



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Mary MacKillop Catholic Primary School

15 Milton St, BANNOCKBURN 3331

Principal: Anthony Drill

Web: www.stmmb.catholic.edu.au

Registration: 2219, E Number: E1407

Principal's Attestation

I, Anthony Drill, attest that St Mary MacKillop Catholic Primary School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 27 Mar 2024

About this report

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

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

St Mary MacKillop Vision Statement

In the spirit of St Mary MacKillop, we aspire to live the Gospel, creating a sense of belonging, respect, compassion and hope. Our community is inclusive and empowers all to learn and flourish in an ever-changing world.

School Overview

Overview

St Mary MacKillop Catholic Primary School is in its seventh year of operation since opening to the community in 2018 on the site of the old Bannockburn Primary School.

Our initial enrolment of 65 children has grown to 260 children in 2023. The enrolment numbers will continue to grow over the next few years and the number of learning spaces will grow to 21. The staff numbers also grew with the addition of new teachers and new LSO's across the school.

St Mary MacKillop CPS sits on a large block bounded by High St, Milton St and Burns St. The site in 2023 now consists of three main buildings, a north wing and a south wing, a stadium and a heritage listed school house built in the late 1800's which is now part of the Administration building. The north wing which did house administration and staff facilities, now consists of 9 learning spaces after the renovation of the space for the beginning of 2022. The south wing consists of three learning spaces, an art room, a multipurpose room and a basketball stadium. The basketball stadium was built for the community of Bannockburn by the Golden Plains Shire and is still used for some community activities.

The third main building, our new Administration and staff facilities is situated on Milton St and is the new entrance and face of the school. This building along with the renovation of the old administration area was made possible by a generous grant from the Victorian State Government.

Our playground area is divided into four main spaces, the landscaped quiet play space with sand pits, a new plexipaved area with basketball court and other marked games and activities, an oval area for major ball games and a new adventure playground incorporating cubby houses and sandpit. Each area has been landscaped to make the spaces appealing to the children and offer them a variety of activities to keep them occupied at recess times.

Initially, the school was structured into composite classes. As the school has grown, the decision was made to change the school from composite class groupings to single level classes. In 2023 our Prep - Year 2 were single stream and the rest of the school remained as composite classes. We will slowly over the next few years transition to three classes at each level ending up with 21 classes across the seven year levels.

The school aims to provide curricula, co-curricular and extra-curricular initiatives that enable a wide range of learning experiences to improve spiritual, academic, physical, and social and emotional outcomes. All classes share in a specialist program with children rotating through

Italian, Phys Ed, Visual Arts and Performing Arts and STEM utilising our purpose built STEM centre for classes. Access to and use of a range of digital technologies ensure staff can plan collaboratively and effectively. Students also have access to up to date technologies, iPads, from Prep to Year 2 provided by the school and a 1 - 1 iPad program for the Year 3 – 6 children, organised by the school but paid for by parents assists with their learning program. The use of a number of communication apps gives staff and parents greater and more immediate access to learning and information.

The community has embraced our school and we are now seen as a positive alternative to the surrounding Government schools. The future looks bright with enrolments strong and on the increase for the foreseeable future. The forecast for the school will be a sustainable 500+ children across 21 classrooms.

Principal's Report

Dear Parents and supporters of St Mary MacKillop Catholic Primary School, it is my pleasure to present to you our Annual Report to the Community for 2023. This Annual report will give you an insight into how our school community has grown and how during this year we have made changes to our school to assist us to better serve our students and families.

As a community, St Mary MacKillop CPS strives to be a place of welcome and inclusion to all our families, students and staff. We focus first and foremost on the spirituality and wellbeing of the children in our care, enabling them to achieve to their personal best and to become life-long learners through building the skills necessary to take them into their future lives as positive citizens of our world.

Our Vision clearly sets out our purpose and intent and we try very hard to enact it in everything that we do. Our Vision leads our actions with these words:

In the spirit of St Mary MacKillop, we aspire to live the Gospel, creating a sense of belonging, respect, compassion and hope. Our community is inclusive and empowers all to learn and flourish in an ever-changing world.

