



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Martin of Tours School

2-12 Silk Street, ROSANNA 3084

Principal: Angela Lacey

Web: www.smrosanna.catholic.edu.au

Registration: 1582, E Number: E1209

Principal's Attestation

I, Angela Lacey, attest that St Martin of Tours 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 14 May 2024

About this report

St Martin of Tours 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

OUR VISION

The death and resurrection of Jesus, and the outpouring of his Spirit empowers and challenges us to embrace life within the context of the Catholic faith. We are inspired by the St. Martin's school motto, *Non Recuso Laborem* (*We shall not refuse the task*), to be resilient and compassionate members of our community.

OUR MISSION

Jesus' message of love as expressed in the Catholic faith, doctrines, ideals and attitudes are valued, taught and practised in the St. Martin's School Community.

Through Baptism we are sons and daughters of God, therefore we believe that all individuals have the right to grow spiritually, sacramentally, physically, intellectually, emotionally and socially in a collaborative environment where everyone can learn and achieve success.

Because Jesus taught us to love others as we love ourselves, St. Martin's provides an environment where individuals are valued unconditionally and have respect for self and others.

St Martin's offers an openness to religious questions and to a religious interpretation of the world.

St Martin's school provides an inclusive, differentiated curriculum empowering all members of the community to be curious, self motivated learners and critical thinkers in an ever changing world.

St. Martin's provides a challenging and safe environment where individuals work together as active members of the community, fostering respect, equity and empathy for all.

School Overview

St. Martin of Tours Primary School was established in 1958.

The student enrolment in the 2023 February census was 490 and this was the same in the August census.

St. Martin of Tours Catholic Primary School is in the Parish of Macleod/Rosanna. It is situated in the north/east suburbs of Melbourne, approximately 15 km from CBD.

The school's motto 'Non Recuso Laborem' forms the base of the vision statement that calls us to build capabilities and confidence to embrace life's challenges.

St. Martin's prides itself on the reputation of having a strong school community spirit. We continuously look for ways to gather together and reach out to the local community.

The focus of the school is to ensure each child is supported and challenged in their learning. Teachers and parents are committed to the children's social, emotional, spiritual and academic development.

Preparation for Sacramental celebrations and student-centred class Liturgies give witness to the Religious Education program. 'Showcases' were held to complement Inquiry learning topics. Students were offered enrichment and support programs including selection for inter-school sporting activities, Literacy Intervention, Australian Maths Competition, Maths Games and participation in writing and spelling competitions. An educational camp is offered to students in Year 4 and students from Years 5 and Year 6 enjoy an outdoor education camp. Students from Years 4-6 are also involved in the Heidelberg District sporting competitions.

The school was serviced by a Wellbeing counsellor funded under the National Schools Chaplaincy Program (NSCP). On-site allied health professionals provide therapy each week. Weekly lessons included specialist programs for the Italian language program, Performing Arts, Visual Arts, STEM and Physical Education.

Facilities include 21 well-resourced classrooms, a school hall (GECCO), seminar room, two Performing Arts rooms, LOTE room, STEM room, Visual Arts room, LRC (Library Resource Centre), canteen and an administration area. Yard facilities include rubber marked asphalt areas, adventure playgrounds, sandpits and grassed areas.

Students had the opportunity to be involved in extra-curricular activities, including Fire Carriers, Choir, Chess Club, Gardening Club, Play Pod and Skipping. Contract music specialist teachers are engaged to teach piano, guitar, brass, percussion and woodwind instruments.

Principal's Report

It was wonderful to have a full year of teaching and learning for our students, without interruption, in the 2023 school year. At the end of Term 3, the school community was informed of Jacqui Marshall's new appointment to lead Good Shepherd PS, Wheelers Hill for the 2024 school year. The school and Parish community celebrated Jacqui's achievements at St Martin's and farewelled her at the end of the 2023 school year. In Term 4, Ms Angela Lacey was appointed the new 2024 Principal of St Martin of Tours Primary School.

