



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St Scholastica's School

4 - 8 Starling Street, BENNETTSWOOD 3125

Principal: Kasey Easdown

Web: [www.ssbennettswood.catholic.edu.au](http://www.ssbennettswood.catholic.edu.au)

Registration: 1598, E Number: E1218

---

## Principal's Attestation

---

I, Kasey Easdown, attest that St Scholastica'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 24 May 2024

---

## About this report

---

St Scholastica'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

---

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 2023, St. Scholastica's has a current population of 105 students.

The school has class groupings in 3 levels with 10 – 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.

In 2023 St. Benedict's Parish began looking after the St. Scholastica's Parish. This year our school has developed a partnership with both Parishes. 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 and principal. This committee meets regularly. We also employ a Catholic Care counsellor 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 its efforts to create opportunities for social and fund-raising events.

---

## Principal's Report

---

2023 saw the employment of the new Principal Kasey Easdown to St. Scholastica's. Kasey is a past student of the school and has worked at St. Scholastica's in recent years as the Deputy Principal, Religious Education Leader and Teaching and Learning Leader.

St. Scholastica's Primary School has continued to prioritise the catholic identity of the school, the engagement of all students in their learning and the leadership and capacity of staff. We continue to build upon the collaborative partnership between home, school and the wider community.

The School continued to work within the Melbourne Archdioces Catholic Schools (MACS) Eastern Region School Improvement Learning Collaborative (SILC) focusing on Visible Learning in all classrooms, including Data Walls, Bump it Up Walls, The 5 Questions and the 14 Parameters.

In 2023, The school continued to work in an intensive partnership with MACS to focus on improving Literacy. We worked with a consultant from the MACS Literacy team to build professional learning and knowledge in this area.

In 2023, the students worked to produce a school art show which provided the students with the opportunity to present work they had created in art class and in their classroom. We held an Art Show in the evening that involved family art pieces and a raffle with the main prize being Principal for the Day.

The school has a very strong Social and Emotional Program which supports a diversity of needs, cultures, linguistic backgrounds and learning styles. The staff, supported by the Learning Diversity and Wellbeing Leader work very hard to ensure learning environments are inclusive for all learners and provide the structure for best teaching practice.



---

## Catholic Identity and Mission

---

### Goals & Intended Outcomes

Goal: To Strengthen the Catholic Identity of St Scholastica's School.

Intended Outcomes: That teacher pedagogical knowledge is strengthened and demonstrated through the delivery of inquiRE.

That a Catholic school culture is developed which encourages, allows and provides opportunities for students, staff and families to be in dialogue with their faith

### Achievements

Throughout 2023, we have been guided by our school vision following the teachings of Jesus and enriching spiritual growth in our students. During the year, the school had a large focus on Prayer within the school.

At the beginning of the school year each class participated in a "Learning to Learn Unit." During this time, students in each class created their class prayer. Representatives from each class came together with the principal to create a school prayer. This prayer is now recited at assemblies and when we gather as a community.

The school implemented a 'soft start' approach to the day to help the children prepare for their learning. During this soft start the children gather together in the classroom around their prayer mat and begin their day with prayer.

A change to our student leadership saw the RE Leaders title change to RE and Social justice Leader ensuring a focus on social justice connected to RE. The RE leaders designed a new prayer space in the school foyer to enhance the Catholic Identity of our school.

A Mini Vinnies team was established and worked with the St. Vincent de Paul Leader of the Bennettswood Conference to fundraise and raise awareness within our school community.

The prayer focus of the school continued throughout the year with a whole school prayer unit

in term 2. These was supported with Professional Learning by one of the priests leading us in a staff meeting about Prayer.

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 and includes a Prayer of the Faithful which is written and read by one child from each class.

Throughout the year, the St. Benedict's Parish staff and school built their relationship with each other by working together on the Sacramental program with the two Parishes.

### **Value Added**

Professional Learning supporting the teaching and learning of Prayer in the classroom.

The creation of a school prayer inclusive of student voice across the school.

