

St Catherine's School Lalor West

2022 Annual Report to the School Community



Registered School Number: 1858

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Minimum Standards Attestation

I, Tracey Brincat, attest that St Catherine'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.

05/03/2023

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

Our School Vision

As part of the St Clare's Parish, with the Lord as our Light, our community is inspired by St Catherine to live out the teachings of Jesus Christ.

We aspire to be confident, active learners who respond positively to challenge and have the courage to be of service to others.

School Overview

St Catherine's Catholic Primary School was established in 1983 under the principalship of Sr Margaret McKenna, a member of the Sisters of Mercy, as the second school in the parish of St Clare's, Thomastown West. The School is situated approximately 15 kilometres north of Melbourne in Lalor West, on 1.3 hectares, is at the northern end of the Parish and utilises the church often for class masses and liturgical gatherings.

The staff are dedicated to ensuring they know the students and guide them as lifelong learners and active participants as citizens in Australian society. Learning and teaching practice is based on an integrated curriculum, driven by data and implemented through an inquiry approach. Collaboration, learning and results are crucial in supporting students to achieve success in all facets of their school life. By offering a rich curriculum, we nurture an enthusiasm for learning in our students and a belief that optimal achievements are possible.

St Catherine's prides itself on being a welcoming community where parents are respected as the initial educators of their children and play an integral part in their children's education. The community works together to ensure all students strive to attain their personal best.

Central to our work is that St Catherine's School is a child safe environment that is compliant with all the Child Safe regulations. Together we support our students to reach their full potential, being guided and nurtured in faith, and valued and challenged in a secure, inclusive and safe working environment.

Through our Positive Behaviour for Learning we focus on building a positive culture of taking responsibility, showing respect and acting safely. We challenge our students to contribute to the life of the school as a model of good citizenship and being of service to others just like our patron, St Catherine. We empower our students to look beyond the school fence and explore their world and the difference that they can make.

Our school is culturally rich and diverse. Our community comprises students from a range of ethnic groups and promotes acceptance, tolerance and respect of others. The school has many students with an E.A.L. (English as an Alternate Language) background, and we have a high number of our families speaking languages other than English at home. Records indicated that our families speak the following languages: Albanian, Arabic, Assyrian, Dinka, Croatian, German, Greek, Hindi, Macedonian, Malayalam, Punjabi, Swahili, Tagalog, Tamil, and Vietnamese.

The school has fourteen regular classrooms, as well as a Visual Arts Room, a STEM room, a Library, HUB (Father Andrew HUB gathering space) and a general purpose room. St Catherine's offers specialist lessons in Physical Education, STEM, Visual Arts and LOTE - Italian & Community Languages (Vietnamese, Greek, Arabic, Macedonian and Punjabi). It has contemporary learning facilities, extensive outdoor play areas and an out of school hours care program run by KellyClub.

We model the Gospel by the way we pray, speak and act, and we pride ourselves on the mantra 'It takes a village to raise a child'. We ensure communication is open and honest. We strive for a minimum of 12 months growth in 12 months and value Indigenous perspectives and embed the learning across all curriculum areas. The school tries hard to reduce the gap between high and low performers by offering additional programs to support all learners.

Principal's Report

Our theme for the year was encountering Christ through our pedagogy to learning: engage, explore, explain, elaborate, evaluate. Staff and students used the words when engaging in learning tasks. Daily communication to families continued by sharing what was happening on a daily basis including staff absences via Class Dojo.

STEM began as a new specialist initiative. A learning space was created for students to further explore science, technology, engineering and mathematics. Two teachers; junior and middle/senior teachers taught classes.

The school continued to receive state wide funding (Tutoring Initiative Program) to support academic learning and supported students with Reading and Maths.

Our vibrant and active parent community (P&F) worked tirelessly to ensure our community remained 'connected' and supported. Parent involvement continued and included a working bee, Mother's Day stall and morning tea, Father's Day breakfast, coffee van, Sports Carnival, St Catherine's Feast Day celebrations and Christmas Carols. The P&F resumed selling Zooper Doopers and had special treat days to raise funds for the school. All money raised in 2022 went towards the School Drop Off Shelter.

The whole school athletics carnival run by KABOOM was a highlight for the children as for some it was their first time gathering, playing sport and having fun. It provided a unifying day for the school community. Various activities resumed and students in Years 5 & 6 participated in interschool sports, Tournament of the Minds and camp. The school recommenced with students leading assemblies and liturgies in person and the water safety program.

The staff at St Catherine's continued to be innovative with their approach to learning and teaching and strengthening connections with their students and families. They must all be recognised for their commitment, passion and concern for all their students' learning and wellbeing. Staff continued to engage in various professional learning.

Compliance, upgrades, improvements and maintenance on school facilities continued throughout the year. Safety continued to be a priority so further cameras (CCTV) were installed around the school.

With the support of MACS Office the school sought architects for a new Master Plan. Finally, the school engaged with Baldaso Cortese Architects to create a Master Plan. Staff, students and leadership worked collaboratively to look at the existing learning spaces and how the school can improve the learning spaces to enable teachers to provide students with opportunities to engage in personalised learning, thus improving outcomes in all curriculum areas.

