



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Anne's School

86-94 Austin Road, SEAFORD 3198

Principal: Roderick Shaw

Web: www.saseaford.catholic.edu.au

Registration: 1671, E Number: E1264

Principal's Attestation

I, Roderick Shaw, attest that St Anne'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 21 Mar 2025

About this report

St Anne'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 vision at St Anne's Catholic Parish Primary School is to inspire learning and creativity through purposeful contemporary education. We are a Catholic Faith Community where scripture and prayer guide the development of the whole child. St Anne's provides a safe and inclusive environment so that students will reach their full potential.

With this understanding our mission is to:-

- Be a committed faith community who sustain each other through our dedication to scripture and prayer.
- Provide a purposeful contemporary learning environment that challenges students in an ever changing global world.
- Develop a cohesive learning community to improve student learning outcomes.
- Provide a safe environment that develops the resilience, respect and self-confidence of our students.
- Foster a vibrant and welcoming environment where school/family partnerships enhance student learning.

School Overview

St Anne's Catholic Parish Primary School was opened in 1968 in the beachside suburb of Seaford by the Faithful Companions of Jesus. The school, from its very small beginnings, grew to a population of as many as 460 prior to the opening of St Joachim's school in Carrum Downs.

Our physical environment is continually enhanced to provide spaces appropriate for the best of contemporary learning practices to be used. This supports St Anne's to be a school of high student achievement that exemplifies the best that Catholic Education can offer.

During 2023 we worked with a number of outside experts in enhancing Learning and Teaching and Wellbeing during the year. The school's funded enrolment for 2023 was 176 but in 2024 this has climbed again to 188 students, exemplifying our continual growth in student numbers. Growth is expected to occur over the next 5 years, with our two Foundation classes being almost fully subscribed for 2025 by May 2024. The school is estimated to reach 205 students for 2026.

Currently the school has a Language Other Than English speaking background of 15%. The school consistently reviews its curriculum programs ensuring that literacy and numeracy are of the highest priority.



Principal's Report

St Anne's is a school where there is an expectation of student learning, with continual development and review of the teaching and learning programs offered, to address specific needs of all students. Community engagement between school and family is strong at St Anne's.

As part of our last review our key actions are

- continue to build staff capacity within a culture of high expectations through strengthened data literacy, widespread adoption of high impact teaching strategies and peer observation.
- embed a whole school approach to the learning and teaching of numeracy through coaching and facilitated planning.
- strengthen student voice, agency and engagement by building staff capacity to facilitate student empowerment in learning and decision-making.

The strengths of St Anne's noted include

- a strong focus on the wellbeing of each child. Students' needs are at the core of decision-making and the school has an aligned approach to behaviour management that is embedded through its Be statement values.
- the school has a welcoming and inclusive culture; families value and trust the school. There is a strong sense of community.
- a caring, committed staff who demonstrate high levels of teamwork and teach to the point of need.
- instructional leadership is underpinned by rich curriculum knowledge that drives school improvement.

Learning is always viewed at St Anne's as a partnership between home and school with parents acknowledged as the first educators of their children. Currently a number of technological apps are used to support this partnership including Seesaw and Operoo. The school continues to develop strong student wellbeing programs to improve connectedness. This has resulted in better learning outcomes and improved student engagement.

A variety of cross age activities have also enabled the students and staff to better know each other. St Anne's staff have implemented Prep-6 programs across all areas of the curriculum that cater to the learning needs of each and every child with explicit, point of need teaching. The strategic targeting of learning programs and curriculum that identifies and addresses student needs, we believe, is a factor in the significant growth for the majority of our students

displayed through the norm-referenced tests that we use to ensure our student's data is relative to other student's data across Australia.

Through developing teacher capacity, and with a stable and enthusiastic teaching staff, the structures and programs that are in place have created a cohesive, connected school where student learning is the priority. Data is collected to inform teacher practice so that we can better target individual need. We have strongly targeted those at risk through focused teaching. We also continue to implement further teaching approaches and activities that support those children at the other end of the spectrum with enrichment activities.

St Anne's has an excellent reputation as a provider of Catholic education in the Seaford area. The school has developed, and continues to enhance, strong parish and community connections evidenced in the participation of our school community in the parish celebration of the Eucharist. Our Religious Education program is an area of strength with a scripture- based approach. Our classes, on a rotational basis, participate in either a Mass or liturgy most weeks, which enhances their understanding of Church traditions. In all, 2024 has been very positive. We have continued to see improvements in teaching and learning which have regularly been commented on by the school community as well as the continual development of our school environment.

During 2024 we were able to gain a grant through the Victorian Government to improve our facilities. This will see the senior wing totally refurbished during 2025.



Catholic Identity and Mission

Goals & Intended Outcomes

Goal for 2024 to deepen Catholic identity through community conversations and faith celebrations.

These 2 intended outcomes were developed to achieve the goal.

- That there is dialogue with the community to make the school a central pillar of the faith life of the Parish.

This outcome identified the need for the school to communicate with the Parish and wider community to engage parents in conversations and experiences of and about faith in our school and to inform parents of the teaching and learning in RE through experiences in Faith such as class Mass and using technology such as Seesaw and Inewsletter.