Involvement of students in school Masses.

Raising the physical profile of our Catholic Identity in the school foyer with an updated prayer space which was created by the RE and Social Leaders.

The creation of a Mini Vinnies Team for students Year 3 - 6.

---

## 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 Outcome: That student outcomes in Literacy and Numeracy will improve. That student engagement in learning improves.

### Achievements

St. Scholastica's is dedicated to nurturing curious minds that question, challenge, and positively impact the world. Our focus this year has been on improving literacy and numeracy outcomes. Collaborating with the Eastern Region of Melbourne Archdiocesan Catholic Schools and educators like Dr. Lyn Sharratt, we've utilised visual aids like anchor charts to support student learning. Staff have also visited demonstration classrooms for professional development. We have participated in an Intensive Partnership with MACS which has specifically focused on enhancing literacy, particularly reading comprehension. Through these ongoing endeavours, we are committed to continue to empower students for success.

Learning and Teaching:

Specific teaching of the 5 questions to students and anchor charts of the 5 questions displayed in every classroom (This process aims to provide teachers with feedback on the effectiveness of their practice and helps them determine what adjustments they may need to make).

Learning Intentions and Success Criteria are visually displayed in all classroom across the school.

The School Improvement Team (SIT) practised the process of giving and receiving meaningful feedback

Daily learning walks were conducted to collect data on classroom practice which informed leadership of current and future professional learning needs

Regular SIT meetings.

Termly School Improvement Learning Collaborative Network attendance and participation led by Dr Simon Breakspear.

Leaders shared the improvements the school made in the reading process with colleagues at

the SILC network day.

Case management meetings in the area of Writing.

Literacy:

Juniors engaged in Explicit Teaching Literacy PD - 5 days

Training and completion of English On Line (EOI) assessments (parameter 3)

Updating of data plan for assessment in literacy (parameter 3)

PLT supported by Laura Heim, MACS Learning Consultant Literacy, guided reading, stamina reading, reading engagement and running records (parameter 7)

Purchase of PM Running Record assessment (parameter 3)

Guided reading books organised in accordance with Dr Lyn Sharrat parameter (parameter 9)

Creation of yearly planner in literacy.

School closure day which focused on literacy, specifically running records.

Data wall created based on PAT R results (parameter 3 and 8)

Term 4 focus on spelling and how we teach it. We drew on NAPLAN results to guide our discussions. Consequently, a spelling yearly planner was created.

Maths

Professional learning for teachers about the Essential Assessment platform

Implementation of Essential Assessment for Mathematics units from Prep-Grade 6.

Consistent use of mathematics planners across the school.

Professional learning for teachers around Maths lesson structure, specifically the 'Launch, explore summarise' model.

Implementation of 'Launch, explore summarise' across all year levels.

Mathematics materials and resources sorted and stored in new central location.

Familiarisation of the new Mathematics curriculum (Version 2.0), ready for implementation in 2024.

## **Student Learning Outcomes**

Students participated in regular assessment including PAT and Essential Assessment to identify learning needs to teach to individual point of need.

Data walls used to track student progress in English and Maths.

Learning walks by the Principal and Teaching and Learning Leader who asked the students 'the 5 questions', 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

English Intervention P-6

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	400	56%
	Year 5	453	50%
Numeracy	Year 3	387	60%
	Year 5	477	50%
Reading	Year 3	378	50%
	Year 5	484	72%
Spelling	Year 3	369	44%
	Year 5	472	61%
Writing	Year 3	402	73%
	Year 5	*	*

\*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

Our Annual Action Plan (AAP) prioritised the engagement of all students in learning with a particular focus on creating safe and engaging physical environments where children feel comfortable to contribute and to take risks.

Our goal was to improve the participation and agency of students in their social and academic learning at our school.

Our intended outcome was that the learning environment is strategically designed to support the learning, wellbeing and agency of all students.