Thank you to the staff for their commitment, passion and care of our children and for always giving your best to the children during the year. Thank you to the leadership team, Angela Ferro, Shane Calthorpe, Holly Brown and Nigel Maloney who worked tirelessly and as a support to myself and all the staff and families at St Catherine's. Thank you to the students and families for their continued support. We are blessed to have you.

Father John Magri was a pillar of strength and support. I personally thank Father John for his unwavering support and spiritual leadership throughout the year.

Many Blessings

Tracey Brincat

Parish Priest's Report

The Parish of St Clare of Assisi is still in the process of waking out of the COVID slumber. It is my constant watch to ensure the safety of people is not only on my mind but in the mind of all. The number of people attending Mass has increased since our cautious return. Mass attendance is close to 270 over the three Masses - Saturday Vigil Mass 6pm & Sunday 9am and 10.30am.

The Parish had a good number of people receiving sacraments with 34 Baptisms, 48 receiving First Holy Communion and 41 being confirmed. The sacrament of Confirmation was held in the hall at St Monica's College.

There is a monthly mass at BaptCare Aged Care in Pinetree Crescent Lalor with up to 30 people attending including residents, their family and friends and staff.

The Parish has a good number of people volunteering in many different areas. Those directly volunteering through the Parish have a WWC check.

There is a collaborative unison between the two REL's of St Catherine's School and St Clare's School. I have led Masses at the school where the children have shown reverence and respected the space as a dedicated place of worship.

Under the leadership of Mrs Tracey Brincat & Mrs Angela Ferro, St Catherine's moves on. Faith is evident and there is a sense of a new identity, a feeling of belonging, another approach to a new type of learning, and pride and care from teachers and staff.

Yours in Christ

Rev John Magri

School Advisory Council Report

The School Advisory Council during the year met once per term and discussed several topics regarding the school and community. We commenced gathering with a meal and then proceeded into the meeting.

The agenda and topics discussed during the for the council meetings included the following:

- Low enrolments for possibly due to short term residency and relocation to other suburbs in 2023
- Fr John suggested the Hub be refurbished or furnished to mimic a chapel to help further the appeal of prayer and acknowledgement of catholic religious traditions
- The Master Plan for the school projects a focus for 2023
- Policies on animals on school grounds updated, approved, and distributed to the St Catherine's community
- Annual Action Plan 2022 was developed and distributed to SAC
- School Improvement Plan for 2020 – 2023 was developed and distributed to SAC
- Questions for the architects regarding the Master Plan were documented
- Tracey and the leadership team met with architects to review the plans

The following has been earmarked for capital improvements around the school:

- Refurbishment of Junior Area & Toilets
- Pick Up / Waiting Zone Floor Area
- Perimeter fencing
- Replacement of external doors - Year 4 to be compliant
- Soccer pitch with artificial turf
- Screening around Staff Lounge
- Upgrade Staff Toilets
- Signage around the school
- Remove bench and windows (west side) in Hub and replace with opening doors onto
- Verandah to HUB
- Update school Wi-Fi
- Internal driveway (3 stages)

Joseph Stranieri

Chair Person

Catholic Identity and Mission

Goals & Intended Outcomes

To discover God's presence in daily life in a recontextualised way that engages all in dialogue between life experiences and the catholic Tradition.

Intended Outcomes

- That the catholic Identity is maintained and strengthened as a dialogical school
- That the level of importance placed on scripture continues to be improved.

Achievements

- Our Catholic faith is at the heart of our school culture. We are a school where gospel values underpin all that we do. Opportunities to develop our understanding of enhancing St Catherine's Catholic identity include the following:
- We were able to take comfort in God's guiding presence in our lives daily through prayer and the introduction of Christian Meditation
- Staff were invited to lead prayer at the start of every staff meeting
- Christian Meditation has been introduced into St Catherine's morning prayer routine. Whole school Christian meditation is held every Monday and Tuesday morning
- Fellowships were held every second Wednesday morning in the Fr Andrew Hub. These fellowships are led by a different Year level each fortnight where the remainder of the school along with families join in prayer
- Staff completed professional learning meetings to further enhance their Religion Education classes to ensure students continued to develop their understanding of our Catholic Faith
- We celebrated Holy Week with our student led Liturgies for Holy Thursday, Good Friday and Easter Sunday. St Catherine's Feast Day was a success with the Colour Fun Run, shared lunch and whole school Mass, ANZAC day, Remembrance Day and Advent Liturgies were celebrated together as a community with Father John leading most of these liturgies, and we were joined by State Member for Thomastown, Bronwyn Halfpenny and Local RSL Member, Mark Stewart
- Class Masses and Whole School Masses were celebrated.
- Every classroom received a new class Bible appropriate to their year level
- Year 3 students celebrated First Reconciliation, including a retreat day with St Clare's Year 3 students
- Year 4 students celebrated First Holy Communion, including a retreat day with St Clare's Year 4 students held at Parade College
- Year 6 students celebrated Confirmation at St Monica's College, and went to the Mary MacKillop Centre for a retreat day with St Clare's Year 6 students
- Our Year 6 students had a graduation liturgy at St Clare's Church.
- MACSSIS data 2022: Catholic Identity - Staff 93% Student 70% (up from 59% in 2021)

