



St Agnes' School Highett

2022 Annual Report to the School Community



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Minimum Standards Attestation

I, Lachie Foott, attest that St Agnes' 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.

27/04/2023

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,

Dr Edward Simons

Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our Vision

At St Agnes' School, we strive to inspire excellence in our students through an inclusive and challenging learning environment. We aim to be engaged with our community and express our Catholic faith through action.

Our Mission

We are faith-filled

We create an environment where students understand that their Catholic Faith and identity is the centre of all that we do. Students come to know their faith through understanding of the Gospels, the celebration of our traditions and being in relationship with God through Prayer, Liturgy and Action.

We care

We provide a nurturing, purposeful and rigorous learning environment where our students feel connected with their teachers and peers, and safe to take risks and make mistakes.

We have a holistic approach

We foster the development of the social, emotional, academic, spiritual and creative growth of every student.

We challenge

We empower students to be resilient, flexible and curious learners who enjoy a challenge, can apply a growth mindset and become proficient problem solvers.

We develop thinkers

We develop our students into critical thinkers and responsible communicators who can positively contribute to our ever changing, contemporary world.

We strive for improvement

We aim to further develop staff who value collaboration and are committed to providing high-quality, best-practice teaching and learning approaches to ensure that the needs of all students are met, wherever they are on the continuum of learning.

We are better together

We value and enrich positive relationships between students, staff, parents, the parish and extended community.

We value community

We create opportunities for all members of our community to lead and actively contribute to the achievement of the school's shared vision and mission.

School Overview

St Agnes' School is a co-educational parish primary school in the Melbourne bayside suburb of Highett. The school was first established in 1951 under the leadership and guidance of the Sisters of Our Lady of the Sacred Heart. Since 1983, the school has been under the educational leadership of lay principals. The school was initially located in a hall on Worthing Road, Highett before the current school site was established on Peterson Street in Highett.

We have a current enrolment of about 130 students, in seven straight classes. Current enrolment projections indicate that student numbers will grow to around 200 students in coming years. We have fantastic educational facilities, with 8 classrooms, a library, art room, a specialist classroom and multipurpose hall. In 2009/10, the school embarked on a building program that saw substantial improvements to buildings and the grounds. In 2022, the school commenced major refurbishments works in the seven ground level classrooms, which is to be completed by April 2023.

St Agnes' School promotes gospel values and develops knowledge and understanding of Catholic faith, doctrine and tradition. We provide a comprehensive and inclusive curriculum built on essential skills and authentic contemporary learning that is interactive and innovative, allowing students to think critically, work creatively, analyse information and solve problems. We cater for a variety of learning styles, backgrounds, perspectives and interests through a range of extra-curricular programs such as Visual and Performing Arts, Italian, Physical Education and Camps.

The school is located on a hectare of land bound by four neighbouring streets. The enclosed site includes the school, the parish centre, church and tennis courts. The physical dynamics of the parish complex contribute to a real sense of community that exists in our parish and school. The children in Years 3, 4 and 6 celebrate the sacraments of Reconciliation, First Eucharist and Confirmation throughout the year.

Our school comprises a diverse community. Highett is an area that is undergoing change with many new families moving into the area and the rebuilding of residential housing. As such, students' individual needs are central to our focus at St Agnes'. Our teachers are extremely supportive of all students and are focused on delivering high-quality teaching and learning programs that are driven by assessment. The school has significantly invested in ICT infrastructure recently, with a new wireless network. All students in Years 3 to 6 are allocated a Chromebook and 30 iPads are spread throughout Prep to Year 2.

The families in our school are extremely supportive and committed to seeing our students and school flourish. There is significant parental involvement in activities such as after school sausage sizzles, special celebrations like the Mother's Day Liturgy and Breakfast and even the school Walkathon.

Principal's Report

This Annual Report to the School Community summarises what was a strong year for St Agnes' Primary School. Through the beginning of the 2022 school year, we continued to navigate some challenges related to the Covid-19 pandemic as we managed student absences and staff shortages. We were very grateful to our committed staff and supportive families as we worked through this. One of the highlights of the year was the St Agnes' School Fete, which brought the school and extended local community together for an amazing day of fun and activities, following two years without such events. The community spirit present in planning, setting up and running the fete was simply outstanding, with the end result being a significant financial contribution to the school of almost \$30,000. The other major highlight for the year was the inaugural St Agnes' Art Show. Our whole school came together to view the Art, listen to our wonderfully talented student musicians and choir. It was a spectacular evening, enjoyed by all.

