



St Anne's School Seaford

2022 Annual Report to the School Community



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Minimum Standards Attestation

I, Rod Shaw, 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.

28/03/2023

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

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

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.

2022 saw us return to school for a full year after two years which were severely disrupted due to the worldwide COVID pandemic. Last year saw over \$1.5 million dollars invested into our facilities to continue improvement of our learning environment with a very modern refurbishment of the junior learning, Stem and library areas. This building has assisted us to provide the best of contemporary learning practices to ensure St Anne's is a school of high student achievement that exemplifies the best that Catholic Education can offer.

During 2022 we worked with a number of outside experts in enhancing Learning and Teaching and Wellbeing during the year. The school's funded enrolment for 2022 was 155 but in 2023 this has climbed again to 177 students, exemplifying our continual growth in student numbers. Growth is expected to occur over the next 5 years, with our two Foundation classes being fully subscribed by May 2022. The school is estimated is to reach 195 students for 2023.

Currently the school has a Language Other Than English speaking background of 19%. The school consistently reviews its curriculum programs ensuring that literacy and numeracy are of the highest priority. The school has plans in place to renew and enhance the learning spaces, both inside and outside the traditional classroom.

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.

This year again has been heavily affected by the COVID pandemic. It was noticed through frequent absence and a lack of resilience and stamina from many. I wish to congratulate staff, families and students on their willingness to do their very best in teaching and learning through the challenges of the year.

It was good to resume regular parental engagement through our school activities and through social activities and events organised by the P&F throughout the year. Our school's weekly newsletters provide many examples of this.

Learning should always be in 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 have been put in place in recent years 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 each week which enhances their understanding of Church traditions.

In all, 2022 has been a very positive, yet challenging due to the lingering challenges of COVID 19, school year. We have continued to see improvements in teaching and learning which have regularly been commented on by the school community as well as long awaited development of our school environment.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals & Intended Outcomes

The goal for Priority One in 2022 was: to deepen Catholic Identity through a clear and strategic Approach.

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 work 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.

□ 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

Achievements

2022 has been a year of catching up from the COVID years. The Staff and students at St. Anne's had many achievements in the sphere of Education in Faith.

In collaboration with the Parish and St Joachim's Catholic Primary school, we have had 6 students receive Reconciliation, 9 Students receive Eucharist and 8 students Confirmed in the Faith this year.

- Leadership worked hard to provide opportunities for staff to further develop understandings of Catholic Identity. The Faith sphere was discussed weekly staff meetings meetings. Professional development in Theology was delivered through on line resources such as FRG ministry as teachers work towards 50 hours of Religious Education PL to maintain their accreditation.

- Staff continued to develop their understanding of using the Pedagogy of Encounter to plan curriculum that was engaging and helped the students to recontextualize their faith. Staff St Anne's School Seaford regularly discussed the Catholic Social Teachings outline by CARITAS and used these to plan their Inquiry units.

- The school continued to embed the Prayer scope and sequence throughout the year. Important Liturgies were also celebrated as a community both in the church and in liturgy at

school. We continued to use online structures for embedding prayer in the community especially in the early part of the year.

In the second year of the Prayer Collective we expanded to join with St. Joachim's Catholic Primary school and Galilee Regional Primary school. The meetings were on line. The staff in the collective developed understandings of the Pedagogical and Theological approaches to teaching prayer and shared these in staff meetings. Due to the online aspect of learning this year only some of the approaches were shared with the whole staff and used to engage the students. This was the final year of the Prayer collective.

- The school continued to engage the community in Religious Education through the use of the school newsletter and seesaw with an average of 67 hits on the newsletter page each week.
- The students were encouraged to participate in the community activities such as NAIDOC Week through activities in classrooms and online.
- We have continued to embed a house structure that celebrates our faith and brings the community together through demonstrating the charism of the saints the houses were named after.
- Social Justice leaders have had the opportunity to promote initiatives within the school through the 'Our House Spirit'.
- The Religious Education Curriculum with an over-arching charter, 'Horizons of Hope' as prescribed by CEM, has continued to be embedded in the school with teaching staff developing their understandings through team planning so that lessons are delivered effectively and purposefully with scripture as the basis for the learning.
- Through Religious Education classes students have developed skills and knowledge that strengthen their faith and enable them to make just decisions about their lives. These can then be applied in their interactions with others in the school and the wider community.

