



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Catherine of Siena Catholic Primary School

125 Warrally Boulevard, ARMSTRONG CREEK 3217

Principal: Allison Wedding

Web: stcatherine.catholic.edu.au

Registration: 2229, E Number: E1410

Principal's Attestation

I, Allison Wedding, attest that St Catherine of Siena Catholic Primary School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 14 May 2024

About this report

St Catherine of Siena Catholic Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our Vision

St. Catherine of Siena is a learning community which engages children, enlightens all in Gospel values, energises high expectations and empowers each child to set the world on fire. Together we enrich each other's journey in an ecological manner and strive for excellence.

Children engaged in their learning and empowered to be who God created them to be, will excel as global community citizens and set the world on fire.

ENGAGE - EMPOWER - EXCEL

Our Mission

As a Catholic Primary School, in partnership with our families and parish, we at St Catherine of Siena:

- Energise all students with quality and innovative teaching and learning through high expectations to pursue excellence
- Welcome and promote a compassionate community of learners who recognise and respect the dignity of all, celebrating differences
- Rejoice in diversity, knowing all children can learn
- Engage and enlighten each child in Gospel values, modelling Catholic Social Teaching and embracing Catholic tradition
- Cultivate a positive, safe school of learners with a particular focus on enhancing each child's wellbeing
- Emphasise the building of positive relationships with self and others
- Develop a strong sustainability education through our words and actions

School Overview

St Catherine of Siena School is a Catholic co-educational primary school in Armstrong Creek. Our school doors opened for the first time in January 2020 with 129 students enrolled from Grade Prep to Grade 5. In subsequent years, our school has welcomed between 80–90 students each year and in 2023 we had 371 students enrolled in Years Prep through to Year 6.

St Catherine of Siena is a welcoming and inclusive learning environment open to all Catholic and non-Catholic families who are supportive of the Catholic mission and traditions of Catholic education. Our school is enlightened by Gospel values, modelling Catholic Social Teaching and embracing Catholic tradition. We rejoice in diversity, knowing all children can learn.

Wellbeing is at the heart of our school practices. We strive to be a thriving, safe school of learners and emphasise the building of positive relationships with self and others. We work hard to implement explicit programs and strategies to support the wellbeing of all in our community.

We aim for excellence in learning and teaching, setting high expectations for our learners, especially in the core learning areas of Reading, Writing and Mathematics. Students experience daily explicit teaching at their next stage of learning, and we ensure that appropriate support and extension opportunities are provided to enable all students to progress.

At St Catherine of Siena we want all students to discover their passions through an enriching and stimulating curriculum. Our specialist programs are highly regarded in our community and provide opportunities for our students to develop their skills and shine across The Arts, Physical Education, Languages, STEM and Outdoor Learning.

We cultivate active and engaged learners that work collaboratively, express themselves respectfully, and enable each other to excel spiritually, academically, socially, emotionally and physically.

St Catherine of Siena is developing as a dynamic school community steeped in a sustainable learning style, respectful of our country's Indigenous heritage. We are stewards of creation and journey in harmony with God's creation to be ecological and respectful in all learning experiences.

Through living the Gospel values in words and action, St Catherine of Siena School supports all in growing in faith as part of the Nazareth Parish community. Our school provides a

nourishing education, journeying in faith with Jesus, informing, forming and transforming each child to enable them to 'be who they were created to be and set the world on fire'.

Principal's Report

2023 was a year of positivity, reflection and growth for the St Catherine of Siena learning community. In February we welcomed four classes of new Prep/Foundation students and twenty new students at different year levels, growing our student numbers to 371 for the year.

After a tumultuous first three years of operation during the pandemic, 2023 provided opportunities to consolidate whole school practices and strengthen St Catherine's as a place of strong learning, wellbeing and faith. We introduced new evidence-based learning programs across the school to support students' progress and our Wellbeing practices were strengthened and expanded. Regular liturgical celebrations became possible and the school began to gather fortnightly in prayer and liturgy.

In September we held our first whole school production of *We Will Rock You*, filling Costa Hall in Geelong with music and dancing. It was certainly an energetic and strong statement and celebration of the important place of The Arts in the lives of our students.

After three years of hard work establishing a new school, 2023 was earmarked as a year of review. The first half of the year provided opportunities for staff to carefully reflect upon and review the community's progress towards achieving our first school improvement plan. Staff worked together closely to review all school programs and processes across Learning and Teaching, Wellbeing, Religious Education, Leadership and Management and School Community, using a wide variety of data sources to evaluate their effectiveness. Our parents and students also had opportunities to input for the review. In May, our independent school reviewer visited onsite to work with staff, students and parents and gather feedback and data. The result was a detailed review document which was used to develop the school's new strategic school improvement plan for 2024-2027.

