

# St Anthony's School Lara

2022  
Annual Report to the School Community



Registered School Number: 1859

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## Contact Details

|           |                                  |
|-----------|----------------------------------|
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| E NUMBER  | E1330                            |

## Minimum Standards Attestation

I, Natalie Heard, attest that St Anthony'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.

31/03/2023

**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](http://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

### VISION

St. Anthony's is a Catholic faith community, Which inspires and Celebrates a love of learning.

### MISSION

Inspired by the spirit of St Anthony of Padua, teacher and light of the Church, we are a learning community where culture, faith and life are interwoven. At St Anthony's:

We inspire students to be faith filled people who hear the Word of God and respond with authenticity.

We encourage students to be critical thinkers about faith and life. They are able to express their views in respectful ways in an environment which values and encourages the voice of the young.

We challenge students to collaborate and accept responsibility for their own learning and the learning of others. They demonstrate resilience in all facets of their learning.

We inspire our students to become authentic leaders. They will have an understanding of their place in both our local and global community and endeavour to make a positive difference in the world.

We commit ourselves to personalise learning where targeted and explicit teaching is a key component.

We create a faith community where families, staff, children and parishioners feel a sense of inclusion, belonging and connectedness. We demonstrate compassion to those in need and in particular our most vulnerable.

We build a community where children feel safe and secure and value diversity.

We live out our mission on a daily basis as our students develop the knowledge, skills and dispositions to live whole heartedly in the world as faith filled people.

## School Overview

St Anthony's Catholic Primary School, is located at 90 Kees Roads, Lara and was opened in 1983. St Anthony's Catholic Primary School had an enrolment of approximately 446 students in 2022. The existing school site is located in Kees Road, Lara and was established in 1983. The site is set within in a semi-rural environment but surrounded by residential properties with views of the You Yangs. It is also located close to the central business district in Lara and major roads. The site contains a number of buildings which have been developed over the years including the main building which currently homes our administration offices and the Year 3 to Year 6 classes, the Junior Learning Centre, Mackillop hall and 9 relocatable buildings.

The school is located adjacent to the local Catholic Parish Church of St Anthony of Padua. Our school takes its place in our Parish community as we draw life from it but also actively contribute. At St Anthony's we are committed to living out our faith. We draw our inspiration from St Anthony who said, 'Actions speak louder than words. Let your words teach and your actions speak.'. We have a strong commitment to child safety and ensure our students receive the care each child of God deserves.

Our school is committed to developing the conditions and supports that allow our students to drive their own learning as they let their light shine. We encourage independent and critical thinkers who are able to problem solve in a range of situations. We draw on the Victorian curriculum to ensure our students receive the educational content they are entitled to receive. We encourage our students in all areas. We strive to be effective and impactful in shaping our students' lives through the lens of our faith. We take our inspiration for our mission to educate through our faith from Pope Francis' Encyclical "Laudato Si' – on the care for our common home". Pope Francis calls us to "cooperate as instruments of God for the care of creation, each according to his or her own culture, experience, involvements and talents." [LS14]. As a community with this as our mission we aim to be "educators capable of developing an ethics of ecology, and helping people, through effective pedagogy, to grow in solidarity, responsibility and compassionate care" [LS210]. "Good education plants seeds when we are young, and these continue to bear fruit throughout life." [LS213]

At St Anthony's we educate children in all aspects of their being. Students develop a sense of their own identity and how they fit into the local and global communities. We actively encourage leadership and teach children ways they can stand up for their beliefs in a positive way. We celebrate our own and other's successes.

## Principal's Report

The easing of the response to the pandemic allowed us to have a return to normality in 2022. The main priorities for our school from an improvement perspective were implementing a structured approach to ensuring staff seek, give and receive developmental feedback on a regular basis so as to enhance teacher performance, enhancing student agency and empowerment and improving learning for all students.

