



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Augustine's School

65 Somerville Road, YARRAVILLE 3013

Principal: Matthew Stead

Web: www.sayarraville.catholic.edu.au

Registration: 478, E Number: E1048

Principal's Attestation

I, Matthew Stead, attest that St Augustine's 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 13 May 2024

About this report

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

Governing Authority Report

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

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

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

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

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

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

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

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

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision and Mission

Our commitment to all members of our school community arises from the importance we place upon Jesus Christ and his teachings of love, justice, human dignity, forgiveness, joy and compassion.

We long to build a truly faithful Community:

- Where we enable all children to feel connected to school and find it a safe, nurturing place where they are seen as important and capable.
 - Where we celebrate and encourage diversity in our community, school and classrooms.
 - Where we encourage learning to be a lifelong process for all and where we can make positive contributions to our world.
 - Where we provide positive school and classroom cultures where children are central and where each individual is valued.
 - Where we are active participants of the St Augustine's Parish.
- Where we work to build relationships and where respect for self, others and all things is central.

School Overview

School Overview

Our School Vision and Mission Statement articulates our beliefs and desires to ensure we maintain a strong, visible Catholic culture where we sustain a focus of improvement and growth for all. Founded in 1894, St. Augustine's Primary School has continued its long and proud history of educating children from the Yarraville Parish and surrounding areas.

Our 2023 enrolment finished at 135 students. St. Augustine's staff are committed to providing a challenging, enriching and a visible educational experience for all the students in our care. We believe our school is a secure and stimulating environment in which children are given the

opportunity to develop their natural enthusiasm for learning.

St. Augustine's is a place where students, teachers and parents actively work together to share the teachings of Jesus and maintain a vibrant school community. We take seriously the responsibility of sharing our Catholic Identity with all in our community and where appropriate spreading our values out to the wider community.

We currently have 8 classrooms, with additional rooms available to cater for Specialist Library

lessons, Music and Drama lessons, STEM, Italian and Art lessons. We have also begun development of a school garden as part of the Stephanie Alexander Kitchen Garden Program we have added to our rich curriculum experiences for our students. We have a large school hall suitable for assemblies, performances and wet day activities. We also make use of the following spaces and resources: smaller specialist and supportive learning spaces, a counselling room, an Outside School Hours Care space, a commercial kitchen space and a Parish Church. With local park lands in easy walking distance, we are able to provide learning opportunities outside the "school fence".

Having a long and proud history, St. Augustine's has continued to require ongoing maintenance and building attention with many improvements taking place over the last number of years. The Maintenance and Facilities Master-plan has continued to guide our decisions. Our curricular activities are complimented by an ever more varied range of extracurricular activities, which are designed to provide children with broader experiences and therefore add value to their school and life experiences. Annual events include a School Sports Carnival, Cross Country Carnival, a Swimming program, Years 3/4 and 5/6 School Camps, interschool sports, celebration of St Augustine's Feast Day, a Grandparents Morning, dress-up days, incursions and excursions, optional music tuition program, school choir, and band ensemble, just to name some of the wonderful annual events.

We welcome parent attendance at the vast majority of these events and delight in the joy their

children's achievements bring. An Outside School Hours Care Program (OSHClub) continues to be a significant help to many of our families.

Principal's Report

In 2023 we began a new School Improvement Cycle, implementing Year 1 of the 4 year School Improvement Plan 2023 -2026. Over the next four years we will be working towards the following goals:

- High Standards - Implement a school wide pedagogical framework to uncover the full curriculum
- High Growth - Ensure school wide growth through data informed choices
- Striving for Best - Develop school wide culture and practices of feedback and goal setting
- High Profile - Enhance the school image and presence in the local community

In Goal 1 staff began exploring the Intervention Framework to use data to accurately identify the individual needs of students and support these in their lesson planning. We also spent extensive time learning about the Instructional Approach to Reading.

In Goal 2 we implemented Collaborative Planning with our Literacy and Numeracy Leaders working with teachers to use data to drive teaching and learning. We also made the move to include our Preps in the start of year testing at the same time as all other students, instead of giving them Wednesdays off to conduct testing. We believe were we able to maximise learning for our Prep students by doing this.

In Goal 3 we introduced the AITSL Online Teacher Self Assessment Tool as part of the Annual Review Meeting process for staff as a schoolwide practice of feedback and goal setting.

