



OUR LADY'S ASSUMPTION
— SCHOOL —

**Annual General Meeting
19 November 2019**



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AGM 19 November, 2019 PRINCIPAL'S REPORT

***'Do not tell me the sky is the limit,
when there are footsteps on the moon.'***

Author Unknown

Good evening and welcome to our Annual General Meeting.

I can't believe it has been 2 years since I took the pulse and SWOT Analysis (and still am taking the pulse). I continue to be incredibly proud to be Principal of this great school and so privileged to meet and work with so many wonderful students, staff and community members. Our Lady's Assumption School (OLA) is a very special school, a school that's moving towards greater things.

In 2018, our 2019-2021 Strategic Plan was formulated and from this document an Annual School Improvement Plan (ASIP) was created. Since 2017, we have conducted three surveys, the last two have included the students and staff. The data has been analysed and we have taken note of what people are saying. Having stated the above, decisions have been made, and continue to be made, in the best interests of the students. The current Strategic Plan and ASIP are continuously being reviewed and will be updated to reflect the needs of the community. In 2020, we will not be surveying the community, but utilising the Quality Catholic School Review Tools (QCS) to gauge how we're travelling and what we need to focus on. We have been guided by these plans, we continue our strong commitment to offering quality teaching and learning, which draws



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on pedagogical practice, that is data informed, evidenced based and aligned to the Western Australian Curriculum.

This annual report demonstrates we are progressing and developing, not just as a school, but as a community. It outlines what we have achieved, how well we are going and what we will need to focus on next to continually improve the educational programs and services for students in our community. The report also provides some assurance about the way resources have been used to provide the very best quality teaching and learning environments for your children. Our teachers are congratulated for being reflective and responsive to the needs of the students and our supportive community has a genuine commitment to our school.



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Catholic Identity (Discipleship)

OLA is a Catholic School and it is our faith that drives what we do as community. Our role, as leaders, educators and parents, is to ensure the students are given every opportunity to grow in faith, in an environment where Jesus is central to everything we do and say. In 2019, we introduced our new school values - RICE (Respect, Integrity, Compassion and Excellence) and have been working closely with the children to give them a greater understanding of what our values look like in everything we say and do. In 2020, we will be focusing on a RICE Value per term (Respect Term 1, Integrity Term 2, Compassion Term 3 and Excellence Term 4), with the staff spending a period of time, at the beginning of each week, teaching the value.

We have worked tirelessly with Fr Ken, and the OLA Parish Team, to ensure the children are given every opportunity to grow in their faith. Even though the sacramental programs and celebrations should be parish based, and coordinated by the parish, we're very much aware the OLA Parish doesn't have the human or physical resources to coordinate the programs, meetings and celebrations. Hence we continued, in 2019, to accept the responsibilities to complete the tasks required and ensure all events were coordinated by the school – the school is not separate to the OLA Church, but an extension and it is our obligation to support our parish.

In 2019, we continued to build on the foundations we had established in 2018 with the OLA Parish. In 2020, our aim is to create a greater conduit with the OLA Parish and encourage/empower OLA school families to be witnesses to Christ's teachings and participate more actively within the life of the church. With the 2020 Plenary Council currently focusing on the 'voice of the people', we have been asked to



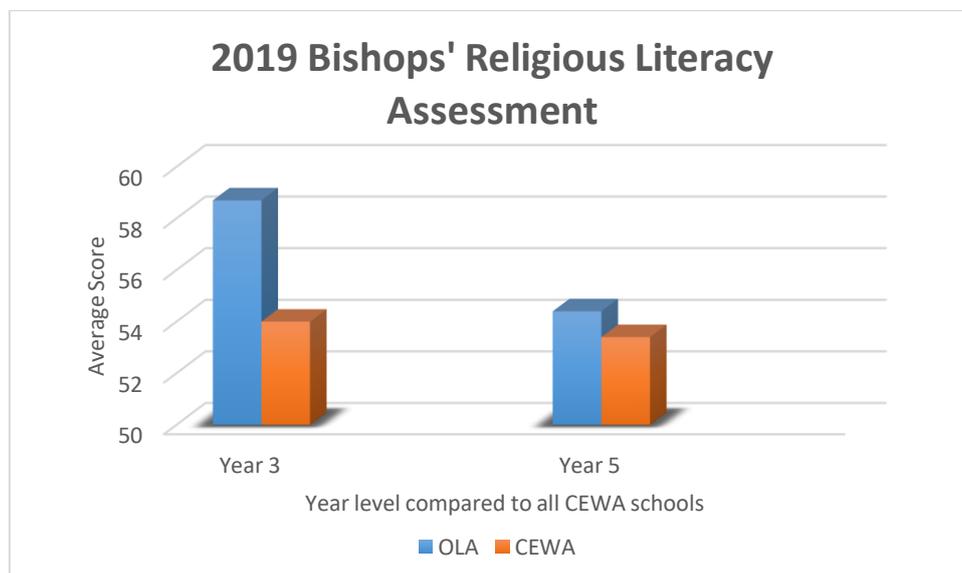
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discern ways in which we can be missionary and evangelising. It's our obligation to hear what we can do to support the OLA families in their faith. I sincerely thank Fr Ken for his support, spiritual guidance and friendship and am looking forward to working with him, and the Parish Team in 2020. We will continue to work closely with Fr Ken in building relationships.

Bishops' Religious Literacy Assessment (BRLA)

As stated in 2018, Religious Education and Faith formation are the primary purpose of Catholic schools. With Religious Education being a core learning area at OLA, the staff have ensured, through the new Religious Education Units of Work, they have delivered a comprehensive program based on the content within these units.

The 2019 Year 3 and Year 5 BRLA results demonstrate a sound understanding, by the students, of the content taught in these year levels. Below are the results of the 2019 BRLA assessments, overall it should be noted that our students achieved above the CEWA average in both Year 3 and Year 5.





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Average student score vs CEWA schools average

	Year 3	Year 5
OLA	58.7	54.4
CEWA	54	53.4

As can be seen in the above graph and table the Year 3 cohort performed very well compared to all CEWA schools, with our average student score being 4.3% above the system average. Similarly, the Year 5 average score was 1.0% above the system mean. These results are very pleasing, reminding us that we should never lose focus of the importance of the faith development of our students.

2020 Focus:

- Focusing on the school's Evangelisation Plan;
- Greater emphasis and opportunities for faith development for staff and students;
- Greater emphasis and opportunities for Christian Service Discipleship for staff and students.



