
- Catholic Identity (69%) and Family Engagement (64%) both sat above the MACS average.

Family Engagement has been a priority area on the School's SIP and AAP.. It has grown by 13% since 2022 and will form part of the new SIP 2024 - 2027

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.ohrsurreyhills.catholic.edu.au