



Melbourne Archdiocese
Catholic Schools

2023

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 13 May 2024

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 fully subscribed for 2024 by May 2023. The school is estimated to reach 210 students for 2025.

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.

This year we took part in our four yearly review which was a very challenging and successful experience. It provided an opportunity to engage in the process of strategic thinking and planning, manifesting in the development of our School Improvement Plan for the next four years.

Key recommendations, which we have actioned, 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, 2023 has been a 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.



Catholic Identity and Mission

Goals & Intended Outcomes

The goal for Priority One in 2023 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 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

This year the RE leadership changed and Education in Faith has continued to steadily grow under this new leadership. 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 16 students receive Reconciliation, 7 Students receive Eucharist and 13 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 at staff 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.

- A school retreat for staff was held where Andrew Chinn and Drew Lane presented using music in Liturgy. The staff have been using their resources including the website regularly for Liturgical celebrations throughout the year.

- Staff St Anne's School Seaford regularly discussed the Catholic Social Teachings outline by CARITAS and used these to plan their Inquiry units and the MACS religious education curriculum was used to plan units of work in line with the Liturgical year.

- 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.

- The school continued to engage the community in Religious Education through the use of the

school newsletter and seesaw with an average of 21 hits on the newsletter page each week.

- The students were encouraged to participate in the community activities such as NAIDOC Week, Reconciliation week, ANZAC day and Remembrance Day through activities and Prayer 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'.

- Students and Staff worked with Drew Lane to develop the school song- 'Ties of Faith'.

- 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 through the school retreat using Butterfly house music – Andrew Chinn and Drew Lane
- Development of a school song (hymn) – 'Ties of Faith'
- 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

To be evidence-informed in order to improve student learning in literacy and Mathematics.

- That teacher capacity to deliver a high quality, differentiated curriculum is developed
- That teachers' data literacy skills improve
- That student learning outcomes improve through an evidence-informed, shared approach to the curriculum

Achievements

In 2023, 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.

Teachers continued to use data analysis to drive Learning Intention and Success Criteria setting in Mathematics and Literacy. In Mathematics, teachers continued to build the bank of effective pre and post tests from F – 6, 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 work and self-managed learning.

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 curriculum leaders.

The 'Horizons of Hope' (HOH) improvement framework from Melbourne Archdiocese for Catholic Schools (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 continued to follow our established Scope and Sequence documentation in English, Mathematics, Inquiry and Religious Education. In this way, teachers Ensured that Inquiry units demonstrate connectivity with Literacy, Mathematics and relevant curriculum areas underpinned by the Catholic Social Teachings. The scope and sequence also provided teachers with an awareness of where each child sits on the developmental curriculum 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 that targets aspects of need using evidence from a range of sources including PAT, NAPLAN, etc. The area of Spelling, which falls under Writing in the Literacy Curriculum, was our major focus for 2023, which centred on the 'Improved Student Learning Outcomes' strand of the Learning and Teaching Rubric. The underlying goal was for students to transfer their spelling knowledge into their written tasks. As a school, the SMART Spelling programme was implemented from F-4 to support the development of a consistent approach in spelling. This programme was used to effectively differentiate word work and explicitly teach the relevant spelling strategies needed. SMART Spelling Professional Development was undertaken to enhance staff's Pedagogical Content Knowledge. How Spelling was applied into teaching was included as part of our reading Daily 5, and VOICES in Writing, with a focus on spelling in context. It is pleasing to note, our school wide data has shown strong growth in this area, and is shown in the tables below.

In Mathematics, we were once again successful candidates to undertake the Early Numeracy and Algebra professional development, which focused on our Grade one and two students and teachers. Our Mathematics leader and teachers worked together to assess and implement a targeted teaching focus in the area of number. Stemming from this project, the implementation of a Mental Strategies continuum was extended to a whole school mathematical focus, whereby teachers utilised a scope and sequence to explicitly teach efficient mental strategies in number.

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. In the Semester Two reporting period, we added 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 2023 reports. Pending this feedback our report content/structure may alter for the 2024 reporting cycle[1] .

