



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Our Lady of the Nativity School

29 Fawkner Street, ABERFELDIE 3040

Principal: Anne Doherty

Web: www.olnaberfeldie.catholic.edu.au

Registration: 1585, E Number: E1211

Principal's Attestation

I, Anne Doherty, attest that Our Lady of the Nativity 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 2024 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 13 Mar 2025

About this report

Our Lady of the Nativity 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

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our Lady of the Nativity is a faith-filled community that gives witness, and proclaims, the Gospel teachings of Jesus.

Within a nurturing environment, inclusive of all its members, we uphold the dignity of the human person.

Through an holistic approach to education we aspire to develop life-long learning.

With a commitment to social justice, a sense of purpose and hope, we encourage our members to be active participants in the global community.

School Overview

Our Lady of the Nativity is a co-educational Franciscan founded school which has served the Parish of West Essendon (Aberfeldie) since 1958. The school has continually adapted to meet the needs of its learners and currently provides contemporary learning for 380 students. The school is structured into two streams with no multi-age learning groupings.

Our Lady of the Nativity offers all our students the International Baccalaureate Primary Years Program as a framework for learning and curriculum design. The Victorian curriculum is the basis for all learning and, in alignment with the PYP, students are engaged in active inquiry within a concept driven program of learning. Through explicit instruction, students investigate complex concepts and develop essential skills and knowledge in all curriculum domains.

The mission of the International Baccalaureate, the School Vision and the lived Franciscan Charism remain in strong alignment and contribute to developing well-rounded learners and citizens. Our approach to learning aims to:

- Integrate faith and life and develop a Catholic world view
- Develop right relationships between all members of our community
- Recognise the inherent dignity of each human person, created in the image of God
- Recognise commonalities and appreciate differences among people
- Promote inter-religious and intercultural understanding
- Develop compassion, empathy and concern for 'the other'.
- Instil a deep sense of hope for humanity and the world
- Encourage students to have a deep interest in the world around them
- Encourage students to take action and contribute to the building of a better world
- Promote attitudes of peace and justice and universal brother and sisterhood
- Develop the attitudes and skills to encourage life-long curiosity and learning.

Our program of transdisciplinary learning aims to develop knowledge, skills, concepts with a learning program that has a strong emphasis of core competencies and approaches to learning skills.

The school offers a comprehensive curriculum and specialist learning in the areas of:

- LOTE (Italian)
- Performing Arts
- Discovery (Literature and Inquiry)
- Visual Arts
- Physical Education.
- Instrumental music

Additional Learning experiences also include:

- Camps in Year 4-6
- Excursions and Incursions
- Visual Arts exhibition
- Social Justice Outreach
- Interschool sports program
- Intervention programs in Literacy and Mathematics
- Well-being intervention programs
- The Resilience Project
- Lunchtime clubs.

Our Lady of the Nativity is an active community who work in partnership with all stakeholders to ensure the full-flourishing of all students.

Principal's Report

The 2024 school year was a successful one for the community of Our Lady of the Nativity School. As always, we remained true to our lived Franciscan Catholic ethos that challenges us to centre everything we do on the love of God and to live the Gospels in right relationship with each other and all of creation. This commitment to who we are informs our actions, our faith and life, our general curriculum, our well-being practices and the outreach activities our students are involved in. Our Franciscan charism is the foundation for our culture of faith, learning and well-being leading to the full flourishing of all members.

The school adopted biblical quote, 'Be not afraid', as its theme for 2024. The quote was chosen not only as an expression of our centredness on Christ and scripture, specifically witnessing and proclaiming the Gospels through our Franciscan charism, but also because these simple words carried so much weight and strength for our community, especially the children in our care. Throughout the year we encouraged our students to 'Be not afraid': to take risks with their learning, to form new friendships, to have strength when faced with difficulty, to have courage in new situations, to develop the resilience and adaptability necessary for their full flourishing.

