



St Scholastica's School Bennettswood

2022 Annual Report to the School Community



Registered School Number: 1598

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission4

School Overview5

Principal’s Report6

Catholic Identity and Mission8

Learning and Teaching10

Student Wellbeing13

Child Safe Standards18

Leadership20

Community Engagement24

Future Directions26

Contact Details

ADDRESS	4 - 8 Starling Street Bennettswood VIC 3125
PRINCIPAL	Kasey Easdown
TELEPHONE	03 9808 7279
EMAIL	principal@ssbennettswood.catholic.edu.au
WEBSITE	www.ssbennettswood.catholic.edu.au
E NUMBER	E1218

Minimum Standards Attestation

I, Kasey Easdown, attest that St Scholastica'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.

29/03/2023

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

St. Scholastica's School Vision

At St. Scholastica's we work in partnership with families and the community as we follow the teachings of Jesus.

The dignity of each person is respected and the diversity of our community is embraced.

Confident learners are developed who will question, challenge, respond and contribute positively to the world.

Each child's spiritual, academic, social and emotional growth is enriched.

We believe every student will experience success.

St. Scholastica's

"Never see a need without doing something about it."

Mary Mackillop

School Overview



St Scholastica's Parish School was founded in 1959 and staffed by the Marist Sisters. The school first began with forty-five children in classes from Preparatory to Grade Two before eventually growing to its current structure of Preparatory to Grade Six. The Parish and school developed rapidly as it served the needs of the Bennettswood end of the Burwood Parish.

The Marist Sisters faithfully served the Parish and school until 1977 when the first lay Principal (Frank Donlan) was appointed.

In 2022, St. Scholastica's has a current population of approximately 120 students.

The school has class groupings in 3 levels with 12 – 20 children in each class.

1 x Prep, 2 x 1/2, 2 x 3/4 and 2 x 5/6.

The school has a rich tradition of supporting families and creating a strong community and family atmosphere.

Our school is an integral part of the Parish. Teachers and parents work in close partnership in preparing for sacramental celebrations. The other major identifiable feature of our school is the care and dedication of staff and their commitment to the needs of all children.

St. Scholastica's has a strong special needs team assisting NCCD funded students and other small groups requiring assistance. The student wellbeing committee is made up of student wellbeing and diversity leader, LSO's, Principal and the Deputy Principal. This committee meets regularly. We also employ a Catholic Care one day per week.

Our specialists' programs cover PE, LOTE (Italian), Performing Arts, Visual Arts and English and Mathematics intervention. The library is well resourced in print and information technology resources Parental involvement is an integral and valued part of school life. Parents assist us in many ways including:

- Classroom Helpers -Literacy/Art /Excursions/Swimming/Inter-school Sports/Library Resource Centre
- Uniform swap shop
- Parents & Friends committee – this group is tireless in their efforts to create opportunities for social and fund-raising events.

In 2020, St. Scholastica's was reviewed. Our achievements and challenges were reviewed and these form the basis for the School Improvement Plan (2020 – 2024) and the Annual Action Plan for the year. Recommendations from this review will also be utilised to develop leadership capacity throughout all staff within the school. These recommendations will be implemented and worked upon by staff. The school looks to improve in all areas as this provides our students with great opportunities for future learning and participation in the overall life of the school.

Principal's Report

Pedagogy in a Catholic school is much more than the techniques and strategies which enable learning to take place (Siraj & Taggart 2014). Pedagogy in a Catholic school seeks to develop deep learning and to create animated learners, inspired by the Gospel and led by the Holy Spirit to act for justice and strive for the common good.

(Horizons of Hope: Pedagogy in a Catholic school, p. 5.)

Our St.Scholastica's Primary School working protocols:

- Catholic identity is the foundation of the community.
- Respectful and positive relationships strongly impact learning.
- Assessment and feedback which is rich and authentic forms a pivotal part of the teaching and learning cycle.
- A collaborative partnership between home, school and the wider community enriches learning.
- Learning which is designed collaboratively and guided by focused feedback improves teacher quality and student outcomes.

The school has a rich tradition of supporting families and creating a strong community and family atmosphere. An identifiable feature of our school is the care and dedication of staff and their commitment to the needs of all students.

