

St Catherine of Siena Catholic Primary School Armstrong Creek

2022 Annual Report to the School Community

ANNUAL REPORT

2022



**ST CATHERINE
OF SIENA**
Catholic Primary School
Armstrong Creek

Engage, Empower, Excel

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Minimum Standards Attestation

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

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.

Our Expectations

We are Learners

We are Respectful

We are our Best Selves

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.
- We welcome and promote a compassionate community of learners who recognise and respect the dignity of all, celebrating differences.
- We rejoice in diversity, knowing all children can learn.
- Engage and enlighten each child in Gospel values, modelling the Catholic Social Teaching and embracing Catholic tradition.
- Cultivate a positive, safe school of learners with a particular focus on enhancing each child's wellbeing.
- Emphasize 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 have 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.

Well-being 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 well-being 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. All students participate in weekly Outdoor Learning or Kitchen Garden sessions. This provides our students with pleasurable food, environment and community education that teaches positive, sustainable habits through exciting and hands-on learning.

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

2022 was a year of consistency, collaboration, consolidation and celebration of impressive learning, with COVID still lurking in the background. Fortunately, COVID did not cause us the disruption of the previous two years. We did experience a COVID challenge in late May when 100 of our students were unwell, and 55 % of our staff were also sick; thankfully, our skeleton staff, who were expertly led by Liz, our literacy leader, held the fort, and we remained open, working through this difficult time.

We have been consistently learning onsite and finally had the ongoing opportunity to collaborate with all members face-to-face as a school community, holding numerous events and celebrating a variety of significant occasions. We have consolidated our new learning community, actioning many elements we planned for 2020, such as weekly preschoolers Story time, kinder visits, coffee club, outdoor learning, numerous school excursions, two camps, our first Father's Day celebration onsite and many more.

In November as a leadership and then as a whole staff team we reflected on and celebrated our students' incredible growth across all curriculum areas this year. Observing students' reading, writing and maths development has been an absolute delight throughout 2022. Our explicit, targeted teaching has proven to be not only engaging but also effective.

Thank you to our parents for your ongoing efforts to support our learning community. It is reassuring to know families always have permission notes signed, the relevant clothing packed and students ready for the assigned event or learning experience. We were most grateful for the generous gifts and kind words families have given our staff team, and we thank you most sincerely.

Thank you to our dedicated staff team, who constantly give their best, designing learning to ensure all our students can achieve. They frequently go above and beyond to make it extra special for our students.

Most importantly, thank you to our students whose energy and enthusiasm make our job such a delight. The excitement and joy they exhibit when they have mastered new learning is one of the most rewarding privileges we as educators have the pleasure of experiencing.

It has been, at times, challenging but such a gratifying joy to lead our school.

We look forward to everyone having a well-deserved rest and relaxation over the summer and returning to 2023 reinvigorated and ready to set the world on fire as 21st-century learners.

Parish Priest's Report

Father Linh Tran was unable to provide a report

School Advisory Council Report

It is hard to believe that 2022 was only our third year as a school community.

We continue to have an active School Advisory Council that is dedicated and extremely hard-working. From the numerous fundraisers run throughout the year, the various working bees, cooking up large quantities of meals and snacks available for our school families in need- all the organisation required to run these events and programs, and all the hard work that goes in behind the scenes. We thank our dedicated team and we look forward to growing and working with the school community as it continues to develop and change.

Karah Broad

President

St Catherine of Siena School Advisory Council

Catholic Identity and Mission

Goals & Intended Outcomes

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

Achievements

- We continue to celebrate daily rituals and routines of morning prayer. Each classroom has a dedicated prayer space and teachers lead students through a variety of prayer experiences. Staff had opportunities to increase their Professional Knowledge around key prayer practices such as: Lectio Divina, Visio Divina, Walking a Labyrinth and other formal prayers as part of staff meetings.
- Whole school Liturgical calendar developed with teaching teams having an opportunity to lead key Liturgical celebrations such as Beginning of the Year Mass, Ash Wednesday, Easter, Lent, St Catherine of Siena Feast day, Mothers’ day and Fathers’ day, NAIDOC week, Remembrance day, Advent, Christmas and End of year. Many students took on speaking roles as part of these prayers and parents were invited to attend these celebrations.
- We celebrated two whole school masses with Fr Linh on site in Term 2 and Term 4. Additionally the Grade 1 and 2 teams participated in excursions to a weekday mass at church and a talk with Fr Linh about symbols found in the mass.

	MACS Average	2021	2022
14.8 How often does prayer take place at community events such as staff meetings, school assemblies, and family gatherings?	92%	75%	90%

- We continue to utilise a shared scope and sequence for planning RE lessons across the school. All teaching teams use a shared planner and concept for each unit of work. Staff teams used the RE Curriculum (Horizons of Hope) and Achievement standards to plan learning. The REL collaboratively planned which each teaching team to support the development of Essential Learnings and ‘I can’ statements at the commencement

of each new RE unit.

	MACS Average	2021	2022
10.1 How often do teachers present Catholic beliefs and practices in a way that makes sense to you? [Ask if Year = 4 - 6]	67%	46%	57%

- School Wide Social Justice actions. Including raising money for Project Compassion during Lent, through the use of Project compassion boxes and Caritas Australia resources. Whole School Mission day in support of Socktober and Catholic Mission as part of Catholic Mission month in Term 4.
- We fostered a strong connection with our parish schools. The REL meet with the other REL's from the parish at least twice a term to collaborative plan Sacramental preparation (Confirmation, Eucharist and Reconciliation) for students and families.
- Over 3 days The REL and REL support leader participated in a working collective with Nazareth Parish and MACS consultants to develop skills in building teacher and student dialogue in Religious Education Lessons using the Teacher Dialogue tools included in Horizons of Hope. This Learning was then shared with the whole staff across 2 staff meetings where staff had opportunities to practise using this dialogue tool.'
- School staff participated in a professional learning day on teaching and learning strategies to improve student dialogue in RE lessons. Workshops included strategies such as using Provocations, Thinking Routines and Assessment to support learning. The day was co-led and planned with REL and Rosa Grabovac (Learning Consultant from MAC's.)

