



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Anne's School

16-24 Stewarts Lane, SUNBURY 3429

Principal: Noelene Hussey

Web: www.sasunbury.catholic.edu.au

Registration: 1758, E Number: E1294

Principal's Attestation

I, Noelene Hussey, attest that St Anne's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 01 Mar 2024

About this report

St Anne's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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 serves primary age school children from Sunbury and surrounding areas. Our community comprises of families from a variety of cultures and backgrounds, and our priority is to foster inclusivity for all.

At the core of our school's ethos is the belief that our learners are paramount and central to all we do. They are at the heart of all our endeavours, and we aim is to nurture them into happy, confident and successful individuals, who utilise 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 learning environment is designed to facilitate holistic development and enable each student to realise their full potential. St Anne's is committed to high expectations and strives to meet the diverse needs of all learners. Collaboration is key to our community's ethos, as we embark on a lifelong journey of learning, supporting one another in navigating an ever - evolving world. Embracing a contemporary learning approach, we personalise education to cater to the unique needs, interests, and experiences of each student, equipping them with the skills and knowledge necessary to tackle future challenges.

St Anne's boasts flexible learning spaces, a discovery centre/library, a multipurpose area, bright classrooms a multi-sports oval and sensory garden offering flexible and alternative spaces for learning. Information Technology is fully resourced and regularly updated to support the students personalised and inquiry learning.

Central to our mission is the creation of a caring and nurturing 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, ensuring they flourish to their fullest potential. The many wellbeing 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, restorative practices, intervention extension programs, peer mediation, friendship stop and transition programs.

Beyond academics, St Anne's plays a vital role in the broader community, forging close links and partnerships with the parish groups and the wider community. Our aim is to ensure the development and wellbeing 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 2023 report to the community.

In 2023, after enduring years of COVID-related disruptions, achieving an uninterrupted school year was truly gratifying. I'm immensely proud of our students for their resilience and eagerness to learn as they embraced the routines and expectations of school life. Our staff remained dedicated to catering to our students' needs, offering a stimulating and motivating curriculum. Their unwavering commitment to placing students at the forefront of everything they do has been truly commendable and something they need to be congratulated for.

In 2023 we participated in the quadrennial School Review. It was noted by the reviewer that we have strategically enacted our Annual Action Plan and School Improvement Plan, maintaining and focusing on the priorities and goals. The reviewer found that our strengths were and continue to be;

- Professional and leadership development are clearly prioritised, and supported through a range of opportunities that are offered to staff. As a result, teachers are engaged and committed to providing the best learning experiences for all students.
- The physical environment for students provides a broad range of active and passive play and learning options. Children are able to be mentally and physically stimulated during learning breaks, enhancing the both the whole school culture and student outcomes.
- Expectations for behaviour are well-known and appropriate responses, strategies and actions are consistently implemented according to policies and procedures.
- Learning and teaching structures and practices are providing students with an engaging curriculum which is resulting in consistent academic achievement outcomes.
- Engagement with and support from families is positive and enhances the school culture.

This feedback was pleasing, reinforcing the commitment our community have ensuring, school improvement is a priority at all times.

Our students in Year 3 and 4 were able to access their renovated classrooms where they were able to learn in flexible spacious areas. The bright, light filled classrooms have enriched the learning experience for these students. I was very pleased we were able to renovate our student toilets. Shade cloths were also installed, allowing students to work outdoors, ensuring they were safe from the sun at all times.

Our dedicated staff, our motivated and happy students 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 for excellence.

2023 was a very successful year and I look forward to continuing the momentum into 2024.

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 the knowledge and commitment in presenting and enhancing the catholic tradition in the context of the faith community.
- That families are engaged in authentic opportunities to come into dialogue with their faith and catholic traditions.

Achievements

In 2023, our primary objective was to empower our staff to develop a deeper understanding of and connection with Scripture. This endeavour aimed to equip our students with a deeper awareness of its messages, while also fostering a richer understanding of the life and teachings of Jesus.

