



Melbourne Archdiocese
Catholic Schools

2025

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 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 15 May 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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)
- Music
- STEM
- 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 2025 school year has been a significant and hope-filled one for the community of Our Lady of the Nativity School. Grounded in our lived Franciscan Catholic ethos, we continue to centre all that we do on the love of God, striving to live the Gospels in right relationship with one another and all of creation. This commitment shapes our faith life, learning, wellbeing practices and outreach, ensuring that our Franciscan charism remains the foundation for a culture that supports the full flourishing of every member of our community.

In 2025, our school theme, Pilgrims of Hope, aligned with the theme of the Catholic Jubilee Year, invited us to journey together in faith, courage and renewal. This theme inspired our community to walk with purpose and trust, encouraging our students to embrace challenges, act with compassion and remain hopeful in their learning and relationships. It strengthened our shared understanding that we are all on a journey—growing, learning and responding to God's call in our daily lives.

A key focus throughout the year has been the continued alignment with the Melbourne Archdiocese Catholic Schools (MACS) Vision for Instruction and Vision for Engagement. Staff have worked collaboratively to embed evidence-based teaching practices that ensure consistency and excellence in every classroom. This work has been strengthened through the ongoing implementation of Positive Behaviours for Learning (PBL), which continues to promote a safe, supportive and inclusive learning environment. Through PBL, our shared values of being Responsible, Respectful, Safe and Kind have become increasingly visible in the daily life of the school, supporting positive student behaviour and engagement.

To celebrate the Year of Jubilee, our students proudly presented a whole school production titled Dreaming into Tomorrow. Held at St Bernard's College, the performance was a vibrant and memorable showcase of creativity, talent and collaboration. The production was the culmination of many weeks of dedication and hard work from students and staff alike, and it provided a meaningful opportunity to bring our community together. Families, staff and students gathered in a spirit of joy and celebration, strengthening connections and fostering a strong sense of belonging. This shared experience not only highlighted the gifts of our students but also reflected the unity and hope at the heart of our school community.

In 2025, school leaders participated in the inaugural Flourishing Learners Conference, marking a significant milestone in the pursuit of the MACS 2030 strategy. This conference brought together leading educational voices, including keynote speakers Tom Sherrington, Brother David Hall, Bron Ryrie Jones and Dylan Wiliam, among others. Their insights reinforced the importance of evidence-based instructional models to support high-quality teaching practice. These approaches are central to ensuring improved student outcomes.

across learning, behaviour and holistic development, and continue to guide our strategic direction.

The school remains deeply committed to the ongoing implementation of the International Baccalaureate Primary Years Programme (PYP), ensuring that inquiry-based learning is balanced with explicit instruction to meet the diverse needs of our learners. Our educators continue to demonstrate a strong commitment to professional growth, collaboration and reflective practice, ensuring that all students are supported to achieve their full potential.

As a community, we continue to prioritise inclusivity and engagement, offering a rich and differentiated curriculum supported by targeted intervention programs in literacy, mathematics and wellbeing. Our commitment to student voice, agency and community partnership remains strong, with families playing an integral role in shaping the life and direction of the school.

The achievements of 2025 reflect a community united in faith, purpose and hope. As Pilgrims of Hope, we look forward to continuing our journey together, guided by our Franciscan charism and a shared commitment to nurturing confident, compassionate and capable learners who are inspired to make a difference in the world.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

- To continue to embed the prayers and rituals of the Catholic Tradition in the lives of our students

Intended Outcomes:

- to see an increase in students MACSSIS data to at least the MACS average in the area of prayer frequency
- to see an increase in the student MACSSIS data to at least the MACS average in regards to Catholic celebrations and traditions

Achievements

In 2025, our school community continued to place a strong and intentional emphasis on embedding our Franciscan charism, nurturing a spirit of humility, compassion, service, and hope in the daily lives of our students. This commitment was particularly meaningful as we journeyed through the Jubilee Year as Pilgrims of Hope, providing rich opportunities for prayer, reflection, and connection to the broader Church.

A key focus throughout the year was working towards our strategic goals of strengthening the presence of Catholic prayer, rituals, and traditions in everyday school life, and improving student engagement with Catholic celebrations and traditions.