A continuing hallmark of St Catherine of Siena has been our focus on wellbeing and inclusion and 2023 saw the expansion of our allied health team, to include our occupational therapist, speech pathologist and mental health teacher. Clear internal referral practices resulted in students' accessing expanded programs to support with their academic growth and social and emotional health.

We also witnessed the construction of a brand-new learning and teaching building onsite across the year. The Stage 3 double-storey building houses ten new classrooms and a purpose-built STEM room to be enjoyed by students in years to come. Strategically planning for future growth continues to be a feature of the work of leadership staff at St Catherine of Siena as we expand to meet the needs of our still rapidly growing Armstrong Creek community.

Across the year, the work and efforts of our staff to ensure student learning and wellbeing remains a highlight. This talented and committed team of teachers and support staff have worked tirelessly to maximise learning opportunities for our students in classrooms, and have also planned and organised excursions and incursions, concerts, special interest clubs, nightwalks, sports days, camps and mission days in order to foster connection, wellbeing and a love of school and learning in our community.

Our students have continued to shine brightly. They have leaned into the strong culture of learning that is developing at St Catherine of Siena and worked hard to improve their learning. They have tried their best to be good friends, as well as good students, and taken up the many opportunities that have been on offer with gusto.

It has been a great privilege to work within the St Catherine of Siena community across the year.

Allison Wedding

Acting Principal

Catholic Identity and Mission

Goals & Intended Outcomes

SIP Goal:

To build a Catholic learning community which engages the learner through experience, encounter and dialogue.

2023 Intended Outcome:

That teachers build teaching and learning strategies in Religious Education using the pedagogy of encounter

Achievements

2023 offered many opportunities to participate in the prayer and liturgical life of our school. Throughout the year we had regular liturgies where each class took responsibility in developing and leading the whole school in a themed prayer. We were also joined by Father Linh in celebrating three whole school masses across the year.

Staff continued to develop their knowledge in contemporary practices in Religious Education Pedagogy, including a whole school closure day where staff developed their knowledge around teaching scripture. Throughout the year staff have had multiple opportunities to plan with the Religious Education Leader to continue to incorporate dialogue strategies in the RE classroom through the use of provocations and thinking routines.

Our Social Justice learning and action continued to strengthen across the school, including our annual support of Project Compassion and Caritas Australia. In Years 3-6 we developed our inaugural 'Mini Vinnies' team, where we worked with community members from St Vincent De Paul to support their annual Winter Appeal. Finally, in Team 4 our Grade 5/6 students lead our first mission day. Students worked across the term to plan stalls and activities for the whole school to participate in, with money raised going towards Catholic Mission.

Value Added

- Significantly increased opportunities for students, staff and families to participate in the prayer and liturgical life of the school.
- Increased opportunities for staff formation and professional learning in Religious Education through staff prayer, regular learning team sessions, planning support from RE leader and school closure day focused on RE.
- Improved learning design and engagement for students in RE lessons.
- Moderation of RE assessment, resulting in consistent judgements and increased staff knowledge of progress across the MACS RE standards.
- Increase in staff perceptions of Catholic Identity (MACSSIS 2023 staff survey data)
- Increased structures and initiatives to increase participation in real-world social justice action for students (termly).

Learning and Teaching

Goals & Intended Outcomes

SIP Goal:

To improve student learning outcomes in all domains, with a particular focus on English and Mathematics.

Intended Outcomes:

That staff effectively teach Sounds-Write at students' developmental level F-2

That staff implement consistent, whole-school practices to teach writing

That students are engaged in high-quality, high-impact maths learning

That teachers develop their capacity to identify and target the needs of high-achieving students

Achievements

2023 saw an ongoing focus on our whole school instructional practices. This included fortnightly Mathematics and English PLTs, where staff, led by our English and Mathematics leaders, built knowledge around current evidence-based practices and reviewed and developed learning and teaching sequences based on current research in the field. This time also provided opportunities for staff to focus on ensuring consistency in practice across year levels and across the school where applicable. Consistent practises across the school was a major focus in 2023.

