



St Anne's School

Park Orchards

2022

Annual Report to the School Community

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Minimum Standards Attestation

I, Michael Edmonds, attest that St Anne's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

05/04/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St Anne's Primary School Vision Statement

Our vision for St Anne's is to be inspired by the Gospel to live meaningful lives that shape and transform our world.

School Overview

St Anne's is a school that places significant value on community and school improvement. At St Anne's we have an active parent community who are heavily involved in the school life of the children.

St Anne's implements a strategic approach to school improvement. We do this by ensuring a strong alignment between our School Improvement Plan, Annual Action Plan, and Professional Learning Meeting Plans. This alignment helps to ensure consistency in the implementation of teaching and learning at St Anne's.

Principal's Report

Throughout the 2022 school year we have strategically implemented professional learning in all curriculum domains. The staff have continued to be upskilled and this year we have had a particular focus on;

Collaborative Inquiry into focused improvement in teams

Refinement of Data Analysis

Introduction of Feedback Structures

Our professional learning focus has been supported by engaging our community in learning with a particular focus on Mathematics. We engaged 120 parents in a forum on how to support the teaching of mathematics to their children.

Our community has been able to emerge from the COVID restrictions of previous years and again offer many opportunities for parents to be actively engaged in school life through events such as;

Weekly Assemblies

Inter-school Sports

Classroom Helpers

Special Event Coordinators

And many more.

We are proud of the partnership that we have with our teacher, parent, and student community.

Parish Priest's Report

No Report

School Advisory Council Report

ST ANNE'S SCHOOL ADVISORY COUNCIL CHAIRPERSONS

ANNUAL REPORT 2022 - Jess Battista

It has been a pleasure to represent the St Anne's community as part of the St Anne's School Advisory Council (SAC) for the 2022 school year. We've had a great year in the school community and, aside from the weather, enjoyed a year of re-found freedoms and normality post COVID 19 lockdowns. As this year's chairperson for SAC it has been a privilege to be part of the group and be able to discuss, share and shape our ideas to help St Anne's with such a great collective of people.

Our purpose, as a group, is to act as a forum and a voice for all the different parts of the school community and provide a crucial form of positive connection between this community and the school leadership team.

As a group one of our areas of focus this year has been on reviewing various policies including

- Placement of Children
- Mobile Phones
- Buildings and Grounds
- Digital Technology
- Reading Recovery
- Additional Learning Needs

Another major area of work has been the ongoing role of the The Learning Engagement Focus Group, established last year with the vision statement that it

'Is for parents, children and teachers to engage in interactive processes where they share in the responsibility of each child's learning and development'

The Focus Group has seen a lot of progress this year with Ross Kirwan and James Gionopolous from MACS and Sivanes Phillipson from Swinburne University coming to the school and sharing with parents the role of Maths within our children's learning. This event had a huge turnout and gave parents a much greater understanding of how our children are learning, by illustrating the varying approaches to how Maths is taught at St Anne's and demonstrating that by teaching the children these varying approaches we are allowing them to choose the best way for them to solve Maths problems for themselves.

A follow up event with parents joining their children for a series of activities in their classrooms was also very successful.

After these events a parent engagement survey was shared with the school community and drew a large response indicating that that people are interested in gaining a broader understanding of many topics including:

- Resilience
- Managing Emotions
- Conflict Resolution
- Self Esteem
- Social Relationships
- Anxiety
- Restorative Practices
- Social Media

Moving forward the Learning Engagement Focus Group met recently to help shape how these topics could be best shared with the St Anne's community in 2023.

The board thanks Suzanne Quartel, Aliesha Moulder, Michael Edmonds and Jane Weekes for their commitment and efforts on this subcommittee and for bringing well thought out ideas to the table as part of this group.

Throughout the year we have received outlines of St Anne's approach to professional learning in 2022 and we thank Michael Edmonds for sharing and explaining this to us. We also spent time discussing and advising from a parents perspective, on the structure of the school day - which has been altered to give the children (and teachers) two equal sized breaks, this appears to be working seamlessly after being adopted in Term 3.

Our October meeting brought with it an introduction to MACS and St Anne's new Business Manager Caryn Ooi, who gave us an update on the financial position of the school and allowed us to come together to make recommendations for the fee increases for next year. Additionally, over the course of the year we have been able to see the shade sales go up in the top playground and which has been a lovely improvement to the school.

