



St Margaret Mary's School Brunswick North

2022 Annual Report to the School Community



Registered School Number: 962

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Minimum Standards Attestation

I, Daniel J Ryan, attest that St Margaret Mary's 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.

27/04/2023

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

GUIDED BY OUR FAITH TRADITION, TOGETHER WE WELCOME, INSPIRE, EMPOWER AND NURTURE ALL TO BE THE BEST WE CAN BE.

As a Catholic Learning community, we educate through innovative and evidence-based practices.

Students are at the centre of learning. We provide opportunities to collaborate, create and be curious. Students are challenged to reflect, problem solve and flourish in their learning.

Every student is valued. We promote self-worth through connectedness and discovery of their interests. We build optimism, self-management and foster positive relationships within a safe and inclusive environment.

We work in partnership with our families and engage with them in their child's learning journey.

Our faith inspires us to contribute actively, justly and compassionately in our world through service to others and stewardship.

School Overview

St Margaret Mary's Catholic Primary School was founded in 1913 and after more than a century continues to offer the local community a comprehensive curriculum that supports and empowers its students to become independent, socially aware, lifelong learners.

At St Margaret Mary's the well-being of our students is paramount. For students to be able to learn they need to be happy. We aim to develop individuals who are resilient, reflective, self-managed, curious, collaborative, and creative within a warm environment where everyone feels that they belong.

Changing demographics of the local area have resulted in fluctuations in enrolments and student backgrounds. Most of the enrolment is 51 per cent Catholic, with an additional 20 per cent coming from other Christians backgrounds, and 15 per cent of students recorded as having no religious denomination. The school culture and operations reflect the importance placed on integrating the values of social justice and peace into programs as well as ensuring its Catholic identity within a multi-faith and multicultural environment.

To that end, the development of relationships between students and their teachers and students with each other is fundamental to our work. We want to develop self-worth and confidence, both requirements for actively engaged learners. We provide our students with opportunities to be immersed in new content across the curriculum and stimulate a lively curiosity about the world around them. We challenge our students through the Catholic social teachings that look to question the status of the global community and give our students opportunities to support others who are locally and globally less fortunate.

We prepare our students for the challenges of everyday living by developing their skills in Numeracy and Literacy, supporting them to problem-solve and to think critically and creatively. We have an embedded School Wide Positive Behaviours Support (SWPBS) program to encourage learning through the development of a positive calm and welcoming atmosphere.

Our specialist programs support holistic education through the Arts - Performing Arts and Visual Arts, Physical Education, Italian language, and development of skills in digital technology. Engagement is high in our Discovery/Play based approach and extra-curricular activities such as school garden and sustainability club.

All this is underpinned by a family community of faith as we strive to support students in their spiritual understanding through prayer, Catholic traditions, and stories.

Welcome to our school community - 'a small school with a big heart'.

Principal's Report

In 2022, we can indeed say that we were able to "Catch the Spirit" of life, love, and learning throughout the year.

The beginning of the year saw several staff members commencing at St Margaret Mary's, including myself as Principal. As a result, there was a need to ensure that all staff members were aware of expectations, and accepted beliefs and practices in each curriculum area. This was achieved through Professional Learning Team meetings and Facilitated Planning sessions, with members of the Leadership Team taking staff clearly through established procedures, making modifications where necessary, and ensuring that there was a consistency across all classes.

We have identified that Mathematics is a priority area for our school, and several Professional Learning opportunities were provided for staff to up-skill in this area. We have begun to look at the Launch, Explore, Summarise model in which open-ended tasks are presented to children for them to work through. Part of this model is to plan for and implement enabling and extending prompts so that individual children can be supported to access the task at their specific point of need.