The school continued to strengthen its implementation of the International Baccalaureate Primary Years Program and began the process of preparing for an Evaluation of its learning and teaching practices in line with standards and practices of the IB. This was a thorough process of review that involved all stakeholders in the school – staff, student and the parent community. The Evaluation, following on from the previous year's review conducted by Melbourne Archdiocese Catholic Schools, provided the school with the opportunity to gather feedback on our educative practices from a variety of sources to inform future planning. The information gained from almost two years of the combined review process, and the summative reports from external evaluators, demonstrated that Our Lady of the Nativity School was a high performing school dedicated to the living of its charism and the IB mission, committed to quality professional learning for staff, engagement with the community and, most importantly, offering our students excellent learning opportunities that was differentiated in response to student need and interest.

Most importantly the Evaluation process highlighted the alignment the school community was striving to achieve between its Catholic Identity, Franciscan Charism and the Mission of the International Baccalaureate. Combined, these key elements contributed to the ongoing development of a faith filled community that is dedicated to making the world a better place

though a comprehensive Faith and Life program as the basis for our educative philosophy, the delivery of deep transdisciplinary learning experiences, explicit teaching as a key strategy, and positive engagement and action.

The school engaged with MACS Vision for Instruction. An extended process of learning, evaluation and application within the context of the school's educative vision and best practice was undertaken by all teaching staff and led by key curriculum leaders. Much research was undertaken, followed by ongoing dialogue, resulting in a plan for learning that incorporated significant elements of the Vision for Instruction within a school-based program of learning that focussed on explicit instruction and the pedagogy of Inquiry within the PYP. The school is blessed to have a team of highly professional and engaged educators who are committed to ongoing learning and building their own capacity to meet the diverse needs of our learners.

As educators we are constantly evaluating our practice in terms of student need and progression and to ensure that all children have the opportunity to participate in an equitable, engaging curriculum that helps them to thrive in wherever their gifts and talents lie. We uphold our shared belief, and commitment to, inclusiveness in all that we do, offering a broad-based curriculum, intervention programs in literacy, mathematics and well-being, to ensure that all our students have the opportunity to reach their full-potential given the necessary support.

As a whole school focus for improvement, the school began its Positive Behaviours for Learning (PBL) journey, a whole-school framework that promotes positive behaviour across a school and helps schools develop safe and supportive learning environments. Staff, students and the parent community were involved in the process of determining the four school-wide values to 'Be Responsible, Be Respectful, Be Safe and Be Kind'. Although 2024 was our first year of learning and implementation, there has been noticeable positive change.

A significant achievement for Our Lady of the Nativity School was a result of our commitment to sustainable practices, a further practical expression of our Franciscan Charism. The school was awarded its fifth Resource Smart star, one of few schools in Victoria to achieve this. The presentation of the award was made at an assembly attended by the Education Minister, Ben Carroll, and representatives from Sustainability Victoria, Resource Smart and former students who had contributed in the past years to embedding sustainable practices as leaders of the school's student Franciscan Action Team

The school's future development was assured with the purchase of a property next to the school. Our long-term plan is to redevelop the site in order to provide our students with excellent facilities for learning and leisure and space for increased community engagement.

The school community continued to work in partnership with the school. The School Advisory Committee met on a termly basis and the Parents and Friends Association met monthly. The basis for all the work undertaken by our parents' groups was the school vision. Parent focus groups contributed to the school's PYP evaluation process and throughout the year the input of parents was sought on a range of school improvement ideas and initiatives. Many voices contributed to a successful 2024.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

- To make explicit our Franciscan Catholic identity

Intended Outcomes:

- That the school community can articulate and live our story
- That students can make connections and articulate the Catholic tradition that underpins the life of the school.
- That staff will make explicit links to the Gospels, our Christ-centred spirituality and Catholic teachings

Achievements

Celebrating Our Franciscan Catholic Identity

At the heart of our school is a deep commitment to making explicit our Franciscan Catholic identity — a commitment that has shaped both our learning environment and our spiritual life as a community.