Throughout the year, students actively participated in a wide range of liturgical experiences, including whole-school Masses, prayer services, and classroom rituals. These opportunities ensured that elements of the Mass and the traditions of the Catholic Church were not only taught but lived, supporting students to deepen their understanding and experience of faith.

Our continued focus has been to embed our Catholic story more deeply into the lives of our students and to bring the Gospels to life in authentic and meaningful ways. Through our transdisciplinary approach, we have intentionally created opportunities for students to make genuine connections between their faith and the curriculum, ensuring that Catholic identity is not confined to Religious Education alone but is lived across all areas of learning. Aligned with the Primary Years Programme (PYP), this approach has supported students to explore big ideas while also engaging with Gospel values in ways that are relevant to their everyday experiences. By integrating scripture, prayer, and Catholic social teaching into learning

contexts, students have been encouraged to see God's presence in the world around them and to respond with compassion, justice, and hope.

Our social justice actions in 2025 reflected our commitment to our vision statement: With a commitment to social justice, a sense of purpose and hope, we encourage our members to be active participants in the global community. Throughout the year, students were actively engaged in a range of initiatives that supported those in need and fostered a strong sense of empathy and global responsibility. Through Caritas Project Compassion, students deepened their understanding of global justice issues and contributed to meaningful fundraising efforts that supported vulnerable communities around the world. The Spirit in Action project further empowered students to align with various organisations, taking purposeful action to make a positive impact locally and globally. Our St Joseph's Table initiative supported the Franciscan Food Kitchen through the collection of food donations, reinforcing the importance of service and solidarity with those experiencing hardship. In addition, students participated respectfully in ANZAC Day and Remembrance Day appeals, demonstrating gratitude, reflection, and honour for those who have served. Collectively, these experiences strengthened students' understanding of social justice and reinforced their role as compassionate, active contributors to the global community.

This focus was further strengthened through staff formation and leadership practices that prioritised dialogue, shared faith perspectives, and the active expression of Catholic identity within the school community.

A significant highlight was the staff closure day, which provided a rich opportunity for reflection and formation at the Mary MacKillop Heritage Centre and other historic sites throughout Melbourne. Walking in the footsteps of St Mary MacKillop, Australia's first saint, staff deepened their understanding of her life, mission, and enduring legacy. This experience strengthened the school's connection to its Franciscan charism, particularly through Mary MacKillop's witness to humility, service, perseverance, and trust in God. It renewed a shared commitment to living out the Gospel in the everyday life of the school community.

Overall, 2025 was a year of continued growth and deepening of Catholic identity. Through an intentional focus on prayer, ritual, and charism, the school continued to strengthen its faith life and lived expression of the Gospel.

Value Added

Student data reflected continued growth and focus in the school's Catholic identity priorities. Overall, students reported strong engagement with Catholic beliefs and practices, with several areas meeting or exceeding the MACS average. It was encouraging that 70% of students felt Catholic beliefs were presented in ways that made sense to them, highlighting clarity and relevance in teaching. The frequency of prayer in classrooms rebounded

positively to 68%, demonstrating a renewed emphasis on shared faith experiences and progress towards improvement goals.

Students' recognition of Catholic traditions and celebrations as part of school life sat at 68%, reflecting a vibrant and visible faith culture and continued movement towards the MACS average. Additionally, there was notable growth in respectful understanding, with 76% of students acknowledging that teachers encouraged respect for the beliefs and practices of others.

Family data further affirmed the strength of the school's Catholic identity. Families reported exceptionally high confidence in the school's mission, with 100% agreement that the Catholic mission was clearly emphasised, well above the MACS average. This was supported by equally strong results in the emphasis on Catholic beliefs and practices, both reaching 100% in 2025. Family understanding of the Catholic mission grew significantly to 82%, well above the MACS average, while participation in religious events also increased, indicating growing engagement.

Staff data reinforced this positive narrative, highlighting a deeply embedded and lived Catholic culture across the school. Staff responses indicated very strong alignment with the Catholic mission, with many areas performing well above MACS averages. Clarity of Catholic beliefs and practices was 95%, staff understanding was 97%, and encouragement of faith formation was 92%, all demonstrating sustained strength and growth.