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Education (Learning)

"The more accomplished teachers set tasks that had a greater degree of challenge; they were more sensitive to context and they had a deeper understanding of the content being taught."

John A.C. Hattie, Visible Learning for Teachers: Maximising Impact on Learning

Our Lady's Assumption School staff have worked tirelessly to support and implement educational changes within our school. Led by the Leadership, Pedagogical, Extended Leadership and School Improvement Teams (SIT), and through my recent instructional leadership higher education, we have identified there are nine characteristics of high performing schools. These are:

1. Clear and whole school focus/approach;
2. High standards and expectations for all students and staff;
3. Effective school leadership;
4. High levels of collaboration and communication;
5. Curriculum, instruction and assessments aligned with state standards;
6. Frequent monitoring of learning and teaching;
7. Focused professional development;
8. Supportive learning environment;
9. High level of family and community involvement.

Having identified the above as our charter, the staff, with the above-mentioned teams, have worked towards implementing these points in everything we do at OLA. Processes, expectations, standards, whole school approach to teaching and



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learning, OLA Staff Growth Plans linked to the AITSL Standards, are just some of the ways we're working, as a team, to provide the best possible education for our children.

In 2019, we have continued with the following supportive structures as the key foundation for our teaching:

- In depth data analysis;
- Data driven intervention programs addressing the needs of the students;
- Gifted and Talented programs introduced – STRETCH & REACH;
- Gifted and Talented testing for the future Extension Programs;
- Differentiation of the curriculum to cater for all the students in each class;
- Sensory program;
- Early Identification of children at risk, with immediate referral to outside agencies e.g. Speech, O.T, SCDC, Non-Government Schools Psychologist etc;
- Pre – Primary On-Entry Assessments;
- Observation Surveys – Year 1 and 2 and students reading below Level 20 in Year 3;
- Whole School Assessment Timetable;
- Literacy Dedicated Time – involving whole class, small group, individual explicit teaching (to the best of our ability);
- Teaching strategies that reflect the developmental learning;
- Using Digital Technology to enhance the pedagogy in all areas of the curriculum (in its Infancy Stage);
- A focus on 21st Century Learning, incorporating Contemporary Learning Spaces and Inquiry Based Learning (Infancy Stage);
- Professional Learning Community Meetings;



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- Professional Development, including opportunities for teachers to engage in learning opportunities, to enhance the development of quality teaching practice and to increase teacher capacity;
- Upskilling of Staff;
- National Quality Standards;
- Continue with the core learning areas of Science, HASS and STEM;
- Continued Learning Sprints – Intensive Intervention Team (Agile Schools);

Staff members have also been engaged in Professional Development throughout the year, including whole school, Professional Learning Communities and external. The school has used elements of the 'Collaborative Professional Learning' model to guide our professional learning and to continue to grow as educators. These include:

- NAPLAN and Classroom Data Analysis;
- Brightpath (moderation of students' writing);
- OLA Curriculum Plan (incorporating the Vision for Learning document from CEWA) – 2020 (currently being formulated).



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Analysis of OLA Data

The staff continue to work collaboratively to further develop a shared and common understanding of how we educate our students at OLA. A common and whole school approach has been established at OLA and is a 'work in progress'. Analysing and understanding data is imperative to success, staff now have a greater understanding of what this looks like. As I have stated in previous reports, 'It takes a whole village to educate a child' (African Proverb) and this is our understanding at OLA. Collectively as a staff, we look at all the children.

Through further investigation of our 2018 and 2019 data, it is clear that most OLA students are performing above the All Australian School Mean, in most areas, in both Year 3 and Year 5 NAPLAN. Further analysis also demonstrates that although we are still above state and national average, in most areas, there are specific areas we need to focus on in 2020 – Numeracy (2019 was Spelling & Reading – Spelling has been addressed and won't be our focus in 2020. We will be continuing with Spelling Mastery).

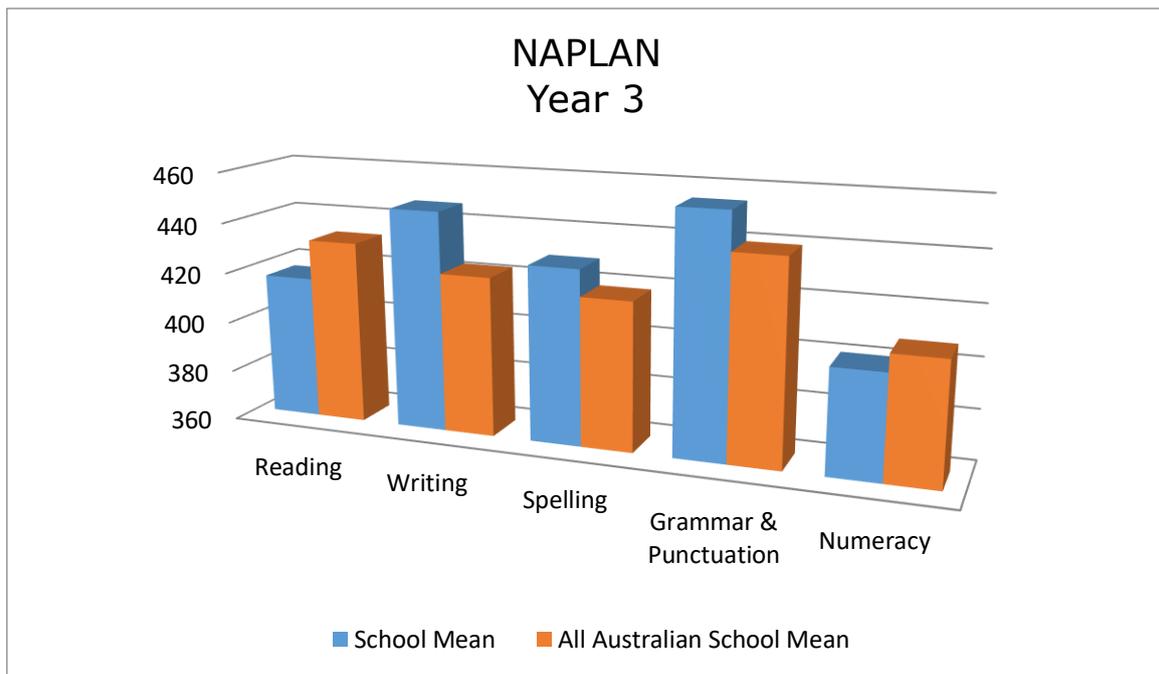


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2019 NAPLAN Results

Year Three

In 2019, our Year Three students performed above the All Australian School Mean in the areas of Writing, Spelling and Grammar & Punctuation. In the areas of Reading and Numeracy, our School Mean was below the All Australian School Mean which provides us with a clear focus to move forward in 2020. Although our School Mean was below the All Australian School Mean for Reading, all of our students met the National Minimum Standard of Achievement.