In Digital Technologies this year class teachers implemented the curriculum through cross-curricular [2] lessons connected to Mathematics, Literacy and Inquiry, as well as individual lessons. During the first term of the year all classes focused on eSafety to set up good practices and healthy habits when using technology. Our Year 6 students completed their Digital Licence from the eSafety Commission to prepare them for Year 7.

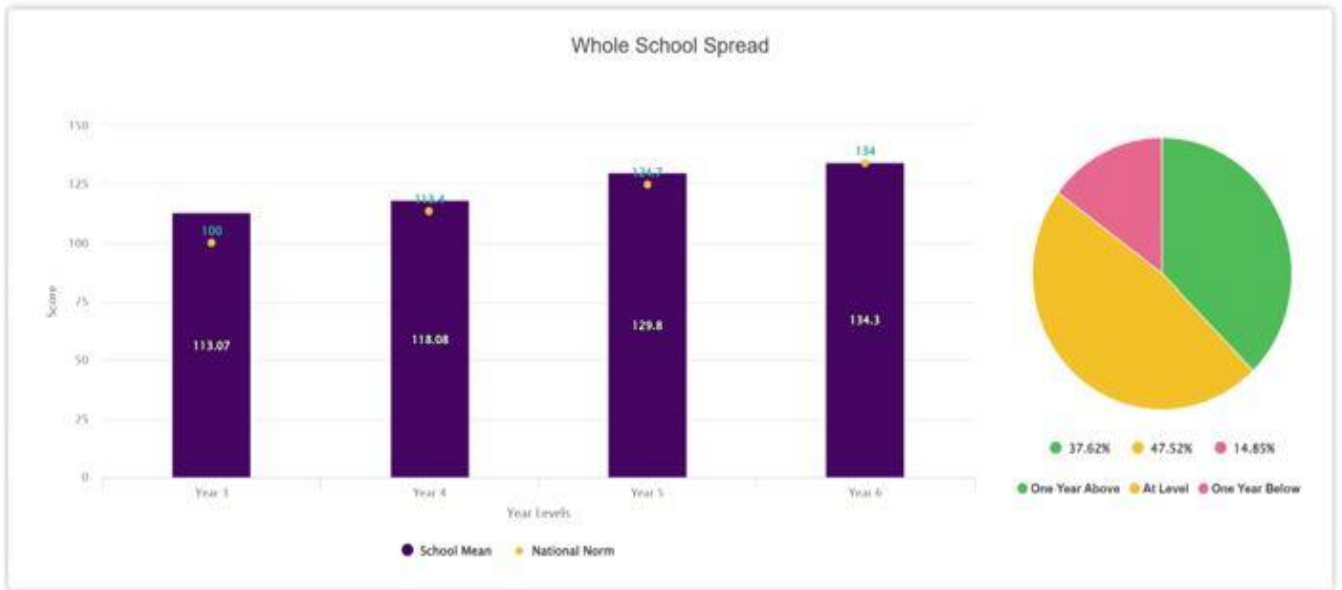
Throughout the year, students gained a range of knowledge and skills during Digital Technologies. This included the difference between hardware and software, using Gmail, creating data tables, using Google Sheets, coding programmable bots, and using Google Slides to create interactive stories.

We introduced two new initiatives in this space throughout the year: Minecraft for Education and LEGO Essentials build and code kits. Our senior students had opportunities to be the first students to explore our new equipment and software. Our ICT Captains and two other Year 6 Leaders also had the opportunity to attend a STEM (Science, Technology, Engineering and Mathematics) day for the first time this year. It was a hands-on experience full of networking and workshopping.