The school was part of Cohort two for School Improvement - Learning Collaborative and working with CEM staff and Dr. Lyn Sharratt. This continued reinforcement of Visible Learning in all classrooms including Data Walls, Bump it Up, 5 Questions, 14 Parameters etc.)

The 'Learning walks' have given the opportunity for professional dialogue and this is to be used to improve teaching that will enhance the students' opportunities for learning.

In 2022, The school has been in an intensive partnership with MACS to focus on improving reading. We have worked with a consultant from the MACS Literacy team to build professional learning and knowledge in this area.

In 2020, St. Scholastica's undertook a school review. Our achievements and challenges were highlighted and these now form the basis of the School Improvement Plan (2021 - 2024) and the Annual Action Plan for the current year. Recommendations from this review will also be utilised to develop leadership capacity throughout all staff within the school. These

recommendations will continued to be implemented and worked upon by all staff. As a school, we strive to improve in all areas of school life, as in doing so, we provide our students with great opportunities for future learning and participation in the overall life of the school.

2022 saw a partnership between St. Benedict's Parish and St. Schoalstica's Parish. This allows us to be the educators for both Parishes and provides an opportunity to work together with the Parishes in a wider community.

Finally, it is my belief that the message of Jesus provides the example for all that we are and all that we do. Building close connections to the parishes is an important opportunity to further develop the faith of our students and community. As a school, we will work to improve the opportunities for our students and continue to learn with our students and for our students.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal: To continue to enhance, promote and celebrate the Catholic identity of St Scholastica's school.

Intended Outcome: That all members of the community will be able to further articulate and model their understanding of being a part of the Catholic community.

Achievements

Throughout 2022, our School Motto 'To Live, To Love, To Learn' was achieved by supporting each other, adapting to the needs of our school community and providing the best education in Faith we could for our students.

Our school vision is referred to in our school regularly. We have it located in the school foyer and it is referred to on school tours for perspective parents, It speaks to who we are and what we stand for.

In 2022, we were able to participate more in Liturgy after the previous years of COVID and regained the opportunity to sit with the parishioners at Mass. The weekly Sunday Gospel was shared over the P.A. system as part of Prayer of the Air each Friday morning. This is run by the R.E. student leaders.

It was a focus for use to make our Catholic Identity more visible therefore new Crucifixes were purchases for all classrooms.

Our student RE captains have the responsibilities of leadership and led and participated in school based RE activities and celebrations. They wrote a prayer each week for the Monday morning assembly and read this to the students for the prayer.

During the year, the staff participated in a professional learning to further our knowledge. We had a school closure day focused on Imaginative Prayer with a Scripture focus. This was led by Carly Anderson. Fr. Think led a professional learning session at the beginning of the year about the Year of Luke 2022. Further Professional learning during the school year was offered by MACS RE Team focused on Enabling the Voice of Faith in RE classrooms and Religious Education and the Victorian Curriculum.

In Late 2022, St. Scholastica's and St. Benedict Parishes began working together under the MGL Order led by Fr Daniel Serratore MGL.

VALUE ADDED

- Discussed with MACS LC RE to work with staff planning InquiRE units inclusive of RE Framework.
- Timetabled Staff Meetings every term with PL in the planning meeting.
- Involved students in prayer celebrations within the classroom and Parish community.
- Ensure Catholic Identity is visible and explicit in all we do in our school. eg: Crucifixes, prayer
- Incorporated some prayer/ daily examine/ Meditation with Children

Learning and Teaching

Goals & Intended Outcomes

Goal: To provide a rigorous contemporary learning environment that challenges and empowers students to grow as active, independent and successful learners.

Intended Outcomes:

That student outcomes in Literacy and Numeracy will improve.

That student engagement in learning improves.

Achievements

St. Scholastica's vision is to develop confident learners who will question, challenge, respond and contribute positively to the world. We work together to enrich each child's spiritual, academic, social and emotional growth and believe every student will experience success. This vision has continued to be built upon in 2022 now the students have returned to school learning.