The 2022 school year also saw the commencement of our classroom refurbishment project, where we commenced renovating eight of our ten learning spaces. This project commenced in Term Four and has been three years in the making. The outcomes will significantly improve the spaces for our children and staff, ensuring the necessary flexibility for contemporary teaching and learning practices. During Term Four, our students and staff worked in well-established, but temporary classrooms and were amazing in the way they adapted to these environments. On behalf of the school, I would like to thank our staff for their commitment and flexibility in the way they managed this and also our parent community for supporting it. This major capital investment was to the value of \$1.9M, which is significant.

As a school, we continue to be very proud of the children and their achievements both in and out of the classroom. The focus for our school is on continuous improvement, ensuring all students are experiencing academic growth and progress across the curriculum from year to year. We have a clear plan in place, some of which is outlined in this document, for continued focus on improvement in our teaching and learning practices. Pleasingly, our school's NAPLAN results continue to trend in an upward direction, especially in Year 5 where the cohort average across all domains exceeded all schools in our immediate vicinity. In 2022, we introduced elements of Structured Literacy to our classrooms with Multisensory Structured Language Education (MSL), Heggarty Phonemic Awareness and Spelling Mastery. We expect over time, that these research-based approaches will have a significant impact on our students achievement in Reading, Writing and Spelling.

During the school year, many sets of data are collected and analysed by the school, particularly student achievement levels at all year levels in English and Mathematics. Melbourne Archdiocese Catholic Schools School Improvement Survey (MACSSIS) was also completed in 2022 by staff, students and families to gain an understanding of how our key stakeholders feel we are performing. Overall, the results from this survey indicate strong improvement across key areas since our current improvement phase began in 2020. A summary of the available data is contained within the Annual Report.

Finally, I would like to acknowledge the two key parent bodies within our school; St Agnes' Parents and Friends Committee and the School Advisory Council. All parent volunteers associated with these groups have played a pivotal role in supporting our school's improvement journey in 2022. Education is a partnership between the school and our families; we place a very high value on this partnership. We look forward to continuing this into 2023 and beyond.

Lachlan Foott

Principal - St Agnes' Primary School, Highett

School Advisory Council Report

Firstly, I want to thank all the people behind the scenes that ensure St Agnes' Primary School continues to move forward.

After the challenges that the COVID-19 pandemic presented over the last few years, it was great to get back to face-to-face learning. On behalf of the school community, I would like to thank the teachers and staff for their commitment to our children this year.

The School Advisory Council (SAC) has continued to meet throughout this year, and it was great to be able to meet in person rather than on online forums. There has been plenty of discussions and I thought I would take the opportunity to highlight some of the projects we have been working through with the school's leadership team.

- School Building and Infrastructure project
- Updates/Changes to the Child Safety Standards
- External providers review
- Review Draft Behaviour Management Policy
- Effects of the New Enterprise Bargaining Agreement for Catholic Schools and any impacts upon St Agnes'

The St Agnes' School Fete returned this year with overwhelmingly positive feedback. This was attended by many in the community, and was a fantastic opportunity to promote our school. An immense amount of work was required to get this organised, and it was so brilliantly coordinated by Clare Inwood & Fiona Newington, with a support team of wonderful volunteers.

In 2023, we look forward to welcoming 18 new prep students, with 11 new families among them. This is on top of the 4 new families that we welcome throughout 2022. This is a testament to the work Lachlan Foott & the leadership team has undertaken, through establishing the Enrolment Maximisation Framework and getting out into the community to promote the future of St Agnes'.

Thank you very much to all the members of the SAC for their contributions this year. Sally Forbes, who is also the SAC Representative to the P&F; our wonderful secretary, Charlene Vien; Luci Minogue; Carly Monahan; Rob Stewart, Martin Cox, Louisa Di Pietro, and of course, a big thanks to our principal, Lachlan Foott.

I would like to encourage you all to look & engage with all the social media platforms the school is using. Please feel free to share a positive review on Facebook/Google about our school, and spread the word about what a great job our school is doing.

