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St George Preca School

Caroline Springs



Registered School Number: 2059

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E NUMBER	E1384

Minimum Standards Attestation

I, Agatha Parisi (Acting), attest that St George Preca 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.

25/04/2023

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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

“Learning through Faith”

At St George Preca School, within the parish of St Catherine of Siena, we seek to follow the example of our patron saint, St George Preca, who lived his life through the Gospel values. His work was based on his belief that

“... the whole world accepts the Gospel”

In the spirit of St George Preca we strive to:

- provide Teaching and Learning programs that focus on Faith Formation and Development and Personalised Learning pathways to develop an inquiring mind in students.
- develop a welcoming community that are resilient, independent and lifelong learners.
- create a community in which every individual is cared for spiritually, intellectually, physically, socially and emotionally.

We value the partnership which exists between parish, school, parents and wider community and its integral role in realising this vision.

School Overview

St George Preca Primary School is a co-educational school located 23 kilometres west of Melbourne CBD, providing a Catholic Education for 693 children in Years Prep to Six.

St George Preca, our patron saint, espouses the themes and standards of living the gospel values; inclusiveness; standing firm in our beliefs, even against the odds; and spreading the good news to all. He was renowned for his commitment to teaching the faith and his wish was that the whole world would follow the gospel.

Education is a life-long journey and the empowerment it provides is the common goal binding us all - that we can work together as members of the community to build a better life for our children and the future.

Our school community is made up of almost sixty different nationalities including refugee arrivals who continue to join our community from Iraq. Many of our children were born in Australia and some speak several languages.

As a Catholic school community serving the Parish of St Catherine of Siena Caroline Springs, we will develop:

- our faith identity with the parish community ensuring our motto of "Learning Through Faith" is prominent within the school
- our personalised approach to learning and teaching as a professional learning community.

Principal's Report

2022 began with the students and staff returning to school with a new building project on the horizon and a planned upgrade to the existing facilities, set to further enhance student learning. Our class groupings for this year remained as straight classes with four classes in every year level throughout the school.

Our Parish Priest, Fr. Richard, continued his highly visible presence with regular visits to the classrooms and the staff room. In the month of July, Fr Joel Peart joined the Parish of St Catherine of Siena as an Assistant Priest, and he, along with Fr Richard continued their consistent presence in our school community.

Both Fr Richard and Fr Joel provided numerous opportunities for the children to participate in Reconciliation, encouraging them in the charism of St George Preca to live the message of the Gospels. The annual faith night sessions for Reconciliation, Eucharist and Confirmation were held for parents and students as part of the preparation for each sacrament. The feedback from the evenings was very positive. We are grateful to have had two educational consultants, Maria Forde and Paul Spence, leading these sessions.

November provided one of the highlights of the year with our biannual school performance, The Lion King. The two casts resulted in each of the performances having its own unique style. The actors adjusted impressively to the sound, lighting or curtain glitches which delighted the school community in attendance even more.

The curriculum plan focused on targeted professional development for English, Mathematics and Religious Education. The revision of the assessment schedule incorporating the three tiers of assessment was a major investment. Teachers were released to individually assess students across the year levels. This was an essential element of improving assessment practices and student outcomes. The curriculum leaders guided teachers to further develop their skills in data analysis. With these core elements established, targeted teaching and the tracking of each student's learning progress is becoming embedded in our practice.

The inauguration of the Refugee Education Support Program (RESP) Team provided the link for a number of our support programs and practices. We appointed staff members as our community connections for the Iraqi, Sudanese and Ugandan families. The parent meetings, facilitated by the RESP Team, were designed to enable our new families to support their children's transition to school. Several workshops were offered to families that coincided with specific school events, such as the athletics day, swimming carnival, and sacramental preparations. Additional workshops supported parents with setting up the school app on their personal devices and making online appointments for Parent/Teacher interviews. These workshops were all well-attended, which was a testament to the success of the RESP Team initiative.

I believe we should be pleased with our achievements this year. They demonstrate that we are building on our foundations day by day with commitment, perseverance and optimism.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To develop a whole-school approach to catholic social teaching which honours the school's existing commitment to our Catholic identity.

Intended Outcomes:

A strong Catholic culture based on catholic social teaching and the charism of St George Preca.

Achievements

2022 focussed on a whole-school approach to Catholic Social Teaching, further developing our school's Catholic culture and identity, based on the teaching and charism of Saint George Preca. The Saint George Preca Feast Day Whole School Mass was celebrated at the school due to COVID 19 restrictions still in place.

Fr Richard and Fr Joel maintained a presence in the school, frequently visiting classes across all year levels to talk to students about the various aspects of the Catholic faith. These included Lent, Advent, Sacraments of Initiation (Baptism, Confirmation, First Holy Communion, Penance and Reconciliation) as well as the Mass and the liturgical seasons of the Church year.