During 2023 we made a concerted effort to focus on the School Improvement Plan (SIP) and Annual Action Plan (AAP) for 2023. Our 4 goals were:

1. To clarify and embed the beliefs and practices that underpin the learning and teaching approaches across all curriculum areas.
2. Develop and embed a framework for feedback to enhance teacher reflective practice
3. Enrich staff knowledge and understanding of theology, traditions of the Catholic Church and the RE Curriculum Framework to provide a comprehensive and vibrant RE program.
4. To develop a leadership framework that provides opportunities for all staff to grow professionally.

To make sure we were keeping faithful to these goals we created a position of School Improvement Leader and this person's role was to keep us on task and focussed. We also had our staff in Learning Area Teams to assist in making sure our AAP was achieved.

The view of how education is delivered to children has changed in recent years in response to research into the science of learning. In 2023 we began to change the way we were delivering English and Mathematics across the school. Our Literacy Leader Sharon Dow, led our teachers in a process of trialling a more evidence based approach to the teaching of reading exploring the Principles of the Science of Reading. All of our teaching staff embraced this and worked hard to modify and change practices. This change of approach

also led us to review the way we were teaching mathematics and a shift was also made in this area to better align the two major curriculum areas. During the second half of the year, MACS Western area began to also focus on the Science of Learning as a pathway to better student engagement and learning. We joined the project as an interested school and through the process of professional development conducted by them and the Knowledge Society we chose to embark on a whole school change to practice through the Flourishing Learners West project to be delivered in 2024. We are hopeful and excited that this project will have significant benefits for our teachers and children.

During the latter half of 2023 we started a new Capital Building project to build a double story, eight classroom building for our Year 4 - 6 students to occupy in 2023. This building was funded partly by Federal government funding and partly by loans taken out by the school. The total cost of the building will be in the order of 5.8 million dollars and the estimated completion date was April 2024.

As a Catholic School, we value our rich religious traditions and culture. We provide opportunities for our children and their families to celebrate our Catholic heritage, in many different sacramental and non-sacramental ways. Professional learning for staff was a key focus in 2023 and more detail will be shared in the Catholic Identity and Mission section of this document.

I would like to recognise and thank all of the staff for their hard work and dedication to the children at our school. There were many changes that occurred in 2023 and the staff all took them in their stride and worked collaboratively to get the work done. I would also like to thank the parents for their assistance in many ways and their involvement in their child's education,

Anthony Drill

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

Enrich staff knowledge and understanding of theology, traditions of the Catholic Church and the RE Curriculum Framework to provide a comprehensive and vibrant RE program.

Intended Outcome

That staff develop their knowledge, understanding and use of the RE curriculum framework.

Achievements

St Mary MacKillop CPS continues its strive to be a place where families are provided with many opportunities to learn about, practice, articulate and model our faith story and traditions. Our children are encouraged to take action based on considered reflection following learning experiences.

Our growing community is reflective of a broad range of faith experiences, ranging from non-Catholic to practising parishioners. As a school that values inclusivity, we continue to welcome diversity and to provide learning experiences that allow for differences in perspective.

Our staff also reflects diversity of faith background and experiences and so our professional focus centred around strengthening shared knowledge of Biblical Literacy and prayer. Whole school professional development was undertaken with Professor Margaret Carswell guiding our learning of Old Testament story and tradition. Staff deepened their knowledge of the Worlds of the Text and the importance of these contexts for personal and student connection to scripture. Staff began to develop practical resource banks to facilitate student engagement in scripture. Staff were issued a Scripture Challenge, where the goal was to engage our students in biblical story on a daily basis. Our Prayer Continuum continues to be developed, with feedback assisting our future goals to develop knowledge of varied prayer traditions.

All classes were able to participate in school and parish Masses as a community. Father Joseph continued to invite families to all celebrations and made himself available to families before and after weekly Masses. Father Joseph and some parishioners visited several

classes as guests for Faith Life Inquiry and Sacrament Units. Over the 2023 school year the REL facilitated more than 30 Masses, liturgies or focused prayer events that highlighted the church calendar.

The Sacraments of Reconciliation, First Eucharist and Confirmation were prepared for and completed in consultation with the Parish Team. We also held Faith Formation Evenings for each of the Sacraments which were well attended. Fr Joseph continued to increase his presence as a faith leader by preparing and leading presentations at our Faith Formation Evenings. Participation in the celebration of Sacraments continued to grow across the year.

