



St Augustine's School Wodonga

2022 Annual Report to the School Community



Registered School Number: 753

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Minimum Standards Attestation

I, Zac Fulford, attest that St Augustine'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.

06/03/2023

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 evangelising 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 prioritise 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

In Catholic Education Wodonga we believe that:

- Catholic education in Wodonga is a living expression of the dynamic and evolving tradition of the Church.
- Catholic schools exist as an integral part of the Church's mission in the world.
- Catholic schools exist as part of Parish and are intrinsically connected with each other.
- Children have a right to education in the faith, and we have a responsibility to provide places for those who seek a
- Catholic education to the best of our ability.
- Mutual respect, understanding and collaboration in the implementation of this policy are imperative.

St Augustine's Identity Statement

St Augustine's Catholic learning community is based on St Augustine's call to be truly successful learners and creative individuals.

Graduate Outcomes:

St Augustine's endeavours to educate students who:

- Are developing a spiritual connection and an understanding of their faith.
- Are creative and engaged learners, taking risks and reflecting on their learning.
- Have sound literacy and numeracy skills.
- Are socially just, show compassion and have an awareness of environmental issues.
- Display positive behaviours and strong social skills creating and maintaining meaningful relationships.
- are responsible global citizens who value and respect diversity.

School Overview

St Augustine's is situated in Wodonga in North East Victoria on the banks of the Murray River. Wodonga is a developing and progressive town with a growth rate of approximately 3% annually.

St. Augustine's is a school that is steeped in tradition and has a strong Catholic identity. It was established as a one-room school beside the St Augustine's Church in 1876. Two lay teachers were appointed until the Mercy Sisters arrived in 1892. Mercy sisters led the school for 100 years until lay principalship recommence in 1993.

In 2022, St Augustine's had an enrolment of 334 children. The staff for 2022 consisted of 16 classroom teachers, a non-teaching Principal, three part-time office administrators, four specialist teachers and 8 Learning Support Officers. Key learning areas are taught within the classroom, with four specialist areas at St Augustine's being Art, Music and L.O.T.E. (French) and Library.

St Augustine's is a member of a local education system called Catholic Education Wodonga (CEW). CEW is made up of the four Catholic schools - St Augustine's Primary School, St Monica's Primary School, Catholic College (Year 7-12) and St Francis of Assisi Primary School. CEW's role is to assist the four schools in working together on common educational issues and policies.

St Augustine's has a very long history in supporting the community. With the Church on site the local community is invited to our weekly Thursday masses. Our children participate in local charitable organizations such as St Vincent De Paul visits and fortnightly participation in Meals On Wheels.

The staff at St Augustine's feel privileged to teach children and work with parents in establishing strong learning habits for life. As lifelong learners, we inspire all students and staff to work towards achieving personal goals. It is hoped that students will have courage to face life's challenges and achieve self-awareness to fulfill their academic dreams.

St. Augustine's is a school that values its community and draws on its rich faith tradition inspiring all to 'Be True' to themselves and God, to achieve personal best in their academic lives and to take these understandings into the world as hope-filled people.

Principal's Report

We entered 2022 with hope and enthusiasm for all students to have an uninterrupted year of learning, free from Home Learning Programs and high levels of absenteeism due to the ongoing global pandemic. We had clear goals for our school to grow and develop and to consolidate the professional learning plan we had in place from previous years.

These goals included the following priorities:

Data Collection and Analysis:

Acadience Oral Reading Fluency Data is collected and collated and staff are trained to analyse and interpret this data.

Learning and Teaching: Explicit Direct Instruction

Develop a consistent understanding of EDI across the school and ensure staff have a clear understanding of differentiation and scaffolding.

Student Wellbeing: Behavioural support for students.

Staff have a clear understanding of Student Management Policy and create flowchart of steps to follow for referral. Clarify and detail responsibilities and communication processes.

Stewardship of Resources:

Continue the process of Master Planning with the support of CES Ltd.

This Annual Report will provide specific details on how we have successfully achieved these goals in 2022.

St Augustine's was the first school in the Sandhurst Diocese to participate in a Learning and Teaching Review using the National School Improvement Tool (NSIT).

This review was conducted in March and while the facilitation of the review process was difficult to navigate, the outcome of the review was excellent. The NSIT review has given us clear direction in setting goals to take the school forward in Learning and Teaching for many years to come.

During 2022 we also reviewed the recent restructure of the Leadership Team model and the key areas of responsibilities for our school improvement plans. The review involved consultation with key stakeholders such as the current Leadership Team members and staff at all levels. The result of this review saw improved clarity in roles descriptions for leadership team members, classroom teachers and Learning Support Officers. We were also able to clarify lines of communication and levels of responsibility.