Our Sacramental program played a pivotal role in our Religious Education (RE) curriculum. Through ongoing professional development, our staff gained a deeper understanding of the meaning, rituals, symbols, and traditions associated with each sacrament. Parent nights, facilitated by Sr Rita Malavisi, Fr Frank Moloney SBD and Fr Brian Ahern provided an invaluable opportunity for parents to engage with their children and explore the significance of the sacraments together.

To further enrich the experience, we introduced Reflection Days dedicated to each sacrament. These days allowed our students to engage in dialogue with one another, reflecting on the sacraments' importance and the profound impact they can have on their lives. Additionally, prayer services held within the school community heightened awareness of the sacraments' significance, fostering appreciation among the children. The gesture of gift packs exchanged among students further enhanced the sense of communal celebration and support.

Our Catholic identity was deepened through rich prayer experiences integrated into all classes, particularly during our morning routine. Our liturgies were profoundly reflective and meaningful, fostering a strong sense of belonging to a vibrant Catholic community.

Celebrating feast days like St. Anne, the Sacred Heart, and Mary MacKillop further enriched this spiritual connection. This was noted by our reviewer;

'The recent development of new teaching resources to support classroom prayer was valued by teachers. They supported them to focus on learning themes and relevant calendar highlights such as feast days. Teachers noted that using these resources had built their capacity and confidence in offering a broader range of opportunities for prayer to students, and that they were reigniting interest amongst students and families.'

In 2023, we prioritised the development of our faith. I believe we successfully met this objective. Our students were immersed in numerous opportunities to explore and understand their Catholic faith and traditions. Through professional development sessions, our staff gained deeper insights into the teachings of our Church. Additionally, our families participated in liturgical and prayer gatherings, enriching our ability to impart Catholic traditions to our students.

Value Added

School Masses, Class Prayer Services, Assembly Prayer

Sacramental Preparation - Reconciliation, Eucharist and Confirmation - reflection days, prayer service, family faith nights, staff professional learning, whole school focus and gathering

Professional Development of Staff - Eucharist facilitated by Fr Frank Moloney, Scripture Art facilitated by Denise Arnel (whole day), Mary and the Nativity Narrative facilitated by Fr Frank Moloney, Scripture in the classroom facilitated by Pauline Cicitto.

Celebration of St Anne's Feast Day, Mothers / Father's Day, Grandparents Day, Mary McKillop Feast Day, St Vincent de Paul, whole school prayer services (Holy Week, Lent, Advent)

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 growth.

Achievements

Our review feedback indicated the following;

Students indicated during focus groups that on balance, they found their learning engaging and generally challenging. Achievement data including NAPLAN illustrated consistent achievement across all areas when compared to those with a similar background

Learning and teaching structures and practices are providing students with an engaging curriculum which is resulting in consistent academic achievement outcomes.

English

Throughout 2023, teachers worked with Amanda Bartram (Education Consultant) to develop pedagogical knowledge in the area of Writing. Staff explored the use of mentor texts to support their writers workshop and writing conferences with individuals and groups of students.

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

We continued to meet the diverse reading needs of our students by offering a range of intervention programs, namely Levelled Literacy Intervention, PERI and Sounds Write.

Teachers also contributed to differentiation within their classroom through Levelled Literacy Intervention (LLI) and Guided Reading.

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

Mathematics

A focus on the area of place value was consolidated in 2023 as recommended from previous reviews of Mathematics data. Staff continued to embed the professional learning opportunities facilitated by Dr Ange Rodgers, a mathematics expert, researcher and lecturer at RMIT. Opportunities to develop staff capacity to teach mathematics effectively and impactfully were provided through facilitated planning and staff meetings. Teachers' pedagogical knowledge was developed through professional reading, modeled teaching and engagement in discussions of best practice.

The Mathematics 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.

Classroom Mathematics sessions provided a range of opportunities for a balanced approach of explicit teaching, open-ended tasks, fluence practice, games, 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.

Community partnerships were developed through regular posts of supportive activities that can be completed at home to enhance mathematical understanding. A successful Mathematics Games day boosted students' confidence and positive dispositions toward Mathematics and also provided opportunities for parents, guardians and family members to learn with and from each other.