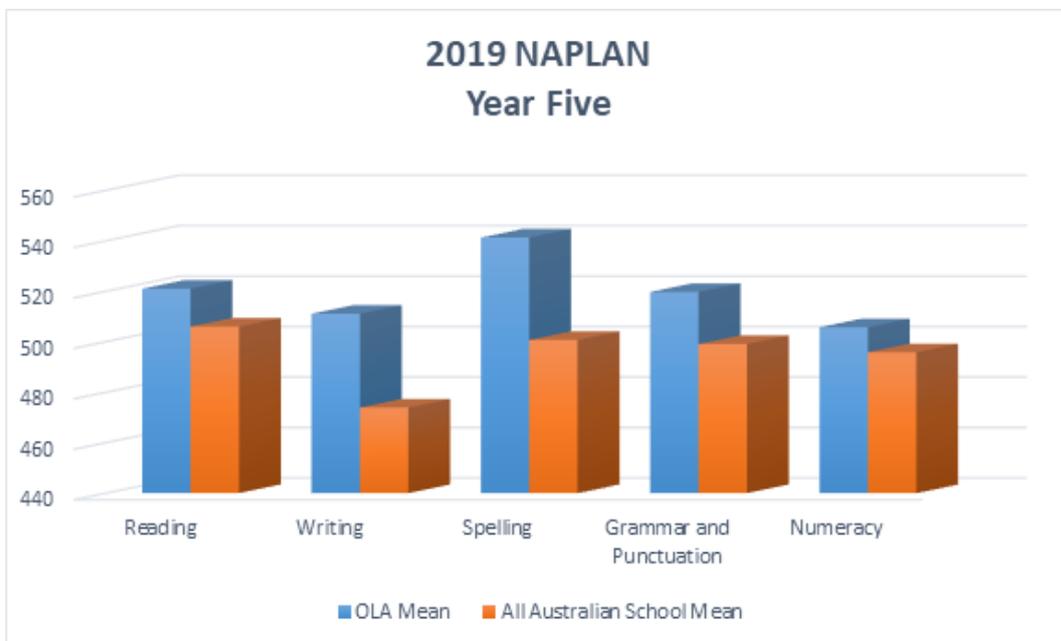
Year 3 2019	OLA School Mean	All Australian School Mean
Reading	416.6	432.3
Writing	447.2	423.1
Spelling	429.2	418.7
Grammar & Punctuation	454.8	439.8
Numeracy	401.2	408.1



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Year Five

In 2019, our Year Five students achieved excellent results across all areas in NAPLAN, having performed well above the All Australian School Mean in Writing, Grammar and Punctuation and Numeracy. In the areas of Reading and Spelling, our Year Five students have performed exceptionally well against the Australian Mean.



Year 5 2019	OLA School Mean	All Australian School Mean
Reading	521.0	506.0
Writing	511.1	473.9
Spelling	541.3	500.7
Grammar & Punctuation	519.7	499.1
Numeracy	505.7	495.8



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2020 Focus:

Moving forward into 2020, reflecting our new Strategic & ASIP Plans, our focus will be to sustain what we have implemented over the last couple of years and consolidate. We will continue to be 'Agents of Change' through the initiatives we have implemented. These include:

1. Early Intervention (to be continued):

- Supporting staff in the ECE to ensure students experiencing learning difficulties are identified and supported very early.

2. Enterprise & Innovation (to be continued):

- 'Boys and Girls in Education' (not commenced in 2019);
- Sensory Program;
- Clubs, such as Chess, Lego, Book Club;
- STEM, REACH and STRETCH Programs;
 - Exposing students to new technologies such as Microbit, Makey Makey, Sphero, MakersEmpire and 3D printing
 - Senior groups learning the 'Design Thinking' process
- Showcasing of students' achievements (Open Days and Nights);
- Year 6 Canberra and Sydney Civics and Citizenship Trip (not compulsory);
- After School Scitech Programs;
 - STEM – Robotics, Chemistry and Physical Science
- Greater connection/partnership with Chisholm College joint learning projects (contact has been made with the Chisholm Leadership Team);
- After school tutoring classes;
- Fathering Project (Brian McIntyre);
- Environmental Program and Sustainability (vegetable gardens);
- Greater connection with community i.e. visiting old people's homes.



3. Upskilling of Staff (to be continued):

- Inquiry Based Learning and 21st Century Learning (work in progress), including the 4 Cs (Critical Thinking, Communication, Collaboration, and Creativity);
- Incorporating Deeper Learning understanding (work in progress);
- Digital Literacy (work in progress);
- Innovation and Problem Solving (work in progress);
- Multiple Intelligences & Higher Order Thinking Skills (work in progress);
- Higher Order Questioning Techniques (work in progress);
- Differentiation within the classrooms;
- Learning Outcomes and Success Criteria;
- Analysing Data, Reporting and Assessments (meaningful to the students);
- Explicit teaching including specified programs (i.e. Spelling Mastery);
- Brightpath Training for staff (ongoing).

4. Targeted Intervention Team (to be continued):

- Learning Sprints targeting small groups of students.

5. OLA Extended Leadership & Pedagogy Teams (to be continued):

- Continue with the upskilling of staff.

6. Intensive Intervention Support (to be continued):

- Learning Sprints - intensive teaching and intervention.

7. Technology and Initiative (to be continued - work in progress):

- Using technology as a tool:
 - Creating transparent classrooms through the use of Class Notebook and Seesaw;
 - Utilising online tools and apps to improve engagement and the quality of student work.



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- Upskilling of staff:
 - Café style drop in sessions and formalised Microsoft Certified online professional development, individually paced and relevant.

8. Communication (to be continued):

- Continue with the current communication with parents regarding their children's progress;
- Showcasing of children's work.

9. Resilience Programs & Rewards (work in progress)

- Greater emphasis on intrinsic motivation over extrinsic motivation;
- RICE Values' tree in classrooms.



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Community (Engagement)

At OLA we take pride in being community oriented and 2019 was no exception in making a greater connection with the community. Thanks to the P&F, and other members of our community, family events have been coordinated to bring families together. Family evenings, concerts, open nights, celebrations of mothers', fathers' and grandparents' days, ANZAC and Remembrance Days, NAIDOC Week etc. have given us the opportunity to bring people together, enjoy each other's company and witness the talented OLA students' gifts – collective celebration.