VALUE ADDED

- Development of the 'Our House Spirit' leadership group to offer leadership throughout the school, and online 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.
- Development of liturgical prayer for special days such as ANZAC day and Mother's Day, on site at school to develop the sense of community that had been difficult to maintain in an online environment.
- Development of pedagogical and theological practices to enhance the teaching and learning of Prayer throughout the school with St. Joachim's Primary School and Galilee Regional Primary School in a Prayer collective overseen by MACS.
- Strong focus on prayer in school assembly

- End of year Christmas Mass and concert/play
- Continued use of safe COVID practices for community based events such as Mass and Liturgical celebrations.

Learning and Teaching

Goals & Intended Outcomes

Goals and intended outcomes

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

- It is intended that all students are engaged in their learning, develop confidence, experience success and become independent learners.
- It is intended that student learning outcomes in Literacy and Numeracy improve.

Achievements

Achievements

In 2022, Annual Action Plans in the areas of Learning and Teaching, Mathematics and Literacy were designed to achieve goals set in the School Improvement Plan in response to our School Improvement Plan 2019 – 2023.

After two years impacted by Covid restrictions, this year Staff were able to return to face to face teaching of a consistent nature. They planned and assessed explicit tasks that developed students' content knowledge and created opportunities for independent work and self-managed learning. Teachers continued to follow our established Scope and Sequence documentation in English, Mathematics, Inquiry and Religious Education. In this way, teachers maintained our F – 6 focus to differentiate to best target students' learning needs and engage in collegial practices including peer coaching, team planning and development of exemplars to use as worked examples for students. Students benefited from established platforms including CAFE reading and VOICES writing, with teachers successfully using these modes of delivery to assist student learning effectively and responsively. Likewise, LSOs supported reading and maths groups to target students at point of need under the supervision of the Literacy and Maths leader. Our ability to create consistency around student learning after remote restrictions reflects our strong teamwork as a staff and the positive Family School Partnership we have worked hard to build.

In 2022 the 'Horizons of Hope' (HOH) improvement framework from MACS continued to be a focus, guiding staff in the planning and implementation of programs that reflect the Catholic ethos. The learning schema within this framework incorporates three critical aspects of teaching: animating learners, enabling deep learning and engaging in powerful teaching. The HOH scaffolds our approach to Learning and Teaching at St Anne's and reflects contemporary practices in education. Religious Education underpinned all curriculum areas and clear connections were made in all planning documentation.

Teachers engaged in reflective practices using a range of AITSL tools in order to set relevant, targeted goals. Our coaching project was implemented with the Principal, Deputy Principal and Learning and Teaching Coordinator. 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 that targets aspects of need using evidence from a range of sources including PAT, NAPLAN, Fountas and Pinnell reading, etc. The area of Writing was ascertained as our major focus for 2022, which centers on the 'Powerful Teaching' strand of the Learning and Teaching rubric from MACS: 2.4 – Teachers plan targeted learning experiences.

St Anne's was also successful in its application of our coaching project in order to engage in a project to improve an aspect of our Learning and Teaching in 2022. We identified the potential to continue our work building a coaching and peer mentoring program at St Anne's with a special focus on developing a culture of feedback. This integrated very well with our focus on Writing in SWIF. The focus was to create clear and meaningful learning intentions and success criteria to improve all student outcomes. This has been implemented through our VOICES writing approach, moderated writing and our writing data wall, which tracked students' growth against the Victorian Curriculum. Another key priority was to improve teachers' data literacy throughout the school through collegian analysis of student writing samples. The intended outcome is: 'That a culture of trusting, open and challenging feedback is built as stipulated in the shared focus and intended outcomes.'

In Mathematics, we were successful candidates to undertake the Early Numeracy and Algebra professional development, which focused on our Foundation students and teachers. Our Mathematics leader and foundation teachers worked together to assess and implement a targeted teaching focus in the area of number to improve our early year's data. Stemming from this project, the implementation of Teaching Sprints was extended to a whole school mathematical focus, whereby teachers identified individual needs of students and implemented short, focused teaching goals called 'sprints' for those students.