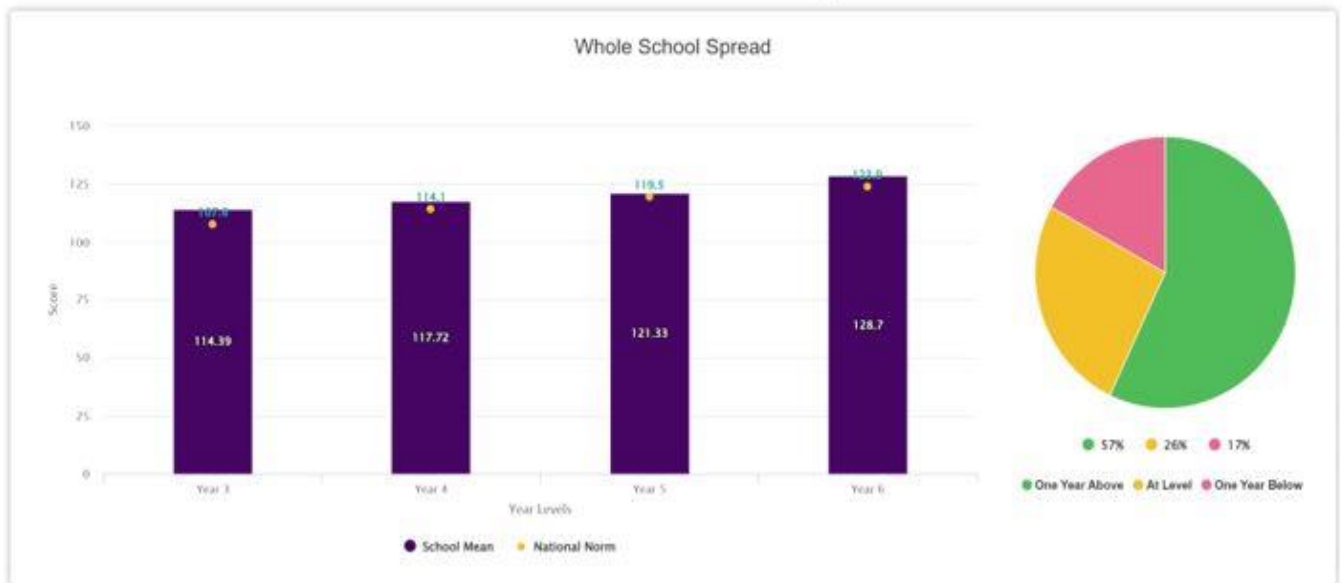
Student Learning Outcomes

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.