Our major successes for the year were, once again, the opportunities for our community to join us onsite to celebrate together. Mother's Day, Father's Day, Grandparent's Day and St Mary MacKillop Feast Day were all well attended, with a liturgy or Mass as the focal point and then a hospitality gathering to follow. Our community continued to embrace the opportunities offered in abundance.

Our Year Six Liturgy Leaders enjoyed a rising profile, becoming more engaged with facilitating assembly and prayer events and our Social Justice Leaders selected charitable causes, fostering awareness and raising money across the school community.

Value Added

- Invitation for all families and students to participate in liturgy and prayer at our church.
- Invitation to extended families to attend and celebrate liturgy on-site; Grandparents' Day Liturgy and activities.
- Staff Development in Biblical Literacy, Catholic Tradition and RE curriculum.
- Staff collaborative planning of celebrations for particular times in the church calendar.
- Further development of the Prayer Continuum.
- Sacramental Preparation for children.
- Family Formation Evenings in preparation for each sacrament.
- Sacraments of Reconciliation, First Eucharist and Confirmation in consultation with the Parish Team.

Learning and Teaching

Goals & Intended Outcomes

Goal

To clarify and embed the beliefs and practices that underpin the learning and teaching approaches across all curriculum areas.

Intended Outcomes

That a whole school mathematics framework is developed to improve student outcomes.

That a whole school literacy framework is developed to improve student outcomes.

Achievements

During 2023 staff at St Mary MacKillop continued to deepen their knowledge and understanding of the Science of Learning. Staff engaged in many whole school learning opportunities where they learnt about explicit instruction, cognitive load theory, and the research that underpins The Science of Learning.

Our school underwent a pedagogy shift, we actively continued to implement research based practices within Literacy and introduced this approach within Mathematics. This shift in our whole school approach saw changes being made to the structures, routines and learning and teaching practices within classrooms. Teachers were supported with internal professional development and coaching as we began to implement these important changes.

Mathematics

Our structures within Mathematics changed significantly to align with the changes to our pedagogy. Working with staff from the MACs Western Office, all staff created our agreed expectations and ways of working within Mathematics. This included the structure of our Mathematics block which now consists of Daily Review, Number Groups and the Mathematics lesson. Daily Review within Mathematics has been particularly successful, this allows students to engage in spaced retrieval practice of previously taught material, a crucial element in our evidence based approach. A Mathematics leader was employed 3 days a week to support teachers in the planning and delivery of content and coaching with Daily Review. Essential Assessment continued to be an assessment tool that teachers used to

assist with identifying a student's point of need for learning and teaching experiences. PAT M, Acadience and ENA (Early Number & Algebra) assessments also supported teachers in being able to determine students' achievement levels.

Literacy

Staff have continued to explore The Science of Learning and embed practices across the Literacy block to include an English and Core Literacy Component. In consultation with staff, structures and expectations were agreed upon to further embed explicit teaching methods including Daily Review, Morphology/Syntax, Spelling, Fluency and Knowledge Rich Units and Novel Studies were begun to be explored. Literacy Programs and Approaches have continued to be implemented across the school. Little Learners Love Literacy (LLLL), Heggerty, Big Write & VCOP and Promoting Literacy Development (PLD). New staff to the school were provided with professional development to continue a high level of instruction in these programs and approaches. The school implemented an additional assessment tool named DIBELS (Dynamic Indicators of Basic Early Literacy Skills) as an additional measure for assessing the students acquisition of literacy skills including the use of the data system Amplify to monitor student progress school wide. The school continues to be supported by a Literacy Leader in a full time capacity to support the implementation of Literacy initiatives including assessment and monitoring P-6.

Religious Education and Faith Life Inquiry

The FLI leaders conducted an audit of the 2 year cycle of learning. With a shift in pedagogical practice in other curriculum areas imminent, curriculum leaders gathered to assess the viability of the Faith Life Inquiry cycle and the practices used in this learning area. Units were reduced to three per year, in order to facilitate more explicit learning time in term four for rich Advent and Christmas units.

Linking Core Knowledge Units to explicitly load content for learning began along with possibilities for indigenous perspectives to authentically complement the units. The school intranet site is a core resource for staff to support their teaching in FLI.

Professional learning in Catholic Traditions and Biblical Literacy was engaged with Professor Margaret Carswell leading an increase in confidence in this area. The Prayer Continuum continues to be developed with further goals added for our 2024 AAP.