Throughout this year the OLA children have continued to support a variety of charities including the Lifelink program run by the Perth Archdiocese, Caritas, Project Compassion, Catholic Mission, and St Vincent de Paul (Mini Vinnies). These commitments will continue in 2020. Thank you to those who have generously supported these charities and to the staff who coordinated the events.

The students have also participated in a number of events throughout the year, such as the Sacred Saints Interschool sports, intraschool/interschool sports, athletics and swimming carnivals, the Running and Swimming clubs, and many other events. We once again look forward to a successful 2020 when the school community will continue to be actively involved in many school community events.

Our morning fitness time has become a great opportunity for parents to catch up, with a number of parents mentioning to me that it is much easier to get the kids to school when they know fitness is on. This has been a pleasant community-based by-product of an initiative intended to provide our students with an opportunity to become more active in a safe environment.



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Stewardship (Accountability)

School Board

It has, once again, been an enormously busy period in the life and times of OLA and the School Board. Led by our dynamic and energetic Chairperson, Amanda Cipriani, the work of the School Board has been of the highest order this year and I thank them sincerely for their efforts and the sharing of their talents for the good of the children at our school. Their commitment to the children, parents and staff is second to none.

The School Board has:

1. Financially supported the school staff in advancing the educational opportunities of the children through the provision of improved resources;
3. Supported the school with the review of the Strategic and Annual School Improvement Plans (ASIP), participating in discussions and always being keen to contribute openly;
4. Worked tirelessly in the best interests of the school community.

On behalf of the current School Board, I would like to take this opportunity to thank Peter Sigle who will be retiring from the School Board. Peter has served on the OLA Board for a number of years as an elected member. I wish Peter all the best for the future.

This year we also farewell Jeremy Trott from the School Board where he has served as the Parish Representative for the last few years. Jeremy has been a great source of communication between the school and the parish, keeping everyone informed of the ongoing happenings. Jeremy is stepping down from the role to allow others within the parish to have the opportunity to assume the role. Thank you, Jeremy, for all that you have contributed during your time on the Board.



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On a personal note, I wish to sincerely thank the members of the Board for the ongoing support given to me in my role as the principal. Their support and professionalism have been a constant source of 'energy' for me and I am extremely grateful for the genuine commitment they have displayed in continuing to build strong foundations for the future. I especially thank Amanda Cipriani for her amazing leadership in her role, as the Chairperson and Nat Adams as Treasurer.

Parents & Friends Association

A special vote of thanks goes to our outstanding Parents & Friends Committee who has again worked tirelessly for our children. Nat Cunningham, and her committee, should be extremely proud of their achievements this year, especially with their willingness to assist the school with many functions, some of which have needed to be organised at short notice. The success of their numerous ventures has enabled the Parents & Friends to commit to the purchasing of many wonderful resources this year.

The Parents and Friends Committee members have achieved many targets in both their fundraising capacity and in building community spirit. Their support for each other and other members of the community has been inspirational. I would like to congratulate and thank all members of the Parents & Friends Committee on their work this year and strongly urge all parents to become actively involved in 2020. Special thanks go to the Executive for their leadership and hard work this year. They have all been inspirational in the way they have led from the front. If you need something done yesterday, ask the P&F Executive. Further to this, the executive would not operate effectively without the enormous support from their committee members who have tirelessly supported all initiatives.



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On behalf of the school community, I wish to thank our out-going members of the Parents and Friends Committee, Narelle Roberts, who is stepping down as the Board Rep, but continuing on as a P&F member, and Felicity Lam, both ladies have been very supportive throughout their terms. We welcome all parents to attend P&F meetings in 2020 and become a part of what is a vibrant and exciting team.

2020 promises to be a year of excitement as we continue to broaden the experiences of our community members and support the school in raising \$75,000 to refurbish the Curiosity Lab and Veritas Hub (Library). A fete is currently being planned for Sunday 22 March 2020, coordinated by Deanna Marocchi and she has it all under control!

Staff

Despite the many challenges this year, our staff members have continued to grow as educators. We are still transitioning, building capacity and expectations and the staff have worked tirelessly to be upskilled.

As the principal of OLA, I personally wish to thank all of our amazing staff members for their patience and understanding this year, especially my Assistant Principals, Rebecca Smith, Vel Erskine and Michael Morris, who have 'picked up the pieces' when I have been called away to meetings or other duties. Their leadership support and understanding, throughout the year, has been of great assistance, and has allowed me to complete the numerous tasks such as teaching, spending time in the classrooms, working with staff, relieving in OSHC as well as being on CEWA sub-committees and teams, often at short notice, ensuring minimal disruption to the 'day to day' running of the school.



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Volunteers

Special thanks to all our parents who have volunteered to assist within the school and with the various educational programs and services, such as excursions and classroom literacy/numeracy sessions. Without parental assistance, we would not be able to achieve our aims.



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Conclusion

I take this opportunity to wish all our departing staff and families all the very best at their new schools. I would like to thank them for their contributions and commitment to our community and hope they experience happiness as they travel new journeys in 2020 and beyond. To my wonderful Assistant Principal, Vel Erskine, I wish her all the very best as Principal of St John's Catholic School, Scarborough. We have laughed, cried (Vel has) and spent many hours together creating an educational institution that will allow OLA students to be life-long learners. The journey we have travelled together over the last couple of years will never be forgotten and cherished on so many levels. St John's community is very lucky to have such an inspirational and community minded leader!

In 2020, I will be taking Long Service Leave (LSL) and Professional Renewal Leave (PRL) from Term 2, 2020 until the 31 December, 2020. Our Assistant Principal, Michael Morris has been appointed as the OLA Principal and Rebecca Smith, our other Assistant Principal, will be taking on both Assistant Principal roles, during my time away.

During my PRL, I am planning to visit the Holy Land, Vatican, Francis of Assisi Community in Italy and walking El Camino (St James' Walk - 150km) in Spain. I am excited, to say the least, and am looking forward to growing in my faith and spirituality during the six weeks away. I will be travelling with colleagues and building relationships with them during my faith filled journey. My wife has a list of jobs I need to complete during my LSL! I have known since late Term 3 I would be taking leave in 2020 but chose not to advise the community because my replacement had not been finalised, nor ratified, by Dr Debra Sayce. As stated previously, it is now official that Mike Morris will be the Principal of OLA during my absence.