Another need that was evident, after two years of disruption due to the pandemic, was a re invigoration of our sense of community. As the year progressed, we held several events, beginning with a small, low-key Welcome Picnic at which our Parish Priest blessed a newly established vertical garden and asked for God's blessing on the school year. Due to State and Federal elections, we were fortunate to be able to run two highly successful barbeques on each election Saturday. These events were a demonstration of our community's desire and willingness to be actively involved with the school, and with each other, and were very well-supported. Our Working Bees received a similar response, and much was achieved at each of these. A very successful Family Movie Night, thanks to our hard-working and enthusiastic Parents and Friends, was held mid-winter, and our End of Year Mass, Carols and Picnic were also well-supported with a great community energy.

Maintenance and promotion of our school that had been delayed due to pandemic restrictions was undertaken. Painting of the office areas, refurbishment of the front gardens, electrical works, and the installations of air purifiers were either completed or commenced over the course of the year. Increased signage designed to attract the attention of those passing the school and highlighting our learning dispositions was also installed.

Our senior students provided a high degree of leadership in their various Student Leader roles and were excellent role models for younger students. Year 6s had the opportunity to compete against other schools in the area as part of the Brunswick District Primary School Sports Association, and students from Years 3-6 were able to complete in the District Cross Country and Athletics competitions, with some qualifying to then move on to the Division and Regional levels in their events. Years P-4 participated in a two-week intensive swimming program that was both enjoyable and effective, while Year 5-6 students explored water safety with Lifesaving Victoria, with a beach day being a highlight of this program. The Year 5 and 6 Camp to Marysville was well-supported and received, with many positive comments flowing from the experience from students, staff, and parents.

Regarding partnerships with outside organisations, we continued to partner with Mad on Music (MoM) to provide extracurricular lessons in keyboard, guitar, and singing on Fridays during the

school day. These sessions were well subscribed, and many of these students also enjoyed using the piano located in our undercover area at break times to entertain themselves and their peers. A new partnership was established through the year with CommunityOSH, a small Out of School Hours Care provider with a motto of "Care with Heart", to facilitate both before and after care for current and future students and their families - we are excited to see what this new arrangement will bring the school community over time.

During 2022 we have also been working through our new School Improvement Plan for this current School Improvement Cycle, taking us through to 2025 when our next School Review is due to be completed. Over the next four years our focus will be on refining a whole-school approach to student leadership, voice, and agency in learning; embedding a consistent approach to evidence-based Learning and teaching in every classroom and learning area; and supporting both priorities through a strong culture of feedback. Our core drivers over this period are intended to be consistency, clarity, communication, collaboration, and coherence.

Thank you to all in our community for keeping us strong, and who foster the small school with a big heart ethos of our school.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals:

1. To refine a whole-school approach to student leadership, voice, and agency in learning.
2. To embed an evidence-based differentiated approach to Learning and Teaching in every classroom and learning area

Outcomes:

1. That learners have self-efficacy in their learning.
2. That there are consistent practices in lesson structures, differentiation, assessment, and documentation.

Achievements

We continued to run our family faith evenings as part of our Sacramental preparation to help families gain a deeper understanding of the Sacrament and what/ how their child is preparing for the Sacrament. These were well attended by families for all three sacraments - Reconciliation, Eucharist, and Confirmation.

We developed a 2-Year scope and sequence in accordance with the New Revised RE Framework, the Liturgical Calendar, and our religious order/school tradition. Teachers documented the content descriptors and used these to design units to complete the 2-year cycle.

Whole day planning sessions were organised to ensure that sacramental teams were able to adequately prepare the unit of learning relevant to each sacrament, the associated faith night and the sacramental celebration for Reconciliation, Eucharist, and Confirmation.

VALUE ADDED

Over the course of 2022 we were able to:

- Successfully complete family faith nights in all three sacraments
- Complete the 2-year cycle of learning topics that reflect the requirements of the latest RE Framework
- Develop and begin to implement our Prayer Scope and Sequence
- Thoroughly plan and implement a successful sacramental program for Reconciliation, Eucharist and Confirmation
- Ensure that Christian Meditation continued as part of the daily school routine from P-6
- Support two ongoing staff members undertaking their Accreditation to Teach Religious Education in a Catholic School.