St Augustine's was successful with its Victorian Government Capital Grant application and will receive \$2,000,000 to support the \$2.5 million development of the Senior Learning Centre to commence in 2023. This redevelopment will involve the demolition of the upper level classrooms and see the redevelopment of the 9 GLA's on ground level with improved connectivity of learning spaces, including purpose built break out areas. Construction will commence in December 2023.

For many years we have been negotiating access to the use of Osburn St. This is a street that separates our playground areas from the main school building. In 2022, we have successfully established a Land Use Agreement with the City of Wodonga to lease the land for a 25 year period for a nominal fee. This will enable the school to redevelop the road into a landscaped playground area that will also remove all car parking and through traffic, thereby connecting our playground. This will create a much safer environment for our students and staff.

Using the data collected from various sources throughout the year, the leadership team have developed a further three year strategic plan for St Augustine's. This plan included a Professional Learning Plan for 2023. The Leadership team has also worked very well together, developing a St Augustine's Learning and Teaching manual that provides clear guidelines and policies, detailing how we teach, what we teach and why we do it 'our way'. This forward planning has been particularly important as we move through a transition period of a change in the Principal leadership of the school. I wish the incoming Principal, Mr Zac Fulford, every success, leading the school forward so that it continually evolves to meet the needs of students and families, while holding true to the intrinsic values that are peculiar to St Augustine's PS, Wodonga.

Joe Quinn

Principal of St Augustine's School 2022

Catholic Identity and Mission

Goals & Intended Outcomes

- To become familiar with and act upon Pope Francis' letter - Laudato Si.
- To recommence celebrations with the St Augustine's School community.
- To audit the Catholic Identity practices in the school in consultation with the Catholic Identity Review Panel.

Achievements

It has been wonderful to recommence the liturgies and masses on a regular basis as well as have parents attend. We were also able to celebrate our end of year Mass at Sacred Heart Church which was well-attended by parishioners and parents.

Students in Year Five and Six were commissioned as FIRE Carriers on the 15th June by Michael Chisolm from the Aboriginal Education Team in Catholic Education Sandhurst. Students prepared for this through in-class learning experiences of Australia's indigenous culture and in learning about the role of FIRE Carriers. It was wonderful to also see six staff members become FIRE Carriers.

The long awaited Indigenous Garden was opened on the 20th June. We had the Sandhurst Catholic Education Aboriginal Education Team with Michael Chisolm, Troy Firebrace and Louise Levy attend and conduct the official opening of our Indigenous Garden. Acknowledgement of Country was delivered by Michael and the didgeridoo was played by Troy. The opening of our garden began with a Smoking Ceremony with students gathered near the fire as a sign of cleansing and peace, a sign of hope for the future in a spirit of justice and truth. Indigenous students participated by doing readings. We also took this opportunity to invite parents back into the school grounds with a shared lunch, donuts and coffee.

In Term 1, we established an Earthcare Team consisting of teachers, LSOs, students and parents. Earthcare is a program created in response to Pope Francis' letter Laudato Si. The team learnt about this letter and our call to care for the Earth. They also attended a CEW Earthcare Commissioning. This group was quite active in promoting and implementing sustainable practices such as bin stations. Students ensured correct bins were being used across the school and educated the school community through the newsletter and at Assembly. Halve Waste ran an incursion for every class in the school. The team promoted Keep Australia Beautiful Week as well as Tree Planting Day.

With the accreditation requirements for teaching in a Catholic school and teaching Religion in a Catholic school, teachers have continued to have the opportunity for professional development in the area of Catholic Identity. PD opportunities included:

- Scripture of Luke facilitated by CES
- Liturgy for Primary Teachers accessed online through Liturgy Brisbane
- Scripture in the Classroom facilitated by CES
- Advent facilitated by CES

Staff have also been encouraged to seek their own professional development, generally offered by Catholic Education Sandhurst in Communication Matters.

