



St Anne's School Sunbury

2022 Annual Report to the School Community



Registered School Number: 1758

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Minimum Standards Attestation

I, Noelene Hussey, 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.

02/03/2023

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

United in love and called to discipleship

*St Anne's Catholic School is
committed to developing a community
of lifelong learners who are;*

Passionate

Self Motivated

Creative

Resilient

Striving for excellence to make a positive difference to our world.

School Overview

St Anne's, established in 1978, is located in a growing outer suburb of Melbourne. It caters for primary age school children from Sunbury and surrounding areas. Our community is made up of families from a variety of cultures and backgrounds, so we aim to ensure there is a sense of inclusiveness for all.

The school's philosophy is that our learners are central to all we do. They are at the heart of all our endeavours, and we aim for them to be happy, confident and successful, who use their knowledge and gifts for the benefit of those around them. Our beliefs and educational practices reflect and support the gospel values of faith, love and respect. This is supported by our Religious Education program, which gives our students the opportunity to grow in faith, and celebrate in the Catholic tradition.

Our environment offers every student the opportunity to engage in learning, develop as a whole person and strive to reach his or her potential. St Anne's has high expectations and strives to meet the needs of all students. Our community works collaboratively in a lifelong learning journey and in doing so, supports one another in contributing to our ever-changing world. Our contemporary learning approach is personalised as it responds to the needs, interests and experiences of each student. Our students are empowered with the skills, knowledge and capacities to respond to the challenges they will face in their world. Our aim is to enable every student to be a successful and engaged lifelong learner.

Our flexible learning spaces, discovery centre / library, multipurpose area, bright classrooms and multi — sports oval and sensory garden allow for flexibility and alternative spaces for learning. Information Technology is fully resourced and regularly updated to support the students personalised and inquiry learning.

We endeavour to provide a caring and supportive environment where the fostering of tolerance and respect is a priority for all members of our learning community. We recognise, value and respect the uniqueness of each child, so they reach their full potential. The many well-being programs being offered provide opportunities for our students to feel a sense of inclusiveness, support and connection to our school. Some of these programs include; student leadership, positive behaviour for learning, intervention / extension programs, social emotional learning strategies, play plans and transition programs.

The school plays an important role in the community by developing close links and partnerships with the parish groups and the wider community. Our aim is to ensure the development and well-being of our students and families increase by the building and strengthening these links and partnerships. We encourage the active engagement of parents in their child's learning, so a collaborative partnership can be developed.

Principal's Report

It is with much pleasure that I present my 2022 report to the community.

2022 was a challenging year for all members of our community, but I am very proud of the efforts of our students, staff and parents to ensure our students remained engaged and motivated to learn. We were very excited to have our students return to school and begin our normal programs. However, it was a constant challenge replacing staff who were ill due to COVID as well as catching up learning for those students who had long absences due to illness.

I feel very proud of the achievements that were made during 2022. After participating in remote learning for two years, our community successfully adjusted to 'normal' school. Stamina was required to maintain focus each day. Our children had to relearn how to collaborate and work together as a team. With careful planning, realistic expectations and an emphasis on well-being our children made excellent progress throughout the year.

I believe we successfully implemented our School Improvement Goals. We ensured our Catholicity was emphasised at all times and our Staff gained a deeper understanding of the traditions and teachings of our Catholic faith. Differentiation was a focus for all staff, and I was pleased to see that our high average children, who we targeted through focused teaching, made outstanding learning progress. Our social networking meant our families were always connected to our school and had access to what was happening our classrooms. I feel our parents respect and trust what we are doing at St Anne's.

I was pleased that we were able to begin the renovations of our Year 3 and 4 classrooms. These new classrooms will provide the teachers with flexibility to have groups of children working in break out spaces as well as working with one another at a team level. We were hoping to be in our new classrooms by the end of 2022, but due to supply issues this did not happen until 2023.

Our dedicated staff, our motivated and happy children and our supportive parents allow St Anne's to be a school where there is a sense of positivity, and always putting our students at the centre of all we do. We continue to maintain high expectations that our students strive to achieve.