Fr Richard and Fr Joel came to the school to give students in Years 4-6 the opportunity to receive Confession as well as First Reconciliation. Parent Sacrament Nights were led by Fr Richard for parents of Year Three, Year Four and Year Six students who were making the sacraments of Penance, First Holy Communion and Confirmation.

Staff continued in their Accreditation Studies in 2022 with a further three new staff commencing studies in this area in addition to the other nine staff who graduated from their course the previous year. All staff had an opportunity to once again take up the opportunity of online and in-person Professional Development across a range of Religious Education topics. Our bi-annual staff conference, facilitated by Paul Spence and Therese Sheedy, focussed on Laudato Si' and care for our common home

Opportunities for prayer and worship continued to be provided for staff, students and the school community with the reintroduction of regular weekly Whole School Liturgies to engage in prayer and liturgy online. The Beginning of the School Year Mass, Ash Wednesday Mass, and Home Group and Year Level Liturgies are some examples of this.

The 2022 Liturgical Calendar and Religious Education Scope and Sequence plan was adjusted to reflect the changes made to the ways we participated in prayer routines and rituals throughout the year.

Religious Education Planners and curriculum resources were revisited and adjusted to cater for onsite learning now that we were out of Covid lockdown restrictions. Religious Education Planning was facilitated with each of the year levels and took place twice a term with each year level.

VALUE ADDED

- Established and updated the 2022 Liturgical Calendar & RE Scope and Sequence with key liturgical dates
- Regular weekly whole school liturgies & masses were reintroduced on-site and online when needed
- RE Planners and curriculum resources were kept up to date
- Revising of policies regarding Berry Street strategy and Restorative Practices
- Restorative process used when managing incidents between students
- Identification and recognition of the ways in which the core Principles of Catholic Social Teaching are incorporated into our school culture and practices
- Staff completed further studies in Religious Education and gained Accreditation in RE Professional Development sessions at local (PLM's, planning, project teams, closure days) and external levels(Catholic Theological College, MACS)
- Sequential Learning of Prayers and Parts of the Mass for students at each age level according to their stage of development
- Staff revision and use of the Teacher Dialogue Tool in preparation prior to planning Re Units
- Staff planned some units of learning using the Pedagogy of Encounter.
- The Social Justice Committee took greater responsibility and were given the responsibility of leading whole school liturgy and prayer
- Staff Prayer and reflection preceded every staff meeting and
- The REL attended regular Network Meetings as well as Online Professional Development.

Learning and Teaching

Goals & Intended Outcomes

Goal:

- To develop and embed school-wide collaborative planning practices that are data-informed

Intended Outcomes:

- That teacher practice aligns with the explicit teaching pedagogies informed by assessment data
- For teachers to improve their instruction, collaborative planning, classroom management and data analysis
- For NCCD compliance requirements to be integrated into teaching, learning and assessment processes

Achievements

Weekly facilitated planning with English and Mathematics leaders continued for all teaching levels across the school. The learning program included ten hours of English, five hours of Mathematics, two hours of Inquiry, two and half hours of Religious Education, and a Specialist timetable. Yearly and Termly overviews were prepared for English, Mathematics, Religious Education and Inquiry by each team with the support of the Learning and Teaching team.

An Assessment schedule was devised by the Learning & Teaching team at the beginning of the year. Data walls in both English and Mathematics continued to be used as a tool for teachers to use during planning to ensure individual needs of students were being catered for.

In Term 4, PAT Adaptive for Reading and Mathematics was introduced for years 1-6 to use for assessment. PAT Vocabulary, Spelling and Grammar and Punctuation were also administered in Years 2-6. The Record of Oral Language (ROL) assessment was administered in the Year Prep to Year 2 levels in Term 1. Fountas and Pinnell benchmarking was completed in June as a formative assessment to gather and interpret information about students' learning and again in November to assess where students were in their reading comprehension as a summative assessment.

Staff participated in professional development during Professional Learning Team Meetings (PLTs) in how to administer this assessment accurately. Essential Assessment was used regularly to pre test mathematical concepts throughout the year in Years 3 to 6 alongside rich assessment tasks in Years Prep to 6 to gauge students' starting points, potential misconceptions and to assist in targeting our teaching. Mental computation assessments were also administered to drive our mathematics fluency sessions. In Years Prep to 2, teachers trialed using the Maths Online Interview (MOI) as an assessment tool to identify students' Growth Points related to various number strands. In Years 5 and 6 the students used the Scaffolding Numeracy in the Middle Years (SNMY) Assessment to identify specific areas for

students to work on with Multiplicative Thinking. This was followed up with a teaching sprint of targeted teaching groups and a range of multi-zone tasks to increase students' capacity to think multiplicatively. The SPA Platform was also used to analyse, display and communicate our assessment data.