2023 Semester 2 PAT Spelling



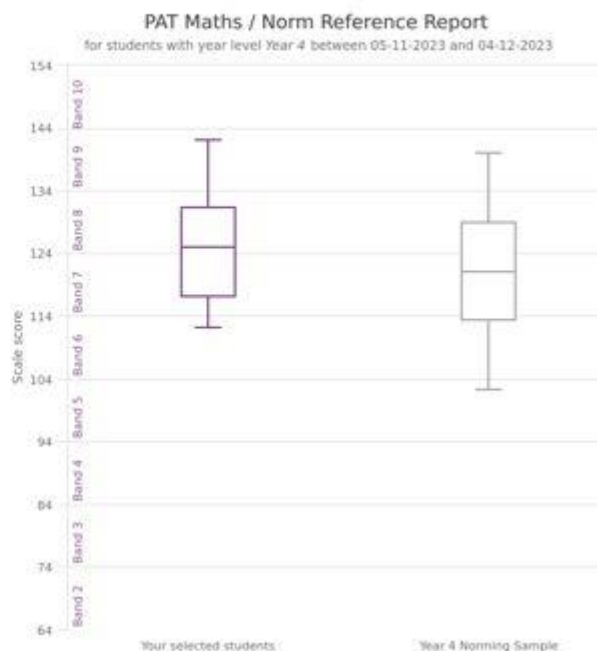
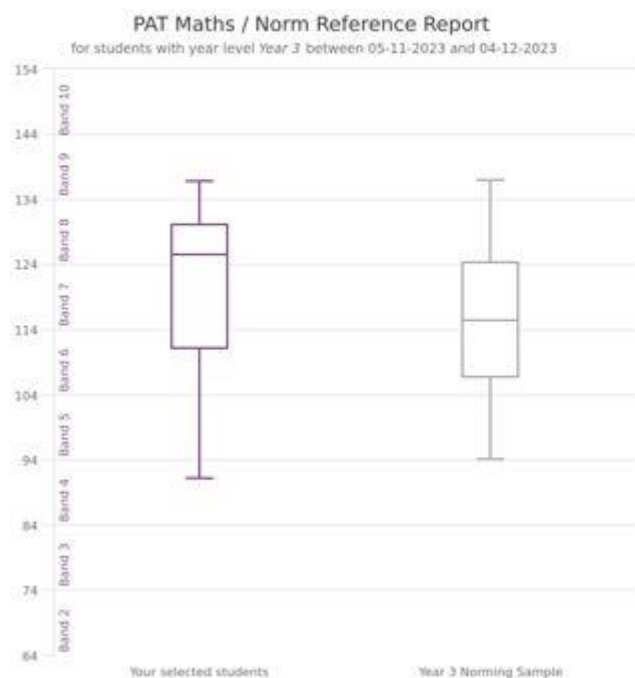
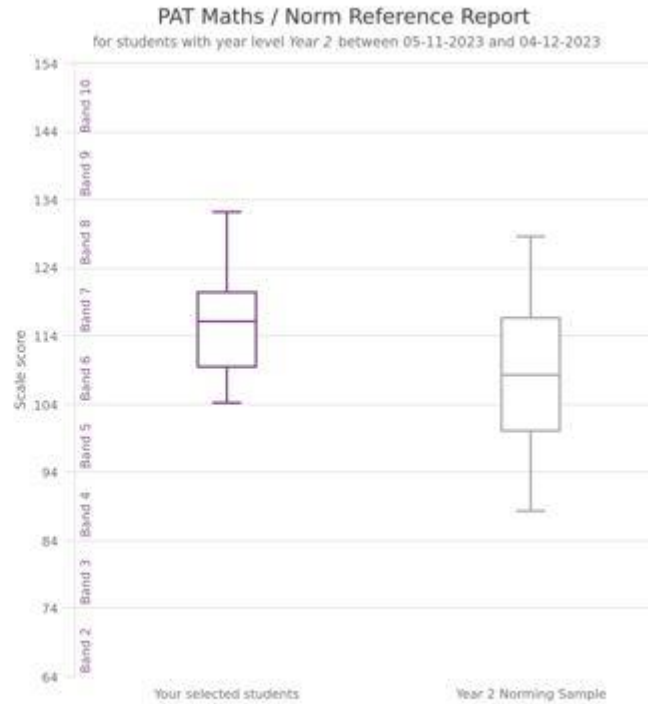
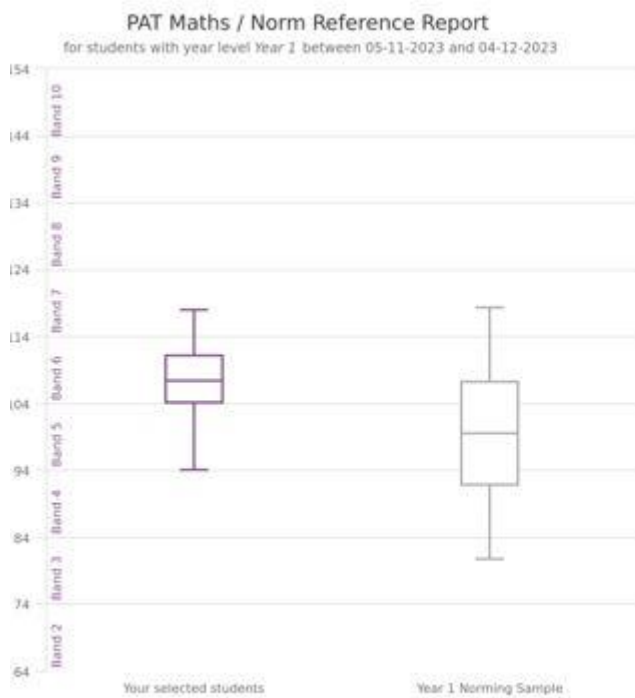
2023 Semester 2 PAT-R Vocabulary