Several evidence-based English programs were implemented. Talk For Writing was introduced in Years 2 to 4 following a successful pilot in Year 5/6 in 2022. Draw, Talk, Write and Share and Interactive Writing were introduced as consistent approaches to writing instruction in Years Prep and Grade 1. This focus on modelling and mentor texts, saw an improvement in the sentence level quality of students' written work.

Sounds-Write was introduced from Grades Prep to 2 to strengthen our phonics instruction and guarantee consistency in explicit and systematic phonics instruction. Resourcing saw a focus on expanding the schools' decodable resources to support phonics instruction. Fortnightly English professional learning team meetings supported staff learning and practice.

Maths professional learning focused on whole school instructional practice, particularly instructional norms and routines, including number talks and 'talk moves' to support dialogic and accountability practices during lessons. Teachers continued to work in teams to plan and deliver our guaranteed Maths curriculum, articulated in our school's Maths Essential Learnings, and collaboratively analysed data, tracked student progress and differentiated learning experiences to ensure progress for all students. A whole-school Maths professional learning day for all teachers and support staff was integral to this progress, as well as fortnightly Maths professional learning team meetings.

Whole school moderation of Writing, Reading, Mathematics and Religious Education work samples occurred in professional learning time. Leaders also facilitated moderation in team planning time. This process supported teachers to make consistent judgements about student progress and achievement and ensured consistent reporting practices school-wide.

Teachers continued to build capacity to differentiate learning and track student achievement using our data walls. Essential learnings and scope and sequences guided content and instructional decision-making by teachers across all learning areas.

2023 also saw an opportunity to focus on whole school practice for an improved approach to learning in areas other than English and Mathematics. Learning in the Humanities and Sciences included improved cross-curricular links. An articulated scope and sequence for each learning area in the Victorian curriculum was developed and utilised.

Learning was supported by extensive programs of excursions and incursions, including excursions to Melbourne to Parliament house for our Year 5/6s, two local wetlands for our three fours, to the Museum of Play and Art for our preps, Geelong city excursions for our Grade 1s and 2s, and Melbourne and Werribee Zoo excursions for multiple year groups.

Specialist programs continued to be a feature of the learning and teaching program at St Catherine Of Siena, with students offered opportunities to participate weekly in Visual Arts, Performing Arts, STEM, Physical Education, and Outdoor Learning in Years Prep to 4.

Learning Support Teachers (LSTs) became an integral part of each learning and teaching team, with their worked focused on providing differentiated opportunities for students requiring support or extension at each year level. Additionally, our Learning Support Partners (LSPs) were supported by ongoing professional learning opportunities, working closely with our school's allied health team to support the learning and wellbeing needs of students requiring additional support.

Student Learning Outcomes

The school triangulates various evidence of learning, for both summative and formative assessment. In 2023, triangulated data indicates positive learning outcomes and progress for the learners at St Catherine of Siena Primary School. Two different norm-referenced

standardised tests, NAPLAN and ACER Progression Achievement Tests (PAT), supported and validated our own school-based evaluations of student learning. Results indicate that our students' learning is tracking alongside national norm results for Mathematics and exceeding national norms for Reading, indicating high levels of reading competency.

Of particular note is the achievement of students in Year 5. We also note the Year 2 and 3 data and the particular needs that this data helps to highlight - needs that have been identified and considered in support structures and programming for 2024.

Naplan Summary 2023

NAPLAN results indicated very strong results overall for our Year 5 cohort, with a significant proportion of students achieving in the strong or exceeding categories across all learning areas. Our Year 3 data however indicated that a significant group of students were in the developing and additional support categories for numeracy and grammar and punctuation. Additional resourcing and a review of intervention strategies for this cohort followed and additional explicit programs and supports have been implemented for 2024 for this cohort.

Year 3 Reading: Students achieving in STRONG or EXCEEDING categories 67.5%

Year 3 Spelling: Students achieving in STRONG or EXCEEDING categories 67.5%

Year 3 Numeracy: Students achieving in STRONG or EXCEEDING categories 51.3%

Year 3 Grammar & Punctuation: Students achieving in STRONG or EXCEEDING categories 51.3%

Year 5 Reading: Students achieving in STRONG or EXCEEDING categories 84%

Year 5 Spelling: Students achieving in STRONG or EXCEEDING categories 88%

Year 5 Numeracy: Students achieving in STRONG or EXCEEDING categories 88%

Year 5 Grammar & Punctuation: Students achieving in STRONG or EXCEEDING categories 84%

ACER PAT Assessment Summary 2023

Our overall school PAT-Maths data (collected in November) indicated more positive results for our Year 3 and 4 cohorts of students with 82% and 83% respectively achieving at or above the expected standard. Overall, our school tracked alongside the national norm for PAT-Maths, with 60% of students achieving at or above the standard, and 63% of students achieving high growth from 2022-23.