Prayer remained central to school life, with 97% of staff affirming its presence at community events, and a significant milestone reached with 100% of staff recognising that time was made for rich and meaningful prayer experiences. This intentional focus was closely aligned with the PYP framework, where the integration of Religious Education across the curriculum supported students to make meaningful connections between faith and learning. The embedding of liturgical seasons further reflected a holistic approach to faith formation, nurturing the development of the whole child in line with both Catholic identity and the Primary Years Programme.

Leadership continued to play a vital role in sustaining this culture, with strong evidence of promoting dialogue, sharing faith perspectives, and supporting staff to actively live and express their faith within the school community.

Learning and Teaching

Goals & Intended Outcomes

In 2025, our school had 3 goals aligned to Learning and Teaching:

Goal 1: To improve student achievement in Mathematics, particularly in the area of number and the 4 operations in Grades 3 and 4

Goal 2: To improve student achievement in Reading, particularly in phonological awareness in Prep to Grade 2

Goal 3: To improve student achievement in writing in Grade 5 and Grade 6, particularly in the ability to use and manipulate text structures and language features

Achievements

During 2025, our school engaged in a period of pedagogical growth characterised by a rigorous focus on evidence-based practice and the successful transition to the Victorian Curriculum 2.0. Central to this progress was the development of a unified instructional vision where staff established a shared understanding of high-impact strategies, most notably checks for understanding, across all learning areas. With the ongoing guidance of the curriculum team, teachers have moved towards a more responsive model of instruction by intentionally seeking and acting upon evidence of student learning at pivotal moments throughout every lesson.

As a school community, we have continued to deepen our collective grasp of the research and evidence-based reasoning that underpins our pedagogical shifts, ensuring that every staff member understands the purpose behind new instructional strategies. This clarity of the underlying research has empowered teachers to refine their classroom practice and further develop a more consistent professional language that informs teaching and learning. To support this shift, the curriculum team has maintained a focused and consistent message across all learning areas, collaborating closely with staff during professional learning teams, staff meetings, and planning sessions. Furthermore, the curriculum team engaged in

extensive professional learning specifically aligned with our strategic goals and the broader implementation of the Melbourne Archdiocese Catholic Schools Vision for Instruction, ensuring that leadership and classroom practice remain expertly informed and cohesive in their approach to how students in Catholic schools learn best.

To address our first goal of improving student achievement in mathematics, specifically within number and the four operations for grades three and four, the school undertook a partnership with Dr Angela Rogers. The primary achievement in this area was the development of a cohesive, whole-school approach to mathematical learning that prioritised the instructional hierarchy. Teachers engaged in intensive and ongoing professional learning to understand the stages of skill development, from initial acquisition through to fluency and generalisation, which allowed them to select instructional strategies precisely matched to student needs. A cornerstone of this strategy was the implementation of the fluency program, which was specifically trialled by the year three and four cohorts during term three before being offered for wider trial across the school in term four. This programme targeted the automaticity of basic facts, providing students with the cognitive load capacity required for more complex problem solving. The success of the trial resulted in the decision to implement this program across the school in 2026.

Teachers monitored student growth through a collaborative unpacking of the Mathematics 2.0 curriculum, which standardised assessment and moderation practices across the school. This process ensured a more accurate and consistent identification of student progress, which was then communicated to families through a single curriculum achievement marker. To support staff during this transition, professional learning focused on aligning daily instruction with the new curriculum standards and the instructional hierarchy. This structured approach enabled teachers to precisely identify students across the full learning spectrum, ensuring those at risk were provided with targeted foundational support while high-ability students were challenged through extension tasks that moved beyond mere fluency into the generalisation and adaptation of mathematical concepts.

For students identified as being at risk or requiring additional support, the school conducted a comprehensive review of existing intervention strategies to ensure alignment with our new evidence-based approach. We integrated the fluency programme as a targeted intervention for small groups, while continuing to facilitate the Getting Ready in Numeracy (GRIN) program. This approach to intervention ensured that students who were not yet meeting benchmark expectations received support to prepare them for classroom concepts, as well as intensive practice in number fluency. Simultaneously, we continued to offer intervention for those students working well above the expected standard to ensure continuous growth. To support these high-ability mathematicians, we continued to offer specialised extension through the Maths Explorer programme and the Australasian Problem Solving Mathematical

Olympiads. By consolidating these tiered intervention practices and trial results, the school has established a robust foundation for the full whole-school implementation of these mathematical strategies in 2026.