We have such a great community at St Agnes', and I urge you to get involved where you can. We have so many amazing people and it is very rewarding getting to know the people around us in our school community. It would be great to meet some of the new families too, seeing we have had such little contact with everybody in person these past two years.

As always, please feel free to raise any concerns or opportunities you may see within the school to your SAC representatives. The SAC is your voice to contribute to the school's leadership, so please continue to seek them out.

Kind regards,

Anton Duddy

St Agnes' School Advisory Council Chair

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

To strengthen the Catholic Identity of our school community in the context of a lived experience.

Intended Outcomes

- That staff, students and parents explore and express their faith through their learning, behaviours and actions.
- That students are engaged in the Religious Education curriculum.
- That staff confidence in planning and delivery of the Religious Education curriculum is increased.

Achievements

In 2022, we saw much of the faith life of our school and parish return to normal, following the challenges of the Covid-19 pandemic affecting 2020 and 2021. Due to a strong working relationship between our REL and Parish Priest, the sacramental life of the parish and school went to another level. The Sacraments of Reconciliation, First Eucharist and Confirmation were all celebrated with a beautiful sense of occasion and ongoing commitment. As planned, we reintroduced the weekend year-level participation masses, where each year level took the lead in preparing and assisting with the delivery of a weekend parish mass. This was particularly successful in the Junior year levels, with strong attendance and engagement. From a curriculum point of view, our staff engaged wonderfully with one another in the planning phase to bring our faith to life in our classrooms through the Pedagogy of Encounter. This is reflected in the increases in student and staff data from MACSSIS.

In terms of our MACSSIS results, it is clear that we have made some significant gains with the students and staff perception of the Catholic Identity of the school, measuring 63% and 69% respectively, which is a jump from 2021. There has been some slight gains in the family data set, but there is still work to be done in this area.

MACSSIS						
Catholic Identity	2024 Target	2019	2021	2022	2023	2024
Students	70%	43%	54%	63%		
Staff	80%	53%	53%	69%		
Families	80%	60%	63%	65%		

VALUE ADDED

- Whole school attending Beginning of Year Mass with weekday parishioners
- Celebrated Catholic Education Week Mass with whole school community
- Resources shared with teachers for Catholic Education Week

- Morning Prayer at the start of each day in the classroom, where students' make special intentions
- Prayer conducted at the start of each Wednesday meeting (with staff)
- PLTs focused on reviewing and refining the RE P-6 curriculum (scope and sequence)
- PLT foci on making RE engaging and relevant to student's lives
- REL sharing resources to assist teachers with planning for RE
- Sacrament of Reconciliation Family Faith Night, Reflection Day and Paraliturgy
- Holy Week and Easter Paraliturgy
- Prayer cloths created in classrooms for prayer tables
- Caritas initiatives supporting Project Compassion
- Mini Vinnies and Social Justice Captains promoting Project Compassion
- Prep in Pyjamas Faith Night for parents and students
- Mother's Day Paraliturgy
- Social Justice Captains and Year 6 students planning and implementing activities for National Reconciliation Week
- Year 1/2 Faith Night for parents and students (teaching RE through storytelling)
- PLT focused on planning class liturgies (purpose, structure)
- Class liturgies held in Term 2 and 3 with parents invited
- Shine the Light Social Justice Activity Day and Paraliturgy (run by Social Justice Captains and Mini Vinnies)
- PLT focused on the 10 characteristics of meaningful prayer
- Year level Parish masses (Prep, Year 1/2, Year 3/4, Year 5/6)
- Sacrament of Confirmation Faith Night, Reflection Day and Mass
- Father's Day Paraliturgy
- Sacrament of First Eucharist Faith Night, Reflection Day and Sacrament during weekend Parish Masses.
- St Mary MacKillop liturgy (planned and run by Social Justice Captains and Mini Vinnies)
- Resources shared for class activities about St Mary MacKillop
- End of term class liturgies (parents welcome)
- Celebration of Advent with paraliturgies at Assembly

Learning and Teaching

Goals & Intended Outcomes

Goal

To engage students through a differentiated and personalised approach to learning, with consistency of pedagogy across the school.

Intended Outcomes

- That student outcomes in Reading will improve.
- That student outcomes in Mathematics will improve.
- That approaches to learning in Reading and Mathematics are consistent and delivered as agreed.