Learning Enhancement

St Mary MacKillop uses a MTSS (Multi tiered system of support). The MTSS is a systematic continuous improvement framework that utilises high-impact evidence-based pedagogical practices to ensure every student receives the appropriate level of support, instruction, and adjustments to be successful across the domains of learning, behaviour, and health and wellbeing. Tier 1 teaching occurs within the daily classroom: Universal quality instruction for all involving screening, assessment, and quality differentiated teaching practice is provided to all students. Learning enhancement teachers are employed in Foundation, Year 1-2, Year 3-4 and Year 5-6 to support students requiring Tier 2 and 3 support.

Student Learning Outcomes

St Mary MacKillop has a strong Assessment Schedule which is constantly revised and updated to meet the data collection needs of our learning and teaching program and to ensure that the progress of every child is tracked. Multiple forms of quality assessment and data were used to triangulate where students were at, as well as identifying achievable goals or steps for moving forward in areas of their learning, particularly Literacy & Numeracy.

NAPLAN changed the way it reports to parents in 2023 with a new scoring system, therefore there are no comparisons to previous years in this report.

We are aware of the downward trend within Numeracy data school wide and have engaged in conversations with our MACS Mathematics team to seek guidance. Our shift in pedagogy, enrollment in the TIM's (Teaching for Impact in Mathematics) and AAP goals for 2024 are reflective of our commitment to improve outcomes in this area.

Reading and Writing are the strengths across the school with the highest proficiency rating in these areas for both Year 3 & 5. There has been a major focus on these two areas over the past few years and it is pleasing to see a high level of proficiency. There is still work to be done here and the shift to the Science of Learning should value add to the work we have already been undertaking.

It is clear that Spelling and Grammar & Punctuation are our areas of greatest need with scores hovering around the 50% - 65% proficiency. There has been a shift in the way we are teaching these areas in 2023 through the Science of Reading work that we have undertaken. Hopefully this will be reflected in the 2024 NAPLAN scores.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	406	51%
	Year 5	485	65%
Numeracy	Year 3	410	56%
	Year 5	473	73%
Reading	Year 3	406	70%
	Year 5	492	87%
Spelling	Year 3	372	46%
	Year 5	454	58%
Writing	Year 3	407	79%
	Year 5	482	81%

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

Student Wellbeing

Goals & Intended Outcomes

Goal

To strengthen the school community's knowledge of wellbeing and child safety using a strategic plan.

Achievements

In 2023, we engaged One Red Apple to audit our wellbeing practices across the school and provide a report on how to revise and improve wellbeing across our whole school community. Through the review process, valuable information was gained from leadership, staff, and students. There was overwhelmingly positive feedback that the work of wellbeing across the school, with its focus on social-emotional learning, supports students and is highly effective in meeting their needs. There was a strong sense from all interview participants that wellbeing is addressed extremely well across the school. As a result of the school audit from One Red Apple, three recommendations were created:

Development of a strategic approach to wellbeing.

Engagement of families and community in Wellbeing.

Development of a plan to implement and embed the 11 Victorian Child Safe Standards across the school community.

Acting on these recommendations, we employed One Red Apple to work with our school community to begin planning for the implementation of our Annual Action Plan.

The Student Wellbeing Leader supported the school in a full-time capacity for 2023 and completed a Masters in Education (specialising in wellbeing). The Student Wellbeing Leader attended regular network meetings through MACS, organised professional development of staff members, updated relevant policies and implemented social and emotional learning for students.

After extensive collaboration with the school community, a Values Matrix was created for our school values of respect, compassion, courage and inclusion. The school expectations for these values were clearly outlined in the matrix and explained how to demonstrate these values in the learning spaces and play areas.

Our school psychologist continued to provide counselling sessions to students, complete assessments and up skill staff on ways to support the wellbeing of students. Our school speech therapist conducted pragmatic and academic assessments, ran Tier 2 and 3 social skills groups with Year 1 students, ran Lego social skills groups with Year 5/6 students and continued to support teachers to implement programs across the school, in particular, Social Thinking from Years P-2. This program explicitly teaches students acceptable social skills, for example following the group plan and 'thinking with your eyes.'

The Kimochi's program continued to be embedded throughout Year P-2 and the Resilience, Rights, and Respectful Relationships was embedded across the school from P-6.