Inquiry

In 2023, students engaged in Units of Inquiry crafted to enhance their understanding of our six major concepts: History & Tradition, Earth & Environment, Communities & Citizenship, Science & Discovery, Health & Wellbeing, and Design & Innovation. In addition to bolstering their content knowledge, students honed their ability to apply various learning methodologies,

including the scientific, design, and research processes, at a deeper level of sophistication. To foster our students' growth as independent and self-managing learners, we remained committed to integrating St. Anne's Learning Dispositions into both targeted and spontaneous learning experiences.

Digital Technologies

St. Anne's remains dedicated to offering 21st-century learning experiences to all students, enriching their educational journey. In line with this commitment, students in Prep to Year 2 benefit from iPad integration, while those in Year 3 to 6 utilize Chromebooks. Our Digital Technologies Program continues to prioritize the design technology curriculum, with a special emphasis on robotics, coding, and STEM (Science, Technology, Engineering, and Mathematics).

Maintaining our eSmart school status, we uphold a framework that guides the development of policies, practices, and school-wide procedures to foster a cyber-safe environment. To fulfill accreditation requirements, students engage in two eSmart activities per term, and the school hosts eSmart Week every September. Furthermore, we extend resources to parents through informative sessions on cyber safety practices at home.

Specialist Program

St Anne's continued to offer a range of specialist programs. Prep - Year 2 students were offered: PE, Art, Music, Performing Arts and Digital Technologies. The Year 3-6 specialist program was PE, Art, Japanese, Digital Technologies and Performing Arts.

Student Learning Outcomes

During 2023, staff professional learning continued to focus on consolidating teaching practices to extend the middle-upper cohort. An external School Review, conducted in July 2023, noted that teachers planned for targeted instruction so that all students could experience challenge in their learning. Planning for the diversity of all learners was also a key component of observed practice.

The introduction of new NAPLAN measurement scales meant that Top Two Band targets could not be set, nor comparisons made to previous years. However, the following data points were of interest

25% of Y5 students and 22% of Y3 students Exceeding in Reading

4% of Y5 students and 4% of Y3 students Needs Additional Support in Reading

58% of Y5 students Strong in Numeracy but only 6% Exceeding

62% of Y3 students Strong in Numeracy but only 6% Exceeding

67% of Y5 students and 78% of Y3 students Strong in Writing

The data above suggests that a continued focus on supporting students to reach Exceeding status is required. An exploration of PAT data and Essential Assessment suggests there is a cohort of students at each year level who are certainly capable of this.

Finally, building on our work with Selena Fisk in 2022, conversations about student data continued to be prioritised in collegial planning sessions during 2023. Staff continually sought to triangulate data from different sources, and were prompted by curriculum leaders to ask questions such as

- What is the story behind the data?
- What is pleasing? Surprising? Confusing?
- What further questions does this data make us ask?
- What is this data not telling us?

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	407	53%
	Year 5	489	64%
Numeracy	Year 3	404	64%
	Year 5	482	68%
Reading	Year 3	419	75%
	Year 5	502	80%
Spelling	Year 3	402	57%
	Year 5	470	62%
Writing	Year 3	437	93%
	Year 5	482	75%

*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

To embed our knowledge of highly effective teaching / wellbeing 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

The welfare of our students and families remained a constant priority throughout the year. I take pride in our accomplishments in this regard, and the dedication of our leaders and teachers has been truly remarkable.

A trio of dedicated leaders has played a pivotal role in addressing the needs of our students, staff, and families. We convened regular well-being meetings to monitor student progress and implement effective strategies to facilitate their full engagement in learning and social activities with peers. In addition, our school counselor and psychologist extended further assistance, offering invaluable support to both parents and students in fostering resilience, pinpointing individual needs, and promoting overall welfare. Parent Support Group Meetings were held termly where discussions centred on setting realistic goals for their child so learning and social teaching strategies could be adjusted accordingly.

This was supported from feedback from our recent review;

Student wellbeing was a clearly evident and visible priority at St Anne's School throughout the course of the review. The entrenched Positive Behaviour for Learning (PBL) framework was apparent. Feedback from students about the school's response to issues such as bullying were endorsements of the consistent application of the PBL framework, the Behaviour Management Tool and the influence of the SEL.