Education in Faith - Our Catholic Identity

From the School Improvement Plan, we continued to immerse the staff, students and families in the Catholic faith, scripture and traditions by providing opportunities to attend and participate in liturgical celebrations. We continued to work on our goal in providing staff with opportunities to deepen their faith knowledge and relationship with God. To enhance our Catholic Identity and teaching and leading in a Catholic school, we developed clear strategies that align staff formation to their capacities to deliver the RE curriculum with purpose and confidence. Teachers participated in professional learning meetings with a focus on the RE curriculum and workshops led by the MACS team. Staff also participated in a Spirituality professional learning day with a focus on God, our wellbeing and our connection with indigenous land. The Sacraments of Reconciliation, Confirmation and First Eucharist were a major focus in the Religious Education curriculum and celebrated throughout the year for our Year 3, 4 and 6 students. Fr Elio Capra led parents and teachers in their faith formation of the Sacraments. Teachers prepared their Class Masses with Fr Michael and these were held during Semester 2. The new St Martin's song was embedded in each of the school Masses and was often heard in the corridors during Christian Meditation. We were fortunate to have Andrew Chinn visit our school community to celebrate and lead the school in song during our Feast Day Mass. Andrew performed a number of workshops and concerts throughout the day. Our focus was also to make more explicit the connections between social justice actions and Catholic Social Teachings along with strengthening our relationship with the Parish St Vincent de Paul Conference.

Leadership and Management

The Executive Leadership Team continued to work together to ensure the School Improvement Plan through the 2023 Annual Action Plan was a lived document that was evidence based. Pedagogical practices aligned with evidence of data which were embedded in professional learning for teachers and delivered in a rich curriculum for our students. The School has an explicit plan for whole school improvement that identifies measurable and targeted improvement goals. Leaders were empowered to work across all aspects of the

school, often supporting teachers to create a classroom culture of high expectation. The school continued to induct graduate teachers through the Victorian Institute of Teaching (VIT) process where ongoing mentoring and support networks were put in place for graduates and new staff. Policies, processes and practices were reviewed to meet compliance of current legislation and regulation.

Working alongside Law Architects, a State Government Grant application was lodged as part of the school Master Plan. The school will be informed in June 2024 as to whether it will be successful.

Learning and Teaching

The continued focus on powerful teaching enabled the Learning and Teaching team to guide teachers in the analysis of data and its use in driving the assessment agenda. Professional learning meetings focusing on the achievements of students enabled staff to analyse the growth of students over the year. Students across the school were tracked on the data wall, identifying the range of abilities and those 'students of wonder'. Emma Kent, the Learning Diversity leader, worked closely with the Learning Support Officers providing training in a number of intervention programs. This enabled their upskilling and provided support for many students across the school. The introduction of the MacqLit program commenced in 2023 and improved student results.

The Learning Collaborative continued to flourish and Learning Walks became a regular focus in Semester One. Leaders and teachers 'walked the school' identifying the important role of the Third Teacher in the classroom for supporting student learning.

Melissa Campbell, the Literacy leader, trialled the English Online Interview for Prep and Year 1. It was an opportunity to support teachers with the new testing regime from MACS. In addition to this, Kellie Cumming continued to monitor students in the Mathematics Online Interview and offered support for students through the GRIN program. Opportunities were also available through the Australian Mathematics Competition for students who required further challenge in their Mathematics.

Maryann Hamilton (STEM teacher) and Kellie Cumming (Maths Leader) supported by Sandra Tieppo (Learning and Teaching Leader) also promoted student agency and creative thinking with their participation in the 'Tournament of The Mind's at La Trobe University. The school Art Show also highlighted the talents of our artists. Wonda Ball and Lisa Cherubin displayed the students' range of art mediums for the school community to appreciate and view.