2022 was a very successful year and I look forward to continuing the momentum into 2023.

School Advisory Council Report

The School Advisory Council was a great support to me throughout 2022.

Throughout the year the Council was briefed by our Curriculum Leaders about new initiatives that were being introduced to improve learning outcomes for our students. Their interest in these initiatives was most appreciated and the feedback we received from them gave us the confidence and drive to make further changes which resulted in our children being engaged and motivated to learn.

The Council reviewed our school community focus and suggested many ways we can continue to work in partnership with our parents. Various ways of welcoming new families to our school community were considered. Parent education and ways we can keep them updated with what is happening in our classrooms was reviewed. Feedback from parents was that they appreciated being kept informed, and they felt welcomed into our community.

I thank the Council for their time and effort throughout 2022 and look forward to continuing to work with them in 2023.

Catholic Identity and Mission

Goals & Intended Outcomes

To strengthen our school's identity as a place where Catholic faith is integrated with everyday life

- That students' diverse issues, experiences and thinking are brought into dialogue with the Catholic tradition.
- That staff has knowledge and commitment in presenting and enacting the catholic tradition in the context of a faith community.
- That families are engaged in authentic opportunities to come into dialogue with their faith and catholic traditions.

Achievements

Our major focus for 2022 was for Staff to develop deeper understanding of Scripture, so our students could gain a deeper awareness of their messages as well as develop a closer relationship with Jesus.

Our Catholic Identity was further embedded by all classes setting up rich prayer experiences, especially during the morning routine. Our liturgies were very reflective and meaningful and there was a sense of being a part of a faith community when we celebrated St Anne's Feast Day, the Feast of the Sacred Heart, and Mary MacKillop's Feast Day.

We were very grateful to be able to prepare for and celebrate all our sacraments as a school. The celebration of these sacraments are a major focus of our RE program throughout the school. Our Parents Nights allowed our families to gain a deeper insight into the significance of the sacrament and we are able to work in partnership to ensure our children are prepared to receive their Sacrament.

Throughout 2022, we were determined to keep our faith development a priority. I feel we achieved our goal. Our students had many opportunities to experience and to learn about their Catholic faith and traditions. Our professional learning provided staff with deeper insights into the teachings of our faith and traditions. Our families had opportunities to share in liturgical and prayer celebrations which has assisted us to teach our children about our Catholic traditions.

VALUE ADDED

School Masses, Class Prayer Services, Assembly Prayer

Sacrament Preparation - Reconciliation, Eucharist and Confirmation were able to be celebrated and included parenting in faith sessions

Professional Development for Staff focussing further developing our understanding of Advent .

Guest facilitator led us in further developing our understandings and ideas for teaching it in our classrooms.

Celebration of St Anne's Feast Day, Mother's / Father's Day and Grandparent's Day, Mary MacKillop Feast Day

Learning and Teaching

Goals & Intended Outcomes

To embed our knowledge of highly effective teaching practices so we can ensure continuous growth for all

- That we are proficient in the use of data, through rigorous dialogue and analysis that informs practice.
- That we have a deep understanding of the progressions of learning across years, subject areas and their interconnectedness to drive differentiation.
- We strategically reflect individually and collegially on our practice, in order to strive for continuous improvement

Achievements

Mathematics

After a review of our 2021 Mathematics data, the area of place value was identified as a need for our students. This led to a whole school focus on Place Value at the start of the year. This work was based on the research done by Dr Ange Rodgers, a mathematics expert and lecturer at RMIT. The teaching was broken into the six aspects of place value - name and record, count, compare and order, rename, calculate, make and represent. Teachers' pedagogical knowledge was developed by offering professional learning sessions facilitated by Dr Ange Rodgers and the Mathematics leaders throughout the year.

The leaders continued to facilitate planning sessions with all teachers on a weekly basis to discuss and model current practices in Mathematics education. Teachers and leaders worked together to use student data to design rich learning experiences to improve student outcomes that are aligned with the Victorian Curriculum.