St Anthony's aims to support students to develop social and emotional skills and capabilities that promote life-long mental health and wellbeing. We understand that good mental health supports children in building positive thinking, emotional, behavioural and communication skills, and healthy relationships with family and friends. It assists students to have a positive sense of wellbeing, being able to cope with challenges and realise individual potential. We value the positive relationships we have with our students and their families.

We have an effective learning and teaching culture where the curriculum is personalised to address the needs of each and every student where targeted and explicit teaching is a key component. Our staff are in a continuous cycle of improvement which is informed by current research and evidence.

We endeavour to use a contemporary learning approach where students have opportunities to develop the skills, knowledge and dispositions to be faith filled, positive and active members of our global and local world. We provide many opportunities for our students to learn about the world around them and their place in it.

We encourage students to be critical thinkers about faith and life. They are able to express their views in respectful ways in an environment which values and encourages the voice of the young.

We explicitly teach and embed social and emotional skills related to personal safety, resilience and help seeking; and teach and model effective practices to promote mental and physical health.

We inspire our students to become authentic leaders with an aim for them to have an understanding of their place in both our local and global community and endeavour to make a positive difference in the world.

We create a faith community where families, staff, children and parishioners feel a sense of inclusion, belonging and connectedness. We demonstrate compassion to those in need and in particular our most vulnerable.

## Catholic Identity and Mission

### Goals & Intended Outcomes

A deepening in the knowledge and understanding of student voice and agency along with practices that encourage active participation and authentic student voice across the whole school and wider community.

Teachers engage learners in religious & spiritual growth.

Teachers engage learners through encounter and dialogue.

Teachers interpret Religious education curriculum to ensure learning entitlement.

### Achievements

The easing of restrictions from Covid enabled our community to begin to gather together once more in as a faith community. Weekly class masses were reintroduced with all teachers given support from the Religious Education Leader in planning the masses to reflect the liturgical calendar. Preparation for mass was a focus for students, as our community had not been able to gather for liturgies over 2020 and 2021, and teachers worked to familiarise students with the liturgical traditions of our Faith. With the gradual easing of restrictions class masses were the first way we could invite parents to once again take part in the life of our school, with parent attendance at masses increasing through the year. Student leadership continued in the area of liturgy and, supported by school captains and vice captains, led our school in many key prayer gatherings throughout the year.

Our school links with our parish continue to grow and develop, with our Parish Priest Fr Daryl Montecillo playing a key role in helping our school grow in faith. He is a regular visitor to our school and, when time allows, will come into class and speak with students about their faith learning. He shares his knowledge and experiences with students and our school community. Parishioners regularly attend our liturgies, and compliment our students on their engagement with the liturgy and their prayerfulness. He has also been a support to our students and staff during times of need for our community.

Our staff continue to engage fully in leading our school in faith education. Students and staff alike are encouraged to be open to dialogue about their faith, and we have a supportive and safe environment for our students and staff to share where they are on their faith journey. The social justice mission of the Church is at the forefront of a lot of the experiences that we provide for our students, with student leadership in social justice and sustainability a focus in the senior years. A 'Franciscan' spirituality is encouraged, particularly with our younger students, with a real focus on the concept of stewardship of creation. Planning for student learning is supported by the Religious Education Leader, and complimented by a school-developed website with resources and background reading for staff to become familiar with concepts to be taught.

Our sacramental program proceeded as normal in 2022 for the first time since 2019, with some students 'catching up' having missed through lock-downs in previous years. Parents were invited to attend family faith formation evenings, hosted on Zoom, with Maria Forde (an educator, expert in religious formation, and musician). The majority of families were able to take advantage of this method of delivery - even attending via mobile devices during a power outage in Lara! It was wonderful to have our new Auxiliary Bishop for the Western Region, Bishop Martin Ashe, visit with our Year 6 students to lead their formation for Confirmation ahead of his



participation in our Sacrament of Confirmation. All our sacramental celebrations were well-supported and attended by our staff.

