

ANNUAL REPORT



OSCAR ROMERO CATHOLIC PS

2019

REGISTERED SCHOOL NUMBER: 2218



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Contact Details

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E NUMBER	1405

Minimum Standards Attestation

I, Fran Drysdale attest that Oscar Romero Catholic Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

8th July 2020

Our School Vision

Oscar Romero Catholic Primary School
is a faith filled
learning community,
committed to
the teachings of Jesus
that aspires to
“be more not to have more”.

At the heart of learning is hope
and a desire
for each learner to full flourish,
embrace and activate
a view of themselves
that values peace,
justice
and prosperity
for the world.

School Overview

Oscar Romero is the fourth catholic school in the Parish of Our Lady's Craigieburn. It was built to serve the growing needs of the Craigieburn and Mickleham area. The school is built in Craigieburn West and is surrounded by new housing in each direction. The three other schools in the Our Lady's Parish are Mother Teresa in Mt Ridley, Good Samaritan in Roxburgh Park and Our Lady's in Craigieburn East.

2019 was Oscar Romero's second year of operation. Significantly we had only located to our permanent location at 1 MacKillop Street, Craigieburn the week before the end of the 2018 school year. In many ways, 2019 felt like our first year of operation as we began on our permanent site. It was an exciting time for all our students, families and staff.,



In the second year of operation we began with 216 enrolled students, a growth of approximately 100 students from 2018. This number grew to 228 students by the end of the school year. Throughout the year we had many prospective enrolments on a waiting list that we were unable to accommodate due to a lack of space. The first stage of our building project was designed to accommodate seven learning groups. Stage 1 also included an office/administration area, small staff area and a

presentation space. Due to the demand of enrolments, we began 2019 with nine learning groups and used the multi-purpose space and a small alcove area as additional learning space. Our learning groups consisted of the following groupings: 3 x Prep/Foundation, 2 x Year 1, 1 x Year 2, 2 x Year 3/4 and 1 x 5/6. The staff included 16 teaching staff and 8 non-teaching staff.

As Oscar Romero is situated in a newer area of Craigieburn, it is surrounded by several newly developed housing estates. The cultural and economic backgrounds of these families are varied however throughout the year we continued to enrol a growing number of newly arrived refugee families from Iraq.

Throughout the year there was a focus and urgency around beginning the next stage of our



Capital Works project. This urgency was spurred on by the ongoing enquiries for enrolments throughout each year level and the anticipation of needing to add many additional classes to our 2020 school year. We were fortunate to have been approved a much larger than usual Capital Works budget to accommodate our growing enrolments. This budget allocation was also a response to the

Craigieburn/Mickleham area being one of the fastest growing corridors in Victoria.

Unfortunately, there was a delay to the start of the Stage 2 project and construction finally commenced in Semester 2. Stage 2 included 9 additional learning spaces, a flexible canteen space, project space, an outdoor passive play landscaped area, two basketball courts, additional staff carparks and an extension to our administration area. For the remainder of the

year our school looked like a building site however the enrolment enquiries continued to come, reinforcing the demand for a catholic education for families in this area.



Later in 2019 when it became obvious that we were not able to accommodate the catholic enrolments that we had enrolled for 2020 we sought temporary classrooms. A double and single older style demountable was available but needed extensive refurbishment.

These were delivered to us in December and we managed to have them refurbished for 2020 providing us with three additional learning spaces.

Principal's Report

With many new students joining us in each year level we quickly established the need to work on establishing a culture that would drive everything that happened in our school. The teachings of Jesus, inspiration of the life of Saint Oscar Romero and our school Vision Statement is what drove us. It was important our catholicity was present and evident in everything we did so that our students understood what made us different from the many government schools surrounding us. In the absence of church building, prayer became a focus. ensuring that all gatherings acknowledged the presence of God in our lives.



Knowing our students and families became an immediate focus. Our priority was to work on building relationships with all our families, students and staff members as we knew this would contribute towards our school community members feeling acknowledged, valued and actively engaged in education.

There were many firsts throughout the year and many learnings. Although we were constantly confronted with the challenge of space and facilities, we did not let that deter us. These “firsts” were always well supported by our amazing families and I would like to thank them for their ongoing support.

