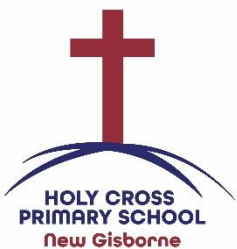




Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### Holy Cross Primary School

158 Hamilton Road, NEW GISBORNE 3438

Principal: Aoife McCarthy

Web: [www.hcnewgisborne.catholic.edu.au](http://www.hcnewgisborne.catholic.edu.au) Registration:

1955, E Number: E1366

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## Principal's Attestation

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I, Aoife McCarthy, attest that Holy Cross 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 10 May 2024

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## About this report

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Holy Cross 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](#).

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## Governing Authority Report

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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

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## Vision and Mission

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### School Vision

Holy Cross Primary School is a faith-filled community that walks together in the light of the Cross. Inspired by the Gospel values we aim to live out the mission of the Church.

We create a safe and encouraging environment to meet the spiritual, social, physical and emotional needs of all.

We value a safe, positive and enriching environment where the students have ownership of their learning and develop a growth mindset. We aim to equip our students with the confidence, knowledge and skills to become lifelong learners who make positive contributions to the world around them.

In a spirit of gratitude we treasure our unique learning environment as we continue to grow and embrace diversity in an ever-changing world.

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## School Overview

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### School Overview

Holy Cross Primary School, New Gisborne, was established in 1996 to accommodate the needs of Catholic education in the Parish of St Brigid's, Gisborne. Holy Cross is a sister school to St Brigid's Primary School in Gisborne. The Holy Cross site is some five kilometres north of St Brigid's and draws upon the populations of Macedon, Mt Macedon, Riddells Creek, parts of Gisborne and New Gisborne itself.

Holy Cross is located in the foothills of the Macedon Ranges in a rural environment. The view to Mt Macedon from Holy Cross is magnificent, especially after a snowfall, which is a common occurrence during the winter months. The Holy Cross site of twenty acres provides large open spaces for both play areas and future growth. It currently has 14 classrooms, an administration building, an olive grove, veggie garden, chickens, sheep and a fully operational vineyard. Our children are at the centre of all that we do at Holy Cross and our community is committed to ensuring that each child feels safe, welcome and part of our family.

Holy Cross is a warm and welcoming school community. We have a strong vision and a commitment to a 'partnership of family, parish and school working together' for our children's education. Our school has a strong emphasis on providing children with a wide variety of hands-on experiences, particularly through our Outdoor Education program. Faith and Inquiry sessions are designed to spark curiosity and wonder. Our Literacy and Numeracy lessons are carefully designed so that we meet each child at their point of need. Professional development is key to our work as a staff, we continuously strive to improve our practice through evidence based research and teaching methods.

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## Principal's Report

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2023 was a productive year at Holy Cross. We had a number of new staff members join the team and they worked closely alongside our Learning & Teaching team to enact our Annual Action Plan. Professional development for all staff was high on our agenda and much work took place in this space. We experienced two full days of faith development as a team, focused on scripture and the pedagogy of encounter. We also continued to strengthen our capacity to meet the diverse learning needs of all of our children. Semester Two also saw a relaunch of our Inquiry approach alongside the team at Traces of Learning. We saw increased student engagement throughout this process and look forward to building on this moving forward.

Our annual Welcome Picnic was well attended. As part of the celebrations we were privileged to have Uncle Bill Nicholson welcome us to country and invite us to take part in a Smoking Ceremony, which was a first for us as a Holy Cross community.

Inter-school sports once again proved to be very popular with training sessions and matches very well attended. Our teams celebrated many victories, most notably our girls football team who competed at a regional level. Swimming lessons took place for our Year Three - Year Six children and our Swimming Trials certainly demonstrated that we have many talented sportspeople in our school. All children participated in our Athletics Day, which was a first for Holy Cross as traditionally the middle and senior children took part. We created Tabloid events for our Prep - Year Two children which were very much enjoyed by all.