Throughout the year staff undertook professional development in order to deepen their understanding of planning liturgy and curriculum. We hosted a professional development day with Fr Elio Capra, who unpacked the papal encyclical 'Laudato 'Si' for us, encouraging our staff to witness authentically to Pope Francis' call for ecological action based on Catholic social teaching and Franciscan spirituality. Staff were also guided through education in the sacramental life of the Church by attending workshops with Maria Forde.

#### VALUE ADDED

Our school community was able to welcome families back to join us in the liturgical life of our school through class and year level masses. Parents were able to attend sacramental evenings remotely, and made great efforts to do so. Those that could not attend made arrangements to do follow-up learning at home with students. Our sacramental program continued as it did pre-Covid, with Year 3s receiving First Reconciliation in March, Year 6s receiving Confirmation in May, and Year 4s receiving First Eucharist in November at parish masses or at a school mass on a weekday evening. Student leadership led full school prayer assemblies and Masses throughout the year. Staff had multiple opportunities to participate in professional learning that was practical and useful for teaching and learning. Our links with our Parish community continue to grow, and our Parish Priest is supportive and there for our community both in an educational capacity and also in times of need for our community.

## Learning and Teaching

### Goals & Intended Outcomes

Implement a structured approach to ensuring staff seek, give and receive developmental feedback on a regular basis to enhance teacher performance.

- Teachers engage with feedback on their practice through formal processes such as coaching and mentoring
- Teachers engage with evidence based professional learning and develop professional learning goals
- Teachers provide feedback to students

### Achievements

A school wide High Impact Teaching Strategy was embedded daily to all classrooms with a focus on Number. This was a response to intervention where all students are receiving targeted explicit support through short sharp discussions. Data is consistently used to generate questions of 'why' particular learning outcomes are occurring in classrooms, and 'how' we can make improvements in student learning outcomes. Student data forms the basis of the learning and teaching programme, ensuring that student individual needs are consistently taken into account and that Victorian Curriculum requirements are met.

Collaborative team planning ensures an equitable approach to learning across each year level. A new Place Value assessment was implemented for Years 3 - 6 which drove teaching in the classrooms for the beginning of the year. Outcomes were pleasing and results have shown excellent growth across all year levels.

The focus of professional development for Literacy was to improve teacher knowledge and understanding of a whole-school approach to the teaching of writing across year levels. This will continue to be an ongoing focus aimed at improving student outcomes in the area of writing. Results for student data in Literacy have remained generally consistent.

### STUDENT LEARNING OUTCOMES

Throughout 2022 teachers continuously used data to inform their teaching. Formal and informal assessments of students were used to monitor and cater for students' needs. Individual and whole school Literacy and Numeracy targets were set and monitored closely by teachers, Curriculum Leaders and the School Improvement Team. The ongoing analysis of this data provided information regarding individual and school performance.

The 2021 to 2022 NAPLAN data shows that 100% of our students achieved the minimum standard in grammar and punctuation, Numeracy and Writing. 98.4% of students achieved the minimum standard in Year 3 Reading (1 student) and 96.7% in Year 3 spelling (2 students),

The Year 5 data indicates 100% of students are meeting minimum standard in Numeracy, Reading and Spelling. There has also been improvement in grammar and punctuation and