Some of the firsts for 2019 included:

- School Opening and Closing Mass
- Easter Paraliturgy
- Easter Bonnet Parade
- Book Week Dress Up
- Mother's and Father's Day Assemblies
- School Choir
- School Leaders Elections
- Development of School Advisory Board
- Development of Parents and Friends Group (PFA)
- Movie Night
- Experience Music Soiree
- Christmas Carols Night
- Athletics Carnival
- Camp for Years 5/6



Thank you to all the staff for their commitment, passion and care of our children. Thank you to the leadership team who worked tirelessly to support me and the school community. Finally thank you to the families of Oscar Romero who have entrusted me, as the school leader with the privilege of educating your children.

Education in Faith

Goals & Intended Outcomes

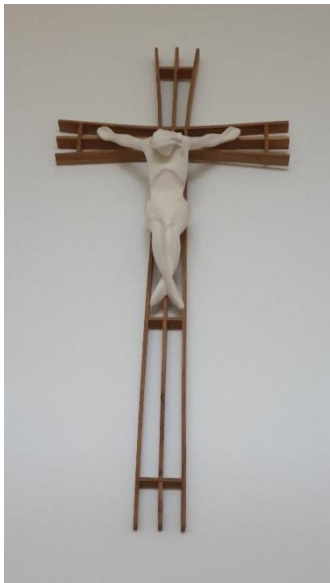
Goals: To develop our Catholic identity and promote a culture that inspires us 'to be more'.

Intended Outcomes:

- That students identify and develop an appreciation of the Catholic traditions in our school community and the world around them.

Achievements

2019 was an exciting year in Education in Faith. With the addition of some beautiful pieces of religious art that link to our Catholic heritage and our patron, Oscar Romero, the school community settled into their new school surroundings.



As a school we continued to build on our prayer life by gathering for weekly paraliturgies. The paraliturgies, held each Monday morning, were planned and lead by various classes and focused on themes covered in class, important liturgical and sacramental events, or events in the wider world. The school also gathered for special feast days and to mark Holy Week and Easter. These provide us with a time to gather in prayer as a Catholic school community and for the children to experience how to lead and respond to prayer times. Prayer is also an important part of the school day, both in classrooms and for the staff. Teachers also prepare and lead prayer for staff gathering times, supported by the REL.

The staff worked on further developing the Faith Life Inquiry as a model to make RE relevant and meaningful to our students. Staff also looked at the assessment and reporting requirement for Religious Education as part of their planning process. At Oscar Romero we acknowledge the multi faith aspect of our school community and we have a high percentage of traditional Chaldean families. Through our Faith Life Inquiry, we challenge the students and their families to think beyond a literal understanding of the world and explore the connections that can be made between the Catholic faith and the world in which we live and learn. We focus on creating a world where we are inspired by Christ and the example of Oscar Romero, 'to be more'. One way we did this is



through supporting important social justice initiatives such as Caritas Australia's Project Compassion and Catholic Mission's Socktober.

As part of our learning, we gathered and celebrated to mark the liturgical seasons, such as Ash Wednesday, Lent and Advent. We providing a prayerful focus on Mother's Day and Father's Day. Many of our students received the Sacraments of Reconciliation, Eucharist or Confirmation. The teachers worked with the students and parents during the sacramental preparation time to ensure they understood the sacrament and were prepared to receive them. Reconciliation was celebrated at Oscar Romero School. For Eucharist and Confirmation, the Masses were held at Our Lady's Parish, Craigieburn.



A highlight of the 2019 school year was the Feast of Oscar Romero and our Official Opening of the school held on June 5th. Mass was celebrated at the school by Bishop Terry Curtin and con-celebrated by Fr Varghese and Fr Dixon, with the school choir leading the singing of the hymns. The celebrations included the blessing of the Stage 1 building works. This was followed by a day of activities for the students.

VALUE ADDED

- School Masses, Liturgies
- Sacramental Celebrations
- Parent/Child Faith Nights (Eucharist, Reconciliation, Confirmation)
- Sacrament Reflection Days (Eucharist, Reconciliation, Confirmation)
- St Oscar Romero Feast Day
- Social Justice Initiatives-St Vincent de Paul and Caritas
- Cure for Cancer fundraising
- Choir singing at Nursing Homes
- Whole School weekly morning prayer
- Mother's and Father's Day Paraliturgies



Learning & Teaching

Goals & Intended Outcomes

Goal: To develop a dynamic, authentic learning culture that maximises learning for all and builds learner confidence and efficacy.