In Term Four, St Augustine's had a successful Catholic Identity Review. The staff had input into the process in collecting evidence for the required documentation. Teacher, LSO, parent and student representatives were involved through conversations with the panel. The following commendations were acknowledged by the panel:

- The first impression the panel gained of life at St Augustine's was the very calm way students and staff went about their business, e.g. moving to class. This was confirmed by a parent comment remarking on the positive relationships she observed before enrolling her children at St Augustine's. Students know what is expected of them and why and respond positively to those expectations.
- As was noted by various interviewees during the day, Catholic Identity at St Augustine's is lived, inclusive and service-oriented every day. The person of Jesus is foundational to daily life here and the values that are espoused reflect His message and example.
- School leaders at St Augustine's are commended for the obvious Catholic culture that exists at St Augustine's emanating from an explicit focus on it; the personal lived faith of leaders gives clear witness to the Catholic Identity of the school and encourages others to also be accountable to it.
- The panel commends the strong links that are developing between Catholic Identity, indigenous perspectives and care for the Earth. Students in particular are knowledgeable about these connections and are able to explain them. There are many examples of service to others and to the Earth that are part of the daily life of the school.
- The story of St Augustine is presented to members of the school community in various ways and is well known, including to students and parents.
- Opportunities and resources in the area of Catholic Identity are made available to staff on a regular basis, e.g. to help them gain and maintain their accreditation.

VALUE ADDED

- Senior Unit excursion to Mt Pilot
- Junior Unit indigenous incursion
- Sacramental programs with Sacred Heart Parish
- Sacramental Retreats at Catholic College Wodonga
- Caritas Just Leaders Day
- CEW Catholic Identity Meetings
- End of Year Mass at Sacred Heart

Learning and Teaching

Goals & Intended Outcomes

Develop a consistent understanding of EDI across the school and ensure staff have a clear understanding of differentiation and scaffolding.

Staff will be able to articulate the three tiers of Response to Intervention (RTI) and their purpose.

Establish clear lesson structures that are consistent F-6 and embed Rosenshine's 6 principles into our everyday teaching practice.

- Develop and implement a new whole numeracy school scope and sequence.
- Explore Acadience Maths Assessment for possible implementation in 2023
- Explore possible professional development opportunities for implementation in 2023 and beyond
- Acadience Oral Reading Fluency Data is collected and collated and staff are trained to analyse and interpret this data.
- This data is then used to inform learning and teaching.
- A testing schedule has been developed in line with the School Annual Assessment Schedule.

Achievements

Initially a Term 1 scope and sequence was developed, and then throughout the remainder of Term 1 the rest of the scope and sequences were developed.

These were provided to staff for implementation for the remainder of the year. Feedback was provided around the scope and sequences, and some were changed in consultation with the Numeracy leader and teachers at the year level, based on the individual needs of each cohort. Report comments were also changed to align with the scope and sequence outcomes for each semester.

Time was also spent researching and testing the validity of the Acadience mathematics assessments. After the success in the use of the Acadience literacy assessments, and the data provided, it made sense to implement the math assessment in 2023. Tests were trialed in a number of classes, and feedback was sought from the teachers who tried the assessments, and the decision was made to implement the Acadience math assessment in 2023.

Research was also undertaken in the area of math professional development. Discussions were also conducted about the possibility of getting the Orton Gilligham math training conducted in 2023, which has been confirmed for mid May. This will be offered to staff in F-2.

Several staff members sought individual math professional development in the areas of fractions, decimals, multiplication and division, and place value. This was supported by leadership and has proven very successful. For this reason, whole school professional development through Simply Math with Dr Ange Rodgers and Bern Long has been locked in for

2023. This will include a whole staff day PD focusing on mental computation, as well as four other ways in which small groups of staff will travel to Melbourne throughout the year.

With the guidance of the Literacy Leader, the St Augustine's Unit Leaders have supported staff throughout Years One to Six to implement the Acadience Oral Reading Fluency, Retell and MAZE assessments. Staff have been supported to analyse and interpret the data at cohort, grade and individual level and have looked particularly at the Pathways of Progress reports. Teachers have introduced Progress Monitoring Interventions and Assessments to provide targeted teaching to at-risk cohorts.

End of Year Reading Composite scores showed that 82% of Year 2, 78% of Yr 3, 62% of Yr 4, 59% of Yr 5 and 82% of Yr 6 achieved at or above benchmark. The end of Year data indicates that a focus on fluency and comprehension needs to be prevalent across the school. The focus on phonic decoding that has been prioritised in recent years is reflected in strong data for Reading Accuracy across the school, with all cohorts recording >80% of students at or above benchmark.

Moving forward into 2023, teachers will be prepared to implement and analyse Acadience data from the early weeks of Term One and provide appropriate learning and teaching support in response to the data. Acadience testing will be expanded to include the full scope of assessments for reading from Foundation to Year Six; this is reflected in the school wide data plan.