	MACS Average	2021	2022
14.3 How clearly do you understand the Catholic beliefs and practices underpinning the policies and practices of this school?	79%	69%	86%

VALUE ADDED

- Increasing parent and student involvement at school masses and liturgies , as well as increasing staff competency in planning and leading prayer liturgies.
- Targeted teaching and learning opportunities link to termly unit concept, addressing curriculum and using essential learnings and 'I can' statements to make learning clear and explicit.
- REL supported teachers in planning and delivery of Religious Education Curriculum.
- Strong student participation in all Sacraments - Confirmation, Reconciliation and First Eucharist.
- Increased understanding of Catholic Social Justice Initiatives (Caritas Project Compassion and Catholic Mission Month) for all students and parents.

Learning and Teaching

Goals & Intended Outcomes

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

Achievements

2022 saw the first full year of onsite learning and teaching at St Catherine of Siena and staff embraced this opportunity to consolidate our learning and teaching programs and strategies, in cycles of ongoing reflection and improvement.

Ongoing monitoring of students and data analysis featured in staff practice, with the introduction of 'data walls' for English and Mathematics data providing a strong visual representation of each students' learning progress over time. The data walls also acted as a powerful tool for planning cohort learning experiences to ensure all students' learning needs were being addressed.

The introduction of new evidence-based programs and approaches was in response to data analysis and aimed to address the emerging needs of students. Heggerty Phonemic Awareness (F-2 and intervention 3-6); Talk 4 Writing (Years 5 and 6) and Soundswrite (Phonics, Reading and Spelling) were introduced to teaching and support staff in dedicated professional learning sessions and implemented in classrooms across the year (with plans to consolidate and extend these programs in 2023).

Mathematics professional learning focused on developing whole school practices with problem solving and 'cognitively demanding tasks'. Assessment practices were refined to ensure effective and efficient collation and analysis of pre-assessment and ongoing data to inform instructional decisions, including the use of the data wall and analysis of growth data. A whole school approach to lesson structures and the completion of our Mathematics 'Essential Learnings' aimed to ensure that teachers' are consistently implementing a guaranteed Maths curriculum P-6.

Staff worked to consolidate and expand assessment practices, given that 2022 saw the re-introduction of reporting for all Victorian Curriculum learning areas. School leaders expanded moderation practices to support consistent teacher-judgements and Seesaw continued to be used effectively as a learning portfolio by staff to provide families access to assessment evidence and ongoing feedback about their children's achievements and progress across each term. Learning Conversations were held twice, allowing parents, students and teachers to work collaboratively to establish learning goals.

The school's approach to learning intervention programs to address individual needs (Literacy/ Numeracy/ Wellbeing) was reviewed and refined. EMU (Maths), Year 1 Literacy Intervention, SoundsWrite, Reading Recovery. MACQLit were implemented and continually reviewed throughout 2022.

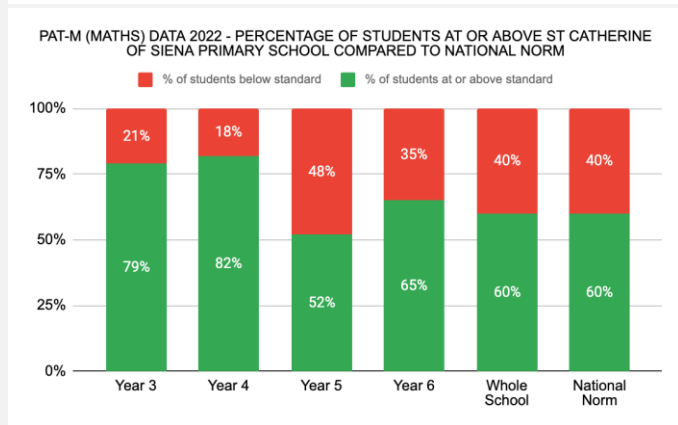
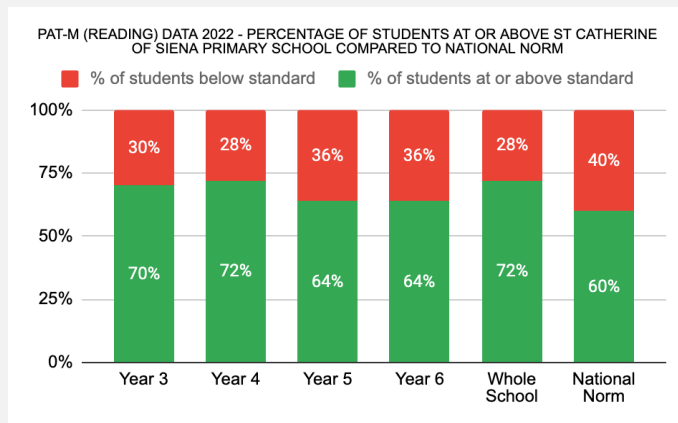
The specialist allied health team was expanded, with expertise in occupational therapy, speech and psychology, both supporting child with additional learning and wellbeing needs, but also building the capacity of our teachers to provide adjustments to support all learners at their next stage of learning.

Whole-school practice and professional learning was supported through weekly English or Mathematics Professional Learning Team meetings and structures that supported our learning and teaching leaders (whole school, Literacy, Mathematics and RE) being present in planning with teachers.