- That there is dialogue between leaders and staff about the Catholic mission of the school and Catholic Education.

This outcome identified the need for leaders to continue to develop a culture where all can share their faith perspectives. It allows for the development of staff knowledge of the overarching documents that guide the Religious Education and curriculum within the school.

Achievements

Throughout 2024 we continued to ensure that our Catholic Identity was evident and celebrated.

Our parish based Sacramental Program continued to flourish this year. A positive working relationship between the Parish, St Anne's and St Joachim's Primary schools led to rich celebrations of faith.

St Anne's had 11 students receive the Sacrament of Reconciliation, 10 students receive the Sacrament of First Eucharist and 8 students receive the Sacrament of Confirmation. We were fortunate enough to partner with John Paul College who hosted our Confirmation retreat for our candidates.

Our community gathered many times throughout the year for faith celebrations. Communication was sent out prior to these events so that families could participate with us. Whole school Masses were held twice a term as well as class Masses being celebrated on a weekly basis with our Parish Priest. Liturgies were held within our community for special occasions such as Ash Wednesday, Alleluia Day, ANZAC Day, Remembrance Day and weekly Advent Liturgies. We also gathered for the Stations of the Cross. Our feast day Mass, where we also celebrated Grandparent's Day, was a wonderful community faith celebration. Classes prayed daily, learning formal and informal prayers, following a prayer scope and sequence. Assemblies and meetings also always began with a prayer.

Through Religious Education classes students explored scripture and applied the teachings to their choices and interactions with others in the school and wider community. They developed skills and knowledge that strengthened their faith and enabled them to make just decisions about their lives. The MACS religious education curriculum was used to plan units of work in line with the Liturgical year. Catholic Social Teachings outlined by CARITAS were an important part of our Catholic Identity and these concepts were explored through our Inquiry units. School displays were created around faith celebrations and the Liturgical year and prayer spaces were important parts of our school.

Staff participated in many professional learning opportunities to further develop an understanding of Catholic Identity. They attended professional learning around Scripture and Catholic Social Teachings at the staff retreat and looked at ways to interpret the teachings and how to make it relevant for students. Professional development in Theology was delivered through online resources such as FRG ministry and by MACS Southern Region Learning consultants. The Faith sphere was discussed weekly at staff meetings.

We continued to run Our House Spirit this year. The charism of the Saints the houses were named after was strengthened this year with the introduction of House celebrations on each Saint's Feast Day. Student leaders led prayer and taught students about the characteristics of the House's Saint. Social Justice opportunities were sought and promoted by the House Spirit captains. They educated students about the Project Compassion Lenten Appeal. We held our yearly Lapathon to raise money for our parish St Vincent De Paul Christmas Hamper Committee.

Our MACSIS data for Catholic Identity was extremely pleasing.

Student data:

The Catholic Identity domain has a percentage of 78% which is 20% higher than last year and 13% higher than the MACS average

When asked 'How often do Religious Education classes help you understand the way you live?' our percentage was 60% a growth of 13% from last year and 5% higher than the MACS average

When asked 'How often does your class pray together?' our percentage was 96% a growth of 12% from last year and 12% above the MACS average

Staff data:

Catholic Identity domain percentage was 86% a growth of 7% from last year and 10% above the MACS average.

Value Added

- Growth in our 'Our House Spirit ' leadership group to offer leadership throughout the school particularly in the area of social justice
- The link between how we behave in a socially just way in context with our own lives is made explicit through Inquiry lessons.
- Strengthened faith development opportunities through weekly Mass at the church. Staff planned for Class Masses and liturgies to identify the themes in the readings and make the Mass relevant to the children in their lives.
- Strong focus on prayer in school assembly
- End of year Christmas Mass and concert/play
 - Growth in our pedagogical and theological practices using Butterfly house music – Andrew Chinn and Drew Lane

Learning and Teaching

Goals & Intended Outcomes

Goals and Intended Outcomes

- Continue to build staff capacity within a culture of high expectations about quality teaching.
- Strengthen data literacy, widespread adoption of high impact teaching strategies and peer observation.
- Embed a whole school approach to the learning and teaching of Numeracy through coaching and facilitated planning.
- Strengthen student voice, agency and engagement by building staff capacity to facilitate student empowerment in learning and decision-making.

Achievements

In 2024, Annual Action Plans in the areas of Learning and Teaching, Mathematics and Literacy were designed to achieve goals set in the School Improvement Plan from 2024 – 2028.

Teachers continued to use data analysis to drive high impact teaching strategies in Mathematics and Literacy. In Mathematics, teachers continued to use data to inform teaching and record and analyse growth in students' learning. In Literacy, teachers utilised established platforms including CAFE reading and VOICES writing continuums to plan for successful learning opportunities. Units of work were planned and assessed to create explicit tasks that developed students' content knowledge and created opportunities for independent, group and whole class activities.

