



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Anthony's School

90-100 Kees Road, LARA 3212

Principal: Natalie Heard

Web: www.salara.catholic.edu.au

Registration: 1859, E Number: E1330

Principal's Attestation

I, Natalie Heard, attest that St Anthony'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 14 May 2024

About this report

St Anthony'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

Our School Vision

St. Anthony's is a Catholic faith community which inspires and celebrates a love of learning.

Our School 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.

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 that 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 our most vulnerable in particular.

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 in Lara, in the city of Greater Geelong, Victoria. St Anthony's is the only Catholic school in Lara. The school is located within 8kms of the You Yangs National Park.

The population of Lara is continuing to increase with a number of housing estates being developed to accommodate the increasing population. St Anthony's serves the northern end of the Parish of Corio-Lara, and is the second school in the Parish. It was opened in 1983, on the site of the original St Anthony's Church in Flinders Avenue, and is named after St Anthony of Padua. The catchment area for the school extends from parts of Little River to parts of Anakie.

At St Anthony's we are dedicated to achieving excellence in education. We strive for the success of each and every student, embracing a commitment to academic excellence through explicit instruction and a knowledge-rich curriculum. Our teachers are dedicated to inspiring a love for learning, ensuring that our students are well-prepared for the challenges of the future.

Our facilities include spacious classrooms, a multi-purpose hall, specialist classrooms, and extensive gardens and grounds. We recognise the importance of a well-rounded education. In addition to our focus on academic achievement, we offer enriching specialist programs offering Physical Education, The Arts, Digital Technology and LOTE (Italian). The school grounds are spacious and well equipped for sports, fitness, outdoor learning and play. The hall has been fitted out with lighting, airconditioning and audio-visual equipment to provide the school with an excellent facility for performing arts, assemblies and community functions. These excellent facilities provide a spacious and comfortable working environment for staff and students alike.

Christ's presence remains the central focus for our daily interactions, our prayers and our faith. We draw inspiration from the values of the gospel and the gifts of the Holy Spirit present in our lives.

Principal's Report

As we reflect on the past academic year, it's with immense pride and gratitude that I present this report to you. The year 2023 was one of growth, resilience, and remarkable achievements for our school community. Together, we've navigated challenges and celebrated numerous successes, making significant strides in various aspects of our educational journey.

We are a school community that is strongly influenced by our patron saint, St Anthony of Padua. His message of "Let your light shine" permeates through the prayer and actions of those within our school. We believe that by attending to the fundamental traits of spirituality and wellbeing, all students are well placed to achieve their best. Our school has a long, evidenced and proud history of providing a curriculum that is supported by exceptional staffing and quality resources. We believe our graduating students are a testament to this

Our commitment to academic excellence has remained unwavering. We've continued to enhance our curriculum to meet the evolving needs of our students. We are committed to providing our students with the highest quality of education through an evidence-based approach to instruction. Our philosophy is grounded in the Science of Learning, ensuring that our teaching methods are supported by research and proven to be effective. We encourage our students to foster critical thinking skills and our educators have tirelessly worked to provide engaging and enriching learning experiences. Our literacy and numeracy intervention programs have played a pivotal role in supporting students' learning journeys, ensuring that every child receives the necessary support to thrive academically.

On the sporting front, our students had many opportunities to compete, displaying sportsmanship, teamwork, and dedication. Whether on the field, the court, or the track, our athletes have represented our school with pride and should be proud of their success

Beyond the confines of our classrooms, we've remained committed to connecting with our community and fostering meaningful partnerships. Through volunteering initiatives and fundraising campaigns our students have embodied the value of compassion, making a positive impact on the lives of others and contributing to the greater good.

with a sense of optimism and determination.

Together, we will continue to uphold the values of respect, responsibility, resilience and compassion that define our school community. With each challenge we face and each

milestone we achieve, we reaffirm our commitment to providing an excellent education that empowers students to realise their full potential and become compassionate global citizens.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals

Enhance student agency and empowerment

Engage learners through encounter and dialogue

Engage learners in religious & spiritual growth

Intended Outcomes

Deepening 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 improve teacher effectiveness

To motivate and challenge staff to further develop their skills and knowledge

Achievements

Our Catholic Identity has continued to be a key cornerstone of life at St. Anthony's Primary School. Students are encouraged to live out the Gospel values in every aspect of their lives. This is modelled by our staff and reinforced explicitly across all aspects of the curriculum, not just in Religious Education lessons.