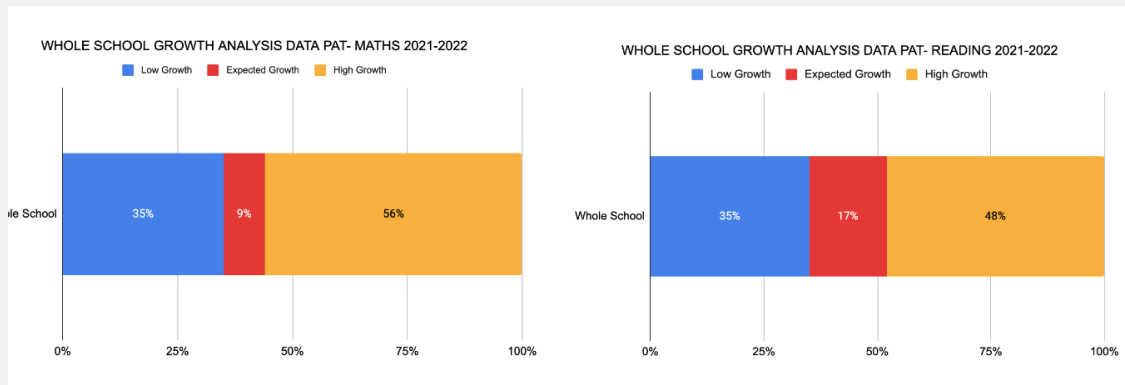
Our Specialist lesson programming was modified in response to engagement and wellbeing needs of students. In 2022 students participated in weekly Visual Arts, Performing Arts, PE and STEM lessons, as well as participating in weekly Outdoor Learning (P-2) or Kitchen Garden (3-6) lessons. The Outdoor Learning sessions were co-facilitated by classroom teachers, as well as the expert Outdoor Learning teacher, with the aim of building teachers' capacity to design and lead outdoor learning experiences throughout the school week.

STUDENT LEARNING OUTCOMES

The school triangulates various evidence of learning, for both summative and formative assessment. In 2022, 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 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 significantly exceeding national norms for Reading, indicating high levels of reading competency. Of particular note is the achievement of students in Years 3 and 4. We also note the Year 5 data and the particular needs that this data helps to highlights - needs that have been identified and considered in support structures and programming for 2023.



Of significant importance is the growth data revealed through PAT-M and PAT-R, particularly due to the fact, as a new school, we do not have NAPLAN growth data available. Of note is the extremely high number of students achieving high growth from 2021-2022 on this particular assessment, with these students coming from across achievement bands.



Our Junior literacy assessment suggests that the largest majority of students met our school-set benchmarks in 2022. These percentages have mostly increased from 2021, suggesting that interventions and supporting structures put in place at the end of 2021 have had positive impact on student learning. We work in continuous cycles of data analysis and improvement,

and planning for 2023 continues to be responsive to ensure that the needs of the students not yet meeting benchmarks are supported to develop high levels of literacy competency with intervention and support. We also acknowledge that there are large numbers of students achieving well above our benchmarks, and providing opportunities for ongoing challenge and progress have been closely considered as well.

Junior Reading Assessment Results		
Year Level	% students achieving Alpha Assess Benchmarks	
	2021	2022
Prep	84%	84%
Year 1	79%	87.4%
Year 2	78.5%	82%

Value Added

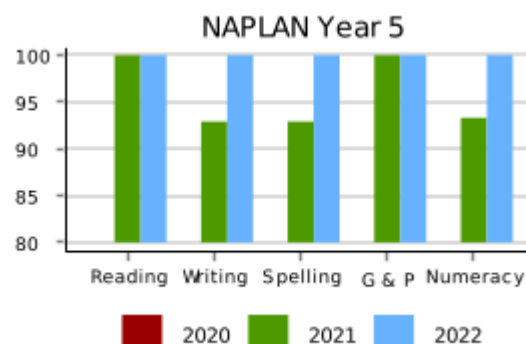
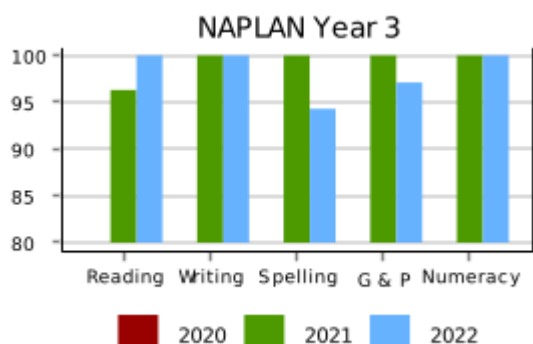
- Professional learning in and introduction of new literacy programs: Soundwrite, Heggerty, Talk4Writing
- Improved tools and processes, including use of data wall, for continual data analysis of English and Mathematics data
- Introduction of Learning Support Teacher at Year 5 and 6 (in response to identified learning and wellbeing needs) and prioritization of learning support at all year levels
- Consistent whole school lesson structure and cognitively demanding tasks in Mathematics
- Implementation of further structures to support assessment, moderation and reporting
- Expansion of Outdoor Learning program
- Expansion of Allied Health support: Speech Therapist; additional Occupational Therapy days; Psychology support
- Spanish Program is effectively implemented by classroom teachers as well as specialist
- Differentiated teaching leading to positive growth data, evidenced by data-wall evidence and standardised testing
- Development of lesson structure in problem solving approach and Mathematics
- Sufficient planning time with team and support by leadership
- Year-wide opportunities for students to participate in Specialist Lessons: Visual Arts, Performing Arts, Physical Education, Kitchen-Garden program and Outdoor Learning

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	97.1	-2.9
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	96.3	-	100.0	3.7
YR 03 Spelling	-	100.0	-	94.3	-5.7
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	93.3	-	100.0	6.7
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	92.9	-	100.0	7.1
YR 05 Writing	-	92.9	-	100.0	7.1

* 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 build a safe, positive and engaging learning environment that enhances each child's individual and collective well-being.

