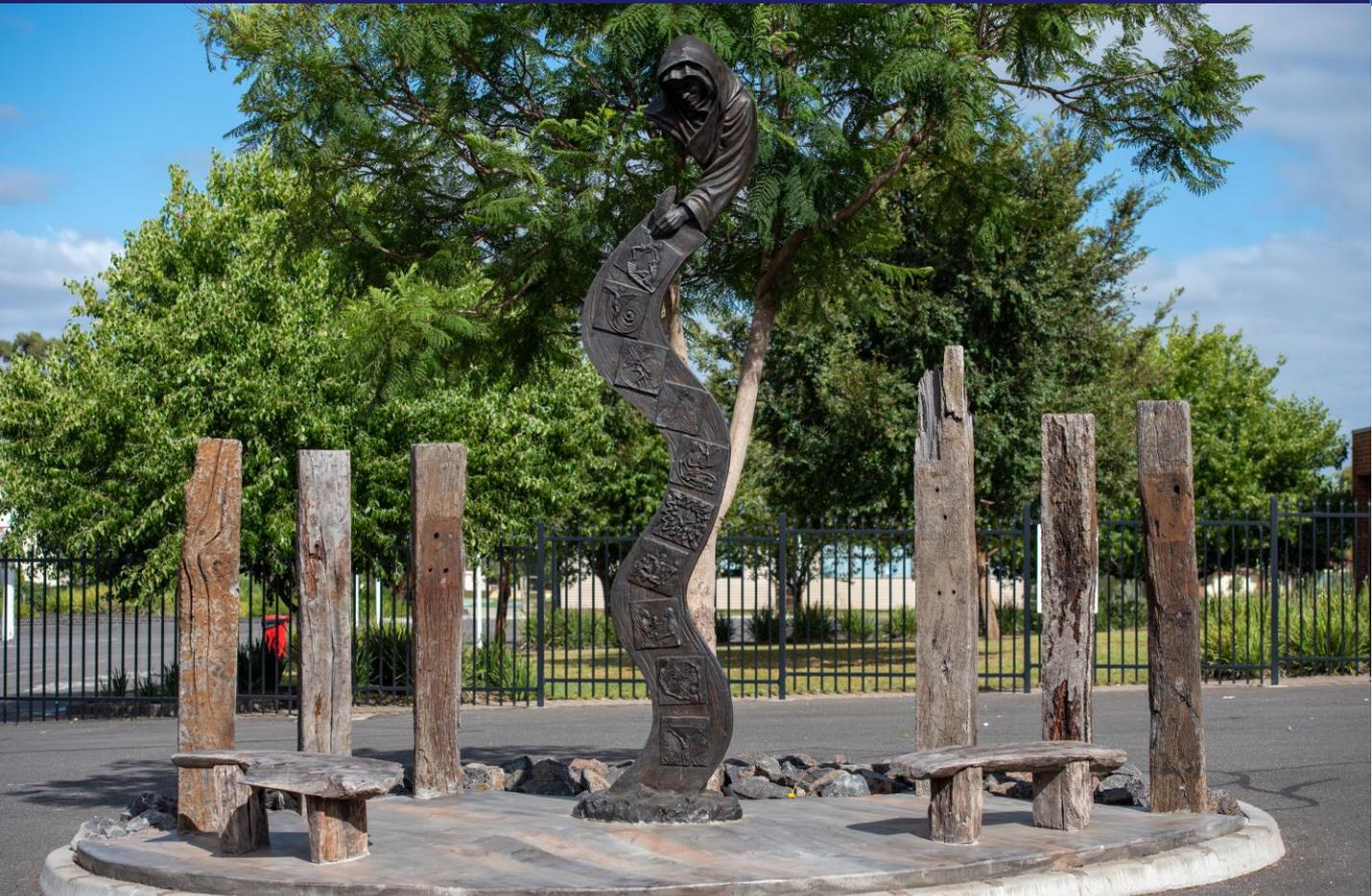




# St Catherine of Siena School Melton West

2021

## Annual Report to the School Community



Registered School Number: 1878

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E NUMBER	E1334

## Minimum Standards Attestation

I, Carmel Marantelli, attest that St Catherine of Siena 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 2021 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 Schools.

30/03/2022

**NOTE:** The School's financial performance information has 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](http://www.acnc.gov.au)

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Our School Vision

"Be who God meant you to be...