Student Wellbeing

Our focus continued to be improving student wellbeing outcomes by enhancing our positive school climate to empower students to be independent, self-motivated and successful learners. 2023 saw the third year of our schoolwide implementation of Positive Behaviours for Learning (PBL). In essence this approach, supported by our MACS Learning Consultant Roland Wans, is the way we teach our schoolwide values of gratitude, respect, resilience, safety and responsibility and the behavioural expectations that fit within that framework. We have worked hard as a school to ensure that steps that we follow, when addressing student behaviour, follows a consistent approach and our staff follow the explicit steps of a behaviour management flowchart to support our children and families. At the heart of this approach is the knowledge that behaviour is learnt and our role as educators at St Martin's is to explicitly teach our expectations and support children to learn these positive behaviours. We reinforce this through explicit lessons for every year level and we use a variety of strategies to identify, reinforce and celebrate our positive behaviours here at school and in the community.

We completed our second year of our Year 6 student and staff Buddy Program and this continues to be a really positive way to grow the support network of our senior students. The focus of the strategy is to build stronger relationships with our senior students, provide them with another trusting adult in their lives that they can connect with and to support their transition to secondary school through ongoing discussions about the transition process.

School Community

Our School Administration and Leaders developed a successful process in gaining Prep Enrolments for the 2024 school year. As a result, 61 Preps were enrolled which in turn matches the projected enrolments for St Martin's for the 2024 school year. Parents are informed of learning across the school through the fortnightly Newsletter and Compass updates. Teachers inform the parents of the focus for learning through level newsletters. Parents are then informed of how they can best support their child in their learning. School events have fostered participation and support from families across the school. Some of these events include the Colour Run, School Production and Sports events. The school continues to foster a culture of welcome. The new Prep families were welcomed through a parent dinner where they had the opportunity to meet other new families, as we encourage our parents to work in partnership with the school to build community. The school and parish connections enhance community engagement in both formal and informal ways e.g. school Masses, sacrament preparation, social events. SAC members continued to work through a new document titled 'Working Together In Mission' - a charter for parishes and schools in the Archdiocese of Melbourne. The document outlines the roles and responsibilities of those who lead the shared work and mission of Catholic parishes and schools.

We thank Fr Michael and Sr Maria for their guidance, support and faith leadership and look forward to continuing our parish and school connections throughout the 2024 school year.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

To deepen our faith knowledge and relationship with God by developing clear strategies that align staff formation to their capacities to deliver the RE curriculum with purpose and confidence.

Intended Outcomes

- For leaders to commit to supporting individual spirituality
- Leaders nurture religious growth
- Leaders and teachers weave a religious narrative
- School provides opportunities to deepen an awareness of the sacred

Achievements

Achievements

- Beginning of the year liturgy for staff
- Beginning of School Year Mass for Prep-Year 6 students
- Blessings by Parish Priest of students and classroom
- Shrove Tuesday School Picnic
- Ash Wednesday Mass
- Year 1, Year 2 and Year 5 Family Masses
- Prep Welcome Mass
- Whole school Feast Day Masses - Sacred Heart, Feast of the Assumption, Mary MacKillop
- St Patrick's Day Mass (MACS) attended by School Captains and RE Captains
- Confirmation Information Evening for Year 6 parents led by Fr Elio Capra
- Confirmation Commitment and Preparation Masses
- Eucharist Information Evening for Year 4 parents led by Fr Elio Capra
- Eucharist Commitment and Preparation Masses
- Eucharist Retreat Day for Year 4 students
- Reconciliation Information Evening for Year 3 parents led by Fr Elio Capra
- Sacrament of Confirmation for Year 6 students
- Bishop Terry Curtin visited the Year 6 cohort prior to the Sacrament of Confirmation
- Sacrament of Eucharist for Year 4 students