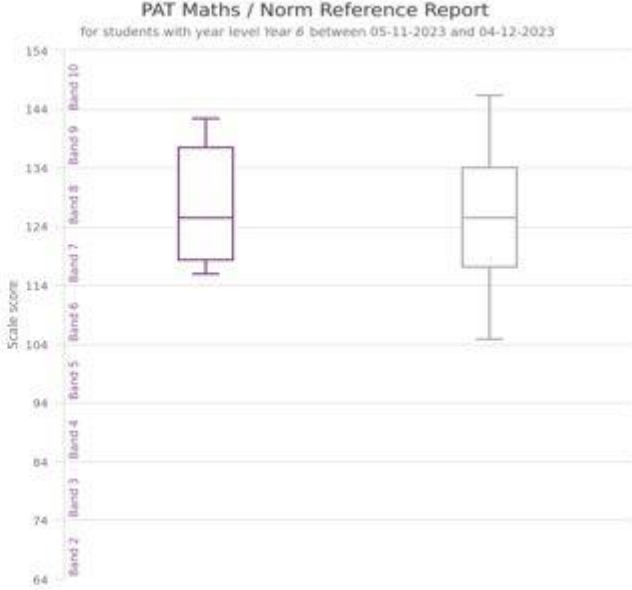
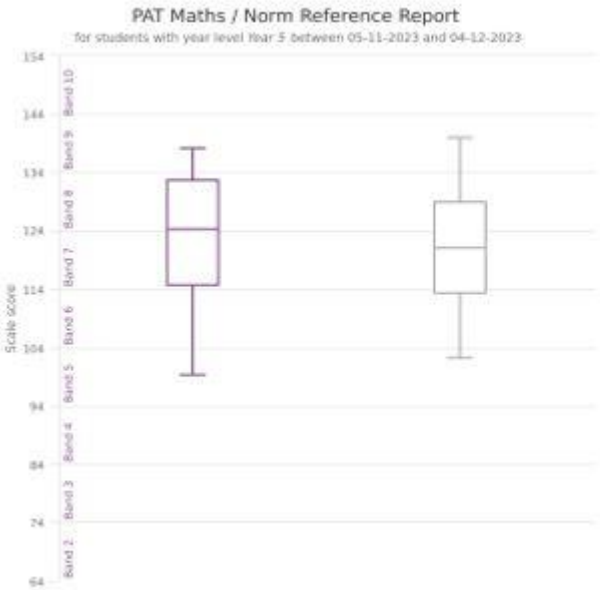
Analysis: PAT Numeracy results 2023

Below are the PAT test results for 2023 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.

