



St Catherine of Siena School

Melton West

2022

Annual Report to the School Community



Registered School Number: 1878

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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

28/04/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

“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 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 2022.

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 2022 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 and many others enrich the curriculum and expose children to activities they may otherwise not engage in.

Principal's Report

It was wonderful to be back at school as a whole school community in 2022 and once again celebrate all the things we would normally do as a school community.

In 2022, we were finally able to officially open the refurbished administration building with additional staff facilities on December 8th. Mr Sam Rae MP, Member for Hawke represented the Federal Government at this ceremony which was celebrated by Fr Michael. Our new building provides visitors to the school with a welcoming experience and allows staff the space for designated planning and meeting spaces. The refurbished library is a light and airy space with child-friendly fixtures and is a welcome change from our previous space.

2022 saw the establishment of our School Advisory Council. After a process of invitation we were able to install four parent members to this council and each one has brought their own insights and suggestions to the discussions had at these meetings. They represent a broad section of our school community and this diversity of experience brings both knowledge and insight to the group. I thank them for their ongoing commitment to these meetings.

Our broader parent community is always there when needed and has contributed much across the year - attending events and supporting their children in all of their efforts, once again coming to our weekly assemblies, attending excursions, helping out in class, being on the Mother's and Father's Day stall, assisting with children's costumes for dress up days and so much more. You have all, in your own way contributed to the everyday life of the school, thank you.

I'm sure that everyone says it, but I know I say it and mean it - the children here are delightful, well-mannered and generous. It is a delight to work in this community, come to school each day and be on the receiving end of so many "Good mornings" and "Have a good day". They have also shown this same consideration and respect to visitors to the school, particularly on the event of the official opening of the new administration building and our enrolment tours. They have worked hard to model the values of compassion, respect, tolerance and responsibility to all, in particular to the newest and youngest members of our community. They represented the school at a number of events, in particular the ceremony at the cenotaph in Melton on Remembrance Day when they laid a wreath on our behalf. We can all be proud of their civic understanding, commitment and eagerness to learn and their friendliness and welcome to others.

Thank you to everyone for your contributions in 2022. Your support is greatly appreciated, and we look forward to continuing to work with you all throughout 2023.

Carmel Marantelli

Principal

Catholic Identity and Mission

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

Religious Education

Religious Education in a catholic school contributes to the catholic identity and mission of each person. Throughout the year Religious Education was strengthened through the following ways:

- *staff professional learning opportunities relating to sacraments, liturgical seasons and the implementation of various Visual Thinking Routines which also contribute to maintaining accreditation to teach in Catholic schools.
- *development of units that include opportunities to re-contextualise scripture to make meaning in their lives today.
- *implementation of a new unit template where learning opportunities for students were developed to improve knowledge and understanding of scripture and Catholic traditions
- *development and moderation of work samples based on the Religious Education Curriculum Framework.
- *facilitated planning engaging in professional dialogue to build teacher knowledge and build teacher capacity to include Inquiry Learning skills and the co-construction of Learning Intentions.
- *purchase of new resources to engage students, and to support planning and teacher professional development - including the subscription of FRG Ministry.

Prayer, Liturgy and Sacraments

Prayer, Liturgy and Sacraments are elements of our Catholic Identity that celebrate the presence of Jesus in our lives with our community whilst building relationships with God and others.

The following were opportunities where we celebrated our Catholic Identity through the elements of Prayer, Liturgy and Sacraments:

- *whole school masses to celebrate the end of the school year; year six graduation; the feast of St Catherine of Siena; the feast of St Anne and St Joachim to recognise Grandparent's day which was followed by a morning tea for grandparents and grandchildren.
- *liturgies for the beginning of the school year and the feast of St Mary of the Cross Mackillop's feast day.
- *prayer services for the whole school to acknowledge Advent and prepare for Christmas which were held in classrooms and led by the Christian Service Team.
- *the Sacraments of Penance (Year 3), First Eucharist (Year 4) and Confirmation (Year 6)

*year level masses on Wednesday's celebrated by Year 3 in term 1, Year 4 in Term 2, Year 6 in term 3 and a rotation of other levels in term 4. Masses for sacramental year levels contributed to their sacramental preparation through Homilies given by Fr Michael Moody, our Parish Priest.

*daily prayer in classrooms in various forms including formal and informal prayers, song, dance and meditation.

*grades were assigned students who were doing sacraments to pray for them as they prepared for their sacrament. They then made a token of remembrance for their assigned students.

Social Justice

Social Justice continued to be a focus through units being taught and through class, year level and whole school actions.

*the school's Christian service team supported Project Compassion where they presented to assigned levels, contributed to the school newsletter, made PA announcements to make the school aware of the campaign and also collected and assisted in the counting of funds to be donated.