In Goal 4 we continued to enhance the school image and presence in the local community by building on and expanding our Annual School Open Day. We had great support from students, parents and staff who all dedicated 3 hours on a Saturday afternoon to promote our school to potential new enrolments. 30 families visited our school on this day, generating some immediate enrolments for 2023, as well as 2024 and 2025.

In August 2023, the Birmingham St Park was completed and officially opened. St. Augustine's was part of the opening ceremony which was attended by the Mayor and members for state and federal parliament. The park has provided a safe, friendly and beautiful green space for our families to gather, wait and play before and after school.

In 2023 we also introduced two new camping experiences for our students. Sovereign Hill for Year 3/4 and the Snow Camp at Mt Hotham for Year 5/6 where the students learnt to ski.

Our biggest achievement was the production of the Year 5/6 documentary film of the Westgate Bridge disaster, which premiered at the Sun Theatre. This screening was attended by the students and their families, those interviewed in the documentary, representatives from Mobil, who provided grant funding, the Director of MACS, Dr Edward Simon and other representatives from MACS.

We believe that we made much progress last year and we look forward to more challenges and achievements in 2024.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal 1: Implement a school wide pedagogical framework to uncover the full curriculum.

Intended Outcome - Teachers are supported by leaders to collaboratively plan and design learning and teaching in Religious Education, using pedagogical practices that engage students in dialogue.

Goal 2: Ensure school wide growth through data informed cycles.

Intended Outcomes - Teachers collaboratively consider data and evidence, and determine next steps for individual or target groups (small group & cohort) of students when designing learning.

- Teachers maximise the use of ongoing, timely and consequential feedback to enable the progress and growth of learners.

Underpinning these to goals are the following objectives specific to the Catholic Identity and Mission of the School:

- Maintain the Catholic Identity of our school
- Uphold the ethos of Mary Mackillop's Charism
- Promote active engagement and dedication to faith within the school community

Achievements

St. Augustine's Catholic Primary School remains steadfast in its commitment to our faith-based education. Our Religious Education Program continued to be an integral part of the curriculum in 2023. This report outlines the key achievements of our Religious Education efforts for the year.

Curriculum Design and Resources: Teachers at St. Augustine's planned enriching religious education lessons that captured students' attention and imagination through various methods, including storytelling using Scripture, Godly Play, Bibliodrama, Christian Meditation and robust discussions, while also integrating technology to increase engagement, creativity and content. These sessions not only enhanced cognitive understanding but also fostered a deeper connection to the Catholic faith.

Our teachers participated in a two-day Professional Development workshop in Term 3, led by Marg Carswell, where they delved into the KITE Method (Know the text, Inspire the information, Translate to life, Express the heart) of planning Religion lessons. This experience empowered our teachers to plan and implement a KITE in each Religious Education Unit, resulting in a deeper understanding of faith concepts for both teachers and students.

We also purchased an online program called 'Understanding Faith' to supplement our existing curriculum. This resource offered teachers a comprehensive multimedia platform for teaching scripture, faith concepts, historical content, and knowledge. Through the use of podcasts, videos, images, games, slideshows, music, and newspaper articles, teachers presented engaging content and information during religious education lessons to our students.

Utilizing a variety of teaching methods and resources, such as texts like 'To Know, Worship and Love', 'Together at One Altar', Exemplar Units, and online materials, teachers guided students through religious content, ensuring their continuous and active involvement. The students participated in 2 x 1 hour sessions per week of Religious Education lessons.

Inclusive Environment: Teachers nurtured and created an inclusive and welcoming classroom environment, with the class prayer table serving as a central focus. They established sacred spaces where all students felt comfortable sharing thoughts and posing questions about their faith, fostering an atmosphere of respect and value for every individual. The students also attended class masses and school masses each term.

Commitment to Excellence: The staff at St. Augustine delivered a high-quality, engaging Religious Education program that deepened students' understanding and connection to the Catholic faith. By integrating faith-based themes across various curriculum domains, they ensured students were equipped with a strong foundation in Catholic teachings and values to navigate the challenges of the modern world.