St Anne's continues to use Nforma to generate reports twice yearly for parents/carers. In response to contemporary practices, we delivered reports via a secure online platform. We continue to work closely with families and asked for feedback regarding our reports and the reporting structure for our semester 2022 reports. Pending this feedback our report content/structure may alter for the 2023 reporting cycle.

STUDENT LEARNING OUTCOMES

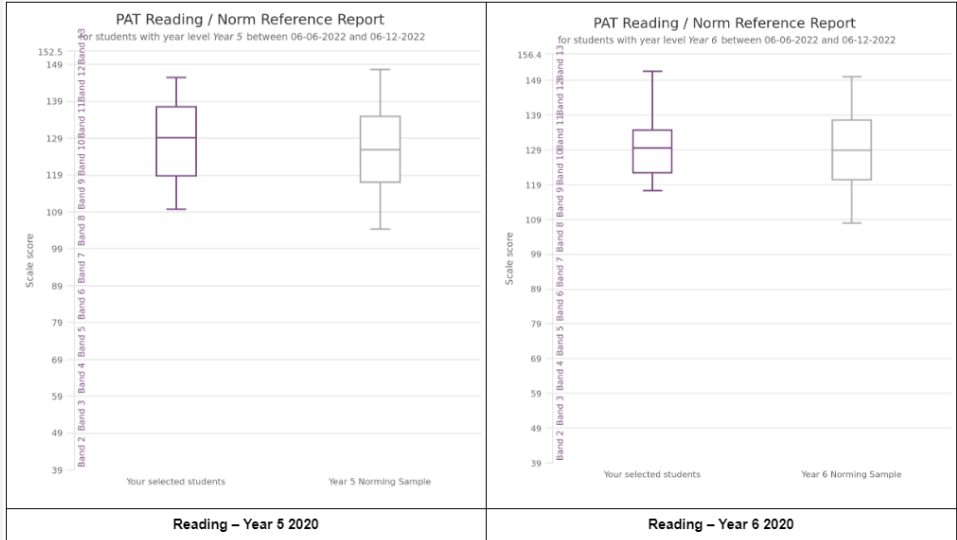
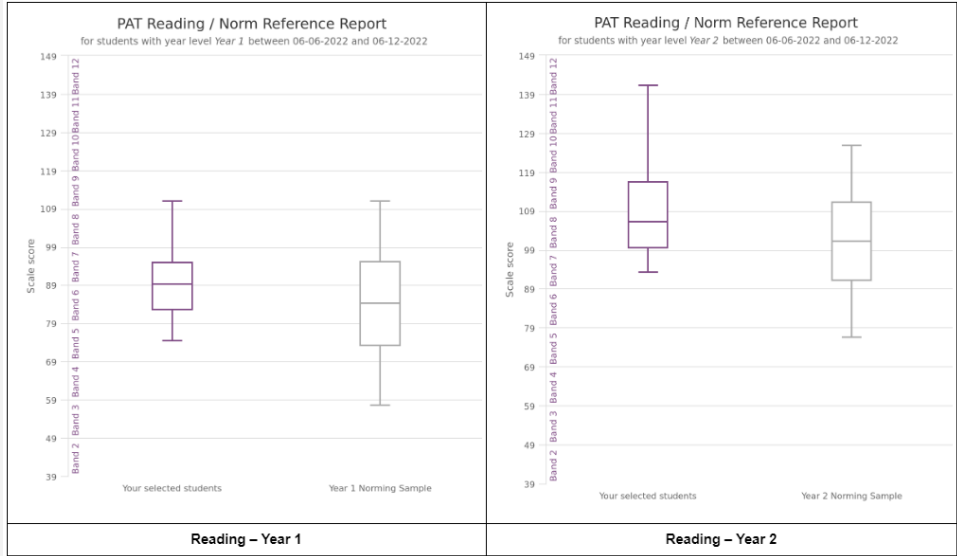
STUDENT LEARNING OUTCOMES

Below are the PAT test results for 2022 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 50% of students.

Box and whisker guide. In the diagrams below, the centre line of the box indicates the expected performance mean according to PAT.