This year's main focus was to improve Literacy and Numeracy results. We continued to work with the Eastern Region of Melbourne Archdioceses Catholic Schools, Lyn Sharratt and the Learning Collaborative. A main part of our work was providing students with the visual supports of the third teacher in the classroom with Anchor charts to support them in their learning. WE began an intensive partnership with MACS with a focus on Literacy, specifically Reading.

In 2022, our school placed a renewed emphasis on the digital technologies curriculum by revisiting, tracking, and reporting on its effectiveness. This involved not only revising the curriculum itself but also providing professional development opportunities for our teachers. They learned to unpack the curriculum and deliver it in a way that ensures our students are equipped with the necessary skills to thrive in an ever-evolving digital landscape. The comprehensive curriculum covered a range of topics, including basic computer literacy, advanced programming, and coding, all designed to foster critical thinking, problem-solving, and collaboration skills in our students.

Student Focused

Students participated in ongoing assessment to teach to point of need.

Used data walls to track student progress in English and Maths.

Data Wall updated and trial of new way to present data

Learning Walks completed very regularly by Principal and T and L leader and discussed.

Feedback provided to the classroom teachers as a group and PL put into place.

Case Management Meetings scheduled and completed each week. Evaluated after round 1.

Achor charts completed and regularly updated co constructed by students.

Bump it up walls in writing trialled in juniors and middles.

Facilitate planning weekly with levels to plan and discuss assessment and data. Major focus on Maths and English

School Closure day to visit schools and participate in learning walks

Learning walks by the Principal and Deputy Principal/ Teaching and Learning Leader who ask the students; What are you learning? How are you going? How do you know? Where/Who do you go to for help? How are you going to improve?

Intervention

Maths intervention Year 1 - Year 6 in small focus groups.

English intervention Year 1 - Year 4 individual or small group throughout the week.

STUDENT LEARNING OUTCOMES

Relative growth: Medium to high growth %

Medium Growth Yr 5

Writing: increase from 61% (2021)

Reading: increase from 61% (2021)

Numeracy: increase from 39% (2021)

% of students in the top two bands Year 3 (2021)

Reading: increase from 41%

Writing: increase from 62%

Numeracy: increase from 25%

% of students in the top two bands Year 5 (2021)

Reading: increase from 47%

Writing: increase from 16%

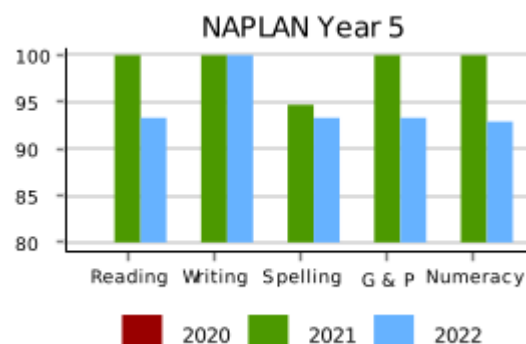
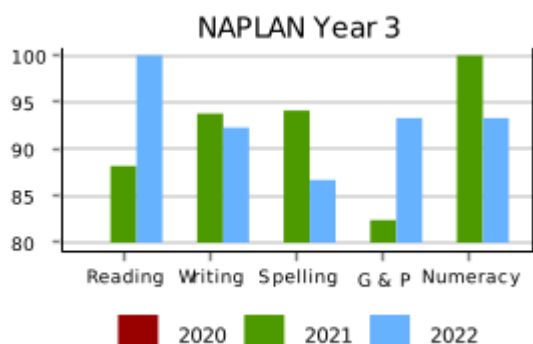
Numeracy: increase from 37%

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	82.4	-	93.3	10.9
YR 03 Numeracy	-	100.0	-	93.3	-6.7
YR 03 Reading	-	88.2	-	100.0	11.8
YR 03 Spelling	-	94.1	-	86.7	-7.4
YR 03 Writing	-	93.8	-	92.3	-1.5
YR 05 Grammar & Punctuation	-	100.0	-	93.3	-6.7
YR 05 Numeracy	-	100.0	-	92.9	-7.1
YR 05 Reading	-	100.0	-	93.3	-6.7
YR 05 Spelling	-	94.7	-	93.3	-1.4
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

Goal: To continue to develop a culture where wellbeing enhances confidence and resilience.