The classroom maths sessions provided a range of opportunities for open-ended tasks, fluency practice, reflection on learning and encouragement of cooperative learning skills. Students' learning was enhanced by the use of a variety of mathematical tools such as, visual aids, concrete materials, hands on manipulatives and digital technology.

English

Throughout 2022, teachers expanded their use of SPA Platform in order to store, track and analyse students' data (such as PAT Reading, Essential Assessment, BAS and PM levels, and TORCH test).

Education consultant, Deb Sukarna, worked with teachers to develop pedagogical knowledge in the three components of spelling - phonological, orthographic and morphological. A whole-school approach to spelling instruction was then developed, incorporating three 20 minute sessions per week, focusing on each component of spelling.

The profile of English was strengthened through whole school events such as Book Week (incorporating classroom activities, an author visit, competitions, a book fair and book parade), and involvement in the Prime Minister's Spelling Bee, and the Premier's Reading Challenge.

We continued to meet the diverse reading needs of our students by offering a range of intervention programs, namely Levelled Literacy Intervention, PERI, Sounds Write. Teachers also continued to differentiate within their classrooms through Levelled Literacy Intervention (LLI), Guided Reading and Literature Circles.

English leaders continued to facilitate planning sessions with teachers. Authentic links between English (reading, writing, speaking and listening) and other areas of the curriculum were made, namely to Inquiry and Discovery Learning.

Inquiry

Students in 2022 participated in units of Inquiry designed to build their understanding of our six Big Ideas - History and tradition, Earth & Environment, Communities & Citizenship, Science & Discovery, Health & Well-being and Design and Innovation. As well as focusing on building content knowledge, students deepened the level of sophistication with which they could apply the different learning processes, such as the scientific process, the design process and the research process. To support our students' development into independent and self-managing learners we continued to use the St Anne's learning Dispositions in both targets and incidental ways.

Information Technology

St Anne's continued to provide 21st century learning opportunities for all students to enhance their learning. To facilitate this, students in Prep - Year Two utilise iPads and students in Year 3-6 Chromebooks. In 2022, we continued our Digital technologies program which focusses on the design technology curriculum, especially robotics, coding and STEM (Science, Technology, Engineering and Maths).

We continued to maintain our status as an eSmart school which provided us with a framework for developing policies, practices and whole school processes to support the creation of a cyber safe environment. As part of this, students completed two eSmart activities per term and the school celebrated eSmart week in September. Parents also had the opportunity to attend information sessions about cyber safety at home.

Specialist Program.

St Anne's continued to offer a range of specialist programs. Prep - Year Two participate in PE, Art, Music, Performing Arts and Digital Technologies. Year 3-6 specialist's program is PE, Art, Japanese, Digital Technologies and Performing Arts.

STUDENT LEARNING OUTCOMES

Across 2022, an increased emphasis was placed on challenging students whose achievement had been sitting at or around the third quartile in the areas of Reading, Writing and Numeracy. As a school, it was recognised that support for lower-achieving students had become embedded, and that the next target group would be those requiring additional challenge who had not already been identified as high achieving.

Prior to NAPLAN testing, targets were set regarding the percentage of students whose achievement would place them in the Top Two Bands. These targets were exceeded in all three areas across Years Three and Five, with the results of the Year Three cohort being particularly outstanding. It was recognised that this was the impact of a strong junior teaching program and clear and effective teaching practices across the middle school.