School camps took place across the school, all children were tasked with participating in a variety of activities from movie nights to sleepovers and of course the ever exciting camp experiences at Mill Valley Ranch and CYC The Island, Phillip Island for our middle and senior children.

Ranges Music joined the team at Holy Cross during the year, providing a variety of opportunities for children to learn various musical instruments. This program complimented the existing sessions run by Little Groovin' Guitars. In addition a small school choir was formed, led by our Faith Leader, this group of children performed at Sunbury Show and were thrilled to place second overall.

2023 also saw some unexpected renovations at the school, with the ceilings needing to be replaced in 11 of our classrooms. We made the strategic decision to reimagine our spaces and subsequently we repurposed some store rooms into break out rooms for children and staff to work in. We also created an area for Prep - Year Two children to learn and discover together. We're looking forward to seeing the results of these changes next year as children settle into the new spaces.



We have achieved much in this academic year, with many more goals to attain and growth to strive towards in 2024. I thank everyone in our community for their commitment to Holy Cross and for their continuous support of our school. To our children; you are at the centre of all that we do as a school. We look forward to seeing you continue to thrive in 2024.

Aoife McCarthy Principal

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

Our 2022-2025 School Improvement Plan aims to ensure our school strengthens its Catholic Identity. Using the SIP as a guide we formulated our 2023 Annual Action Plan. As part of this plan we created the following goal:

Foster a strengthened Catholic Identity

The intended outcomes of this goal were:

That capacity of staff to design and implement authentic and rigorous RE Curriculum and experiences will be enhanced

That the religious identity of the school be meaningful and inclusive and provide a focus for the mission of the school for all in the community

### Achievements

The year began with our annual Staff Commissioning Mass at St Patricks, Macedon, followed by our Reconciliation commitment Masses, which were well attended by our Year Three families. Our Reconciliation Family Night and Ceremony engaged families in the participation of the Sacrament. Our Term One units of work were developed through two sessions of professional development and planning which were facilitated by a MACS consultant. These were held with staff of St Brigid's School, Gisborne. The first of two school closures days centred around Faith were held in Term One. On this day, staff had opportunities to closely look at the RE Curriculum and use scripture and thinking tools to design engaging lessons for classes. Lent was celebrated with a whole school Prayer Gathering. Each class presented an event of Holy Week by dramatising the event and reading of scripture. Families were invited to attend this celebration of our faith. Class Masses and whole school Prayer Gatherings were held on a fortnightly basis and families were invited to attend.

Our second Faith school closure day was held early in Term Two. Staff were presented with ideas centred around assessment and moderation, as well as an opportunity to become

more familiar with the resources available to support teaching. We gathered at the flagpole to commemorate ANZAC Day and our captains laid a wreath at the ceremony in Gisborne. In May, our Confirmation program began with commitment Masses across the weekend. This was followed by a family night and reflection day, where children had opportunities to gain a deeper understanding of the role of the Holy Spirit in their lives as Catholics. Prayer Gatherings continued to be held on a fortnightly basis.

Term Three began with our Confirmation Mass. Our newly formed school choir sang all hymns and parts of the Mass. The celebration of Sacraments continued with Eucharist Commitment Masses, the Family Sacramental Evening, and the First Eucharist Masses. The term ended with a celebration of the Feast of the Holy Cross. The whole school participated in a prayer gathering and a fun morning of activities. The Social Justice Group helped organise a food drive. Families donated hundreds of groceries and toiletries, which were packaged by the children and collected by Gisborne Food Bank. Prayer Gatherings continued to be held on a fortnightly basis.