Intended Outcome: That students will develop an enhanced sense of ownership and responsibility for their learning and behaviour.

Achievements

During the 2022 year, the school community collaborated to maintain a sense of wellbeing and community by reconnecting to routine, regularity and relationships after the uncertainty pandemic learning created. We re-established communication and relationships between children, staff and parents in old ways and together recreated a safe, welcoming environment for each person in ways consistent with being back onsite. We focused on building and maintaining resilience and promoted the use and frequency of Circe Time as a way of reinforcing positive mental health strategies and good relationship skills.

Staff professional learning included ways to build student independence to manage, with increasing ability, their learning, behaviour and relationships. Staff explored Visible Wellbeing and experimented with Social and Emotional Learning anchor charts to support the children to think through and manage everyday situations. This helped the teachers to explore and audit how classroom routines, designs and visual aides can support children to engage and begin to manage their own wellbeing independently.

Our most recent MACSSIS data report indicates growth in 99% of areas surveyed with our highest scores being in the area of "High Expectations" of staff and "Teacher-Student Relationships". Indicating most of that our students enjoy coming to St Scholastica's and feel their teachers are supportive and helpful.

VALUE ADDED

During the 2022 school year the following achievements and ongoing practices ensured the successful operation of St Scholastica's Primary School in the area of Student Wellbeing.

This Social and Emotional Learning (SEL) program-

- A whole school approach to our SEL program fosters independence, resilience and the skills to work collaboratively with others

- The whole school covers the same Resilience, Rights and Respectful Relationships (RRRR) topics per term so that the key components of the program can be continuously reinforced in everyday school life, parent communication and in all areas of the school.
- Wednesday at 2.30pm is the assigned time for our social and emotional learning program
- Staff reviewed our Wellbeing Policy in order to create a consistent approach to wellbeing throughout the classrooms, it was revised in 2022 to ensure all staff were familiar with expectations and procedures.
- BeYou continues to be the umbrella for all our wellbeing initiatives.
- St Scholastica's is part of a local Resilience, Rights and Respectful Relationships Community of Practise, enabling us to work closely, support and be supported by staff in other schools.
- "About Real Life" Puberty & New Life sessions for Year 5/6 children.
- "About Real Life" Parent Session held for parents of Year 5/6 children.
- The Circle Time strategy was explored and modelled to classroom teachers as a tool for exploring personal and social capabilities and conflict resolution in real time.
- Child Safe Standard 7 was explored through the RRRR program and through our participation in national events such as National Day of Action Against Bullying and Violence, Day for Daniel and Safer Internet Day

Student Voice and Participation is promoted.

- Senior School Leadership Positions see the Year 6 students maintain active roles in running school assemblies and are encouraged to develop a social conscience by participating in such events as the Bandana Day and St Vincent De Paul Appeal.
- We have reinvented and promoted our existing House system as a way of prioritising a sense of support, belonging and collaboration. It provides opportunities for children to lead and to work together, creating a truly cohesive environment, ensuring that age is not a barrier to friendship and collaboration.
- A Student Representative Council with representatives from Foundation to Year 6 are elected and encouraged to become active citizens within the school community.
- Class meetings are encouraged and regular SRC meetings are held to further give the students a voice and encourage leadership responsibilities across all grade levels.
- The Buddy System throughout the whole school and local kinder (Journey) promotes healthy relationships and leadership skills between students in our school.
- The Year 6 students each have a teacher buddy as a mentor and guide to enhance their leadership skills and engagement at school.
- Playtime Clubs offer enrichment activities such as craft and gardening, which is run by students with the support of Learning Support Officers and staff to make play times more inclusive, particularly for students with additional needs

Family and Parent Engagement is encouraged.

- Weekly parenting ideas and wellbeing updates in the newsletter
- Regular free access to parenting seminars and workshops offered by the Whitehorse City Council, Be You and eSafety Commission
- Regular information provided about wellbeing initiatives, social and emotional learning within the school in the newsletter
- 'Open door' culture to encourage parents to visit, problem solve and seek support as required

Safe and supportive environment for all students is developed.