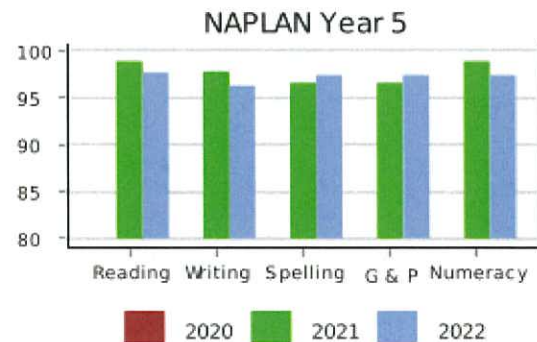
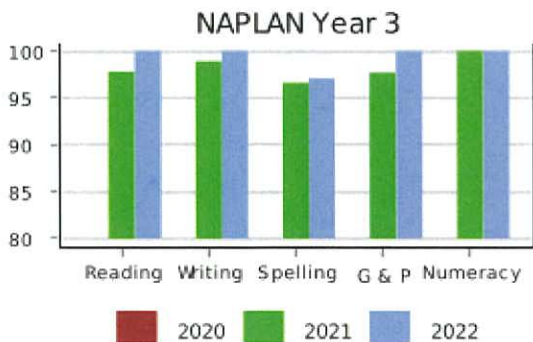
Our work with Data Consultant Selena Fisk reminded us of the importance of triangulation, and it was pleasing to see the results from NAPLAN being evident in other assessments, both formal and informal. We continue to use NAPLAN data as a springboard for conversations about student learning and the impact of our teaching practices, with a consistent focus on being data-informed, not solely data-driven.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	97.7	-	100.0	2.3
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	97.8	-	100.0	2.2
YR 03 Spelling	-	96.6	-	97.1	0.5
YR 03 Writing	-	98.9	-	100.0	1.1
YR 05 Grammar & Punctuation	-	96.6	-	97.4	0.8
YR 05 Numeracy	-	98.9	-	97.4	-1.5
YR 05 Reading	-	98.9	-	97.7	-1.2
YR 05 Spelling	-	96.6	-	97.4	0.8
YR 05 Writing	-	97.8	-	96.3	-1.5

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

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

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



Student Wellbeing

Goals & Intended Outcomes

To embed our knowledge of highly effective teaching / well-being practices, so we can ensure continuous growth for all

- To build staff capacity and understanding to manage student behaviour
- To build knowledge and understanding of St Anne's school community of anxiety and its effects on our students and parents
- To build students knowledge and skills in developing self-management strategies

Achievements

Our Student Well-being took on a very important role in returning to onsite learning after two years of remote learning. The well-being of our students and families continued to be a priority at all times. I am proud of our achievements in doing this and the efforts of our Well-being Leaders and teachers were outstanding.

Having a team of three leaders has enabled us to improve the way we are meeting the needs of students, staff members and families requiring support. Regular well-being meetings were held to track our students and ensure strategies were in place to allow them to fully participate in learning and socialising with their friends. Additional staff has allowed a greater presence and availability to support both teachers and learning support staff. This has made it easier to develop positive relationships and a greater sense of teamwork. Our school counsellor and psychologist provide additional support for our parents and students in the area of building resilience, identifying needs and welfare.

We began ReLATE which is an initiative from MacKillop Family Services. It is aimed at empowering St Anne's to create a safe, predictable and supportive environment for enhanced teaching, learning and well-being. Professional Learning will strengthen staffs' understanding of how adverse childhood experiences and complex trauma can impact behaviours, attitude and learning. Another aim of ReLATE is to enhance the whole school culture and teacher attitudes, including teacher perspectives and responses to student behaviour and disengagement. Staff completed several modules during professional learning days, some of which included Safety, Developing a counter stress environment, Enhancing teaching and learning and sustaining a culture of change.

Our Positive Behaviour for Learning (PBL) initiative which outlines our core values - Respect, Resilience, Responsibility and Safety continued to make positive changes to the behaviour management of our students. Expected behaviours were explicitly taught and monitored by staff. We have seen a positive impact this has had on our school community through PBL initiatives such as weekly awards for displaying our values within the community and using

value cards to celebrate positive behaviour on the yard. We finalised a review of our Behaviour Management Tool which will be formally launched in 2023.

We continued to work with behaviourist, Dan Petro who provided recommendations to teachers and leaders to assist us to provide a positive approach to support our students who had trouble regulating themselves. Support plans were implemented. Passive spaces were provided at recess and lunch breaks for students who chose a calmer play. We continued to focus on teaching our children the Zones of Regulation, so students were supported to regulate and manage their behaviour. Morning routines were consistent throughout the whole school.