2023 saw an increase in student participation in liturgical celebrations. Each class in the school had opportunities to attend and participate in our Wednesday morning parish Mass, with teachers planning the liturgy in consultation with the Religious Education Leader. Teachers were guided to use 'Liturgy Help' in choosing the readings and selecting appropriate music. Classes who are involved in running the liturgy are supported by each of the other classes in their year level, ensuring that students are regularly attending Mass as part of their spiritual development and education in faith. Our students are warmly welcomed by our regular parishioners, who frequently comment on their excellent and reverent behaviour and singing, especially the younger year levels!

We celebrated our major school milestones with full school Masses, including our beginning of year Mass, Mothers and Fathers Day Masses, the Feast of St. Anthony, and end of year

and graduation Masses. Our Masses were celebrated by our Parish Priest Fr Daryl Montecillo, who we farewelled at the end of 2023.

Opportunities for student-led liturgies increased in 2023, with seven senior students taking on the role of Liturgy Leaders, more than ever before. These students had a noticeable impact on the prayer life of the school, with a highlight being their student led lunchtime liturgy for the feast of St. Mary MacKillop, attended by nearly 200 students who gave up their lunchtime to take part in their liturgy.

Our sacramental program continued in 2023 in its regular rotation, with the celebration of reconciliation in Term 1, Confirmation in Term 2, and First Eucharist in Term 3. We were again privileged to have hosted Bishop Martin Ashe to meet our Confirmation candidates and to administer the sacrament. As we have a high Catholic student population we had a packed church for the Confirmation Mass - a happy problem! For 2024 we will have an additional Mass to accommodate our growing Catholic student population, and so families and friends can attend comfortably. The sacrament of First Reconciliation was held during school time for the first time, with parents attending a celebration Mass with their children. This worked very well and will be continued in the future. First Eucharist was celebrated primarily at parish Masses with an evening option offered for families. Most families opted for a weekend Mass which further strengthened our school and parish link and was warmly welcomed by our parish community. We were fortunate to have our Parish Priest Fr Daryl facilitate our family faith formation evenings where parents and students engaged with the concept of 'sacramentality' in the life of the Church.

Our staff participate in regular professional development in all areas of Catholic identity, mission and faith formation. One of the highlights of 2023 was a full day immersion into the Catholic history of Melbourne, our Cathedral, and the enduring life and legacy of St. Mary MacKillop and Sr Dr Mary Glowery. The Mary MacKillop Heritage Centre, the Mary Glowery Museum at Australian Catholic University and the Religious Education Leader worked together to create a unique program so all staff could learn about the lives of these inspirational Catholic women, their enduring legacy, and our place in the legacy of Catholic education and tradition. Staff were inspired by the day and applied their learning to the religious education programs in their classrooms.

Staff continue to use and build upon the St Anthony's Religious Education Curriculum, based on the Religious Education Curriculum Framework for MACS. Supported by the Religious Education Leader, staff plan and implement an engaging curriculum to help our students grow in knowledge and understanding of faith concepts and Catholic tradition. Students are given opportunities to explore how our Catholic faith and call to live according to Gospel values links to school, parish and community life, and the impact it can have on our world.

Value Added

Our school community has continued to invite families, friends and parishioners to attend regular Masses.

Student-led prayer assemblies and Masses continued, with the Student Liturgy Leaders taking a more prominent role in the liturgical life of the school.

Our sacramental program continued with over 150 students receiving a sacrament in 2023.

We had excellent attendance at our sacramental family faith formation evenings facilitated by our Parish Priest Fr Daryl.

Staff continued to have multiple opportunities for professional development in the area of Religious Education and Catholic Identity, the highlight of which was our immersive day in Melbourne at the Mary Glowery Museum and the Mary MacKillop Heritage Centre.

We continue to build strong parish and school partnerships to enhance the Catholic identity of our school.

Learning and Teaching

Goals & Intended Outcomes

Goals

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

Improve learning for all students

Enhance student agency and empowerment

Intended Outcomes

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 use evidence based teaching strategies

Teachers create a classroom culture of high expectation

Teachers establish challenging goals for students

To ensure the collaborative design of learning activities which meet each student at their point of need

To develop and refine staff expertise and practice to positively impact upon student outcomes

Achievements

In 2023 we continued our commitment to providing our students with the highest quality of education through an evidence-based approach to instruction. Our philosophy is grounded in the Science of Learning, ensuring that our teaching methods are supported by research and proven to be effective. Student's individual needs continued to be catered for through differentiated learning and the continued use of data to inform teaching.