PAT-Maths - Percentage of students achieving at or above the expected standard

Year 3 - 83%

Year 4 - 82%

Year 5 - 52%

Year 6 - 65%

Whole school - 60%

Our overall school PAT-Reading data (collected in November) indicated more positive results for our Year 3 and 4 cohorts of students than NAPLAN with 77% and 82% respectively achieving at or above the expected standard. Interestingly our senior students did not achieve as highly on PAT-Reading, however 48% of students achieved high growth on this assessment, indicating a significant value-add across the year for many students.

PAT-Reading - Percentage of students achieving at or above the expected standard

Year 3 - 77%

Year 4 - 82%

Year 5 - 59%

Year 6 - 67%

Whole school - 73%

Early Years Literacy Data

Our 2023 early years data reflected changes to our reading program across the year. We used reading levels as a benchmark, however also collected DIBELS data across Prep-2 in Term 4 to inform teaching and planning, and whole school planning for 2024. Our high levels of Prep data may be attributed to a full year of SoundsWrite instruction and high levels of instructional consistency, a practice repeated across Prep-Year 2 in 2023.

Reading - Percentage of students achieving at or above school reading level benchmark

Prep - 91%

Year 1 - 81%

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	387	49%
	Year 5	512	84%
Numeracy	Year 3	392	51%
	Year 5	497	88%
Reading	Year 3	394	68%
	Year 5	513	84%
Spelling	Year 3	389	59%
	Year 5	499	88%
Writing	Year 3	415	80%
	Year 5	500	92%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

SIP Goal:

To build a safe, positive and engaging learning environment that enhances each child's individual and collective wellbeing.

2023 Intended Outcome:

That students and staff feel safe and respected at school.

Achievements

The Wellbeing team was expanded this year to include a new Wellbeing leader, support leader and a Mental Health In Primary School (MHIPS) leader. The School Principal, Learning Diversity Leaders and Allied Health team worked together to refine the referral process for students requiring extra support in terms of learning, behaviour or wellbeing to ensure equity of access and a timely response to needs.

Our school continued to use the Positive Behaviour for Learning (PBL) framework to support the maintenance of our calm learning environments and our students' social, emotional and academic development. Our three whole school expectations: *'We are Respectful, We are Learners and We are Our Best Selves'* are the basis of the framework and a matrix of expected behaviours, alongside a series of lessons were used to explicitly teach students specific behaviours and social skills. Under the guidance of a PBL consultant, the PBL team met twice a term to use school wide data to identify patterns of problem behaviour, conduct learning walks to observe classroom environments and plan actions to enhance and promote PBL across our school community. To further support our PBL framework, students received regular acknowledgment for their positive behaviour in the form of raffle tickets and assembly awards.

The 'Respectful Relationships' program continued to be taught across the school to promote respect and gender equality and help students learn how to build positive relationships. Term 1 also focused on students' regulation and emotional literacy skills through a whole-school focus on Zones of Regulation. Our Outdoor Learning Program for our junior students also supported our wellbeing outcomes, with its focus on outdoor play, responsibility and respect, collaboration and resilience.

A variety of interventions were continued to support students, including Seasons For Growth, Social Skills groups and a variety of lunch time clubs, including Lego, Art and Gardening clubs. A variety of whole school Wellbeing activities were also implemented, including 'Pyjama Day' and 'Wellbeing Week'. These activities were led by our Student Voice team. This team, consisting of Years 3 to 6 students, met fortnightly to discuss possible improvements to our school and to organise acknowledgements of positive student behaviour at our whole school assemblies.

Staff participated in termly Wellbeing activities, including Yoga and Mindfulness practices.

Value Added

- The focus on Positive Behaviours for Learning resulted in calm learning environments across the school and consistent processes and language for managing student behaviour. Staff expertise and confidence with behaviour management increased and Student and Staff perceptions of safety improved (MACSSIS data) across the year.
- More formal structures for Student Voice resulted in tangible action by student members and student perceptions of Student Voice improved (MACSSIS data).
- Increased numbers of students were able to access Tier 2 Wellbeing supports across the school, designed to support students with a wide variety of social-emotional needs. Additional staff were trained to facilitate small-group programs.
- The expanded allied-health team (speech therapist, occupational therapist and counsellor) provided Tier 2 and Tier 1 wellbeing supports to increasing numbers of students and supported teachers to make adjustments for students requiring additional supports in the social-emotional and regulation spaces.