Professional development in the area of Writing and Reading moderation was also delivered throughout the year to ensure a consistent approach when assessing students' reading and writing. This enabled staff to collaborate in collegial discussions and to ask questions which assisted with the accuracy of results and future learning intentions. Professional Development in Literacy was undertaken by various teachers across levels. The Year 4, 5 and 6 teachers attended 'Grammar in Context' facilitated by MACS, and teachers from Years Prep to 3 attended 'Explicit Teaching in the Early Years' facilitated by Melbourne University. The aim was to develop pedagogical content knowledge, capacity, and agency in the area of literacy. Teachers engaged in research practice, to improve students' literacy outcomes. The program supported teachers to become critically empowered so that they can better plan for, teach, assess, and appraise literacy in their classroom.

The focus of our Mathematics professional development was on student-centred, inclusive learning experiences using the 'Launch, Explore, Summarise' instructional model using open-ended and challenging tasks. Exploring educationally rich mathematics games were also a focus in professional development opportunities. The Year 2 team attended Transforming Mathematical Engagement and Learning (TMEL) over eight professional offsite learning days. This was a pilot project in partnership with Monash University that aimed to leverage teacher's expertise to improve Mathematics Teaching and Learning in the Early Years of Primary School (P-3), using the Mathematics Online Interview (MOI) to assess student understanding. Using the data collected, teachers were guided through the Mathematics Growth Point Framework to identify key points of mathematics development in order to support them in designing appropriate pedagogical actions. The teachers also worked collaboratively using the Action Research Model to consider a change in their practice, through trial, evaluation and adjustment of practice.

Diaries were purchased for Years Prep to 6 to enable students and parents to monitor reading and the learning of high frequency words. Students were taught how to use their diary as a tool to organise their time at home and at school. There was a blog made available for students to access extra learning opportunities at home.

Extra home readers, big books and learning centre activities were purchased to support students and assist in the differentiation of tasks. The 'Little Learners Love Literacy' program continued in Prep in 2022, after it was introduced in 2021 during online learning, as an explicit and sequential phonics program.

An English as an Additional Language & New Arrivals teacher was employed for Semester 2. This teacher worked in small groups to provide optimal conditions for the learning of English.

Levelled Literacy Intervention (LLI) featured in Years 1, 2, and 3 in Term 1 to provide intensive, small-group reading instruction. Each group was seen four times a week for 40 minutes. Due to limited teaching staff, in Semester 1, LLI was offered to select students by a Learning Support Officer in Year 1 and 2, five times a week for the remainder of the 2022 school year.

The Toe By Toe program continued in 2022 conducted by Learning Support Officers. This is a highly structured phonics-based reading program to help students who find reading difficult. It required 20 minutes a day of explicit instruction in the middle and senior years.

Rapid Automatized Naming (RAN) refers to the ability to quickly name familiar, visually presented stimuli, such as letters. RAN was used with select students to monitor their recognition of letters and high frequency words in the middle and senior years.

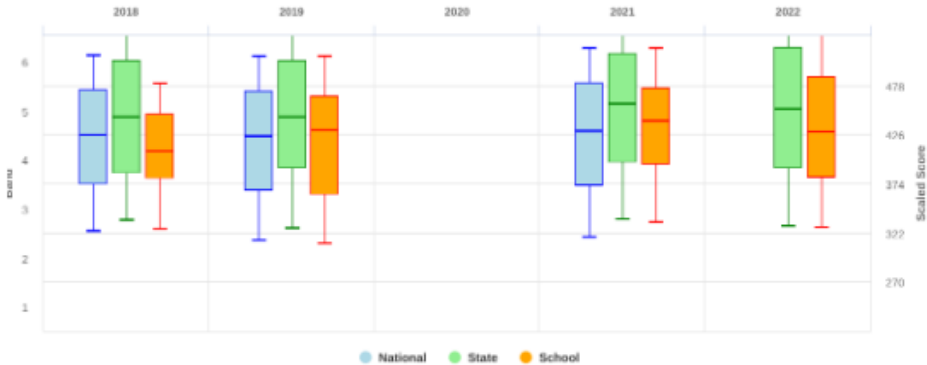
Students in Years 3, 4, and 5 received Technology Assisted Learning Strategies (TALS), which is the process of using computers and computer programs to convey instruction and help students access their learning. Based on TALS assessment, students became more confident and were given the skills to transition back into the classroom during the Literacy block. This fluency enabled TALS to be offered to Year 2 students in Semester 2.

Online Scholastic Book Club continued to be offered in 2022. This provided families with an affordable and convenient way to bring the best in children's literature into their homes. Book Club was also offered to some students in Year 5 as an extension to deepen their appreciation and understanding of a common text and to extend their thinking as they process and interpret the perspectives and opinions of their peers. Our annual Book Week festivities were a huge success. Students were exposed to a variety of text and enjoyed participating in the book parade and activities led by the classroom teachers. The annual Scholastic Book Fair was offered as an opportunity for students to immerse themselves in a variety of text from different authors. The fair gave students the chance to broaden their library for home and continue their enjoyment of reading. A Poetry Competition was also offered online to the school community with prizes given to successful students in each cohort.