Our first staff meeting of Term Four was facilitated by a MACS consultant and had a focus on Advent. We gathered as a whole school to remember and give thanks to our fallen men and women on Remembrance Day. The fundraising continued with our annual Social Justice Market. Our Year Six children did a fantastic job and all money raised went to the CFA in Gisborne. We welcomed our new Parish Priest, Fr Vincent Nguyen to Gisborne in November and he celebrated our Graduation Mass and end of year Thanksgiving Mass. The year concluded with a Christmas Concert. All classes and the school choir delighted the community with a mix of traditional carols and Christmas pop music. Families generously gave to our collection for Gisborne Food Bank.

### Value Added

- Project Compassion fundraiser
- Whole school Lent prayer gathering
- Class Masses and Prayer Gatherings
- Sacrament of Reconciliation
- Advent prayer
- Remembrance Day ceremony
- ANZAC Day ceremony
- Sacrament of Confirmation
- Sacrament of First Eucharist
- Feast Day - Feast of the Holy Cross
- Fundraiser for Gisborne Food Bank
- Social Justice Market

- Graduation Mass
- End of year Mass

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## Learning and Teaching

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### Goals & Intended Outcomes

Our 2022-2025 School Improvement Plan aims to ensure that we have a school wide pedagogy which focuses on maximising student outcomes. Using the SIP as a guide we formulated our 2023 Annual Action Plan. As part of this plan we created the following goal:

To continue to develop a whole school pedagogy that focuses on student engagement and maximising outcomes

The intended outcomes of this goal were:

To embed a consistent and coherent pedagogy that is evident throughout Holy Cross.

To build staff capacity in the effective and purposeful use of data through rigorous dialogue, facilitated planning, targeted feedback and reflection on teaching practices.

To build practices that foster student agency.

### Achievements

Throughout 2023 the intended outcomes of our goals were met in the following ways:

- All teaching staff participated in facilitated weekly planning, this included the use of a shared agenda and student data. 100% of staff indicated in our MACSIS data that; the analysis of data, engaging in professional discussions and the use of student work to inform teaching were all key components of lesson planning
- All teachers use a variety of agreed upon formative and summative assessments to track student learning and reflect on the impact of teaching practices.
- Staff meetings and collaborative planning sessions were utilised to facilitate the analysis and reflection of student data. 80% of staff indicated in our MACSIS data that they believe the leadership team positively influences the quality of their teaching practice.
- Processes were built into collaborative planning sessions to enable teams to identify at risk children, prepare appropriate interventions and monitor their learning progress over time.

- Intervention programs and tutoring programs were implemented for Literacy and Numeracy needs across the school.
- Our Learning & Teaching team met fortnightly with a clear agenda, set purposeful actions that fed directly into the Annual Action Plan goals.
- Our Learning and Teaching team provided strategic modelling with specific staff members in classrooms. This included multiple opportunities of modelling to our graduate teachers.

Teaching teams were provided with mini modelling during facilitated planning sessions which met teams at their point of need.

- Our Literacy leader utilised agile leadership practices such as, clarify canvas and rapid action plan with teaching teams as a part of an intensive partnership project with MACS.

Our strong staff data reflects the work taking place, for example:

98% of staff believe that they collaborate effectively in teams and 94% of staff state that the quality of relationship between teachers and leaders is positive. In addition 100% of staff believing that school leaders are supportive when they face challenges in their work.

### **Student Learning Outcomes**

The analysis of our NAPLAN data for the year reveals a notable increase in the proficiency of Year 5 students in reading. This positive trend demonstrates the impact of our literacy initiatives, which prioritise small group instruction and targeted interventions tailored to individual student needs. The interventions were implemented to support students reading proficiency in three key areas; phonemic awareness, fluency and comprehension.

Our NAPLAN data also indicated an increasing level of proficiency in Year 5 writing, which can be attributed to a strong focus on utilising mentor texts and modelling writing skills through the explicit instruction practice. We intend to continue our school-wide focus on the explicit instruction model for teaching in 2024.