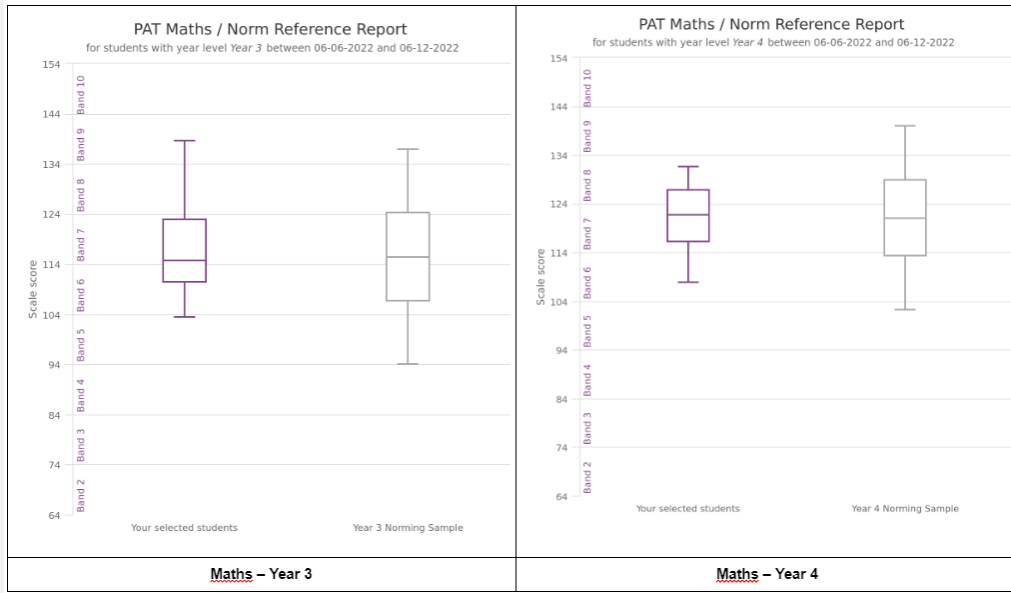
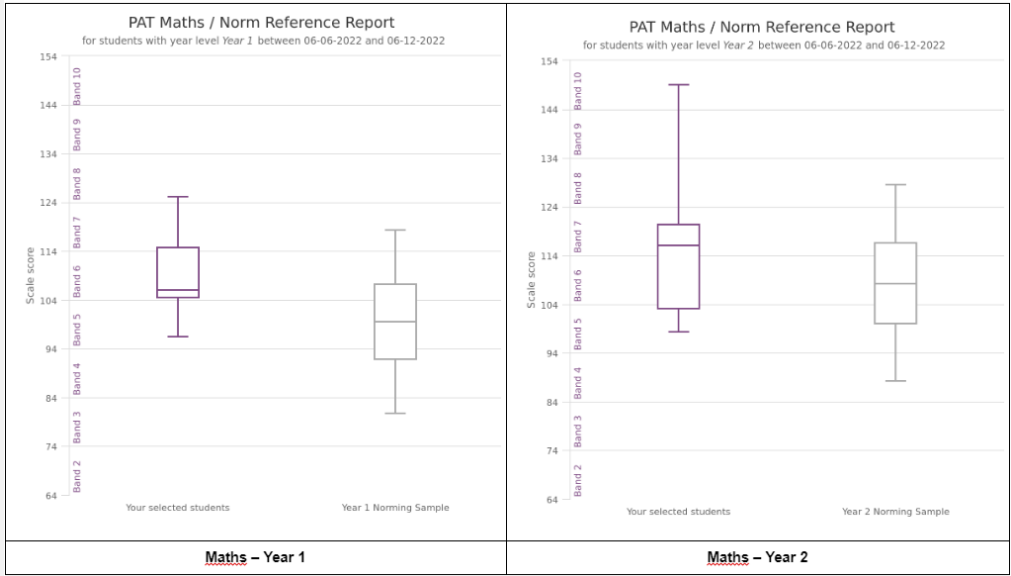
Analysis: PAT Reading results 2022