Our second and third goals focused on the continued elevation of literacy standards across the school, specifically targeting foundational reading skills in the junior years and improving writing techniques in the senior years. To improve student achievement in reading for prep to grade two, we implemented Phonics Plus, utilising its systematic scope and sequence and specialised resources to create meaningful, student-focused learning experiences. This evidence-based approach ensured that foundational phonological awareness was explicitly taught and reinforced. To further support this, daily review practices were intentionally developed and planned for, allowing students to consolidate their reading skills through regular, spaced practice. The use of the DIBELS assessment across the school, in alignment with Melbourne Archdiocese Catholic Schools data collection expectations, provided teachers with a precise tool to identify student growth and pinpoint those at risk who required immediate phonological intervention.

In addressing our third goal to improve writing achievement in grades five and six, we focused on the students' ability to manipulate text structures and language features. A key strategy was the implementation of a writer's notebook for students in years three to six, which served as a platform for students to develop their imaginative capacity and apply learned technical skills to topics of their own choosing. This fostered a higher degree of student agency and engagement while allowing teachers to monitor how students transferred grammatical and structural knowledge into authentic writing pieces. To support the connection between reading and writing, we introduced novel studies and the use of reading journals for years three to six, providing students with high-quality mentor texts to analyse and emulate.

Throughout this process, staff collaborated to unpack the English Curriculum 2.0, ensuring that our assessment and moderating practices were fully aligned with these updated standards. This curriculum revision allowed for a more consistent approach to identifying student growth and provided a clear framework for supporting both students at risk and those with high ability. By aligning our instructional practices with the Vision for Instruction and utilising data-driven insights from our updated assessment tools, we have established a clear pathway for students to move from foundational literacy to the mastery of complex language and text manipulation.

As an International Baccalaureate Primary Years Programme school, we remain committed to the continual review and refinement of our educational practices to ensure the highest standards of inquiry-based learning. Following the completion of our comprehensive

programme review in February 2025, we utilised the formal feedback alongside the updated Victorian Curriculum 2.0 to initiate a thorough renewal of our Programme of Inquiry. This undertaking has been established as a two-year process of ongoing feedback cycles, during which staff work collaboratively to reflect upon and enhance our units of inquiry. This reflective practice ensures that our curriculum remains dynamic and continues to align with both the rigorous standards of the International Baccalaureate and the specific requirements of the national curriculum. A primary objective of this process has been to ensure that the five essential elements of the programme, knowledge, concepts, skills, attitudes, and action, are purposefully accounted for within every unit. Furthermore, this renewal has allowed us to strengthen both vertical and horizontal alignment across the school, guaranteeing a seamless and progressive learning journey for all students as they move through the year levels. Another significant focus is the development of learning experiences that purposefully integrate explicit instruction with opportunities for teacher or student-led inquiry. By aligning these instructional approaches, we ensure students acquire the necessary foundational knowledge while being empowered to exercise agency and take ownership of their learning.

Through the strategic consolidation of these high-impact instructional practices, curriculum renewals, and evidence-based interventions, we have established a robust foundation for continued academic growth, ensuring that our school remains a community where every student is challenged and supported to reach their full potential.

Student Learning Outcomes

The school's NAPLAN Reading results demonstrate high-level proficiency and strong value-added growth. In Year 3, the school achieved a Mean score of 430, significantly outperforming both State (417) and National (402) averages. A remarkable 78.4% of Year 3 students achieved in the 'Strong' or 'Exceeding' proficiency levels, while the 'Needs Additional Support' (NAS) cohort was kept to a low 3.9%. This trend continued into Year 5, where 83.1% of students reached the top two proficiency bands, surpassing the State average of 77.6%.

Analysis of performance trends reveals a successful narrowing of the gender gap. At the same time, Year 3 girls initially outperformed boys in the top tiers, but by Year 5, boys achieved a 83.4% success rate in the 'Strong/Exceeding' categories. This shift indicates the effectiveness of targeted literacy engagement strategies and the inclusion of multi-modal texts for male learners. These outcomes are attributed to the school's robust tiered intervention programs, such as MiniLit and MacqLit, which provide intensive support for at-risk readers. Furthermore, data-informed differentiation and the implementation of inquiry-based extension programs have successfully consolidated student achievement within the higher proficiency bands. The school's commitment to early identification and high-impact

literacy instruction continues to drive outcomes that exceed state and national benchmarks, ensuring students are well-equipped for secondary literacy demands.