Learning and Teaching

Goals & Intended Outcomes

Goals:

1. To refine a whole-school approach to student leadership, voice and agency in learning.
2. To embed an evidence-based differentiated approach to Learning and Teaching in every classroom and learning area.
3. To embed a culture of feedback.

Outcomes:

1. That learners have self-efficacy in their learning.
2. That there are consistent practices in lesson structures, differentiation, assessment and documentation.
3. That students and staff are continuously improving their learning as a result of feedback.

Achievements

LITERACY

- Continues to implement Pat R as a tool for formative assessment in 2022
- Teachers new to the school were trained in the use of the Sounds Write Program to increase awareness of the importance of phonics and its successful implementation.

NUMERACY

- Essential Assessment was used in Years 1-6 as pre- and post-assessments across all three mathematics strands - teachers used the data produced to guide the co-construction of student maths goals
- My Numeracy was used in the classroom and at home for students to focus on their individual learning goals developed as a result of the pre-assessments
- Pat M data was used to group students, identify strengths and weaknesses, and plan learning sequences for units of learning delivered on-site and remotely as the situation changed throughout the year.
- The Grade 6 class participated in the MACS STEM Innovation Grant and STEM: Aviation Project integrating Maths and Inquiry learning.

EVIDENCE BASED LEARNING PROJECT (EBL)

- Helen Butler, from Partners in Learning, continued working with staff on focus areas, in particular on what feedback is and what it can look like in a classroom context.

STUDENT LEARNING OUTCOMES

NAPLAN tests were carried out in May using the Online platform for the first time for all tests except the Year 3 Writing test. We were pleased to note that our Year 5 students achieved particularly well despite the interruptions to onsite learning in both 2020 and 2021.

Several Year Three students have specific learning needs and struggled through the previous two years of lock-downs and remote learning. Nevertheless, it was pleasing to note that all Year Threes were either at or above the National Benchmark for Writing (one student at), in Numeracy three students were at the benchmark and all others above, and in Reading and Grammar and Punctuation, 96% of students were at or above the benchmark with one student below. Spelling has been identified as a priority area for this cohort as only 72% recorded as being above the benchmark.

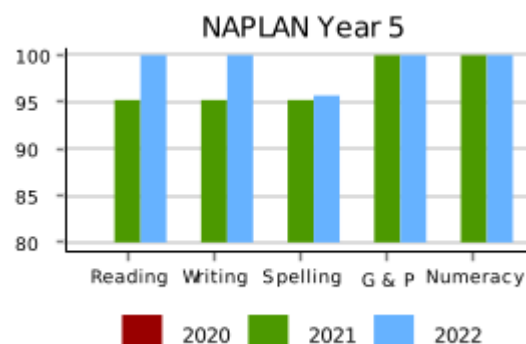
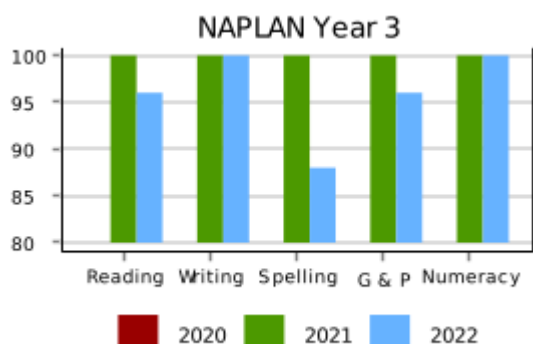
100% of our Year 5 students achieved above the National Benchmark in Reading, all but one of our students were above the National Benchmark in Grammar and Punctuation and in Numeracy (that student was at the benchmark), while we had two students below the benchmark in Writing and only one below in Spelling - both of these students have additional needs and were supported appropriately during the testing period. There was no Matched Cohort Growth data (Year 3 in 2020 and Year 5 in 2022) available due to tests not being administered in 2020,

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	96.0	-4.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	96.0	-4.0
YR 03 Spelling	-	100.0	-	88.0	-12.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	95.2	-	100.0	4.8
YR 05 Spelling	-	95.2	-	95.7	0.5
YR 05 Writing	-	95.2	-	100.0	4.8

* 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

Goals:

1. To refine a whole-school approach to student leadership, voice and agency in learning.
2. To embed a culture of feedback.