We have maintained our collaboration with MacKillop Family Services to implement the ReLATE model, enabling staff to feel empowered in creating a safe, predictable, and supportive environment conducive to enhanced teaching, learning, and wellbeing. Through ongoing professional learning, staff have deepened their understanding of how adverse

childhood experiences and complex trauma can influence behavior, attitude, and learning outcomes.

In addition to this, the ReLATE model aimed to foster a more positive whole-school culture and teacher attitudes, including perspectives and responses to student behavior and disengagement. Staff participated in various modules during dedicated professional learning days, covering topics such as Safety, Creating a Stress-Reducing Environment, Improving Teaching and Learning Practices, Fostering a Culture of Sustainable Change, and Integrating Positive Psychology Principles.

Our Positive Behaviour for Learning (PBL) initiative which underscores our core values - Respect, Resilience, Responsibility and Safety has continued to be the catalyze to the positive changes to the behaviour management of our students. Expected behaviours were explicitly taught and monitored by staff. As a result, there has been a positive impact which has been due to weekly awards for displaying values in our classroom and yard. Our Behaviour Management Tool was launched school wide. This was explicitly taught to students in order to provide consistency and predictability in addressing student behaviours. This structured approach has contributed to a sense of safety and reassurance among students and staff, as it provides a clear framework for managing expected and unexpected behaviours.

We maintained our collaboration with Behaviorist Dan Petro, who offered guidance to teachers and leaders in facilitating a positive approach to supporting students needing assistance with self-regulation. Implemented support plans catered to individual needs, while passive spaces were designated during recess and lunch breaks for students opting for a more tranquil play environment. The emphasis on Teaching Zones of Regulation persisted, ensuring students received ongoing support in managing their emotions.

Due to the substantial number of students eligible for NCCD funding, our team has appointed 27 learning support officers (LSOs) to provide assistance. We've introduced intervention programs to aid at-risk students, overseen by Learning Diversity Leaders who assess their effectiveness and guide LSOs in their implementation. Leaders have also successfully implemented Personal Learning Plans for students, fostering differentiation teaching strategies within our classrooms.

Fortnightly vertical Social Emotional Learning lessons were introduced providing the opportunity for students and staff to foster relationships, deepen their understanding of positive relationships and connections, enhance emotional literacy and recognise the importance of valuing and embracing diversity.

The Student Representative Council has continued its wonderful efforts, serving as the voice of the student body. This was clearly demonstrated through their advocacy for anti-bullying initiatives such as the National Day Against Bullying and Violence and R U OK Day. The SRC has consistently upheld the core values of St. Anne's, fostering a nurturing, prosocial, and

inclusive environment under their leadership.

Value Added

Parent Forums for those who have a child diagnosed with a disability

An increase in counselling services

Transition programs for children entering Prep and Year 6 moving to secondary school. All children in other levels participate in transition lessons in other classes at the end of the year

Lunchtime Clubs - computer, techno, reading, art

Active Student Representative Council

Parent to Parent Support group

Passive Play activities for students who need less stimulation at recess and lunchtime breaks

Sensory garden where students can experience play using their 5 senses

Play pod where students can play creatively with mixed materials

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

Consistent wellbeing routines in each classroom (Circle Time)

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

Vertical whole school Social Emotional Learning (SEL) lessons

Student Satisfaction

Our students have fostered a strong sense of connection to St Anne's, their classmates, teachers and leaders, a bond that has notably strengthened since the previous year. Their sense of security has flourished both in the classroom and on the playground, with fewer disruptions to their learning due to positive peer behavior. Feedback from parents echoes this

sentiment, noting a heightened feeling of safety compared to previous years and a prevailing sense of calmness within the school environment.

This was supported by the feedback from our recent review;

The environment throughout the school was observed to be calm and positive, with students and families highlighting it as also being both inclusive and respectful. This was confirmed through observations of both the classroom environment, and particularly tangible in numerous observations of the school yard during breaks. The consistent implementation of positive behaviour strategies by all staff and the strategic involvement of families by school leaders can be attributed to the achievement of this enabling learning environment.