We ensure that no student is left to fall through the cracks through the use of a multi-tiered system of support (MTSS). We are committed to identifying and addressing the unique needs of each child, fostering an inclusive and supportive learning environment for all.

We recognise the importance of a well-rounded education. In addition to our focus on academic achievement, we offer enriching specialist programs in physical education, the arts, LOTE (Italian) and digital technology.

Significant work was done to review curriculum in literacy. Specifically, a scope and sequence was developed for spelling and morphology as well as grammar. This was done as a response to Naplan results showing that language conventions were an area of need. Professional development was undertaken by leadership and teaching staff to support the development of the scope and sequences as well as to introduce the instructional routines needed to promote improved teaching practice. This structured approach to the teaching of literacy skills is being implemented consistently across the school in 2024. Professional development was undertaken by a team of teachers and leaders to improve the planning and implementation of the literacy block and to work towards a whole school approach.

Teachers were supported through instructional mathematics coaching, observations and feedback. Methods such as modeling, mentoring and providing feedback were used to help teachers implement effective instructional practices. A fully supported and funded coaching cycle was established support the coaching process. Clear protocols were agreed upon, establishing guidelines and procedures to ensure consistency and effectiveness in teaching practices. Continual review of processes and planners were prioritised to regularly assess and refine teaching methods and curriculum plans, aiming for continuous improvement. Opportunities for teachers to meet with leaders to discuss goals and monitor progress collaboratively were organised. Whole-school professional development was held to provide training and development opportunities for all staff members, enhancing their skills and knowledge in mathematics instruction. This professional development was aimed to build teacher capacity, improve classroom practices, and develop a shared language across the school. A whole-school assessment plan was developed, including a process for the administration, collection, and analysis of data. The feedback from staff on the professional development and coaching was positive and useful across the school.

Student Learning Outcomes

The school made progress in achieving the intended outcomes of improving literacy and numeracy through improved instructional practices. NAPLAN data indicated that the percentage of Year 3 students in the top two bands, particularly for Reading and Writing, was much improved, with writing tracking above the state mean. In Numeracy student outcomes for the school were not as high achieving as Reading, particularly in Year 5. Analysis of school-based data by leaders and teachers, suggests the need to focus on additional professional learning to support the teaching, particularly of spelling and numeracy. Intervention support who are trained in MiniLit and MacqLit will work with targeted groups on a daily basis. The structure of the Literacy and Mathematics block is a priority as we

implement the Science of Learning and look to maximise learning in all areas. Improvement in Writing was a highlight after a strong focus of Professional Learning.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	413	54%
	Year 5	498	67%
Numeracy	Year 3	412	74%
	Year 5	470	61%
Reading	Year 3	416	70%
	Year 5	500	76%
Spelling	Year 3	395	51%
	Year 5	487	65%
Writing	Year 3	433	89%
	Year 5	493	75%

*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

Goals

Improve learning for all students

Enhance student agency and empowerment

Intended Outcomes

Build resilience, identity and growth

Teachers make pedagogical decisions that nurture the whole person

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

Students develop their own individual wellbeing

The school commits to empowering student voice through respectful and active participation

Achievements

In 2023 a shared understanding of student voice was established by the staff, recognising its crucial role in shaping classroom practices and decisions concerning learning, wellbeing, and belonging. This shared understanding included concepts such as providing platforms for students to express opinions, thoughts, fostering active participation and promoting authenticity in their learning. Various initiatives were implemented, including the introduction of a 'Student Suggestion Box' to provide students with a direct avenue for voicing their ideas. Additionally, regular meetings with school captains facilitated discussions on student-generated proposals, leading to actionable outcomes such as the introduction of a school beanie, expansion of lunchtime clubs and the establishment of a writing drawing club. Moreover, school leaders conducted a comprehensive 'Student Voice Audit Tool' to further assess and refine strategies for amplifying student input and engagement within the school community. These concerted efforts underscore St. Anthony's dedication to empowering students as active partners in their educational journey, promoting a culture of inclusivity and meaningful participation.

Social Justice Leaders facilitated a day educating peers about the importance of opening our hearts to others. The day included hearing from local refugees and students dressing in heritage costumes, sharing their family stories and participating activities organised by the leaders.

A Wellbeing team was established to oversee and promote wellbeing and connection across the whole school community. The group was made up of the MHIPS leader, school social worker, deputy principal and principal. Together they facilitated staff meetings, updated the process around collecting volunteer credentials in accordance with child safe standards and promoted two programs funded through BATforce. These programs were aimed at working with a small group of students who were identified as 'at risk'. The programs included a therapeutic martial arts instructor and movement and mindset workshops combining yoga, dance and mindfulness techniques.