Many thanks to all of you for your commitment to SAC and of course to Michael Edmonds and Jane Weekes whose tireless efforts at St Anne's are much appreciated. It's clear each time we meet that both of you and the staff at the school are very passionate and dedicated to helping the children and the wider St Anne's community to not only learn, but care and grow with kindness toward each other.

I'm grateful to have been part of SAC in 2022 and have continued to learn a lot about the school. I am endlessly impressed by the commitment of the school's staff and the willingness to pitch in and help shown by the wider school community, which allows so many events to occur and shapes an amazing primary school experience for our children. We are lucky to have our children attending St Anne's and I am looking forward to 2023 and all the excitement and challenges of a new school year.

Thanks again to all of you and I will see you all next year (except for you Erica), Thank you all for being part of SAC 2022.

Catholic Identity and Mission

Goals & Intended Outcomes

That students' understanding of our Catholic faith story will be deepened and connected to their lives.

That teachers' theological knowledge about the Catholic church is deepened.

- Focus on strengthening the five components of the Religious Dimension of the Catholic School with staff and students:
 - Prayer
 - Learning
 - Celebrating
 - Belonging
 - Reaching Out

Achievements

The key areas of focus for our professional learning/staff support in 2022 have included:

- Catholic Identity
- Prayer
- Sacramental Program - back on track

CATHOLIC IDENTITY

STAFF FAITH DEVELOPMENT - Thursday 18th and Friday 19th August

We were fortunate enough to have Steve Lawrence facilitate the first of our Staff Faith Development Days at Country Place in Term 3. All staff attended and quickly became engaged and connected to Steve's faith journey. He shared with us the deep connection he has with his faith and his faith journey. Also, the many challenges he faced maintaining and strengthening his faith while managing a very prominent sporting career. Staff were given time to share and reflect on the ways they can bring Beauty, Truth and Goodness into both their personal and professional lives.

On the second day, the teaching staff were led by Carrie Arbuthnot. Teachers were exposed to a range of RE resources and examples of how to use provocations and scripture to enhance and enrich their planning. Teams were given time to plan together their Education in Faith teaching/planning for the remainder of the year.

PRAYER

PRAYER AT ASSEMBLIES

We have introduced a big change to our weekly Assemblies - changing the name from Reflection to Prayer. For many years, classes have shared prayer, a song or a reflection and been applauded at the end as if it was a performance. We are teaching the students and wider community that Prayer is a moment to build on the teachings of Jesus and the connection with

our faith as we journey through life together. This is not a time for applause or performance. Since implementing this very simple change, there appears to be more reverence and respect during this time. LEVEL MASSES Coming together to celebrate Mass as a level once a term has also given students, teachers and parents the opportunity to pray and learn more about the parts of the Mass. Having readings, responses and song lyrics on the big screen have kept our students engaged and involved with the Mass. This slideshow template has been shared with the staff and encouraged to use.

SCHOOL MASSES

This year we have celebrated the following whole school Masses. • Start of Year Mass • Ash Wednesday Mass • Grandparent's Day Mass • Feast of the Assumption • All Souls' Day Mass • Graduation Mass • End of Year Mass

STAFF PRAYER Opportunity for staff to participate in prayer has been a key focus this year. All staff meetings begin with our school prayer and all staff have been invited to morning prayer in the school chapel before school.

SACRAMENTAL PROGRAM Students have successfully received the sacraments of Reconciliation, Confirmation and First Eucharist. RECONCILIATION - children participated in a Workshop (during school hours) and received the sacrament during an evening in Term 1. CONFIRMATION - children enjoyed a Reflection Day off site, visiting St Patrick's Cathedral for a full rehearsal and the Mary Mackillop Centre. FIRST EUCHARIST - we ran a Parent/Child Workshop one evening in Term 3 and a full Reflection Day at school where students enjoyed a shared lunch, kindly provided by the parish. As teachers in a Catholic school, we continue to provide a curriculum that promotes the principles of Catholic Social Teaching. It is paramount that the students understand their faith is connected to the choices we make, how we live our lives, how we form our relationships and how and why we reach out to others. This promotes the values of participation, inclusion and equality and allows even our youngest students to experience the positive difference that they can make in the world. This term, as a community, we will again offer our support to the St Vincent de Paul Christmas Appeal, which is a wonderful opportunity to connect with the mission and vision of the Church.