In response to the identified trends in spelling, grammar, and mathematics, we are committed to implementing evidence-based teaching practices to increase student proficiency levels in these areas.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	396	45%
	Year 5	506	74%
Numeracy	Year 3	412	80%
	Year 5	491	76%
Reading	Year 3	418	80%
	Year 5	526	95%
Spelling	Year 3	367	45%
	Year 5	501	79%
Writing	Year 3	410	78%
	Year 5	486	82%

\*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.

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## Student Wellbeing

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### Goals & Intended Outcomes

Our 2022-2025 School Improvement Plan aims to ensure that we have a school wide pedagogy which focuses on student engagement. Using the SIP as a guide we formulated our 2023 Annual Action Plan. As part of this plan we created the following goals:

Goal 1: To continue to develop a whole school pedagogy that focuses on student engagement

Goal 2: Strengthened Community Engagement

The intended outcomes of these goals were:

- That staff will collaborate with students to develop student agency
- That the school supports teachers, staff and families to effectively partner and collaborate in support of student progress and growth

### Achievements

- Our Ways of Working were embedded across the school, this was evident in all classrooms and when children are playing at break times as they use the following language; We Are Safe, I am Safe, We are Kind, I am Kind, We are Learners, I am a Learner. Using both collective and individual language encourages children to take both personal and group responsibility.

- The support of students with additional needs continued to be a strength at Holy Cross with the amount of parent support group meetings increasing

- \* Clear and coherent communication with all stakeholders was achieved through a refined process of our Parent Support Group Meetings, as well as the documentation of student adjustments in teacher's daily programs and student's Personalised Learning Plans.

- \* Classroom teachers and CoEducators were involved in numerous professional development sessions as a staff group and individually, with leaders to upskill in areas such



as curriculum differentiation, student wellbeing support and positive and effective communication.

- Quiet Play during the afternoon break. continues to be offered for students who need a break from the yard or require extra support to engage in tasks during the breaks.
- The Learning Diversity Leader, Learning & Teaching Leader and Numeracy Leader supported teachers in tailoring programs to meet the needs of children identified with learning or social and emotional needs. These programs were delivered through targeted teaching groups.
- Our Prep buddy program continued to go from strength to strength, with the Prep children meeting their Year 6 buddy during their transition sessions. Parents were also able to meet their child's buddy during these sessions which contributed to families feeling welcomed to the school community.
- \* The Student Representative Council worked on a child friendly version of the Child Safe Standards that they shared at assembly and with the community on our website. It is also accessible to each child, via the homepage on their chromebooks.
- \* We strive to build positive relationships amongst all stakeholders in our community, with a particular focus on developing positive and engaging partnerships between family and school.

### Value Added

Some examples of value added activities are listed below, this is not a complete list, as a school we pride ourselves on meeting the diverse needs of the whole child:

- Prep Transition Program - In a relaxed and social environment, teachers have the opportunity to observe the children whilst playing and interacting with others. Along with kinder visits and feedback to support the 2024 children's transition to Holy Cross.
- Prep to Year 6 Camp Program - Prep and Year 1 children participate in an activity evening at school, Year 2 sleepover at school, Year 3 & 4 camp, Year 5 & 6 camp
- Prep Buddy Program
- Whole School Orientation Program
- Year 5 Leadership Day
- Year 7 Transition Program
- Quiet Play
- 2023 Inform and Empower, Healthy Families webinar series is aligned to Standard 4 of the new Child Safe Standards Families and communities are informed and involved in promoting child safety and wellbeing. Three webinars: Managing anxiety and other big feelings for tweens, Reduce chaos and increase calm, Tackling tricky conversations
- Performing Art Classes

- Little Groovin Guitars
- Ranges Music
- Outdoor Education Classes
- Physical Education and Health classes
- Swimming Program Year 3 - 6
- Pony Visit - As part of Outdoor Education all classes children were offered the chance to learn more about taking care of animals and getting up close to some ponies through the generosity of some of our families. Children learnt how to care for ponies, how to brush their coats and how to lead them around in a circle.
- Colour Fun Run - whole school end of term activity, families invited and a bbq supplied by our PFA.
- ANZAC Day community service - School Captains laid a wreath and children marched in the parade
- Numerous incursions and excursions for all year levels