The school's NAPLAN Writing results reflect an excellent standard of achievement, particularly in the lower years. In Year 3, the school achieved a Mean score of 467, remarkably higher than the State (424) and National (414) averages. A significant 94.1% of Year 3 students placed in the 'Strong' or 'Exceeding' proficiency levels, with an impressive 33.3% in the 'Exceeding' category, more than quadruple the national average of 7.3%. This foundational success was maintained in Year 5, with 83.1% of students achieving in the top two proficiency bands.

These outcomes are attributed to the implementation of explicit instruction partnered with inquiry-based learning. By utilising the Teaching and Learning Cycle and the strategic use of mentor texts, the school has enhanced the scaffolding of complex text types, allowing students to apprentice under expert writing styles before independent construction. Targeted professional work with Misty Adoniou has further refined our approach to spelling and grammar, moving beyond rote learning to a deep, linguistic understanding of how language functions. Our results suggest that structured literacy and explicit modelling are successfully engaging all learners. Furthermore, zero students required 'Additional Support' in Year 3, testifying to the impact of early intervention. The school remains committed to data-informed differentiation, using specialised writing workshops and formative assessment to transition students into the 'Exceeding' band.

The school's NAPLAN Numeracy data demonstrates a robust foundation of achievement, particularly in the early years. In Year 3, the school achieved a Mean score of 424, notably higher than the National average of 405. A strong 68.6% of Year 3 students performed within the 'Strong' or 'Exceeding' proficiency levels. By Year 5, the school effectively consolidated student learning, with 64.8% of the cohort reaching the 'Strong' category, a figure that significantly exceeds both State (57.6%) and National (55.8%) benchmarks.

These outcomes are underpinned by a highly explicit pedagogical approach, ensuring that mathematical concepts are introduced with clarity and structured scaffolding. This explicit model is coupled with targeted intervention strategies that identify and support students at their point of need, which has successfully kept the number of students requiring 'Additional Support' to a minimum. To further drive growth, the school is utilising data-informed differentiation to transition students from 'Developing' into the higher proficiency bands. By maintaining a focus on high-impact, explicit teaching practices and rigorous intervention, the school ensures that all students develop the essential numeracy fluencies and problem-solving skills required for ongoing success in the upper primary years and beyond.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	450	71%	441	69%
	Year 5	522	76%	509	69%
Numeracy	Year 3	424	69%	421	70%
	Year 5	484	70%	486	71%
Reading	Year 3	430	78%	428	80%
	Year 5	497	83%	503	83%
Spelling	Year 3	423	69%	418	67%
	Year 5	486	69%	488	71%
Writing	Year 3	467	94%	449	88%
	Year 5	511	79%	504	82%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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 had a continued focus along side Melbourne Archdiocese Catholic Schools (MACS) PBL team to a fully integrated culture of positive behaviour expectations. The first six months focus on establishing a shared language, where the core expectations of being Respectful, Responsible, Safe, and Kind are explicitly taught through lessons and reinforced by teachers. By aligning the language used in the classroom, on the playground, and in parent communications, the school ensures that students receive a singular, clear message about what success looks like in every context.

To ensure the PBL initiative succeeds, teachers will engage in ongoing, whole-school professional learning (PL) focused on mastering a shared language and consistent routines. This training moves beyond theory, providing staff with practical lessons to support students to achieve our schools behavioural expectations. This collective approach eliminates confusion for students and builds a unified front where every staff member feels confident in managing behaviour positively.

Furthermore, the PL sessions guided teachers in designing and delivering explicit behaviour lessons directly from the PBL Matrix. Rather than assuming students know how to act, staff will learn how to break down abstract values like "Respect" into clear, step-by-step actions for the classroom and playground focus on examples and non examples.

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 maintained
- PBL Matrix with expectations
- 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

According to the student survey in the MACSSIS data, Our Lady of the Nativity School has demonstrated significant growth in academic culture, with the Rigorous Expectations domain seeing a steady three-year climb to a 72% favourability rating. A standout strength is the high level of teacher support, as 80% of students report being encouraged to do their best and 79% feel confident that teachers take the time to ensure they understand the material—a notable 11% increase from the previous year. This commitment to academic excellence is mirrored by a positive shift in School Engagement, where student interest in classes has reached a three-year high of 54%. These results reflect a community where students feel increasingly challenged, supported, and connected to their daily learning.