*year 6 students contributed to a local, not for profit, charity where they made up hygiene packs for the charity to distribute to the homeless they support.

*Catholic Social Justice Teachings were included in units related to the teachings.

VALUE ADDED

*student Christian Service Team assisted with social justice activities and contributed to all school masses and charity activities

*St Catherine of Siena Feast Day activities

*Grandparents Day Mass

*weekly class masses

*reenactment of the Stations of the Cross was led by the Year Six students.

*guest speakers from charity organisations who spoke to the students

*St Vincent de Paul breakfast club each Tuesday

Learning and 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 2022, students had their first full year of onsite learning since Covid-19 restrictions and lock downs therefore priority was given to assisting students adjust to being back at school. Students revisited school rules and learning routines as well as social capabilities to identify as a group and get along as a cohort. There was a strong emphasis on consolidating literacy and numeracy skills to ensure students started their 2022 learning journey with a strong foundation.

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, STEM and Inquiry.

- *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.

- *developing 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.

- *Essential Assessment Maths was embedded across the whole school and used in planning to track student progress and plan the curriculum.

- *Essential Assessment Literacy was introduced for Years 3-6.

- *English Online Assessment was introduced for Years Prep -2 at the beginning of the year.

- *continued use of PATReading and PATMaths,

- *Mappen was introduced to provide a whole school scope and sequence to cover the Inquiry curriculum.

- *staff had access to meetings to unpack and analyse data to identify areas of challenge and strength.

- *Literacy Leader joined the Melton EAL Network cluster which met each term.

Value Added:

- *students were invited to participate in Write4Fun competition where 29 students successfully progressed through the first round of judging in the 'Unleashed' 2022 Schools Writing Competition.

- *a Poetry Competition was held for Years 3-6.

- *book Week Incursions where Frane Lessac and Mark Greenwood discussed different ways to write and illustrate stories.

Numeracy

PATMaths (Years 2-6) and Maths Assessment Interview (P & 1) were conducted at the beginning and end of the year to inform teacher planning, to assess student progress and to set a benchmark for growth when PATMaths is administered and analysed in Term 4.

We joined the Get In2 Maths Strategy, an initiative facilitated by MACS over the next few years. We identified a number of aspirational goals around the development of teacher content knowledge and data analysis.

Throughout the year, regular updates around Maths were included in the school newsletter with a focus on family engagement through monthly maths challenges as well as tips for teaching Maths at home.

Value Added:

*participation in the Get In2 Maths Strategy program with a focus on up skilling teachers in making informed choices about appropriate lesson structures for different concepts being taught.

*term planning process was introduced to classroom teachers to develop a plan for Maths teaching term-by-term. Through the use of the grant money from the Get In2 Maths Strategy, teachers were able to be released from their classroom and work with the Maths Leader to develop a plan for each term.

*school-wide use of the Essential Assessment student assessment platform. We have conducted thorough pre and post testing for each unit of work covered this year which has provided teachers with real time data that has enabled them to differentiate their teaching to suit the needs of all students.

*NBA Maths Hoops game was introduced to the Year 4 students. Some students in Year 6 have also participated in the game as a way to supplement their fluency in number. NBA Math Hoops is a comprehensive community program, featuring a basketball board game, mobile app, and curriculum, that allows students to learn fundamental maths skills through the game of basketball. All program content is developed in alignment with 21st Century Learning Skills, and has been shown to improve students foundational maths and social-emotional skills.

* utilised the Teaching Sprints process(Dr Simon Breakspear) to support teachers to meaningfully engage with the best available evidence in the field around student engagement and lesson structure. The intent was to make incremental changes to teaching practice for a big impact over time.

STUDENT LEARNING OUTCOMES

NAPLAN DATA 2022 -

Due to COVID19 there was no 2022 State or National mean for comparison and Naplan was cancelled in 2020.

In 2022, 89% of Year 3 students were above the National Minimum Standard in Reading and 94% above the National Minimum Standard for Writing. For Year 5 students, 81% were above the National Minimum Standard in Reading and 73% above the National Minimum Standard in Writing.