- Sacrament of Reconciliation for Year 3 students
- Holy Week Tableau and Project Compassion fundraising for Caritas
- St Martin of Tours Feast Day Mass was celebrated on 11 November
- Year 6 Graduation Mass
- End of School Year Thanksgiving Mass
- Appointment of RE Faith Captains from the Year 6 cohort
- Whole school assemblies with a focus on Welcome to Country, Fire Carrier Reports and RE Captains reading Gospel stories and prayer
- Fire Carriers attended an excursion to Melbourne Museum to view Indigenous artefacts
- School Captains participated in the ANZAC service at Watsonia RSL club
- Each class has a school candle and prayer cloth that is presented at the Beginning of Year School Mass/Liturgy
- Liturgical prayer cloths, singing bowl and copy of the 2023 Daily Children's Prayer Book - Under the Southern Cross for each classroom
- Prayers shared at the beginning of Professional Learning Meetings
- RE Professional Learning Meetings each term, with a focus on the Pedagogy of Encounter, prayer, dialogue and student data from the Student Pedagogical Tool and Enhancing Catholic Schools Identity Project
- Teachers worked in level planning with the Religious Education Leader to plan RE with a contemporary learning experience, to reflect an Inquiry approach
- Religious Education lessons taught in each classroom
- Staff gaining and maintaining accreditation to teach RE through participation in Professional Development
- Staff participation in Eastern Region Religious Education Workshops - Lent and Laudato Si
- REL participation in Eastern Region RE Cuppa Chats twice per term
- REL and Learning and Teaching Leader participation in REL Network days
- A digital version of the 'To Know, Worship and Love' resource was used in the planning and delivery of the Religious Education Curriculum
- Class Masses - classroom teachers and students prepare and participate in a class mass shared with parents, grandparents and buddy classes
- Families invited into classrooms after the Class Mass to partake in a reflection activity with their child
- Class prayer sessions and Christian meditation with students and teachers in the classroom
- Fortnightly meetings with Parish Priest, Principal, Religious Education Leader and Parish Pastoral Associate
- Support was provided to families of students who are not baptised Catholics, who took part in Sacraments by receiving a special blessing for their child
- Preparation of students receiving the Sacrament of Baptism
- A fortnightly Religious Education News section in the school newsletter

- Parish Weekend Mass links and Parish Bulletin sent to parents via the newsletter
- Gold coin donation for a casual clothes day on the last day of term to raise funds for St. Vincent de Paul
- Christmas Hampers, Winter Appeal items and cans of food donated to St Vincent de Paul throughout the year
- MACSSIS Student, Staff and Parent Surveys implemented and data analysed with staff through a Catholic Identity lens
- Parents, Students and Staff completed the Enhancing Catholic School Identity (ECSI) Surveys to provide data for the 2024 Review

Value Added

- Masses and Liturgies provided an opportunity for prayer for staff, students and families
- Professional Development was provided to staff for gaining and maintaining accreditation in Religious Education
- Class participation in Andrew Chinn concerts and workshops
- SAC meetings begin with a prayer. A focus of a SAC meeting was the importance of prayer in a Catholic school
- 2023 MACSSIS Student Data indicates 57% of students are positive about the Catholic Identity in our school. Staff Data indicates 74% of staff are positive about the Catholic Identity in our school. This data sits alongside the MACS average for schools

Learning and Teaching

Goals & Intended Outcomes

Goal

To empower and support teachers in effectively delivering an informed targeted and personalised curriculum ensuring each learner is afforded the opportunity to achieve their potential.

Intended Outcomes

- Teachers communicate learning intentions and success criteria to students.
- Leaders measure impact on student outcomes.
- Leaders build positive relationships across the learning community.
- Teachers maximise student engagement in learning.

Achievements

- Consistent use of school websites and online learning platforms such as Hapara, Google Classroom, Essential Assessment and Seesaw
- Staff continued to be upskilled in their digital technology skills and the use of engaging material for online platforms
- Digital Technology Leader participated in Edu Tech Conference with the Learning and Teaching Leader to investigate new programs/platforms
- Two face to face Learning Conversations were held in the 2023 school year
- Leadership were provided with professional development on the suite of tools regarding SILC and Simon Breakspear's tools
- Participation in the School Improvement Learning Collaborative Networks supported by Simon Breakspear
- During PLMs staff were given time to plan and implement learning sprints based on a student of wonder from data collection. Staff worked in teams to support each other and shared their success stories.
- Participated in Learning Walks with a focus on 'The Five Questions' - Lyn Sharratt
- Revision of the use of 'Bump It Up Walls' in Literacy and Mathematics
- Regular COMPASS alerts for school events - classes sent out weekly/fortnightly learning updates for parents