Living the message of Jesus

- Nurturing relationships with God, self, others and the world
- Inspiring learning through creativity, curiosity and passion
- Empowering independence and growth to wholeness for all

...and you will set the world on fire."

## School Overview

St Catherine of Siena is within the rapidly growing area of the municipality of Melton. The past year has seen this expansion increase with new schools in the area in development and families constantly moving in and out of the area.

The school sits within the Melton Parish and is one of 2 parish primary schools. The enrolment of the school has consistently been around the 500 mark and has held that throughout 2021.

Our school community is a diverse one with families from many European, Asian and African backgrounds represented. Particular support for our new arrivals and refugees was facilitated throughout 2021 by the provision of a Syrian Student Support Officer and two South Sudanese Student Support Officers who were able to assist new students and families transitioning into the school.

Our Learning and Teaching philosophy is one that is centred on achieving the best outcomes for all students. This is facilitated in an environment which is flexible to the needs of the students and the diverse range of learning experiences offered to them. Learning is personalised to the needs of the students so that their next step in the learning process can be accommodated in small group workshops and teaching moments. Activities and focussed teaching are both determined by an analysis of pre and post assessment data and student achievement to date. Classroom spaces are flexible to allow learning to occur in a variety of settings and class groupings. In recent year we have been able to have a straight class structure with 3 classes at each year level and four in Prep.

Students have access to a variety of extracurricular activities and specialist subjects. Visual Arts, Performing Arts, LoTE and Physical Education are weekly subjects for all students and enrich the curriculum. Children have the opportunity to showcase skills in these areas which may otherwise not be evident. Other activities such as our Prep/Year 6 buddies, sporting events, Student Leaders program, Art Show, Camp program, excursions, choir, drumming ensemble and many others enrich the curriculum and expose children to activities they may otherwise not engage in.

## Principal's Report

2021 was an unusual year with several periods of remote learning throughout the year. While certainly not an ideal situation, I am particularly proud of the way in which staff, families and children adjusted to this and found a way to make working at home possible so that learning could continue, regardless of the venue.

Schools are dynamic places and depend on the interactions with all members of the community - although we were able to make sure that children still experienced footy day, book week and all the other special days that add interest and engagement to the school year; we were not able to share these days with families face to face. We fine-tuned our social media platforms to give families remote access to these events as the next best thing we could offer.

One thing which was a positive outcome of the year was the increased relationship with families. It sounds strange that this was an outcome in a year in which parents largely did not come onsite; however, walking classes out to the gate each afternoon for pickup meant that staff had access to parents and carers each day and were able to speak to them on a regular basis. Families which we sometimes don't see were often at gates and had catch up conversations staff. Staff also went out of their way to have these conversations as it was one of the few times they could see parents face to face.

During remote learning the need to attend to children's mental health and well-being was heightened. Many of them felt the loss of close daily connections to friends and teachers and were challenged in working in an online environment. We implemented well-being days where children had a day off-line and were provided with a range of games, activities they could do if they wished to or just spend the day in another activity of their choice. So that staff could have this day too we changed the timetable to have all specialist classes on the one day - this allowed siblings to support and help each other with the specialist classes, meant parents did not have to find art materials each day of the week and gave class teachers a day they did not have to post activities but could catch up on other tasks. Feedback from families and children was that these changes made the week at home a bit easier.

As always, the students are the reason why we do what we do. This year they have shown great resilience in the face of many changes to their normal routines. They have continued to apply themselves to their learning despite the changes to the venues this occurred in. The skills they have learnt this year and the way in which they have faced these changes will stand them in good stead for the future, and they should be confident that they have the skills to face challenges as they arise.

Thank you to everyone for your contributions in 2021. Your support is greatly appreciated, and we look forward to continuing to work with you all throughout 2022.

Carmel Marantelli

Principal

## Education in Faith

### Goals & Intended Outcomes

To continue to develop and enact the authentic Catholic Identity of St Catherine of Siena Primary School for the contemporary world

### Achievements

#### Liturgy and Sacraments

Liturgy and Sacraments continued to be an essential and rich part of our identity as a Catholic school community. These celebrations have included:

\*masses to celebrate the major milestones of school life including celebrations for the beginning and end of the school year and graduation of Year 6 students, St. Catherine of Siena's feast day, the Feast of The Sacred Heart and St. Mary of the Cross MacKillop's Feast day were celebrated with the attendance of staff and students only. Grandparents Day with Mass for the feast of St Joachim and St Anne was once again a memorable celebration it too was celebrated with the school community via a link shared by the Parish. We celebrated and acknowledged the important role that Grandparents play in our lives by participating in activities and creating pieces of art, that could be shared with them after school.