Throughout the year, we have worked intentionally to ensure that all members of our school community — students, staff, and families — can articulate and live our unique story, grounded in the values of St Francis of Assisi and enriched by the broader Catholic tradition.

Students have been supported in making meaningful connections to the Catholic faith and Franciscan Charism that underpins our school. Through classroom learning and whole-school celebrations, they have engaged with the Gospel in age-appropriate ways and grown in their understanding of how Christ's message inspires us to live with compassion, justice, and care for creation. Our 2024 theme of 'Be Not Afraid' was a consistent message from Jesus in the Gospels. Our students were challenged throughout the year to 'be not afraid' in their learning and when facing challenges, anchoring their courage in the message of Jesus.

Our staff have taken active steps to make our Christ-centred spirituality more visible and integrated into everyday practice. Through participation in MACS online workshops, faith formation evenings for Sacramental year levels, and professional learning modules during Lent and Advent, staff have deepened their own faith journeys and strengthened their capacity to model and teach Catholic values.

We have continued to deepen the integration of our Franciscan story across the curriculum, enabling students to meaningfully engage with core values such as simplicity, peace, service, and care for creation. By aligning our Faith and Life program with the PYP Transdisciplinary themes, students were encouraged to make rich connections between their learning and the Catholic tradition. Throughout the year, we honoured key moments in the liturgical calendar, including feast days and significant global events, creating meaningful opportunities to celebrate and reflect on the diverse traditions of our Catholic faith. A highlight of this commitment was our celebration of Laudato Si' Week, which powerfully embodied our dedication to ecological awareness and action, in the spirit of Pope Francis' call to care for our common home.

These efforts reflect our belief that faith is not separate from education but at its very core. We are proud of the progress we've made and remain dedicated to nurturing a vibrant, Gospel-inspired community where the Franciscan spirit is not only known — but lived.

Value Added

Our 2024 MACSSIS Data affirms some of our achievements in making our Franciscan Catholic Identity Explicit.

A strong majority of families (93%) consistently recognised that the Catholic mission is clearly emphasised at our school, reflecting our commitment to a faith-centred learning environment. This was an increase

The data shows that respect for Catholic beliefs is deeply valued, with an outstanding 100% agreement in the most recent data point, indicating that families feel confident in our faith-based culture.

Our efforts in celebrating and teaching Catholic religious practices are highly visible, with up to 96% of respondents acknowledging their presence in school life — a testament to our vibrant liturgical and spiritual programs. This was a 6% increase from the previous year's data.

Importantly, families also recognise our inclusive approach, with 79% affirming that respect for other religions is encouraged. This reflects our Franciscan value of openness and dialogue with all faith traditions.

The trend data from 2022 to 2024 shows consistent or improving performance in key areas of Catholic identity, with several indicators (like communication of Catholic practices and respect for beliefs) nearing or maintaining scores of 95% or higher, demonstrating the school's ongoing commitment to faith development and community engagement.

Learning and Teaching

Goals & Intended Outcomes

Goal:

To build staff and student capacity to activate learner agency

Intended Outcomes:

- That students are engaged and animated learners.
- That staff have the pedagogical understanding and practice to enable authentic and agentic learning.
- That staff are proficient in the collection, use and analysis of data to design learning
- That students will be assessment-capable
- To develop school-based approaches that align with the PYP and MACS's Vision for Instruction

Achievements

In 2024, teaching and learning at Our Lady of the Nativity continued to thrive in a dynamic and evolving educational landscape. It was, as always, a busy and purposeful year, marked by our deep engagement in the PYP evaluation process. This important reflection on our practice affirmed our commitment to inquiry-based learning and student agency. At the same time, we embraced new pedagogical frameworks introduced by Melbourne Archdiocese Catholic Schools (MACS), viewing them as opportunities to strengthen alignment with system priorities while remaining true to our school's vision for learning. Our dedicated staff approached both opportunities with professionalism, curiosity, and a shared commitment to continuous improvement.