The high number of students deemed eligible for NCCD funding has resulted in 25 learning support officers who support these students. Intervention programs have been implemented. Our Learning Diversity Leaders assess the success of these programs and direct our Learning Support Officers to successfully implement them. Our Leaders have successfully implemented Personal Learning Plans and differentiating in the classroom.. The process was individualised for each student and all goals were set to ensure learning or social needs were being met.

The Student Representative Council has continued their great work being the voice of the student body. This was evident within their work to support bullying initiatives such as National Day against Bullying and Violence and R U OK Day. The SRC continue to reflect the core values of St Anne's and through their leadership our students have been able to create a warm, pro social, welcoming environment.

Parent Support Group Meeting continued regularly. Discussions were very valuable between families and teachers so realistic goals could be set and work appropriately adjusted.

VALUE ADDED

Parent Forums for those who have a child diagnosed with special needs

An increase in counselling services

Transition programs for children in Prep and Year 6 as well as students in other classes

Lunchtime Clubs - computer, techno and reading club

Active Student representative Council

Parent to Parent Support Group

Passive Play for students who find the playground over stimulating

Sensory garden where students can experience play using all five senses

Play pod where students can play creatively with mixed materials

Student membership of the Positive Behaviour for Learning (PBL) team

Consistent Well being routines in the classroom (Circle Time)

School Psychologist to assist with identifying social and emotional needs in the school.

STUDENT SATISFACTION

Our students feel they are connected to St Anne's increasing from previous years. Our students are feeling safer as well as feeling their peers are not disturbing them when learning in the classroom. Our parents have also indicated that their children are safer at St Anne's than in previous years. They have also indicated that learning is not being disturbed, and our classrooms are very calm.

Our students feel positive at school. They are engaged, motivated to learn and achieve success. They have a positive perception of their ability as students. They find their learning stimulating and feel their teachers are empathetic.

STUDENT ATTENDANCE

Parents are required to ensure their child attends at St Anne's Catholic Primary School every day, during normal school hours of each term. Where their child is unable to attend school it is the parent's responsibility to contact the school on that day to inform them and to provide the school with an explanation for their absence.

Parents are responsible for contacting the school when their child is unable to attend the school on any given day. In the event that contact is not made with the school on the morning of the absence and the absence is reflected in the daily attendance records, the school will make immediate contact with the parents to inform them of this occurrence. Contact will be made with parents via a text message and a request made for an immediate response to explain their absence. This will be sent to parents prior to 9:30am. Where a parent fails to respond to the initial contact by the school within 1 hour, a second attempt to contact them will be made via direct contact. In the event that this communication remains unsuccessful, a subsequent attempt to contact individuals identified as the student's emergency contact will be made. The school will make all reasonable attempts to determine the location and well-being of the student. If, following contact, the student's safety has been established, but no explanation has been provided within 10 school days, the absence will be recorded as an unexplained absence and will also be noted in the student's file.

If the student is absent on a frequent basis, the teacher informs the Student Well-being Leader who then consults the Principal. Together they will decide the next steps. In most cases this is to arrange a meeting with the parents, which usually result in support structures introduced for the student to attend school on a regular basis. If unexplained absences still occur, then the Manager of the Regional Office will be contacted.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	89.5%
Y02	89.1%
Y03	88.2%
Y04	87.1%
Y05	87.6%
Y06	85.2%
Overall average attendance	87.8%

Child Safe Standards

Goals & Intended Outcomes

St Anne's continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel.

St Anne's acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2022, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

Achievements

During 2022, St Anne's Staff further developed their understandings of how to implement 'PROTECT' procedures. Leaders also completed learning modules that focussed on Responding to all forms of Abuse in Victorian Schools.

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at School Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.

- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and students management, duty of care, and reporting requirements.