Staff Professional Learning □

- Staff completed a professional development session on the benefits of how to implement Christian Meditation lead by Mr Jude Caspzers
- Continued focus of the Pedagogy of Encounter Curriculum Framework Prep to Year 6
- Developing rich assessment tasks in RE and allowing students more opportunities to 'take action' during the RE unit
- Staff level planning continued to allow professional dialogue and collaboration
- Whole staff attended a PD day at the Aboriginal Catholic Ministry Centre
- Staff encouraged students to make links between our social justice actions and Catholic Social Teachings
- 7 staff are currently undertaking further study in Religious Education.

VALUE ADDED

Prayer

- Prayer has maintained its importance at St Catherine's with classes praying 3 times a day; morning, lunch times and at the end of the day. The implement of Christian Meditation has given the staff and students another way to connect with God.

The Sacraments

- First Reconciliation and Eucharist were celebrated at St Clare's Church
- Confirmation was celebrated at St Monica's due to the large number of candidates.

Family Engagement

- RE information was regularly placed in the newsletter and on Class Dojo
- Parents contribute to whole school and class masses through, Prayers of the Faithful, Offertory and Readings
- Feast Day shared lunch
- Family Week - families contributed a photo to help create our school mosaic of St Catherine
- Families invited to class Liturgies and masses
- Families joined in class Christian Meditation

Learning and Teaching

Goals & Intended Outcomes

The strategic intent for 2022 was for all members of the St Catherine's community to work towards developing a rigorous and contemporary culture of learning, informed by data and focused on high expectations for all learners.

Three priority goals were developed along with intended outcomes for each goal:

Goal 1: To develop a rigorous and contemporary culture of learning, focused on enhanced learning outcomes and agency for all.

Intended Outcomes:

- That a shared pedagogical approach exist, based on evidence and research, and aligned with the school vision and curriculum frameworks.
- That there is a whole school pedagogical approach that is monitored and consistently implemented.
- That all community members have voice choice and ownership of their learning.

Goal 2: To enhance a rigorous cycle of inquiry and action informed by data and focused on high expectations for all learners.

Intended Outcomes:

- That all staff are proficient in the use of data and effective practice focused on growth and recognised learning progressions.
- That a rigorous cycle of inquiry is embedded through the use of evidence and data.

Goal 3: To formalise a performance and development culture underpinned by reflection and collaboration.

Intended Outcome:

- That all staff are actively engaged in a performance and development cycle

These three goals and linked intended outcomes aim for growth that impacts on all members of the St Catherine's community.

Achievements

Throughout 2022 there were many achievements in the area of Learning and Teaching. Initiatives and activities were implemented to provide students and staff with rigorous and contemporary learning opportunities, These included, but are not limited to:

- the implementation of STEM (Science, Technology, Engineering, Maths) as a specialist subject for all year levels
- students from all year levels participating in incursions/excursions to supplement classroom learning experiences
- students from all year levels participating in school assemblies, presenting their learning to the school community
- Years 5 and 6 students competing in the 'Tournament of the Minds' competition at Latrobe University

- 45% of the student body engaging in small group intervention or extension work in the areas of literacy and numeracy
- multiple staff completing ongoing Professional Learning in Writing which resulted in changes to classroom practice and student outcomes. Staff who received Professional Learning brought their learning back to the staff and led multiple in house Professional Learning sessions
- continued training of staff in the use of Smart Spelling
- transitioning students to completing NAPLAN testing via the online platform
- staff from multiple year levels presenting at MACS networks
- reporting of student learning outcomes via electronic reports for the first time
- all staff completing ongoing Berry School Education training

It is the variety of initiatives and activities that students and staff are engaged in which ensures St Catherine's remains a premier choice of primary school in the Lalor area and that all students have the opportunity to grow and develop into the best version of themselves.

Learning and Teaching Leaders (Literacy, Numeracy, Inquiry, Religious Education) supported staff during facilitated planning on a weekly basis. This was authentic engagement with student data and ensured the fundamental practices of sharing learning conversations were upheld.

St Catherine's has procedures in place to identify students with additional needs at the earliest possible point. This is achieved through thorough in-school assessments, monitoring of multiple data sources and discussions amongst all stakeholders. If necessary suitable programs, adjustments, supports and strategies are implemented through Personalised Learning Plans (PLP's). These plans are shared with families, all staff and are discussed at regular Program Support Group Meetings.