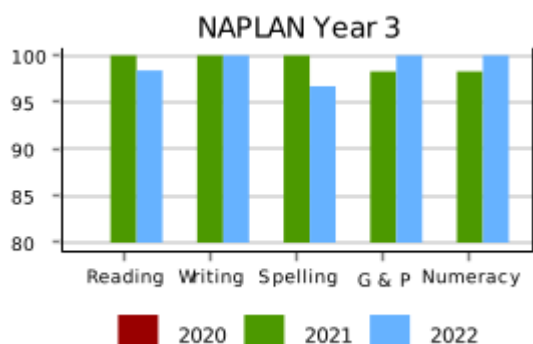
writing compared to the 2021 data with 98.2% meeting the minimum standard which equates to 1 child.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS |      |       |                     |       |                     |
|--|------|-------|---------------------|-------|---------------------|
| NAPLAN TESTS   | 2020 | 2021  | 2020 – 2021 Changes | 2022  | 2021 – 2022 Changes |
|  | %    |       |                     | %     |                     |
|  | *    |       | *                   |       |                     |
| YR 03 Grammar & Punctuation                          | -    | 98.3  | -                   | 100.0 | 1.7                 |
| YR 03 Numeracy                                       | -    | 98.3  | -                   | 100.0 | 1.7                 |
| YR 03 Reading  | -    | 100.0 | -                   | 98.4  | -1.6                |
| YR 03 Spelling                                       | -    | 100.0 | -                   | 96.7  | -3.3                |
| YR 03 Writing  | -    | 100.0 | -                   | 100.0 | 0.0                 |
| YR 05 Grammar & Punctuation                          | -    | 98.3  | -                   | 98.2  | -0.1                |
| YR 05 Numeracy                                       | -    | 95.1  | -                   | 100.0 | 4.9                 |
| YR 05 Reading  | -    | 98.3  | -                   | 100.0 | 1.7                 |
| YR 05 Spelling                                       | -    | 94.8  | -                   | 100.0 | 5.2                 |
| YR 05 Writing  | -    | 96.4  | -                   | 98.2  | 1.8                 |

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

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

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



## Student Wellbeing

### Goals & Intended Outcomes

Enhances student agency and empowerment.

A deepening in the knowledge and understanding of student voice and agency along with practices that encourage active participation and authentic student voice across the whole school and wider community.

To identify specific areas in which students could be actively involved in decision-making .

### Achievements

Our whole school focus for the year was bullying and standing up for what is right. As part of this theme our year 6 Social Justice and Student Action Leaders worked on presenting activities across the school on our 'Bullying No Way Day'.

We made a real effort to start the school year focusing on building relationships with our students in each of our classes. We believe that building positive relationships with our students is fundamental to success. When students feel supported, they're more likely to engage in learning and have better academic outcomes. Plus, when students have positive interactions with teachers, they have fewer behavioral problems.

We were very aware of the effect the pandemic had on our students and their families especially around their mental health and wellbeing. We continued to provide students with a calm and welcoming environment with teachers very prepared for what may arise. We were fortunate enough to have the expertise of our school social worker working closely with students at a point of need and a school counsellor employed one day a week for more targeted intervention.

We worked hard to enhance student agency and empowerment through the development of student voice. Leadership attended 4 day Power of Voice professional development with the Quaglia Institute. We were able to act on some ideas across the school. These included an audit and reflection of the teachers and their own classroom practice, meeting with school captains to discuss items that have been put in our 'ideas box' located in the school foyer, surveying students and following up with some of the students' ideas.

#### VALUE ADDED

- Leadership attended 4 day Power of Voice professional development with the Quaglia Institute
- Student Leadership groups continued
- Whole School Focus lead by students - Bullying No Way!
- Extension and exploration of lunchtime clubs to cover student interest
- Established Ideas Box to provide students with opportunities to voice opinions
- Displayed student's ideas/suggestions that were met/achieved 'Our Voice Is Heard'

- Regular meetings held with student leaders
- Continued to offer information and communicate programs/processes that we are doing in school to parents in newsletters
- Social worker continued working with individuals, small groups and families.
- Counselor was successful with individuals.
- Whole staff underwent Mandatory Reporting and Disabilities Standards training.
- Student awards focus on school's dispositions
- Little God Moments (LGM's) established as part of our focus on positive behaviours.
- Sensory room developed & used and resources expanded.

### STUDENT SATISFACTION

The MACSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey) 2022 data indicated that students' endorsement of our school is very high and students feel connected and safe at school. Areas of particular strength are students feeling the teachers hold them to high expectations, school climate, teacher-student relationships and school belonging.