\*whole school prayer services during Lent and Advent to offer prayers and reflections on Scripture during these key liturgical seasons. These Liturgies were celebrated in the classroom, each allocated year level were responsible for creating a liturgy and sharing the link to other year levels.

\*the re-enactment of the Stations of the Cross was led by the students in Years 6. In 2021, we recorded this re-enactment and shared it with the school and parish community.

\*the invitation to our Year 3s, 4s and 6s to celebrate the Sacraments of Penance (Year 3), First Eucharist (Year 4) and Confirmation (Year 6). All year levels attended the mass at the church with the attendance of family.

#### Religious Education

A significant focus on professional learning in Religious Education continued, supported through facilitated planning of RE units by the Religious Education Leader and through on-site and off-site learning opportunities. Staff professional learning opportunities in 2021 included:

\*staff members beginning or continuing their studies to gain accreditation to teach RE

\*online and face-to-face staff meetings to support staff understanding about the liturgical year, sacraments and prayer and the religious education curriculum final document, including moderation and assessment

\*face-to-face staff meetings looking at recontextulise prayer and the formation of prayer. This included a gallery walk through the school reflecting and discussing ways we can see prayer being celebrated within the school

\*throughout 2021, we continued to implement the renewed RE curriculum, strengthening our focus on integrating Faith and Life inquiries and on rigorous assessment in RE.

#### Social Justice Education

In 2021, we continued to demonstrate our commitment to Social Justice and Social Justice Education through:

\*school wide exploration of the four main principles of Catholic Social Teaching. One principle was explored and linked with the RE program each term throughout every class in the school.

\*the Christian Service Team, where possible continued to work on supporting various Catholic organisations such as Caritas, St. Vincent de Paul Society and Catholic Missions in their work through awareness raising and fund-raising, by offering coin donations to support people living in poverty. The Christian Service team were responsible for preparing for school liturgies, and ensuring resources were available.

#### VALUE ADDED

\*Student Christian Service Team assisted with social justice activities and supported the faith development of students and contributed to all school masses and charity organisational support in a leadership capacity

\*A whole school approach to Social Justice Education focusing on knowledge of the principles of Catholic Social Teaching and on developing understanding of these through Religious Education and all areas of the curriculum

\*Facilitated planning and provide opportunities to assist teachers in developing knowledge of the RE curriculum, including assessment and moderation strategies and linking Religious Education to all other curriculum areas through whole school planning days and PLT's

## Learning & Teaching

### Goals & Intended Outcomes

To strengthen a contemporary learning environment in which learning is personalised and all students and staff are challenged and supported to achieve ongoing improvement, success and engagement. The intended outcome of this goal is that all students will achieve targeted levels of growth in all areas of the curriculum.

### Achievements

In 2021, students were working remotely due to Covid-19 restrictions for part of Term 2,3 and 4. Students completed tasks online through Seesaw and Google Docs, working from home, with a small group of students working on-site. Google Meets allowed students and teachers to meet face-to-face to discuss learning, with students participating in a variety of online workshops. Priority was given to promoting well-being practices, and learning basic reading, writing and number skills.

When on-site learning resumed in Term 4, literacy and numeracy was prioritised as well as social and emotional well-being.

We continued to emphasise and apply a whole school approach to curriculum by:

- \*conducting facilitated planning in year level teams in Literacy, Numeracy, Religious Education and Integrated Faith and Life Inquiry. This continued throughout remote learning also.

- \*using big and small data to design targeted teaching across the curriculum, at student point of need

- \*regularly auditing curriculum plans against the Victorian Curriculum to ensure the requirements of the Victorian Curriculum were addressed

- \*using a common and explicit language for learning (i.e. learning intentions and success criteria) to ensure students and staff had a clear understanding of the purpose and expected outcomes of the learning

- \*discussing the needs of all stakeholders, in order to determine priority areas in learning and teaching

- \*the well-being of students, teachers and families was constantly a consideration in curriculum decision making

- \*Essential Assessment introduced to teachers as an evidence-based assessment tool for both formative and summative assessment purposes.

- \*Mathematics leader took up a role as Research Lead and worked on a goal around research in schools with Maths. The goal was to engage teachers in reading research which explores best evidence based learning and teaching in Numeracy.