- Generated ongoing data walls utilizing the tracking of PAT data in Reading and Mathematics
- Audit of the School Data Plan to track assessment across the school including Tier 1, 2 and 3 assessments
- Learning Intentions and Success Criteria used more consistently during learning and on planning documentation
- Introduction of the English Online Interview and the Maths Online Interview professional development through MACS for the Literacy and Mathematics Leaders
- Using 'Key Ideas for Conceptual Development In Maths' document to support planning
- Introduced the Ochre Mathematics material to the Junior School (Prep to Year 2) and aligned the yearly overviews with the Ochre products
- The Mathematics Leader implemented the GRIN (Getting Ready in Numeracy) program with at risk Year 4 and Year 5 students
- The Mathematics Leader presented information sessions on Fractions to the parent community
- Leadership supported Senior students in presenting at the Tournament of Minds (Latrobe University)
- Whole school presented the STEM Inquiry showcase to the school community
- A gallery of the students' art work (Prep to Year 6) was present to the school community
- Two leaders attended the VIT mentor program in order to support provisional teachers to become fully registered
- The school supported three teachers in becoming fully registered with their VIT
- The Mathematics Leader attended professional development presented by Glenn Pearsall regarding leadership development
- Teachers were introduced to the Linewize platform to support and regulate student online safety
- Agreed to and planned initial implementation of SOLAR - AERO Literacy Project for 2024
- Introduced the Victorian Mathematics 2.0 curriculum
- All year level teachers and students organised and participated in a variety of incursions and excursion aligned with the Victorian Curriculum
- Maths Enrichment through participation in the BEBRAS challenge and Australian Mathematics Trust competitions
- Literacy and Maths Leaders attended Melbourne Archdiocese Catholic Schools Eastern Region Network meetings for their own professional development and networking with other leaders
- Literacy Intervention teachers supported students in Years 1 and 2
- The Literacy Leader, Learning Diversity Leader and staff participated in MiniLit and MacqLit professional development and implemented the MacqLit program for selected students in Years 3 to 6

- Learning Support Officers were allocated to each level across the school and supported students in whole class, small group and individual adjustments
- Year 4 teachers and the Literacy Leader participated in the MACS Grammar In Context project and learning display
- Weekly Professional Learning Team meetings for Literacy/Numeracy were scheduled to support staff with new strategies and focused use of data
- All students participated in testing for Literacy and Numeracy at the beginning and the end of the year. Numeracy testing is conducted prior to and post teaching of units
- Book Week was rebranded as Literacy and Numeracy Week and celebrations included visits by authors Coral Vass and George Ivanoff
- Showcased a variety of Maths games for families across the school for Literacy and Numeracy Week
- Year 3 and Year 4 incursion with Cam from Green Hats supporting Literacy and Numeracy week through a STEM project
- Dance classes with Ken Marshall for the Year 6 Graduation Dinner
- Buddy classes shared Inquiry showcases to display and explain their learning
- Prep transition sessions held in small groups at the end of the year
- Information sessions provided for Prep parents
- Parent Helper Training sessions
- Prep Welcome Dinner
- Staff revisited and embedded the MACS Intervention Framework project led by the Learning Diversity Leader and team
- PLPs revised and audited in light of work on The Intervention Framework
- Curriculum audit of learning areas across the school in team planning
- Year Four students participated in an overnight camp experience at CYC City
- Years Five and Six students participated in an Outdoor Education Camp experience at Phillip Island
- Regular sessions for School Choir
- Community Christmas Carols Night
- Fire Carriers students - Acknowledgement of Country at school events
- Training in User B for the Learning Diversity Leader and Mathematics Leader to identify students at risk and provide valid testing data
- Revised the Student Leadership structure to include Sustainability, RE and Arts Captains
- MACS Diversity staff (Enza Brunetti) mentored and supported the Learning Diversity Leader in her role

Student Learning Outcomes

The 2022 and 2023 NAPLAN data results reflect that our school is performing well when compared to the State Average. There was a slight dip in 2023 from 2022 for Year 3 Mathematics. The Learning and Teaching team tracked student data and identified students

at risk implementing programs to address specific needs. The programs implemented included MacqLit and GRIN.