### STUDENT ATTENDANCE

The school manages student attendance electronically by the student administration system SIMON. Members of the school's office administration team monitor and check daily attendance reports that are generated by every class group. Staff continued to engage with the parent SMS notification system, whereby parents receive a text message alert if their child is absent from school and the absence is unexplained. An alert is triggered at the beginning of the school day when rolls are marked. Parents are contacted until a response is received. Parents can also monitor their own child's attendance by way of the parent portal. Attendance is monitored closely by the Leadership Team and staff. If we have attendance concerns this is followed up by the Principal, Wellbeing Leader, Homeroom Teacher and Social Worker.

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL |       |
|---|-------|
| Y01   | 91.3% |
| Y02   | 91.5% |
| Y03   | 89.4% |
| Y04   | 89.6% |
| Y05   | 89.6% |
| Y06   | 88.7% |
| Overall average attendance                    | 90.0% |

## Child Safe Standards

### Goals & Intended Outcomes

GOAL - To take steps to prevent child abuse and build a culture of child safety.

INTENDED OUTCOMES - To provide a safe environment for all students and young people. To prevent child abuse. To ensure that the wide school community understands the clear and effective processes that are in place to respond to and report all allegations of child abuse.

### Achievements

St Anthony's Primary School is committed to providing a safe environment for all students and young people and will take active steps to protect them against abuse.

To achieve this, the school has developed and actively enforces Child Safety strategies to ensure that any person involved in 'child connected work' is aware of their obligations & responsibilities for ensuring the safety of all children under their care.

All students enrolled at St Anthony's Primary School have the right to feel safe and be safe. The well-being of children in our care will always be our priority, and we do not and will not tolerate child abuse. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety. There is attention paid to the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, and children with a disability. .

The St Anthony's Primary School Child Safety Strategy includes, but is not limited to the:

- Establishment of strategies for embedding a culture of child safety at the school.
- Maintenance and communication of a policy affirming the school's commitment to child safety and the promotion of an environment where children feel respected, valued and encouraged to reach their full potential.
- Maintenance and implementation of a Child Safety Code of Conduct.
- Established processes for screening, supervision, training, and other human resource practices to reduce the risk of child abuse & to promote a child safe learning environment.
- Risk Management strategies to identify and reduce or remove risks of child abuse.



# Leadership

## Goals & Intended Outcomes

A priority of every year is the implementation of the Annual Action Plan, which is driven by the 2022-2025 School Improvement Plan (SIP) developed from recommendations made at the 2021 school review. In 2022, we were in Year 1 of the School Improvement Cycle.

In 2022 the school implemented a formal process to ensure professional growth and formation development was taking place. All teaching staff were given time to set goals and create plans to meet their goals. All staff were offered professional development, coaching and mentoring to support the achievement of their goals. Regular meetings were held with the leadership team to discuss and evaluate the success of the formation process. The MACSIS data related to feedback showed the largest area of growth and improvement.

Staff-Leadership relationship is also an area that has had good growth over the past 12 month. The staff have indicated that they believe there is a strong positive relationship between staff and members of the Leadership Team.

## Achievements

A priority of every year is the implementation of the Annual Action Plan, which is driven by the 2022-2025 School Improvement Plan (SIP) developed from recommendations made at the 2021 school review. In 2022, we were in Year 1 of the School Improvement Cycle.

In 2022 the school implemented a formal process to ensure professional growth and formation development was taking place. All teaching staff were given time to set goals and create plans to meet their goals. All staff were offered professional development, coaching and mentoring to support the achievement of their goals. Regular meetings were held with the leadership team to discuss and evaluate the success of the formation process. The MACSIS data related to feedback showed the largest area of growth and improvement.

