



St Mary's School Myrtleford

2022

Annual Report to the School Community



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Minimum Standards Attestation

I, Katherine Hancock, attest that St Mary'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.

10/03/2023

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

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

The nation-wide shortage of teachers has had an impact on all schools, demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

Vision and Mission

School Identity Statement:

St. Mary's is a supportive Catholic learning community that encourages and challenges individuals to reach their full potential.

Vision Statement:

St. Mary's school strives to:

- *Teach and promote Catholic faith, tradition, and model the teachings of Jesus
- *To ensure all children feel safe and are always safe
- *Be welcoming, safe, and inclusive
- *Nurture partnerships between families, school, parish, and the community
- *Encourage action for social justice and hope for the future
- *Provide an engaging and challenging learning environment that encourages excellence and lifelong learning
- *Educate the whole child, spiritually, physically, socially, and academically

Graduate Outcomes:

We aim to have students leave St. Mary's with the capacity to be:

- *Accepting, compassionate, caring, and able to show empathy
- *Resilient, confident, independent and have self-belief
- *Open to faith and to value human dignity
- *Literate numerate, and physically and socially capable
- *Positive, passionate, enthusiastic, and persistent
- *Creative, critical thinkers, inquisitive, and problem solvers
- *Global citizens, environmentally aware, socially just, and respectful
- *Happy, well-balanced, and aware of personal well-being

School Overview

School Overview

The St Mary's Primary School community pay respects to the traditional custodians of the land we now work, learn and play on; the lands of the Minjambuta people, in which they performed age old ceremonies, celebrations, initiations and renewals. We recognise the continuing connection of the people of the Dhudhuroa and Waywurru Nations to land, water and community. May we always respect the land of the previous custodians.

From 1837, the township of Myrtleford was a remote cattle run known as the Myrtle Creek Run. Forming the boundary of the runs, Myrtle Creek was given its name by the first Europeans in the area. When gold was discovered in the Buckland Valley, thousands of diggers had to cross Myrtle Creek on their way to the gold fields. A small township developed around the fording place, with the name of Myrtleford consequently adopted. The road through Myrtleford was then called the Buckland Road; today it is known as the Great Alpine Road.

The St Mary's Church community first met in 1878, in a slab-walled church in Albert Street. In 1888, a new St Mary's Church was built on land donated by Michael O'Donnell, bounded by Lawrence and Prince Streets.

In 1921, a Queen Carnival was held to help raise funds for the building of a convent and school. Construction of St Mary's Primary School began in 1922. At the invitation of Fr.J.J.Kennedy (Parish Priest 1921-1928), Mother Michael McMahon and four sisters of the Presentation Order arrived to teach at St Mary's on February 28, 1923. In 1924 there were 25 boarders. Six Sisters now cared for the 100 students from Preparatory to Leaving Honours. With a gradual increase in numbers during the first decade, "Wadells Stables" were converted to become a classroom in 1936. During World War 2, boarders at the Convent grew to 40 pupils, including the children of Italian parents interned at Tatura. In the 1970's numbers grew to over 500. St Mary's now sits at an enrolment of 137 students.

Nano Nagle (1718-26 April 1784) founded the Sisters of the Presentation of the Blessed Virgin Mary" in Ireland (also Known as the Presentation Sisters) and was a pioneer of Catholic education in Ireland. She was declared venerable in the Roman Catholic Church on the 31st of October 2013 by Pope Francis.

St Mary's continues to develop the motto "In Deeds, Not Words" through all our actions.

Principal's Report

The 2022 year was a wonderful year all round. Staff and students returned to school without COVID restrictions. The year allowed for a consolidation of learning and implementation of all learning undertaken by staff. St Mary's teachers have worked on developing skills in 'Explicit, Direct Instruction' across the school. This has been a game changer for our teachers and students alike. All classrooms now deliver lessons using the high impact strategies of explicit and direct learning. Strategies are becoming embedded across the school, meaning low variance between classrooms. This consistency across all classrooms, using evidenced based strategies has seen significant academic improvement in every classroom. We are well on the way to having no children in the two bottom bands in NAPLAN, our ultimate goal.