Our staff undertook professional learning in order to increase teacher understanding of student voice and build a repertoire of strategies for ensuring:

- classrooms were arranged to cater for the diversity of needs and learning styles
- participation in learning was increased through focussed teaching and visual supports
- Social & Emotional Learning (SEL) was taught explicitly, with the construction of at least one SEL-specific anchor chart in each classroom.
- opportunities to increase student voice and participation were created
- For the first time, pre and post test surveys were used to gauge student needs with regard to personal wellbeing, social and behavioural expectations and to plan and implement relevant social and emotional learning.

### Achievements

During the 2023 year, the school community collaborated to maintain a sense of wellbeing and community, incorporating all aspects of school community life from students' physical, intellectual, moral, social, emotional and spiritual wellbeing and development to the safe and supportive environment in which their learning will flourish. St. Scholastica's prides itself on catering for all students in our care. Wellbeing is nurtured and valued as a fundamental element of academic success and for engagement in a healthy and successful life.

Classroom environments were created to be welcoming, purposeful and take into consideration the individual needs of the learners and the types of learning that will take place. Every child's name is displayed in various places within the classroom to reinforce that they are welcome and belong there. Teachers promote independent learning through the use of, what we term, "Visual Wellbeing" which encompasses making expectations for learning

very clear to children so that they may operate within the community and the learning with increasing independence. This focus on Visible Wellbeing 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.

Learning areas within the room, resources and seating areas are labeled for clarity. Strategies and skills for engagement and learning are displayed around the room to promote the personal and social capabilities required for academic success. Strategies and procedures implemented through the ERO Learning Collaborative were applied to student wellbeing and Social and Emotional Learning so that these areas were profiled on par with academic excellence.

Our local data indicates that our students enjoy coming to St Scholastica's, are included by others and feel safe at school. Most students feel their teachers are supportive and helpful and our recent review has provided opportunity for us to review our Child Safe practises and procedures and communicate the finer points of these to our community.

## Value Added

During the 2023 school year the following achievements and ongoing practices ensured the successful operation of St St Scholastica's Primary School in the area of Student Wellbeing.

The 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 RRRR topics per term so that the key components of the program can be continuously reinforced in everyday school life in all areas of the school.

Wednesday at 2.30pm is the assigned time for our social skills program

Staff audited the SEL program, cross checking it with the Victorian Curriculum, our School Wide Positive Behaviours and our own ideals for the children based on observations, yard duty behaviour records.

BeYou continues to be a resource to support all wellbeing initiatives, professional learning and parent information that is disseminated through the newsletter.

Student Wellbeing leader employed to support planning and implementation of the SEL program, support teacher knowledge and collect and analyse data in the area of student wellbeing, maintain Child Safety protocols and ensure compliance with the new Child Safe Standards.

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.

Inform and Empower Cyber safety lessons each term for all students

Mind Masters Mental Health Literacy sessions each term for all students

Circle Time implemented in classrooms to address immediate needs of class cohorts, observed behaviours

Student Representative Council in place to provide students with voice on matters pertaining to school operation, what they perceive as strengths and challenges and ways of improving things they see need to be improved.

School Leadership program in the Year 6 level provides focus to key areas of the school, namely Social Justice, Learning & Teaching, Physical Education, Leadership,

Buddy program- all children in the school have a buddy in another class within the school. This provides peer support for younger children and leadership and responsibility learning for older students

Year 6- Teacher buddies- Every year 6 student has a teacher buddy as a mentor, friend, support

PSG and PLPs- Children who require more support than the generalised quality support of the school have a more specific learning plan and extra consultation with parents/carers each term

## **Student Satisfaction**

Our MACCSIS data indicates that our students enjoy coming to St Scholastica's, are included by others and feel safe at school. Most students feel their teachers are supportive and helpful and our recent review has provided an opportunity for us to review our Child Safe practises and procedures and communicate the finer points of these to our community.