Training of teachers, non-teaching staff and volunteers

- All teaching & non-teaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.

- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.

- Staff members have completed the Victorian Department of Education and Training's on-line Mandatory Reporting module.

The participation & empowerment of students

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and

safety. Education about healthy and respectful relationships and the development of resilience through participation in the Daniel Morecombe Foundation Keeping Kids Safe Program played a fundamental role in achieving this outcome. This culminated in the review of our 'Child Friendly Code of Conduct' developed and reviewed by the Student Representative Council (SRC) and communicated to students via relevant learning opportunities and made available to the broader school community via the school website.

Consultation with the Community

- St Anne's continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'. - The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.

Human Resource

Practices

- - St Anne's continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.

- To achieve this the school implements rigorous screening processes which have a child safety focus and include:

- o Position advertisements

- o Position descriptions

- o Referee Checks

- o Key Performance Indicators have a Child Safety focus
- o Victorian Institute of Teaching Registration (VIT)

- o Working With Children Checks & National Criminal Record Checks
- o Screening of Casual Relief Teachers, Contractors and Volunteers.

St Anne's remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.

Leadership

Goals & Intended Outcomes

That we are proficient in the use of data, through rigorous dialogue and analysis that informs practice

That we have a deep understanding of the progression of learning across years, subject areas and their interconnections to drive differentiation

We strategically reflect individually and collegially on our practice, in order to strive for continuous improvement

Achievements

Our enrolments stabilised at 600 students. We maintained our classes at 28 with four classes at each level. The average class size was 23

Individual Professional Learning Plans were introduced for all teaching staff. The aim was to foster a collective responsibility for the improvement of practice. It was also aimed to support staff as they moved through the stages of professional learning

- Reflection and Goal Setting
- Professional Practice and Learning
- Feedback and Review

All teaching staff and school leaders set an individual goal annually, following the school's Three Stage process. Feedback was very positive as staff pursued professional learning that was of interest to them.

When planning leaders ensured there was a focus on discussing the best teaching practices to ensure continual student progress. This was important after our students were learning remotely for the past two years.

Professional Development was provided to ensure all staff was kept updated about best teaching practices. The focus of this professional development was to raise their awareness of effective and capacity to deliver, teaching practices, ensuring they are meeting the needs of all students in their class.

Our Student Representative Council (SRC) continued to have an input into various aspects of St Anne's. They promoted the National Say No to Bullying Day, informed students about several

fund-raising initiatives, as well as facilitated numerous activities during recess and lunchtime breaks. The SRC held regular class meetings to ensure the students had an opportunity to express their opinions and ideas to ensure St Anne's is the best school it can be.

Leadership Teams participated in Professional Development focusing on Agile Leadership with Simon Breakespeare and coaching with John Marks. This has helped them to develop their capacity as team members, given them confidence and the skills to have difficult conversations and set goals and strategies on how to achieve them.

We continued to upgrade our school with the major capital works to refurbish the Year 3 and 4 classroom and breakout spaces. The works were expected to be completed by the end of the year but due to supply shortages, the works continued into 2023. The Dried Creek Bed area continued to have improvements made to it, allowing our students to raise their awareness of sustainable practices.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Weekly Staff Learning Meetings and Professional Learning Team Meetings focusing on Differentiation, Literacy, Numeracy and Well-being

RE - Ange Virgona - Advent

ReLATE - Trauma informed practices to support students and staff

Student voice - Discovery and Genius Hour - Deb Vietri

Data Literacy - Selina Fisk

Literacy - Spelling - Deb Sukarna

- Explicit teaching in Literacy - Year 1

Numeracy - Early Years Numeracy - Prep

- Place Value - Dr Ange Rodgers

Behaviour Management - Dan Petro

Planning with Literacy, Numeracy and RE Leaders

First Aid Training - CPR

Leadership - Dr Simon Breakespeare

- John Marks

- Emerging Leaders - MACS

Network Meetings - literacy, well-being, numeracy learning and teaching

Number of teachers who participated in PL in 2022	45
Average expenditure per teacher for PL	\$2500

TEACHER SATISFACTION

Staff members were very positive about the social and learning climate at St Anne's. Our staff highly value the collaboration that happens in teams to improve learning and teaching. They appreciate the strategies and processes in place that leaders have implemented for them to collaborate effectively, giving them time, and independence. The staff appreciate the relationships they have with leaders and this is reciprocated with leaders. There is a sense of mutual trust and respect.