Online subscriptions to support students learning in reading continued, with Wushka available for Years Prep to 2 students and Scholastic Literacy Pro for students in Years 3 to 6.

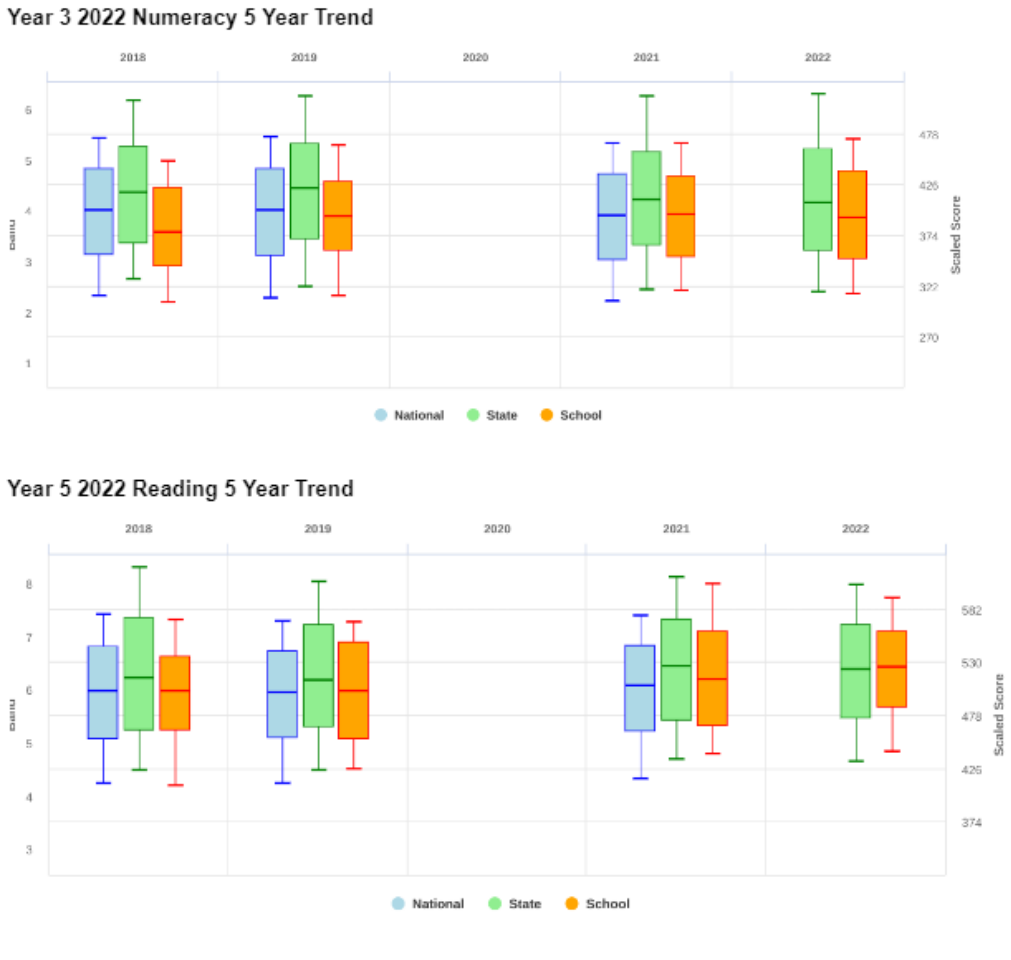
STUDENT LEARNING OUTCOMES

Year 3 2022 Reading 5 Year Trend

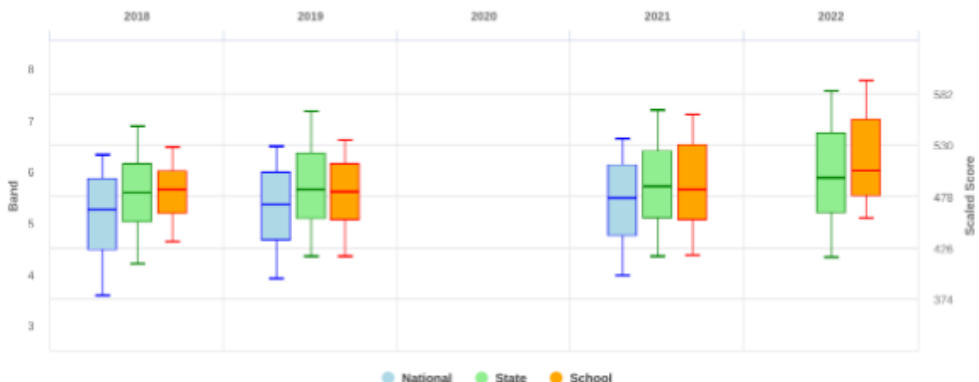


Year 3 2022 Writing 5 Year Trend

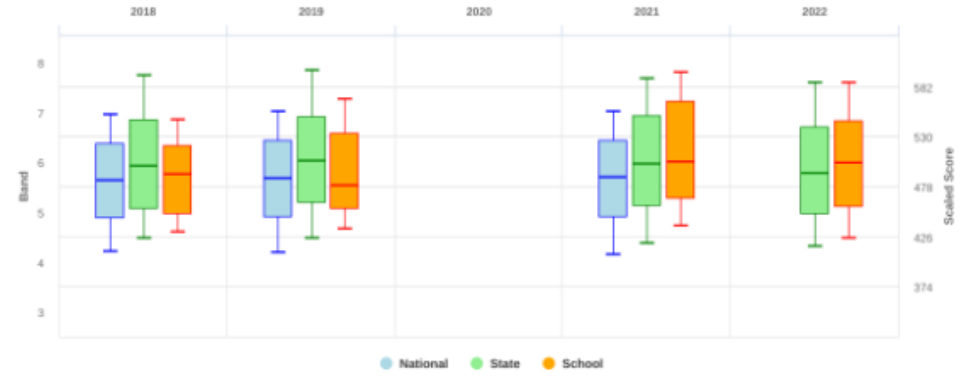