Achievements

During 2022, our school made strong progress in the area of Learning and Teaching. Our students' academic data continued to improve, as illustrated below by the academic and school improvement data. Of note, 2022 is when we introduced Structured Literacy into our classrooms through Multisensory Structured Language Education and Spelling Mastery.

Staff, students and parents completed the Melbourne Archdiocese Catholic Schools School Improvement Survey (MACSSIS). The data below indicates that there is growth in most areas of the staff, student and family data that are being measured in relation to our Learning and Teaching goal. Most pleasingly, there has been significant improvement in staff data in the areas of *Professional Learning* and we are still exceeding our target in terms of *Collective Efficacy*, indicating our staff are engaged in their work.

STAFF	2024 Target	2019	2021	2022	2023	2024
Collective efficacy	70%	45%	77%	72%		
Instructional Leadership	60%	36%	60%	58%		
Psychological Safety	65%	43%	69%	72%		
Professional Learning	70%	56%	52%	71%		
Overall positive endorsement	75%	53%	65%	70%		
STUDENTS	2024 Target	2019	2021	2022	2023	2024
Rigorous expectations	85%	71%	76%	75%		
School engagement	65%	44%	44%	45%		
Learning Disposition	85%	73%	69%	73%		
Overall positive endorsement	70%	52%	61%	63%		
FAMILIES	Target	2019	2021	2022	2023	2024
School Fit	80%	56%	77%	83%		
Overall positive endorsement	80%	62%	73%	77%		

Reading Achievement

Success and achievement in early years Literacy continues to be one of the strongest indicators for future academic success. Reading is one of the key foci at our school during our current improvement phase. As such, we are closely measuring the progress of our students in Reading. Pleasingly, our students are exceeding all state benchmarks in Reading, as we have higher percentages meeting each benchmark compared to 'All Schools' data.

Prep Text Level Data - All Schools Comparison

	Level 1+	Level 5+	Level 15+	Level 20+	Level 26+	Level 28+	
Our School 2018	73.3	53.3	0	0	0	0	Prep Benchmark for Vic schools Level 5
All Schools 2018	96.3	81.6	30.1	21.0	10.8	7.6	
Our School 2019	95.4	90.9	36.3	27.2	9.0	0	School Targets 100% Level 10 40% Level 20 25% Level 28
All Schools 2019	90.5	61.3	6.6	4.7	1.8	1.8	
Our School 2020	100	100	55	33	0	0	
All Schools 2020	93.1	70.0	24.7	18.1	10.1	7.5	
Our School 2021	93	81	62	50	31	12	
All Schools 2021	93.75	70.62	23.53	16.63	9.24	6.70	
Our School 2022	100	94	62	50	31	31	
All Schools 2022	93.48	69.89	25.17	17.70	10.15	7.94	

Year 1 Text Level Data - All Schools Comparison

	Level 1+	Level 5+	Level 15+	Level 20+	Level 26+	Level 28+	
Our School 2018	100	100	100	83.33	58.33	45.83	Year 1 Benchmark for Vic schools Level 15
All Schools 2018	99.6	97.4	83.3	69.5	47.3	38.5	
Our School 2019	100	100	76	61	38	23	School Targets 100% Level 20 75% Level 28
All Schools 2019	99.2	95.7	77.1	63.5	42.1	31.4	
Our School 2020	100	100	100	100	50	50	
All Schools 2020	99.1	95.1	79.3	66.1	46.1	39	
Our School 2021	100	100	92	75	67	67	
All Schools 2021	98.89	94.39	75.72	61.24	40.15	33.28	
Our School 2022	100	100	92	81	70	67	
All Schools 2022	98.48	93.50	73.13	61.74	42.55	36.13	

Year 2 Text Level Data - All Schools Comparison

	Level 1+	Level 5+	Level 15+	Level 20+	Level 26+	Level 28+	
Our School 2018	100	100	100	96.7	93.5	80.6	Years 2 Benchmark for Vic schools Level 28
All Schools 2018	99.4	99.0	96.0	92.4	79.0	70.7	School Targets 100% Level 28
Our School 2019	100	100	100	100	94	88	
All Schools 2019	100	99.2	94.6	92.3	76.1	63.0	
Our School 2020	100	100	100	100	78	57	
All Schools 2020	99.8	99.0	94.5	90.2	77.3	70.09	
Our School 2021	100	100	100	100	100	100	
All Schools 2021	99.97	98.95	92.96	88.68	72.39	65.38	
Our School 2022	100	100	100	100	100	100	
All Schools 2022	99.57	97.69	90.93	86.71	73.64	64.67	