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Michael is an experienced leader who has had previous Principalship experience. I am extremely happy with our CEWA Executive Director's decision of appointing Mike, as the principal, as I believe continuity is imperative at OLA so the school can continue with the same direction and vision we currently have in place. During Mike's reign as principal, Rebecca will be taking on both Assistant Principal Roles and will be the full time Assistant Principal (from Term 2). Anella and Belinda will also continue to part of the Extended Leadership Team in 2020.

As you can appreciate, Mike and Rebecca (Michael will have the final say) will be making all the decisions from the first day in Term 2, 2020 and I will not be interfering with the decisions made from the above stated day. Any decisions made, by Mike and the Leadership Team, during my absence, will be endorsed when I return in 2021 - this includes decisions made by the Leadership Team on staffing and allocation of staff to positions and roles in 2021.

To conclude my report, I came across the following saying a few weeks ago:

***The secret of success is to know something nobody else knows. –
Aristotle Onassis, 1906-1975***

I have found the secret at OLA - the wonderful children, staff and parents.

Yours sincerely

Greg Martin

PRINCIPAL

19 November, 2019



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OLA Annual School Improvement Plan (ASIP)

With the school's current 'Three Year Strategic Plan' in its first year (2019), we have been working through the ASIP document. Below is an update of what we have achieved in 2019.

Goal 6

An expert teaching team that drives students to excel.

Strategy 3

Consistent school-wide approach to the teaching of literacy and numeracy.

Strategy 7

Provide a professional learning program that supports the development needs and aspirations of all staff.

1. Inspiring Christ-centred Leaders

A. Contemporary models of Gospel leadership that are inclusive, flexible and responsive to the increasing requirements of church, governments and society.

B. Shared leadership and governance practices that embrace Catholic Social Teaching principles emphasising common good, participation, subsidiarity and co-responsibility.

C. Inclusive leadership formation and development reflecting the commitment and diverse talents of staff, students, parents and community members.

Strategy	Milestones	Update / Actions	Due Date	Person Responsible	Completed
Goal 6 Strategy 3	Whole school literacy and numeracy plans are developed.	Plans have been formulated by staff and shared. These are overarching plans in relation to Literacy and Numeracy Scope and Sequence documents.	2019	Pedagogy, Extended & Leadership Teams	Ongoing 90%
Goal 6 Strategy 3	Establish scope and sequence – literacy and numeracy strategies explicitly mapped across the years.	Whole school scope and sequence documents have been formulated, mapped and implemented using the overarching plans. Documents are reviewed regularly by the staff and	2019	Pedagogy, Extended & Leadership Teams	Ongoing 90%



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Strategy	Milestones	Update / Actions	Due Date	Person Responsible	Completed
		amendments made to accommodate the needs of the students.			
Goal 6 Strategy 3	Develop middle/cluster leaders – how to lead in a collaborative environment – knowledge, facilitation skills, focus etc.	School Improvement Team – Creation of Staff Handbook including Non-Negotiables at OLA Intensive Intervention Team – Constantly reviewing case management of students. Establishment of School Improvement (SIT), Extended and Pedagogy Teams.	2019	Pedagogy, SIT Extended & Leadership Teams	Ongoing 90%
Goal 6 Strategy 3	Clusters audit their curriculum for a whole school approach.	Not commenced	2020	Pedagogy Team	Ongoing
Goal 6 Strategy 7	Undertake staff appraisals to inform development needs and establish professional growth plans	The staff appraisal process for teaching staff has commenced. The appraisal is undertaken by a member of the Leadership Team as well as a colleague selected by the appraisee. The AITSL (National Standards) for teachers is used as a basis for the Performance Management process and future Growth Plans.	Term Two 2019	Leadership Team	Ongoing 90%



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Strategy	Milestones	Update / Actions	Due Date	Person Responsible	Completed
Goal 6 Strategy 7	Link to Australian Institute of Teaching and School Leadership (AITSL) standards	The School Improvement Team (SIT) Team created the Instructional Walk checklist, which is linked to the AITSL standards has been enacted. Classroom observations / Instructional Walks have commenced this term. Teachers are receiving direct feedback on where they can improve.	Term One 2019	SIT Team Leadership Team	Completed and On-going 100% Ongoing 100%
Goal 6 Strategy 7	Identify targeted professional learning for each staff member	Staff have been provided the opportunity to identify professional learning area/s that they require further upskilling in. After consultation with the Leadership Team, arrangements are made for staff to seek internal (visit a buddy teacher teach) or attend outside of school professional development.	Term Three 2019	All staff, Leadership Team	Ongoing 80%
Goal 6 Strategy 7	Annual discussions with Principal to support feedback, recognition, identifying progress and annual learning focus	Performance Management process has commenced – Staff Appraisal Process	Term Three 2019	Leadership Team	Ongoing 100%
Goal 6 Strategy 7	Staff to share their professional learning and hold	Staff are provided time during PLC meetings to share their professional learning	Semester One 2019	Leadership Team and	Work in Progress - Ongoing 25%



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Strategy	Milestones	Update / Actions	Due Date	Person Responsible	Completed
	concurrent sessions at Staff Development days			Extended Leadership Team	
Goal 6 Strategy 7	Recognise outstanding achievement	Works in progress	Work in Progress	All Staff	Work in Progress



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Goal 3

Diversity of learning opportunities continue to meet the needs of students.

Goal 4

High levels of student academic achievement.

Goal 6

An expert teaching team that drives students to excel.

Strategy 1

Support for the full range of students to access appropriate learning support and challenge.

Strategy 2

Establish partnerships to increase opportunities for Gifted and Talented students.

Strategy 6

Continuity of focus on core instruction and prioritising the learning program.

2. Catholic Schools of Excellence			
A. Effective communities developing students as whole Christian persons.	B. Catholic schools witnessing effective, contemporary pedagogy and mission-inspired practice and outreach.	C. Shared understanding and commitment to a Catholic Vision for Learning across all schools.	D. Commitment to providing high quality Religious Education.