Alongside the 'Explicit, Direct Instruction' strategies, there has been outstanding growth in knowledge in the teaching of reading, writing and spelling using the pedagogy in the Science of Reading and Writing. This approach took off in the junior units and has steadily become incorporated into each year level and the results speak for themselves. It is vital that we as teachers embrace the research and use this to ensure every, and I mean every child, is supported and succeeds in their learning. Two of our teachers invested their time during the holidays to become 'Orton Gillingham' trained, a synthetic phonics approach to spelling. Again this has been extremely beneficial as the junior classes have embedded this approach in all classrooms and as these children move further up the school we will see gains in spelling outcomes. Teachers who have witnessed the teaching in 2022, are also going to be trained in 2023. This again shows the commitment of the teachers to improve their craft of teaching as this course is only offered during the school holidays.

Staff professional development and the learning that has become a part of who we are, is exciting as we embed new strategies and the children further develop their skills and abilities.

Another area of continued success across the school has been the strong processes in place to determine who in our cohort of students requires extra support in learning. This is happening soon into their education ensuring the gap within the age group of children does not become too wide. Our Learning Diversity Officer works alongside our Speech Therapist and Catholic Education Office staff to ensure every child receives the very best education to ensure every child succeeds. Through our changes in teaching practice and intervention strategies we have seen excellent growth in many areas of the curriculum.

Students continue to enjoy the many specialist subjects on offer, Italian, music, visual arts, drama and physical education. Many of our older students have the opportunity to attend Regional and State sporting events, with swimming being of a particular strength. At the end of the 2022 school year all students participated in a school musical which was well appreciated and attended by all families.

During 2022 the Year 3 and 4 classrooms were refurbished, and we now offer lovely spaces for these children to work in.

All in all, a happy and successful year. I wish to take the time to sincerely thank the staff at St Mary's as they are exceptional in all they do for the school. Also, a thank you to our parents who continue to be supportive of the school.

Kitty Hancock

Catholic Identity and Mission

Goals & Intended Outcomes

- *To explore and implement the new Source of life.
- *To continue to develop an understanding of the Bible and Scripture.
- *To further develop our individual Faith.
- *Prepare for 100 years of Education in Myrtleford.

Achievements

During the 2022 school year our students and teachers celebrated Mass on a regular basis alongside the parish community. Father Tony Shallue ensured his Masses are levelled at the children's understanding making connections with the readings, and the structure of the Mass. The children are respectful and prayerful during all Masses. Jo Bennett, our Religious Education Coordinator, planned the Masses and liturgies while at the same time up-skilling the classroom teachers.

Jo Bennett has brought to the forefront the importance of Aboriginal prayer being included in school prayer and liturgies. During 2022 this became embedded in our whole school prayer times such as during assembly. The F.I.R.E. carriers covenant became alive and evident across the school and students and teachers became F.I.R.E. Carriers. Prayer continues to be integral part of daily life at St Mary's.

A major focus of our school year was developing an understanding of the Bible and Scripture. Kevin Lawlor from the Catholic Education Office led our staff on many occasions during the year in opening the scriptures and supporting the staff in their understanding. Staff have appreciated these professional development meetings as Kevin Lawlor is both entertaining, and extremely knowledgeable.

The staff continue to develop skills in the teaching of Religious Education using the Source of Life. This will continue to be developed and enhanced in the coming years.

Preparations for the 100 years celebrations began in 2022 and a plan was developed to be enacted in 2023.

VALUE ADDED

The 2022 school year once again saw the Parish Sacramental Program being offered to both the St Mary school community and the wider community. This again was led by Father Tony Shallue, our Parish Priest, and Jo Bennett.