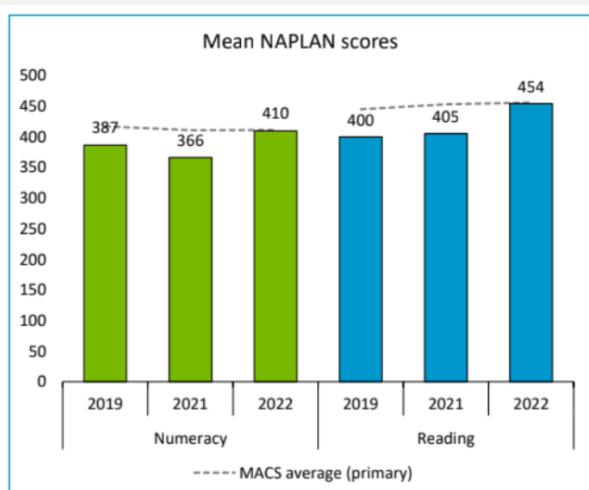
In 2022, 43 students were funded through the National Consistent Collection of Data (NCCD) framework, supported by the school leadership team, Learning Diversity Leaders, Classroom Teachers, Learning Support Officers (LSO) and families.

STUDENT LEARNING OUTCOMES

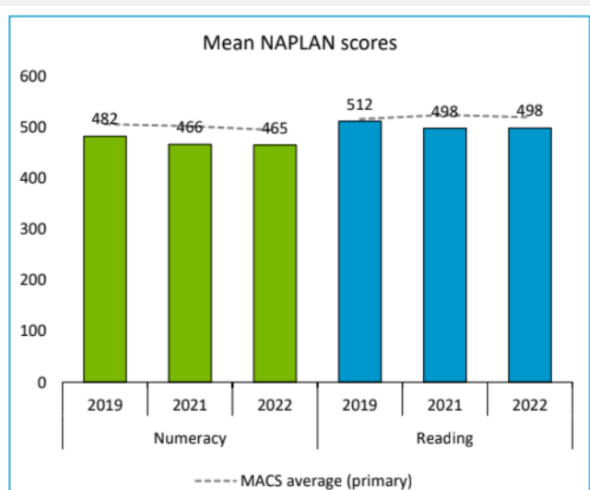
St Catherine's uses multiple data sources to make informed decisions regarding the educational direction and future of the school. This data includes, but is not limited to, Yearly NAPLAN Data, biannual PATReading and PATMaths assessment data, MACSSIS data and moderated teacher judgements.

NAPLAN

NAPLAN data plays an important role in the ongoing monitoring of a schools' performance through the annual collection of data in key curriculum areas. When analysed it can act as a point of reference to determine the success or otherwise of initiatives and pedagogy being implemented by a school. As NAPLAN did not occur in 2020 there is no Year 3 to Year 5 Growth Data available for this Annual Report.



The above graph of Year 3 2022 NAPLAN Numeracy and Reading scores, illustrates that for the first time in four years (three years of NAPLAN Data collection) St Catherine's Year 3 students are performing at a level that is considered to be equal to the MACS average.



The above graph of Year 5 2022 NAPLAN Numeracy and Reading scores illustrates that students are performing slightly below their MACS counterparts. In both Numeracy and Literacy St Catherine's students data follows a similar pattern to MACS student averages.

2022					
<div> <div><<</div> <div>>></div> </div>					
Compare to	<div> <div>● Students with similar background</div> <div>● All Australian students</div> </div>				
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	454	430	438	443	409
Year 5	498	472	495	477	464
NAPLAN participation for this school is 100% NAPLAN participation for all Australian students is 95%					

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

The above graph is sourced from the MySchool website illustrates that in all assessed areas students at St Catherine's perform close to the schools with students of a similar background except for Year 5 Grammar.

In 2022 St Catherine's 'Seven Steps to Writing' and 'Grammar in Context' were two Professional Learning programs that teachers from multiple year levels completed. After completing analysis and moderation of student writing samples, staff reported positive growth in this area which in time should be seen in NAPLAN Writing data.

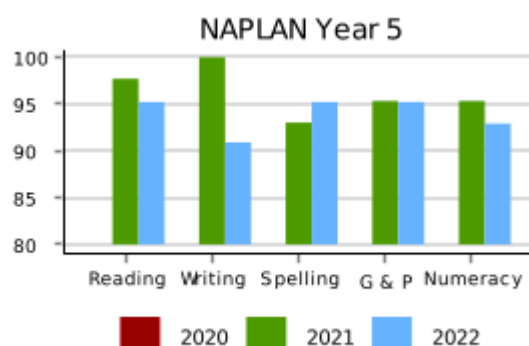
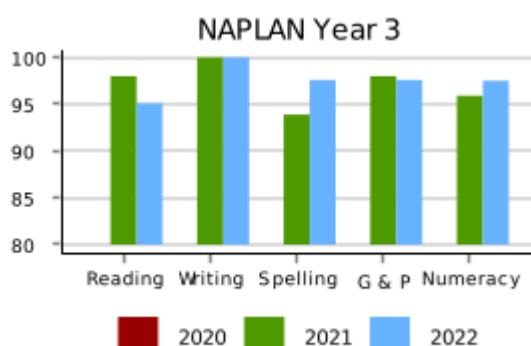
St Catherine's Leadership Team, Learning and Teaching Team and teachers work together to analyse sets of data, set specific targets and design goals for the Annual Action Plan. Goals are designed to facilitate the ongoing and sustained improvement of student learning and outcomes and teacher performance along with the overall development of a culture focused on enhanced learning outcomes for all.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 03 Grammar & Punctuation	-	98.0	-	97.6	-0.4
YR 03 Numeracy	-	95.9	-	97.5	1.6
YR 03 Reading	-	98.0	-	95.1	-2.9
YR 03 Spelling	-	93.9	-	97.6	3.7
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	95.3	-	95.2	-0.1
YR 05 Numeracy	-	95.3	-	92.9	-2.4
YR 05 Reading	-	97.7	-	95.2	-2.5
YR 05 Spelling	-	93.0	-	95.2	2.2
YR 05 Writing	-	100.0	-	90.9	-9.1