VALUE ADDED

LEVEL MASSES

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RECONCILIATION - children participated in a Workshop (during school hours) and received the sacrament during an evening in Term 1.

CONFIRMATION - children enjoyed a Reflection Day off site, visiting St Patrick's Cathedral for a full rehearsal and the Mary Mackillop Centre.

FIRST EUCHARIST - we ran a Parent/Child Workshop one evening in Term 3 and a full Reflection Day at school where students enjoyed a shared lunch, kindly provided by the parish.

Learning and Teaching

Goals & Intended Outcomes

That teachers make data-informed decisions to personalise student learning.

That academic performance data will reflect improvement in student growth.

That teachers use feedback to evaluate and improve the effectiveness of their own practice.

That teachers are learning with and from each other.

That there is consistency in the planning and delivery of the curriculum and associated assessment.

- Make explicit connections between student data and personalised learning.
- Further develop a shared understanding of data literacy to inform planning and student learning.
- Further refine and apply our Assessment Schedule to diagnose learning needs.
- Embed a whole-school approach to Case Management.
- Invest in professional learning for teachers, including opportunities to:
 - work collaboratively
 - review beliefs
 - trial strategies for inviting, giving, receiving and acting on effective feedback
- Ensure alignment between the planned and enacted curriculum.
- Embed a whole school approach to Learning and Teaching including; Curriculum Planning - Curriculum Delivery and Curriculum Assessment

Achievements

The key areas of focus for our professional learning/staff support in 2022 have included:

- Analysing data and using SPA - We have continued to implement SPA as a major focus for our data analysis across the school. Once all testing was completed in February and November the data for Numeracy and Literacy was uploaded into our data platform SPA, and staff were asked to analyse the student's growth individually, as a cohort and student's within-year growth and between-year growth. Future planning for teaching and differentiated groups came as a result of this analysis. This professional learning further supported staff to differentiate their classroom teaching and build student's responsibility for their personal learning goals. "Students of wonder" were identified and subsequently brought to Case Management meetings, during which strategies to support the student were planned and then implemented by their teacher.
- Moderation During 2022, the teachers engaged in the process of moderating Writing, Reading and Mathematics. Moderation is the process of teachers sharing their expectations and understanding of standards with each other in order to improve the consistency of their decisions about student learning. Making reliable, valid, evidence-based decisions helps teachers to increase the dependability of the assessment information they gather.
- Collaborative Inquiry In 2022 we continued the process for professional learning known as Collaborative Inquiry. Collaborative Inquiry is a process in which participants come together to examine their educational practice systematically and carefully using techniques of research. Teams worked together to narrow the question, gather and analyse data, determine action steps and share their findings. The areas of focus were identified as Handwriting, Comprehension, Counting and Reading. Teams of teachers were supported by domain leaders to pursue professional learning that was pertinent to the needs of their students in order to diversify the learning opportunities, deepen the learning, ensure consistency of practice, and share the learning across levels. Each team documented their learning journey as their inquiry progressed and then presented their findings to the staff.

Representatives from The Learning Collaborative team presented about our school's Collaborative Inquiry process at a MACS "Learning Fair" with schools from the zone.

- Teacher observation and feedback This year we have embarked on a process of refining our feedback practices to teachers. This will be achieved through educators observing each other's practice, providing feedback and learning from each other to improve their impact on student's learning. It will allow us to focus on improving teacher practice in alignment with learner needs and school priorities and to make classroom practice more visible and encourage colleagues to collaborate to improve teacher practice and student learning. Ground rules have been established. The focus for the observation is agreed beforehand. The observer records observations and these are discussed with the teacher. We look forward to continuing to embed the process in 2023. The process that we followed is based upon the following model: ● Strengthening Learning Intentions are descriptions of what learners should know, understand and be able to do by the end of a lesson or unit of study. Learning intentions are the basis for tracking student progress, providing feedback and assessing achievement. It is therefore essential that we ensure that the verbs we select are as specific and pertinent as possible in order to ensure that the learning intention is observable and measurable. With this in mind, we

reviewed the verbs for each level of Bloom's Taxonomy and investigated the ways in which these could help to make our learning intentions in all domains more powerful and explicit.