Positivity resonates throughout our student body, with an eagerness to engage, learn, and excel. They perceive themselves as successful learners at St. Anne's, finding the academic journey both stimulating and enriching. Students also expressed appreciation for their teachers' understanding and empathy, fostering a supportive and conducive learning environment.

Student Attendance

Parents are required to ensure their child attends St Anne's School every day, during normal school hours of each term. When their child is unable to attend school, it is the parents responsibility to contact the school on that morning to inform them and to provide the school with an explanation for their absence. This can be done via the app, Operoo, or a phone call.

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 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 one 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 students emergency contact will be made. The school will make all reasonable attempts to determine the location and wellbeing of the student. If, following contact, the students 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 on the students file.

If the student is absent on a frequent basis, the teacher will inform the Student Wellbeing Leader who will then consult the principal. Together they will decide the next steps. In most cases this is to arrange a meeting with the parents, which usually results in support

structures introduced for the student to attend school on a regular basis. If unexplained absences still occur then the Regional manager will be contacted.

Average Student Attendance Rate by Year Level	
Y01	91.7%
Y02	91.6%
Y03	91.5%
Y04	91.1%
Y05	89.6%
Y06	90.4%
Overall average attendance	91.0%

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 continued to grow with the reintroduction of four Prep classes. We now have 600 students across 23 classes, maintaining an average class size of 23.

Our commitment to staff professional development remains steadfast through our Individual Learning Plans initiative. This program empowers each staff member to select a professional goal and actively pursue tailored learning opportunities, ensuring they are continually updating their knowledge and practice.

This initiative has fostered a collective responsibility for the improvement of practice. It has allowed staff to be supported as they have gone through the stages of professional learning;

Reflection and Goal Setting

Professional Practice and Learning

Feedback and Review

The feedback from staff has been extremely positive and it has been appreciated that is based on individual needs

Our Curriculum Leaders worked closely with teams to ensure there was a constant focus on how they can better meet the needs of the students in their class. Leaders and teams discussed best teaching practices which motivated and engaged our students at all times. These discussions contributed to the overall success of our school. This was supported by our findings in our Review -

The leadership and management of the school was noted during focus groups as highly effective and focussed on driving continuous, whole-school improvement. A considered

approach was taken to prioritise partnerships with the school community and ensure accessibility to leaders and school personnel.

The School Improvement Plan was fully implemented with professional development opportunities. These sessions focused on raising staff's awareness of effective teaching practices to engage, motivate and meet the needs of our students.

Our Student Representative Council (SRC) maintained its active involvement in various aspects of St. Anne's. They promoted the National Say No To Bullying Day, informed students about several fundraising initiatives, as well as facilitating numerous activities during recess and lunchtime breaks. The SRC held regular class meetings to ensure students had an opportunity to express their opinions and ideas to ensure St Anne's is the best school it can be.

Leadership teams have continued their engagement in Professional Development, with a particular emphasis on Agile Leadership led by Dr. Simon Breakespeare, and coaching sessions facilitated by John Marks. These initiatives have significantly bolstered their capabilities as team members, equipping them with the confidence and proficiency to navigate challenging conversations, establish goals, and devise effective strategies for attainment.

Upgrades of facilities continued throughout 2023. Student toilets and the disabled toilet were refurbished. Shade Cloths were installed so students could work outside protected from the sun. A Ninja Course was also installed, allowing our children to climb, jump, balance on the equipment as they completed the challenging course.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
Weekly Staff Learning Meetings and Professional Learning Team Meetings focussing on religious education, differentiation, literacy, numeracy and well-being	
ReLATE - Trauma informed practices to support students and staff	
Student Voice - Discovery and Genius Hour - Deb Vietri	
Literacy - Explicit Teaching in Literacy -Prep	
Numeracy - Early Years -	
Behaviour Management - Dan Petro	
Planning with RE, Literacy, Numeracy Leaders	
First Aid Training - CPR	
Leadership - Dr Simon Breakespeare	
John Marks	
Emerging Leadership	
Crucial Conversations	
Network Meetings - RE, literacy, wellbeing, numeracy, principal, deputy principal	
Number of teachers who participated in PL in 2023	48
Average expenditure per teacher for PL	\$2200.00

Teacher Satisfaction

Staff members at St. Anne’s spoke highly of the social and learning atmosphere within the school. They greatly appreciate the collaborative discussions within teams, which are aimed at enhancing teaching and learning outcomes. The strategies and processes implemented by the leadership to foster effective collaboration have been particularly valued, providing staff with both time and autonomy. Moreover, staff members value the strong relationships they have cultivated with leaders, characterised by mutual trust and respect, creating a conducive working environment.