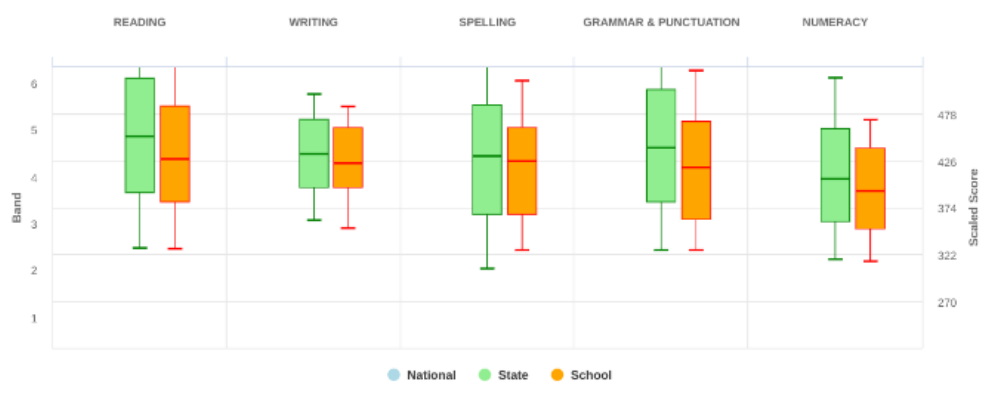
Year 5 2022 Writing 5 Year Trend

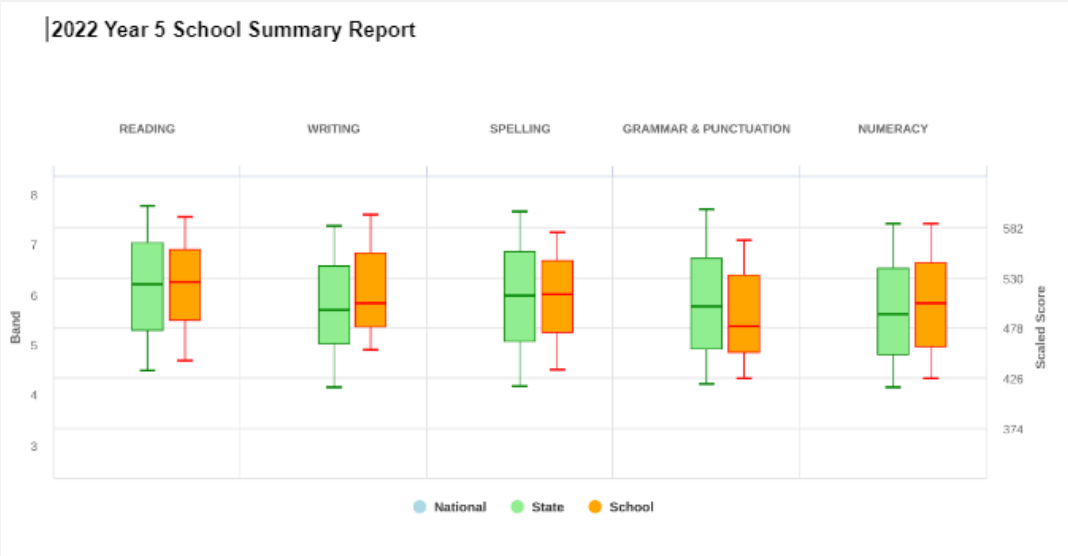


Year 5 2022 Numeracy 5 Year Trend



2022 Year 3 School Summary Report





2022 Year 3 Standards (At, Above and Below the minimum standard)

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Above	91%	94%	91%	91%	83%
At	6%	3%	7%	4%	16%
Below	3%	2%	2%	4%	1%