Outcomes:

1. That learners have self-efficacy in their learning.
2. That students and staff are continuously improving their learning as a result of feedback.

Achievements

Well-being has always been a priority at St Margaret Mary's Primary School, and remained so in 2022. Reaching out to families and individual students was essential to ensuring that children were engaged with their learning, that families had as much support as possible, and that we began to feel more connected with one another in what was a more "normal" year for all.

Our well-being initiatives focused on continuing to implement our School Wide Positive Behaviour program, ensuring the Berry Street program was implemented strategically and methodically in Years 3-6, and ensuring that a shared language and understanding around Restorative Practices continued across the staff and parent communities.

VALUE ADDED

During the year we :

- Continued enacting our School Wide Positive Behaviours Program (SWPBS) in junior grades and senior grades with a whole school focus each week
- Continued to explore and implement the Berry Street model in Years 3-6
- Used restorative practices effectively and successfully, continued staff training of Restorative Practice Strategy with Professional Learning Team time dedicated to this, particularly around restorative questions
- Personal Learning Plans (PLPs) were continued and updated for children funded under NCCD (depending on the reasons/level they are included in the NCCD count - (Pupil Support Group (PSG) meetings were subsequently held each term
- Teachers continued to keep records of adjustments made for students involved in NCCD, with leadership having overview of this process
- Continued with our Year 6 Student Leadership program and processes for assigning leadership roles
- Liaised with secondary schools and supported students during Term 4 to ensure the transition from Year 6 to Year 7 was as smooth as possible. Contact was made with Secondary Schools in regard to students with special needs. Transition forms were

completed as usual for Year 6 students and Transition days/sessions were attended by students either on-site or online

- Continued with the 5/6 camp, this year at Camp Marysville
- Enacted our Prep 2023 Transition for newly enrolled students and their families
- Facilitated the School Nurse program with our prep students
- Supported teachers in identifying and addressing individual learning needs
- Continued a Student Counsellor placement to address emotional and well-being needs across the school
- Continued shared language and expectations documents to define where whole school learning dispositions are to be incorporated in the design of learning tasks and embedded use of dispositions in learning success criteria

STUDENT SATISFACTION

It was pleasing to see that our students surveys depicted a slight increase in the overall positive experience of our students from 72% to 75%. In all areas of the survey St Margaret Mary's is above to well above the MACS average in this area which is testament to the importance placed upon well-being across the school community.

The largest increases in the Student surveys were in the areas of Student Safety, Catholic Identity and Learning Disposition. Our Year Six students, in particular, indicated that they all felt that their teacher encouraged them to do their best and took time to ensure that material presented was well understood. 100% of these students returned a positive response when asked to rate the energy of the school.

For our Families, there were pleasing increases in responses around the respect that students display for one another, and in the low likelihood of students being bullied or of there being physical conflict. Strategies in how to deal with conflict sits form a regular part of our SWPBS program and this positive response can be linked to those explicit lessons.

Our staff all felt that, on most days of the school year, our students were enthusiastic about being at school, and that our students were highly supportive of each other in their interactions. All staff also identified that there would be an awareness if something was not right about any particular student - this can be attributed to being a positive benefit of being part of a small school community.