As a school we continued to build teacher efficacy in data literacy in order to become evidence – informed. This was completed through regular formative assessments and analysing summative assessment through various literacy and mathematical areas. Teachers became more data literate by analysing assessment on the PAT (Progressive Achievement Tests) and SPA (Student Performer Analyser) Platform. This gave teachers the opportunity to provide pertinent next learning steps to the students in their class. It also provided the Learning and Teaching Leaders an opportunity to reflect and provide intervention opportunities for students who were not able to access the curriculum at an age appropriate level. As part of this, LSOs supported literacy and maths at an individual and group level, to target students at point of need under the direction from the relevant teachers/curriculum leaders.

Teachers continued to follow an established Scope and Sequence documentation in English, Mathematics, Inquiry and Religious Education. Teachers ensured that Inquiry units demonstrated connectivity with Literacy, Mathematics and relevant curriculum areas underpinned by the Catholic Social Teachings. During facilitated planning led by a relevant curriculum leader, the scope and sequence content and descriptors were discussed and helped provide teachers with an awareness of where each child sits on the developmental continuum in each subject area, and how it can be utilised to support students' academic growth.

St Anne's is part of the School Wide Improvement Forum and our Leadership team joins 250 other Southern Region leaders to undertake professional learning with a long term focus on how teachers can support children to perform optimally. The area of Numeracy, was our major focus for 2024, which centred on embedding a whole school approach to the learning and teaching of Numeracy through coaching, facilitated planning and data analysis. Our Mathematics leader and teachers worked together to assess and implement a targeted teaching focus in the area of number. Stemming from this project, and the data collected through the Mathematics Online Interview, teachers were more easily able to identify individual student needs in number and set work programs accordingly. It is pleasing to note, our school wide data has shown strong growth in this area, and is shown in the tables below.

In 2024, we began a long term goal of strengthening student voice, agency and engagement by building staff capacity to facilitate student empowerment in learning and decision-making. This has been initiated through staff professional learning time identifying strategies and opportunities to successfully implement student voice activities. The Thinking Routines Toolbox from Harvard University was trialled and piloted in Religious planning. This platform supports learners to consider their learning in a variety of contexts and to dive deeper into their learning through exploratory questioning. This goal will continue to be delved into in 2025.

St Anne's continues to use Nforma to generate reports twice yearly for parents/carers. Continuing our contemporary practices, we delivered reports via a secure online platform. We continued the subject areas of Social Emotional Learning (SEL) and Digital Technologies, as these curriculum areas have become an integral part of our daily learning practices. We continue to work closely with families and asked for feedback regarding our reports and the reporting structure for our semester 2024 reports. We are also making small adjustments to our reporting process as a new curriculum is being implemented in Victoria. Pending this new curriculum and our parental feedback, our report content/structure may alter for the 2025 reporting cycle.

This year Digital Technologies was a specialist subject implemented through fortnightly Digitech sessions. During the first term of the year all classes focused on eSafety to set up good practices and healthy habits when using technology. ICT Agreements were signed for

the new year by students and their families. Our Year 5 and 6 students completed their Digital Licence from the eSafety Commission to prepare them for Year 6 and Year 7.

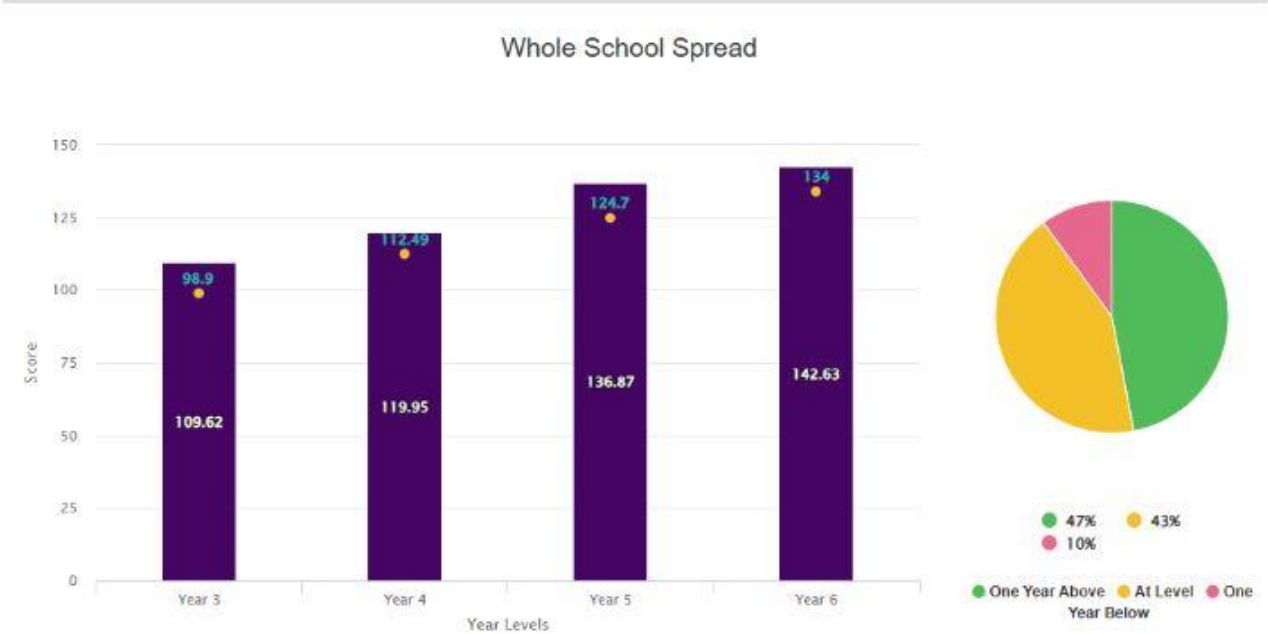
Throughout the year, students gained a range of knowledge and skills during Digital Technologies. This included the difference between hardware and software, using Gmail, creating data tables, using Google Sheets, coding programmable bots, and using Google Slides to create interactive stories. Our school Battlebot Competition is participated in by our Year 5 and 6 students, exploring STEM (science, technology, engineering and mathematics) planning and concepts to create a battle shell and using Sphero robots to compete.