Student Satisfaction

MACSSIS 2023 student survey results indicated that:

- Students' perceptions of School Belonging improved.
- Students' perceptions of Teacher-Student relationships improved.
- Students' perceptions of Student Safety and Enabling Safety significantly improved, particularly in regards to respect, bullying and teachers acting on student concerns or worries.
- Students' perceptions of Student Voice improved.

Student Attendance

- Administration staff and classroom teachers use SIMON (school management platform) for maintaining records about attendance, including records about students who have been absent from school without reason for long periods of time.
- Attendance at the school is checked twice daily (AM and PM) by teachers, in electronic format. The attendance reports are accessed by administration staff to follow up students who are absent without explanation.
- If a student is absent without explanation, the school administration staff will contact the parent/guardian for an explanation as soon as possible on the day of absence. This is done via sending out an automated text advising the parent/carer/guardian of the unexplained absence.
- Where the rate of absenteeism is of concern, the school will follow up with the parents/guardians/ carer or emergency contact to discuss absence.

Average Student Attendance Rate by Year Level	
Y01	90.0%
Y02	89.8%
Y03	92.0%
Y04	93.1%
Y05	90.0%
Y06	87.8%
Overall average attendance	90.5%

Leadership

Goals & Intended Outcomes

SIP Goal:

To nurture a professional learning community of engagement, empowerment and excellence

2023 Intended Outcomes:

That staff have regular opportunities to access and provide quality feedback

That school leaders plan for the sustainable growth of the school beyond 2023

That the school supports families as partners in learning

Achievements

2023 saw the establishment of a new executive leadership team consisting of the principal and two deputy principals with responsibility for Learning and Teaching and Wellbeing respectively.

With a focus on professional growth and sustainable leadership, the school also introduced positions of responsibility and support leadership roles to broaden opportunities to build leadership capacity across the school. This broader leadership team worked extensively with leadership consultant Lucy Carroll with a focus on coaching and adopting 'a coaching way of being' as a leadership approach in the school. Staff in middle leadership roles had ongoing professional learning and coaching to build their capacity.

The school undertook its first review in its fourth year of operation. This involved staff and members of the parent community, reviewing all aspects of school operation in light of the MACS school improvement framework and gathering evidence to support our reflections and judgements about the school's strengths, and areas for improvement. An independent school reviewer then spent three days in our school observing and meeting with students, parents and teachers to assess the validity of our report. At the end of his process recommendations were put forward to inform our school improvement plan for the next four years.

Staffing structures were adjusted and our induction processes further strengthened in 2023 as a large number of new staff joined the school to meet the needs of our growing school community. We introduced learning support teachers to target the learning of students requiring support or extension in all year levels. The school administration team was also

expanded, with part-time team members joining our school office manager and bursar to oversee parent and student reception needs.

Collaborative, professional learning strategies formed a significant part of our professional learning approach with coaching, modelling and video reflections taking place across the year to support staff to reflect on and improve their teaching practice. In addition, leaders implemented structured learning walks, where staff had opportunities to observe teaching and learning practices around the school. These learning walks were facilitated by a member of the leadership team, who had been trained on our school's Learning Walk protocol. These strategies, along with ongoing professional learning, supported staff to achieve their professional development plan goals.

School processes became further streamlined, particularly those surrounding excursions, allied health, and communication to meet the needs of our community, as well as ensure our school remained up-to-date with its procedural and Child Safe obligations.

In the day to day work of school leaders and staff, school leaders also oversaw a significant capital works project, with Stage 3 works running from January to December. Ten new classrooms and a purpose-built STEM space were completed in early December ready for 2024 transition sessions and the 2024 school year.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
Sounds-Write (systemic, structured phonics instruction)	
Talk For Writing (Years 2-4)	
Introduction to Leadership Coaching Course - Growth Coaching International (School leaders & support leaders)	
Draw-Talk-Write-Share (Year Prep-1)	
Classroom Dialogue in the Maths Classroom (School Closure Day - MACS facilitated)	
Fortnightly English PLT meetings	
Fortnightly Maths PLT meetings	
Positive Behaviours for Learning - work with consultant and ongoing across 2023	
Team Teach Training - Behaviour Support	
Prep Play for Learning - facilitated by play therapist Eileen Hay	
Outdoor Learning - ongoing modelled teaching and reflection facilitated by outdoor learning specialist	
Teaching Scripture (School Closure Day - MACS facilitated)	
Specialist Training:	
Bike Education Training (PE team)	
EMU Maths Intervention - ongoing training for Maths intervention specialist	
Drama Victoria professional learning day - Performing Arts specialist	
User B Accreditation	
STEM Aviation Workshop - MACS	
Number of teachers who participated in PL in 2023	30
Average expenditure per teacher for PL	\$753.00