STUDENT ATTENDANCE

The student roll is recorded twice daily by the classroom/supervising teacher. When a student has an unexplained absence Office Administration staff contact the parents by phone call by 9:30am for an explanation. After multiple absences the Principal will call to inquire about the child's well-being. If absences continue a formal letter will be sent outlining the importance of

regular attendance and offering support to the family. The roll is marked twice a day using the nRoll application, once in the morning and again after the second break finishes at 2:30pm. Late comers and those who need to leave early have their record amended by office staff at the time of arrival or departure. Absences are reported to the classroom teacher via SeeSaw, or to the school office via the form on our instance of SkoolBag.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	87.5%
Y02	84.9%
Y03	87.9%
Y04	91.5%
Y05	88.1%
Y06	91.7%
Overall average attendance	88.6%

Child Safe Standards

Goals & Intended Outcomes

A child safety team made up of the principal, Students well-being Leader and Leadership team ensures that our child safety practises and policies are up-to-date and compliant.

Achievements

- Child safety standard item on staff meetings, School Advisory Committee, and Parish Pastoral Council school report
- Child safety induction process for new staff
- Child safety team formed from leadership team - Child Safety Officer- SWB Leader
- V-PASS updated to ensure the child safety code of conduct was acknowledged- a new visitor sticker system was introduced to replace the wearing of lanyards.
- WWCC cardholders monitored for dates of expiry.
- Behaviour plans and safety plans are developed for individual students should the need arise
- Newsletter articles around safety, particularly involving cars, car parks, and roads
- School handbook updated with child supervision guidelines
- Provision of Before and After Care through a newly appointed partner company, CommunityOSH
- Professional learning - Mandatory reporting, COVID Safety, 1st Aid CPR, Asthma, Anaphylaxis, Restorative Practices, revision of Zones of Emotional Regulation, Understanding and Providing for Students with ASD
- Risk assessments completed prior to excursions and events
- Volunteers and visitors are required to provide copies of WWCC and National Police Checks where appropriate. Support staff, cleaning contractors and OSHC staff also supply these when commencing
- All Child Safety and Well-being documents were updated in line with latest recommendations and practices

Leadership

Goals & Intended Outcomes

Goals:

1. To embed an evidence-based differentiated approach to Learning and Teaching in every classroom and learning area.
2. To embed a culture of feedback.

Outcomes:

1. That there are consistent practices in lesson structures, differentiation, assessment and documentation.
2. That students and staff are continuously improving their learning as a result of feedback.

Achievements

Work in the Leadership and Management Sphere was largely focused on supporting teachers and the school community in cementing recommendations arising out of the review in 2021.

At the first meeting of the year we revisited the Staff Handbook to ensure that everyone had a shared understanding of school expectations and procedures around Occupational Health and Safety, Child Safe behaviours and processes, Learning and Teaching requirements, and Duty of Care.

All staff were also briefed on specific children within our learning community who have learning, behavioural and/or health needs and whom may interact with all staff, thus requiring an informed team approach to monitor and make provision for.

Professional Learning Team Meetings continued to be held to support staff and to further development across the school - this included time for dialogue and support when required.

Work commenced on our new Four-Year Cyclical Review. As part of this work, new Strategic Plan was finalised and the Leadership Team worked together to ascertain what actions needed to be taken in the 2022 Action Plan. These actions were monitored and adjusted as required as progress was made and, with the help of MACS staff, reviewed at the end of the year as part of drawing up a plan for the 2023 year.

Work commenced with staff on each of the three areas of priority identified as part of our improvement cycle - student voice and agency, provision for differentiation in programming for student needs, and using feedback effectively at all levels to enhance learning. To this end we continued to engage with Helen Butler from Partners in Learning as part of our participation in a local Evidence Based Learning (EBL) partnership. We also worked with MACS well-being staff and an external Mathematics consultant as part of the Professional Learning in this space.

Our Consultative Committee met to review processes, work loads and staff and student well-being, as well as to recommend structures for classes and Leadership priorities for the coming year.