Professional learning opportunities were highly valued, particularly with the introduction of Personal Learning Plans and staff being given the time to research and complete tasks for self-improvement. Staff feel safe at St Anne's, knowing they will be supported when facing a difficulty or problem.

Staff appreciate feedback and this is one area that will be a focus in 2023.

Staff feel there is good team work amongst all members with good communication between team members. They feel colleagues can be relied upon when support and assistance is required.

Staff feel they have a clear direction, know the goals of the school and processes that have been put into place in all areas of the school.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	77.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	90.0%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	18.6%
Graduate	14.0%
Graduate Certificate	7.0%
Bachelor Degree	79.1%
Advanced Diploma	20.9%
No Qualifications Listed	2.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	63.0
Teaching Staff (FTE)	52.7
Non-Teaching Staff (Headcount)	37.0
Non-Teaching Staff (FTE)	34.1
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

To continue seeking diverse and authentic partnerships that enhance learning outcomes for all

That families are actively engaged in the life of the school

That authentic and strategic partnerships are developed within the community, based on identified needs

Achievements

The School Advisory Committee (SAC) continued to support the school as it aimed to meet all goals set in the Annual Action Plan. The SAC supported us to review our Camp program, canteen menu and homework expectations. Our Curriculum Leaders kept them informed about initiatives in their area, to be able to inform the parent community.

The Parent, Friends, Teachers Association (PFTA) continued to provide much needed opportunities for parents to meet one another in a social environment. These included; Mother's / Father's Day Mornings, Grandparents Morning, Beginning and End of School Picnics, Art Shows, Mothers and Fathers Evenings These activities were well-supported by our parent community.

We registered with the Fathering Project which was aimed at promoting positive fathering behaviours and fathers' engagement with their children. We held several events throughout the year where our dads participated in activities with their children. Newsletter articles were also sent home to give advice to fathers about raising their children.

The See Saw app continued to inform parents about what was happening in classrooms. Students shared their work and teachers informed parents about their focus in all areas of the curriculum as well as events that were happening in their classrooms.

We learnt from COVID the value in developing close relationships with our parents and school community. Therefore, we continued to keep them informed about events happening at St Anne's, learning initiatives and well-being programs. Teachers continued to strive to make positive connections with their students parents.

PARENT SATISFACTION

Parents have indicated they are very satisfied with the school. There is an increasing sense that the school is receptive of, and understands the views and concerns of parents. They feel they have a greater opportunity to engage and collaborate with staff. They also indicate that the school has had a greater focus on improving its performance. Throughout 2022, they felt supported and were appreciative of the efforts all teachers made to ensure learning was successful, engaging and accessible for their children.

Future Directions

To strengthen our school's identity as a place where Catholic faith is integrated with everyday life

- to support staff to develop their religious knowledge and spirituality so they can model this within the school community
- to build the capacity of teachers to design, implement and assess the Religious Education Curriculum
- to provide opportunities for all families in our community to come to a deeper understanding of Catholic faith

To embed our knowledge of highly effective teaching practices so we can ensure continuous growth for all

- to build the capacity of teachers to design, implement and assess the Religious Education Curriculum
- to focus on high expectations and student engagement through classroom pedagogical practices that are shared and consistent
- to provide opportunities for staff to share strategies with families that will enable them to support learning beyond the classroom

To continue seeking diverse and authentic partnerships that enhance learning outcomes for all

- to ensure families are aware of the Teaching and Learning strategies and are given opportunities to engage with the school
- strategically seek opportunities to partner with community organisations and local businesses