- \*A professional reading hub was set up in the Mathematics shared drive

- \*Started a fortnightly professional reading group (run twice during the week at lunchtimes) - readings were selected by the Research Lead and suggestions made by some teachers.

- \*Met with the SSO's at the beginning of Maths units to unpack the foci and resources available and how they could best work with the students assigned to them.

\*Ran meetings where PATMaths data was analysed and unpacked at cohort and whole school level. Identified areas of challenge and strength. Made some goals about what to do next.

\*Specialist learning support in numeracy was provided to targeted students in the strand of Number & Algebra. Students requiring extra support were decided through analysis of PATMaths data (test administered at the beginning of 2021) and other summative and formative assessments.

### **Specialist Learning Support**

The introduction of specialist learning teachers at every level due to Covid - 19 Tutor funding provided students with extra assistance in literacy and numeracy. This allowed for targeted teaching for students identified as disadvantaged by Covid-19 in 2020.

The need for specific focused language programs continued for students who were not meeting grade level expectations in Reading. Additionally, a number of students from backgrounds other than English require further exposure to oral language and speaking experiences, as well as Reading and Writing intervention.

The interventions provided in 2021 included:

- \*targeted Literacy groups
- \*learning support in classrooms
- \*utilising the Fountas and Pinnell Levelled Literacy Program
- \*new Arrivals support program

### **STUDENT LEARNING OUTCOMES**

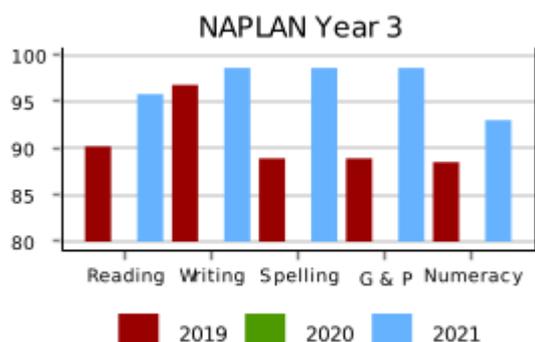
NAPLAN DATA 2019 & 2021- The school mean for Yr 3 was 361 compared to the state mean of 430. The school mean for Yr. 5 was 448 compared to the state mean of 500. However, 71% of students assessed from 2019-2021 made 2 or more years of growth. Our school growth was 100.2 as compared to the state growth of 85.06.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	88.9	-	-	98.6	-
YR 03 Numeracy	88.5	-	-	93.0	-
YR 03 Reading	90.2	-	-	95.8	-
YR 03 Spelling	88.9	-	-	98.6	-
YR 03 Writing	96.8	-	-	98.6	-
YR 05 Grammar & Punctuation	82.4	-	-	86.4	-
YR 05 Numeracy	97.0	-	-	87.9	-
YR 05 Reading	93.9	-	-	95.5	-
YR 05 Spelling	94.1	-	-	92.4	-
YR 05 Writing	92.6	-	-	89.4	-

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

To foster a culture that will engage all students at their point of need in a contemporary learning environment to enable them to achieve their full potential as resilient, empowered and motivated people.

### Achievements

#### Learning Diversity

The Nationally Consistent Collection of Data on School Students with a disability (NCCD) is a process that all schools undertake, counting the number of students who receive extra adjustments to help at school because of disability, as defined by the Disability Discrimination Act 1992 (DDA). NCCD is used to inform funding. In order to collect evidence and documentation for NCCD eligibility some of the strategies we implemented in 2021 are:

- supported students who receive MAC speech pathology services and learning diversity consults
- supported teachers in implementing adjustments in consultation with MACS learning consultants
- provided 14 Student Support Officers (SSO) to support staff and students.
- ensured all staff are aware of and have completed Disability Standards of Disability online modules
- ensured staff had completed the necessary Mandatory Reporting modules
- met regularly as a NCCD staff team to moderate, plan and reflect.
- provided Indoor Play for students who require support when in playing situations
- School nurse visits and follow up with families

#### Behaviour Management

We continued to implement a positive and consistent approach to behaviour management by:

- maintaining a common consistent language throughout the whole school when dealing with behaviour.
- consistently using a "child friendly" reflection sheet that coincides with "Zones of Regulation" and School expectations to the whole school.
- up skilling teachers in providing a positive approach to challenging behaviour.
- consolidating and teaching "Zones of Regulation" as a whole school strategy to support students to self-regulate and manage behaviour
- implementing proactive strategies to encourage positive behaviour. EG. Brain breaks; Sensory supports; reward charts, social stories

