



2023

Annual Report to the School Community



St Augustine's School

Osburn Street, WODONGA 3690

Principal: Zachary Fulford

Web: www.sawodonga.catholic.edu.au

Registration: 753, E Number: E3024

Principal's Attestation

I, Zachary Fulford, attest that St Augustine'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 Augustine'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

The 2023 Catholic Education Week theme “Let the Words You Speak Always Be Full of Grace” reminds us of Pope Francis’s call to be a synodal Church in which our understanding of others and respect for diversity is shaped by respectful dialogue borne from deep listening.

Catholic Education Sandhurst continues to be committed to providing contemporary and innovative learning environments that value diversity and promote care, respect and co-operation. In 2023 we launched the CES Ltd Strategic Plan 2023-2027 which sets out directions and priorities that will guide the way in which our Catholic schools pursue excellence in fostering the development of each person in all the dimensions of human existence: intellectual, spiritual, emotional, bodily, relational, environmental and cultural.

Schools have begun the process of developing School Improvement Plans aligning their local strategic planning to the CES Strategic Plan, under the direction of Principal Consultants and in response to schoolbased review findings.

Our 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.

Our learning data has identified pockets of excellence in school communities across the diocese but also highlighted greater scope for improvement in the future. The development of the CES Ltd Catholic Learning and Teaching Framework will promote greater collaboration and focus on student learning growth.

The nation-wide shortage of teachers continues to impact 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.

CES Ltd has a small number of schools with low enrolments and personnel and the Catholic Education Office works closely with leadership in these schools to ensure continued viability. An incentive scheme to attract and retain educators has been initiated and the CES Ltd Board has taken a robust interest in the way small schools are promoted through the CES Ltd Marketing Strategy.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2023 of Catholic Education Sandhurst Ltd - our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, true bearers of the Mission to which they have been called.

PAUL DESMOND

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

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

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.
- 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.

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 the 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.

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 2023, St Augustine's had an enrolment of 333 children. The staff for 2023 consisted of 14 classroom teachers, a non-teaching Principal, three part-time office administrators, four specialist teachers and 9 Learning Support Officers.

Key learning areas are taught within the classroom, with four specialist areas at St Augustine's being Visual Art, Performing Arts 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. 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 a Church on site the local community is invited to our weekly Thursday masses. Our children participate in local charitable organisations such as St Vincent De Paul visits and fortnightly participation in Meals On Wheels through Westmont Aged Care.

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 the courage to face life's challenges and achieve self-awareness to fulfil their academic potential.

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

2023 saw St Augustine's clearly state the annual goals that we derived from a number of data sources that we believed to be central to our continued growth as a Catholic school community.

- Extend staff knowledge and confidence in the EDI pedagogical model.
- Continue to develop staff use of student data sets.
- Further enhance staff capability regarding literacy & mathematics evidence based practices.
- Build respectful relationships and embed school wide positive behaviour across the school.
- Develop staff understanding of the Mercy charism.

Excitingly, many of these goals as set out from the start of the 2023 school year have been achieved. There are a couple of the aforementioned goals that are ongoing, however the benefit that we have witnessed within the school over the last 12 months demonstrates a very positive trend.

Students and staff are to be commended for the way in which they have approached both Learning and Teaching & Wellbeing throughout the 2023 school year. Students have continually displayed an eagerness and optimism towards their learning and staff have worked diligently in supporting each child at their individual point of growth.

November saw our Capital Project commence and we were able to navigate the complexities within this, namely the shuffling of many classrooms and learning spaces. This redevelopment of the Yr 3-6 learning centre will greatly enhance the flexibility and learning effectiveness for the senior section of the school.

With our School Improvement Plan, Annual Action Plan, Data Plan and Learning and Teaching Handbook all in place and being utilised effectively, our school is well placed to continue on a journey of improvement and improved student outcomes.

Catholic Identity and Mission

Goals & Intended Outcomes

Educate staff on our Mercy Charism

Our Catholic Identity Leader has worked in collaboration with Catholic Education Sandhurst and Catholic Education Wodonga. This year, St Augustine's School has continued to be supported by our Parish Priest, Fr Junjun Amaya along with Fr Adi Indra and Fr Uday Kumar Marneni.

St Augustine's feast day was celebrated on Monday 28th August. Classes used part of this day to learn more about St Augustine, his connection to St Monica and how he is a role model at our school. 4JS led the school community with a Liturgy and we celebrated with a sausage sizzle and community picnic afterwards. Classes joined together for a buddy activity where students learnt about the work of the Mercy sisters and their contribution to the life of St Augustines for over 100 years.