Intended Outcome:

- That effective use of data drives learning and teaching to improve student outcomes
- To develop opportunities to enhance student engagement and ownership to improve student outcomes

Achievements

The Design Principles for Oscar Romero Catholic Primary School continued to evolve with staff input and were featured weekly in staff meetings. Teachers regularly contributed to discussion regarding how the Design Principles were visibly featured in our learning context. This centered around sharing examples of powerful teaching, deep and animated learning throughout the school as a way of consolidating our common knowledge.

During our second year at Oscar Romero, we progressed with developing shared expectations and understandings that aligned with our school vision. Learning Area leaders were present within weekly facilitated planning to help guide teachers towards best practice and use of resources alongside our curriculum and student needs. Assessment used for Literacy and Numeracy now featured immediate feedback to teachers to improve in adjusting learning and teaching for more accurate differentiation. This allowed for further discussion into the effective use of gathered data when planning for teacher focus groups.



Formal assessments were organised via an assessment schedule communicated with teachers throughout the year. During Terms 2 and 4, assessments were set to provide information to assist teachers with written reports through NForma. Interviews were held between parents and teachers within Term 1 and 3 to share current information about their child's learning.

Professional Learning Team (PLT) Meetings and Staff meetings continued to be held weekly, allowing teachers to host and lead discussion in student learning. The PLT addressed different learning areas on a rotating basis, including Faith Life Inquiry and Wellbeing, as well as pedagogical concepts to develop a common language and support professional learning opportunities for staff.

Many learning interventions were enacted for our student cohort on a needs basis. EAL students were further supported by our EAL teacher in small group settings weekly with a focus on developing oral language. Reading intervention taken by the Deputy Principal and Literacy Leader focused on individual conferencing with students across all year levels who had significant learning needs. The Literacy Leader worked with small groups of students to implement LLI from

Year 3 to Year 6. Our prep cohort also further developed their oral language development through group sessions with the Deputy Principal and Literacy Leader.



Our 2019 NAPLAN data is beginning to show some evidence of our teaching processes. However there were many new students within Year 3 and Year 5 who have only experienced less than 5 months of learning prior to sitting NAPLAN assessments, and therefore are not generally reflective of our teaching at Oscar

Romero. This has affected our data across the board, within both formal and informal assessment.

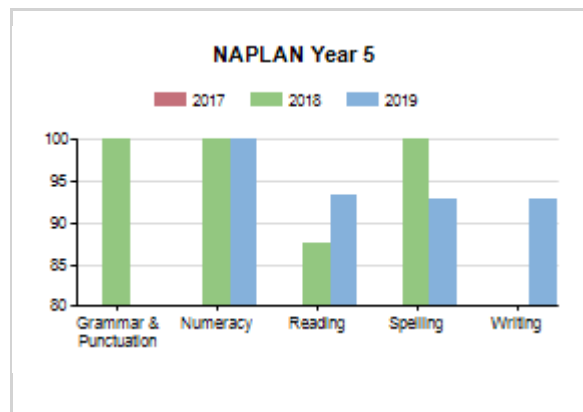
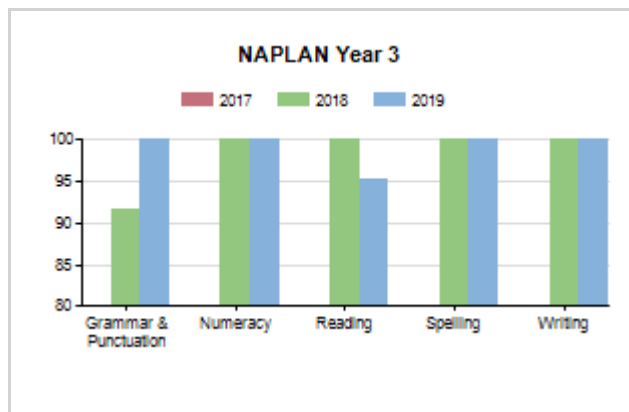
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Oscar Romero Catholic Primary School, Craigieburn West