Staff-Leadership relationship is also an area that has had good growth over the past 12 months. The staff have indicated that they believe there is a strong positive relationship between staff and members of the Leadership Team.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2022

- ENA (Early Numeracy Assessment)
- PVAT (Place Value Assessment Tool)
- STEM PD
- Levelled Literacy Intervention PD
- Meeting the Needs of Children with Dyslexia- Creating a Dyslexia Friendly Classroom
- How to Recognise and Meet the Needs of Children with Specific Learning Difficulties in Class, in small groups and individually
- Intervention Framework

- Maria Ford - Education in the Sacramental life of the Church
- Fr Elio Capra - Papal encyclical 'Laudato 'Si'
- Mandatory Reporting
- OH&S training
- Level 3 First Aid Training
- Anaphylaxis, CPR & Asthma Training
- Level 2 Diabetes training
- Dynamic Warden Training
- Sentence level grammar for building reading comprehension and writing skills - moving from theory to implementation (internal)
- Teaching Number Daily (internal staff meeting)
- NCCD portal training
- Reporting procedures and expectations
- TORCH data and analysis
- Curriculum redesign - Integrated Studies Scope & Sequence
- Data analysis
- Reading levels and guided reading
- Using Essential Assessment
- Using PAT
- NCCD requirements
- NCCD data
- Science of Learning

|   |       |
|---|-------|
| Number of teachers who participated in PL in 2022 | 40    |
| Average expenditure per teacher for PL            | \$651 |

**TEACHER SATISFACTION**

The MACSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey) 2022 staff data indicated positive endorsement for the school. The St Anthony's staff data percentages were more positive across all domains than the MACS average. Areas of particular strength were school climate, staff-leadership relationships, feedback and support for teams.

### TEACHING STAFF ATTENDANCE RATE

|                                |       |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 71.8% |
|--------------------------------|-------|

### ALL STAFF RETENTION RATE

|                      |       |
|----------------------|-------|
| Staff Retention Rate | 87.8% |
|----------------------|-------|

### TEACHER QUALIFICATIONS

|                          |       |
|--------------------------|-------|
| Doctorate                | 0.0%  |
| Masters                  | 10.7% |
| Graduate                 | 14.3% |
| Graduate Certificate     | 3.6%  |
| Bachelor Degree          | 71.4% |
| Advanced Diploma         | 21.4% |
| No Qualifications Listed | 7.1%  |

### STAFF COMPOSITION

|                                       |      |
|---------------------------------------|------|
| Principal Class (Headcount)           | 2.0  |
| Teaching Staff (Headcount)            | 43.0 |
| Teaching Staff (FTE)                  | 36.4 |
| Non-Teaching Staff (Headcount)        | 18.0 |
| Non-Teaching Staff (FTE)              | 17.9 |
| Indigenous Teaching Staff (Headcount) | 0.0  |

## Community Engagement

### Goals & Intended Outcomes

Families are supported to be actively involved in the school community.

Inviting the wider community to support learning/excitement/engagement

### Achievements

2022 provided opportunities for families to once again become involved in onsite activities in our school. During 2022 we were able to have face to face parent community meetings, we help open classrooms where students could share their learning, parent attendance at weekly masses, incursions and excursions using local presenters and venues, parent helpers in classrooms and parent evenings. One take away from the pandemic was continuing to offer 'online' opportunities for parents who didn't have the capacity to attend meetings and some events. Many working parents took the opportunity to book online meetings which significantly reduced their travel time and interruption to their working day. We continued to use SeeSaw as a way to 'open' our classrooms to families on a daily and weekly basis. The feedback from our families around the opportunity to engage through SeeSaw was extremely positive.

### PARENT SATISFACTION

The MACSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey) 2022 was completed by a small number of families. The domains that had the most positive responses were school fit, school climate and communication, with family engagement continuing to be an area for growth.

The data showed the families' perception is that our school matches their child's developmental needs, they have a positive attitude of the social and learning climate of the school and believe communication is timely, frequent, and informative.