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

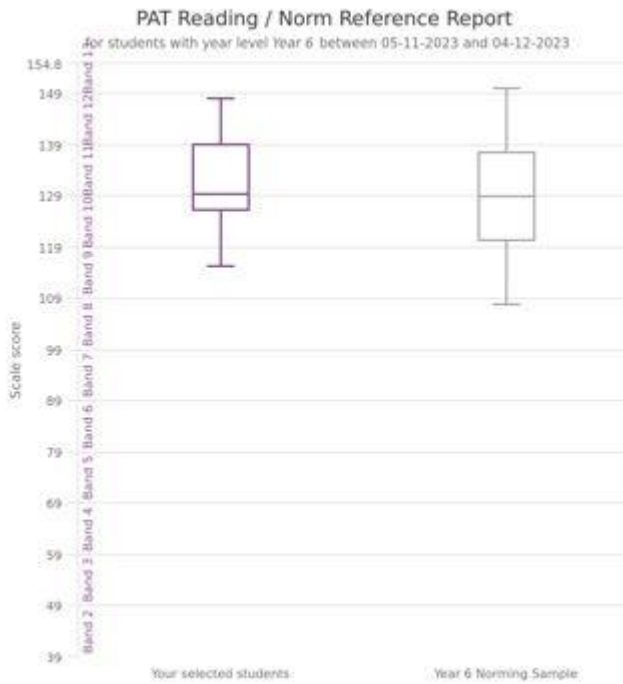
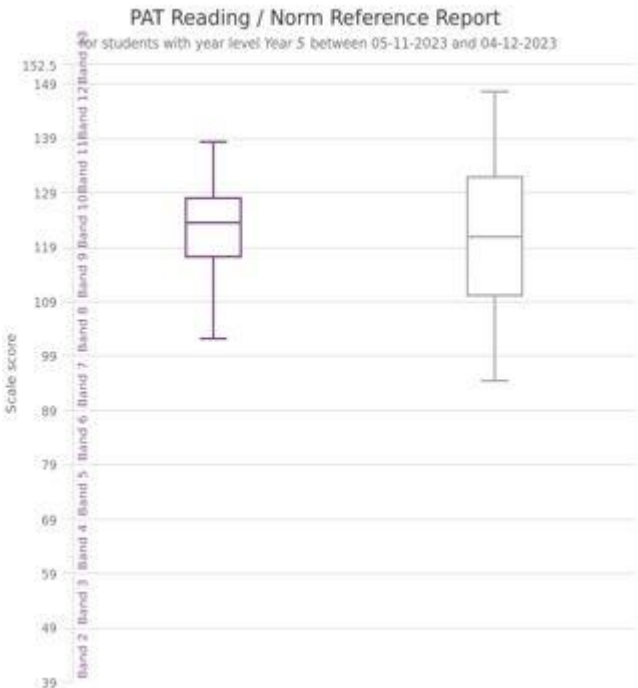
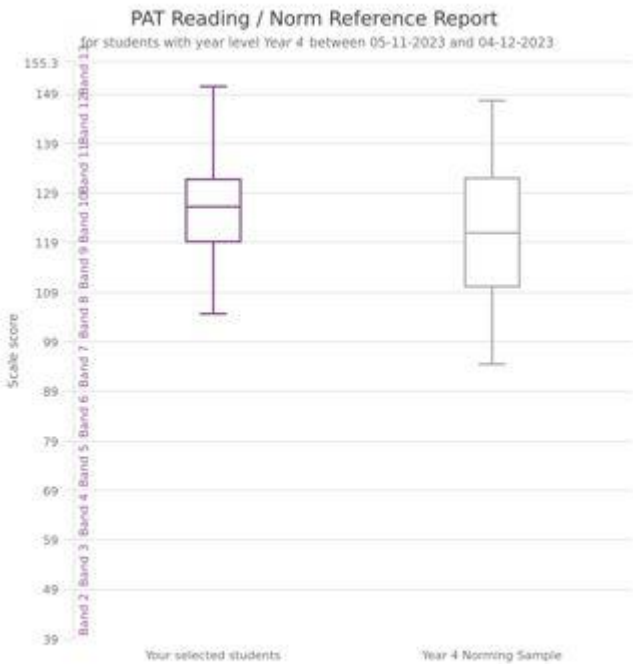
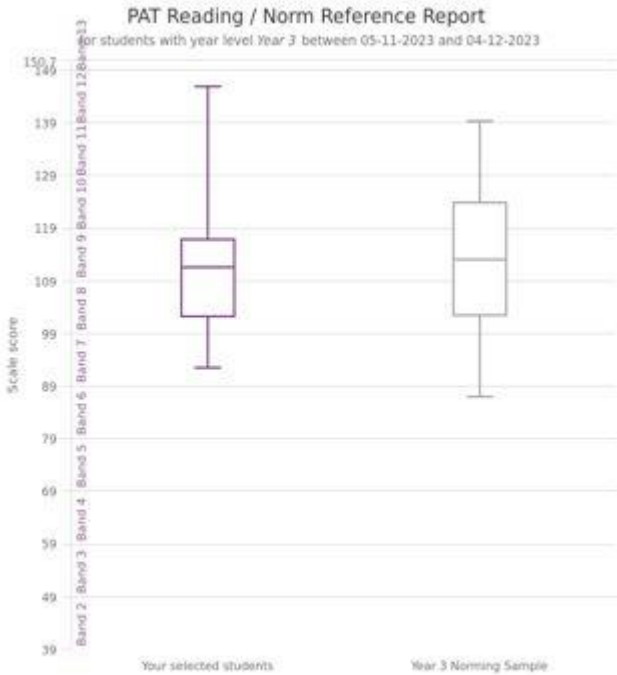