We continued to build on our new initiatives in this space throughout the year: Minecraft for Education and LEGO Essentials build and code kits. Coding Club was run once a week with different year levels having the opportunity to participate across the terms. Our ICT Captains and two Year 5 students who have shown an interest in STEM also had the opportunity to attend a STEM (Science, Technology, Engineering and Mathematics) day once again. It was a hands-on experience full of networking and workshopping.

Student Learning Outcomes

Below are the PAT Testing Spelling and Vocabulary results for year 3-6 students. In all year levels our results are above the national average (indicated by a yellow dot). This shows the teaching programmes and strategies put in place, such as SMART Spelling, are having a positive impact on student learning.

2024 Semester 2 PAT Spelling



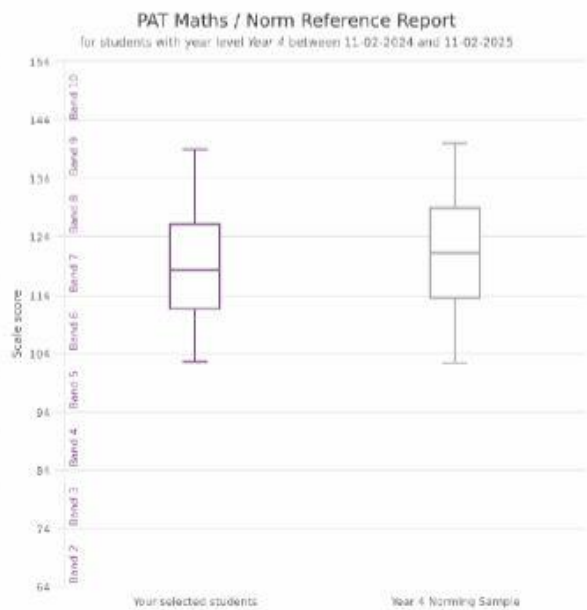
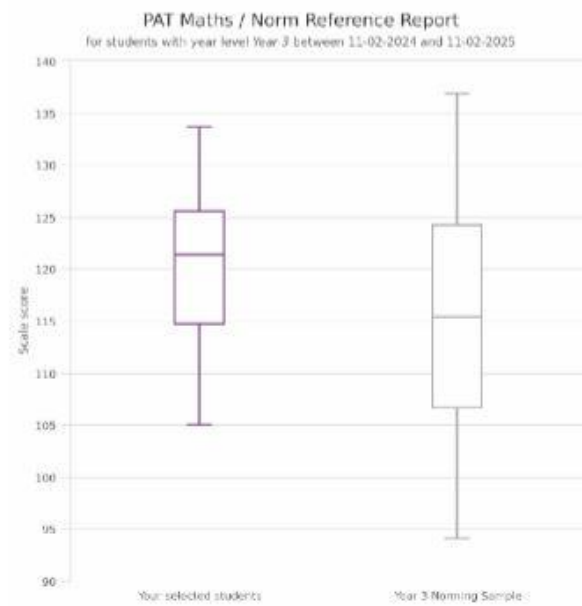
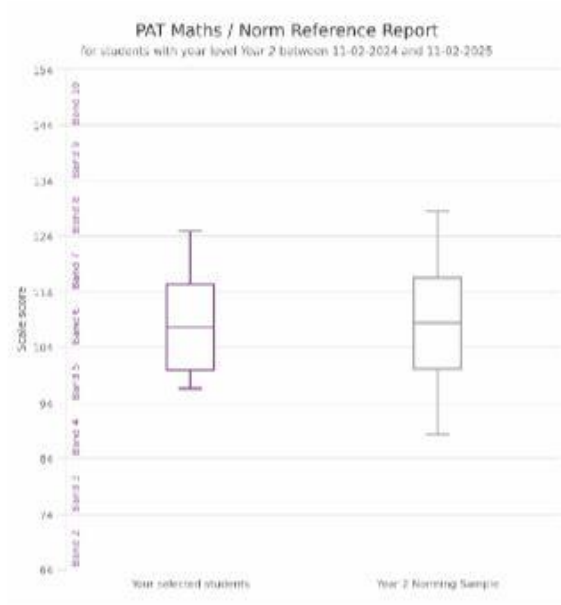
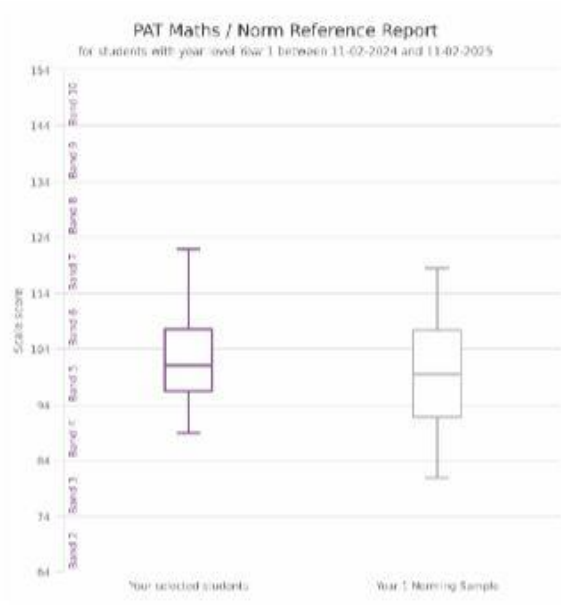
Whole School Spread