- Pedagogy Practice :
- Literacy Within our Professional Learning Meetings, the Foundation - Level 2 teachers have explored the importance of selecting a focus for the whole class Writing mini-lesson. These foci can include:
 - Strategies for writing eg thinking of ideas, writing process, voice, word choice, sentence fluency
 - Writing skills eg paragraph writing, using quotation marks, run-on sentences, etc.)
 - Writer's Craft eg writing a strong lead, wrapping up conclusions, using WOW words, 5 senses descriptions. We discussed the importance and structure of the writing conference and how this can provide a perfect vehicle for establishing learning goals with students. The teachers trialled the "Learn, Show, Push" model of Writing conferences and how this process can be used to develop narrow, specific goals with students. Year 3-6 teachers have presented the structure of the Literacy block within their classroom. The discussion was focused on the key components of Reading, Writing and Spelling and how the curriculum was addressed through these. Eg; Structure of the whole class, mini-lessons and focus groups. Teachers shared strategies and best practices within Reading, Writing, and Spelling with each other and discussed future goals for their classroom.
- Mathematics Within our Professional Learning Meetings, the Foundation - Level Six teachers have participated in Presentations of the Essential Assessment Program, which has supplemented our rigorous assessment schedule, by providing us a resource in ongoing formative and summative assessments in achievement standards of the Mathematics Curriculum. The aim of this assessment is to provide an individual learning Mathematics plan for each student.

The key areas of focus for our professional learning/staff support in 2022 have included:

- Google Sites - PL Maps This year, we implemented Google Sites for staff to track their professional learning, which we call our "PL Maps". All staff members have set up individual websites, to keep records of their participation in professional learning sessions. It required most staff members to learn the Google Sites platform and develop finesse with its different features. Overall, it has been well received. Using Google Sites means staff can keep all their notes, links, documents and reflections connected in one place, for easy reference in subsequent professional learning meetings.
- Regular facilitated planning sessions Each term, our teachers participated in facilitated planning for Digital Technologies. These sessions aim to broaden teachers knowledge about the devices, apps and updates that are currently available. This in turn has led to teachers incorporating Digital Technologies more frequently and in new ways in their class planning.
- Screencastify trial During Term 3, our school was part of a MACS trial for "Screencastify". This program is something that our teachers have previously used during remote learning. It allows users to record their screens and save or share directly with Google Drive. We used Screencastify to: - allow the Year 3/4 students to record presentations about their inquiry topic (instead of presenting in 'real time'); - pre-record lessons to share with CRTs; - provide feedback to a small group of Year 5/6 students.

Our Year 3/4 teachers learned how to use Screencastify with their students, and how to integrate it with Google Classroom. An unexpected, positive result has been that this team now uses Google Classroom frequently to share online assignments with their classes. Following the trial, we provided feedback and our reflections to MACS relating to how we used Screencastify. As a team, we agreed that at this stage, we will not pursue Screencastify as a paid product. However, we also agreed that giving students screencasting skills and having a product that integrated so easily to Google Drive were distinct advantages. We will consider other options that might be available for us to achieve the same result in the future.

STUDENT LEARNING OUTCOMES

See above reports

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	96.3	-3.7
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	100.0	-	100.0	0.0

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

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

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



Student Wellbeing

Goals & Intended Outcomes

To ensure strong alignment between annual curriculum overviews, term scope & sequences and weekly programs

Achievements

The key areas of focus for our professional learning/staff support in 2022 have included;

- Focusing on building relationships and Restorative Practice
- Revisiting the Berry Street Education Model
- Planning and assessing the Personal and Social Capabilities in the Victorian Curriculum
- Supporting teachers through the Nationally Consistent Collection of Data (NCCD) submission process

Professional learning in Term 1 had a focus on building relationships, behaviour management and Restorative Practice. Staff revisited Restorative Practices with a focus on preventative strategies. Staff then had the opportunity to work in teams to view available school resources to support their planning and teaching of Social Emotional Learning.

The professional learning in Term 2 focused on the Berry Street Education Model. Teachers were introduced to routines that can be created in the classroom environment to support students with self-regulation as well as strategies to support students to recognise and manage emotions. The teachers then had the opportunity to reflect on their current practice and identify new strategies they could use in their classroom.