- Program Support Group (PSG) meetings for any child with additional learning or wellbeing needs
- Personal Learning Plans (PLP) are developed for a targeted approach to individual needs
- Parent/Teacher Interviews and Teacher/Teacher transition meetings.
- Access to a School Catholicare Counsellor for the support and wellbeing of students and families.
- Students identified with health risks such as asthma, anaphylaxis and other medical conditions have an action plan which includes a photo displayed in the Staff Room.
- First Aid training has been completed by all admin and leadership personnel.
- 'Working with Children Checks' for all parents working in the school are completed.
- A playground supervision roster has been devised to ensure all students have the opportunity to play with their peers in a safe environment.

Safeguarding Children

- Wellbeing, Child Safety, Behaviour Management and Cyber Safety Policies were reviewed.
- All staff continue to use School-wide Positive Behaviours to promote and discuss student behaviour providing consistency across the school.
- Identifying and preventing bullying is addressed through our Bullying Policy, SEL lessons and participation in community focus days such as the National Day Against Bullying and Violence, Safer Internet Day, Day for Daniel.
- A "Child-Friendly, Child-Safety Policy" is provided so students are aware of the measures put in place at St Scholastica's to protect them.
- Visual signs, schedules and displays provide permanent information and strategies for children to be aware of and manage any safety concerns.

STUDENT SATISFACTION

MACSSIS Data indicates 82% of the children believe Teacher-Student Relationships are an aspect of our school they feel is going well. Similarly, a high proportion of students (76%) suggested a strong sense of belonging to the school and felt rigours expectations were in place.

STUDENT ATTENDANCE

The school continues to work with parents with those students who are absent from school on a regular basis. Structures have been set in place for continued communication to ensure that parents are aware of their responsibilities and the disadvantage to students who spend time away from the school.

Parents are required to email the classroom teacher or make a phone call to the school administration officer the morning of the absence who will mark this directly to nForma. If the school has not been informed of a child's absence by 9:30am then contact is made with the parents to ascertain the reason for the child not attending school. The addition of the Skoolbag app for phones and a dedicated telephone line, has created further convenient ways to communicate any absence. Total absences are then documented in each child's school report for the semester. The school administration officer checks the online attendance roll each day then proceeds to ring the family to verify the absence,

Ongoing unexplained absences or lack of cooperation regarding student attendance may result in a formal conference being organised. Unresolved attendance issues may be referred to MACS for further assistance.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	87.6%
Y02	91.9%
Y03	80.4%
Y04	87.8%
Y05	89.5%
Y06	86.3%
Overall average attendance	87.3%

Child Safe Standards

Goals & Intended Outcomes

At St.Scholastica's we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. We are committed to strengthened practice for the protection of children in line with the Victorian Government child safety reforms.

Achievements

In 2022, the following actions were included in our overall commitment to Child Safety

- The Ministerial Order 870 was reviewed at the start of the year along with the “Protect-Four Critical Actions” procedures.
- The new Child Safe Standards were introduced to the staff then the parents and community.
- All school policies, procedures and agendas were revised to ensure minimum requirements, compliance indicators are met for each Standard.
- All school policies pertaining to Child Safety, Wellbeing and Community Conduct were revised and displayed on the school website and maintained as subsequent revisions were made.
- MACS requirements for all Child Safety, Wellbeing and Community Conduct policies, procedures and practises were met and maintained.
- Child Safety is prioritised as an agenda item in all Staff Meetings, and School Advisory Council meetings by reading and reviewing current articles and commentary to broaden our understanding of key issues in this area.
- A Wellbeing Survey is used to gauge students from F-6 sense of safety, inclusion and engagement.
- Survey data and playground data is used in forward planning and timetabling.
- Our Child Safety Policy was updated.
- Our Child Safe Code of Conduct was updated.
- Our PROTECT- Identifying and responding to abuse reporting obligations policy was updated
- Maintenance of our School Website ensured up-to-date Child-Safe documents and policies were available to the community.
- Child Safety information, policy and ideas are presented to parents through our school newsletter.
- Social and Emotional Learning is taught to increase children's capacity to use their voice and implement protective behaviours.
- Teachers use the Resilience, Rights and Respectful Relationships learning materials to develop students' social, emotional and positive relationship skills.