Prayer and Reflection: Prayer and Christian Meditation remained central to daily life at St. Augustine's, fostering a sense of community and nurturing a deeper spiritual connection. Families were encouraged to uphold this practice at home, emphasizing its significance in students' lives. Prayer permeated every facet of the day, from morning gatherings as a whole school to staff reflections, school assemblies, Staff Meetings, and Sacramental Nights. Christian Meditation became a regular practice woven into various parts of the day, whether during Religious Education lessons or when teachers sensed the need for students to center themselves for optimal learning.

Liturgical Observances and Celebrations: The Religious Education Program continued to align with liturgical celebrations throughout the year, providing students with opportunities to deepen their understanding of significant events in the Catholic calendar. Collaborative events with neighboring Catholic schools of Annunciation, Brooklyn and Corpus Christi,

Kingsville, and the Parish Priest further enriched these experiences. The students attended class and school masses on a termly basis and actively participated during mass by doing the readings, bringing up the offertory gifts and receiving communion or a blessing. Mass books were given to all students from Year 3-6 to encourage them to respond to the parts of the mass. We were grateful for the support of our Parish Priest Fr John O'Connor who was collaborative and enthusiastic with all our endeavors to engage our students and families in the religious life of the school and parish.

Mary Mackillop's Legacy: St. Augustine's continued to honor the legacy of Mary Mackillop through various activities and educational initiatives, providing students and staff with a greater appreciation of her contributions to the Catholic Church in Australia. Sacramental classes and their teachers attended Reflection Days at the Mary Mackillop Heritage Centre, immersing themselves in her story and charism, further deepening their understanding of her life, journey and mission.

Sacramental Preparation: St. Augustine's school successfully conducted all 3 Sacramental Programs in 2023. Workshops for parents and students, led by knowledgeable presenters like Fr. Elio Capra and Michele Lionssier from Presentation Family Project, facilitated meaningful engagement and preparation for sacraments, strengthening the school community's faith journey. All workshops were attended with full and active participation. The added investment of providing quality and rich presenters, not only benefits the parents and students but the teachers as well. The insights and knowledge gained during these sessions is so valuable, faith forming and presented in a way that is accessible for all.

In 2023, we had 15 students make their First Reconciliation and 1 student from the Parish. There were 15 students making their First Eucharist and 1 student from the Parish. There were also 8 students making their Confirmation and 2 from the Parish.

We also conducted a Sacramental Program afterschool for students outside our school every Tuesday afternoon in Terms 2 and 4. The Program also resulted in 4 enrolments in our school at the end of the year, for 2024.

Staff Professional Development: We were very fortunate to send five of our classroom teachers and leaders to participate in the Emerging Leaders Program and World Youth Day Celebrations in Rome, Assisi, and Lisbon. This experience proved to be truly remarkable for our staff as they were immersed in a variety of impactful experiences and life changing encounters. They toured significant sites including the Vatican, local churches, burial sites of saints, catacombs, and universities, culminating in a meeting with the Pope himself. In Lisbon, they witnessed two million Catholics praying together with the Holy Father, providing firsthand insight into the vibrancy of our Catholic faith in the world. The insights, learnings, stories, and projects they brought back were shared within our community and within their classrooms. This unique professional development opportunity enriched our staff collectively,

and we were fortunate to have five members participate in this transformative experience together.

Community Engagement: Community Engagement at our school thrives on the active involvement of parents and families who were warmly welcomed to various events and celebrations that reinforce our Catholic identity. From Sacramental Celebrations and workshops to initiatives like the St. Vincent de Paul Winter Warmer Food Collection, Biggest Morning Tea, May and October Rosary Prayer Mornings, as well as school and class masses and Holy Week celebrations, our community consistently responds with enthusiasm and support. Their appreciation and acknowledgment of our efforts greatly contribute to the vibrant spirit of our school.

Value Added

The Religious Education Program at St. Augustine's in 2023 achieved significant success, providing students with a comprehensive understanding of Catholic teachings, traditions and formatoon. Through diverse learning experiences encompassing prayer, liturgical celebrations, exploration of Mary Mackillop's life, and the Sacramental Preparation, our school reaffirmed its commitment to faith-centered education.

Learning and Teaching

Goals & Intended Outcomes

Goal:

To use student data to identify strengths and weaknesses and direct student learning based on individual needs and high expectations.

Intended outcomes:

- That all students will achieve at least one year's growth in mathematics and literacy.
- That students will become involved in setting goals and develop ownership of their learning and achievements.