St Augustine's School supported the parish-based sacramental program. Six students participated in the Sacrament of Reconciliation in May and seven students were confirmed and received their First Eucharist in October. Students attended sacramental meetings at Sacred Heart Church as well as a retreat at Catholic College in preparation for these celebrations.

Students in Year Five were commissioned as FIRE Carriers on the 25th March by Michael Chisolm and Louise Levy 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.

The Earthcare Team comprised of staff, students and parents. It was wonderful to have Earthcare team members from 2022 keen to continue their role and new members were welcomed to the team. The team focused their work on our call to care for the Earth. In May, Laudato Si Week was recognised with lunchtime activities available for all students across the school. Team members planned, sourced and led activities such as Laudato Si hopscotch, nature noughts and crosses, Shadow Tag and nature collages. In August, Keep Australia Beautiful Week was promoted where the St Augustine's School community was encouraged to bring nude lunches in order to limit packaging being used. An online Nude Food Quiz was open to all families to complete with raffle prizes for participants. The Middle

Unit also attended tree planting activities at Belvior Park in conjunction with Schools Tree Planting Day.

The Religious Education program was implemented following the Catholic Education Sandhurst's Source of Life curriculum. St Augustine's Source of Life Scope and Sequence was enacted on. Teachers planned and delivered engaging and relevant RE lessons which supported students with their ongoing faith development.

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:

Extraordinary Ministers of Communion facilitated by Wodonga Catholic Parish

The Catholic Church and Jesus Christ facilitated by St Augustine's Staff

Mercy Charism facilitated by Catholic Education Sandhurst in conjunction with Sr Eileen Reardon

Prayer, Liturgy and Sacraments facilitated by St Augustine's Staff

Gospel of Matthew facilitated by Catholic Education Sandhurst staff

Unpacking Scripture - using the World of the Text approach Part 1 facilitated by Catholic Education Sandhurst staff

Unpacking Scripture - using the World of the Text approach Part 2 facilitated by Catholic Education Sandhurst staff

Catholic Social Teaching facilitated by Catholic Education Sandhurst staff

Staff have also been encouraged to seek their own professional development, generally offered by Catholic Education Sandhurst in Communication Matters as well as access FRG Ministry Courses.

Achievements

During 2023, liturgies and masses occurred on a regular basis with parents being invited to attend these. These were held in the St Augustine's Church and whilst technology repairs were undertaken, the Performing Arts Centre (PAC) became a sacred space. The beginning of year and end of year Mass were celebrated at Sacred Heart Church which were well-attended by parishioners and parents. Additional whole school celebrations included Ash Wednesday, the Stations of the Cross, Anzac Day, St Augustine's Feast Day and Remembrance Day.

This year a social justice team was created with four Mercy Leaders and our Catholic Identity Leader forming the team. In Term One the social justice focus was Project Compassion for Caritas. It was a wonderful day on our Coins for Caritas Day where students learnt about the work of Caritas in countries such as Thailand, Nepal and even Australia. Students undertook different activities to experience what life may be like for some of the people that Caritas help with one of these activities being a water relay. St Augustine's School community raised \$916.25 for Caritas. In Term Two, money was raised for the Opening the Doors Foundation. This fundraiser tied in with Sorry Day and National Reconciliation Week to support opportunities for aboriginal children. \$321.35 was raised for Opening the Doors from a Topsy Turvy Day (casual clothes). The Term Three fundraising supported the work of the Mercy Sisters with Cook Houses and Tanks-a-lot in Papua New Guinea with \$110 raised. In Term Four, non-perishable food was collected for the St Vincent de Paul Society and a casual clothes day raised money for them.

The Earthcare Team completed the Earthcare Audit which resulted in a focus being on the Laudato Si goal - adoption of simple lifestyles. This led to a focus on the use and storage of bikes as well as bike education. The team surveyed families about their thoughts in regards to bike safety and riding to school. They then ran a bike shed design competition with quite a number of entries from across the school. Designs were shortlisted with costing and sourcing of funding for this project to occur in 2024.

Value Added

Attendance at Ablaze concert

Students participating in the sacramental programs with Sacred Heart Parish

Continued connections with parish and CEW schools via CEW Catholic Identity Meetings

Promotion and encouragement for all to be involved in Social Justice initiatives and fundraising / donations - Vinnies, CARITAS / Project Compassion, Opening the Doors Foundation, Cook Houses and Tanks-a-lot

Maintain connections with Mercy history and Mercy Sister, Sr Eileen Reardon

Opportunities for teachers to maintain accreditation to teach in a Catholic school

Staff have engaged with CES staff to support learning and teaching of Religious Education with a focus on unpacking scripture

Whole school attendance at liturgies and masses: Ash Wednesday, the Stations of the Cross, Anzac Day, St Augustine's Feast Day and Remembrance Day.