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	93.06
Y02	93.55
Y03	91.72
Y04	93.04
Y05	92.37
Y06	93.09
Overall average attendance	92.81

Leadership

Goals & Intended Outcomes

Goal:

To continue 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.

Achievements

In 2025, our leadership team continued to demonstrate a strong commitment to enhancing pedagogical practices through intentional strategic planning, the fostering of a positive school culture, and a clear focus on staff wellbeing and professional growth. A well-defined strategic plan ensured that all professional learning opportunities were closely aligned with school improvement priorities and responsive to the needs of staff.

Leadership partnered closely with staff to design professional learning that strengthened capacity, refined teaching practice, and promoted consistent growth across all teams. Nurturing a positive and inclusive school culture remained a priority, with open communication creating opportunities for staff to share perspectives, voice concerns, and actively contribute to decisions around teaching and learning. This environment of trust and collaboration has enhanced collective efficacy and supported teachers to take greater ownership of their practice.

The leadership team prioritised purposeful professional learning and created opportunities for innovation, ensuring that all initiatives were aligned with the MACS Vision for Instruction and Vision for Engagement. In line with our 2025 annual action plan goals, we partnered with Dr Ange Rogers for a series of professional development workshops focused on the instructional hierarchy and the importance of fluency to enhance students ability to access and manipulate number knowledge. The number fluency program was trialled and implemented in the middle years.

All teaching staff successfully completed the required faith formation to gain or maintain their accreditation to teach Religious Education. This professional learning was purposeful, reflective, and closely aligned with our Franciscan charism, supporting staff to deepen their understanding of faith, service, community, and right relationship. Through ongoing formation opportunities, staff were empowered to nurture contemporary and engaging learning experiences that place Gospel values at the heart of teaching and learning, while continuing to foster a culture of compassion, humility, and hope within our school community.

Throughout 2025, the school implemented the rollout of our Positive Behaviours for Learning (PBL) framework, working collaboratively with students, staff, and families to develop a shared understanding of the behaviours and values that support a positive learning environment. Through consultation with all stakeholders, four key expectations were identified, being Respectful, Responsible, Safe, and Kind. This whole-school approach has strengthened consistency of language and expectations across the community, supporting students to build positive relationships, make responsible choices, and contribute to a safe and inclusive school culture grounded in our Franciscan values.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
Professional Learning Completed in 2025: • Ongoing rollout of Vision for Instruction and Vision for Engagement • Year Long Partnership with Dr Ange Rogers - Number Fluency and Instructional Hierarchy. • Mary Mackillop Heritage walk - Faith Formation • Religious Education – Teach Us to Pray (online webinar series) • Religious Education – Advent webinars • Leadership Network Days • School Improvement Network • Whole School Closure Day: Maths -Dr Ange Rogers • Professional Learning Teams (PLTs) aligned to the Annual Action Plan • Staff Meetings aligned to the Annual Action Plan • Middle Leadership Courses • Flourishing Learners conference • School Improvement Network Meetings	
Number of teachers who participated in PL in 2025	35
Average expenditure per teacher for PL	\$1345.00

Teacher Satisfaction

The 2025 Staff Survey data reflects many positive outcomes across the school, highlighting a strong culture of collaboration, shared purpose, and faith-centred leadership. Overall school positive endorsement remained high at 76%, continuing to sit above the MACS average and demonstrating sustained confidence in the school community.

Particularly strong results were evident in the areas of collaboration and collective practice. Collaboration around an improvement strategy increased significantly to 87%, reflecting staff confidence in the school's clear direction and shared commitment to continuous improvement. Similarly, collaboration in teams remained exceptionally strong at 87%, indicating that staff value the opportunities to work together to enhance teaching and learning outcomes for students.

Collective efficacy continued to be an outstanding area of strength, with 94% of staff believing that the staff at the school have what it takes to improve instruction. This reflects a highly capable and committed staff culture where educators believe in their collective ability to make a positive impact on student learning.

The school also continued to demonstrate strong outcomes in Catholic identity, with 94% positive endorsement. This highlights the visible and authentic commitment to faith leadership and the ongoing integration of Gospel values and the Franciscan charism within the life of the school.