Achievements

Numeracy

Both students and teachers consolidated the use of the Essential Assessment and My Numeracy programs. The data from these programs identified the strengths and weaknesses of each student which enabled the students, with guidance from their teacher, to set appropriate and achievable goals for themselves. The students have taken on more responsibility for their own learning with the guidance of teachers and support staff. The teachers have observed the motivation of many students improve. Celebrations of success are encouraged and have become more meaningful.

Throughout 2023, a Numeracy tutoring program was conducted two days per week. Small groups of students, across all year levels took part in specific tutoring sessions. These were seen as 'Covid' catch up sessions which helped students who may have fallen behind during the lockdown periods. All students who participated achieved growth in the maths areas targeted. Co-operative planning was introduced so that class level teachers and subject leaders could meet regularly to discuss student data and plan units of work based on this.

'World of Maths' came to visit in November, bringing along many large hands on maths puzzles and problems to solve. Activities for all ages and varied levels were set up in the hall. The facilitator encouraged students to persevere and keep trying. It was wonderful to see so many students who may not always engage enthusiastically in a classroom setting, stand at

a very difficult activity for a long period of time, determined to complete the task successfully and in fact do so. Some students worked in teams while others preferred to tackle some problems solo. The choice was theirs.

NAPLAN moved to compulsory online testing, except for Year 3 writing.

All formal testing, including Essential Assessment, NAPLAN and PAT tests will now be completed online (except for Year 3 writing). The students were explicitly taught how to navigate online assessments and explored the use of pencil and paper to make notes. The senior students were given opportunities to practise reading, writing and numeracy tasks using a computer in order to develop their skills on a digital platform.

Literacy

Throughout 2022, the Essential Assessment program was purchased for Literacy. This was introduced to staff and students at the beginning of the year; as part of the Literacy Assessment schedule for reading and spelling. Throughout the year, staff viewed webinars & received support & guidance by the Literacy leader (in allocated Literacy PLTs) to help build their understanding and capacity on the effective use of the program. Further webinars were sent to staff to allow them opportunities to engage with the program and build on their professional development and practice. This was continued to be used and implemented for the Literacy component during 2023.

Throughout 2022 and into 2023, we started to have a more consistent school wide approach to writing and our practices to its teaching. This has been aided this year by enabling all new teaching staff for 2023 to complete the required training and professional development to support them in implementing the 7 Steps to Writing Success Program in their level. Staff in the junior levels will be attending the Beginner's workshop in early 2024 to support them in implementing the seven steps into their classes.

Purchasing of new readers for levels 1-15 were made in 2023 with more expected in early 2024. This allowed students in the junior levels to read a broader range of more modern texts. This has in turn, provided opportunities for them to also make more meaningful connections to texts. With the support of the parent's committee in 2023, it is hoped that further purchases will be made to allow further new reading materials for levels 16-30 and to continue to update more material for the lower levels. These books were quickly introduced into the classroom for students to take home immediately.

In 2022, students who were identified as requiring extra support in their literacy learning, were provided with the opportunity to work with the Literacy leader. This was consistent and occurred weekly and tasks were set by classroom teachers which were aimed at driving and developing student learning and goals. This continued into 2023, with some students

remaining on the intervention list and others being added. Again the Literacy leader spent an entire day working with students in Years 1-6 on their literacy learning and goals. At the end of the year, we aim to evaluate the effectiveness of the intervention program and the curriculum documentations and use this information to inform planning for the next year.

Throughout 2022-2023, we continued our partnership with MACS (through the IPS program). This was aimed to continue to direct and support our staff in developing their professional skills and knowledge in developing consistent processes for the collection, review, analysis and use of student learning data. Through the Literacy Intensive Partnership there was a focus on whole staff learning, building staff content and pedagogical knowledge explicitly linking to high impact teaching strategies when teaching Literacy. In 2023, co-operative planning took place & enabled all teams to plan with the Literacy leader for one-hour a week. This provided an opportunity to gain support in their planning for their student learning & to discuss progress and occurred on a weekly basis. Professional dialogue was had between teams and the literacy leader to better understand the structures and implementation of Literacy into classrooms.