Achievements

The Positive Behaviour for Learning (PBL) framework continued to provide the foundation for creating a positive environment for learning, managing student behaviour and for explicitly teaching students the expected behaviours at school. Staff were supported to implement this approach with regular staff meetings and learning facilitated by MACS consultants.

We reviewed our acknowledgement processes for positive student behaviour and had consistent practices with raffle tickets, classroom awards and class PBL trophy awarded at each assembly.

Building the capacity of staff to manage behaviour positively and consistently was a professional learning focus and staff worked with behaviour consultant, Dan Pedro, and MACS consultant Jane Bennett in several professional learning sessions across the year.

We reviewed our data processes related to behaviour and wellbeing data and introduced SIMON as our key data management system in the school so that enrolment, assessment and wellbeing data are centrally located and easily accessible by all appropriate staff. Behaviour data became easily recordable and accessible by staff, improving the timeliness of communication and action by appropriate staff members.

The specialist allied health team was expanded, with experts in occupational therapy, speech and psychology, both supporting students and families with additional learning and wellbeing needs, but also building the capacity of our teachers to provide adjustments to support the wellbeing needs of students in classrooms.

A variety of wellbeing interventions were provided to students with additional wellbeing needs including Social Sam, Peaceful Kids, Zones of Regulation and Seasons.

Zones of Regulation was introduced as a whole-school approach to support the regulation of students. Staff were supported to implement the program with a whole-staff professional development session at the beginning of 2022 and student learning was focused on this during Term 1.

The whole-school Rights, Resilience and Respectful Relationships program was implemented with fidelity, after an interrupted introduction to the program the previous year due to school lockdowns. All students undertake explicit social-emotional learning lessons fortnightly from the program.

The Outdoor Learning Program was expanded in 2022, so that all students in the school participated weekly in either an Outdoor Learning or Kitchen-Garden specialist lesson. This was in response to the wellbeing needs of students post-COVID lockdowns and the program was planned with explicit wellbeing outcomes as a focus.

A lunch-time extra-curricular program was introduced to take the place of facilitated play. Each lunch time activity is facilitated by a staff member and provides an opportunity for students to have support to develop social and play skills (where appropriate) or pursue particular interests. Lunchtime activities included choir, art club, Lego club, junior craft, outdoor learning and gardening.

A staff wellbeing action team was introduced and staff wellbeing remained a focus in 2022, with a termly 'Wellbeing Week' taking place, staff continuing to access mental health support where necessary, debriefing processes taking place after events, and a strong emphasis on work-life balance by leadership.

The Buddy program was revitalised with a full-year onsite with our Year 3-6 students acting as peer buddies for our Prep students.

A teacher was employed in Term 4 as part of the Prep transition to school processes, to visit kinders and liaise with kindergarten teachers to ensure the best possible start for students joining us in 2023.

VALUE ADDED

- Expansion of Outdoor learning program to weekly sessions for each student
- Kinder Visits to support Prep 2023 transition to school
- Introduction of SIMON as data management system and use of SIMON to record behaviour data
- Transition programs for other year levels
- Staff professional learning on behaviour support
- Extension of allied health support in occupational and speech therapy and psychology
- Staff Wellbeing Action team and implementation of team actions to support staff wellbeing
- Buddy program
- Wellbeing intervention programs: Social Sam, Seasons, Peaceful Kids, Zones of Regulation
- Zones of Regulation whole-school program
- Lunchtime extra-curricular activities
- Full implementation of Rights, Resilience and Respectful Relationships social-emotional learning program
- Extra curricular activities (Art Show, Colour Run, Night Walk etc.)

STUDENT SATISFACTION

Year 4-6 student perception data (using the MACSSIS survey) revealed improvements across all domains related to student wellbeing, with significant improvements in the School Climate, Teacher-Student Relationships and Student Voice domains. This data set suggests overwhelmingly positive perceptions of wellbeing for our Year 4 middle school students, but a more challenging wellbeing landscape for our 2022 Year 6s after two years of COVID lockdowns in a new school environment. Overall, we acknowledge the survey results also support a continuing focus on Student Wellbeing in the school, with improvement strategies particularly related to Student Safety and Student Voice featuring in annual action planning for 2023.

Domain	Domain Definition	2021	2022
School Climate	Perceptions of the social and learning climate of the school	49%	56%
Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school	59%	69%
School Belonging	How much students feel they are valued members of the community	62%	63%
Student Safety	Perceptions of student physical and psychological safety while at school	48%	52%
Enabling Safety	Student perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school	49%	50%
Student Voice	The extent to which students feel they have opportunities to have an impact on their school	41%	54%

STUDENT ATTENDANCE

Student attendance is managed twice each day by our administration team.

When a child has an unexplained absence a text message is sent to the family by 10 am each morning.

The afternoon roll is completed by the relevant teaching staff, and any unexplained absences are reported and sorted by the administration team.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	89.6%
Y02	91.4%
Y03	91.6%
Y04	89.9%
Y05	87.0%
Y06	89.8%
Overall average attendance	89.9%

Child Safe Standards

Goals & Intended Outcomes

- St Catherine of Siena Catholic Primary School is committed to providing a safe environment for all students and young people. The care, safety and well-being of children and young people is a central and fundamental responsibility of Catholic education.
- At St Catherine of Siena, we want all children in our care to feel safe, happy and empowered. Our learning community is committed to strengthened practice for the protection of children and their fundamental right to be respected, nurtured and safeguarded by all.
- In accordance with requirements of the Victorian Government Child Safety reforms and Ministerial Order 870, St Catherine of Siena school promotes an absolute commitment to child safety and in meeting its obligations and responsibilities in Child Safety Standards.