The school continued to have a Wellbeing Dog (Tilly) onsite to support the regulation of students in all classrooms and to assist students to enter the school when they were feeling anxious. A 'Tilly Team' consisting of both staff and students was timetabled to provide care for Tilly and make sure she was shared across the school.

Value Added

- VALUE ADDED
- The Year 5/6 students participated in lessons about puberty run by Bodyworks.
- Year 3-6 students participated in the 'Australia's Biggest Child Safety Lesson.'
- Year P-2 students participated in the Bravehearts Safety Show about personal safety
- The Year 5/6 students completed Digital Licenses through eSmart to promote safety online.
- The Year 5/6 students completed the DASH program run by the Blue Light organisation.
- Year 1 students Tier 2 and 3 social skills groups
- Lego social skills groups with Year 5/6 students to promote connection
- Schoolwide Student Representative Council (2 students per class)
- School captains and Student Leaders
- Helpful Heroes and Peer Mediators - trained student volunteers helped support peers in the school yard during recess and lunch.
- School values were explicitly taught across the school and a values matrix was completed.
- Passive Play was provided during recess and lunchtimes, to give students a calm place to make connections during break times.
- Leadership members timetabled on to Behaviour Support every breaktime to support students with their behaviour.

- Support was given to staff during PLC meetings and facilitated planning times to deliver the SEL curriculum.
- The Year 3/4 students and 5/6 students attended a three day camp.
- All students across the school participated in various excursions and incursions.
- The Year 5/6 students competed in Lightning Premiership.
- We continue to be a fully accredited eSmart school.
- We continued to embed daily mindfulness practice after recess.
- Consistent behaviour tracking on the yard continued to identify areas of need.
- Clubs were held during breaktimes.
- Student awards and wellbeing awards given out at Assembly with a wellbeing focus
- Value awards were given to students that demonstrated our school values.
- Zen Zones or Calm Corners were available to students in each classroom with calming resources

Student Satisfaction

The MACSSIS Survey of students in 2023 was completed by 90 students across Year 4 - 6, up from 73 in the previous year. The survey results revealed that overall students are very satisfied with school (73% positive endorsement). The domain with the most significant change was that of *Student Safety* which declined by 15%. As a school we are not overly surprised by this result as there was a great deal of time spent with managing behaviours amongst the Year 5/6 cohort especially out in the playground.

Whilst overall there was a slight decrease in scores, every domain is still above the MACS average.

We continued to use the Social-Emotional Wellbeing Survey from ACER to collect whole school and cohort data. This data was used to plan social and emotional lessons and to identify year levels that may be experiencing challenges.

During 2024 we will focus heavily through the Flourishing Learners West project on consistent behaviours across the school. Hopefully this will help improve the areas of *Student Safety* and *School Climate*.

Student Attendance

The school reviews attendance rates regularly and noticeable rates of absenteeism by individual children are followed up by the Wellbeing Coordinator and/or the Principal following guidelines for attendance and absenteeism as set out by MACS and the Education

Department. Letters are sent out to families when their attendance falls below an acceptable level.

Attendance for 2023 is higher at every year level than it was in 2022, with an average of 89.3% compared to 84.6% in 2022. There were a number of families who took extended holidays during 2022 and this will have impacted our average slightly. The Year level with the highest attendance was Year 3 while the Year level with the lowest attendance was Year 6. At least two letters were written to parents of Year 6 children about their considerable absences and this may explain why the Year 6 data is the lowest.

Average Student Attendance Rate by Year Level	
Y01	88.2%
Y02	90.7%
Y03	91.0%
Y04	87.8%
Y05	90.8%
Y06	87.1%
Overall average attendance	89.3%

Leadership

Goals & Intended Outcomes

Goal

To develop a leadership framework that provides opportunities for all staff to grow professionally.

Intended outcome

That school's leaders actively work to identify and create challenging roles, responsibilities and opportunities for staff voice and shared leadership.

Achievements

St Mary MacKillop CPS continued to grow through 2023. Staffing was stable with only minimal staff turnover at the end of 2022. As a growing school new staff were inducted into our school across all areas including a new Learning Diversity Leader, LSOs and classroom teachers. During the year our Mathematics Leader left to take up another position which meant we elevated another classroom teacher to this role for the remainder of the year and needed to look for a replacement teacher. At a similar time we had two teachers leave to go on maternity leave. Sourcing replacement staff was again difficult and took some time to find the right people. Fortunately for us the teachers who did come across to us made a positive impact to our children and school.