We have continued to look at student data from the previous year, including PAT-R data, to identify trends and areas required for further teaching. This has also enabled us to identify where students may require additional support. We are also looking at developing their knowledge and skills in the teaching of reading and writing; with the support of reviewing planning and assessments. In 2022, a review of the Literacy planners and overviews occurred with new planners being introduced from Prep-6 starting 2023 and will be used in future years.

Student Learning Outcomes

Year 3 results are close to Average when compared to similar schools across all areas. When compared to all Australian students our Year 3 students are Well Above Average in Reading and Writing and Above Average in Grammar and Numeracy.

Year 5 students are close to Average compared to similar students in all areas except for Numeracy where they are Well Below. When compared to all Australian students, we are Above Average in Reading, Writing and Spelling. Close to Average in Grammar and Below Average in Numeracy.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	447	71%
	Year 5	503	67%
Numeracy	Year 3	438	94%
	Year 5	472	67%
Reading	Year 3	452	88%
	Year 5	521	89%
Spelling	Year 3	420	59%
	Year 5	514	89%
Writing	Year 3	459	100%
	Year 5	503	78%

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

Student Wellbeing

Goals & Intended Outcomes

Goal

Develop school wide culture and practices of feedback and goal setting.

Intended Outcomes

Students are valued and active decision-makers and innovators in their school community on matters of student learning, wellbeing, safety and responsibility.

Achievements

Achievements

Mindfulness/ Pray sessions during morning whole school assemblies Monday to Friday before starting classes. Walking into class with a positive mindset.

Respectful Relationships program taught from P-6 for 45 minutes once per week. Embedding a culture of respect and equality across the entire school community.

The School Counsellor was made available 3 days a week to all students and families.

Social skills/Stories for children are taught across all year levels in small groups specific to the

needs of those children.

Mental health awareness programs were acknowledged as a whole school to support the children and families of our school community.

The Sensory Room was further developed by adding additional sensory equipment and resources to further support the various needs of our students.

Value Added

VALUE ADDED

- SRC meetings with teachers and Principal (organise school events)
- School captains meetings with teachers and Principal (organise school events)

- School open day lead by teachers students and parents (community involvement)
- School captains leading school tours
- Interschool sports connecting with the wider community
- Hoop time
- Winter Gala Netball
- “Through Our Lens” STEM project: Westgate bridge documentary directed by the students and sponsored by Mobil. Students connecting with the community (people affected by the disaster)
- Opening of the ‘Birmingham street park’: Council school community connection. Teachers, students council connections.
- Mindfulness/ Pray sessions during morning whole school assemblies
- Christian meditation: Ma - ra - na - tha
- Brain breaks and movement breaks
- School and Sports Captains
- Class Captains
- Student Representative Council
- Weekly Assemblies
- Access to a School Counsellor
- Student Behaviour Policy
- Cooperative Planning
- Book week parade
- School Assemblies and Student Awards
- Yr. 6 Leadership groups
- Yr. 5/6 Camp
- Yr. 3/4 Camp
- Yr 1/2 sleepover
- Year Prep games afternoon
- Year 5/6 Winter Sleepout
- Year 6 and Prep buddy sessions
- Yr. 6 Transition to Secondary School days
- Social stories/skills group work
- Respectful Relationships Prep -Year 6
- House Colour Team Competition P - 6
- NED show (wellbeing whole school show promoting positive student behaviour and a culture of kindness)
- Safer internet day (whole school)

Student Satisfaction

Overall student satisfaction is 62%, which is on par with the MACS average.

Student Attendance

Overall our student attendance is very good. Students are absent due to illness, appointments and family holidays.

Average Student Attendance Rate by Year Level	
Y01	94.4%
Y02	93.5%
Y03	93.2%
Y04	91.7%
Y05	91.9%
Y06	93.5%
Overall average attendance	93.0%

Leadership

Goals & Intended Outcomes

Goals:

Implement a school wide pedagogical framework to uncover the full curriculum characterised by continuous professional development, instructional leadership and shared responsibility for student learning

Intended Outcomes:

That the school's plan for delivering a high-quality curriculum for students inform current and future capital investment and planning of physical and digital learning infrastructure.

Achievements

Achievements:

As a learning community, our goal is to foster greater collegiality and collaboration to enhance teacher professionalism and promote a collective commitment to student success. The school maintains its dedication to implementing ongoing teacher appraisal and feedback systems to improve teacher capacity and facilitate outstanding student achievement.