Achievements

- Embedding of policies and commitments into every day practice
 - Contextualise the MACS School Child Safety, Wellbeing Policy, MACS School Child Safety Code of Conduct, Student safety and participation' & 'Diversity and equity – strategies and actions' sections of the MACS School Child Safety, School Engaging Families in Child Safety Policy
 - Shared these policies with the School Advisory Committee & published them on the school website.
 - Review the strategies and actions outlined in the contextualised policy that are being implemented.
 - Review policies and procedures to ensure they are culturally safe and inclusive environment by:

Provide a welcoming and inclusive environment for aboriginal students by the creation and implementation of the school's Outdoor learning policy. Acknowledgement of Country is a part of meetings/assemblies/school events; The school flies the Australian, Aboriginal and Torres Strait Islander flags. Welcome to Country & Smoking Ceremenoy is conducted annually on St Catherine of Siena's Feast day (29th of April).

- Develop and implement risk management strategies that focus on preventing, identifying and mitigating risks related to child safety and wellbeing in both the physical and online school environments. Ensured the Child Safety Risk Assessment Register was kept updated.
- Create, maintain and dispose of child safety and wellbeing records in accordance with Public Record Office Victoria Recordkeeping Standards, including minimum retention periods.
- Ensure staff and volunteers understand their obligations on information sharing and recordkeeping.

- Yearly VIT and WWCC checks are conducted and recorded in the school's Master Compliance Register.
- We have created a welcoming environment by providing new enrolments with family welcome packs that include information about child safety, complaints processes and how to raise concerns.
- Created a welcoming environment at school reception by communicating with and appropriately involve families at all stages of the process if a concern is raised or a complaint is made.
- We have displayed the PROTECT poster in shared areas around the school accessible for all and different age groups.
- Report on the outcomes of relevant reviews to staff and volunteers, community and families, and students to show transparency and accountability.
- Implement and share the student safety and participation strategies developed with the students and school community.
- Source and roll out age-appropriate sexual abuse prevention programs and relevant related information.
- Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards
- Professional learning of teachers, non-teaching staff and volunteers regarding the new Child Safety Standards and their implementation.
- Continued Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools', ensuring posters are displayed around the school and referred to regularly in Staff meetings.
- Strategies that ensure equity is upheld and diverse needs are respected
- Strategies that promote safety and wellbeing in the physical and online environments of the school
- Child safety Team/Committee structures and the impact these teams/committees have had in continuing to strengthen the child safe culture of the school
- Engagement and involvement of Families and communities in promoting child safety
- Human Resources practices, including volunteers, (recruitment, supervision, performance review)
- The new Child Safety Standards were presented to the School Advisory Committee with the implementation of these standards discussed and ratified by the committee
- All new staff, volunteers and contractors signed a Code of Conduct.
- Documentation regarding the employment of staff and contractors have been implemented.
- Staff completed Mandatory Reporting eLearning modules.
- Staff reviewed the processes for recognising and reporting suspected child abuse.

- Risk assessments were completed regularly for all activities involving students.
- The school has a ratio of 1:15 for all excursions, but water it is 1:5
- The school implemented strategies to promote the participation and empowerment of students through creating a Grade 6 Student leaders and the Student Voice Group, with elected representatives from Years 2 to 6. These groups met regularly & actioned a variety of activities throughout 2022.
- The Child Safe Policy and the Commitment Statements have been revised, updated and actioned accordingly.
- All staff contracts include the Child Safety Standards.

All Induction processes include Child Safety Standards & the signing of the Child Safety Code of Conduct.

Leadership

Goals & Intended Outcomes

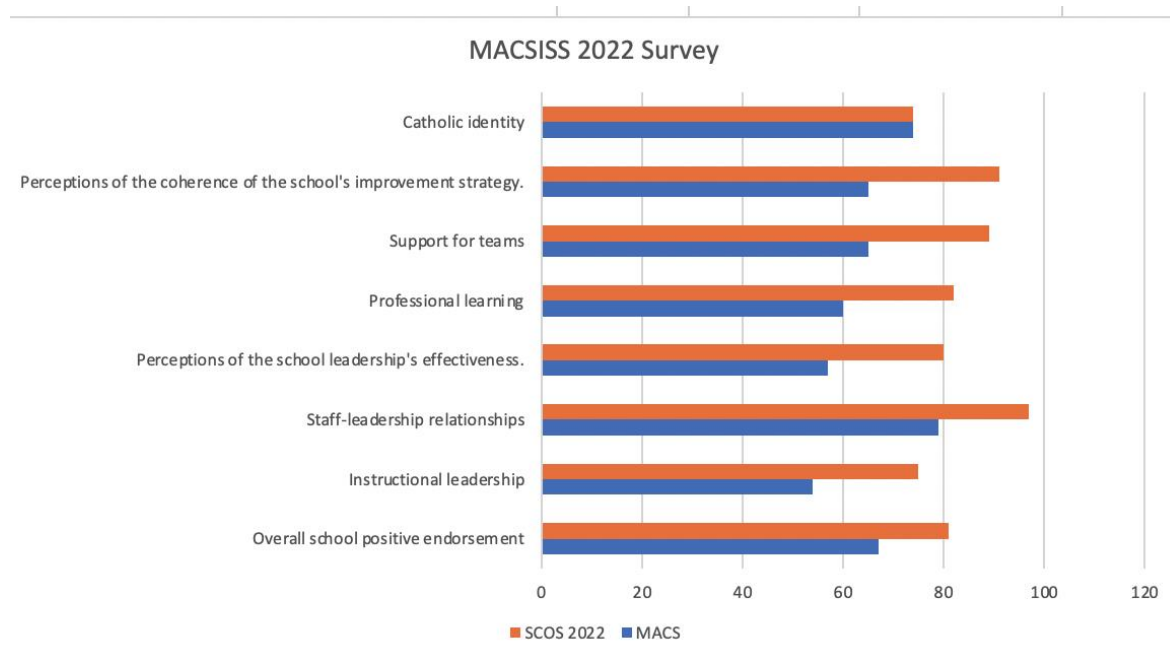
To nurture a professional learning community of engagement, empowerment and excellence.