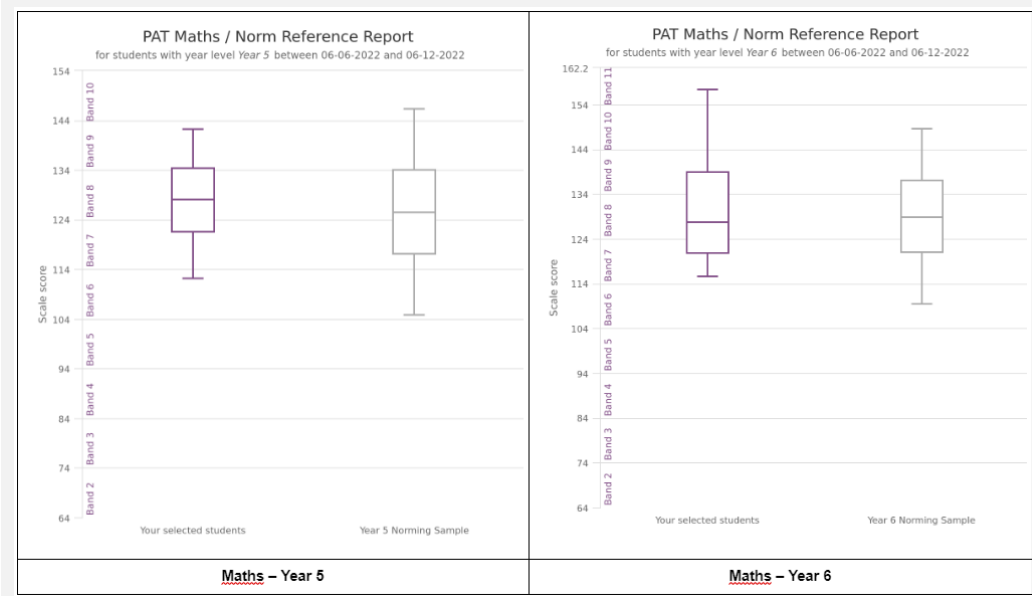
In Reading, PAT data show that our teaching is quite targeted as the box and whiskers are closer together compared to the normed reference. This is shown by the fact that the top half (above the line) is generally closer together than the lower half. For all levels our mean is at or above the expected standard in comparison to the norm reference for students in that age category.



Analysis: PAT Numeracy results 2022

In Numeracy, PAT data shows that most students have achieved a higher standard than the normed- reference cohort. The box in the middle of each diagram is quite small, showing a good level of targeted teaching that is reaching 50% 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.



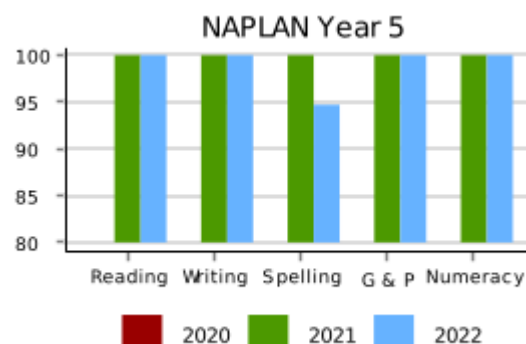
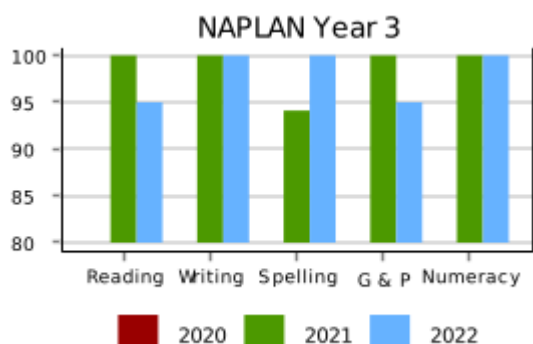


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	95.0	-5.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	95.0	-5.0
YR 03 Spelling	-	94.1	-	100.0	5.9
YR 03 Writing	-	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	-	94.7	-5.3
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

Priority 2:

To have clear and consistent student management across the whole community

Achievements

After much consultation with members of our community we launched our 'Be Statements' at the beginning of this year. Our Be Statements are our expectations of how we conduct ourselves. At St Anne's we Be Kind, Be Ready to Learn and Be an Upstander. The introduction of our 3 'Be Statements' has been instrumental in us having a common language and understanding around expectations for our whole school, allowing us to have stronger, more consistent student management.

Our school community has benefited greatly from Georgina Manning's knowledge this year. This started with a professional learning day with all of our staff. Georgie shared ways that children with anxiety can be supported to achieve their best. She touched on mindfulness techniques and the benefits of this. Mindfulness is something that is practiced daily by all students in our school. Following our staff day we held a well attended parent information evening. Here parents gained an insight into understanding their children's anxiety and ways to support them and guide them through this.