In Term 3 the professional learning focus was on data analysis and planning and assessing of Personal and Social Capability. The Prep and Year 1 teachers analysed student data collected through a Google Survey and the Year 2- Year 6 teachers analysed data collected in the ACER Social Emotional Wellbeing Survey. Both surveys gave teachers cohort wellbeing data that supported them to plan their focus for the teaching and learning of Social Emotional Learning for Semester Two.

As a response to the Covid-19 pandemic we employed a school counsellor in 2022. The counsellor worked one on one with various students throughout the year. As the year has gone on the demand from the parent community has decreased and due to this and budgeting constraints we will not have a school counsellor moving forward in 2023.

Throughout 2022 teachers have been supported through the Nationally Consistent Collection of Data (NCCD) submission process. This process requires us to gather evidence of adjustments that are made to support our students with additional needs. The submission process allows us to apply for funding which ensures we are able to provide support and the required adjustments for our students with additional needs.

VALUE ADDED

- Strawberry Fair Festival Day and Colour Run

- Maths Talent Quest
- Maths Olympiad
- Footy Fun Day
- Pancake Tuesday
- Year 6 Big Day out
- Grandparents Day
- Mother's Day Breakfast and stall
- Father's Day Breakfast and stall
- Disco
- Excursions
- School Camp

STUDENT SATISFACTION

Our student's data is compared to the Melbourne Archdiocese for Catholic Schools (MACS) average.

Our student data demonstrates that we outperformed the MACS average in 7 of the 10 areas measured. We had the same average in one area band were 2% and 3% below the MACS average in the remaining two areas measured.

Item Average		MACS St Anne's %
1. Rigorous expectations	78%	82%
2. School engagement	53%	59%
3. School climate	61%	67%
4. Teacher-student relationships	73%	82%
5. School belonging	71%	80%
6. Learning disposition	73%	80%
7. Student safety	58%	67%

8. Enabling safety	57%	57%
9. Student voice	57%	55%
10. Catholic identity	63%	60%

STUDENT ATTENDANCE

In the event that your child is unwell please continue to follow our student absentee protocols so that teachers know students won't be accessing learning. The school office will be operating from 9.00am-3.30pm.

Teachers also marked off students who attended online Google Meets each morning.

Nforma - Unexplained Absences Notification

Roll Marking (Teachers/Office Staff)

Teachers are to mark the Nforma roll by 9.10am

If there are no adjustments to your roll, you must still click on "Save/Update Roll"

Emergency Teachers - Mark hard copy of the class roll and return it to the school office for data entry by 9.10am

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Skoolbag/Voicemail Notifications - Office staff will forward message to teachers prior to 9am. The office staff will record all notifications received to cross check against the report before the SMS are sent to parents

After 9am the office staff will forward the message onto the teacher for their records and update

the roll after 9.15am if required.

VPass - (Office Staff)

Login to VPass

On the Dashboard it will show if any students have been signed in late

Or

Click on Reports

Select Late Pass

Select current day

Review late children and cross check against Unexplained Absences Report

Nforma - Unexplained Absences Report Generation (Office Staff)

Login to Nforma

Click on NRoll (top headings)

Click on Unexplained Absences Notification

Contact any teachers who have not marked their roll - as advised on the report

Review report and cross check Vpass/Skoolbag/Voicemail notifications

Amend class roles if required

Click on NRoll (top headings)

Check if you have the required date (defaults to current day)

Select Required Home Group (drop down box)

Find Student

Update the required fields (3 x drop down boxes)

Click on Save/Update Roll

Re-run report if changes have been made

Select Tick box against the required parent to receive the SMS notification

Click on the Send All Selected Notifications

Any absence notifications received through the office after the SMS has been sent to parents, the roll will be adjusted by the office staff

Advise the Deputy Principal if you have no response/explanation from parents by 11.30am

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	89.0%
Y02	88.9%
Y03	84.3%
Y04	87.6%
Y05	83.7%
Y06	87.7%
Overall average attendance	86.9%

Child Safe Standards

Goals & Intended Outcomes

The following principles underpin our commitment to child safety at St Anne's

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.