To build leadership capacity within all leaders at St Catherine of Siena, sharing our talents.

To activate staff voices for decision-making within our learning community.

Achievements

- In 2022, the school continued to nourish and cultivate a pool of human and physical resources for the students. St Catherine of Siena grew physically with the Stage 2 Building project in being used to its full capacity. One hundred new students and staff were welcomed to our learning community. More books, pencils, ipads, computers, sports equipment, etc were purchased to invest into the students' learning.
- Various models of leadership evolved to adapt to the burgeoning needs of the community. These include principal, deputy principal, Religious Education leader, literacy, mathematics, technology wellbeing and learning diversity leaders. The leadership team met regularly to collaborate, gain feedback, further refine their roles, well as construct all facets of their domain, conducting regular PL with the whole staff. 2022 fortnightly literacy & mathematics PLs were conducted.
- The principal and the leadership team continued to explicitly cultivate and nurture the unique learning culture of St Catherine of Siena, enacting the school's vision and mission, to be a learning community that engages children, enlightens all in Gospel values, energises high expectations and empowers each child to set the world on fire. A place where together we enrich each other's journey in an ecological manner and strive for excellence.
- Students were given more opportunity for both voice and agency, so they could communicate their ideas with staff, parents and the wider community. Student roles include buddies for children from grade 3 to 5, classroom helpers and Year 6 leadership team-school captains, sports captains, arts and environment captains. The Year 6 leaders ran weekly whole school assemblies even through remote learning via webex, weekly meeting the principal. The Student Voice Team was also introduced to further develop student agency. They met regularly throughout the year.
- St Catherine of Siena benefited from parental input and strong support from a School Advisory Committee
- Our learning community was informed with regular communication through fortnightly newsletter, fortnightly whole school assemblies and Seesaw. The introduction of SIMON program enabled more notifications to families.
- The leadership team was proud of the positive data from the MACSISS survey. It indicated staff had a supportive relationship with the leadership team, they felt the leaders were effective, supportive, and they felt the school improvement strategy was cohesive & overall felt very positive about their school. The school achieved higher than the MACS' average score in all domains of the 2022 MACSISS' survey as indicated on the graph below.



Value Added as noted when consulting the whole staff team:

- Being onsite all year.
- Staff reported the leadership team was approachable & the principal & deputy were positive leaders, as well as present in classrooms.
- 2022 there were clearly defined roles of responsibility.
- Clear calendar with events
- The communication of the weekly 'what's on' assisted all the members of the school community to be informed and prepared for upcoming events of the week.
- Leadership coming regularly to planning had a positive impact on student learning outcomes.
- Leadership were very supportive with challenging students
- Leadership were very supportive to staff to work with parents
- Student Voice Group
- Professional Development Plans were developed and updated through termly meetings with the principal.
- The use of SIMON to track behaviour assisted the school's effective implementation of their Positive Behaviour for Learning.
- Excursion-forms etc all on Simon
- LSP timetable- organised and adjusted weekly

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Throughout 2022 the focus of all Professional learning was to build expertise to develop and lead school programming and create a culture of a professional learning community, as stated

in the school's Annual Action Plan,

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

Teaching staff participated in 120 minutes of weekly Professional learning sessions; Sixty minutes each fortnight was an English and Mathematics professional learning session. These sessions also included 6 Religious Education professional learning sessions and 6 Wellbeing sessions.ere conducted

Other external professional learning include:

Monash University - Extend Mathematical Understanding training

First Aid CPR-Fours hours of Cardiopulmonary resuscitation training for all staff