2022 Year 5 Standards (At, Above and Below the minimum standard)

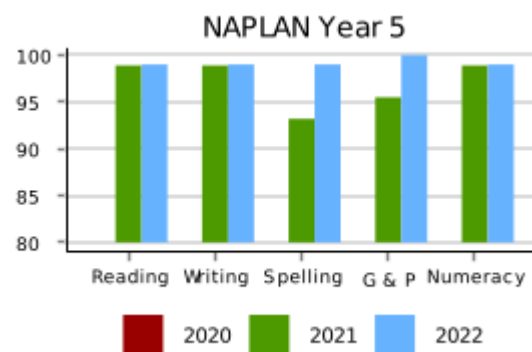
	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Above	95%	95%	92%	88%	89%
At	4%	4%	7%	12%	10%
Below	1%	1%	1%	0%	1%

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	97.7	-	95.5	-2.2
YR 03 Numeracy	-	96.6	-	98.9	2.3
YR 03 Reading	-	96.6	-	96.6	0.0
YR 03 Spelling	-	98.9	-	97.8	-1.1
YR 03 Writing	-	100.0	-	97.8	-2.2
YR 05 Grammar & Punctuation	-	95.5	-	100.0	4.5
YR 05 Numeracy	-	98.9	-	99.0	0.1
YR 05 Reading	-	98.9	-	99.0	0.1
YR 05 Spelling	-	93.2	-	99.0	5.8
YR 05 Writing	-	98.9	-	99.0	0.1

* 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

Goals:

To develop a whole-school approach to Positive Education that honours the school's existing commitment to our Catholic identity

Intended Outcomes:

- That the physical, psychological and social & emotional development is evident throughout the learning and teaching cycle
- To create a safe and supportive learning environment.

Achievements

A focus for 2022 was further embedding the use of Berry St Education Model (BSEM) strategies by re-engaging in the Berry Street training. Staff were involved in a Closure Day that focused on the Body Domain, looking at self-regulation, de-escalation, mindfulness, and being present, centred, and ready to learn.

The school Occupational Therapist and Speech Pathologist continued with the implementation of the Zones of Regulation. Introductory sessions were run in grades Prep and 1, with review sessions being held in Years 2-5. The review sessions focused on implementing the strategies throughout the school day and supporting the teachers in the consistent use of language. They also

The school Occupational Therapist continued with the Preparatory Motor Program with the Prep students, as well as supporting students with their handwriting and fine motor skills. The school Speech Pathologist implemented language groups with the Yr Prep, 1 and 2 students, with a focus on phonics and the use of Colourful Semantics.

VALUE ADDED

- The school psychologist introduced anxiety group sessions for identified students
- The Learning Diversity provided increased support to students in a variety of well-being areas
- The Professional Learning Meetings facilitated by the Learning Diversity Team focusing on the diversity of student needs
- Further implementation of Restorative Practices

STUDENT SATISFACTION

In the 2022 Melbourne Archdiocese Catholic Schools Improvement Survey (MACSSIS) results showed that 82% of students feel that their teachers hold them to high expectations of

their effort, understanding, persistence and performance. The data also showed strength in teacher-student relationships as well as the mindsets that the students have about themselves as learners.

STUDENT ATTENDANCE

All students are required to attend school unless there are reasonable and valid grounds for them to be absent. The Principal communicates attendance expectations to parents and students when they enrol at the school, and regularly communicates with all parents about attendance expectations via the Skool Loop App, and school newsletter. Parents/Carers must notify the school on the morning of their child's being absent or prior to this if known. In the event that there is no notification of a child's absence by 9.30 am, the school sends a text message to prompt parents/carers to call the school. If no contact is made by 11.00 am, school office staff call the parents until the absence has been explained and recorded.

If a student has been absent for 5 days or more in a single term without any reasonable or valid grounds, the classroom teacher discusses

the matter with the Deputy Principal /Student Wellbeing Leader. Contact is then made with the parents with the view of developing and implementing strategies to minimise absences. Support is offered to families when required to enhance attendance

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

- Prep - 91.5%
- Yr 1 - 88.5%
- Yr 2 - 90.3%
- Yr 3 - 89.7%
- Yr 4 - 91%
- Yr 5 - 90.7%
- Yr 6 - 90.3%
- Overall average attendance was 90.3%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	87.4%
Y02	88.7%
Y03	88.8%

Y04	89.4%
Y05	90.0%
Y06	89.1%
Overall average attendance	88.9%

Child Safe Standards

Goals & Intended Outcomes

Goal:

St George Preca Primary School is committed to creating an environment where the safety and well-being of all children within our care is our highest priority.

Intended Outcomes:

- To inspire a passion for 'learning through faith, creating a learning environment that is welcoming, safe and secure
- To ensure all in our community are aware and meet the requirements of the Child Safe Standards
- That all students in our community know that they have a right to feel safe and be safe and that they can speak to any adult if they do not feel safe.