Positive results in professional learning (78%) and instructional leadership (68%) further reflect staff recognition of the purposeful professional growth opportunities provided and the strong focus on improving teaching and learning practices. These results affirm the school's commitment to fostering a culture of ongoing development, reflection, and innovation.

The data also highlights positive perceptions of psychological safety (71%), demonstrating that staff feel increasingly supported to take risks, learn collaboratively, and contribute openly within a trusting and respectful environment.

The 2025 Staff Survey data highlights a positive and faith-filled school culture where staff feel supported, collaborative, and committed to continuous improvement. Strong results in collaboration, collective efficacy, Catholic identity, and professional learning reflect a united staff culture grounded in shared purpose, strong relationships, and the living of our Franciscan charism.

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	1
Graduate Certificate	1
Bachelor Degree	23
Advanced Diploma	3
No Qualifications Listed	10

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	32
Teaching Staff (FTE)	26.13
Non-Teaching Staff (Headcount)	22
Non-Teaching Staff (FTE)	14.12
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 feel a strong sense of belonging and connection, supported by meaningful relationships within an environment that values inclusivity, respect, and collaboration.

Achievements

At Our Lady of the Nativity we value building a strong sense of belonging, this starts with being present. Our leadership team prioritises being at the front gate each day to check in with families and welcome students. To bridge the gap between home and school, we also hosted Celebration of Learning events. These sessions invited parents into the classrooms to see student work firsthand, fostering a transparent environment where student achievements are shared and celebrated by the whole community. If parents can not attend these sessions we also share student work through the online SeeSaw platform to allow all of our community to be apart of their child's learning journey.

We have also focused on enhancing the way we share information to ensure every family stays well-informed and engaged. By utilising nForma for academic reporting, we provide clearer insights into student progress, while Operoo and Auduri serve as reliable hubs for daily updates and essential school notices. These digital tools have simplified our processes, making it easier than ever for parents to access the information they need, when they need it.

The Sacramental program, highlighted by the Presentation Masses, serves as a vital bridge that deepens the spiritual and communal ties between our school and the wider parish. By participating in these Masses, our students are formally introduced to the congregation, creating a powerful moment of connection where the parish pledges its prayerful support for our candidates. This link is further strengthened through our shared observance of Holy Days of Obligation, which bring students, staff, and families together in collective worship. These sacred occasions ensure that our school community is fully integrated into the liturgical life of

the Church, fostering a unified environment where faith is not just taught in the classroom but lived and celebrated alongside the broader parish family.

Our whole school production stands as a true highlight of the year, providing a vibrant platform for our students to explore their creative talents and build confidence. This massive undertaking involves every year level, fostering a unique sense of school-wide collaboration. This shared experience not only showcases the incredible performing arts talent within our school but also strengthens our community spirit, leaving students with lasting memories and a deep sense of collective achievement.

Our calendar was also filled with other opportunities to bring people together and strengthen our school spirit. From high-energy events like the Colour Run and Footy Day to welcoming traditions like the Prep BBQ, we've created spaces for families to connect and build friendships. Additionally, our Faith Formation nights and annual Christmas Carols provided meaningful ways for us to gather, reflect on our shared values, and celebrate the heart of our school community.

Parent Satisfaction

The 2025 MACSSIS family survey data reflects a school community that feels exceptionally safe and deeply aligned with its mission, highlighted by a remarkable 94% favourability rating in Student Safety and 92% in Catholic Identity. Families express a strong sense of confidence in the school environment, with an 81% favourability in School Climate and an 84% rating for School Fit, suggesting the school is successfully meeting the developmental and social needs of its students. This sense of security is bolstered by effective engagement strategies, with Communication receiving a strong 73% positive response, painting a clear picture of a value-driven and supportive learning environment.

This positive sentiment has fostered a high level of advocacy, with 95% of parents stating they would recommend the school to prospective families. This trust is fueled by a massive 28% increase in parent-teacher support, with 91% of families now feeling that teachers effectively help them engage with their child's learning. Communication channels have also strengthened significantly, as parental discussions regarding student wellbeing have doubled since 2023, and 70% of parents now report frequent, positive interactions with staff. Overall, these results showcase a school that has successfully built deep trust and a powerful partnership with its family community.

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