Throughout 2024, our staff engaged deeply in the PYP evaluation process, a significant milestone in the life of a PYP school. This reflective and collaborative journey gave us the opportunity to celebrate our strengths, identify areas for growth, and plan strategically for the future. Teachers worked in dedicated collaborative groups throughout the year to unpack and explore the IB's Standards and Practices, using them as a lens to evaluate our current position and define clear next steps. These focused discussions and shared reflections led to a collective understanding of our pedagogical identity and a renewed sense of direction and purpose. This process affirmed the ways in which our students take ownership of their learning, demonstrating increasing assessment capability through goal-setting, self-reflection,

and engagement in feedback cycles. It also highlighted the impact of teacher data-literacy in designing learning experiences that are personalised and evidence-informed.

Our self-study process highlighted several key strengths within our teaching and learning environment. We affirmed that our school offers a nurturing yet academically rigorous culture, guided by a strategic intent embedded in the IB mission and our own school vision. Over the past five years, our professional learning has closely aligned with PYP principles, supporting the deep and authentic implementation of the Learner Profile and Approaches to Learning (ATL) skills. We identified strong communication systems, a sustained commitment to holistic student development, and a strategic approach to resource allocation that supports both learning and the well-being of all within our community. Our processes for reviewing and refining the Programme of Inquiry are robust and purposeful, ensuring that learning experiences are relevant, responsive and student-centred. We also recognised how our curriculum fosters a strong sense of identity and community, connecting students meaningfully to both local and global contexts. Our learners are active, engaged participants in their education, supported by a culture that values feedback, reflection and continuous growth.

This process not only affirmed the quality of our current practice but also clarified key areas for ongoing development as a learning community. The self-study documentation was completed and submitted to the IB in preparation for our evaluation visit in February 2025. We are confident that the IB will share in our positive view of the rich, reflective, and forward-thinking learning culture we continue to nurture at our school.

In parallel with our PYP evaluation, 2024 saw our school embark on a deep and sustained engagement with the Vision for Instruction, a key pedagogical resource introduced by Melbourne Archdiocese Catholic Schools (MACS). This framework offered an opportunity to examine our teaching practices through the lens of current educational research and system-wide priorities. Staff began the year by collaboratively unpacking the document, identifying its core principles and exploring how these could complement and enhance our existing practice within a PYP context. A particular focus was placed on Rosenshine's Principles of Instruction, which provided a structured, evidence-informed approach to effective teaching and learning.

As the year progressed, our professional learning deepened through staff-led inquiry, reading and discussion, as we reflected on the alignment between our current practices, the research underpinning the Vision for Instruction, and our own school's vision for learning. Teachers worked in collaborative groups to critically assess their instructional approaches and identify areas for development. This led to the co-design of new strategies intended to strengthen explicit instruction, support student retention of learning, and ensure that teaching was both purposeful and responsive. This process was not about replacing our existing strengths, but

enhancing them, ensuring that our approaches to teaching and learning remain both research-informed and mission-aligned, while continuing to empower students as agentic and engaged learners.

Trial implementation of selected strategies, such as daily review routines and targeted phonics programmes, allowed staff to explore how elements of the Vision for Instruction could be meaningfully integrated into our PYP classrooms. These trials were approached with professional curiosity and a commitment to understanding what works best for our learners. Staff monitored student engagement, progress, and learning outcomes closely, using student achievement data and feedback to inform ongoing refinement. This data-informed approach strengthened staff proficiency in using evidence to design learning and ensured that improvements were targeted and effective.

As we reflect on the teaching and learning journey of 2024, it is clear that our school continues to grow as a vibrant and dynamic PYP learning community. Through our ongoing engagement with the IB's standards, the implementation of the Vision for Instruction, and our commitment to evidence-informed practice, we remain focused on creating learning environments that are inclusive, challenging and student-centred. With a strong foundation in place and a clear vision for the future, we look forward to building on this momentum in 2025 as we continue to inspire curious, compassionate and capable learners.