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

To enhance a rigorous cycle of inquiry and action informed by data and focused on high expectations for all learners

Intended Outcomes:

That all community members have voice, choice and ownership of their learning.

Achievements

The Positive Behaviour for Learning (PBL) program continued with a new team being established to ensure that past learning continued to be applied, and future directions are clear and planned for. The newly formed team consisted of teacher representatives from every year level and Learning Support Officer's. Through PBL, clear and consistent guidelines and actions are in place to manage behaviours that are not meeting the school expectations and students are explicitly taught how to Show Respect, Take Responsibility and Act Safely in different areas of the school. A Behaviour Reflection Sheet was created to accompany any Incident Report being given out. The Reflection sheet is to be completed at home with the child and parent. This enables the parent to be aware of the incident and to have a discussion with their child about the incident and what can be done in the future.

The staff worked together to create behaviour routines to support student expectations and present consistency across all year levels. These routines cover the following areas; Library, Toilets, Lining Up, Eating and Gathering. The Year 6 Wellbeing Leaders share behaviour expectations on a fortnightly basis proving a further platform for student voice.

Trevor Herry, Learning Consultant-Positive Behaviour for Learning from Melbourne Archdiocese Catholic Schools has continued to assist and support staff with PBL. He facilitated meetings and acted as a sounding board for PBL initiatives.

All members of staff have completed the first three modules of the Berry Street Educational Model professional learning. The final two modules will be undertaken later in the year.

The school established a partnership with Catholic Care and was able to secure the services of a student school psychologist in a part-time capacity.

Staff Profession Learning took place around Respectful Relations, conducted by experts from the Department of Education Victoria along with Sue Cahill. Further PL is planned for the second half of 2023.

VALUE ADDED

Our school provided explicit programs to enhance student wellbeing and to meet the individual needs of all students including: ☐

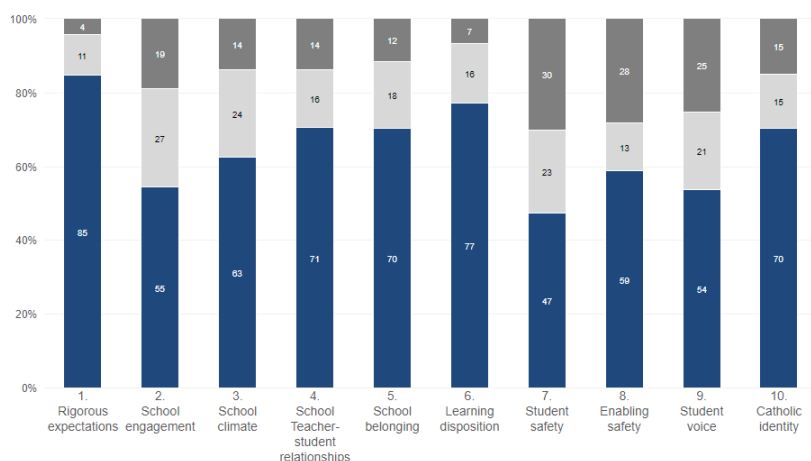
- School Wide Positive Behaviour strategy (PBL - Positive Behaviour for Learning) lessons that explicitly address our school expectations of Being Respectful, Taking Responsibility and Acting Safely

- Staff members completed the Mandatory Reporting e-Learning module
- Newsletter included PBL focus
- Year 6 Leaders shared expectations on a fortnightly basis
- Fortnightly PBL focus was also posted on ClassDojo
- Lunchtime STEM Club - student lead
- Lunchtime Chess Club - student lead
- Social and Emotional Learning through the Resilience, Rights and Respectful Relationships program
- Links between RE and SEL continued where possible
- Participation in RUOK? And other wellbeing days (Anti-Bully days)
- Behaviour referral forms completed to gather data and inform decision-making process
- Personal Learning Plans with behavioural goals were data driven
- The school employed a variety of staff in the area of student wellbeing
- Parent Support Group (PSG) meetings continued to be conducted for students experiencing difficulties in social, emotional, academic or physical areas incorporating where necessary the support of our Psychologist, Speech Pathologist and Learning Consultants
- Worked with Melbourne Archdiocese Catholic Schools staff
- Attended MACS Student Wellbeing Network meetings
- Whole school completed the SEW survey to help guide Social and Emotional Learning
- 'Giant' games purchased for students to use at lunchtimes

STUDENT SATISFACTION

Students completed a formal survey to ascertain their views and experiences at St Catherine's, in addition to informal data collection through conversation and student feedback. The following graph shows results from the students who have indicated that there are high expectations within the classroom. They have also identified the strong student/teacher relationships and that they have a sense of belonging to St Catherine's.