#### Social and Emotional Learning

Our ongoing commitment to supporting and nurturing our students to achieve their full potential in faith-filled learning environments that are safe, inclusive and respectful was developed by:

- exploring the eXcel guide (Well-being for learning in Catholic school communities) at staff meetings and network meetings.
- providing Mindfulness sessions during lunchtime
- provided professional reading and PD for staff through PLT and staff meetings.
- having a well-being team to lead staff.
- weekly article in school newsletter to inform parents to develop consistency between home and school.
- Smiling Mind utilised

### Indigenous Students

We continued to be an Indigenous focused school by:

- accessing support from MACS; in order to assist children in Literacy and Numeracy
- whole school NAIDOC day
- recognition and acknowledgement at each assembly
- celebration of Harmony Day
- prayer service acknowledging country

### VALUE ADDED

Visual & Consistent Expectations and Consequences Displayed

Well-being/NCCD staff team

Structured/Supervised Indoor/ Outdoor Play

Consistent On-site Counselling

Timetabled Well-being Planning Sessions

NAIDOC Day

Bully No Way! Day

Network meetings with CEM

PSG Meetings

Prep - Year 6 buddies

Student Leaders

SRC

Year Prep - Year 9 CRC Program

SSO Weekly Meetings

Year Prep - 6 Transition Programs

**STUDENT SATISFACTION**

Student feedback from the 2021 Catholic Education Melbourne School Improvement Surveys (CEMSIS) shows that students feel safe in the school environment and feel that the adults in the school community would act on their concerns.

**STUDENT ATTENDANCE**

Classroom teachers follow up unexplained student absences and if unresolved bring this to the attention of leadership. When absences are of several days' duration, parents/guardians are contacted to assist with transition back to school and to enquire about the wellbeing of the student.

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	88.8%
Y02	90.5%
Y03	92.0%
Y04	91.4%
Y05	84.9%
Y06	92.1%
Overall average attendance	90.0%

## Child Safe Standards

### Goals & Intended Outcomes

To strengthen a learning environment in which Child Safety is a priority and all within the school community work to uphold Child Safe practices.

### Achievements

To ensure that the Child Safe Standards are at the forefront of all decisions the following strategies were in place in 2021:

- \* a Well-being Team to maintain a focus on all aspects of Student Well-being as well as assisting in the implementation of our Child Safe Policy
- \*completion on the Mandatory Reporting Module by all staff prior to the end of Term 1
- \*displaying the 'Protect' protocol posters throughout the school and revisiting these regularly so that all staff are aware of these
- \*working with CEM, DHHS and Victoria Police to respond to disclosures and incidents of abuse and to proactively put in place strategies for responding to suspicions, disclosures and incidents of abuse
- \*empowering all staff to act on any concerns they may have regarding the well-being of a child in our care
- \*maintenance of a Staff and Visitor Register to keep track of all records pertaining to Child Safety (e.g. WWCC, Mandatory Reporting training module and certificate, VIT registration etc.)
- \*re-commitment all staff to the safety and well-being of children by their signing of the Staff Code of Conduct
- \*providing ongoing counselling through the School Counsellor to students who have experienced abuse or trauma
- \*ensuring that all staff applying for work at St Catherine of Siena complete an Application for Employment which asks key Pre Employment Disclosure questions pertaining to Child Safety and their suitability to work in a child related area of employment.
- \*providing all new staff with copies of the St Catherine of Siena Child Safety Policy and Code of Conduct, as part of their Letter of Appointment.
- \*incorporating content into our Social Emotional Learning program aimed at empowering student voice and giving students strategies to speak to trusted adults if they feel their personal safety or well-being is threatened
- \*providing time, particularly at the beginning of the year, to review the Child Safe Standards with all staff

## Leadership & Management

### Goals & Intended Outcomes

To build a leadership climate characterised by inclusion, collaboration and respect where all members of the community are responsible for becoming active contributors to the life of the school

### Achievements

Throughout 2021 the major focus was maintaining connection to staff, students and families throughout several periods of remote learning. To support this the leadership team all had a group of staff to check in with each week as a way of staying connected and discussing any issues that had arisen. Leadership also made calls to many at risk families during this time to support children and families in maintaining a focus on learning in challenging times.