Student Learning Outcomes

The 2024 NAPLAN results reflect the strong academic culture and commitment to student growth at Our Lady of the Nativity School. Across all assessed areas, students performed above the state mean, with high levels of achievement particularly evident in reading and writing. The data highlights consistent growth and a strong foundation in literacy, with notable achievement among female students.

In Year 3 Reading, 81.4% of students achieved results in the strong or exceeding bands, with 90% of girls performing in these higher levels. In Year 3 Writing, 80.9% of students achieved in the strong or exceeding bands, including 95% of girls, and 20% of girls performing at the exceeding level. These results reflect the impact of targeted early years literacy programs and a strong foundation in reading and writing developed through explicit instruction and rich inquiry-based learning experiences.

Year 5 Reading outcomes were similarly strong, with 82.7% of students performing in the strong or exceeding bands. Of particular note, 95.8% of girls were in these bands, with 33.3% achieving at the exceeding level. Boys also showed solid achievement, with 17.6% in the exceeding band. In Year 5 Writing, 84.2% of students were assessed as strong or exceeding, with 91.7% of girls and 18.2% of boys achieving in the top band. These results point to the effectiveness of the school's sustained focus on writing improvement over the

past three years, including the use of moderation practices, targeted conferencing, and the implementation of the 6+1 Traits of Writing framework.

In Year 5 Numeracy, 42 out of 58 students (72.4%) achieved results in the strong or exceeding categories. This growth reflects the impact of structured numeracy blocks, the introduction of consistent daily review practices, and the use of data to target instruction and intervention.

Overall, the NAPLAN trends at Our Lady of the Nativity demonstrate sustained achievement across literacy and numeracy domains, particularly among female students. Targeted professional learning in the Vision for Instruction, alongside the introduction of daily review and high-impact teaching strategies, has contributed to improved student outcomes. The school continues to analyse cohort and individual data to refine instructional approaches and ensure all learners are supported to achieve their full potential.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	432	67%
	Year 5	495	62%
Numeracy	Year 3	417	70%
	Year 5	488	72%
Reading	Year 3	426	81%
	Year 5	508	83%
Spelling	Year 3	413	65%
	Year 5	489	72%
Writing	Year 3	431	81%
	Year 5	496	84%

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

Student Wellbeing

Goals & Intended Outcomes

Goal:

To build a shared understanding and consistent practices in positive behaviours for learning

Intended Outcomes:

- To begin to implement SWISS behaviour monitoring
- To create, refine and implement a school wide Positive Behaviour Matrix and school wide routines and practices

Achievements

Our Lady of the Nativity School has worked closely alongside MACS to begin the implementation of Positive Behaviour for Learning (PBL) within our school community. The first step in this process was the establishment of a PBL team, which plays a pivotal role in guiding our efforts to foster positive behaviour and create a supportive learning environment. A key component of this initiative was the creation of the school's four core behaviour expectations: Respect, Responsible, Safe, and Kind. Feedback from both parents and students has been gathered to ensure that these behaviour expectations align with the values and needs of the broader school community. Following this, the PBL Matrix was developed, outlining the expected behaviours across different contexts, providing clear and consistent expectations for students, teachers, and staff.

As part of the early stages of implementation, lessons and routines that support the PBL matrix have started to be integrated into classrooms. Teachers are actively working to establish a shared language around PBL, ensuring that students and staff alike understand and engage with the system consistently. To support this transition, whole-school professional development has been undertaken to enhance staff knowledge of PBL principles and strategies. This professional development is designed to empower teachers with the tools they need to model, reinforce, and teach positive behaviours, creating a positive school culture.

Alongside the implementation of PBL, Our Lady of the Nativity School has also prioritised a comprehensive approach to student wellbeing. This includes the establishment of wellbeing groups, where students can engage in discussions and activities aimed at promoting resilience and positive mindset. In addition, the Resilience Project is an ongoing initiative that

supports students' wellbeing. Professional learning opportunities for staff have been embedded in this project to ensure that they are equipped with the knowledge and strategies to support students. Lunchtime clubs and groups have also been introduced, providing students with structured opportunities for social interaction.