Achievements

- Codes of Conduct for Staff, School Community members, and Students are signed by all staff, contractors, and volunteers
- A Working With Children Check Register was maintained, and volunteers were screened; all relevant information was recorded and verified
- The implementation of Child Safe Standards and practices continued to be implemented across the school using the following strategies:
 - All staff completed online training for Mandatory Reporting
 - Staff recruitment practices that address child safety
 - Staff induction which includes child-safe practices
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools

Leadership

Goals & Intended Outcomes

Goal:

To create a context for improvement and change, informed by the charism of St George Preca.

Intended Outcome:

To develop and document our planned approach to professional learning.

Achievements

In 2022, our goal was to ensure that our school provided the best possible education to our students, and this required a strong focus on both leadership and management.

One key area where significant progress was made was in supporting our teachers in their planning. Our teachers are our most valuable asset, and hence we continued to make it a priority to provide them with the resources and support they needed to be successful.

To this end, we implemented a number of initiatives designed to help teachers plan more effectively. Teachers continued to be supported by the Learning and Teaching Team in their weekly planning sessions through both internal and external professional development, as well as during Staff Professional Learning Meetings (PLMs) and Professional Learning Team Meetings (PLTs). They were provided with further training and development in the areas of literacy, numeracy, religious education, and inquiry. Our bi-annual conference, which focused on Laudato' Si and Care of Our Common Home took place in August.

As a result of these efforts, we have seen an improvement in the quality of our lesson planning, and our teachers have reported feeling more supported in their work. We will continue to invest in these initiatives going forward, as we believe they are critical to the success of our school.

Another area where we have made progress is in our buildings and grounds plans. We recognised that our physical environment plays a critical role in the learning experience of our students, and we have worked hard to ensure that our facilities are up-to-date and well-maintained.

Throughout 2022 a comprehensive plan for our buildings and grounds, which included a timeline for maintenance and upgrades, was formulated. We were fortunate enough to secure the necessary funding that enabled these improvements to come to fruition, and we received the go-ahead to proceed with the necessary construction and renovation projects mid 2022.

We are excited about the progress we have made in both of these areas, and we believe that they will help us continue to provide an exceptional education to our students. We are grateful for the ongoing support of MACS and our school community, and we look forward to working together to ensure the success of our school in the years ahead.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2022

2022 Staff Professional Learning		
Religious Education	<ul style="list-style-type: none"> ● Season of Creation ● Staff Conference Bellinzona, Daylesford - Laudato Si' ● The Catholic Dialogue School ● Religious Education Network ● The Season of Lent ● Reporting and Moderation in RE ● Pedagogy of Encounter ● The Season of Advent 	
Literacy	<ul style="list-style-type: none"> ● Little Learners Love Literacy ● 2022 NAPLAN Online Training - Reporting & Data Service ● Grammar in Context ● Explicit Teaching in the Early Years: Building teacher knowledge, capacity and agency 	
Maths	<ul style="list-style-type: none"> ● Exploring Mathematical Pedagogies ● Scaffolding Numeracy in the Early Years ● Geometric Reasoning ● Maths Leaders Network ● Transformation of Mathematics Engagement and Learning Maths ● Educationally-rich mathematical games: Principles, practice and research 3-6 	
Learning Diversity/Well-being	<ul style="list-style-type: none"> ● Nationally Consistent Collection of Data (NCCD) Moderation ● Zones of Regulation ● Well-being Leader Network ● Manual Handling 	
Other	<ul style="list-style-type: none"> ● VIT Graduate Course ● First Aid Compliance Training ● Mandatory Reporting ● Positive Behaviour Management ● Restorative Practices Workshops ● Principal Network ● Deputy Principal Network ● Pathway to Principalship ● Professional Supervision 	
Number of teachers who participated in PL in 2022		70
Average expenditure per teacher for PL		\$773

TEACHER SATISFACTION

The majority of staff members reported that the school environment was orderly, and safe, and felt positive, as did the school climate. This feedback was a reflection of the hard work of our school community in maintaining a positive and welcoming environment for all staff members.

Staff members reported feeling supported by the school leadership in carrying out their respective roles and working collaboratively within their teams. We had worked hard to provide a supportive and empowering work environment and recognised the importance of valuing and respecting our staff members, ensuring that they were provided the necessary support and resources for them to carry out their roles effectively.

Staff feedback received was positive and relevant to their role, and they felt successful. We take pride in the fact that our staff members felt fulfilled in their roles and felt that they were making meaningful contributions to the success of our school.

Catholic beliefs and practices are well understood by staff. Staff were provided with opportunities to deepen their understanding of Catholic beliefs and practices, and to integrate these into the curriculum and school community.