In Numeracy, PAT data shows that most students have achieved a higher standard than the normed reference. The box in the middle of most diagrams is quite small, showing a good level of targeted teaching that is reaching 70% of the students. Often, the top student exceeds the normed reference. Likewise,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



Analysis: PAT Reading results 2023

In Reading, PAT data show that our teaching is 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.



NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	450	78%
	Year 5	486	60%
Numeracy	Year 3	442	77%
	Year 5	461	53%
Reading	Year 3	438	91%
	Year 5	485	80%
Spelling	Year 3	432	70%
	Year 5	470	67%
Writing	Year 3	440	100%
	Year 5	468	60%

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

Student Wellbeing

Goals & Intended Outcomes

School Improvement Plan -Priority 2:

To have clear and consistent student management across the whole community

Achievements

Another busy year in the Wellbeing Sphere as we continue to ensure that all in our community are supported in the best possible way.

Our Be Statements have continued to be a rich addition to our school. Be Kind, Be Ready to Learn and Be an Upstander have been statements that have enabled us to create a positive culture across the school. They have been easily referred to when celebrating positive actions between our students as well as easy points of reflection to call upon when additional support is needed for students.

While explicitly teaching social and emotional skills across all of our classes for many years, in 2023 our SEL (Social Emotional Lessons) was included in our Semester Two reports. This was a natural progression for our school as SEL skills are seen as an important curriculum area and therefore important that we formally report on these. Resources such as Berry Street Education Model, Bounce Back and Respectful Rights and Responsibilities Program were all used to support our teaching as well as sites such as eSafety website, Kids Help Line and Bully No Way. Significant days were acknowledged such as National Day of Action against Bullying and RUOK Day.

The Peaceful Kids Wellbeing Program has continued to be a valuable wellbeing support program. In 2023 approximately 45 children have experienced this program. The group runs for 8 weeks and explains emotions and responses to stresses. It develops their skill of managing their anxiety and supports them to grow in their ability to participate in mindfulness. A modified program was run with our Foundation students who were identified as children who would benefit from additional support in the lead up to grade 1.

Many programs and opportunities continued during break times to assist students that require support during this time. Our wellbeing hub being the main support offered. This continued to be staffed both breaks and was a place that students could go to reset or gain assistance from a staff member that had time to have conversations with them. Our students

continued to run PLAY leaders, the garden was open, coding club ran, pop up play, which is indoor games ran and our choir continued at break times.

Staff continued their professional development in the area of wellbeing. We held a whole day focus on bullying and inclusion looking at Donna Cross and her research. Throughout the year time was spent looking at appropriate curriculum linked to this area. Staff meetings were run discussing brain breaks and mindfulness both of which are used regularly in our school. We trained 2 staff members to facilitate the Revved up program to our senior boys meaning our senior boys receive Revved up training and our girls receive the MPower program education.

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
- 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
 - 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

Overall many gains were made in the Wellbeing Sphere.

The data from our Student MACSSIS was pleasing with our students rating us higher than the MACS average in Student Voice and Enablig Safety. Areas of improvement as perceived by the students from 2022- 2023 included Rigorous Expectations, School Climate, Teacher-Student Relationships, Learning Disposition and Student Safety. Particularly of note was the 11% increase in the School Climate domain and 12% growth in the Teacher/Student relationship domain.