To cater for the diverse needs of our learners, the school offers a range of support services. Parent support group meetings (PSGs) are held regularly to engage families in the wellbeing and academic progress of their children. We also have dedicated wellbeing support, with a psychologist available two days a week to provide additional guidance and counselling. Learning Support Officers work within classrooms and on the yard, offering academic and social-emotional support to students. This holistic approach ensures that all students receive the tailored support they need, promoting a positive and inclusive school environment where every learner can thrive.

Value Added

- MACS PBL Mentoring
- Positive Behaviour for Learning team established
- PBL Matrix created
- PBL parent feedback
- PBL student feedback
- Beginning implementations of lessons and routines supporting the PBL matrix
- Beginning shared language of the PBL
- Whole school staff professional development supporting staff knowledge of the PBL
- Wellbeing focus groups
- NCCD Professional Learning and Moderation
- Year 5 incursion in the hall - Project Rocket
- Resilience project ongoing professional learning
- Parent support group meetings
- Ongoing psychology services
- Lunchtime clubs and groups
- Peacekeepers
- Student Representative council
- House days
- Harmony Day
- Personalised Learning plans and Student Evaluation and Adjustment Plans
- Buddy system
- Transition to school program
- Prep interviews
- Learning Support Officer support on the yard
- Wellbeing staff meetings

Student Satisfaction

MACSSIS survey results indicate positive trends in student perceptions regarding safety at Our Lady of the Nativity School. The likelihood of students being bullied at school has decreased, suggesting that students feel safer in their environment. Similarly, concerns about violence at the school have also decreased, reflecting a significant improvement in the overall safety of the school. These positive changes suggest that the school's efforts to foster a positive and safe environment are making a noticeable difference in students' experiences.

Teacher-student relationships have remained consistent over the past two years, which is a positive sign that many students feel connected to their teachers. This consistent connection is crucial in providing students with the support and encouragement they need to succeed both academically and emotionally. Together, these improvements show a growing sense of safety, support, and connection at our school.

Student Attendance

School attendance is managed by teaching staff and our school office staff. Teachers mark the roll prior to 9:15am and the office staff check this daily at 9:30am. Any unexplained absences are then contacted with a text message asking the parent to explain their student absence. Any parent that has not contacted within a reasonable period of time will be contacted via a phone call. The roll is completed by the teacher again after lunch at 2:30pm.

Average Student Attendance Rate by Year Level	
Y01	93.1
Y02	93.6
Y03	91.7
Y04	93.0
Y05	92.4
Y06	93.1
Overall average attendance	92.8

Leadership

Goals & Intended Outcomes

Goal:

- To enhance pedagogical practices through a strong culture of professional learning, collaboration, and leadership that supports teacher growth, innovation, and alignment with the school's improvement and management plan.

Intended Outcome:

- That teachers will engage in high-quality, needs-based professional learning that is closely linked to the school's improvement priorities, leading to improved instructional practices across the school. This will be achieved through sustained collaboration, targeted support from school leadership, and a shared commitment to evidence-informed teaching.

Achievements

In 2024, our leadership team has remained deeply committed to improving pedagogical practices through purposeful strategic planning, the cultivation of a positive school culture, and a focus on staff wellbeing and professional growth.

Through a clearly articulated strategic plan, we have ensured that all professional learning opportunities are aligned with school improvement goals and responsive to staff needs. Leadership has worked collaboratively with staff to co-design professional learning that builds capacity, enhances instructional practices, and supports consistent growth across all teaching teams.

Fostering a positive and inclusive school culture has been a key priority. Open lines of communication have allowed staff to share insights, raise concerns, and contribute meaningfully to teaching and learning decisions. This culture of trust and collaboration has strengthened our collective efficacy and empowered teachers to take ownership of their practice.

Transparency in decision-making has also been central to our approach. By ensuring staff understand the rationale behind key initiatives and changes, we have fostered greater engagement and unity in working toward common goals. Staff milestones and achievements have been consistently recognised and celebrated, reinforcing a sense of value and belonging within the school community.