Professional learning opportunities were greatly appreciated, especially the allocated time for staff to delve into and develop their personalised learning plans. At St. Anne’s, staff members feel secure, knowing that they will receive support when encountering challenges, difficulties or problems.

Staff feel there is strong teamwork practices amongst all members with the main reason being the effective communication between all members. They feel positive about the support they receive from colleagues when assistance is required.

Furthermore, Staff feel they have a clear direction, understanding the goals of the school and subsequent processes that have been established to attain them.

Teacher Qualifications	
Doctorate	0.0%
Masters	11.8%
Graduate	10.3%
Graduate Certificate	5.9%
Bachelor Degree	54.4%
Advanced Diploma	11.8%
No Qualifications Listed	5.9%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	69
Teaching Staff (FTE)	54.9
Non-Teaching Staff (Headcount)	45
Non-Teaching Staff (FTE)	37.1
Indigenous Teaching Staff (Headcount)	1

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 bases on identified needs.

Achievements

The School Advisory Committee (SAC) continued to uphold its support of the school as it aimed to meet the goals and objectives outlined in the Annual Action Plan. Collaboratively, the SAC facilitated reviews of various policies and practices, including the school uniform policy, child safety measures, building improvements, behaviour management strategies and avenues for home school partnerships. Our curriculum leaders shared their focus, initiatives and targets with the SAC at meetings throughout the year. This was appreciated as the committee as it enabled them to communicate this to the wider school community.

The Parents, Friends, Teachers Association (PFTA) played a pivotal role in fostering social connections among parents through a range of events, such as the Mother's Morning, Father's Day Morning, Grandparents Morning, Beginning and End of Year School Picnic, Art Shows, Mothers and fathers Evenings. These activities were well supported by our parent community.

The SeeSaw app remained an effective tool for keeping parents informed about events and learning that was happening in our classrooms. Through this platform students showcased their work, while teachers informed parents about the learning focus they were teaching in their classroom.

The following was feedback from our 2023 school review;

Parents and families provided feedback that indicated that they felt actively involved and they had multiple avenues of support at the school which were available for them to access. These were not restricted to participation in the School Advisory Council (SAC), the Parent Teacher

Association (PTA), being a helper in the classrooms, in the canteen and on school excursions. Their involvement and support were also being cultivated by their access to their children's teachers in both formal interviews but also via technology and on request, and to school leaders alike. This feedback aligned with staff and school leader focus groups and

interviews, and MACSSIS survey data which reflected true partnerships were in place with families to enhance both student wellbeing and academic outcomes.

Our staff understands the importance of fostering strong relationships with both parents and the wider school community. We keep parents well-informed about upcoming events at St. Anne's and ensure they are aware of our educational initiatives and well-being programs. Our dedicated staff actively work to build positive connections with the parents of their students, ultimately leading to positive outcomes for all.

Our collaboration efforts extended beyond the school gates as we maintained communication with CERES for sustainability initiatives, Scienceworks for STEM projects. Additionally, we continued our partnerships with the Hume Council for gardening initiatives.

Parent Satisfaction

Parents are very satisfied with and supportive of the school, valuing the staff's receptiveness to their feedback, opinions, and concerns. They acknowledge the numerous opportunities available and are encouraged to actively participate and collaborate with the staff. Moreover, parents commend the school's ongoing dedication to enhancing its performance across curriculum outcomes, wellbeing initiatives, resource allocation, and infrastructure improvements. Their satisfaction from 2023 largely stems from the dedicated efforts of teachers in ensuring that learning was not only successful but also engaging and accessible for all students.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.sasunbury.catholic.edu.au