Strategy	Milestones	Update/Actions	Due Date	Person/s Responsible	Completed
Goal 3 Strategy 1	Maintaining intervention programs	MiniLit and MacqLit - Review and monitoring of exiting students - More time available on the timetable to increase the number of students accessing the program - Upskilling of staff in the future	Ongoing	Leadership, Extended and Intervention Teams	Ongoing 90%
		Reading Recovery - Review this process for 2020 - How many students is it targeting vs other reading intervention programs that are available and target more students?	Ongoing	Leadership Team, Belinda Mitchell	Ongoing 90%



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Strategy	Milestones	Update/Actions	Due Date	Person/s Responsible	Completed
		<p>REACH</p> <ul style="list-style-type: none"> - Currently have four teachers leading this program - Each working with their own group of students once a week - Our program focuses on the development of 21st Century skills and innovative uses of technology in a transformative way - Open-ended tasks with lateral thinking. - To be reviewed 	<p>Term 2, 2019</p> <p>Adjusted Term 3, 2019</p>	<p>Michael Morris, Belinda Mitchell, Kristen Dempster, Jenny McLeod</p>	<p>Term 2, 2019</p> <p>Adjusted Term 3, 2019 90%</p>
		<p>Sensory</p> <ul style="list-style-type: none"> - Continuing as in 2018 - Catering for approximately 35 students - Refining the process and activities (task cards for each station with clear goals) 	<p>Commenced 2018</p>	<p>Vel Erskine, Belinda Mitchell, Intervention Team (including EAs)</p>	<p>Completed 100%</p>
		<p>Learning Sprints</p> <ul style="list-style-type: none"> - Intensive Intervention Team is targeting students with specific learning needs, working closely with class teachers and families to ensure everyone is working together. - Upskilling all staff in implementation of sprints. 	<p>Commenced 2018</p>	<p>All staff</p>	<p>Ongoing 80%</p>
Goal 3 Strategy 1	Review existing opportunities and performance data of participants to	<ul style="list-style-type: none"> - NAPLAN data for 2019 to be reviewed as whole staff to drive academic focus moving forward. 	<p>Term 3, 2019</p>	<p>Leadership Team, CEWA School Support Consultant</p>	<p>Term 4, 2019 (whole school data not available yet)</p>



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Strategy	Milestones	Update/Actions	Due Date	Person/s Responsible	Completed
	inform areas of development.	<ul style="list-style-type: none"> Analyse data as a whole staff using Appraise diagnostic tool. Liaise with CEWA School Support Consultant to assist with identifying areas of development. 			
Goal 3 Strategy 1	Identify underrepresented groups or opportunities for external involvement from within the community.	<ul style="list-style-type: none"> Introduction of alternative lunch time activities for students, including Lego and Chess clubs. Opportunities for additional experiences such as; Keyed Up Music, Recorder Club, Make a Move Dance, Active After School Sports, Running Club, Scitech STEM Club, Canberra Civics and Citizenship Tour. 	Semester 2, 2019	Mary Barclay, Greg Martin	Ongoing 70%
Goal 3 Strategy 1	Targeted promotion of and recruitment for new opportunities.	<ul style="list-style-type: none"> Ongoing networking within regional cluster to discuss opportunities. Networking with other professionals via online platforms, such as Teams, to engage with each other about new initiatives for the school community. 	Ongoing	Leadership Team	Ongoing 50%
Goal 4 Strategy 2	Complete a review of existing opportunities.	<ul style="list-style-type: none"> Review of 2018 STRETCH and REACH programs. Research into current initiatives and resources available to engage students in 21st Century learning experiences. 	Term 1, 2019	Michael Morris, Belinda Mitchell, Kristen Dempster, Jenny McLeod	Ongoing 80%



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Strategy	Milestones	Update/Actions	Due Date	Person/s Responsible	Completed
		<ul style="list-style-type: none"> - Introduction of additional staff member to facilitate REACH groups as area of need was identified. 			
Goal 4 Strategy 2	Identify participants and the areas of focus.	<ul style="list-style-type: none"> - Standardised assessments completed at the end of 2018/beginning of 2019 to determine areas of strength of students and subsequent groupings were based on these strengths. - Areas for improvement identified included; greater innovation, transformative use of technology, open-ended tasks that engage 21st Century learning skills. - These areas then became the focus for 2019 groups. 	Term 4, 2018 and Term 1, 2019	Michael Morris, Belinda Mitchell	Ongoing 90%
Goal 4 Strategy 2	Establish partnerships and structures within the school to facilitate STEM and GATE.	<ul style="list-style-type: none"> - Introduction of Scitech STEM Club. 	Semester 2, 2019	Michael Morris and Colette Meyerkort	100%
Goal 4 Strategy 2	Targeted promotion of new opportunities.	<ul style="list-style-type: none"> - Ongoing networking within regional cluster to discuss opportunities. - Networking with other professionals via online platforms, such as Teams, to engage with each other about new initiatives for the school community. 	Ongoing	Leadership Team, Kristen Dempster and Colette Meyerkort	Ongoing 75%



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Strategy	Milestones	Update/Actions	Due Date	Person/s Responsible	Completed
		<ul style="list-style-type: none"> - Key Teacher (Science): Colette Meyerkort, quarterly meetings with other specialists in the field. - Middle management teams created, networking with surroundings schools to share best practice. 			
Goal 3 Strategy 6	Review timetabling structures and calendar to minimise 'non-core' activities and to facilitate teamwork across staff.	<ul style="list-style-type: none"> - Split recess and lunch breaks resulted in a major timetable overhaul for 2019. - This enabled structures to be put in place so that peer teachers have collaborating time during DOTT. - Focus on curriculum linked incursions and excursions spread throughout the whole school year. - Year level and specialist program meetings with Leadership Team every term. 	Ongoing	Leadership Team	Ongoing 90%
Goal 3 Strategy 6	Invest in targeted professional learning for staff focused on strong classroom instruction.	<ul style="list-style-type: none"> - With introduction of school-wide English and Maths scope and sequence documents, in-house professional development has been the focus during PLCs each term. - Meetings with the Pedagogy Team were held at the end of Term 2 to discuss teaching practice and implementation of new whole school documents. - Introduction of Brightpath program, in consultation with CEWA School Support Consultant. 	Ongoing	Leadership Team, Curriculum and Staff Pedagogy Team, CEWA School Support Consultant	Ongoing 90%



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Strategy	Milestones	Update/Actions	Due Date	Person/s Responsible	Completed
Goal 3 Strategy 6	Establish explicit expectations and accountability for the quality of practice and the level of student performance.	<ul style="list-style-type: none"> - Whole school documents introduced in consultation with teaching staff, templates include; Daily Work Pad, English Planner, Maths Planner, Maths Program. - All staff were asked to trial the documents for a term and then feedback on their effectiveness within the classroom. After these meetings, refinements were made for the documents to then become part of the OLA non-negotiables. 	Ongoing	Leadership Team, Curriculum and Staff Pedagogy Team, Teaching Staff	Ongoing 90%
Goal 3 Strategy 6	Implement co-planning, data review, external feedback and reviews to enable reflection on teaching practice.	<ul style="list-style-type: none"> - Shared DOTT times have enabled staff to collaborate regularly during the school day. - Expectations have been made clear that classroom teachers should be working together to deliver the same teaching and learning program to students across the year level. - Year level and specialist program meetings with Leadership Team every term. 	Ongoing	Leadership Team, Curriculum and Staff Pedagogy Team, Teaching Staff	Ongoing 75%
Goal 3 Strategy 6	Classroom observation and feedback occurs.	<ul style="list-style-type: none"> - Instructional Walks as established by the SIT Team, carried out by the Leadership Team. - Year level and specialist program meetings with Leadership Team every term. - Staff Performance Appraisals (individual). 	Ongoing	SIT Team, Leadership Team, Teaching Staff	Ongoing 50%



OUR LADY'S ASSUMPTION
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Goal 5

High levels of respect for others and for all creation.