The school choir in 2022 were regular in leading the school in the singing at Mass. This added enormous value and participation in the Masses from all our children, which is highly valued by the parish community.

The school continued to demonstrate that it is nurturing and developing a distinctive Catholic Identity and ethos which witnesses to the good news of the Gospels with a strong capacity to look beyond our own school and contribute to the common good of the community.

The many Masses throughout the year are a delight to attend. The children participate fully in the Masses, as well as assisting in the planning of many of these Masses. The children are always reverent, respectful and prayerful.

Learning and Teaching

Goals & Intended Outcomes

- *To implement coaching and feedback for all classroom teachers and specialist teachers.
- *To develop skills in the teaching of writing.
- *To develop the skills in the teaching of spelling.
- *To embed Explicit Direct Instruction techniques in all classrooms.

Achievements

St Mary's has worked tirelessly on improving teaching strategies across the whole school. The hard work is paying off and this is being evidenced in student outcomes. Explicit Direct Instruction is used in all English and Maths lessons when new concepts are being taught.

Teachers continue to develop skills in the teaching of writing using the text 'The Writing Revolution'. This will continue to be a major focus in 2023 as we continue to learn and embed the strategies within this strategy.

The teaching of spelling across the school continues to be refined.

Teachers have been developing more improved skills in data analysis and this will continue as a major goal in 2023.

Implementing coaching and feedback are in the infancy stage and will be continued in 2023.

STUDENT LEARNING OUTCOMES

The tutoring program has continued to support students who throughout the last years of COVID disruption have fallen behind in their learning.

St Mary's continued to provide an Educational Support Officer in all unit areas of the school, with the main objective being to support those children who are not reaching the benchmark academically.

Students who sat the NAPLAN in 2022, continued to make improvements and in most areas are above the National standards. Spelling in Year five is below standard, but this is expected to improve over the years given our strong approach to the teaching of spelling in the junior years.

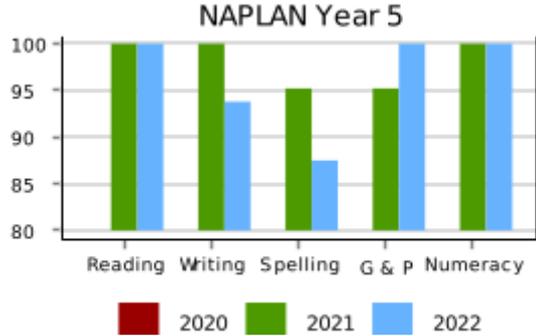
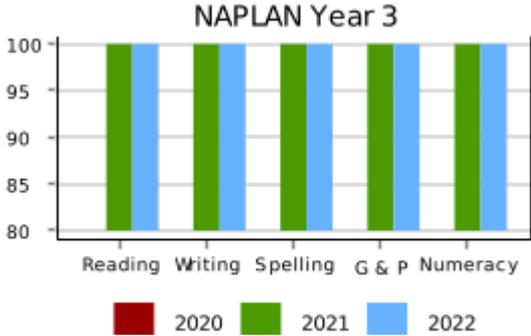
All students at risk are assessed and the appropriate teaching practices are put in place to support these children, with the intention to close the gap between children who are at level or above.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	95.2	-	100.0	4.8
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	95.2	-	87.5	-7.7
YR 05 Writing	-	100.0	-	93.8	-6.2

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

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

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



Student Wellbeing

Goals & Intended Outcomes

- *To invest and plan PD that centres around well-being.
- *Implement financial and administrative procedures that ensure effective distribution of resources to improve student outcomes.

Achievements

Staff well-being is paramount and the beginning of the 2022 year began with a pupil free day and staff concentrated on their own spirituality and faith development. Father Tony Shallue spent the morning with staff and led us in our staff Mass. Kim Butler spent the day with us and led the staff on the day. This day was also an acknowledgement of the hard work all staff had done during the difficult COVID years.