The leadership team has placed significant emphasis on supporting staff through targeted professional development and opportunities for innovation. By investing in our teachers' growth, we have created an environment where continuous improvement is both expected and supported.

This year's progress reflects our strong, values-based leadership approach—strategically focused, deeply relational, and committed to nurturing both professional excellence and community wellbeing. These leadership priorities will continue to drive our pursuit of high-quality teaching and learning into the future.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
Professional Learning Completed in 2024: <ul style="list-style-type: none"> • Ongoing rollout of Vision for Instruction • Religious Education Holy Week Module • Religious Education - Teach us to Pray: Online webinar series x 4 • Leadership Network Days • School Improvement Network • Whole School Closure Day: Spelling • Simply Maths PL • PLT - focus aligned to our Annual Action Plan • Staff Meetings - focus aligned to our Annual Action Plan • Making the PYP Happen Training • Middle Leadership Courses 	
Number of teachers who participated in PL in 2024	33
Average expenditure per teacher for PL	\$1682.30

Teacher Satisfaction

In 2024, staff feedback highlighted exceptionally high levels of satisfaction and engagement, reflecting the school's strong commitment to fostering a collaborative, supportive, and professionally enriching environment. A standout result was that 97% of staff agreed the leadership team creates a culture that supports collaboration and teamwork—well above the MACS average of 74%. This demonstrates a powerful sense of collective efficacy and a shared commitment to improving student outcomes through mutual support and professional unity.

The school also continues to excel in the area of professional learning. A significant 86% of staff reported that professional development opportunities were clearly aligned with the school's improvement plan, compared to a MACS average of 63%. Furthermore, 79% of staff indicated these learning experiences had a positive impact on their own teaching, and 76% observed improvements in teaching practice across the school—both surpassing the MACS benchmark of 55%. Importantly, 84% of staff stated that professional learning had been responsive to their individual needs, and 79% felt they had sufficient access to these opportunities, indicating a learning culture that is both inclusive and strategically focused.

Leadership at the school is consistently viewed as strong and effective. In 2024, 100% of staff agreed that school leaders are knowledgeable about learning and teaching, significantly exceeding the MACS average of 78%. Additionally, 92% felt that leaders clearly communicated a vision for teaching and learning, while the same percentage said that leaders were actively involved in helping teachers address instructional challenges—again, far above the MACS average of 53%. A further 92% reported that school leaders listen attentively to staff, fostering open communication, respect, and trust.

Staff wellbeing and recognition are clearly prioritised. Eighty-one percent of staff indicated their workload was manageable, in contrast to the MACS average of 51%, and the same percentage felt their achievements were celebrated—demonstrating a culture where staff are supported both personally and professionally. The school also promotes a strong culture of innovation, with 86% of staff feeling comfortable experimenting with new teaching approaches, compared to the MACS average of 53%. Furthermore, 89% of staff felt safe to share ideas about what is and isn't working in the school, highlighting a psychologically safe environment that encourages honest dialogue and continuous improvement.

The integration of faith into the school's culture remains a defining feature. An overwhelming 97% of staff reported being encouraged to participate in faith and religious formation, far exceeding the MACS average of 72%. Similarly, 97% agreed that school leadership supports the integration of Religious Education with other curriculum areas, and 95% affirmed that prayer is a valued and important part of school life. These responses underscore the school's deep commitment to nurturing the spiritual growth of staff and embedding faith into the broader learning experience.

Community engagement also saw meaningful growth in 2024. The number of staff who felt that school leaders invited input from families on matters of learning and teaching rose significantly—from 5% in 2023 to 34% in 2024—exceeding the MACS average of 26%. This demonstrates a clear and growing emphasis on collaborative partnerships with families and the broader school community.