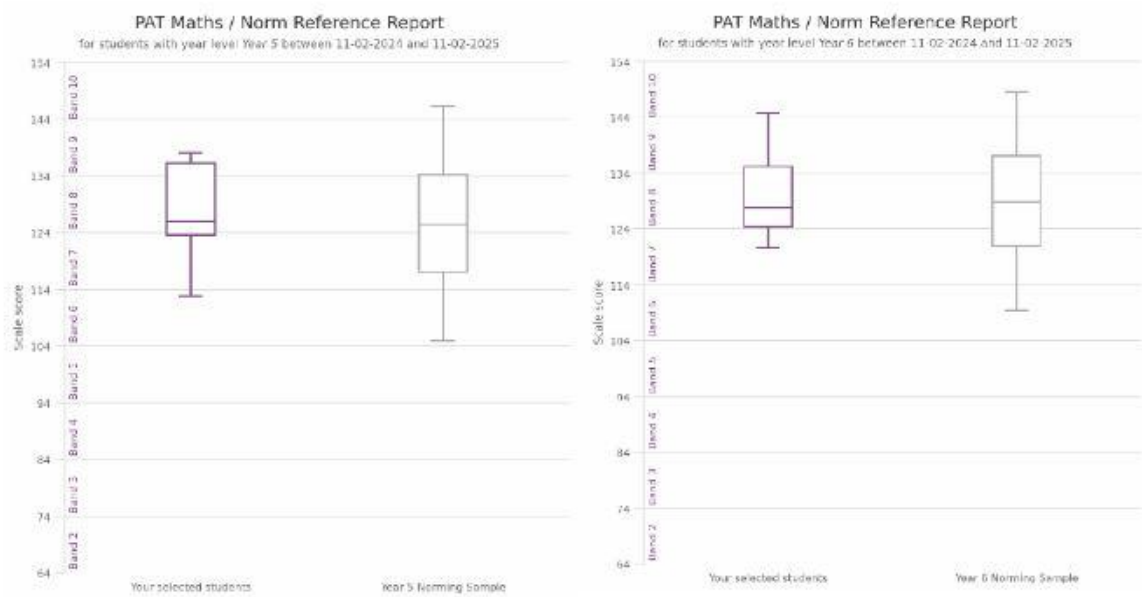


Analysis: PAT Numeracy results 2024

Below are the PAT test results for 2025 from Years 1 – 6. The students' achievement is on the left and the norm (all data from all students who did PAT around Australia) is on the right. Note that the lines going out from the box represent 15% of students, and the box is 70% of students. In the diagrams below, the centre line of the box indicates the expected performance mean according to PAT.

In Numeracy, PAT data shows that most students have achieved a higher standard than the normed reference. The box in the middle of most diagrams is quite small, showing a good level of targeted teaching that is reaching 70% of the students. Often, the top student exceeds the normed reference. Likewise, the lowest student result is much higher than that of the reference. This trend shows overall, students are at or above expected levels.