Anaphylactic and Asthma training

Mandatory report

Religious Education-Staff Faith formation conducted by MACS staff

Vision Resource Training

Talk for Writing

Sounds Write

Reading Recovery training

Religious Education network & Parish REL program

Learning Diversity leaders network

Continuous Data Analysis for School Improvement

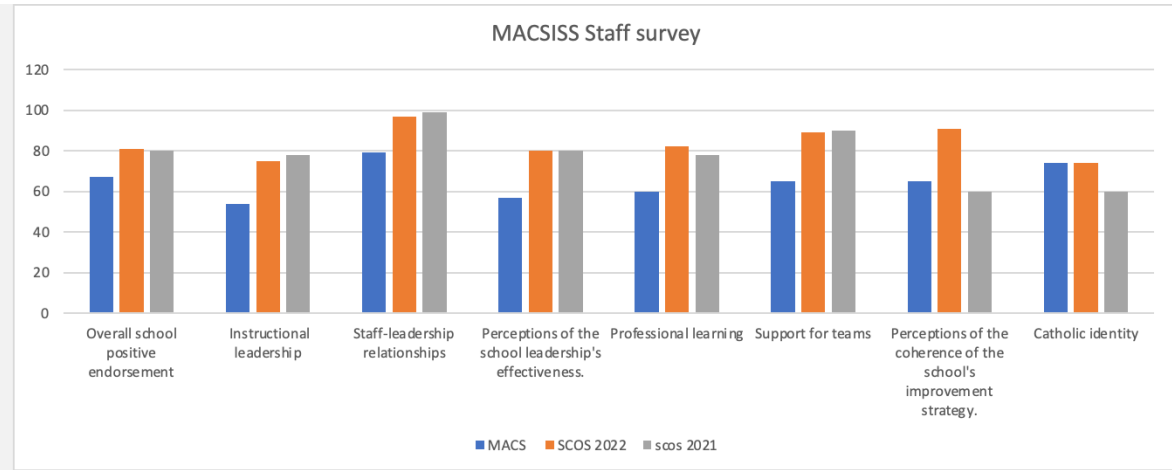
Leadership Coaching

Leadership Well being 3 day conference

Number of teachers who participated in PL in 2022	40
Average expenditure per teacher for PL	\$363

TEACHER SATISFACTION

Data regarding teacher satisfaction was obtained via MACSIS survey. The results from the 2021 survey were exceptional and the school was proudly able to maintain such outstanding results in our 2022 data as evidenced in the overall snapshot graph below.



There was a notable improvement in the two areas of the Staff survey, Perceptions of the coherence of the school's improvement strategy, from 60 in 2021 to 91 in 2022, and Catholic identity, from 2021 score of 60 to reach the MACS average of 74 in 2022. These two elements were areas the school leadership team strategically targeted to develop throughout 2022 and it was rewarding to see the results reflected we had successfully achieved notable growth.

The staff's relationship with the leadership team domain was exceptionally positive. Scoring an average of 97% in the relationship domain, compared to MAC average of 79% as indicated in the above graph.

The Staff also identified that they felt well-supported in their teams and in their planning on the MACSIS survey scoring 89%, compared to the MACS average of 69%.

The school additionally gathered data through Annual Review Meetings (ARMs), regular meetings and termly individual meetings with each staff member developing professional action plans.

School leaders regularly interacted with staff, seeking feedback from colleagues. These results

indicate that staff are very satisfied with their work at St Catherine of Siena School

With such outstanding MACSIS data, school leaders will, however, need to continue to focus on staff satisfaction to ensure these results continue to grow and improve.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	95.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	75.8%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	7.7%
Graduate	3.8%
Graduate Certificate	3.8%
Bachelor Degree	53.8%
Advanced Diploma	0.0%
No Qualifications Listed	34.6%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	24.0
Teaching Staff (FTE)	21.6
Non-Teaching Staff (Headcount)	22.0
Non-Teaching Staff (FTE)	19.8
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

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

St Catherine of Siena we have continued to foster a welcoming and supportive school community, centred in the Catholic faith. This has been achieved through liturgies, masses and many annual community events within the school.

We have empowered and engendered a stronger sense of connectedness to the school community, relatively free of COVID restrictions in 2022.

The school improved communication tools and partnerships with parents, including using SIMON

Seesaw technology, fortnightly Newsletters, School Reports, Twice yearly Student Learning Conversations.

Families feel a strong sense of community at St Catherine of Siena through a variety of school celebrations. In 2022 we were able to conduct many more onsite events for our families to enjoy; these included, sporting events, footy day, grandparents' day, St Catherine of Siena's Feast Day Outdoor Learning Expo, Sacramental program, Athletic Day, Book Week, Mother's Day, and Father's Day celebration.

There were less restrictions in 2022, therefore more parent involvement & more events that could go ahead. Other events conducted in 2022 were:

Parent weekly Wednesday morning Coffee Club

Parent monthly evening Book Club

Weekly Preschoolers Story Time in the Library

Carols in the COLA, which ended up being Carols at Iona gym.

Colour Run- both students and their parents were encouraged to participate

Our first onsite Art show saw families view 2 to 3 art pieces from every student all displayed artistically throughout our school.

Grade 4 students participated in weekly bike rides to the local kindergarten.

Our Outdoor Learning program was well-supported by the local Mt Duneed men's shed

Grade P-2 students participated in Nazareth and St Theresa church visits

Our first-ever onsite Father's Day celebration which included a liturgy, breakfast & outdoor games for dads and their children to enjoy.

Parent learning opportunities included Zones of Regulation evening conducted by our Occupational Therapist, Naomi.

Parent & grandparent volunteers supported many school activities and excursions.

Fortnightly whole-school assemblies were available for families to attend remotely via Webex or in person at school. We even had grandparents join us from England and other places overseas. They have had the exciting opportunity to witness their grandchild receive their first school award.

Traditions are being established, such as Birthdays. Students receive a cupcake in the month that they celebrate their birthday.

In 2022 A Night Walk was introduced and was strongly attended by more than 100 families. It concluded around an outdoor fire at school, toasting marshmallows and enjoying hot chocolate.

Families and our school continued to build their partnership throughout 2022. It is translating into unique and powerful relationships which we endeavour to continue to develop and nurture.