We continued to monitor, implement and adapt our COVID-19 Safety Plan in response to changes in Government recommendations and regulations throughout the year, including installing State Government supplied air purifiers and ensuring that our community were well supplied with masks and Rapid Action Tests on a regular basis to ensure the safety of all.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Professional Learning Teams are at the heart of our approach in developing our staff as practitioners, able to achieve the best outcomes for our learners. We also utilised external providers and staff from MACS in addressing school priorities in this area. Over the course of 2022 staff participated in the following:

- Restorative Practices PL during Professional Learning team meetings
- Evidence Based Learning with Helen Butler from Partners for Learning as part of our EBL project with three other schools
- Feedback - whole staff closure day facilitated by Helen Butler
- Sacraments: Eucharist & Reconciliation Planning with teams led by the REL
- ICON Training - ongoing for Registrar and Bursar
- Parent Engagement in Mathematics - Online PL (Mathematics Leader)
- Student Voice and Agency - whole staff closure day facilitated by Judy Jacks, Student Well-being Officer MACS
- Differentiation Online PL in Mathematics - Professional Learning Team meetings
- Numeracy - exploring differentiation including enabling and extending prompts through the *Launch, Explore, Summarise* model - whole school closure day facilitated by Hannah Marino, freelance Mathematics consultant
- Feedback - Online PL
- Prayer - Online PL
- Term 4 Mathematics Association Victoria Online Conference - all classroom teaching staff, Learning Support Officers and school leaders (whole school closure day)
- Pedagogy of Encounter and the RE Curriculum at Professional Learning Team meetings led by the REL
- CPR and Anaphylaxis and Asthma Refresher for whole staff
- Mandatory Reporting e-Module -all staff
- OHS for School Leaders - Principal
- Network Days for Principal, Deputy Principal, RE Leader, Reading Recovery Teacher, and Well-being Leader
- Four-day Network Principals' Conference in the Northern Territory - Indigenous Perspectives
- The third year of the Agile Leadership program with Dr Simon Breakspear was completed by five leaders
- Classroom Management (one day PL - graduate teacher)
- Success in Literacy action research project facilitated by Dr Martina Tasone

- Grammar in Context (four sessions - senior year teachers)
- Using and administering VPass, the school website and the Enrolment Tracker program for Registrar, Bursar and Principal
- Induction sessions with new staff members
- Dynamiq Emergency Management Procedures Training for all staff - online modules
- SPA & NAPLAN - Data training - Learning and Teaching Leader
- NAPLAN Online - new reporting (Principal and Learning and Teaching Leader)
- Mentoring a Graduate Teacher - VIT Training

Number of teachers who participated in PL in 2022	18
Average expenditure per teacher for PL	\$760

TEACHER SATISFACTION

This we were faced with an unusually large turnover of staff, with three of the six classroom teachers being new to the school as well as the principal. This meant that there was a loof new learning and the associated challenges for a number of staff while, for staff who had been here previously, the pace of educational change and import slowed as new staff came on board with procedures and practices formerly well embedded across the school,

There were pleasing improvements in responses to questions about Instructional Leadership, Feedback and School Leadership but, at the same time, a small decline in other areas as staff became familiar with each other, with new ways of working, and with the adjustment to being physically back in the school. There was continued anxiety about the safety of the school environment in regard to COVID and its effect on staff and student health and the resultant effects on educational outcomes.