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	87.3%
Y02	89.0%
Y03	89.5%
Y04	88.6%
Y05	89.1%
Y06	86.1%
Overall average attendance	88.3%

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.
- Review of all staff role descriptions.
- Meeting schedule that focuses on the achievement goals established for the 2023 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	
List Professional Learning undertaken in 2023	
Description of Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> • 'SWIF' meetings • Early Number and Algebra Leaders Days • Maths Leaders Days • Closure Day- Student Wellbeing • Closure Day- Curriculum • Closure Day- enhancing liturgy through music- Andrew Chinn and Drew Lane • Goal setting and follow up meetings • JPC Principals' cluster meetings • Peninsula Principals Network meetings • Principal Leadership Spirituality- Walking the Camino in Faith • Student Wellbeing Leaders Network Days • Principal Regional Reference Days • Parish Priest and Principal Briefings • Deputy Principals cluster meetings • Deputy Principal Executive Meetings • Student Wellbeing Leaders 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 • 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- Literacy Intervention (1 staff) 	
Number of teachers who participated in PL in 2023	26
Average expenditure per teacher for PL	\$820.00

Teacher Satisfaction

Areas of strength include 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 according to the 2023 MACSIS survey where we exceeded the MACS average for 'All Staff'.

Teacher Qualifications	
Doctorate	0.0%
Masters	4.3%
Graduate	17.4%
Graduate Certificate	8.7%
Bachelor Degree	43.5%
Advanced Diploma	13.0%
No Qualifications Listed	13.0%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	15.8
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	6.3
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

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

Achievements

We invited families into school to join us for many events this year. We had wonderful attendance at both our Mother's and Father's day mornings. On both occasions parents and special visitors enjoyed activities in the classrooms and on the playground with their children. We served morning tea after our Mother's day activities and everyone enjoyed a sausage sizzle at our Father's day morning celebration. Our feast day is always a lovely opportunity for our community to join together and for us to invite our grandparents in for a special time and to celebrate our faith. We celebrated Mass together and then enjoyed activities in our classrooms with our grandparents. Our grandparents then enjoyed a lovely morning tea of scones and cuppas provided by our Parents and Friends group. 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 open morning in Term 4 where we showcased our teacher's focus on the SMART spelling program. 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.

In Term 3 we engaged Little Devil's Circus to come and run workshops with us. This initiative was a wonderful way to engage with an outside agency, create team building between our students and provide our families with a wonderful community evening enjoying the children's circus performances.

Maintaining our student's connections is always a high priority for us. Our House sports allowed students to participate in their house groups and encourage each other along the way. Lapathon helped us to maintain our connection with our parish and assisted the St Vincent De Paul Christmas Hamper Committee in supporting those in need. Our grade 6 and Foundation students enjoyed many activities as part of our 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 6 students were trained in and ran at break times for younger students.

Towards the end of 2023 we conducted an extensive transition program for our 2024 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 2024 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.

We enjoyed many opportunities with schools from our clusters. Our senior students were able to enjoy interschool 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 were entertained with their school musical dress rehearsal. Our FIRE carrier students enjoyed an excursion with other cluster schools.

In 2023 we began a relationship with Nido Childcare Seaford. We had many meetings with each other both at St Anne's and Nido. The children shared their play spaces together and our students enjoyed having younger children to read with.

Our Parents and Friends group were very busy again this year achieving their goals of creating community events and raising money for our school. 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 raising a large amount of money and providing lots of fun for everyone. Our playgroup continued to allow school families to build relationships as well as having families from our local area to come along regularly.

We continued to hold communication as a high priority in 2023. Our newsletter was sent out weekly with detailed information. We had the majority of families reading our Learning Links that were sent out fortnightly. These resulted from parent feedback seeking more information about what is happening in the classrooms. Learning Links inform families of the learning that is happening in a particular fortnight and give examples of how they can be involved at home. Seesaw was used to send announcements and photos of children learning, which is another way we assist families to be aware of what is happening in the classrooms. Teachers and leaders were always available to meet with families whenever needed.

Parent Satisfaction

We are very proud that again this year our data from MACSSIS Families Survey shows we continue to achieve results higher than the MACCS average in all 7 domains.

Key areas of improvement within the school as perceived by our families were Family Engagement, Communication and Catholic Identity.

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