In summary:

- Staff at the school stated that the school environment was orderly, safe and felt positive
- School Climate was positive
- Staff felt supported by school leadership to carry out their respective roles
- Staff feedback received was positive and relevant to their role and felt successful
- Catholic beliefs and practices are well understood by staff

We are grateful for the dedication and hard work of our staff members and are committed to providing a supportive and empowering work environment.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	69.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	78.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
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Masters	20.0%
Graduate	14.3%
Graduate Certificate	2.9%
Bachelor Degree	65.7%
Advanced Diploma	11.4%
No Qualifications Listed	20.0%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	62.0
Teaching Staff (FTE)	54.4
Non-Teaching Staff (Headcount)	34.0
Non-Teaching Staff (FTE)	32.0
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goal:

To develop a culture of welcome and hospitality where students, staff and families feel known and valued

Intended Outcomes:

- To continue formalised regular communication with parents
- To raise funds through the Parents & Friends activities to finance the landscaping projects and upgrade of the school facilities.

Achievements

As we reflect on the 2022 school year, we are pleased to report on the progress made in the area of Community Engagement and Family School Partnerships at St George Preca Primary School. Our efforts to foster strong partnerships with parents and the wider community have yielded positive results.

One of our primary means of communication with the community was through our School Newsletter and Class Dojo. This allowed us to keep parents informed about school events, achievements, and other important information. The newsletter was distributed fortnightly throughout the year and was well-received by the community.

The continued use of the School Loop App improved communication with families and ensured that information was distributed to the community in a timely manner. The app provided an efficient means of sharing important updates and information with parents. We continued to receive positive feedback from families who found it easy to access and use.

Formal reports, including school and Personalised Learning Plans (PLPs), were sent home regularly to keep parents informed about their child's academic progress. This helped to foster a stronger partnership between home and school and ensured that parents were well-informed about their child's education.

We were pleased to install shade sails to provide a safer and more comfortable outdoor environment for our students. The installation of the sails commenced at the end of 2022. This aimed to provide an abundance of shaded areas for students to engage in both play and sporting activities.

Parent involvement was successfully re-established, with parents volunteering as helpers in various school activities. This helped to build a stronger sense of community and allowed parents to feel more engaged in their child's education.

We held a successful Grandparent's Day, which provided an opportunity for our students to celebrate their grandparents and share their school experiences with them. The event was well-attended and enjoyed by all.

Parents participated in Sacrament Family Faith Nights for the sacraments of Reconciliation, First Holy Communion, and Confirmation, In addition, parents and carers were invited to attend school liturgies and assemblies. This helped to strengthen the Catholic faith and values of our school community.

We held termly Parent Curriculum Information and training sessions, which were well-attended and provided valuable information to parents on how they could support their child's learning at home.

The school provided support for our refugee families, and continued to maintain partnerships with outside organisations, such as Foundation House and the Royal Children's Hospital to support these families. We also assisted with the transition to secondary school for these families and provided ongoing support as needed.

Finally, we held a Celebration of Learning, which provided an opportunity for our students to showcase their achievements throughout the year. Parents and the wider community were invited to attend, and the event was a great success.

Overall, we are proud of the achievements made in community engagement at St George Preca during the 2022 school year. We will continue to work closely with our families and the wider community to foster strong partnerships and provide the best possible education to our students.

PARENT SATISFACTION

Our parent satisfaction survey has shown that the majority of parents were highly satisfied with their experience at our school. They provided feedback on a range of topics, including the school's communication, teaching quality, and overall atmosphere. Parents stated that they felt supported by the school and that they were happy with their child's learning. They felt engaged in their child's learning and appreciated the regular communication between school and home. Staff also valued the connection with families and the stronger relationships forged through regular communication.

Regular Program Support Group Meetings (PSGs) were conducted to inform families about their child's learning and ways that both the school and families could work in partnership with parents to support their child with their learning. Parents also noted that they felt that their child was respected by staff and that they had a good understanding of the Catholic mission of our school.

The majority of parents indicated that they felt their child was receiving high-quality education and that they were satisfied with the teaching quality. They also noted that their child felt safe and supported at school.

In terms of communication, parents were highly satisfied with the level of communication they received from the school, including regular newsletters, the School Loop App, and formal reports on their child's progress. They also noted that they felt welcome to approach teachers and school administration with any concerns or questions.

We were pleased to receive positive feedback from parents regarding our school's atmosphere, with many noting that they felt the school was a positive and inclusive environment for their children. Parents also praised our school's commitment to Catholic values and the importance placed on the development of the whole child.

We were particularly pleased to receive positive feedback from parents regarding our efforts to involve them in their child's education, with many noting that they felt welcomed and encouraged to participate in school events and activities. Our termly Parent Curriculum

Information and training sessions were also well-received, with many parents noting that they found the sessions informative and helpful in supporting their child's learning at home.

Finally, parents noted that they felt the school was responsive to their concerns and feedback, and that they felt valued as partners in their child's education.

We are grateful for the continued support and partnership of our parent community and look forward to continuing to work together.