Student responses in the 2023 MACCIS Survey were all over 67% satisfaction with excellent results in the areas of:

Teacher student relationships 90% satisfaction

Rigorous expectations 83% satisfaction

School belonging 83% satisfaction

Learning dispositions 82% satisfaction

The positive response from children is due to them having many and varied opportunities to be involved in school decisions and the growing roles and responsibilities particularly for our Year 5 & 6 students who are given the children opportunity to take an active lead in school life.

Children demonstrate a growing learning confidence. Anecdotal and survey results indicate that they are highly engaged in learning and respond positively to curriculum initiatives. Our children feel well connected to peers and feel safe at school and recognise that any issues that arise are addressed by teachers in a fair and reasonable manner. The children have good relationships with teachers and are confident that they will be listened to. A good sense of wellbeing and trust is evident.



## 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 10:00am 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.

### Attendance Percentage

Indigenous Yr 4 67.5

Indigenous Yr 5 71.4

Indigenous Yr 6 N/A

Primary 70.1

Overall 70.1

Non Indigenous Yr Prep 94.5

Non Indigenous Yr 1 93.7

Non Indigenous Yr 2 93.5

Non Indigenous Yr 3 93.1

Non Indigenous Yr 4 85.7

Non Indigenous Yr 5 94

Non Indigenous Yr 6 94.4

Primary 92.6  
Overall 92.6

<b>Average Student Attendance Rate by Year Level</b>	
Y01	92.4%
Y02	93.2%
Y03	93.6%
Y04	84.8%
Y05	90.7%
Y06	94.0%
Overall average attendance	91.5%

---

## Leadership

---

### Goals & Intended Outcomes

Goal: To build the leadership and teaching capacity of all staff.

Intended Outcomes:

That Leaders support staff to build their teaching and learning capacity. (Instructional Leadership)

That consistent expected pedagogical practices are embedded across the school P-6.

( collective efficacy)

### Achievements

As a school leadership team we created a St. Scholastica's School Improvement Team Leadership Statement to guide our work. St Scholastica's school improvement team is committed to lead in actions, thoughts and words. Through collaboration, we as leaders drive change by listening to others and building shared beliefs and understandings. The team is entrusted to make decisions through 'The Cycle of Improvement', which guides the school community to achieve growth in student and staff learning outcomes. Integral to this process is giving and receiving feedback, collecting and analysing data and reflecting on current pedagogical practices.

The school has continued to have a strong commitment to Leadership Management in 2023 by having consistent representatives across all levels of the school being part of the Leadership team. The school's leadership team consisting of Kasey Easdown (Principal), Christine Reed (Student Wellbeing and Diversity Leader), Georgia Amerena (Literacy and Digital Technology Leader), Narelle Taylor (Education in Faith Leader), Georgia Halloran (Lead teacher Learning Collaborative and Maths Leader) and Brooke Cincotta (Social Media and Prep Teacher) met to address School Improvement. The role of Lead teacher Learning Collaborative was created to support the work that was being implemented and led in teaching and learning.

Regular PLT's in Maths and Literacy, as well as the other key learning areas, continue to improve pedagogy knowledge of staff and this continues to increase the professional

dialogue within sessions. New professional relationships continue to develop and this is evidenced 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 participate in facilitated planning have created continuity and consistency between classes.

Evidence of the school's continued leadership 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 community to all families.

Staff annual review meetings.

Staff meetings that highlight the needs of students at risk.

PSG meetings with Parents and Students.

Use of data to inform Teaching and Learning

Leadership and staff focus on improvement through our School Improvement Plan and Annual Action Plan, ( Education in Faith, Teaching & Learning, Student Wellbeing, School Community & Leadership & Management).

Expectations and clarity of roles outlined through staff meetings.

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2023

All staff -teaching, non-teaching, administration staff and LSOs attended Professional Learning throughout 2023. These also included some school based Professional Learning Days, PLT's. Examples include:

Primary Student Services Network.

Preparing LNSLN Applications.

Learning & Teaching Network in the Eastern Region.

Regional Principal Network.

MACS- Eastern Region Maths Networks.

Personalised Learning Plans St Scholastica's School.