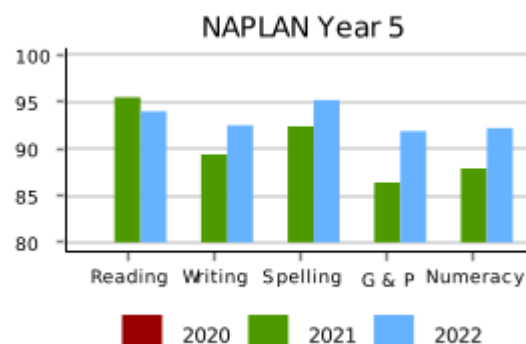
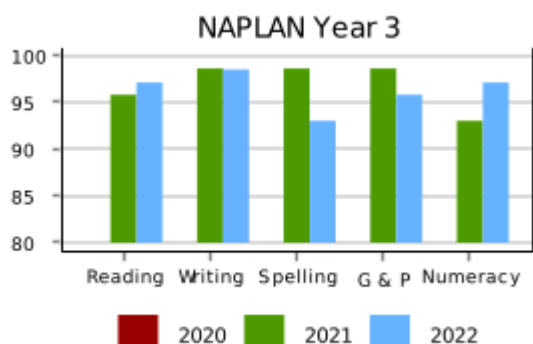
In 2022, 84% of Year 3 students were above the National Minimum Standard in Numeracy with 13% at the National Minimum Standard. For Year 5 students, 70% were at the National Minimum Standard with 22% at the National Minimum Standard.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	98.6	-	95.8	-2.8
YR 03 Numeracy	-	93.0	-	97.1	4.1
YR 03 Reading	-	95.8	-	97.1	1.3
YR 03 Spelling	-	98.6	-	93.0	-5.6
YR 03 Writing	-	98.6	-	98.5	-0.1
YR 05 Grammar & Punctuation	-	86.4	-	91.9	5.5
YR 05 Numeracy	-	87.9	-	92.2	4.3
YR 05 Reading	-	95.5	-	94.0	-1.5
YR 05 Spelling	-	92.4	-	95.2	2.8
YR 05 Writing	-	89.4	-	92.5	3.1

* 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

In order to collect evidence and documentation for Nationally Consistent Collection of Data eligibility we:

- *documented Personal Learning Plans (PLP);making adjustments for students with individual needs.
- *made student referrals for assessment by MACS Learning Diversity/Psychology/Speech and implemented recommendations.
- *supported teachers in implementing adjustments in consultation with MACS learning consultants .
- *employed additional Student Support Officers (SSO) providing 20 to support staff and students.
- *provided opportunities for staff to participate in professional development to further their understanding of disorders that may impact on the learning of a child and making appropriate adjustments for these.
- *ensured all staff are aware of and have completed Disability Standards of Disability and Mandatory Reporting online modules.
- *moderated students adjustments and category of disability, so decisions are consistent and reliable.
- *restructured Indoor Play for students who require support when in recess time play situations.
- *SSO available to support South Sudanese and Syrian 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 “Zones of Regulation” as a whole school strategy to support students to self-regulate and manage behaviour
- *reinforcing proactive strategies to encourage positive behaviour. EG. Brain breaks; Sensory supports; reward charts, social stories

*joined the MHIPS program, attended by the Well being leader alongside a well-being team, who delivered information to the rest of the staff. Staff also took part in surveys regarding Well being.

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.

*circle time used in classrooms to enforce positive relationships and voice.

*provided professional reading and PD for staff through PLT and staff meetings.

*introduction and attempted implementation of Ripple for identifying and tracking student well-being needs - although this was made difficult due to remote learning

School Counselling

We were able to address the number of children who required school counselling by:

*providing the consistency of one school counsellor. (3 times a week)

*regular meetings between Student Well being Leader and Counsellor.

*providing an easy referral process

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 and Harmony days

*recognition and acknowledgement at each assembly

Transition

In 2022 we have continued to facilitate a smooth transition for students by:

*working closely with both the secondary colleges and local kindergartens

*visiting schools and kindergartens to observe and engage in professional discussion with colleagues about individual student needs.

*providing 3 transition mornings for new Preps for 2022 and presented to families regarding the Well being aspect of St Catherine's

*Step Up day for children to meet and adapt to following year's teacher.

*providing a Yr 6 buddy to assist in providing a safe & happy environment for Prep children.

*providing multiple visits to secondary school for students who require additional transition.

*providing an opportunity for new prep families to attend a 'story time'.

Visual & Consistent Expectations and Consequences Displayed

Well being/NCCD staff team

Structured/Supervised Indoor/ Outdoor Play

Consistent Onsite Counselling

Timetabled Well being Planning Sessions

NAIDOC Day

Bully No Way! Day

Network meetings with CEM

PSG Meetings

Prep – Year 6 buddies

Student Leaders and SRC

SSO Weekly Meetings

STUDENT SATISFACTION

Student feedback from the 2022 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 well-being of the student.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	86.4%
Y02	85.7%
Y03	89.1%
Y04	88.0%
Y05	85.4%
Y06	87.2%
Overall average attendance	87.0%

Child Safe Standards

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

During 2022 the major focus was on rebuilding relationships and connections after two disrupted years of schooling. It was important to reestablish these connections not only with the children but amongst the staff group and with families as well.

In 2022 we also had an influx of new staff, in particular Student Support Officers(SSO) to provide additional support for children at their point of need. 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 Officers 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.