During PLMs, the staff unpacked Yr 3 and Yr 5 trends in the NAPLAN data in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. Through unpacking the data and locating the spread of the students in specific subjects, staff gained a greater clarity of the range of abilities.

As reflected in our Data Plan, the school participated in twice yearly PAT assessments online using both the adaptive and standard assessments. Implementing this supported the tracking of students and the creation of a school data wall during PLMs. This data collection enhanced the report writing process and tracked students' growth across the school over time. Using baseline data, the teachers created learning sprints to intervene at a Tier 1 level.

Regular Professional Learning Meetings provided opportunity for teachers to moderate using student work. Targeted professional learning helped build the capacity of staff to support students at their point of need. Close partnerships between school and home helped promote an understanding of the learning in class. The continued use of Individual Learning Plans allowed for smart goals to be set for students at risk.

The use of pre- and post-testing for units of work in Numeracy has continued to provide reliable data to enable targeted teaching and opportunities for student growth. Essential Assessment, Running Records (Fountas and Pinnell), EOI and MOI, and formative assessment tools were used to moderate the data and provide teachers with the relevant learning experiences of the students' at their point of need.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	421	69%
	Year 5	526	82%
Numeracy	Year 3	415	72%
	Year 5	506	85%
Reading	Year 3	439	84%
	Year 5	530	93%
Spelling	Year 3	426	73%
	Year 5	496	76%
Writing	Year 3	445	98%
	Year 5	517	90%

*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

Goals

Through collaboration, staff provide a safe, positive and engaging learning environment where teachers make the learning visible to encourage student self-efficacy and agency.

Intended Outcomes

- Policies, procedures and practices provide positive behaviour in learning environments
- Students develop their own individual and collective wellbeing
- Students provide input to school leaders and teachers when planning wellbeing activities and positive behaviour initiatives
- Families engage with school to support safe and positive learning environments

Achievements

- Began Tier 2 implementation of Positive Behaviours for Learning (PBL) continuing a consistent approach to positive behaviour support
- Introduction of School Wide Information System (SWIS) as a decision system for social climate and discipline data to inform student interventions and staff procedures
- In line with the Intervention Framework, we have embedded our 'Pathway to Intervention' process to guide staff when identifying student needs in line with Tier 1 to 3 levels of response and support
- National School Chaplaincy Program (NSCP) continued to service students and parents requiring intervention and support
- Continuation of the recording and communicating of student's behaviour and learning needs through the COMPASS school management system and its 'Chronicle Entry' function
- Introduction of the recording and monitoring of student behaviour during Recess and Lunch breaks as a school wide approach
- Expansion of the Year 6 Student Leaders to further support the empowerment of student voice to facilitate positive change initiatives
- Year 6 Student / Staff Buddy initiative moved into the second year of implementation to support student / staff relationship building, student mentoring and preparation for the transition to Year 7
- Introduction of PAT Social-Emotional Wellbeing Surveys to assess the levels of students' social-emotional wellbeing in Years 4 - 6

- Trial of the use of online 'Mood Checking' for selected classes in Years 4 and 5 to enable students to further enhance their emotional intelligence, support self-regulation and access teacher support when faced with personal or social challenges
- 'Seasons for Growth' program continued for students in Years 5 and 6 who experienced grief and loss
- 'Peaceful Kids' program continued for students in Years 1 and 2 who experience anxiety
- Gardening Club was established for passionate students from Year 4 and 5
- Playpod moved into the second year of implementation and was available for all students from Foundation to Year 6