Investing in providing Education Support Officers in all unit areas during 2022 has enhanced well-being as students have the extra support and therefore are being provided with help at the time of need, further developing their learning.

VALUE ADDED

It was pleasing to re introduce extra-curricular activities once again in 2022. Activities such as sporting events, incursions, Eisteddfod choir, book week, Italian performance, Italian lunch, Christmas production and a number of other school activities were all back on the agenda which have an impact on student well-being.

Facilitation of individual counselling and family support services continued in 2022. These programs were provided by Gateway Health (The CHIPS program-Child Health Intervention and Parent support).

Our School Chaplain was a vital connection between school and families. The Chaplain was able to develop supporting relationships with families that were experiencing tough times. During the school day, individual chats with students and providing different support programs for children and families in need was provided.

The Positive Behaviour Intervention Strategy (PBIS) continued to promote positive behaviours across the school. The Respectful Relationships program was also delivered in 2022 with the goal of enhancing student well-being.

In 2022 Riding to Develop Ability (RDA) was reinstated and allowed students with difficulties the opportunity to participate in this worthwhile program that encourages self-monitoring and appropriate social behaviours, whilst building confidence.

STUDENT SATISFACTION

Students across the school completed two social emotional well-being surveys with both providing consistent results in the reports. The two surveys were Insight SRC and the PAT Social and Emotional survey. The foundation and Year one and two indicating highly developed social emotional skills. The Insight SRC indicates the Year three and four students are also experiencing positive social emotional experiences. Students in Year three and four feel strong teacher empathy and experience purposeful teaching. These children feel strongly connected to school and are in the top performing 25th percentile in relation to student distress. The results according to Insight SRC the students are within or above the results of all Victorian schools who participate in the survey. The PAT Social Emotional survey states that the Year three and four students on a whole have well-developed social and emotional skills.

While the Junior and Middle school are tracking nicely with social and emotional skills, the Year five and six students appear to be having some difficulty in this area. Disappointingly the students in years five and six according to the Insight SRC survey sit in the lowest 25th percentile in emotional well-being, teacher relationships and engagement in learning. However, student behaviour is tracking at the 50th percentile. The PAT Social Emotional survey with 80 percent of students with developed social and emotional skills paints a far more positive outlook for the students. Given the results for these students it will become an area of development in 2023 in order to support these students in their well-being.

STUDENT ATTENDANCE

St Mary's Myrtleford, keeps a register of the daily attendance of all students at the school in electronic form using the software of SIMON. The register of daily attendance records the following information for each student:

*Daily attendance-roll taken twice a day-9:00am and 2:20pm.

*Absences recorded with reasons for absence.

*Documentation to substantiate reason for absence.

Parents are responsible for ensuring that they notify the school to explain the absence of their children on any school day. Notification is to be provided by telephoning the school or through PAM and should be made prior to the start of school.

St Mary's Myrtleford has implemented the following systems and procedures to follow up unexplained absences from school:

*Where an absence has not been explained by 9am an SMS Text message is forwarded to the student's parents notifying them of the absence and requesting that they immediately contact the school. This notification is made after morning roll call as soon as practicable.

*If no response is made by parents/carers who have been contacted the emergency number will be contacted.

*In the unlikely event of no one contacting the school after all the above, the Administration Staff will continue to make contact during the day.

- *Where the absence remains unexplained the matter will be reported to the principal for investigation and follow up.
- *All information in relation to unsatisfactory attendance is recorded on students' files and information with respect to attendance is provided in each student's school report.
- *The requirement to follow up unexplained absences is included in the role descriptions of identified staff.
- *Where a student is unsatisfactorily absent from school, the school will contact the parents directly to seek an explanation and to remind parents of their child's obligation to attend school.
- *Where parents repeatedly fail to inform the school of absences the principal will contact them directly seeking an explanation and to remind them of their obligation to report absences.
- *The register is retained indefinitely and copies of information in the register are stored off-site at regular intervals.
- *The register is kept for each calendar year and shows the twice daily attendance checks and any reasons for absence.
- *St Mary's Myrtleford has set up a series of compliance tasks in CompliSpace Assurance, to ensure that key obligations under the Victorian Registration Standards and CECV Guidelines are managed effectively.
- *Where a child continues to attend school, processes are put in place to support the family and the student.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	89.1%
Y02	87.3%
Y03	89.0%
Y04	88.3%
Y05	87.6%
Y06	87.1%
Overall average attendance	88.0%