Scheduled opportunities for teachers to reflect on their practices and establish personalised objectives demonstrate this dedication. For instance, during school-based Professional Learning Team (PLT) gatherings, leaders facilitate professional development through readings, discussions, peer demonstrations, and alignment with the AITSL standards.

- Promote our school's Catholic identity and ensure that our Vision and Mission are carried out by everyone in our community.
- The school leadership team met fortnightly
- The Learning Diversity Team met weekly with Learning Support Officers.
- Weekly Staff Meeting and Professional Learning Team (PLT) sessions focused on

effective teaching practices to increase student results.

- Cooperative planning focus has been on Literacy and Numeracy and has enabled a more consistent whole school approach to planning and assessing.
- Increased understanding in developing Personalised Learning Programs for students with additional needs through NCCD PLTs and moderation process
- Leaders are supportive of each other in their roles and responsibilities
- Leaders undertaking professional leadership development to further increase their capacity
- Leaders networking with others and undertaking professional development opportunities in their specific learning area
- Students participate in leadership roles through School Captain duties, Sports Captain, Student Representative Councils and Class captain duties.
- Regular review of goals.
- Annual review meetings for all staff
- Professional Learning programs were accessed by staff
- Conducted Emergency Management / First Aid and Anaphylaxis training for all staff

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Emergency management training: Online warden training where staff are required to recognise the roles, responsibilities and procedures in place in case of an emergency.

Essential Assessment Leader's Professional Learning: Literacy and Numeracy leaders to facilitate learning of more effective use of program with staff

Class Solver training - new program to generate fair and equitable classes.
Literacy Intervention MACS: MACS staff support Literacy Coordinator to implement whole school approach to Literacy

Mandatory Reporting modules: staff completed online modules which guided them with real life situations and outlined their responsibilities to ensure the safety of students,

Staff attendance at the Mary MacKillop 2 day colloquium: staff members informed about the life and history of St Mary of the Cross by being immersed in a 2 day reflective colloquium.

VIT mentor Development Day: supporting mentor teachers undertaking mento role for Provisionally registered teachers.

VIT Provisionally registered teachers Development day: outlining requirements that need to be met in order for them to become fully registered.

Staff attendees at World Youth Day overseas: staff participated in large-scale religious events, heard inspiring messages from religious leaders, and engaged in discussions and activities that promoted spiritual growth and reflection.

St John's First Aid for students: basic knowledge of first aid for students from Prep - Year 6

Level 2 First Aid for all staff

Expenditure And Teacher Participation in Professional Learning	
Number of teachers who participated in PL in 2023	24
Average expenditure per teacher for PL	\$570.00

Teacher Satisfaction

The data shows a decrease in Overall School Positive Endorsement from 89% to 73%, however this still remains above the MACS average of 67%. Of particular note is the increase in Collaboration Around An Improvement Strategy from 57% to 73%. There has been a very clear and explicit focus on the School Improvement Plan since the School Review of 2022. The school remains a very positive working environment for staff.

Teacher Qualifications	
Doctorate	0.0%
Masters	13.6%
Graduate	9.1%
Graduate Certificate	0.0%
Bachelor Degree	50.0%
Advanced Diploma	22.7%
No Qualifications Listed	4.5%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	13.0
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	6.5
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal: Enhance the school image and presence in the local community.

Intended Outcome: Implement a refined promotion strategy to build community partnerships and enhance the school image.

Achievements

- Implementation of a planned strategic enrolment campaign to target prospective families in the local community. The main action being a School Open Day on a Saturday afternoon from 12pm to 3pm. Staff, students and Parents showcased the school, providing tours and information on facilities, programs and events. Showbags, a coffee van and sausage sizzle added to the atmosphere.
- Arranged billboard advertising with local Estate Agents to promote enrolments and major school events.
- Redesign and production of fliers and posters for placement in local kindergartens, shops and locations.
- Whole school campaign to redesign school uniform - student, parent and staff involved in the process. The uniform will begin being phased in from Term 1 2024.
- Addition of a 360 virtual tour to school website.

Parent Satisfaction

The MACSSIS data for Parent Satisfaction shows that Overall school Positive Endorsement has remained steady at 68%. In particular, the largest improvement is in Family Engagement, up 10% and Student Safety up 3%.

Financial Performance

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

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