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.

Fr. Justin - staff meeting focusing on prayer.

Curruculum days included a focus on general knowledge of Indigenous culture to support child safe standard one, Literacy, NCCD PLP writing, report writing and Teacher Professional Practice.

Additionally, there are regular instances of professional development, such as staff orientations at the start of each year and informative sessions held in conjunction with external partners.

Number of teachers who participated in PL in 2023	14
Average expenditure per teacher for PL	\$300.00

### Teacher Satisfaction

Teacher satisfaction was very high during the 2023 school year. The leadership team worked to support the Acting Principal and collaboration was evident across the school.

The MACSSIS Staff Survey received excellent results with the overall school positive endorsement increasing in the 2023 school year. There was an increase in instructional leadership and the extent school leaders set conditions to improve teaching and learning. The School leadership domain increased a significant amount with the view of school leadership's effectiveness along with collective efficacy identifying staff at the school have the skills to improve instruction.

Teacher Qualifications	
Doctorate	0.0%
Masters	27.3%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	45.5%
Advanced Diploma	27.3%
No Qualifications Listed	0.0%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	15.0
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	7.4
Indigenous Teaching Staff (Headcount)	0

---

## Community Engagement

---

### Goals & Intended Outcomes

Goal:

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

Intended Outcome:

That students engage with and contribute to the community in ways that are meaningful and impact their learning.

### Achievements

In 2023, our school thrived with the unwavering support of our dedicated parent community. Notably, our Parents and Friends committee experienced a revitalization, with formal elections for key positions. The primary aim of this reinvigorated group was to strengthen familial bonds within our school community through an expanded array of engaging events.

Here are some highlights of our collaborative efforts and community engagements:

- Continuation and enhancement of connections within our local community, including fruitful partnerships with nearby Kindergartens and Early Learning Centres. Our library welcomed visits from these institutions, fostering a love for reading and learning among young minds.
- The Parents and Friends Committee spearheaded various fundraising initiatives, from Mother's Day stalls to Snag Lunches, enhancing our school's resources and experiences. Additionally, we forged a valuable connection with Journey Early Learning, facilitating regular library borrowing from our school's extensive collection.
- Our commitment to community outreach extended to a Montessori Kindergarten, where our Learning Support Officers (LSOs) regularly engaged with young learners through storytelling sessions, nurturing a sense of interconnectedness and mutual learning.
- Within the realm of teaching and learning, we prioritised active involvement of parent groups, fostering ongoing dialogue concerning student learning and well-being. Parents were provided with ample opportunities to participate in formal meetings twice a year to discuss their children's academic progress, promoting transparency and collaboration.
- Addressing communication challenges, we embraced innovative platforms such as Audiri and Operoo to streamline communication with parents, ensuring timely

dissemination of vital information. Furthermore, our active presence on social media platforms like Facebook, Twitter, and Instagram served as effective tools for promoting and showcasing the dynamic learning and teaching experiences unfolding within our school. Weekly updates provided parents and the wider community with a comprehensive snapshot of the week's highlights.

- Throughout the year, we opened our doors to prospective families with informative Open Days, featuring personalised tours led by our Principal. Strategic signage placement and visits to Kindergartens bolstered our promotional efforts, inviting prospective families to become part of our vibrant educational community.
- Other school events we held were mother's day and fathers day breakfast and stall, grandparent day, twilight sports and carols on the green.

## Parent Satisfaction

Parent satisfaction was very high during the 2023 school year with an increase in all areas. The MACSSIS Family Survey received excellent results with the overall school positive endorsement increasing in the 2023 school year from 68% to 78%.

There was an increase in family satisfaction with the percentage of families with the degree to which the families are partners to their child's school increasing from 33% to 64%. The School Climate of families' perception of the social and learning climate of the school increased to 96%. A further increase in parent satisfaction was identified as communication between families and the school.



---

## 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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.ssbennettswood.catholic.edu.au](http://www.ssbennettswood.catholic.edu.au)