- Child safety is highlighted throughout the community by celebrating significant national events including: Day for Daniel, National Day Against Bullying and Violence, NAPCAN Week. This is followed by exploration of related materials in the classroom.
- All staff completed Mandatory Reporting online Professional Development.
- Cybersafety was addressed through a series of online incursions which are ongoing into 2023
- Leadership personnel are part of a Rights and Respectful Relationships Community of Practice with local schools

Leadership

Goals & Intended Outcomes

Goal: To further develop a culture of high expectations and accountabilities of all.

Learning Intention: That building a strong, supportive, professional team will facilitate improved student outcomes and engagement.

Achievements

This year we have continued to be a part of a Learning Collaborative with Dr Lyn Sharratt from Ontario Canada through the support of Catholic Education Melbourne Eastern Region. We are continuing to implement the Parameters and all learning from other schools and analysing data and using action research to track our progress for improvement. Each day we endeavour to go on a Learning Walk into the classrooms to seek feedback from the students about their learning. As a school we are concentrating on Parameter 1 and 14.

All leaders attend network meetings in their sphere to maintain a high level of current knowledge and best practises in education.

The school has continued to have a strong commitment to Leadership Management in 2022 by having consistent representatives across all levels of the school being part of the Leadership team. The school's leadership team consisting of Jennifer Rohan (Principal), Kasey Easdown (Deputy Principal, Learning & Teaching Leader), Christine Reed, (Student wellbeing and Diversity Leader), Georgia Amerena (Digital Technology Leader), Megan Quinn (Education in Faith Leader), Georgia Halloran (Lead teacher Learning Collaborative) and Brooke Cincotta (Prep Teacher) met to address School Improvement.

Regular PLT's in Maths and Literacy, as well as the other Key learning areas, continues to improve pedagogy knowledge for staff and this continues to increase the professional dialogue within sessions. New professional relationships continue to develop and this is evident by the support given to each other in times of need, both personal and professional.

The continuation of back to back planning, as well as the opportunity to meet with Leaders and facilitated planning have created continuity and consistency between grades.

Evidence of the school's continued managerial practices include:

- Regular Weekly Briefings
- Literacy and Numeracy Professional Learning Teams
- Working with Network leaders within MACS.
- School Leadership team meetings
- Leadership meetings with MACS staff to build Leadership skills.
- Skoolbag phone app used to all families
- Annual Review meetings
- Regular staff PSG meetings that highlight the needs of students at risk
- PSG meetings with Parents and Students
- Use of data to inform Teaching and Learning
- Weekly Facilitated planning
- Leadership and staff to focus on improvement through our School Improvement Plan and Annual Action Plan, (Education in Faith, Teaching & Learning, Student Wellbeing, School Community& Leadership & Management).
- Maintenance issues throughout the school were addressed e.g. Building Project
- Expectations and clarity of roles outlined through staff meetings
- Policies updated for review.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

All staff -teaching, non-teaching, administration staff and LSOs attended Professional Learning throughout 2022. These included some school based Professional learning days, PLT's and in-services.

- Religious Education Leaders Networks online
- Primary Student Services Network
- Preparing LNSLN Applications
- Leadership for Learning & Teaching in the Eastern Region
- Regional Deputy Principal Network
- Regional Principal Network
- MACS- Eastern Region Maths Networks
- MACS - Eastern Region English Networks Online
- Learning Collaborative -Lyn Sharratt
- Personalised Learning Plans

- NCCD
- Professional learning teams in Maths PLT - P - 6
- Professional learning teams in Literacy P - 6
- P - 6 Reporting and moderation sessions
- Simon Breakspear Eastern Region Networks.
- Imaginative Prayer led by Carly Anderson.
- Fr. Thinh Year of Luke 2022.

There is of course other Professional learning that occurs on a daily basis including the expectations of staff at the commencement of the year, information sessions with outside agencies.