Teacher Satisfaction

MACSSIS 2023 staff survey results indicated that:

- Staff perceptions of Student Safety increased
- Staff perceptions of the overall social and learning climate of the school remained consistent and were significant above the MACS average
- Staff perceptions around Feedback decreased significantly and this was the only domain below the MACS average score. This area will become a focus of the 2024 annual action plan.
- Staff perceptions of the Instructional Leadership and School Leadership decreased slightly, but remained significantly above the MACS average
- Staff perceptions of Collaboration in Teams, Collaboration around an improvement strategy, and Support for Teams remained consistently high, reflecting the strong culture of collaboration amongst staff
- Staff perceptions of Psychological Safety remained fairly consist and above the MACS average

Overall the MACSSIS results, with all domains except one above or significantly above the MACS averages, indicate a strong school climate and positive staff culture focused on improvement and student wellbeing and achievement.

Teacher Qualifications	
Doctorate	0.0%
Masters	6.1%
Graduate	3.0%
Graduate Certificate	6.1%
Bachelor Degree	54.5%
Advanced Diploma	0.0%
No Qualifications Listed	30.3%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	35
Teaching Staff (FTE)	31.2
Non-Teaching Staff (Headcount)	24
Non-Teaching Staff (FTE)	24.1
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

SIP Goals:

To nurture a professional learning community of engagement, empowerment and excellence.

To build a Catholic learning community that engages the learner through experience, encounter and dialogue.

To build a safe, positive and engaging learning environment that enhances each child's individual and collective wellbeing.

Achievements

In our dynamic school community, engagement and belonging continued to be important in all we did and offered. We held a school concert which enabled students to showcase their talents to our school community. Sporting events such as the Athletics Carnival, Cross Country competition and our School Colour Run brought together students and families in celebration of athleticism, camaraderie and school spirit. Our beginning of year school picnic enabled opportunity for connection and celebration. Our commitment to inclusivity extended to family involvement, with special days dedicated to grandparents, fathers and mothers, and special people where family groups came together.

We saw a remarkable increase in community participation, not only in school events but also in masses and fortnightly liturgies. Connections with the local community were strengthened through initiatives like visits to kindergartens, preschool story time and partnerships with organisations like the Mountaineers Men's Shed, enriching our experiences and embedding our school in the community.

The Outdoor Learning and Bush School programs deepened students' connection to our local places. Opportunities to learn at our local woodlands and wetlands and take part in through the experiences, like our Family Night Walk, supported us to embrace our identity as local members of the neighbourhood and caretakers of the local environment.

Further community-focused learning saw our Year 5 and 6 students leading our school's first Mission Day in Term 4. This event which engaged students in their learning about business and economics, as well as Religious Education and social justice, through hands-on experience.

Our parent-led School Advisory Council (SAC) and associated sub-committees worked to strengthen community connection and participation through a weekly coffee club, monthly book club, social events, working bees and the school book swap. The SAC members offered valuable advice and feedback to our school leaders and were important parent representatives in the decision making processes of the school. The SAC Wellbeing/Pastoral group also continued to provide meals and assistance to families in need.

The First Nations Family Group met regularly throughout the year to connect and support with inclusive practices and First Nations perspectives and learning throughout our curriculum. We continue to improve practices and processes in this area and were grateful for the opportunity to work with our First Nations Family Group across 2023.

The school updated their communication methods and tools in response to parent feedback. Seesaw, PAM, text messages and Social Media were used to ensure that parents were actively involved in their child's education, providing real-time feedback and fostering strong home-school partnerships.

Parent Satisfaction

MACSSIS 2023 family survey results indicated that:

- The overall positive endorsement of our families remained consistent and above the MACS schools' average.
- Families' perceptions of the social and learning climate of the school increased to sit at 91%, well above MACS schools.
- Families' perceptions of School Fit, Engagement, Communication and Student Safety remained consistent across 2023.
- Families perceptions of the school's Catholic Identify increased.

It is noted that only a small percentage of families engaged with the MACSSIS survey in 2023.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at stcatherine.catholic.edu.au