E1329 St Catherine's School Primary
2022 Student Responses Overview by Domain
2nd Level Comparison



STUDENT ATTENDANCE

Student attendance is closely monitored at St Catherine's Primary. Any unexplained absences are identified and families are contacted immediately. The school Principal and Deputy Principal receive a report each day at approximately 10.00am highlighting all absences and late arrivals. This allows them to identify patterns or areas for concern, and make appropriate plans and/or interventions. Making use of Nforma, the software program tracks attendance. Students at St Catherine's have a very positive school attendance rate of in excess of 88%



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	86.9%
Y02	87.2%
Y03	88.3%
Y04	87.4%
Y05	88.3%
Y06	89.7%
Overall average attendance	88.0%

Child Safe Standards

Goals & Intended Outcomes

Goal: To enhance a rigorous cycle of inquiry and action informed by data and focused on high expectations for all learners
Intended Outcomes: That all community members have voice, choice and ownership of their learning.

Intended Outcomes: That all community members have voice, choice and ownership of their learning.

Achievements

Child Safety has been, and continues to be, a priority at St Catherine's. We take pride in our commitment to creating a child safe school. All staff commenced professional development in the Berry Street Education Model in 2022 and the community adhered to the eleven standards.

Strategies to embed a culture of child safety included the following:

- Updated child Safety Policy containing strategies and statement of commitment to child safe practices and standards
- Continued recording & securely storing records/notes using a Record of Conversation template
- Child Safe policy, and associated policies, published on school website
- Child Safe Code of Conduct modules completed by staff
- Staff met regularly to update policies and processes associated with Child Safety Standards
- Child safety is a regular feature in staff bulletins, school newsletters, and staff meetings
- Content and format of all Child Safe policies ensuring each one aligned with MACS requirements. When required these will be reviewed as per school guidelines
- Installation of additional security measures cctv, at school entry points to ensure only authorised visitors can access the school grounds and come into contact with students
- Staff became familiar with the purpose of the reforms of the Child and family violence information sharing schemes and developed an understanding of how the reforms support and enhance existing child and family wellbeing and safety responsibilities and practices
- Staff received a Staff Handbook containing a dedicated section on Child Safety as an ongoing resource and guide
- Families were engaged through newsletter articles and direction to further websites and support groups
- Child Safe Policy - containing commitment statement
- Staff attended regular professional learning sessions and completed the required modules including Child Safe Standards and Mandatory Reporting
- Code of Conduct Policy

- Code of Conduct included in the Staff Induction Policy and Staff Handbook
- Copies collected and checked of the following documentation: Working with Children Check, VIT Registration, Referee checks for employment
- Role descriptions for all types of employment in the school include duties and responsibilities regarding child safety
- Annual completion of the Victorian Department of Education and Training Child Safe modules and associated professional development by all staff at the school
- Staff aware of Child Safe Reporting and Protection Obligations Policy, which outlines all procedures for reporting and responding to suspected child abuse
- Staff completed Mandatory Reporting online module
- Risk management strategies and compliance shared with staff and families via staff meetings, staff bulletins and newsletter
- Checklist audit for risk management
- Software used for monitoring of student use of the internet
- IT agreement signed by families and staff
- Child Safety Curriculum - respectful relationships and to ask for help if unsafe situations arise
- Staff Code of Conduct
- Incursions for students

Leadership

Goals & Intended Outcomes

To further develop our professional staff climate, pedagogy and practices

That all staff are actively engaged in a performance and development cycle

Achievements

In 2022 engaging staff in a performance and development cycle and maintaining a positive staff climate, pedagogy and practises was our goal. At the beginning of the school year we were able to put our leadership plan into action:

- Fortnightly leadership meetings
- Timetabled Meetings with Agendas
- Maintaining our School Advisory Council and facilitating regular meetings
- Weekly Staff Bulletin
- Acknowledging Staff Birthday and Special events
- Increasing staff communication information through the TV screen in staff lounge

Significant opportunities have been provided to develop Leader skills and practice through attending the following:

- MACS Emerging Leaders Program
- Coaching and mentoring for Leaders
- Being involved in Leadership team conference at beginning of year
- Leadership – Embedding Agile School Leadership
- Principal & Deputy Principal attended CECV Information Sharing Project
- Network Meetings: Wellbeing, Religious Education, Learning Diversity, Deputy Principal, Principal
- Parish Priest and Principal Regional Forum
- Principal attended North Central Zone Principals Spirituality Conference in Darwin

As a result the Staff component of the MACSSIS Survey showed the following:

- 71% felt that school leaders set the conditions for improving teaching and learning at the school
- 84% felt there was quality and coherence in professional learning opportunities

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

School Improvement Plan Goal

To enhance a rigorous cycle of inquiry and action informed by data and focused on high expectations for all learners.