- Our school works in partnership with families and the community to ensure that they are engaged

in decisionmaking processes, particularly those that have an impact on child safety and protection.

- All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.

Achievements

Throughout the 2022 school year St Anne's has remained proactive in the implementation of Child

Safety processes.

This has included;

- The embedding of policies and commitments into everyday practice including our Child Safety and Code of Conduct policies.

- Professional learning of teachers, non-teaching staff and volunteers including the completion of the Mandatory Reporting annual online compliance learning.

- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' which is covered in the Mandatory Reporting online learning.

- Student participation and empowerment strategies through the engagement of our Student Representative Council.

- Child Safety Team/Committee structures which has included opportunities for all teachers to review and input into practices through the school administration team.

- Engagement of Families and communities in promoting child safety which has largely been through policies and practices communicated regarding safety online throughout the remote home learning program.

- Child safety - Risk Management practices. This includes the completion and submission of a Risk Management Matrix for all excursions and off-site activities.

- Development of online policies and procedures to support safe online learning practises.

Leadership

Goals & Intended Outcomes

That academic performance data will reflect improvement in student growth

Achievements

The role of Leadership and Management has required a welcome transition back to onsite professional learning and instructional leadership;

- The School Leadership Team who have been responsible for the development of the Annual Action Plan and subsequent Professional Learning Meetings that have been facilitated each term.
- The Administration Team has been responsible for the communication between teams. The Administration Team is the conduit between all teachers and the school leaders. This team ensures staff has a voice in the organisation of the school.

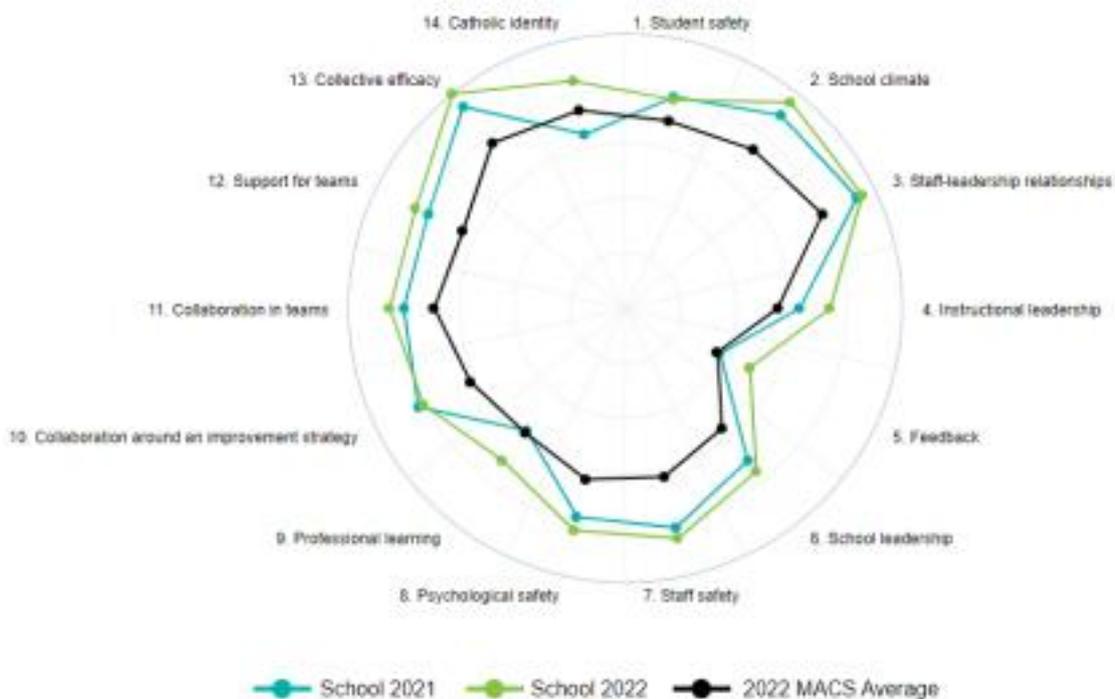
This year the Leadership Team continued to focus on assessment, professional learning and feedback. We have continued to adopt and learn about Adaptive Standardised Assessment which provides teachers with more meaningful formative assessment for the planning of meaningful learning for every child. We have also introduced a program called Essential Assessment in Mathematics. This has provided the teachers with meaningful formative assessment that has personalised learning for students and provided targeted learning to each child's point of need.