Whilst our Leadership Team structure remained largely the same from the previous year, we added the Learning Diversity Leader and changed the role of our Learning and Teaching Leader to our School Improvement Leader where her role was solely to focus on our SIP and AAP and make sure that everything that we did was focussed on this and that staff were aware of this. In looking at the Staff MACSSIS data it is clear that she made a valuable contribution in this area.

Because our focus for leadership moved away from Learning Community Leaders in 2022 we felt that the connection to the staff was not as great with none of the leaders working directly with any particular year level. We trialled the introduction of Year Level Leaders across the school and these leaders were allocated time release to manage some of the administration of their team as well as being the lead in planning etc. They were supported by the Leadership Team and met with the Principal and Deputy or a curriculum leader. At times this was a bit hit and miss and needed tighter timetabling. In reviewing this role at the

end of 2023, all Team Leaders found the experience valuable and said that it made a significant difference to their team and should be continued in 2023. Therefore, the roles were readvertised at the end of 2023 and new people were appointed for 2024.

Communication for all staff, especially those who were part-time, was important to ensure everyone had the same information shared. A morning briefing was held in person at 8.25am on a Monday and Wednesday morning to inform staff about the week. Staff were able to access the briefing via the staff intranet page and in the staff lounge daily. A number of Google Calendars for staff and school activities were shared amongst staff so everyone was abreast with the school's events and operations. The staff Intranet page was expanded and shared offering various links to information and policies etc.

The introduction of the new enterprise agreement (EBA) during 2023 saw a slight change in the school staff culture with the introduction of Time In Lieu (TIL) and the recording of this as well as the more diligent recording of staff leaving before time. Trying to manage the 30 + 8 model and TIL and other aspects of the new EBA made leadership of the school more difficult and confusing for some staff. The changes will take a while to settle as new processes will need to be developed in 2024.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>The school leadership was strongly committed to professional growth of all staff, including learning support officers and administration staff. There is evidence of ongoing support and provision of time and opportunities for professional learning offered at the school level, and through participation in regional and system level networks and programs. A structured induction program was offered to all new staff at the end of 2022 and continued at the beginning of 2023.</p> <p>As part of our focus on our AAP goal of reflective practice and feedback, all staff developed a SMART goal and development plan and offered some coaching by leaders during the year. This was our first real foray into coaching across the school and while it had some scheduling difficulties it was valued by all staff.</p> <p>Professional Learning was offered to all Learning Support Officers (LSOs) through the school joining the Australian Teacher Aide Association. Modules of PL are available and there were times during the year where as a group the LSOs utilised these.</p> <p>The change to the Science of Reading and the Science of Learning was a big focus of in school Professional learning during 2023. Our Literacy and Mathematics leaders led the teaching staff in exploring these areas and how to role them out in their classrooms.</p> <p>Religious Education was another whole school focus for professional Learning in 2023 and Marg Carsewell shared her expertise with the staff.</p> <p>Members of the Leadership Team participated in the Flourishing Learners West project.</p>	
Number of teachers who participated in PL in 2023	50
Average expenditure per teacher for PL	\$450.00

Teacher Satisfaction

Teacher satisfaction across all of the MACSSIS domains was higher than the MACS average and in some instances, markedly above. There was a positive shift in nearly all areas from 2022 results and some domains showed marked improvement from the year before. The two that showed the most significant gains were *Feedback* with an increased satisfaction rate of 25%, from 38% to 63% and *Collaboration around an Improvement Strategy* with an increased satisfaction rate of 28%, from 65% to 93%. Other areas that showed significant growth were *Staff Safety*, *Professional Learning*, *Collaboration in Teams* and *Catholic Identity*.

Teacher Qualifications	
Doctorate	0.0%
Masters	5.1%
Graduate	10.3%
Graduate Certificate	2.6%
Bachelor Degree	53.8%
Advanced Diploma	10.3%
No Qualifications Listed	17.9%

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	47
Teaching Staff (FTE)	42.2
Non-Teaching Staff (Headcount)	25
Non-Teaching Staff (FTE)	23.7
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To build a collaborative partnership between home, school, parish and wider community to support children's engagement and learning outcomes.