Earthcare promoting sustainable practices

The Staff Retreat held on the 28th February focused on the Mercy Charism. Staff were immersed in various opportunities to enrich their personal spirituality through the Christian story and developed an understanding of Charism and its importance in the Catholic

tradition. Sr Eileen Reardon, a Mercy Sister, shared the story of Catherine Macauley and the establishment of the Sisters of Mercy.

Learning and Teaching

Goals & Intended Outcomes

- Develop a consistent understanding of Explicit Direct Instruction (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.
- A testing schedule has been developed in line with the School Data Plan.

Achievements

Numeracy:

Given that St Augustines is now straight classes, there was a need to develop and implement a new mathematics scope and sequence. 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 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 trialled 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 focussing on mental computation, as well as four other ways in which small groups of staff will travel to Melbourne throughout the year.

Literacy:

With the guidance of the Literacy Leader, the St Augustine's Unit Leaders have supported staff throughout Foundation to Year Six to implement the Acadience Literacy Assessments. The assessments include: First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, Acadience Oral Reading Fluency, Retell and MAZE assessments. Staff have been supported to analyse and interpret the data at cohort, grade and individual level. Teachers have introduced regular Progress Monitoring to ensure that the interventions they are providing are working to effectively to support the students that are in the Below and Well Below categories.

End of Year Reading Composite scores showed that:

73% of Foundations Students are above or well above benchmark

70% of Year 1 Students are above or well above benchmark

72% of Year 2 Students are above or well above benchmark

81% of Year 3 Students are above or well above benchmark

66% of Yr 4 Students are above or well above benchmark

70% of Yr 5 Students are above or well above benchmark and

76% 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 95% of students across all cohorts recording an accuracy of +85%.

Moving forward into 2024, 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 continue to include the full scope of assessments for reading from Foundation to Year Six with all assessments now being completed digitally.

Staff will engage in Professional Learning with Joelyn Seamer, learning to develop Rich Text units that will support students with developing their comprehension, spelling and writing skills.

Staff will continue to be supported with Professional Learning provided by Tessa Daffern in analysing and using the Components Of Spelling Instruction (COST) and Components Of Spelling Instruction Early Years (COSTEY) data to develop a scope and sequence and to develop and implement learning opportunities for our Year 1 - Year 6 students to enhance their spelling capabilities.

Student Learning Outcomes

- Intervention program to support 'at risk students'. Learning support officers up-skilled to provide small group and 1:1 intervention for students behind standard.
- Pedagogical model of Explicit Direct Instruction to ensure literacy and numeracy skills, capabilities and knowledge are delivered in a manner that is conducive with knowledge acquisition.
- Use of key 'Science of Learning' principles to ensure that students are embedding learning in Long Term Memory and able to actively retrieve information and previously learnt skills.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	424	59%
	Year 5	476	59%
Numeracy	Year 3	410	73%
	Year 5	484	76%
Reading	Year 3	421	80%
	Year 5	484	84%
Spelling	Year 3	411	68%
	Year 5	472	63%
Writing	Year 3	427	84%
	Year 5	473	67%

*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

- Develop a School-Wide Positive Behaviour Team.
- Clarify and Define Expected Behaviour in all settings at St. Augustine's Primary School.
- Rollout out the School-Wide Positive Behaviour Matrix to all staff and students.

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

-Measurable

-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 2023, St Augustine's Primary School 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

ORIMA Surveys were administered to ascertain student perspectives on school life, including; learning and teaching, wellbeing and safety at school, facilities and levels of perceived connection to school.

Data obtained from this survey, along with the ACER SEW student survey suggest that our students feel a strong sense of connection and safety within the school. They also feel that they can speak to adults within the school and they view student behaviour within the school as generally positive.

Student Attendance

Student attendance is marked twice daily. Student attendance is critical to positive relationships, strong learning outcomes and positive wellbeing. Staff communicate to parents/ guardians in the event that students have been absent for more than 2 consecutive days, or if their attendances percentages fall below 90% in any given term.

At St Augustine's, attendance will be recorded by the classroom teacher during the first session of the day (prior to 9:15am) and after lunch (2:30-2:45pm) using Simon. The record of attendance including absences must be recorded on SIMON.

If a student is absent on a particular day and the school has not been previously notified by a parent, guardian and/or carer, or the absence is otherwise unexplained, the school will notify parents by SMS at 9:30am. The Administration Officer who will follow up on unexplained absences will attempt to contact a Parent, guardian and/or carer as soon as practicable on the same day of the unexplained absence, allowing 30 minutes for the parent, guardian and/or carer to respond to the initial SMS at 9:30am. The second follow up will occur via phone call at 10:15am, along with an additional SMS. If contact has not been made by a parent or guardian by 10:30am, follow up with the Principal will occur and police may be contacted.

