



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St George Preca
Primary School

St George Preca School

22-48 Lancefield Drive, CAROLINE SPRINGS 3023

Principal: Michael Ozburn

Web: www.stgeorgepreca.catholic.edu.au

Registration: 2059, E Number: E1384

Principal's Attestation

I, Michael Ozbun, attest that St George Preca 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 10 May 2024

About this report

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

“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 700 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 80 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

2023 began with the students and staff returning to school with a new building project underway and only half remaining to be finished. These works were completed in June and significantly enhanced 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. Fr Richard supported families, staff and students with the sacramental programs as well as general learning within the school and at the church.

Fr Richard 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.

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 continuation 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.

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

In the 2023 academic year, the area of religious education at our school experienced significant developments and enrichments, fostering a vibrant spiritual environment for our community. The appointment of two new Religious Education Leaders marked a significant milestone in our journey of spiritual growth and development. Their expertise and dedication have strengthened our capacity for forward planning, curriculum development, and the nurturing of our Catholic identity and they were able to combine their experiences in the classroom to strengthen the way Religious Education was approached at our school and implement some small yet significant changes. The 2023 Liturgical Calendar played a pivotal role in guiding our spiritual journey, meticulously outlining important liturgical events, sacraments, and dates for school masses, liturgies, and rituals.

Prayer:

At the outset of the school year, onsite prayer routines and rituals were continued, setting a contemplative tone for each day. This initiative aimed to cultivate a sense of spiritual connectedness among students and staff alike. Weekly time and space were dedicated for staff to engage in prayer, reflection, and liturgy, fostering spiritual growth and solidarity and each year level team hosted staff prayers at least once a term.

Additionally, whole school weekly prayer services were reintroduced and each class was supported to host one over the course of the year. Parent engagement improved by scheduling these prayer services in advance and posting them on the Shared Parent calendar. Prayer was presented in our fortnightly newsletters for parents to share as a family, as well as being invited to Parish events like the Lenten Novena.

Parish

The connection between parish and school has continued to strengthen over the course of the last year, with Father Richard and Father Joel regularly scheduling visits to the school. Children were given the opportunity to experience Whole school Mass at the church, as well as whole school Masses here onsite. Since Covid lockdowns, we have been able to use technology more confidently to be able to live stream our whole school onsite Masses where necessary in inclement weather. This has further strengthened the children's formation and connection to Church. Furthermore, Father Richard also provided parents with staff formation and enrichment opportunities, by presenting Sacramental Family Faith Nights and hosting Family Afternoon Teas at the parish.

Curriculum and Staff Formation/Professional Development

The meticulous planning and implementation of the Religious Education (RE) curriculum were evident, with RE Planners and curriculum resources reflecting the comprehensive Scope and Sequence. This ensured that all essential areas of religious education were covered effectively. The New RE leaders streamlined the planning process, encouraged dialogue both in planning, in class and in staff meetings and presented regular Professional Learning opportunities in staff meetings to pass on ideas discussed at Religious Education Network days. Furthermore, MACS staff were invited to come and subsequently supported the development of the new RE leaders throughout the course of the year.

Also, scheduled forward planning times were introduced by the new principal, to further support staff confidence and R.E. teaching and learning. The Teacher Accreditation Platform (TAP), which logs hours of Professional Development in R.E., was also organised and teachers were given the opportunity to make sure they had understood their R.E. professional learning requirements and were recording these hours correctly.

Value Added

- Established and updated the 2023 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
- Planners were reorganised for year levels
- Dedicated forward planning sessions for R.E. introduced

- Whole School Purchase of FRG/Icon Ministry professional development sessions for teachers to use in their own time for professional learning, which added to T.A.P. hours
- Prayer table resources were audited
- Regular meetings with REL's and Priest with the parish schools
- Subscription to Butterfly House for online resources
- Resource folder on Shared Drive better organised
- REL attended regular Network Meetings and invited MACS staff to support professional learning
- 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
- Strengthened parish and school bonds through organised meetings once a term to discuss ideas with other REL and Father Richard
- Incursion from Bahay Tuluyan (Social Justice Year 6)
- Blessing of the new Building
- Staff Prayer and reflection preceded every staff meeting

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. A Performing Arts teacher was appointed at the beginning of 2023 as an additional specialist. 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 the individual needs of students were being catered for.

In Terms 2 and 4, PAT Progressive Reading and Mathematics were administered in Years 1-6 to use for assessment and reporting purposes. PAT Vocabulary, Spelling and Grammar and Punctuation were also trialed. The Record of Oral Language (ROL) assessment was administered in the Year Prep to Year 2 levels in Term 1. Fountas and Pinnell's benchmarking was completed in June and November as a formative assessment to gather and interpret information about students' learning.

Staff participated in professional development during Professional Learning Team Meetings (PLTs). Essential Assessment was used regularly to pre-test and analyse data related to mathematical concepts throughout the year in Years 3 to 6 alongside rich assessment tasks

in Years Prep to 6 to gauge students' starting points, and 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 used 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. A select group of 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 to plan for, teach, assess, and appraise literacy in their classrooms.