Number of teachers who participated in PL in 2022	12
Average expenditure per teacher for PL	\$255

TEACHER SATISFACTION

In 2022 the staff worked positively to rebuild a welcoming and engaging community post COVID, keeping in mind the mental health of those in the community resulting from the lockdown and homeschooling experience. As such, it was pleasing that staff responses in the 2022 MACSSIS Staff survey indicate high levels of satisfaction with the school climate (81%), psychological safety (75%) and student safety (79%). Such data indicates our aim to re-establish community connections and ways of being were successful.

The SIT team worked with staff to rebuild a positive and efficient work culture post COVID, keeping in mind there were still some Government mandates affecting the ways in which people could gather and work. It was reassuring that "Collaboration around an improvement strategy" and "Collective Efficacy" were also rated highly, at 76% and 78% respectively,

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.5%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	75.0%
----------------------	-------

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	22.2%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	66.7%
Advanced Diploma	33.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	16.0
Teaching Staff (FTE)	13.0
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	7.4
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goal: To continue to build dynamic partnerships that nurture and enrich learning for all.

Learning Intention: That students engage with, and contribute to, the community in ways that are meaningful and impact on their learning.

Achievements

Our school continues to be supported by a dedicated parent community who seek many opportunities to participate in the life of the school through: a Parent and Friends and School Advisory Council and all their subcommittees and numerous other school activities.

During 2022 we worked with MACS to dissolve the School Advisory Board and create a School Advisory Council. The involved asking for members and assigning roles. This council supported the school in an advisory capacity.

St. Scholastica's has a very strong connection within our school community. The school consists of staff members and parents who attended the school as students, This speaks volumes to the school in which everyone belongs.

We have continued to build upon and maintain connections within our local community including

working with the local Kinders,

Some main connections include:

- The P and F Committee which holds fund-raisers, Mother's Day stalls, Snag Lunches etc throughout the year.
- Being3 and Journey Early Learning participate in Art activities and library borrow from our school library weekly. We began an connection with Montessori Kinder this year also.
- Involvement of parent groups and parents in ongoing dialogue regarding Student learning and well-being.
- Continued opportunities for parents to meet regarding students' academic progress - parents can meet teachers formally three times per year.
- The use of Care monkey and Skoolbag.

- Utilising the ties the school has with the wider community, for example St. Vinnie's.
- Facebook, Twitter and Instagram was used as a Social media communication option to promote and advertise learning and teaching.
- Participation on committees and celebrating the social life of our community through various fund-raising activities.
- Art, Music & Story time sessions for pre-schoolers with local kindergartens.
- P & F Social functions and events
- Open Days were held throughout the year. Tours conducted by Principal or Deputy Principal. Signs were erected outside school and Kindergarten visits all helped promote the school.

PARENT SATISFACTION

Parent Satisfaction continues to be strong at St Scholastica's.

High scores in the area of "School Fit" suggest parents feel that the school is meeting the developmental needs of their children.

Parents results in the area of "School Climate" continue to be high, indicating they feel welcome and valued by the school and that a high level of mutual respect and approachability exists between the school and the families at St Schol's. After extensive playground maintenance, school refurbishment and a strong wellbeing focus around creating supportive learning environments for students, that illicit independence in learning and emotional well-being, we were affirmed by a score of 100% in the suitability of the "physical environment".

"Student Safety" is also rated highly by parents, which is testament to the extensive work we have put into ensuring all Child Safe Polices, Codes of Conducts and Social and Emotional Learning Procedures are up-to-date and reflect new Child Safe Standard compliance.

Parents also indicated a high level of "Communication" which reflects our consistency in the roll-out and use of innovative online communication systems specifically designed for schools that support information distribution and retrieval and provide simple, clearer ways for mutual interaction.

Future Directions

The school is very excited with the work that has been achieved over the last 12 months and looks forward to 2023 with great optimism and enthusiasm.

In 2023 a continued focus will be on Literacy and we will continue to be a part of a Literacy Intensive partnership with the Eastern Region focus on Reading.

We look forward to continuing to engage with Dr. Simon Breakspear in 2023 to ensure clarity and direction in our school improvement strategies related to feedback.

We will work with the Eastern Region staff to support us in implementing recommendations for whole school improvement.

The school will look to employ a new Principal to St. Scholastica's Primary School.