Through this deployment we were able to provide an SSO to most classes and if not, at least 2 at each year level.

Professional development was maintained through a range of measures

- *weekly meetings as well as webinars and other online forums staff accessed on a regular basis

- *facilitated weekly planning for all teams with the Numeracy, Learning & teaching Leader or Religious Education Leader.

- *fortnightly meetings with the Well being Leader to discuss children and their needs and refine practices and strategies to best support them.

- *weekly staff memo included particular points of professional knowledge for all staff along with the day to day running of the school.

In 2022 our inaugural School Advisory Council commenced with Fr Michael and Carmel Marantelli as ex officio members and 4 parent representatives and Angela Giordimaina, our Deputy Principal on the committee. Regular meetings' throughout the year ensured that this group greatly enhanced the decision-making of the school. After a period of consultation with all families, this group endorsed changing our camp structure from a camp once every 2 years to a camp every year for our Year 3 - 6 students; a popular decision amongst staff, students and families.

Our Leadership Team welcomed new members so began a process of establishing expectations for not only our relationships with each other as a team but also as a leadership interacting with all staff. With several members new to leadership this became a priority and so time was scheduled on a Monday for all leadership team members to meet with the Principal to discuss their role and not just the management issues that arose; but also ways of being an effective leader.

We continued our commitment to a non-interrupted start to the week this year, so despite the difficulties associated with the scheduling of this, all specialist classes 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.

Information and Communication Technology infrastructure requires constant upgrading so in 2022 we committed to purchasing numerous IT devices to deploy across the school. We also upgraded the server and streamlined this from 2 separate servers to 1 communal one.

Leadership

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

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EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In 2022 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 Networks
- *Shared Service ICON online briefings for both administration staff and Principal
- *Administration, Finance, Maths Leadership and Well-being Clusters
- *Mental Health In Primary Schools briefings and webinars
- *Inquiry Planning days
- *John Munro Maths PD
- *EALD in Catholic Schools
- *National Music Teacher Mentor Program
- *Dylan William PD
- *Student Health Support Plan Workshop
- *Zart Art
- *NCCD Briefing and team meetings
- *NForma Briefing

Number of teachers who participated in PL in 2022	38
Average expenditure per teacher for PL	\$2715

TEACHER SATISFACTION

- Responses from the staff surveys show that
- *87% state that there are positive relationships between staff and leadership
 - *73% believe that there is sufficient time to collaborate in teams
 - *74% responded that there is a positive school climate

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	76.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	72.9%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	10.0%
Graduate	10.0%
Graduate Certificate	5.0%
Bachelor Degree	80.0%
Advanced Diploma	15.0%
No Qualifications Listed	20.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	54.0
Teaching Staff (FTE)	45.4
Non-Teaching Staff (Headcount)	26.0
Non-Teaching Staff (FTE)	20.9
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

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

Partnerships between home and school were strengthened throughout 2022 with additional South Sudanese school officers employed to support families in addition to our current Syrian school officer. We also added Instagram to our suite of communication devices to allow for maximum opportunities to reach all families with important information and updates.

Our Sibling Story time program for pre school children saw numerous 3 & 4 year olds attend this weekly story time with their parents. This program was run by school staff on a Tuesday afternoon and provided an opportunity for these children to become familiar with the school environment prior to commencing school.

Throughout the year we celebrated Grandparents Day with mass and morning tea. This is always a much anticipated event with the children thoroughly enjoying the opportunity to spend time with loved ones.

We deviated from our usual Mother's Day activity and had an afternoon tea in 2022 which saw the hall full to capacity with mums, grandmothers and sisters all enjoying the afternoon with the children. Father's Day saw the traditional breakfast barbeque and footy day celebrations with many dads having a later start to work to be able to attend.

Our School Advisory Council was inaugurated in 2022 with a schedule of meeting throughout the year. The advice of the parents on this committee has been invaluable and lends a different and valid perspective.

Other activities throughout the year were the Art Show which is always an extremely well attended event, the Kaboom sports which we had for the first time and will have again as the level of enjoyment was immense, the end of year picnic at Maddingley Park which is a wonderful opportunity to spend the day just chatting with the children and their families and our Christmas concert which seems to grow each year and is eagerly anticipated by all.

In 2022 our Parents' and Friends group held a colour run as a fund-raising activity - again this was a fun filled afternoon and a very successful event.

In November our school captains represented the school at the Remembrance Day ceremony at the Melton Cenotaph - a solemn occasion to remember those who have sacrificed much for the freedoms we enjoy today. The children laid a wreath on behalf of the school community.

PARENT SATISFACTION

MACSSIS DATA

*71% of families responded that the school matches their child's needs

*83% are happy with the school climate

*71% believe that communication is timely and efficient