Mathematics professional learning in PLTs and facilitated planning was related to student-centered, inclusive experiences using the 'Launch, Explore, Summarise' instructional model using open-ended and challenging tasks. Exploring educationally rich mathematics games and including links to literacy was also a focus of professional development opportunities.

A cross curriculum approach to Inquiry was developed with input from parents, staff and students. We have identified four lenses, or big ideas, to frame Inquiry units at each year level. The lenses are

- Identity & Wellbeing
- Physical World & Sustainability
- Design & Innovation
- Community & Culture

Inquiry planning includes explicit integration with Literacy so that students experience rich immersion into the content included in the Science, Design, Humanities and Health curricula.

Inquiry units are designed to;

- Be driven by student voice and questions
- Be hands on and experiential
- Be multimodal and flexible in delivery and experiences

- Have clear links to authentic, real life contexts
- Have scope for student interests
- Be collaborative
- Have shared norms and language
- Be visible in learning spaces
- Incorporate personal learning goals
- Involve connections to the community outside of the school
- Develop critical and creative thinking, reflection and metacognition

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 diaries as a tool to organise their time at home and 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 2023, 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 2023. This teacher worked in small groups to provide optimal conditions for the learning of English.

Students in Years 1-5 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.

Online Scholastic Book Club continued to be offered in 2023. This provided families with an affordable and convenient way to bring the best in children's literature into their homes. Our annual Book Week festivities were a huge success. Students were exposed to a variety of texts 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 texts 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 English & Mathematics continued for Years Prep to 6 students.

Student Learning Outcomes

In 2022 our Year 3 results were below the State mean in all areas compared to 2023 where we were just below in Reading and Numeracy and above in Writing, Spelling and Grammar and Punctuation compared to the State.

In 2023 our Year 5 Writing, Spelling, and Numeracy were higher than the State mean. Reading and Grammar and Punctuation were below State mean and were identified as a focus area for literacy improvement in 2024.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	426	63%
	Year 5	497	66%
Numeracy	Year 3	410	64%
	Year 5	497	75%
Reading	Year 3	415	73%
	Year 5	498	80%
Spelling	Year 3	420	66%
	Year 5	498	79%
Writing	Year 3	431	87%
	Year 5	508	86%

*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

Wellbeing Leadership Goal

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

Outcomes

- Physical, psychological and social & emotional development is evident throughout the learning and teaching cycle
A safe and supportive learning environment

Achievements

A focus for 2023 was further embedding the use of the Berry St. Education Model (BSEM) strategies by re-engaging in the Berry Street training. Staff were involved in professional learning on three Domains within the Berry Street Education Model including; Relationships, Engagement and Stamina. Teachers were supported with the embedding of these concepts and strategies within these Domains through; lesson delivery and resourcing, and the facilitation of Morning Meetings in their classrooms.

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 and students in the consistent use of language.

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 facilitated a phonics intervention program (Sounds Write) with selected students in years 1,2 and 3.

Value Added

- The school psychologist continued with anxiety group sessions for identified students
- 'Passive Play' was introduced to provide students with a space to play and connect with their peers in closely supervised areas to facilitate peer relationships

- Professional Learning Meetings facilitated by the Learning Diversity team focusing on the wellbeing benefits of mindfulness practices, exercise and the importance of positive emotions.
- Continuous consultation with the Allied Health team and teachers to provide adjustments for students to improve learning and wellbeing outcomes

Student Satisfaction

In the 2023 Melbourne Archdiocese Catholic Schools Improvement Survey (MACSSIS) results showed that 87% of students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance. The data also showed strength in; student perceptions about the Catholic identity of the school as well as students' mindset 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

Non Indigenous Prep - 87.1%

Non Indigenous Yr 1 - 92.6%

Non Indigenous Yr 2 - 93%

Non Indigenous Yr 3 - 93%

Indigenous Year 3 - 82.3%

Non Indigenous Yr 4 - 90.3%

Non Indigenous Yr 5 - 91.5%

Non Indigenous Yr 6 - 90.8%

Overall average attendance was 90.97%

Average Student Attendance Rate by Year Level	
Y01	92.0%
Y02	92.8%
Y03	92.5%
Y04	90.0%
Y05	90.9%
Y06	91.1%
Overall average attendance	91.5%

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 2023, 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 embedded 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.

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 2023 the comprehensive plan for our buildings and grounds was completed. We were fortunate enough to secure the necessary funding that enabled these improvements to come to fruition, and works were completed in June 2023.