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	0.0	91.7	0.0	100.0	8.3
YR 03 Numeracy	0.0	100.0	0.0	100.0	0.0
YR 03 Reading	0.0	100.0	0.0	95.2	-4.8
YR 03 Spelling	0.0	100.0	0.0	100.0	0.0
YR 03 Writing	0.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	0.0	100.0	0.0	64.3	-35.7
YR 05 Numeracy	0.0	100.0	0.0	100.0	0.0
YR 05 Reading	0.0	87.5	0.0	93.3	5.8

YR 05 Spelling	0.0	100.0	0.0	92.9	-7.1
YR 05 Writing	0.0	75.0	0.0	92.9	17.9



Student Wellbeing

Goals & Intended Outcomes

Goal: To develop a culture where all members actively contribute to a supportive, safe and inclusive school community.

Intended Outcome

- To create collaborative, purposeful and reflective learning environments.
- Student agency and empowerment

Achievements

A focus on student wellbeing was highlighted throughout the year as there was an additional 100 students spread throughout year levels joining us. Whilst 60% of these students started in foundation and the remainder of these students had already had experience of school from a different setting, it was important that all students adjusted as quickly as possible and became familiar with the expectations of Oscar Romero Catholic Primary School.

Continuing to build on the work that we had already started on developing and Oscar Romero 'Culture' was important. Term 1 was spent on data collecting, analysing, revisiting and refining what we considered essential and immediate for implementation. Students worked on forming relationship with one another, understanding school expectations, classroom expectations and further establishing our identity as a new school community in Craigieburn.

Throughout the year there was an informal introduction to some aspects of the Excel Framework. With so many competing priorities in a new school it was decided that steady exposure to various aspects of the Wellbeing Framework was necessary rather than concentrating solely on one area. It was decided that we would implement the "Bounce Back" program to create some consistency across the school as it was identified that Social and Emotional Learning was a great need. Each term an area was identified from this program and this became the focus for the social skills that was implemented across the school. This focus area was also highlighted and linked to class certificates during each assembly.

The Positive Behaviour Management Policy continued to be worked on both with staff and students. The four school wide rules that had been established previously were further unpacked with the children and consistent posters were created for each classroom to display.

The Intervention Framework was introduced to staff so that we could establish some consistency around the needs of our students and how to respond to these needs. Again due to competing priorities we exposed the staff to each module with the understanding that developing and establishing deep understanding of this Framework would be ongoing. We focussed on understanding inclusive practices, the assessment schedule, SMART Goals and the introduction of a student learning team.

As a growing school we were fortunate to be able to employ additional staff to support students with their social and emotional development, learning and challenging behaviours. This included a psychologist per week, intervention teacher, EAL teacher and additional Learning Support Officers to support students funded throughout NCCD.



be

1 day

Throughout the year we recognised that frequent absences were an issue with some of our families. Communication through our newsletter ongoing, highlighting the importance of students attending school and being on time.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	89.8
Y02	91.2
Y03	93.4
Y04	89.5
Y05	92.7
Y06	95.5
Overall average attendance	92.0

Attendance rolls are completed electronically by 9.20am and 2.40pm daily.

- If a student arrives after 9am and before 10am late arrival will be recorded
- If a student arrives after 10am morning absence will be recorded
- If a student leaves before 2.30pm afternoon absence will be recorded
- If a child in on holiday full day absence/holiday will be recorded
- The program has the capacity to record reasons for absence
- All rolls are checked by the office administration for children who are absent by 10am each morning
- All parents are asked to advise the school by 9.30am if their child will not be attending that day. Office staff will contact parents after 9.30am if notification has not been received about their child's absence
- Student absences are monitored by the Student Learning Team
- A member of leadership will contact the parents of students with high level of unexplained absences with the view of developing and implementing strategies to minimise absences
- Student attendance and absences figures will appear on the student half year and end of year reports.

Value Added

- Transition Program for children in Year Prep and Year 6
- Development of Student Leaders
- Social Skills session
- Buddy Program
- Targeted Support Groups re: Anxiety

- SEL sessions weekly

STUDENT SATISFACTION

According to the CEMSIS data 2019 the overall school positive endorsement by students was 80%.