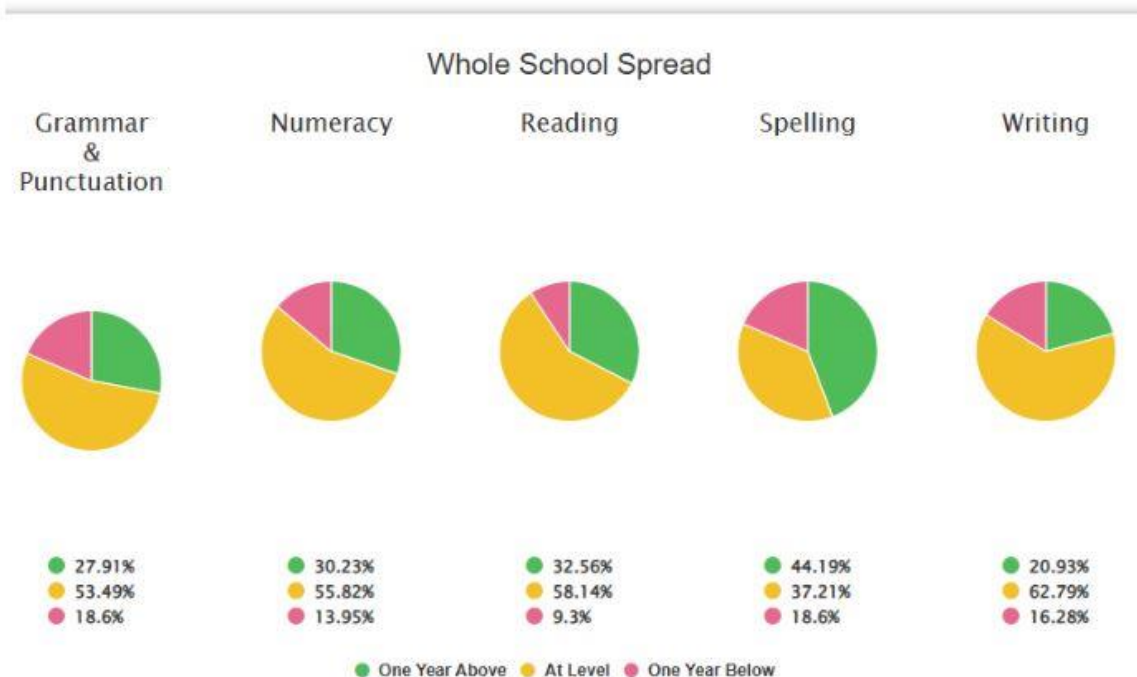




Analysis: NAPLAN Results 2024

The NAPLAN data across years 3 and 5 showed strong results across the 5 subject domains. The green shaded area shows students working above the expected average, those in yellow are working at the desired level, and the pink shaded area showed students working below the expected standard. It is pleasing to note that the green and yellow area take up the largest portion of the given pie graphs.

2024 NAPLAN



NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	432	67%
	Year 5	483	58%
Numeracy	Year 3	436	92%
	Year 5	489	74%
Reading	Year 3	432	83%
	Year 5	503	90%
Spelling	Year 3	445	79%
	Year 5	484	63%
Writing	Year 3	433	96%
	Year 5	480	79%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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 for 2024: To have clear and consistent language and behaviour supports across the whole community.

Outcomes:

A shared language for wellbeing throughout the school from all staff

A shared approach to supporting and managing behaviour within the school.

Achievements

The Wellbeing Sphere supports all members of our community and is always at the forefront of our minds at St Anne's.

In 2024 we continued to have a strong focus on SEL (Social Emotional Learning). All of our students received weekly lessons focusing on curriculum outcomes that developed their personal and social capabilities. Students were then supported by staff to use these skills in their daily interactions and experiences through the use of consistent language and strategies. This enabled our students greater success in navigating their emotions and interactions with others.

We continued to use resources such as the Berry Street Education Model, Bounce Back Program and Respectful Rights and Responsibilities Program to ensure our wellbeing programs were dynamic and catered to all our students' needs. Sites such as eSafety website, Kids Help Line and Bully No Way were also useful tools. These resources enhanced our SEL but also assisted us in maintaining our expectations around how we support each other through the use of our Be Statements: Be Kind, Be Ready to Learn and Be an Upstander. We acknowledged significant days such as National Day of Action against Bullying and RUOK Day and Harmony Day.

Supporting the Wellbeing of small groups and individuals within the school continued to be a priority in 2024. The Peaceful Kids Wellbeing Program was run again this year and we received positive feedback from both parents and students regarding the skills that students learnt during these sessions. We identified needs within our cohorts and ran wellbeing

support groups that catered to the needs identified. Our Wellbeing Hub continued to be a positive asset to our school enabling students to be supported during break times.

Staff continued their professional development in the area of wellbeing and reflected on their practice. Mindfulness and brain breaks were strategies that were used on a daily basis. Professional conversations were held regularly to ensure the best strategies and practices were in place to support individuals and cohorts to have a strong emotional literacy, a sense of belonging, strong relationships and be ready to learn.

To enhance our student's sense of belonging there were many extracurricular groups held. Our senior students received training and continued to run PLAY leaders at break time. This program allowed relationships to be developed across our school, gave students a voice and supported those that found playtime difficult sometimes. Other activities that supported our students were gardening, coding club, lego club, pop up play and choir. A popular addition to our school in 2024 was the introduction of the Breakfast Club. It has been wonderful to feed our students twice a week before school and to watch the relationships grow between staff and students during this time.

Overall many gains were made in the Wellbeing Sphere.