On-Demand Adaptive Reading Test - School Level vs Expected Level

2021 - 2022	Reading 1 T4 2021	Reading 2 T4 2022	Expected Score T4 2022	Growth
Year 2 - Year 3	2.88	4.26	2.9	1.38
Year 3 - Year 4	4.93	5.54	3.9	0.61
Year 4 - Year 5	5.55	6.71	4.9	1.16
Year 5 - Year 6	5.86	6.92	5.9	1.06
Average growth from Year 2-6				1.06

It is worth noting that the average reading achievement score in all year levels at St Agnes' is well above the 'expected' score, indicating the average student at St Agnes' is working at least one year ahead of the expected.

STUDENT LEARNING OUTCOMES

NAPLAN Bands Data

As a school, we measure the percentage of students who achieve at Bands 5 and 6 in Year 3 NAPLAN and Bands 7 and 8 in Year 5 NAPLAN. This provides a strong insight into the percentage of our students working at least one year ahead of the expected level. In Year 3 Reading, we are nearing the school's target with 61% at Band 5 and 6. In Year 5 Reading, the most pleasing thing to note is the growth since 2019 in the percentage of students we have achieving in Band 7 and 8; up from 33% to 58%.

Year 3 NAPLAN Bands Achievement

- Reading - 70% Bands 5 & 6 at Year 3
- Numeracy - 60% Bands 5 & 6 at Year 3

NAPLAN – Year 3	Reading	Writing	Spelling	G&P	Numeracy
2019	58%	52%	38%	55%	34%
2021	67%	67%	60%	80%	29%
2022	61%	61%	50%	44%	35%
2023					
2024					

Year 5 NAPLAN Bands Achievement

- Reading - 70% Bands 7 & 8 at Year 5
- Numeracy - 60% Bands 7 & 8 at Year 5

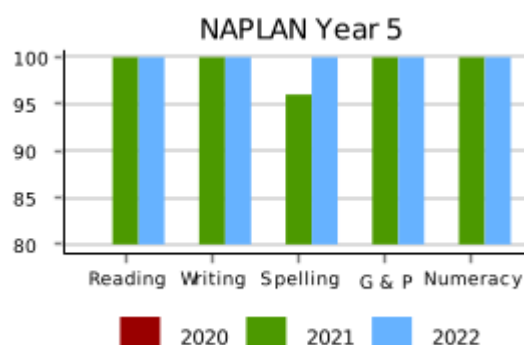
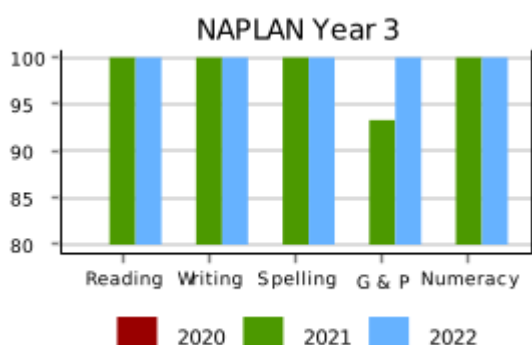
NAPLAN – Year 5	Reading	Writing	Spelling	G&P	Numeracy
2019	33%	19%	18%	32%	12%
2021	40%	12%	16%	32%	44%
2022	58%	33%	42%	58%	58%
2023					
2024					

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	93.3	-	100.0	6.7
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	[naplan.y5.schoolGP.changesStr]
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	96.0	-	100.0	4.0
YR 05 Writing	-	100.0	-	100.0	0.0

* 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

Goal

To create an environment that enables students to be resilient, connected and confident learners, while embracing the diversity of others.

Intended Outcomes

- That students demonstrate confidence and resilience in all aspects of their learning.
- That students embrace the diversity of others.
- That students experience voice and agency through their learning.