Our families engaged in an evening presented by Leigh Bartlett who focused on strategies to help parents navigate issues our young adults are faced with in today's society and transitioning into high school.

Value Added

Morning fitness

Year 3-6 athletic sports

Junior Athletics

Colour run

Bravehearts Incursion,

Excursions to Werribee zoo, IMAX, Art Vo, You Yangs, MOPA, Lara Museum, Werribee Zoo,

Ballarat Wildlife Park, Polly Woodside, Geelong Botanical Gardens, The Lume,

Camps for Year 5 & 6 students

Swimming Program P-4

Surf Life Saving Excursion

Author Visits for Book week

Sacramental Preparation Evenings

Lunchtime clubs

Passive play space at recess & lunch

Science Incursion

Bike Education

Bat Force Tools to Transition program for Year 6 students

The Mat Program

Ant Man, Professor Bunsen, Science Lab incursions

KABOOM

Summer and Winter Lightning Premiership

100 days of Prep

Student Satisfaction

The MACSIS feedback from students regarding their satisfaction with various aspects of their school experience is mostly positive. Internal student surveys were also conducted in various year levels. Students' perception of their teachers' high expectations of their effort, understanding, and performance speaks volumes about the commitment to academic excellence within the school community. The positive teacher-student relationships further enhance the learning environment, fostering trust and collaboration. It's encouraging to note that the school has identified student voice and student safety as areas of focus, demonstrating a proactive approach to continuously improving the student experience. By prioritising these aspects, the school reaffirms its commitment to creating a supportive and inclusive environment where students feel empowered to voice their opinions and concerns. Additionally, the positive sense of school belonging and the strong Catholic Identity contribute to a nurturing atmosphere where students feel valued and connected to their school community. Overall, these findings reflect a school culture dedicated to fostering academic achievement, social development, and spiritual growth among its students.

Student Attendance

St Anthony's Primary School manages student attendance in line with the MACS Attendance Policies and Procedures which outline processes for managing and recording student attendance and absenteeism. We are committed to prioritising student attendance through consistent practices of roll-marking, monitoring, and proactive follow-up of student non-attendance. St Anthony's Primary School communicates high expectations of attendance to employees, students, parents, and guardians.

Average Student Attendance Rate by Year Level	
Y01	92.7%
Y02	91.0%
Y03	92.3%
Y04	90.3%
Y05	91.5%
Y06	89.6%
Overall average attendance	91.2%

Leadership

Goals & Intended Outcomes

Goals

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

Intended Outcomes

To improve teacher effectiveness

To understand their impact

To bring about improvement

Formation of self and others

To develop culture of professional learning that is research and evidence-informed

Leading Learning Innovation and Improvement

Effectively lead and manage change

Achievements

A systematic process was established for teachers to identify goals and create professional learning plans aligned with school priorities. This ensured that professional development efforts were targeted towards enhancing teaching practices that directly impacted student learning outcomes.

Teacher capacity was bolstered through a variety of professional learning opportunities, including coaching, mentoring, and accountability measures. The entire teaching staff completed a Latrobe University short course that explored the fundamentals of the Science of Learning, ranging from memory and cognitive load theory, to the changes in instructional practices that will deliver a greater impact. We also employed a Maths coach who modelled and cocreated lessons and provided feedback to homeroom teachers Prep to Year 6. The Leadership team travelled to Sydney to observe practices in a school which is well known for delivering an excellent education in a caring environment.

Emphasis was placed on contemporary pedagogy and assessment practices to equip teachers with the skills needed to engage students effectively and accurately assess their progress.

High-impact teaching strategies and lesson structures were used to improve instructional practices across the school.

Teacher collaboration and evidence-based practice were promoted through the establishment of consistent instructional protocols and processes.