Goal 7

Increased opportunities for students, staff and parents to give witness to their faith through the service of those in need.

Strategy 8

Expansion of the school's service-learning focus.

3. Catholic Pastoral Communities			
Inclusive communities welcoming and supporting students with diverse learning and social needs.	Shared understanding and commitment to the Transforming Lives: Strategy 2025.	Open processes for conversation and engagement with all members of CEWA communities and their local church.	Services to enhance the safety and wellbeing of students and staff across all contexts.

Strategy	Milestones	Update / Actions	Due Date	Person Responsible	Completed
Goal 5 Strategy 8	Continue to use Faith, Story and Witness.	As part of the induction process to OLA, all new staff complete 6 hours of Faith Story and Witness Professional Development. Faith, Story and Witness provides staff with a greater and deeper understanding of the OLA history and how they can bear witness to a Christian sense of life		Leadership Team	Ongoing (to be reviewed Term 4 2019)
Goal 5 Strategy 8	Age appropriate opportunities identified for service. (Scope and Sequence)	Not commenced		Leadership Team, Mary Barclay	Ongoing
Goal 5 Strategy 8	Link to Pastoral Care policy and Core Values.	OLA's school values were modified and reduced to four core values. These are: Respect, Integrity, Compassion, Excellence It was decided that the values would be referred to as our RICE Values.		Leadership Team, Marketing Sub Committee	Completed 100%



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Strategy	Milestones	Update /Actions	Due Date	Person Responsible	Completed
		<p>The new values were released to the community via the Strategic Plan and newsletter at the end of 2018. To commence 2019, some of the following initiatives have already begun these include:</p> <ul style="list-style-type: none"> • In class teaching and exposure to the significance of the values • Link merit awards to the new values • Values stand up banners • Values posters for each classroom, consistent • 'Advice on RICE' segment in the newsletter written by students and including photos of the values in action. 		Leadership Team, Marketing Sub Committee	Ongoing 80%
Goal 5 Strategy 8	Incorporate Year 6 Leadership Ministries.	<p>OLA has developed a Year Six Leadership Program, which was implemented at the commencement of the school year. The Program involves each student participating in school activities as leaders and thus, developing their own sense of maturity and leadership before they depart primary school.</p> <p>To promote and teach leadership skills, all Year 6 students participate in the Ministry groups. The groups rotate each term, giving each student the opportunity to experience the roles. The groups meet once a fortnight</p>		Leadership Team, Bruno, Stephanie, Mary	Complete 75%



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Strategy	Milestones	Update /Actions	Due Date	Person Responsible	Completed
		(with a staff member) to plan and discuss their responsibilities and duties.			
Goal 7 Strategy 8	P&F to lead opportunities for parents.	P&F Executive invite various guest speakers to facilitate parenting workshops centered at upskilling and providing strategies on varying child centered/parenting topics		P&F Executive, Leadership Team	Ongoing



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Goal 1

Full enrolment that reflects the surrounding community demographic.

Goal 2

Facilities that are contemporary, attractive, flexible and support the learning program.

Strategy 4

Establish and implement a Digital Technology Plan.

Strategy 5

Establish a Capital Development Plan.

Strategy 9

Continue to review and optimise internal processes and external marketing.

Strategy 10

Resources are managed and allocated sustainably to fund the priorities identified in this Plan.

4. Accessible, Affordable and Sustainable System of Schools			
A. Inclusive communities welcoming and supporting students with diverse learning and social needs.	B. Shared understanding and commitment to the Transforming Lives: Strategy 2025.	C. Open processes for conversation and engagement with all members of CEWA communities and their local church.	D. Services to enhance the safety and wellbeing of students and staff across all contexts.

Strategy	Milestones	Update / Actions	Due Date	Person Responsible	Completed
Goal 1 Strategy 9	Review administrative process to ensure they are efficient, enable a focus on teaching and learning and support a strong sense of welcome and belonging	Processes and procedures have been formulated and implemented within all levels at OLA, this includes: <ul style="list-style-type: none"> All relevant information is on hand at the front office Enrolment packs are complete and include promotional items which are handed to families during interview. 		Leadership Team, Karen Meleca	Ongoing 75%



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Strategy	Milestones	Update /Actions	Due Date	Person Responsible	Completed
Goal 1 Strategy 9	Continue Marketing sub-committee to raise brand awareness	Open Days are held once per term, these days provide prospective families a sense of school experience through an engaging information session led by Leadership Team followed by a school tour by the Year 6 Leaders.		Leadership Team	Completed 100%
		Review and refresh of OLA logo and official colours Style Guide and standardised templates created		Marketing Sub – Committee	Completed 100%
		External Signage around the school fence, along Grand Prom, Dianella Shopping Centre carpark and on the main gates facing Chester Avenue		Marketing Sub – Committee	Completed 100%
		School Website has undergone a significant improvement, OLA has partnered with Chameleon to create a new School Website which is visually appealing as well as functional.		Marketing Sub – Committee	Completed 100%
		Enrolment Menu with an online form has been made available on the school website		Marketing Sub – Committee	Completed 100%
		Internal Advertising – Facebook, providing relevant, timely and interesting content to the school community as well as advertising to attract new families. A weekly/fortnightly		Marketing Sub – Committee	Completed 100%