Intended outcome

That a rigorous cycle of inquiry is embedded through the use of evidence and data.

Professional Learning continued to occur throughout 2022 within school facilitated professional learning and external facilitators. Professional learning that staff attended in 2022 included but was not limited to:

RELIGIOUS EDUCATION

- REL attended Regional Networks and Executive Team Meetings
- Professional Learning Teams - Implementation of Religious Education Curriculum
- Christian Mediation with Jude Caspersz (Catholic Theological College) in the classroom as part of the prayer routine

LEARNING AND TEACHING

- NCCD - Nationally Consistent Collection of Data: Implementation processes to support students with additional needs
- Speech Pathology Information and Strategy sessions led by School's Student Speech Pathologist
- Professional Learning Teams - EAL Curriculum Professional Learning
- Professional learning for new staff in Smart Spelling with Michelle Hutchinson for SMART Spelling
- Math's Leader attended Northern Region Mathematics Leaders Network
- Learning Diversity Leader attended Network Meetings
- All staff completed OH&S Safesmart modules
- NCCD Submission Process, Data Warnings, Special Circumstances
- How to conduct Difficult Conversations
- Introduction to Bookmaking for 3 to 8 year olds
- Supporting Language Learning Across the Curriculum (EAL Webinars)
- Cert IV Education Support
- Seven Steps to Writing Success
- Intensive Partnership School - Literacy Project (Grammar in Context)
- Maths Sequences of Learning
- Reimagining Languages (LOTE)

- Observing to Learn
- Extensive professional learning opportunities for teachers through School Closure, Staff Meetings and Professional Learning Team Meetings
- Speech Pathologist leading sessions around the role of speech therapy

WELLBEING

- All staff participated in Asthma Management, Anaphylaxis training and CPR First Aid training
- Deputy Principal attended Wellbeing Regional Networks
- Child Safe Standards Professional Learning attended by Principal & Deputy Principal
- Deputy Principal & Principal attended Austin Health briefing
- Staff completed readings regarding Child Information Sharing Scheme
- School Psychologist providing information on Mental health and wellbeing of students and how to support them in the classroom

LEADERSHIP & MANAGEMENT

- Deputy Principal attended executive & DP Network Meetings
- Principal attended Principal Network meetings & cluster meetings
- Administration attended ICON Professional Development

Number of teachers who participated in PL in 2022	41
Average expenditure per teacher for PL	\$750

TEACHER SATISFACTION

St Catherine's prides itself on its positive relationships between all colleagues. All colleagues are encouraged to say hello and goodbye to each other every day and staff consistently do this. Any personal and professional successes are shared and celebrated and staff quickly offer support and help to any fellow staff member in times of distress.

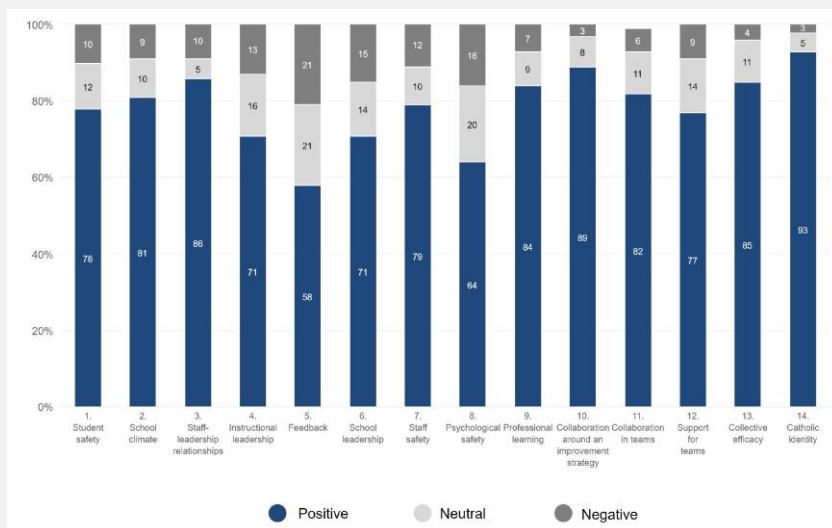
All staff receive information about what is happening in the school through a weekly staff bulletin. Teaching staff meet twice a week with leaders. Staff who are unable to attend Staff Meetings can access information discussed through staff minutes and a recording which are loaded onto a shared Google Drive.

Staff have a strong commitment to the individualised learning needs of the students and see this as a priority for student's learning needs and goals. Teachers assess student learning on a regular basis to inform their teaching. Staff agree St Catherine's provides a quality learning environment for students, where all students work towards their goals that have been set collaboratively.

Staff continue to support PBL across the whole school and agree that parent and community engagement is welcomed and supported by invitation to many school event opportunities.