Value Added

- Facilitated the Wellbeing Hub to allow for accommodations to be made for children who required quiet time at playtimes. ·
- Continued to train staff in the Berry St approach and to use the Berry Street Education Model to guide our teaching and facilitation of supporting our students.
- Ensured Social and Emotional Learning was a priority by timetabling lessons where these skills are explicitly taught for 1 hour a week.
- Held staff meetings and allocated time on Curriculum days to focus on developing a shared understanding and knowledge of best practice in terms of student wellbeing
- Continued to embed our school 'Be Statements' allowing for consistency with behaviour management
- Continuation of Pop up Play and opened the garden at break times. Implemented the PLAY program
- Implemented point of need wellbeing programs and supports for individuals, eg Peaceful Kids.
- Sensory aids, mindfulness and calming techniques were practised.

Outside experts were utilised to educate staff and students.

Engaged in international days focusing on wellbeing eg. RUOK day and Bully no Way day

Student Satisfaction

MACSIS Survey Data:

Student data:

School Belonging domain our percentage was 64% a growth of 9% from last year and higher than the MACs average

Teacher-student relationships domain was 72% a growth of 2% from last year and higher than the MACs average

School Climate domain our percentage was 56% a growth of 2% from last year

Family data:

When asked how likely they were to recommend our school our percentage was 86%, 4% higher than the MACS average

When asked 'To what extent does your child feel they belong at his school?' our percentage was 86%, 2% higher than the MACS average.

Student Attendance

Our normal process is:-

- All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
- Parents have a responsibility to ensure that their children attend school regularly and are only absent if ill or if absolutely necessary.
- Parents have a further responsibility to communicate with the school explaining why an absence has occurred.
- The Principal has a responsibility to ensure that attendance records are maintained and monitored at school.
- All student absences are recorded on the electronic attendance roll and the Administrative staff enter it onto NForma roll daily.
- If students are absent without notification the school seeks to contact families and/or emergency contacts to clarify this

- Staff are asked to inform the Principal if a student is away for more than 2 days if reasonable reason not notified.
- The Class Teacher and Principal have a further responsibility to ensure that unexplained absences are investigated and that high levels of absenteeism are adequately explained.
- The Principal, or representative, will contact parents of students with high levels of unexplained absences, with a view to developing a plan to return to school and implementing strategies to minimize absences.
- Ongoing unexplained absences or lack of cooperation regarding student attendance may result in a formal conference being organized.

Unresolved attendance issues may be referred to D.H.H.S.

Average Student Attendance Rate by Year Level	
Y01	93.5
Y02	87.3
Y03	90.8
Y04	89.3
Y05	90.2
Y06	90.9
Overall average attendance	90.3

Leadership

Goals & Intended Outcomes

To create a cohesive learning community characterised by a shared vision and a strong sense of teamwork focused on improved student learning outcomes.

- It is intended that all members of the school community know, understand and are committed to enacting the school vision.
- It is intended that all decisions and practices have a positive impact on student learning outcomes

Achievements

- Adjusted our curriculum delivery in response to identified student need.
- Leadership Team have again strengthened their capacity and work effectively together through working with a variety of initiatives including the SWIF Network provided by MACS.
- Review of all staff role descriptions.
- Meeting schedule that focuses on the achievement goals established for the 2024 Annual Action Plan.
- Team approach for staff leading curriculum areas.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2024

Description of Professional Learning undertaken in 2024

- 'SWIF' meetings
- Maths Leaders Days
- Closure Day- Student Wellbeing
- Closure Day- Curriculum
- Closure Day- RE
- Goal setting and follow up meetings
- JPC Principals' cluster meetings
- Peninsula Principals Network meetings
- Principal Leadership- Indigenous- Engaging with Faith and the indigenous- NT
- Student Wellbeing Leaders Network Days
- Principal Regional Reference Days
- Parish Priest and Principal Briefings
- Deputy Principals cluster meetings
- Deputy Principal Executive Meetings
- Deputy Principal Conference
- RE Leaders' Clusters
- Reading Recovery network meetings
- Learning Diversity Leader network meetings
- NCCD meetings with consultant
- NCCD moderation
- Review of Safe schools and Reportable Conduct documentation
- Mandatory Reporting Training and completion of DSE modules

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • Epilepsy Medication PL Session • First Aid Refresher Training • Dynamiq Warden training for Emergency Management • Accreditation to Teach RE in a Catholic School (2 staff) • Post Graduate in Education- Phonic Awareness (1 staff) <ul style="list-style-type: none"> • Pathways to Principalship (1 staff) • Igniting Leadership Program (2 staff) 	
Number of teachers who participated in PL in 2024	28
Average expenditure per teacher for PL	\$762.00

Teacher Satisfaction

Our staff were overly more positive than the MACS average with constant improvement in positivity across the last 3 years.

Areas of strength compared to the MACS average as noted by the staff include Student Safety, School Climate, Staff- Leadership Relationships, Feedback, Instructional Leadership, School Leadership, Psychological Safety ,Staff Safety, Professional Learning, Collaboration around an Improvement Strategy, Collaboration in Teams, Collective Efficacy, and Catholic Identity.