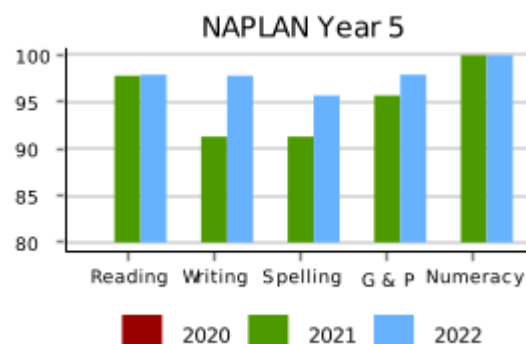
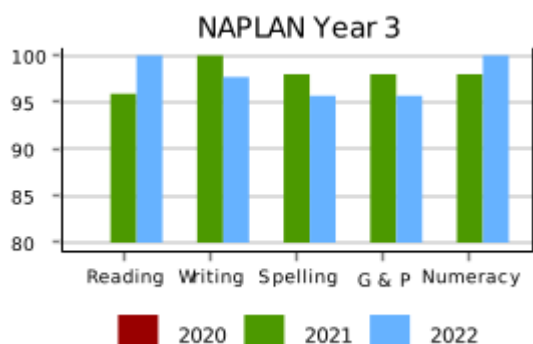
STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	98.0	-	95.7	-2.3
YR 03 Numeracy	-	98.0	-	100.0	2.0
YR 03 Reading	-	95.9	-	100.0	4.1
YR 03 Spelling	-	98.0	-	95.7	-2.3
YR 03 Writing	-	100.0	-	97.7	-2.3
YR 05 Grammar & Punctuation	-	95.7	-	97.9	2.2
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	97.8	-	97.9	0.1
YR 05 Spelling	-	91.3	-	95.7	4.4
YR 05 Writing	-	91.3	-	97.8	6.5

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

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

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



Student Wellbeing

Goals & Intended Outcomes

- Develop a School-Wide Positive Behaviour Team
- Clarify and Define Expected Behaviour in all settings at St. Augustine's
- Implementation of the School-Wide Positive Behaviour Matrix

Achievements

A School-Wide Positive Behaviour Team (SWPBT) has been established at St. Augustine's. The team consists of a teaching staff member from each unit as well as an LSO. We have met consistently throughout the year to discuss the positive behaviour framework and upskilling team members around positive behaviour support. The team has met fortnightly on Tuesday nights to discuss Tier 1 behaviour, analysed data and sought behavioural teaching where applicable for students/cohorts/areas.

The SWPBT worked collaboratively to clarify and define the expected behaviour of students at St. Augustine's. This work was established through the St. Augustine's School-Wide Positive Behaviour Matrix. An effective matrix needs to be:

- Observable
- Measureable
- Positively Stated
- Understandable
- Always Applicable

The SWPBT held dynamic discussions with feedback from students, staff and parents to define what positive behaviour looks like at St. Augustine's.

The rollout of the matrix happened across the last term of 2022. This included a staff raffle and a student raffle. Staff and students took photos of themselves with the matrix showcasing it in a variety of settings. Students were provided with a Respect at home setting where they developed how our three school-wide expectations look in their home environment. This culminated with a staff raffle and a student raffle where prizes were awarded for participating entries. The student raffle was shared via facebook and at a school assembly.

Additional signage of the three school wide expectations has been posted around the school with a matrix displayed within each year level and a 'Learning Spaces' expectations poster with the defined behaviours are on display in each classroom. The 'Specialists' learning context has also been rolled out across the four specialist classrooms of St. Augustine's. Three large teardrop banners will also be displayed in our PAC and will become a feature of our assemblies in 2023 and beyond.

VALUE ADDED

In 2022, we engaged with a range of services beyond St. Augustine's. In Term 2 and 3, a group from Grade 6 and Grade 5 attended the Boys to the Bush School MENToring programs. Ten boys from each year level participated in activities beyond the classroom.

This program aimed to promote and demonstrate respectful relationships.

- To allow the boys the opportunity to 'connect' with each other, their school and wider community.
- To promote resilience among the group.
- For school participants to build a stronger rapport with school staff.
- To surround the boys with positive male influences.
- To connect with local Indigenous Culture.

Girls Activity Day

The girls in Grade 6 were engaged in a day out to mirror the Boys to the Bush program organised through the school. The girls visited a range of local industries including Wade Smith Plumbing and a local florist.