Staff responded to the MACSSIS survey and the results indicated that staff were well above the MACS average. The staff indicate they would benefit from more quality feedback they receive and psychological safety in taking risks.

MACSSIS 2022 STAFF RESPONSES



TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

93.3%

ALL STAFF RETENTION RATE

Staff Retention Rate

59.1%

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	15.8%
Graduate	10.5%
Graduate Certificate	5.3%
Bachelor Degree	73.7%
Advanced Diploma	10.5%
No Qualifications Listed	15.8%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	34.0
Teaching Staff (FTE)	27.2
Non-Teaching Staff (Headcount)	22.0
Non-Teaching Staff (FTE)	22.1
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Families, both immediate and extended are always invited and welcome to attend the many Faith, educational, social and sporting events offered throughout the year. We recognise that working parents and carers find it difficult to attend onsite, so the school explored various ways to enhance communication and agency.

Goal: To develop a rigorous and contemporary culture of learning, focused on enhanced learning outcomes and agency for all

Intended Outcomes: That all community members have voice, choice and ownership of their learning

Achievements

Parent involvement and engagement was re-imagined in 2022. School leaders along with Classroom teachers and Specialist teachers explored the various ways that parents can be involved in the life of the school and considered creative ways of engaging families in their children's learning.

Working bee's continued and a new model was introduced mid-year which involved parents assisting with tasks around the school during school hours. The annual Mother's Day stall and morning tea took place as did the Father's Day and Special persons breakfast.

The Sports Carnival facilitated by Kaboom was well attended by the community. Christmas Carols were held in December, during school hours. In a move away from the traditional evening time slot this event had full student participation and many members of the community were there to enjoy the singing. This was recorded for families to view in their own time.

The Parents and Friends Team continued offering students various opportunities which also raised funds for the school. All funds raised by Parents and Friends went towards the construction of a school drop off shelter.

The school was open to the wider community for the Federal Elections. The Parents and Friends Team, ably assisted by School Leadership, held a Sausage Sizzle which became another successful fundraising event.

The Principal continued to lead the St Catherine's School Advisory Council. The Principal, Deputy Principal, School Improvement Leader and parent members of the school continued to meet as the St Catherine's Advisory Council to discuss core business in partnership with parent representatives.

Liturgies, Fellowships and Assemblies continued throughout the year and community members were invited to attend and at times actively participated in various aspects of the many services conducted e.g reading at mass.

Communication to families continued with our Meet and Greet parent/teacher sessions at the beginning of the year to allow teachers and parents to connect and discuss the whole child. Teachers and leadership shared what was happening on a daily basis making use of Class Dojo. Each Year Level also made use of Class Dojo by sharing various happenings with families of students.

In semester 2 Student Reports were made available to parents online.



PARENT SATISFACTION

The school uses both formal and informal surveys and feedback from staff, students and teachers regarding their satisfaction with the school to assist in the school's development for strategic planning and school improvement planning.

Parents are welcomed into the school for all events and open two-way communication is encouraged between parents, teachers and the school leadership team. There is ongoing communication throughout the year about student learning with parents and carers. Parents are invited to become involved in school life in a range of ways including being a classroom helper, Parents & Friends or being elected to the School Advisory Council.

Parent Satisfaction is evident through feedback during Parent Teacher Chats, Parent Teacher Conferences, and Enrolment Conversations, and our School's parent platform Class Dojo.

Engagement and attendance at events such as Mother's Day Morning Tea, Father's Day Breakfast, Sports Carnival, Sacraments, and Carols, just to name a few, were also high and comments on social media are overwhelmingly positive.



Future Directions

Strategic Intent:

To create a school, home and parish community that is engaged with our Catholic faith and nourishes the wellbeing of all individuals

To create a school where every student and staff member is empowered, challenged and supported to achieve continuous growth and improvement underpinned by contemporary educational theory and practice

As a community of learners, we move into the new year with enthusiasm and the shared knowledge that as a team of committed and passionate people, working towards common goals, there is nothing that cannot be accomplished.

In 2023, we look forward to continuing to:

- Further, strengthening and enriching our school as a contemporary Catholic Community
- Continue to improve the safety and well-being of all students
- Sustaining a staff culture characterised by shared vision, a strong sense of teamwork and continuous improvement
- Improve the physical learning environment offered to the students, staff and families
- Continue to participate in the Government Tutoring Initiative
- Continue to be a supportive and inclusive environment where students are encouraged to explore their potential and achieve their personal best in all aspects of school life
- Continue to challenge and engage students through authentic learning opportunities that inspire them to develop creativity, confidence and resilience to become independent and ethical life-long learners
- Continue to use data to inform teaching, learning and wellbeing practices in the classroom and extend knowledge, practices and processes of NCCD
- Continue having staff, parents and students work in partnership to enhance learning for all
- Expand practice within the school's '6 E Educational model' approach
- Continue with whole school approach using Berry Street Education Model
- Continue with SMART Spelling approach across Prep to Year 6