It is particularly pleasing to note that, in the School Climate Domain, responses remained reasonably high, averaging in the 90s, even though there were some small declines.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	78.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	58.3%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	33.3%
Graduate	11.1%
Graduate Certificate	11.1%
Bachelor Degree	88.9%
Advanced Diploma	22.2%
No Qualifications Listed	11.1%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	21.0
Teaching Staff (FTE)	14.6
Non-Teaching Staff (Headcount)	6.0
Non-Teaching Staff (FTE)	3.9
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goals:

1. To embed a culture of feedback.

Outcomes:

1. That students and staff are continuously improving their learning as a result of feedback.

Achievements

This year the desire of the school's leadership and of the parent organisations, was to re-create a sense of community after the lock-downs and restrictions of the previous two years. To this end we:

- Consciously welcomed parents back into the school yard, actively encouraging them to come in at the end of the day to collect their children, attend our Monday morning, outdoor assembly, come to our COVID Safe Welcome Picnic, and sign up for Garden Club and the classroom helper programs
- Encouraged participation and gathering at the two working bees held during the year, with a morning shift, an afternoon shift, and a sausage sizzle linking the two so that parents and children could meet briefly and socialise before going on with the rest of their day
- Held two community barbeques on the school grounds as part of both the State Election and the Federal Election. Both of these barbeques were well-supported, with a surplus of willing and enthusiastic helpers including children, staff, parents and grandparents
- Facilitated our Holy Week pilgrimage which was well-supported by a range of parents who prayerfully attended and supported their children in re-enacting the events of Palm Sunday, Holy Thursday, and Good Friday
- Exhibited the creativity of our students in the first Art Show in several years which was a great hit, with each child having at least three items on display and parents from across the school community coming along to view the creative endeavours of all children
- Culminated the year with a successful carols and end of year Mass in which our Year 6s were fare-welled and many thank-yous were given
- Celebrated our Year 6 Graduation with Mass and a sit-down dinner for parents.

PARENT SATISFACTION

During 2022, there was a sharp increase in the percentage of parents positively discussing their children's results with other parents from 27% to 67%. This positive attitude towards the school was also reflected in increases to the results in parents who were prepared to speak positively about the school to prospective families, and in those who were actively involved in

their children's ed and the life of the school community. 89% of our families felt that the school was a positive fit for their family culture and values, an increase of 8% from the previous year.

Other noticeable areas of improvement were found n the school Climate Domain, with 95% of parents feeling that they could reasonably approach a school leader, and 95% also feeling welcome in the school. These sharp increases, from 85% in 2021, were possibly due to parents being able to come back into the school grounds into the school to volunteer their time, after the restrictions of 2020 and 2021 were eased. The number of people involved in classrooms, Garden Club, Working Bees and fundraising events was impressive to see for a small community and spoke of a good school spirit and keen participation.

Our families felt that there was a good standard of communication between home and school with some positive increases in this area. Parents felt that they were able to express an opinion and that it would be listened to - 89%, an increase of 16% from 2021. The largest increase in the communication area was in the number of parents who avowed a greater understanding of th school's goals, an increase of 17%.

Future Directions

SCHOOL IMPROVEMENT PLAN 2022-2025

OUR STRATEGIC INTENT

Our focus for the next four years will be on refining a whole-school approach to student leadership, voice and agency in learning, embedding a consistent approach to evidence-based L&T in every classroom and learning area, supported by a culture of feedback.

OUR CORE DRIVERS

Consistency, clarity, communication, collaboration, coherence

PRIORITY 1

Goal: To refine a whole-school approach to student leadership, voice and agency in learning.

Intended Outcome: That learners have self-efficacy in their learning.

Spheres of Operation: Religious Dimension Sphere, Learning and Teaching Sphere, Student Well-being Sphere

PRIORITY 2

Goal: To embed an evidence-based differentiated approach to L&T in every classroom and learning area

Intended Outcome: That there are consistent practices in lesson structures, differentiation, assessment and documentation.

Spheres of Operation: Religious Dimension Sphere, Learning and Teaching Sphere, Leadership and Management Sphere

PRIORITY 3

Goal: To embed a culture of feedback.

Intended Outcome: That students and staff are continuously improving their learning as a result of feedback.

Spheres of Operation: Learning and Teaching Sphere, Leadership and Management Sphere, Student Well-being Sphere, School Community Sphere