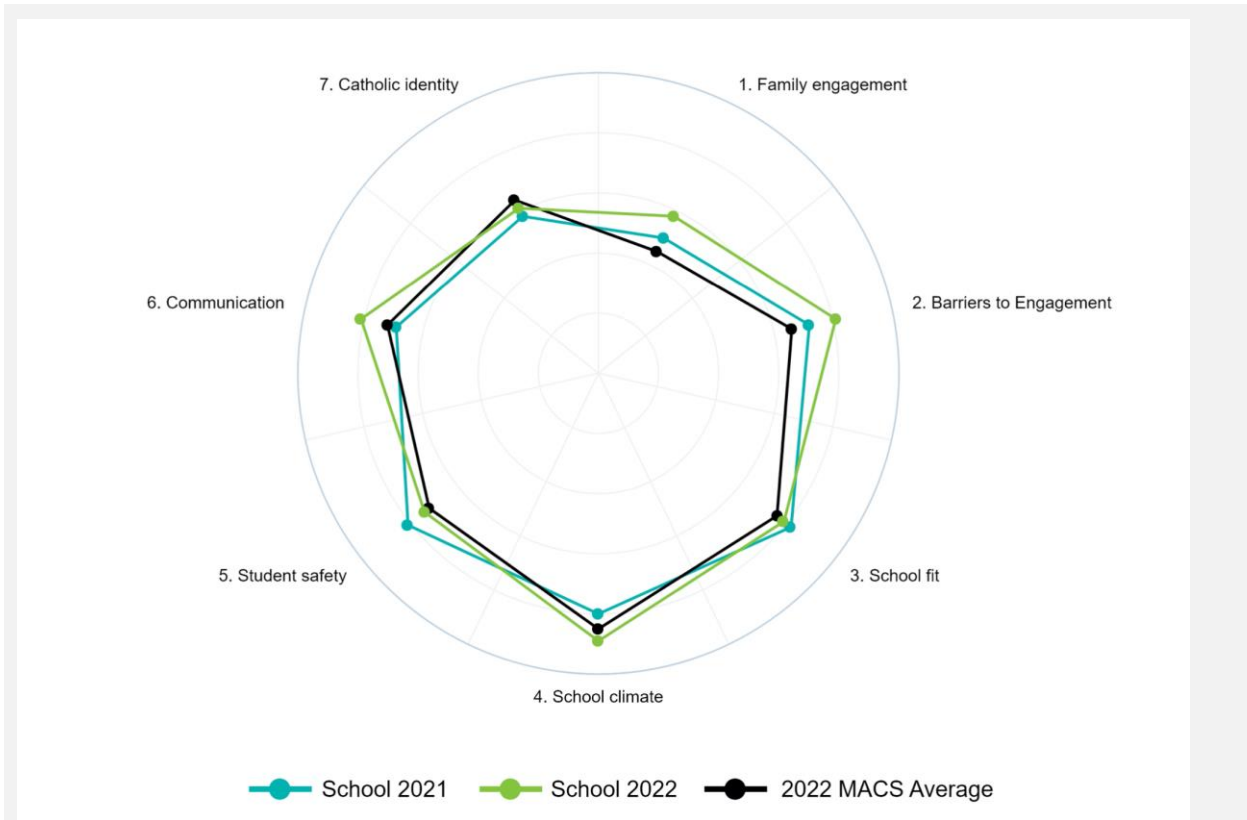
PARENT SATISFACTION

Data regarding parent satisfaction was obtained via MACSIS survey, regular feedback from the

School Advisory Committee team as well as regular communication via emails and Seesaw.

The MACSIS survey was only completed by 12% of families, but overall the results were very favourable as indicated in the graph below.

FAMILY SNAPSHOT DATA MACSISS 2022



The school scored overall parent ratification of 76%, with Males scoring 81% sanctification with St Catherine of Siena School. Notably, it is above the MACS average of 69%.

As was the case with staff satisfaction, the school strategically targeted particular domains to improve with our families, and data results have reflected impressive improvements, as demonstrated by the image below. Of significant growth were our targeted areas:

- Communication dramatic growth from 69% in 2021 to 81% in 2022
- School Climate scoring above the MACS average, growing from 80% in 2021 to 89 % in 2022
- Family engagement growing from 50% in 2021 to 58% in 2022
- Catholic Identity developing from 58% in 2021 to 61% in 2022

2022 Overall and Domain Level Snapshot

1st Level Comparison

		MACS average	2021	2022	
DOMAIN	DOMAIN DEFINITION	Base (n=)	7 358	26	12
OVERALL	Overall school positive endorsement %		69%	71%	76%
1. Family engagement	The degree to which families are partners with their child's school.		46%	50%	58%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.		66%	72%	81%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.		76%	82%	80%
4. School climate	Families' perceptions of the social and learning climate of the school.		85%	80%	89%
5. Student safety	Perceptions of student physical and psychological safety while at school.		72%	81%	74%
6. Communication	The timeliness, frequency, and quality of communication between the school and families.		72%	69%	81%
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.		64%	58%	61%

The school is mindful of continuing to meet the need of its family community as it grows physically and in enrolments in the coming years.

The school will action several strategies in 2023 to ensure more parents complete the MACSISS survey. It is noteworthy that recently the school shared an electronic phone-friendly tick-the-box survey with parents and we had 137 families complete this style of survey.

Future Directions

In 2023, we look forward to commencing our stage three-building project, which includes ten more classrooms and a state-of-the-art STEM space. This is due for completion at the end of November, ready to accommodate our expanding enrolments. We anticipate that our new kitchen space will be operational by mid-2023. We will also be welcoming a further 88 new prep students and their families to our learning community, bringing our expected enrollment to 371 in 2023. We will also be welcoming 15 new staff in a variety of roles. We will continue to provide explicit and targeted teaching to our students in all curriculum areas, with a particular focus on reading, writing and mathematics. This will be supported through the extension of our Learning Support Teachers, having one working in each Year level, enabling and enhancing our students to thrive.

We will continue growing St Catherine of Siena into a vibrant learning community, engaging and empowering our students in their learning, striving for excellence throughout the 2023 school year. Thus, aspiring all within our learning community when they leave for the next chapter of their educational journey, to be ready to set the world on fire as 21st-century learners.