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	4
Graduate Certificate	3
Bachelor Degree	11
Advanced Diploma	2
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	16.62
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	6.38
Indigenous Teaching Staff (Headcount)	0



Community Engagement

Goals & Intended Outcomes

Goal for 2024: That members of the community will have a sense of belonging

Achievements

Throughout 2024 we continued our commitment to working in strong partnerships with families. Our fortnightly Learning Links continued to be a valued document for our families. Learning Links informed families of the learning that was happening in the classrooms and gave suggestions about how families could build on this learning at home. Seesaw remained a useful tool for our school in supporting partnerships with families and it was widely used by staff and families. It allowed staff to send photos home about what the students have achieved during the day and what activities had been enjoyed. This enabled our families to ask their children more specific questions about their day, often making it easier for students to share what they learnt. Seesaw allowed for quick and easy communication between staff and families. Seesaw allowed for whole school announcements to be sent out and our fortnightly newsletter was sent out via this platform also.

In order to develop and build on relationships with our families we held many community events that were very well attended. Our classrooms were full on both our Mother's Day and Father's Day celebrations. Grandparents had their turn to join us on our Feast Day. We joined together for a lovely Mass celebrating St Anne and St Joachim followed by activities in our classrooms. Our traditional morning tea of scones was then enjoyed by our grandparents. Other events that our families were invited to included House Sports, Lapathon, fortnightly assemblies, class Masses and Liturgies, our Awards Ceremony and God shone on us with beautiful weather for our Christmas Concert again. We continued our tradition of having open mornings this year with families coming in and playing Maths games that the children use to practice their Maths skills.

A community highlight this year was our Art show. Families enjoyed the visual art pieces that were on display followed by an African Drumming performance. The children all worked hard on perfecting the art of African Drumming during their Performing Arts lessons and gave us a real treat performing at the school concert.

Student's connections to school and each other was again a focus in 2024. House Spirit activities were conducted, school sports day, buddy program and PLAY leaders were all opportunities for our students to spend time together and enjoy each other's company. Pop

up Play, Gardening, Choir, Coding club and Lego Club were all lunchtime clubs that helped build connections and a sense of belonging for our students and they were very popular with students of all ages!

Connections with our wider community continued in 2024. We held our annual Lapathon raising money for our parish St Vincent De Paul Christmas Hamper Committee to help support those in need within our Seaford Community. We played sports against our local primary schools. We visited John Paul College for retreats and activity days and continued our relationship with Nido Childcare.

We again ran an intensive orientation program in order to begin building connections with our new families for 2025. Children participated in 4 orientation sessions run in small groups by our Foundation teachers. While these occurred the parent's room was opened to allow parents to get to know each other. The whole cohort then joined together, with staff, for a Teddy Bear's picnic at the local park. Our 2025 Foundation parents enjoyed dinner out with each other, Foundation teachers and members of the school leadership team.

Our Parents and Friends group worked hard once again this year. Trivia night was enjoyed by many staff and parents within our community. We had a wonderful Mother's day and Father's day stall. Our Market day was a great success despite the rain and wind! The students enjoyed a disco, pizza on Italian Day and hot dogs on Footy Day. Our playgroup continued to allow school families to build relationships as well as families from our local area. We appreciate their hard work.

MACSIS Survey Data:

Family Data:

When asked 'How comfortable do you feel reaching out to the school for support?' our percentage was 86% which is 4% higher than MACS average.

When asked 'How welcome do you feel when you enter the school?' our percentage was 89% which is higher than the MACS average.

Student Data:

Our percentage for the School Belonging domain was 64% which is an increase of 9% from 2023

When asked 'How much do you feel like you belong to your school?' our percentage was

76% which was an increase of 14% from 2023 and 8% higher than the average MACS average for 2024.

Parent Satisfaction

School Advisory Committee Report 2024

The School Advisory Committee is pleased to present its annual report for 2024.

We would like to take this opportunity to once again thank all those who have contributed to the school community over the years. The past year marked a period of transition, as long-serving members of the Saint Anne's community bid farewell at the end of 2023, making way for new members who have stepped into various roles across the school, particularly within the Parents and Friends (P&F) group.

The school's fundraising efforts throughout the year were a great success, playing a crucial role in supporting the continued growth of our school. With a strong foundation in place, 2024 focused on building upon the dedication and hard work of previous years, achieving success across all aspects of school life.

As Saint Anne's continues to grow—particularly with a significant intake of Prep students—there has been a concerted effort to consolidate and plan for the next phase of development. The SAC plays an important role in understanding, contributing to, and facilitating the school's direction, ensuring a collaborative approach to its future.

The entire school community remains deeply grateful for the incredible work of our teachers and administrative staff. Their dedication and care in helping our children become the best versions of themselves cannot be overstated.

I would also like to extend my heartfelt thanks to all committee members for their valuable input and support. Parent involvement is a cornerstone of the Saint Anne's community, and without their dedication, the school would not be what it is today. I encourage everyone to consider joining the SAC or, alternatively, explore the many ways they can contribute to the school community.

Looking ahead to 2025, we are excited to commence the Senior School upgrades and finalise the large-scale improvements planned for the school. The SAC acknowledges the complexities that come with these developments and is committed to representing the school community as we navigate the challenges they may pose for students, curriculum delivery, and community activities.

The Advisory Committee remains steadfast in its commitment to supporting the school's continued success in every possible way.

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.saseaford.catholic.edu.au