Child Safe Standards

Goals & Intended Outcomes

*To embed all Child safe standards across the school.

Achievements

During 2022 St Mary's implemented the 11 Child Safe Standards under the Ministerial Order 1359. Staff were trained in the new standards and through support from the Catholic Education Office un-packed each standard and continually re-visit ensuring all standards are adhered to throughout the school. The embedding of Child Safe policies has been of high importance over the year and procedures are all in place to ensure children are safe at all times.

The Leadership Team was responsible for continuing to embed a culture of Child Safety by creating openness, inclusiveness, and awareness so that all children and adults know what to do if they observe or are subjected to abuse, or inappropriate behaviour. All staff and volunteers are required to undergo learning about keeping children safe and know all the Child Safe policies. All staff, volunteers, and contractors continue to adhere to and sign the Child Safety Policy and Code of Conduct.

St Mary's has continued to implement recruitment practices ensuring the school engages the most suitable and appropriate people to work with children. These include police record and identity checks, Working with Children Checks, face-to-face interviews, and detailed reference checks to ensure a rigorous screening process remains in place.

PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools is known by all staff and in cases of reporting is adhered to. At the beginning of the year staff undertook e-modules to ensure all staff are up-to-date with the procedures concerning child-safe issues for children.

The school Chaplain is an integral member of the Child Safety Team and works in close consultation and collaboration with the Leadership Team who make up the Child Safety Team. This team meets regularly, reviewing child safe issues and embedding the policies into everyday school culture.

Risk assessments include child safety, including all aspects of child safe regulations. Risk assessment became embedded in all excursions and all activities within the school.

An inclusive school is paramount in all our beliefs. The staff has worked on differentiation in teaching to ensure all children have their particular needs met and the staff continues to develop a climate of 'belonging'.

Leadership

Goals & Intended Outcomes

- *To provide leadership to build teacher capacity in classroom practice.
- *To continue to develop and implement Professional Learning Teams (PLT) in relation to data use to drive collaborative improvement and evaluate the impact on learning.

Achievements

The Insight SRC indicates that the staff at St Mary's are at the 79th percentile in regard to supportive leadership. While role clarity and team work are both in the high 70th percentile it is an area for leadership to continue to develop.

The Leadership Team continues to lead the school in Professional Development.

Professional Learning Teams are well established and teachers use these meeting effectively in order to analyse data and plan for continued teaching to ensure all students are challenged.

The Leadership Team met every week with a high priority to plan for the professional development to be delivered to staff.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In 2022 St Mary's teachers and support staff continued the professional development of Explicit Direct Instruction. Using this knowledge, the strategies have been implemented across the school.

Teachers have continued to work with the book, "The Writing Revolution" as a base for professional development in the teaching of writing. This has continued to lead to further investigations into the explicit teaching of writing.

Much professional development continued in the area of spelling and the need for an explicit synthetic phonics approach which the school has adopted and staff continue to develop and hope to embed in 2023.

The National School Improvement Tool (NSIT) of 2022 found that St Mary's prioritises professional development aimed at building teachers and leaders at an outstanding standard. St Mary's continued in 2022 and will continue in 2023 in developing skills to obtain reliable data on student outcomes in order to use the analysis to accurately form plans to enhance learning and well-being across the school. Analyses of data continued to be of a high focus in 2022 with school-wide analysis of well-being, academic and attendance.