By implementing these strategies, the learning environment was enriched, leading to enhanced teacher performance and improved outcomes for all students. This structured approach to professional development and feedback fostered a culture of excellence and accountability within the school community.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Latrobe University ~ The Science of Learning for Effective Teaching
Jocelyn Seamer ~ Build the Foundations for Your Literacy Block in Years 3-6
Jocelyn Seamer ~ Reading Success in the Early Primary Years (Prep) (Year 1/2)
Jocelyn Seamer ~ Writing Success in the Early Primary Year
Principal Networks
Parish Priest and Principal Briefings
Religious Education Leaders Network
Deputy Principal Network
Learning & Teaching Network
Literacy and Mathematics Network meetings
ICT WESTech network meetings
Student Wellbeing Network Services Briefing
Learning Diversity Leader Networks
NCCD Network meetings
Child Safe Standards Briefings
Cert IV Learning Support Officers Training
ICON Training and implementation
Love Maths ~ Michael Minus
Multiplicative Numeracy thinking
Exploring Numeracy
Scripture and Sacraments
Disability Standards Modules completed by new staff
CPR Training, Anaphylaxis and Asthma

Expenditure And Teacher Participation in Professional Learning	
Mandatory Reporting eLearning Module	
Emergency Management Training Dynamic E Learning	
Teacher and LSO MacqLit training	
Mental Health & Wellbeing Leader training	
Number of teachers who participated in PL in 2023	36
Average expenditure per teacher for PL	\$2298.00

Teacher Satisfaction

Our MACSSIS 2023 data showed a positive endorsement from staff in areas such as Professional Learning, Collaboration in Teams, Collective Efficacy, School Climate, Student Safety, Staff and Leadership Relationships, Support for Teams and Catholic Identity. This perception data is very affirming and overall sits above the MACS average in most areas. Our culture is also one of empathy and high expectations which staff express they value. The collaborative approach we take to all learning at St Anthony's, sees teachers continue to value the support for teams and the ownership and accountability of all in the team,

Drawing on the strengths of each other in this approach, also increases staff morale, and we are true learning community. Staff endorsed that the school's resources, processes and procedures align with our School Improvement Plan and there is good collaboration around this.

Teacher Qualifications	
Doctorate	0.0%
Masters	5.7%
Graduate	11.4%
Graduate Certificate	0.0%
Bachelor Degree	57.1%
Advanced Diploma	14.3%
No Qualifications Listed	11.4%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	42
Teaching Staff (FTE)	35.7
Non-Teaching Staff (Headcount)	22
Non-Teaching Staff (FTE)	19.1
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal

Improve Learning for all students

Intended Outcomes

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

Students participate in a range of empowering activities and community structures.

Achievements

I'd like to take the opportunity, to express my thanks and gratitude to all in our community. Parents play a vital role on the School Advisory Board and the Parents and Friends Committee, contributing to the school community through various avenues. The School Advisory Board parents provide valuable feedback and advice on school decisions, offering unique perspectives as stakeholders. The Parents and Friends Committee actively engage in fundraising initiatives, organising events such as the annual Colour Run, Mother's Day and Father's Day stalls, chocolate drive, Easter raffle, hot cross bun drive, and special lunch days. These fundraising efforts help support school programs and activities.

Additionally, parents are encouraged to attend engagement sessions held at least once a term for each year level, providing opportunities to celebrate the remarkable learning achievements of their children. Parents are welcomed and encouraged to support the school's internal and external sports involvement, fostering a sense of community and teamwork. Through active involvement in these committees and events, parents play an integral role in enriching the school experience for students and contributing to its overall success.

In 2023 we embraced the opportunity to further build community. This included:

welcoming parents back into classrooms as helpers

participation in excursions

strong parent support at Sacraments and Masses

acknowledgement of role models for the Mother's Day and Father's Da

support of the Mission Fete that raised funds for St Bernard's in Mannyra, Uganda - for school supplies and food

support of fundraising for St Lawrence Park and St Vincent DePaul
attendance at weekly assemblies, to which family and friends are welcome
parent professional learning evening on 'Tools to Launch'
regular parent group meetings through the Parent's and Friends and School Advisory Board
continued communication through: SIMON calendar, newsletter, Seesaw, and Facebook
page for community events
volunteering to assist at sporting events
coaching for the interschool sports program
opportunity to visit the classrooms at least once a term and participate in a parent
engagement session

Thank you to our parents who give selflessly of their time and always go above and beyond. We are very lucky to have such committed parents and I am r grateful for their time and generosity.

Parent Satisfaction

Based on our MACSSIS survey data and other feedback, parents and carers have demonstrated great satisfaction with the school. The areas where satisfaction was particularly high include School Fit, School Climate, Communication, and Student Safety. We have maintained active engagement with our School Advisory Council and Parents and Friends Association, recognising the importance of collaborating closely with families. This partnership is highly valued by all involved. There exists a mutual respect between parents and staff, fostering an environment where parents feel comfortable approaching teachers, staff members, or the Principal as needed. We consistently receive positive feedback about the nurturing environment and the learning opportunities provided by our staff, which is greatly appreciated.

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.salara.catholic.edu.au