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Strategy	Milestones	Update /Actions	Due Date	Person Responsible	Completed
Goal 2 Strategy 4	Review current technology provisions to identify strengths and improvements.	Take inventory of technology within the school -stocktake of Sphero's, Lego EVO kits, iPads etc. -assess condition of 3D printer (not functioning, obsolete) -assess wifi within school (upgraded) -grant money purchases (Kristen) -investigate use of device management through Lanschool, Apple Classroom and zuludesk		Mike, Kristen, Mark H	Completed 100%
Goal 2 Strategy 4	Incorporate a plan to upgrade equipment including a sustainable funding approach.	Develop a 3-year plan to upgrade school purchased technology, including provisions for networking/wifi/devices/licensing.		Mike, Greg, Mark H	Term 3 2019 50%
Goal 2 Strategy 4	Incorporate elements of Catholic Education's Leading Lights where it enhances the teaching program.	Use of O365 products -Teams, Class Notebooks, OneDrive, Forms -Microsoft self-driven online professional development https://education.microsoft.com/		Mike	Ongoing 50%
Goal 2 Strategy 4	Incorporate staff professional learning as a pre-	Ongoing Staff PD -Individual PD 'Mike Time'	Semester 1 2019	Mike	Ongoing 50%



OUR LADY'S ASSUMPTION
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Strategy	Milestones	Update /Actions	Due Date	Person Responsible	Completed
	cursor to implementation of any digital transformation program.	-`Coffee with a geek` -other web 2.0 tools i.e. Kahoot, Canva, Popplet, Mathletics -other iPad apps i.e. Pic collage, Popplet, Kahoot, Raz Kids, Mathletics, Epic Books	2019	Mike	Ongoing 50%
		-Assess staff capability via survey to allow targeted PD	Term 3 2019	Mike	Ongoing 50%
Goal 2 Strategy 5	Review Early Childhood facilities to ensure National Quality Standards (NQS) compliance.	Following the School Audit in 2018, the Leadership Team along with Pre-K – Year 2 staff continually review standards which have been met and which we are working towards meeting.		Leadership Team, Pre-K- Year 2 staff	Ongoing 80%
Goal 2 Strategy 5	Review internal spaces and equipment to identify development opportunities	Library (Curiosity Hub) – Woods, DVA, Nornanivel consulted to provide quotes, concept design and floorplans for a 21 st century learning space based on set parameters		Luisa, Claire, Mike	Ongoing 50%
		Science Room (Curiosity Lab) – Woods and Nornanivel consulted to provide quotes, concept design and floorplans for a 21 st century learning space based on set parameters		Colette, Kristen, Mike	Ongoing 50%



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Strategy	Milestones	Update /Actions	Due Date	Person Responsible	Completed
		Once designs are decided on and costed, they will be presented to the board for consideration and addition to the CDP.		Leadership Team, School Board	TBA
Goal 2 Strategy 10	Strategic Plan and School Improvement Plan are reviewed annually.	Leadership Team track and update Strategic Plan and ASIP		Leadership Team, School Board	Ongoing
Goal 2 Strategy 10	Priorities for each year are identified along with the resourcing requirements.	Review and updating of -Capital Development Plan (creation in consultation with CEWA representative Shaun Mayne) -Maintenance Plan -ICT plan created to align with the Strategic Plan/ ASIP		Leadership Team, School Board	Ongoing 50%
		Budget requirements to achieve plans accounted for by school board		Leadership Team, School Board	Ongoing
Goal 2 Strategy 10	School board monitors success measures and budgets to ensure sustainability and allocate appropriate resourcing.	Constant review of ASIP, milestones and KPIs for each goal/strategy		Leadership Team, School Board	Ongoing



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Dear Community Members

Please be advised the placements listed below are not finalised and staff may still be redeployed to other positions before the commencement of the new school year (2020). Community members will be advised if changes are made to the staffing list below.

Staffing 2020

Teaching Levels/Roles	Names
Principal Pedagogy Team Member	Greg Martin
Assistant Principal (ECE Leader), Targeted Intervention Leader & Staff Pedagogy Team Member	Rebecca Smith
Assistant Principal (ICT and Year 3-6 Leader) Pedagogy Coordinator Team Member, Targeted Intervention Leader.	Michael Morris
Pre-Kindergarten	Belinda Mitchell
Pre-Kindergarten Education Assistant	Jane Sloss
Kindergarten G	Elaine Fruvall
Kindergarten Education Assistant	Jane Sloss
Kindergarten Education Assistant	Lucy Coniglio
Kindergarten M	Kristen Dempster
Kindergarten Education Assistant	Bernadette Leatherland
Kindergarten Education Assistant	Denice Lombardo
Pre-Primary G	Sabrina Saraceni
Pre-Primary Education Assistants	Lidia La Rosa (Mon-Thurs) Afroditi Bolzonella (Fri)
Pre-Primary M	Michelle Symmons (Mon - Wed) Ella Galipo (Thurs - Fri)
Pre-Primary Education Assistant	Karen Whittaker
Year 1G	Maree Noonan
Year 1M	Tina Ravi
Year 2G	Jade Rotondo
Year 2M	Simone Taylor
Year 3G	Julie Pilatti (Mon - Thurs) Anella Tollis (Fri)
Year 3M	Tiana Versace
Year 4G	Di Scoble
Year 4M	Maree Musca



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Teaching Levels/Roles	Names
Year 5G	Bruno De Pietro
Year 5M	Stephanie Figueira
Year 6G	Brian McIntyre
Year 6M	Vanessa Knight (Fulltime Semester 1) Vanessa Knight (Mon - Wed Semester 2) Jodie McCarthy (Thurs & Fri Semester 2)
Music	Mary McAuliffe
Physical Education Specialist	TBA
Italian	Paola Pizzo
Science (PP-6), Intensive Intervention & Enterprise & Innovation (STEM)	Colette Meyerkort
HASS (Years PP & Yr 1), Intensive Intervention and Enterprise & Innovation (Library)	Luisa Durkin
HASS (Years 2-6), Enterprise and Innovation & Intensive Intervention	Mary Barclay
Arts Specialist	Vanessa Knight (Semester 2)
Targeted Intervention Team Leader, Intensive Intervention & Extended Leadership Team Member	Belinda Mitchell
Intensive Intervention Team Member	Lauren Dean (Semester 2)
Intensive Intervention Team Member	Janelle Shine (Semester 2)
Intensive Intervention Support, Targeted Intervention Team Member and Curriculum & Staff Pedagogy Coordinator (Team Member) - Extended Leadership Team Member	Anella Tollis
Intensive Intervention Team Member (Special Needs)	Nicholas Erskine
Social Worker	TBA
Executive Assistant	Karen Meleca
Bursar	Judith Hille
Administration Officer	Chris Balen
Library Officer	Claire Dale
Canteen Manageress & Assistant	Maria & Anisha Giangiulio
Groundsman/Maintenance	Franco Arace
OSHC Nominated Supervisor	Nicole Leach