Value Added

- Student Wellbeing Leader engaged in both Eastern Region and Templestowe Cluster Student Wellbeing Network meetings
- PSG (Program Support Group) meetings were held for integrated students that are part of the Students with Disabilities (SWD) Program. Teachers then formulated Professional Learning Plans (PLP) to support the needs of their students
- Continued commitment to whole school engagement initiatives that promote student wellbeing linked to the Social and Emotional Learning (SEL) curriculum;
 - National Day Against Bullying and Violence (NDA)
 - National Walk Safely to School Day
 - R U OK? Day (Building relationships)
 - First Aid in Schools Program
 - Child Safety "Day for Daniel"
 - Loyola Secondary School Life Excursion and Marcellin College 'Taster Day' for Year 4 as part of the secondary school transition program
 - Metro Trains Incursion for Year 6 as part of Year 7 transition preparation
 - 'Human Sexuality Program' for Years 5 and 6 that culminated in a Family Forum evening run by 'The Workshop'
 - Investment in the 'Young Leaders Program' to support the building of student leadership capacity from Years 4 to 6

Student Satisfaction

- Students' responses to 'MACSSIS' Rigorous Expectations data was documented at a school positive average of 80% sitting above like MACS schools of 77%
- Students' responses to 'MACSSIS' Learning Disposition data was documented at a school positive average of 79% sitting above like MACS schools of 73%
- Students' responses to 'MACSSIS' Teacher-Student Relationships was documented at a school positive average of 77% sitting above like MACS schools of 71%

- Students' responses to 'MACSSIS' School Belonging data was documented at a school positive average of 74% sitting above like MACS schools of 70%
- Students' responses to 'MACSSIS' School Climate data was documented at a school positive average of 64% sitting above like MACS schools of 59%

Student Attendance

In line with the St Martin of Tours Primary School Student Attendance Policy, parents and carers, the principal, classroom teachers and admin staff each have a shared responsibility for the recording, monitoring and responding to student attendance. Classroom teachers and specialists are responsible for the recording of attendance via the Compass portal in both the morning and afternoon. Admin staff follow up each day to ensure that attendance records are up to date. The Principal is responsible for ensuring unexplained absences are followed up. Parents and carers are responsible for recording the non-attendance of students via the Compass portal. Student attendance records appear on the student reports issued in both Semester 1 and 2.

Average Student Attendance Rate by Year Level	
Y01	90.4%
Y02	90.4%
Y03	89.9%
Y04	91.4%
Y05	92.1%
Y06	88.9%
Overall average attendance	90.5%

Leadership

Goals & Intended Outcomes

Goal

To develop a strategic approach to school leadership to support and enhance the improvement agenda that centres around professional learning, induction, succession planning, coaching and mentoring to enrich the capabilities of staff.

Intended outcomes

- School leaders effectively lead and manage change
- The school has a documented plan for whole school improvement
- School community fosters a culture of learning
- Leaders measure impact on student outcomes

Achievements

- The Staff Handbook was updated and weekly correspondence to staff communicated any management issues
- Use of the daily online bulletin to communicate events provides clarity for staff
- Weekly Leadership meetings for the Principal, Deputy Principal, Assistant Deputy Principal, Curriculum Leaders, REL, Learning Diversity, Student Wellbeing Leader, Maths and Literacy Leaders
- Reviewed the School Improvement Plan (SIP) to assist with the development of the Annual Action Plan
- Revisited the Intervention Framework and professional learning for staff
- Leaders participated in the School Improvement Learning Collaborative professional development led by Simon Breakspear and MACS with a focus on feedback
- Meetings with the Consultative Committee to discuss and implement changes for 2024, with a focus on face to face teaching workload in alignment with the MACS Enterprise Bargaining Agreement (2022)
- Inclusion of OH&S and Child Safety Standards in all staff meetings
- Agendas and Minutes for PLM meetings recorded electronically and stored on the Google Drive for all staff to access
- Annual Review Meetings reflecting aspects of teacher initiatives to lead to improved student learning
- Attendance by Leadership at Parish Pastoral Council, School Advisory Council and Parents' and Friends Association meetings

- RE Leader, Learning and Teaching Leader, Student Wellbeing Leader, Maths and Literacy Leaders, Digital Technologies Leader presented areas of focus at the SAC meetings
- Leadership presentations for Prep Parent Information Enrolment Session and Orientation Sessions
- Mentoring and coaching across all curriculum areas