The Peaceful Kids Wellbeing Program was another initiative that we began this year, also due to Georgina's knowledge. This is a small group program that is run by two staff members who have been trained to facilitate this. The group runs for 8 weeks and explains emotions and responses to stresses to children. It develops their skill of managing their anxiety and supports them to grow in their ability to participate in mindfulness. Teachers will be selecting children for this program next year.

As well as our whole staff PD day with Georgina Manning other staff training in the Wellbeing sphere continued this year. We continued our staff training in The Berry Street Education Model with 2 more staff becoming trained in the model. A number of staff attended Respectful Relationship training also to upskill them in teaching Topics 7 & 8 in the program.

Our Wellbeing Hub has continued to be a great success this year. The wellbeing hub is open and staffed at break times to support students who find it overwhelming to be outside for the whole of break times. Being in the hub allows them to have conversations with staff and other students, play games or just have a bit of quiet time.

Explicitly teaching social and emotional skills is seen as an important part of our curriculum. Classes participate in specific lessons for 45 mins - 1 hour each week. We have been thrilled to incorporate all aspects of the Resilience, Rights and Respectful relationships program into our teaching this year along with other programs such as Bounce Back, NED program and Berry Street.

VALUE ADDED

- Facilitated the Wellbeing Hub to allow for accommodations to be made for children who required quiet time at playtimes.
- Taught all 8 topics from the Respectful Relationships program.
- Continued 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
- Introduced 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
- Mindfulness practiced each day by everyone. Further trained staff in leading mindfulness
- 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.
- Information and expert opinions about wellbeing were shared in the newsletter weekly
- Engaged in international days focusing on wellbeing eg. RUOK day and Bully no Way day

STUDENT SATISFACTION

The data from our Student MACSSIS survey show some pleasing numbers. In the Enabling Safety domain we

received a score of 60% which is higher than the MACS average. In the domains of Student Safety, Student

Voice and School Engagement our data shows us close to 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	85.2%
Y02	85.9%
Y03	87.6%
Y04	82.9%
Y05	85.8%
Y06	78.9%
Overall average attendance	84.4%

Child Safe Standards

Goals & Intended Outcomes

During 2021 in the transfer of governance from the Parish Priest to Melbourne Archdiocese Catholic Schools (MACS) all Child Safety documentation and processes were revised to ensure the school meets Ministerial requirements. Some of this documentation has again been revised and altered during 2022.

- The intended outcome is that through these policies and practices we will provide a safer learning environment for all of our students.

Achievements

Achievements

1. Ensuring staff and School Advisory Council are aware of changes to policies as provided through MACS.
2. Continued Training of teachers, non-teaching staff and volunteers
3. Communication with the community through the school newsletter and website
4. Improvement in our Human Resources practices inclusive of having a digital sign in system for visitors
5. Student participation and empowerment strategies through class discussions
6. Child safety - exploration of appropriate Risk Management approaches.
7. Training in Reportable Conduct for staff
8. Revision of Mandatory Reporting for all staff St Anne's School
9. Regular changes in ensuring a COVID safe environment in ensuring we abided by the Victorian Chief Health Officer's regulations

Leadership

Goals & Intended Outcomes

Leadership & Management 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

Achievements

- Adjusted our curriculum delivery in response to identified student need.
- Leadership Team have again strengthened their capacity and work effectively together.
- Review of all staff role descriptions.
- Meeting schedule that focuses on the achievement goals established for the 2022 Annual Action Plan.
- Team approach for staff leading curriculum areas.
- Continuing the implementation of a structured Performance and Development Culture within the school.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Description of Professional Learning undertaken in 2022
- Goal setting and follow up meetings
 - JPC Principals' cluster meetings
 - 'Family School Partnerships' clusters
 - 'RE Leaders' Clusters
 - Reading Recovery network meetings
 - Learning Diversity Leader network meetings
 - Respectful Relationships' cluster meetings
 - 'SWIF' meetings
 - Principals Network meetings
 - Review of Safe schools and Reportable Conduct documentation
 - Mandatory Reporting Training and completion of DSE modules

- Parish Priest and Principal Briefing
- Governance Meetings
- First Aid Refresher Training
- NCCD meetings with consultant
- NCCD moderation
- Frankston TEN meeting
- Deputy Principals cluster meetings
- 'Our House Spirit' meetings
- Dynamiq Warden training for Emergency Management

Number of teachers who participated in PL in 2022	23
Average expenditure per teacher for PL	\$80

TEACHER SATISFACTION

Areas of strength include Feedback, Instructional Leadership, Professional Learning and Staff Safety according to the 2022 MACSIS survey where we exceeded the MACS average for 'All Staff'.