Top school strengths identified by students (based on actual scores relative to other Australia Primary Schools) are:

- **Rigorous Expectations** 90% - How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.
- **Teacher Student Relationships** 89% - The strength of the social connection between teachers students, within and beyond the school.
- **Learning Dispositions** 88% – Students' mindset about themselves as learners.
- **Catholic Identity** 88% – Students perceptions about the Catholic Identity of the school.
- **School Belonging** 86% - How much students feel they are valued members of their community.
- **Student Voice** 77% - The extent to which students feel they have opportunities to have an impact on their school.
- **School Engagement** 75% - How attentive and invested students are in school.



Child Safe Standards

Goals and Intended Outcomes

To implement the child safe standards into the school community

Intended Outcome:

- To enforce child safe strategies to ensure the safety of all children

Achievements

Outlined below are our achievements in the implementation and review of the Child Safe Standards:

- The implementation of all seven standards
- All staff completed the Mandatory Reporting E-Learning Module
- Child safe policies and commitments are embedded into everyday practice
- Ongoing awareness building and training of teachers, non-teaching staff and volunteers in the area of child safe
- Promoting Student participation, empowerment strategies and practices
- Implementation of Strategies addressing the principle of inclusion
- Presenting Child Safe Policy and Standards to the School Advisory Board
- Ongoing PL for staff
- Ongoing monitoring of Child Safety Practices

Leadership & Management

Goals & Intended Outcomes

To develop a learning community that maximises learning for all

Intended Outcomes:

- That a culture of high expectations and shared accountability is developed.
- That leaders work towards developing and enacting a shared vision

Achievements

- Additional staff employed in leadership position including literacy and ICT
- Evidence Based Learning was introduced to staff with a focus on Growth Mindsets
- Mid-Year and End of Year Annual reflection meetings were held to develop and reflect on goals
- Commitment made to weekly leadership meetings with a focus on building leadership capacity through Learning & Teaching
- Closure Days were provided to focus on: RE Framework, Growth Mindsets, Learning Intentions & Success Criteria, Facilitated Planning
- Commitment to participate in CEM network meetings
- Teaching staff allocated 3 professional practice days to work collaboratively on learning & teaching
- Leadership Team participated in leadership formation with Principal Consultant and Deb Masters
- Leadership Team provided input into Stage 2 buildings and Stage 3 submission
- Leadership provided induction program for new staff and graduates
- Classroom modelling provided to classroom teachers
- Faith Life Inquiry PD was provided to promote understandings and development of authentic and relevant provocations
- Literacy Leader trained in Little Learners Love Literacy



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2019**

- Anaphylaxes and Asthma Training
- Evidence Based Learning – Growth Mindsets
- Evidence Based learning – LI & SC
- Using Provocation in Faith Life Inquiry
- Intervention Framework

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

15

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$3,000

TEACHER SATISFACTION

Due to low numbers the information provided is not useful at this stage

School Community

Goals & Intended Outcomes

To create an outward facing community

Intended Outcomes:

- That our identity within the community is developed
- That relationships are established within our school and the wider community.

Achievements

- Establishment of Parents and Friends Association (PFA)
- Establishment of School Advisory Board
- Participation in Hume Council Transition Group
- A partnership was established with St Vincent de Paul
- Various events were held inviting the school community e.g. assemblies, Mother's Day and Father's Day celebrations, Easter Paralitury.
- Parents and Friends organised several events throughout the year e.g. Movie night
- A Parenting Course was held



PARENT SATISFACTION

Due to small number
information is not



of participants the
useful at this time.

School Performance Data Summary

TEACHING STAFF ATTENDANCE RATE	
96.4%	

ALLSTAFF RETENTION RATE	
Staff Retention Rate	85.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	15.8%
Graduate	10.5%
Graduate Certificate	10.5%
Bachelor Degree	52.6%
Advanced Diploma	5.3%
No Qualifications Listed	31.6%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	15.8
Non-Teaching Staff (Headcount)	12
Non-Teaching Staff (FTE)	10.2
Indigenous Teaching Staff (Headcount)	0