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> • Sacrament Information nights • RE Workshops conducted by MACS RE Team - Lent and Laudato Si • RE Professional Learning Meetings - focus on prayer, dialogue, Pedagogy of Encounter • Positive Behaviours for Learning meetings led by Roland Wans • TMEL Project • MACSSIS Data feedback • MACS Eastern Region Network meetings in Religious Education, Mathematics, English, Digital Technologies, Learning and Teaching, Learning Diversity and Wellbeing • NCCD - PLP Writing, Student Referrals and Moderation • Mathematics PLMs focused on TMEL • Annual Mandatory Reporting module completed • Annual CPR Training and Anaphylaxis Training completed • Annual Emergency Management Online Warden Training completed (Dynamiq) • ERO SILC Feedback Webinars with Simon Breakspear • The Science of Reading PL • Women in Leadership PL • Behaviour Management • Establishing Trust • Victorian Institute of Teaching Mentor Program • MacqLit Training • MACS EBA 30/8 Model Training sessions • MACS Words Matter Workshops • MACS F/T Contracts Training • English Online Modules • PAT Reading Workshops 	
Number of teachers who participated in PL in 2023	35
Average expenditure per teacher for PL	\$412.00

Teacher Satisfaction

Staff-leadership relationships - Perceptions of the quality of relationships between staff and members of the leadership team. The 2023 MACSSIS Staff data indicates 80% in this area; the MACS average is also 80%.

Collaboration around an improvement strategy - Perceptions of the coherence of the school's improvement strategy. The 2023 MACSSIS Staff data indicates 64% and sits alongside the MACS average for schools.

Collective efficacy - Teachers' perceptions that staff at the school have what it takes to improve instruction. The 2023 MACSSIS Staff data indicates 78% and is higher than the MACS average of 74% for schools.

Teacher Qualifications	
Doctorate	0.0%
Masters	17.9%
Graduate	3.6%
Graduate Certificate	7.1%
Bachelor Degree	48.2%
Advanced Diploma	14.3%
No Qualifications Listed	8.9%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	51
Teaching Staff (FTE)	37.3
Non-Teaching Staff (Headcount)	21
Non-Teaching Staff (FTE)	15.3
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal

To develop powerful teaching within a professional learning culture to empower our students and engage them in their learning and involve parents and our community as partners in the learning.

Intended outcomes

- To foster a culture of welcome and embrace difference and diversity
- To engage with feedback to enhance the culture of the community
- To support families to be actively involved in the school community

Achievements

- Support families with wellbeing check ins where required
- Continuing to use the application Seesaw as a way of sharing student work with their families in a timely manner
- Continuing to use Compass as a parent portal of information to the school and from parents
- School Tours and Information sessions for Prep parents to assist with school transition
- Student leaders facilitated school assemblies
- Student and parent involvement in Parish Masses
- An Italian Day was celebrated
- STEM and Art Showcases
- Inquiry Showcases
- Book Week parade and activities
- Year 6 dance lessons for Graduation Dinner event
- Andrew Chinn concert and participation in Feast Day Mass
- Colour Run
- Literacy Parent Helper sessions
- Year 4 City Camp
- Year 5 and Year 6 Outdoor Adventure Camp to Phillip Island
- Incursions across year levels - Parliament, Wild Weather, Cultural Dance, First Aid in Schools
- Bishop Terry Curtin visited the Year 6 cohort leading into the Sacrament of Confirmation

- Cybersafety Family Forum

Parent involvement

- Parents' and Friends Association/School Advisory Council
- Sacramental celebrations, Liturgical events and Class Masses
- Parent representatives from each class organised acknowledgements to staff

Parent Satisfaction

2023 MACSSIS Family data: Family Engagement (the degree to which families are partners in their child's school) indicates 50%. The MACS average is 46%.

2023 MACSSIS Family data: School Climate (families' perceptions of the social and learning climate of the school) indicates 76%. The MACS average is 84%.

2023 MACSSIS Family data for Student Safety (perceptions of student physical and psychological safety while at school) indicates 60%. The MACS average is 70%.

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.smrosanna.catholic.edu.au