This year all staff have maintained a Professional Learning Map. This process has ensured all teachers are recording their professional learning as well as reflecting on the impact it has on their professional practice. The professional learning were used to evaluate teacher and staff performance in their annual review meeting with me.

Finally, the leadership team has introduced feedback models in consultation with the teachers. The focus on feedback will continue in 2023 and all staff will engage in peer observation and feedback sessions with an endeavour that this refines and improves the professional capacity of all teachers.

This year the staff along with parents and students participated in the 2022 Melbourne Archdiocese for Catholic Schools Improvements Surveys (MACSIS). We were eager to see the results of this data and in particular our performance as instructional leaders and teacher perception on professional learning. As shown below our staff data has improved in all areas in 2022, and we are considerably outperforming the MACS average.

2022 Comparative Domain Radar - Staff
1st Level Comparison



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Professional Learning is all contained in the Catholic Identity, Learning and Teaching and Student Wellbeing sections.

Number of teachers who participated in PL in 2022	23
Average expenditure per teacher for PL	\$1000

TEACHER SATISFACTION

Our staff satisfaction data indicates that we outperformed the Melbourne Archdiocese for Catholic Schools average in all 14 areas measured as shown below.

E1313 St Anne's School

2022 Overall and Domain Level Snapshot - Staff

1st Level Comparison

DOMAIN	DOMAIN DEFINITION	Base (n=)	MACS average	2021	2022
		12 974		28	26
OVERALL	Overall school positive endorsement %		67%	76%	83%
1. Student safety	Perceptions of student physical and psychological safety while at school.		70%	79%	78%
2. School climate	Perceptions of the overall social and learning climate of the school.		74%	90%	96%
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.		79%	92%	95%
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.		54%	66%	74%
5. Feedback	Perceptions of the amount and quality of feedback staff receive.		39%	39%	50%
6. School leadership	Perceptions of the school leadership's effectiveness.		57%	72%	76%
7. Staff safety	Perceptions of staff safety in the school.		63%	83%	87%
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.		64%	78%	85%
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.		60%	59%	74%
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.		65%	82%	84%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.		71%	88%	87%
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.		65%	79%	84%
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.		77%	95%	100%
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.		74%	66%	85%

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate 87.2%

ALL STAFF RETENTION RATE

Staff Retention Rate 93.6%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	5.9%
Graduate	23.5%
Graduate Certificate	5.9%
Bachelor Degree	76.5%
Advanced Diploma	41.2%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	25.0
Teaching Staff (FTE)	19.9
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	5.1
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

To engage parents in student learning and school life.

Achievements

Parents have again been actively engaged in our school life. Some examples of how we have achieved this in 2022 include;

Weekly Assemblies

Inter-school Sports

Classroom Helpers

Special Event Coordinators for events such as;

Mother's Day

Father's Day

Pancake Tuesday

Footy Fun Day

St Anne's Fun Day - Colour Run

Mathematics Forum

PARENT SATISFACTION

Our parent satisfaction data indicates that we outperformed the Melbourne Archdiocese for Catholic Schools average in 5 out of the 7 areas measured as shown below.

E1313 St Anne's School Primary

2022 Overall and Domain Level Snapshot

1st Level Comparison

		MACS average	2021	2022
DOMAIN	DOMAIN DEFINITION	<i>Base (n=)</i> 7 358	50	33
OVERALL	Overall school positive endorsement %	69%	73%	72%
1. Family engagement	The degree to which families are partners with their child's school.	46%	52%	49%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.	66%	69%	64%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.	76%	80%	84%
4. School climate	Families' perceptions of the social and learning climate of the school.	85%	89%	90%
5. Student safety	Perceptions of student physical and psychological safety while at school.	72%	76%	79%
6. Communication	The timeliness, frequency, and quality of communication between the school and families.	72%	78%	74%
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.	64%	65%	60%

Future Directions

At St Anne's we will continue to implement strategic planning towards school improvement to help ensure we maintain our high academic standards.

In 2023 we will participate in a school review. These are held every 4 years and provide our school with the opportunity to refine our future goals to ensure we are operating as an exemplary school.