## Student Satisfaction

In terms of student satisfaction our 2023 MACSIS data indicates the following:

- 85% of children indicated that they had a trusted adult on staff that they could approach with a concern or a worry. This is an increase of 12% from 2021 and sits above the MACS average
- 74% of children reported a positive view of themselves as learners, this data has steadily increased over the last two years and now aligns with the MACS average
- 85% of children feel that they are unlikely to be bullied online. Our strong focus on cyber safety through the Inform and Empower program across all year levels contributes to this positive dataset.

Overall the children at Holy Cross demonstrate a positive attitude to school, staff, learning and their peers. They believe that their teachers hold them to high expectations, furthermore the children indicate that they feel connected and valued within and beyond our school community. Moving into 2024 we aim to increase student voice so that children feel empowered to be decision makers. Our strong Year Six leadership structure will contribute to this work.

## Student Attendance

At Holy Cross the Attendance roll is marked twice daily by all classroom teachers using the ICON platform.

Every effort is made to ensure that student non-attendance is addressed. Meetings with parents are arranged to discuss issues of non-attendance and establish a plan to support

students and families with attendance. The school has put procedures in place so that parents of children who are absent must contact the school to inform of their absence.

Administration staff follow up with student absences which have not been reported to the school with an SMS to families.

Summary absence data for the semester is sent home with school reports. The purpose of the summary data is to inform parents of total absences.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	90.1%
Y02	92.1%
Y03	91.8%
Y04	89.7%
Y05	90.6%
Y06	93.5%
Overall average attendance	91.3%

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## Leadership

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### Goals & Intended Outcomes

Our 2022-2025 School Improvement Plan aims to establish a culture of learning at Holy Cross. Using the SIP as a guide we formulated our 2023 Annual Action Plan. As part of this plan we created the following goal:

To establish a performance and development culture at Holy Cross

The intended outcomes of this goal were:

That leadership team processes and protocols are developed

That staff capacity will be developed through a performance and development cycle in order to drive the improvement agenda

That instructional leadership is evident throughout Holy Cross

### Achievements

Throughout 2023 the intended outcomes of our goal were met in the following ways:

- Our Leadership team met fortnightly, with each team member contributing to the agenda
- Our Learning & Teaching team met fortnightly with a clear agenda and follow up actions documented and adhered to
- Our Student Wellbeing team met weekly to discuss a range of student and family needs. Our Student Wellbeing Leader and Learning Diversity Leader worked closely together to address the outcomes of our meetings
- All staff took part in termly Effectiveness and Development meetings. Each staff member was tasked with creating an individual goal, aligned with our AAP. Staff gathered data and evidence throughout the term and reflected on the effectiveness of their teaching practice at subsequent meetings

- Mentor teachers were assigned to Graduate teachers. These staff members worked together throughout the year, giving and receiving feedback on lessons. Mentor teachers supported Graduate teachers throughout their VIT inquiry. Three graduate teachers moved from provisional to full registration during the year.
- Professional Development for all staff was a key focus throughout the year with many opportunities provided to all staff to support the strengthening of a culture of learning across our school

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
The schedule of professional development for staff in 2023 was as follows:	
<ul style="list-style-type: none"> <li>• Year 5/6 STEM Aviation Project</li> <li>• Collective Leadership for Meaningful Improvement</li> <li>• Principal Network meetings</li> <li>• Deputy Principal Network meetings</li> <li>• Learning Diversity Leader Network meetings</li> <li>• Faith Leader Network meetings</li> <li>• Year 3/4 Improving Writing Project</li> <li>• Intensive Literacy Partnership with MACS</li> <li>• Supporting Autism in the Classroom</li> <li>• Communication Across the Spectrum</li> <li>• Faith - Catholicism &amp; Interfaith connections, Scripture, curriculum and the use of thinking tools</li> <li>• Traces of Learning - Discovery/Inquiry partnership</li> <li>• Effective Mentoring Program</li> <li>• Behaviour Management seminar with Dr Bill Rogers</li> <li>• First Aid, CPR &amp; Anaphylaxis management</li> <li>• Teaching for Impact in Mathematics</li> </ul>	
Number of teachers who participated in PL in 2023	32
Average expenditure per teacher for PL	\$200.00