Achievements

At St Agnes', we continue to place a high emphasis on student wellbeing. In 2022, we invested in Staff Professional Learning through Wellbeing for Kids, who led our staff through professional learning on Mindfulness, Circle Time and Restorative Practices. These three approaches underpin much of what we do to establish what is known as 'Peaceful Classrooms'. Mindfulness assists our students to remain 'present', maintain focus and regulate emotions. Circle Time improves social relationships and classroom connected through the safe, yet collective sharing of thoughts, emotions and experiences. Circle Time can also be used to resolve issues affecting a large percentage of the cohort. Restorative Practices is an approach to managing conflict between individual students or small groups of students. It focuses on restoring relationships after harm has been caused, rather the assigning blame and punishment.

Overall, the key metrics from MACSSIS continue to indicate we have made significant progress during this school improvement period and we are nearing many of the targets tracked in relation to student wellbeing.

STUDENTS	2024 Target	2019	2021	2022	2023	2024
School Climate	75%	49%	64%	62%		
Teacher - Student relationships	80%	61%	56%	64%		
School Belonging	80%	53%	70%	68%		
Student Safety	70%	45%	71%	68%		
Learning Disposition	90%	73%	69%	73%		
Overall positive endorsement	70%	52%	61%	63%		
STAFF	2024 Target	2019	2021	2022	2023	2024
Overall positive endorsement	75%	53%	65%	78%		
FAMILIES	2024 Target	2019	2021	2022	2023	2024
Overall positive endorsement	80%	62%	73%	77%		

VALUE ADDED

- Wellbeing Week in the first week of each term
- Teaching and reinforcing School Rules and Restorative Practice conversations
- Teaching and reinforcing of the 3 Rs in classrooms and on playground
- Circle Time occurring at least once a week in all classrooms
- SRC meetings and organisation of end-of-term Friendship Day activities
- You Can Do It program to promote 5 Keys to Success
- Continuation of Peaceful Classrooms and Mindfulness
- Mini Vinnies group and Social Justice Captains promoting Project Compassion during Lent
- School Captains attended Young Leaders Conference
- Year 6 students leading weekly assemblies
- New SRC reps were nominated
- School Rules being updated and presented to SRC reps
- Student Wellbeing Leader attending each class once per term to teach Circle Time Lessons
- Wellbeing Wednesdays - SRC running activities at recess to promote Wellbeing and connecting with other students
- R U Okay Day - Thursday 8th September

STUDENT SATISFACTION

As indicated by the growth MACSSIS data below, our students are generally positive about their school, belonging and the safety they experience. Not only does the quantitative data indicate our students are happy and engaged, student wellbeing and engagement is also evidenced by the strong attendance rate and engagement levels during 2022 school year.

STUDENTS	2024 Target	2019	2021	2022	2023	2024
School Climate	75%	49%	64%	62%		
Teacher - Student relationships	80%	61%	56%	64%		
School Belonging	80%	53%	70%	68%		
Student Safety	70%	45%	71%	68%		
Learning Disposition	90%	73%	69%	73%		
Overall positive endorsement	70%	52%	61%	63%		

STUDENT ATTENDANCE

In the Parent Handbook, procedures are outlined to parents as to expectations for absent children.

- If children are sick, parents are required to phone or email the school.
- If children are absent for more than two days without notice the school will contact parents.
- If there is a pattern of non-attendance, the Principal and Student Wellbeing Leader will meet with the parents.
- The school monitors school absences and attendance by sending out text messages at 10.00am each day.
- The monitoring of attendance is undertaken by our Administration staff and the Principal.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	89.8%
Y02	92.7%
Y03	90.8%
Y04	88.7%
Y05	89.7%
Y06	88.7%
Overall average attendance	90.1%

Child Safe Standards

Goals & Intended Outcomes

St Agnes' is committed to providing a safe environment for all students and takes active steps to protect them against abuse. The school has developed and actively enforces child safety strategies and ensures any person involved in working with our students is aware of their obligations and responsibilities for ensuring the safety of all children under their care.

Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing school leadership will take these seriously. Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, legally or pastorally. The school reviewed all policies and procedures in the area of Child Safety throughout 2022.

The following principles underpin our commitment to Child Safety at St Agnes':

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.
- Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.
- All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, promote their wellbeing and protect them from any kind of harm or abuse.
- The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.
- Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.

Achievements

Our school continues to be compliant and adheres to expectations in all Child Safety Standards.

We engaged in a process of education and consultation with the students, staff and parents regarding the implementation of Ministerial Order 1359 and the new 11 Child Safe Standards.