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

List Professional Learning undertaken in 2023

- Religious Education Network
- The Season of Lent
- Reporting and Moderation in RE
- Pedagogy of Encounter
- The Season of Advent
- Grammar and Punctuation (Bree Hurn)
- Comprehension (Bree Hurn)
- Writing Moderation
- EAL Moderation
- Explicit Teaching in the Early Years: Building teacher knowledge, capacity and agency (MACS)
- English Online Interview Workshop 1 &2
- Words Matter - Orchestrating Orthographic Learning in the Classroom
- InitialLit Webinar – An Overview
- MacqLit
- Little Learners Love Literacy
- Maths Communities of Practice
- Maths Moderation
- Nationally Consistent Collection of Data (NCCD) Moderation
- Zones of Regulation
- Well-being Leader Network
- LDL Network
- Manual Handling
- VIT Graduate Course
- First Aid Compliance Training
- Anaphylaxis
- Mandatory Reporting
- Positive Behaviour Management
- Principal Network
- Deputy Principal Network
- Pathway to Principalship
- Professional Supervision
- Inquiry
- Berry St
- SPA Data
- ATSI
- VCMEA agreement
- VRQA

Expenditure And Teacher Participation in Professional Learning	
Number of teachers who participated in PL in 2023	60
Average expenditure per teacher for PL	\$730.00

Teacher Satisfaction

As a staff, strengths were seen within the school in the area of school climate (social and learning). This was evident through the teachers' perceptions of how well school leadership set the conditions for teams to collaborate effectively and the quality and coherence of professional learning opportunities.

As mentioned in the achievements, the focus on Learning & Teaching initiatives has supported staff to not only work effectively in teams but to know that as a school they have what it takes to improve instruction. This was also evident in staff responses to the quality and coherence of professional learning opportunities.

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 felt they worked collaboratively and cohesively
- School Climate was positive
- Staff felt supported by school leadership to carry out their respective roles
- 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.

Teacher Qualifications	
Doctorate	0.0%
Masters	15.9%
Graduate	9.5%
Graduate Certificate	1.6%
Bachelor Degree	49.2%
Advanced Diploma	9.5%
No Qualifications Listed	14.3%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	63
Teaching Staff (FTE)	55.6
Non-Teaching Staff (Headcount)	33
Non-Teaching Staff (FTE)	29.2
Indigenous Teaching Staff (Headcount)	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

Throughout 2023, our dedication to nurturing strong partnerships with parents and the wider community continued, resulting in positive outcomes and reinforcing the vibrant spirit of collaboration at St. George Preca Primary School.

Effective communication channels, including our School Newsletter and Class Dojo, ensured that parents and the wider school community remained well-informed about school events, achievements, and important updates. Distributed fortnightly, the newsletter served as a valuable resource for providing valuable updates and information about what was taking place with regard to learning and other events at our school. The integration of the School Loop App continued to streamline communication with families, offering a convenient platform for the timely dissemination of crucial information.

Formal reports, including school and Personalised Learning Plans (PLPs), were sent home regularly to keep parents informed about their child's academic progress. Parent-teacher conferences were held twice during the year and allowed parents and carers to get to know their child's teacher and foster and develop a relationship with staff. As a result, parents were able to gain insightful updates on their child's academic journey, empowering them to actively engage in their child's learning.

The completion and installation of shade sails adjacent to the hall at the beginning of the 2023 school year, enhanced the outdoor environment. This served as an additional and versatile area in the school where students were able to enjoy playing at break times and engage in their Physical Education lessons. This also served as an undercover area for our whole school outdoor Masses and the hosting of other school community events. This

upgrade to our infrastructure underscored our commitment to creating a conducive learning environment that promotes well-being.

Parent involvement flourished as volunteers contributed their time and support across various school initiatives, fostering a sense of belonging and community. The successful Grandparent's Day celebration, as well as the Mother's Day and Father's Day celebrations further strengthened family bonds, offering students an opportunity to honor and share their school experiences with their parents and grandparents.

Parents were invited to attend Family Sacrament Faith Nights, which were facilitated by Father Richard where they had an opportunity to learn about and reconnect with the sacraments of Reconciliation, First Holy Communion, and Confirmation. The purpose of these was to allow parents the opportunity to participate and play a part in preparing their child to receive their sacraments. Additionally, invitations to school liturgies and assemblies enhanced the Catholic faith and values cherished by our community.

Termly Parent Curriculum Information and training sessions provided valuable insights for parents on supporting their child's learning journey at home, promoting collaborative learning partnerships. Furthermore, our commitment to supporting refugee families continued remained consistent, with ongoing partnerships forged with external organisations. The culminating Our scheduled twice-yearly Celebration of Learning showcased our students' achievements, inviting parents and the wider community to partake and celebrate in their successes.

In summary, the 2023 academic year at St. George Preca was marked by significant strides in community engagement. As we move forward, we remain dedicated to nurturing these partnerships and delivering excellence in education for our students, guided by the values of collaboration, inclusivity, and mutual support.

Parent Satisfaction

In 2023, only six families completed the parent satisfaction survey. This makes it challenging to effectively analyse the data. Throughout the year, families had several opportunities to provide feedback in other areas including Grandparents Day and topics for our Inquiry learning approach at SGP. Through this process, parents identified their appreciation for opportunities to provide feedback to the school which directly impacts their children's learning.

The six families that provided feedback through the formal MACSSIS survey provided feedback on a range of topics, including the school's communication, teaching quality, and overall atmosphere. Parents stated that they felt that families are seen as partners with the school and that the school is in open 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. Through these meetings, parents 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.

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 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.

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.stgeorgepreca.catholic.edu.au