We were fortunate to have donations of food given to us over this time. These were packaged up and families rung to see if they could be of use; feedback was that these donations were very gratefully received and helped parents to manage the family budget when work was difficult to access.

Professional development was maintained through online meetings once a week as well as webinars and other online forums staff accessed on a regular basis. Staff were involved in facilitated weekly planning for all teams with the Numeracy, Learning & teaching Leader or religious Education Leader. Classroom staff were rostered on to meet fortnightly with the Well-being Leader to discuss children and their needs and refine practices and strategies to best support them. A weekly staff memo included particular points of professional knowledge for all staff along with the day to day running of the school.

In 2021 the Student Representative Council (SRC) worked with the Deputy Principal or Principal, when this was possible, to plan and organise whole school vents such as the Remembrance day reflection, St Vincent de Paul donation campaign and the Christmas Giving Tree. These were important events to continue as they gave the children a focus outside their own experience and also were away of supporting others in our community who may be in need. These students have been enthusiastic in carrying out these roles and have learnt much about the qualities of a leader.

During 2021 financial resources and personnel were deployed to ensure that we were maximising learning outcomes for all students. Additional teachers were employed at each level to provide additional focus groups at point of need in an effort to recap some of the learning lost as a result of repeated periods of remote learning. The ongoing needs of new arrivals and refugees as well as students who have already attended multiple schools has required an ongoing commitment to use resources to respond to this need. We have employed additional Student Support Officer to work with teachers in supporting student learning and nominated a staff member to work specifically with beginning teachers in their foundation year and support all staff in their professional learning needs.

We continued our commitment to a non-interrupted start to the week this year, so all specialist programs were timetabled for Tuesdays through Friday. This enabled all students to begin the week with their own teacher and anecdotal evidence shows that this results in a more settled start to the week. We have also upgraded the computer servers and ICT devices across the school.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2021

In 2021 teacher professional learning was primarily in-house and online however outsourced opportunities were taken up when available. Some of these are listed below:

\*Principal, Deputy, Religious Education, Learning and Teaching, Administration and ICT Networks where possible

\*Administration, Finance, Maths Leadership and Well-being Clusters when available

\*Inquiry Planning days

\*EALD in Catholic Schools

\*Engaging in Sacraments

\*Zart Art

\*NCCD Briefing and team meetings

\*NForma Briefing

\*Autism Spectrum

Number of teachers who participated in PL in 2021	53
Average expenditure per teacher for PL	\$891

### TEACHER SATISFACTION

Responses from the staff surveys show that

\*75% state that there are positive relationships between staff and leadership

\*75% believe that there is sufficient time to collaborate in teams

\*68% responded that there is a positive school climate

\*71% say there is sufficient time devoted to discussing student data

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	78.2%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	74.6%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	18.2%
Graduate	4.5%
Graduate Certificate	9.1%
Bachelor Degree	86.4%
Advanced Diploma	18.2%
No Qualifications Listed	9.1%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	53.0
Teaching Staff (FTE)	45.6
Non-Teaching Staff (Headcount)	18.0
Non-Teaching Staff (FTE)	15.5
Indigenous Teaching Staff (Headcount)	0.0

# School Community

## Goals & Intended Outcomes

To achieve authentic and reciprocal partnerships with parents in a culture that supports and enables parent and family engagement in learning.

## Achievements

Reciprocal learning partnerships between home and school were strengthened throughout 2021 via digital technologies. Lock downs, isolations and restrictions forced the not-so tech savvy families to access, up skill and use various communication platforms in order to keep abreast of school news and information about their children's learning. The whole school community appropriately used SeeSaw, Facebook, Gmail, Google Meets and Hapara so that teaching and learning could continue most effectively during some challenging times. Families reported feeling supported and encouraged by all staff which, in turn, positively affected student and family engagement during remote learning.

Despite major changes to whole school gatherings and celebrations, most events continued to run throughout the year. Things such as ANZAC and Remembrance Day and our weekly Radio Show, hosted by the Year 6 Leaders, were all pre-recorded and shared for individual classes to participate in and posted to the school Facebook page or YouTube channel for our school community to enjoy.

### PARENT SATISFACTION

**MACSSIS DATA**

- \*81% of families responded that the school matches their child's needs
- \*89% are happy with the school climate
- \*81% believe that communication is timely and efficient
- 71% believe their child is safe while at school