An area of the MACSIS survey that showed improvement for 'All Staff' from 2021- 2022 but has not yet exceeded the MACS average is Collaboration in Teams.

Additionally areas that exceeded the MACS average for "Teaching Staff" were School Climate, School Leadership and Support for Teams.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	83.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	87.5%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	6.7%
Graduate	20.0%
Graduate Certificate	13.3%
Bachelor Degree	66.7%
Advanced Diploma	20.0%
No Qualifications Listed	13.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	20.0
Teaching Staff (FTE)	15.9
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	8.7
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goals and intended outcomes:

That families will feel that St Anne's is a great place to learn for their children.

Achievements

2022 saw us with a consistent year of learning onsite with lockdowns behind us. Reconnecting and working together as a community was fostered through many activities across the year. This year we were able to have our families join us for Mother's Day activities and morning tea and also Father's Day activities and a sausage sizzle. As part of our feast day celebrations we invited our grandparents to join us for mass and then some fun in our classrooms. Other events that our families were invited to included House sports, lapathon, weekly assemblies, class masses and liturgies as well as our Awards Ceremony. We held an extremely successful Writing morning in Term 4 where we showcased our teacher's focus on writing performance. This was a wonderful opportunity for parents to gain an understanding of not only how our literacy works but also to come into our classrooms and see their child's progress. Our Christmas concert held on our deck allowed families to gather and enjoy time together, as well as admire the children's performances.

Along with reconnecting with our families again back onsite our students were also given opportunities to reconnect. Our House Sports allowed them to participate in their house groups and encourage each other along the way. Lapathon reached out to our Parish and assisted them in supporting those in need. Our Grade 6 and Foundation students enjoyed an uninterrupted buddy program once again. Pop up Play and gardening also provided opportunities for students to connect with all age groups in our school as well as PLAY leaders which our grade 5 students were trained in and ran at break times for younger students.

Towards the end of 2022 we conducted an extensive transition program for our 2023 Foundation families. 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 2023 Foundation parents enjoyed dinner out with each other, Foundation teachers and members of the school leadership team. Families were provided with contact lists so that they had a way of forming connections outside of school time. Seesaw was set up for these families in November to allow them to receive direct messages from school and for them to communicate when required.

Connections with local schools began to grow again. Our senior students were able to enjoy inter-school sports with a number of our local primary schools. A lightning premierships was also held which was enjoyed by all involved. Our students from our middle and senior school were invited to Kilbreda and John Paul college to be entertained with their school musical dress rehearsal performances.

Our school also benefited from organisations in our wider community. Our senior students received a powerful workshop by 'Courage to Care.' The Frankston Council provided an informative session on transition to high school for our Grade 6 students. Communication between local kindergartens and childcare has commenced in order to build relationships again in 2023.

Our Parents and Friends group were able to run many community events again this year. These included a Trivia Night and the St Anne's Craft Market. These were wonderful opportunities for parents to work together and provided marvelous community events that raised money and built community connections.

St Anne's school runs a playgroup each Monday in our school hall allowing school families to build relationships but also allows families from our local area to come along.

Communication that was sent regularly included weekly newsletters with detailed information and Learning Links fortnightly sharing ways families could engage and continue learning at home. Seesaw was used to send announcements and photos of children learning, to assist families to be aware of what was happening in the classrooms. Teachers and leaders were always available to meet with families whenever needed.

PARENT SATISFACTION

Our data from MACSIS Families Survey shows we continue to achieve results higher than the MACS average in all 7 domains.

- Our percentage for 'Family Engagement' dropped a little from 61% in 2021 to 54% in 2022 however it still remained above the MACS average which is 46%.

This can be explained due to the remote learning that occurred in 2021 so we recognise a stronger need for families to be more actively engaged.

- Our percentage for Communication was 83% which is 11% higher than MACS average
- Our percentage for School Fit (families perception of how well the school suits their child's needs) rose to 82% which is 6% higher than the MACS average