NSIT findings also commended the school as outstanding in that leaders place a very high priority on the ongoing professional learning of all staff and on the development of a school-wide, self reflective culture focused on improving classroom teaching. School leaders continued in 2022 to participate in all professional development. The leaders continued to walk and learn alongside the teachers.

Leigh Corcoran the Deputy Principal continued to support all classroom teachers in embedding the process and requirements of NCCD. The teachers are well-equipped to

identify students who need support and know the procedure for assessment and the requirements for individualised learning. Staff are capable writers of Individual Learning Plans that meet the needs of our students.

Staff completed all areas of compliance:

- CPR
- Anaphylaxis Training
- Mandatory Reporting
- Disabilities Standards for Education Part 1 and Part 2
- Child Protection
- Student Duty of Care
- Asthma Training
- Human Resources
- Occupational Health and Safety

Number of teachers who participated in PL in 2022	14
Average expenditure per teacher for PL	\$550

TEACHER SATISFACTION

In 2022 St Mary's used the Insight SRC survey to establish and determine the satisfaction amongst teachers. Staff well-being has increased since 2021 with school morale at a score of 80 meaning 'how full the glass is', showing the glass is 80% full. Staff believe the student behaviour has improved from 60 to 75 which enhances the climate of the school and ease for teaching. Team work, empowerment and ownership remain consistent with 2021 at the 75 mark.

As a team, the staff are very dedicated to their craft of teaching which indicates a strong sense of commitment to the students. The staff are all working toward common goals to ensure a whole school approach across the many domains of school life, including but not limited to student management, teaching strategies, differentiation in teaching etc.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	54.2%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	82.6%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	17.6%
Graduate	11.8%
Graduate Certificate	5.9%
Bachelor Degree	64.7%
Advanced Diploma	35.3%
No Qualifications Listed	11.8%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	17.0
Teaching Staff (FTE)	12.9
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	6.8
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

*To re-connect with the parents and carers of our students as they return to on-site activities.

Achievements

With the beginning of the 2022 school year and restrictions due to COVID being relaxed saw the re introduction to a number of social events such as a Mother's Day and Father's Day breakfast, Pancake Tuesday, school sporting events and the end of year concert returning. It was a wonderful year for parents as they returned on site to enjoy and participate in their child's different school activities. During any of the school events the parent participation rate is extremely high.

The up-take of a new formed Parents and Friends was not achieved in 2022. However, toward the end of 2022 parents were becoming keen to re-form and this will be a high priority in 2023.

PARENT SATISFACTION

St Mary's continues to develop parent and community partnerships.

The school has established a range of formal school community partnerships through parents and families; the local parish community and the Catholic Church; local businesses, such as after school care and a broad range of community organisations.

Parents and family engagement and participation in the school's activities has been encouraged and parents have noted that they have experienced a strong sense of belonging and noted all teachers and leadership were easily approached when required.

The school's chaplain established a very strong rapport with families, in particular families experiencing difficulties. Anecdotally parents have valued the work of the chaplain.

Insight SRC indicated that parents were at the 70th percentile in the areas of communication and school improvement (meaning 30 percent of Australian schools who have used the survey scored higher while 70 percent scored lower). This indicating that many parents feel they know what is happening at school and have a strong sense that the school is improving. Reporting continues to be an area where parents would like to see improvement. The parents indicated at the 80th percentile that the learning focus is strong, along with extracurricular activities. It is pleasing to note that the parents also believe behaviour management, stimulating learning and teaching morale are all going well, as these were all high in the 80th percentile according to the Insight SRC survey.

Future Directions

*To develop clarity and embed consistency in the expected high impact strategies across the school.

*To develop a culture of professional dialogue around teaching practice.

*For teachers to develop the knowledge and skills necessary to analyse and use data to inform and drive teaching practice to meet set targets.

*To commit to supporting the spirituality of students and teachers through the provision of strategic formation opportunities, to develop a sense of the sacred and deepen faith and spirituality.