If contact cannot be made with the parent, guardian and/or carer (due to incorrect contact details etc), the school will attempt to make contact with any emergency contact/s nominated on the student's file held by the school. The school will keep a record of the reason given for each absence.

If the school considers that the parent has provided a reasonable excuse for their child's absence, the absence will be marked as 'approved absence'. If the school determines that no reasonable excuse has been provided, the absence will be marked as 'unexplained absence' or 'parent choice unauthorised'. Parents, guardians and/or carers will be notified if an absence has not been approved.

For absences where there is no exemption in place, a parent, guardian and/or carer must provide an explanation on each occasion to the school. Parent, guardian and/or carer should

notify the school of absences by:

Informing the classroom teacher in writing of a planned absence in advance wherever possible.

Contacting reception if it is an unplanned absence by:

phoning the school on 02 6024 2711 and leaving a message

entering the absence on our Parent Access Module Portal (PAM)

Late arrivals or early departures must be entered via the Parent Access Module (PAM).

Students need to be signed in at the administration office on the iPad if they arrive after

8:55am. If a child is leaving prior to the end of the day, or for an appointment etc, they must

be signed out on the iPad at the administration office. Using the iPad for late arrivals and

early departures will ensure accuracy as this information will be directly populated onto

student attendance lists (on the SIMON learning platform).

Average Student Attendance Rate by Year Level	
Y01	90.4%
Y02	93.5%
Y03	92.5%
Y04	90.5%
Y05	93.2%
Y06	89.8%
Overall average attendance	91.6%

Leadership

Goals & Intended Outcomes

- Extend staff knowledge and confidence in the EDI pedagogical model.
- Continue to develop staff use of student data sets.
- Further enhance staff capability regarding literacy & mathematics evidence based practices.
- Build respectful relationships and embed school wide positive behaviour across the school.
- Develop staff understanding of the Mercy charism.

Achievements

- Deepening understanding of EDI and Science of Learning to enhance student learning.
- Securing access to high level professional development.
- Furthering staff confidence in the use of the school's Behaviour Matrix.
- Commencing Capital Project.
- VRQA review (compliant).

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> • Dan Petro: Positive Behaviour • Tessa Dafern: Spelling • Simply Math: Anne Rogers and Bern Long supporting enhanced mathematical understandings. • Sr Eileen Reardon: Mercy Charism • Source of Life Curriculum • Explicit Direct Instruction • Catholic Social Teachings • Science of Learning & Effective practice. • Use of Acadience data • Anxiety in the classroom • CES graduate conference. • Essential assessment • PAT (Acer) • Anaphylaxis, Asthma • Childsafety (restraint) • Data literacy- Selina Fisk • AITSL- Assessor training • Emergency management (Dynamiq) • Assisi & Rome Pilgrimage 	
Number of teachers who participated in PL in 2023	39
Average expenditure per teacher for PL	\$950.00

Teacher Satisfaction

Feedback from staff through internal survey and Annual Review meetings identified the following:

- Collegial support was high.
- Lower than desired confidence levels in utilising data to support planning and differentiation.
- Student behaviour was positive across the school.
- Staff feel supported from the leadership team.
- Students receive quality feedback regarding their learning.
- Staff morale and levels of fulfilment were high.

Teacher Qualifications	
Doctorate	0.0%
Masters	3.1%
Graduate	15.6%
Graduate Certificate	0.0%
Bachelor Degree	62.5%
Advanced Diploma	12.5%
No Qualifications Listed	6.3%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	30
Teaching Staff (FTE)	26.5
Non-Teaching Staff (Headcount)	20
Non-Teaching Staff (FTE)	14.9
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

- A safe and welcoming community.
- Strong parental engagement (in both curricular and extra- curricular components of school life).
- Promotion of community amongst students, staff and parents.

Achievements

- Spring Fair (attended by whole community and was a huge event that showcased our strong sense of community). Students and staff all involved to ensure a wonderful community event.
- Men In Schools Camp
- Student Disco
- Walk to School Days
- Community BBQ's
- Community Luncheons
- School Athletics and Cross Country Carnivals
- Parent Trivia Night

Parent Satisfaction

ORIMA surveys offered to all parents within the community to provide feedback on their satisfaction levels pertaining to learning and teaching, student wellbeing and safety, catholic identity and community.

We also surveyed parents internally earlier in the year regarding school perceptions.

- Parents felt that social behaviour and the teaching of this was something that the school did well.
- Believed that the school was a positive learning environment and that students were given many opportunities to develop academically and socially.

- Sporting opportunities for students was an area that could be improved.

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.sawodonga.catholic.edu.au