### Teacher Satisfaction

In terms of teacher satisfaction our 2023 MACSIS data indicates the following:

- 98% of staff believe that they collaborate effectively in teams
- 94% of staff state that the quality of relationship between teachers and leaders is positive, with 100% of staff believing that school leaders are supportive when they face challenges in their work
- 85% of staff positively endorse the leadership teams ability to share the Catholic beliefs and practices underpinning the policies and practices of the school
- 100% of staff indicated that; the analysis of data, engaging in professional discussions and the use of student work to inform teaching were all key components of lesson planning
- 70% of staff are aware of our School Improvement Plan, in comparison to 14% in 2021
- 80% of teaching staff indicated that professional learning was provided in response to their learning needs
- 80% of staff believe that the leadership team positively influence the quality of their teaching practice
- 100% of staff feel that school leaders communicate important information effectively

Overall our staff data continues to go from strength to strength with some key areas improving greatly throughout 2023.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	7.1%
Graduate	14.3%
Graduate Certificate	0.0%
Bachelor Degree	39.3%
Advanced Diploma	14.3%
No Qualifications Listed	25.0%

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	31
Teaching Staff (FTE)	23.6
Non-Teaching Staff (Headcount)	13
Non-Teaching Staff (FTE)	7.2
Indigenous Teaching Staff (Headcount)	1

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## Community Engagement

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### Goals & Intended Outcomes

Our 2022-2025 School Improvement Plan aims to increase family engagement. Using the SIP as a guide we formulated our 2023 Annual Action Plan. As part of this plan we created the following goal:

Strengthen community engagement

The intended outcomes of this goal were:

That parents understanding of the learning process will be enhanced

That the school supports teachers, staff and families to effectively partner and collaborate in support of student progress and growth through a variety of feedback mechanisms and well- established systems (face-to-face or technological) across the school

### Achievements

Throughout 2023 we met our intended outcomes in the following ways:

- Whole school events such as Welcome Picnic, Mother's Day Afternoon Tea, Father's Day breakfast, gift stalls and sausage sizzles run by our highly supportive Parents and Friends Association
- Regular communication with families via our newsletter, with a detailed newsletter issued each fortnight and a shorter 'reminders' newsletter sent on the opposing fortnight
- The use of Operoo to communicate events such as Athletic's Day, a wide variety of sports events and various incursions and excursions
- Encouraging parent helpers to be part of our Literacy Program, parents regularly read with individual children to support the work taking place in classrooms
- Parent information sessions for Prep families in advance of their child starting school. Parent packs provided to each family to support in accessing our various modes of communication
- Seesaw app utilised by classroom teachers to communicate with families in regards to classwork, homework and overall wellbeing of children
- Semesterly student reports shared with families



- Parent/Teacher chats took place twice throughout the year

## Parent Satisfaction

In terms of parent satisfaction our 2023 MACSIS data indicates the following:

- 69% positive overall endorsement of the school, which aligns with the MACS average
- 74% of families state that the school matches their child's developmental needs, an increase of 13% from 2021
- 80% of respondents indicated a positive view of the social and learning climate of the school
- 68% of parents believe that the timeliness, frequency and quality of communication between school and home is positive, demonstrating an increase of 21% from 2021

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.hcnewgisborne.catholic.edu.au](http://www.hcnewgisborne.catholic.edu.au)