In summary, the results for 2024 reflect a school that is thriving—a place where staff feel valued, empowered, and supported. From high-quality professional learning and effective leadership to a strong spiritual identity and a culture of innovation and collaboration, the school continues to outperform MACS benchmarks in key areas. These achievements not only contribute to teacher satisfaction and retention but also lay a strong foundation for ongoing school improvement and student success.

Teacher Qualifications	
Doctorate	0
Masters	5
Graduate	1
Graduate Certificate	1
Bachelor Degree	24
Advanced Diploma	3
No Qualifications Listed	9

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	36
Teaching Staff (FTE)	28.33
Non-Teaching Staff (Headcount)	19
Non-Teaching Staff (FTE)	12.36
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal:

To develop a positive, inclusive and deeply relational culture where all members feel a sense of belonging.

Intended Outcome:

That all members of the school community — students, staff, and families — will feel a strong sense of belonging and connection, supported by meaningful relationships within an environment that values inclusivity, respect, and collaboration.

Achievements

In 2024, Our Lady of the Nativity School continued to prioritise the development of a positive, inclusive, and deeply relational school culture. A key focus has been strengthening partnerships between home, school, and parish to ensure every member of our community feels supported, connected, and valued.

Parent engagement remained a cornerstone of our community life. We were fortunate to have consistent support from parent helpers in classrooms and canteen volunteers, whose time and presence have enriched the daily experiences of our students and staff.

The school hosted a variety of events throughout the year to encourage community connection and celebration. Highlights included our Trivia Night, Art Show, and Christmas Carols, which brought families together in joyful, meaningful ways and celebrated the gifts and talents of our students.

Opportunities such as Celebrations of Learning allowed families to engage closely with their children's progress and achievements, while Faith Formation Nights invited deeper reflection and participation in our shared Catholic identity. These events helped to strengthen our communal commitment to faith and learning. We were especially pleased to welcome new

families through our Prep Welcome BBQ, fostering a sense of belonging from the earliest stages of school life.

Effective and transparent communication remains a priority at Our Lady of the Nativity School, ensuring families feel informed, connected, and engaged in school life. In 2024, we continued to use a range of platforms to share important updates, celebrate student learning, and build strong partnerships with families. Audiri remained our primary tool for distributing notices and reminders, helping streamline communication in a timely and accessible way. Our fortnightly newsletters provided comprehensive updates on school events, initiatives, and key dates, while Seesaw offered a valuable window into classroom learning, allowing families to view student work samples and celebrate progress in real time. Additionally, our social media platforms were used to highlight student achievements, promote events, and foster a sense of community pride. These communication tools collectively support our commitment to building a collaborative and well-informed school community.

Through these initiatives, Our Lady of the Nativity School continues to cultivate a warm, connected, and supportive environment — one in which students thrive, families feel valued, and community spirit flourishes.

Parent Satisfaction

Parent feedback in 2024 reflected strong satisfaction and confidence in Our Lady of the Nativity School. An impressive 82% of families reported they would recommend the school to others, indicating high levels of trust and overall positive experiences. Communication between parents and teachers has seen a significant improvement, increasing from 40% in 2022 to 64% in 2024. This reflects the school's commitment to fostering meaningful dialogue and stronger partnerships with families. Additionally, 43% of parents participated in discussions about their child's learning or wellbeing — up from 30% in 2023 — demonstrating increased parental involvement in student support. Teachers continue to be recognised for their support, with 68% of parents affirming that they feel well-supported in engaging with their child's learning.

A strong sense of belonging was also evident, with 84% of parents believing their child feels connected to the school — a vital factor in promoting wellbeing and academic success. The

school's commitment to diversity and inclusion was affirmed by 78% of families, who feel their cultural background is respected and considered.

Results from the 2024 MACSSIS survey highlighted exceptional outcomes in school climate. Families reported overwhelmingly positive perceptions, with 89% acknowledging the approachability of staff, 88% feeling welcomed when entering the school, and 96% agreeing that the school values diversity. These results reflect a school environment that is safe, inclusive, and deeply respectful — one that nurtures both academic and social growth for all students.

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.olnaberfeldie.catholic.edu.au