Achievements

After feedback from parents individually and through our School Advisory Council around our communication strategy, we decided to investigate one App that would roll many of the current platforms into one. uEducateUs was chosen and is being rolled out in 2023. The feedback from parents was very positive about the roll out of this app as it cleared up the communication stream for families. Seesaw is used in the classrooms to share children's work and uEducateUs for school-wide announcements, first aid notifications and a fortnightly newsletter, ensuring parents are connected and informed about key events and information.

Throughout the year, our School Advisory Committee members have consistently supported our efforts to provide a platform for consultation and participation for both the parish and school communities.

Throughout the year, our commitment to student well-being remained unwavering as we continued to ensure access to a psychologist for cognitive assessments and ongoing support for students and families facing various challenges. This initiative aimed not only to address immediate needs but also to foster a supportive environment conducive to the holistic development of all members of our school community. By providing this vital resource, we strive to empower individuals to navigate obstacles and thrive academically, socially, and emotionally.

Our dedication to fostering a sense of social responsibility and empathy was prominently displayed through the proactive involvement of our Year 5/6 student leaders and SRC representatives in various social justice initiatives. These young leaders took charge of fundraising campaigns for esteemed charities such as Project Compassion, channelling their energy and enthusiasm towards making a positive difference in the lives of others. Additionally, they wholeheartedly participated in community events of significant importance, such as the local ANZAC Day dawn service, paying tribute to the brave souls who served our nation with honour. Through their actions, our students exemplified the values of compassion, solidarity, and civic duty, inspiring others to join in our collective efforts towards creating a more equitable and compassionate world.

Families were warmly welcomed to actively participate in our Sacramental program, which extended beyond the traditional ceremonies to include engaging Family Faith Formation evenings. These special events provided an invaluable opportunity for parents and guardians to share in the Sacramental journey alongside their children, deepening their understanding of the sacraments and nurturing their faith within the context of family life. By fostering these meaningful connections between home and school, we aimed to strengthen the spiritual foundation of our students and cultivate a sense of belonging within our school community.

Throughout the year, we planned liturgies dedicated to honouring the significant roles of mothers, fathers, and grandparents within our community. These special occasions were not only marked by beautiful ceremonies but were also complemented by warm and welcoming Morning Tea gatherings. The overwhelming response from our community was truly heartening, with over 400 visitors gracing our Grandparent's Day event. This remarkable turnout served as a testament to the strong bonds and cherished relationships that exist within our school family.

The Parents and Friends group maintained regular meetings, orchestrating an array of engaging activities tailored for children and social gatherings designed for parents. These included well-received events such as the beloved Mothers and Fathers Day stall, the lively School Disco, intellectually stimulating Trivia Night, exhilarating Colour Run, and the cherished "Carols on the Green" occasion. This culminating end-of-year festivity united families for an evening of families sharing picnics, and captivating entertainment, further nurturing a vibrant sense of community spirit that thrives within our school.

As we look ahead to 2024, we remain committed to building upon the strong foundation of community involvement and support that defines our school.

Parent Satisfaction

In 2023 we made a concerted effort to have more parents complete the survey than in 2021 and 2022. We were successful in this endeavour with more than double the number of families completing the survey with just over 30% of families participating. This was both pleasing and disappointing as I was aiming for over 100 families to complete the survey

The results of the survey remained fairly consistent those of 2022 and with that of the MACS average of schools with some slightly higher and some slightly lower. The overall picture is that parents are on the whole satisfied with what we are doing and the education we are providing (68% approval).

The indicator around Family engagement was down for a second year in a row and this is often reflected in attendance at school events like our beginning of Year picnic and parent run events. The Art Show that was run after the Survey concluded had a fantastic turn out

with at least 75 - 80% of families attending. Catholic Identity was the standout with a modest growth from the previous year.

Probably the most interesting statistic was from the Year 5 parents who had the lowest approval rating (47%) and the lowest scores across the board in all domains. Our most difficult cohort of children in terms of behaviours was in the Year 5/6 level which I believe is reflected in these results. The Year 6 parent group was also down but not as significantly.

We are hoping once again to increase the number of parents completing the MACSSIS Survey in 2024 and we are hoping to see some modest growth in a number of areas.

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.stmmb.catholic.edu.au