Seasons for Growth

The Seasons for Growth program was run over Term 3 and 4 for a select group of students in Grade 1 and 2. The Seasons for Growth Children and Young People's Program strengthens the social and emotional wellbeing of children and young people who have experienced significant change or loss in their lives. The program provides a safe learning environment for children and young people where they can give voice to their experiences, understand and befriend their feelings, learn skills that help them adapt, develop friendships, and recognise 'I'm not the only one'.

STUDENT SATISFACTION

Students completed the annual 'Tell them from me' survey again in 2022. Key indicators such as: positive behaviours at school, effort applied in schoolwork, students with positive relationships at school and interest in learning outcomes were all high. Critically, this information also allowed us to see trends such as: student anxiety post COVID-19, how remote learning and being away from school impacted our students and how we, as teachers and school staff, can support this. 76% of students surveyed identified that they were in a supportive and enriching learning environment and 78% of students identified their classroom teacher and friends as being able to support them during times of distress.

STUDENT ATTENDANCE

Student attendance is monitored twice daily on the learning management platform, SIMON. Parents also receive a 30 day attendance digest that highlights attendance percentages for the period of the digest. Parents of children with an unexplained absence are contacted via

SMS and then a phone call if no response by received at the school. Parents are able to notify and provide reason for absence via PAM, the parent management module.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	91.3%
Y02	89.2%
Y03	88.9%
Y04	90.6%
Y05	88.1%
Y06	90.1%
Overall average attendance	89.7%

Child Safe Standards

Goals & Intended Outcomes

- To ensure Child Safety as a key priority within the school and remain compliant.
- Inform students and parents of the Child Safety Standards.
- Increase focus on Student voice and agency as a mechanism towards Child Safe Standards.

Achievements

- Staff completed Mandatory Reporting e-Learning module.
- Staff received briefing and training on restraint and seclusion policies and how this will impact their work with students in their care.
- Staff have been briefed and understand their obligations regarding reporting any suspicions or disclosures that they may have/ receive.
- All staff and casual teaching staff have read and have signed the CES code of conduct.
- Working With Children Check copies have continued to be sought and stored for all volunteers.

Leadership

Goals & Intended Outcomes

- Inform the next School Improvement Plan from NSIT review findings. Including data literacy, increased teacher efficacy and clearly aligned professional development for staff.

Achievements

- Supportive re-entry for staff and students post COVID-19.
- Working with staff to help students return to full time learning onsite.
- Extend knowledge and understanding of Explicit Direct Instruction as a key pedagogical driver.
- Secure capital funding to engage in the next stage of the schools master plan.
- Facilitate collaboration regarding student engagement.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING	
Description of Professional Learning undertaken in 2022	
<ul style="list-style-type: none"> - Source of Life curriculum - Respectful Relationships initiative - Lyn Stone: Literacy - Explicit Direct Instruction - Behaviour Management: Development of behaviour matrix framework - Acadience data analysis 	
Number of teachers who participated in PL in 2022	38
Average expenditure per teacher for PL	\$900

TEACHER SATISFACTION
<p>Teachers completed the annual 'Tell them from me' surveys in 2022.</p> <p>Findings include:</p> <ul style="list-style-type: none"> - Teachers wanting more feedback regarding their teaching. - Data informing teaching and staff believing that this needs to increase. - High levels of professional collaboration existing. - High levels of feedback to students regarding their learning exists within the school.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	80.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	84.2%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	9.5%
Graduate	28.6%
Graduate Certificate	0.0%
Bachelor Degree	95.2%
Advanced Diploma	23.8%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	27.0
Teaching Staff (FTE)	23.0
Non-Teaching Staff (Headcount)	20.0
Non-Teaching Staff (FTE)	15.5
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

- Re-engage parents and guardians with students onsite post COVID-19.
- Connect parents to student learning.
- Promote community connection.

Achievements

- Community luncheons that allowed parents and guardians to visit the site and connect with each other and our student body.
- Community events such as: Walk to School day (breakfasts), Trivia nights, Arts Show & Obstacool activity for students.

PARENT SATISFACTION

Parents completed the annual 'Tell them from me' surveys in 2022.

- Parents communicated that the return to onsite activities and engagement after COVID-19 was a priority.
- Parents identified that supporting positive social behaviour within the student body was something they felt the school did particularly well.
- Parents commented on the need for more development of the social and emotional learning program.
- Overall, parents were very pleased with the school environment.

Future Directions

2023 will see the commencement of our capital project, the establishment of the 3-6 learning centre. This will be completed with the support of commonwealth funding that was received in 2022.

The school will also enter the first year of a new 4 year School Improvement Plan that focuses heavily on data analysis, teacher instruction, well-being and faith formation.