St Agnes' has a St Agnes' Code of Conduct for all our community, a school Child Safety Policy and Child Protection obligations document.

The staff have been trained in understanding the revised Child Safe Schools requirements and aspects of this. Updated information and feedback were provided at regular staff meetings and is available on our Staff Portal.

The community has been informed and consulted at the School Advisory Council, at various parent meetings and in school newsletters.

There is extensive information and support about St Agnes' as a Child Safe School on the school website.

New human resources practices, such as more extensive document recording and sign-in procedures for parents and visitors, have been implemented.

There has been a strong focus on:

- The embedding of policies and commitments into every day practice;
- Training of teachers, non-teaching staff and volunteers;
- Consultation with the community;
- Human Resources practices;
- Child safety - Risk Management approaches.
- The involvement of families and students in child safety efforts
- The safety of Aboriginal children and young people
- Management of the risk of child abuse in online environments
- Governance, systems and processes to keep students safe.

Leadership

Goals & Intended Outcomes

Goal

To embed a culture of cohesion, consistency and collaboration amongst all staff.

Intended Outcomes

- That clarity and accountability around roles/responsibilities for all staff will improve.
- That staff collaboration around the school's improvement strategy will increase.
- That improved consistency around whole school practise will occur.
- That staff are empowered to be leaders and learners.

Achievements

Our school continued on a strong improvement trajectory in terms of cohesion, consistency and collaboration in 2022. There were significant adjustments to our teaching and learning practices in 2022 and to maintain strong results from staff in the relevant metrics measured through MACSSIS is a sign that we are working towards achieving our goal. This is a credit to our middle and senior leaders for their systematic delivery of professional learning for our staff. As can be seen in the data set below, we have already achieved a number of our school improvement targets in the second year of our four-year cycle.

STAFF	2024 Target	2019	2021	2022	2023	2024
Staff-leadership relationships	80%	68%	75%	74%		
Instructional Leadership	60%	36%	60%	58%		
Feedback	50%	34%	55%	60%		
Collaboration around an improvement strategy	70%	47%	67%	74%		
Collaboration in teams	75%	61%	79%	78%		
Overall positive endorsement	75%	53%	65%	70%		

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- School Governors Briefings
- Principal Network with Paige Williams
- Southern Region Deputy Principal Network
- Southern Region Religious Education Network
- School Wide Improvement Forum
- Anaphylaxis Management Training

- Southern Region Student Wellbeing Network
- ICON Briefings for Principal and Administration Staff
- Professional Learning in Mindfulness Meditation, Restorative Practices and Circle Time
- PAT Data Analysis
- Emergency Management Training
- NCCD - documenting adjustments and PLPs
- Exploring Mathematical Pedagogies
- Southern Region Graduate Teacher Network
- Seven Steps to Writing Success PL
- Multisensory Structured Language Education Training for Prep teacher
- MiniLit Training for Intervention Staff
- Essential Assessment
- MACS Maths Consultants working with teachers on unit planning
- Peer Observation in Mathematics to improve practice and provide feedback
- Literature Circles
- Reading - Guaranteed & Viable Curriculum
- Induction Days for new staff
- Reportable Conduct Training
- Occupational Health and Safety Training
- Developing Mathematical Understanding Professional Learning - P-2
- Mandatory Reporting
- Level II First Aid Training
- Learning Diversity Network Meetings
- RE - Pedagogy of Encounter
- *You Can Do It* Professional Learning for Wellbeing lessons

Number of teachers who participated in PL in 2022	12
Average expenditure per teacher for PL	\$387

TEACHER SATISFACTION

In 2022, our MACSSIS data continues to indicate an upward trajectory, which is important for overall school improvement. Of note, there were considerable gains in key indicators such as Professional Learning, Collaboration for Improvement and Staff Safety. Many of the other

areas are close to or above the targets set for this improvement period. This data set is evidence that our school is a positive place for our staff to work, learn and grow.

Staff	2024 Target	2019	2021	2022	2023	2024
Student Safety		60%	73%	79%		
School Climate		58%	86%	78%		
Staff-leadership Relationships	80%	68%	75%	74%		
Instructional Leadership	60%	36%	60%	58%		
Feedback	50%	34%	55%	60%		
School Leadership		44%	55%	61%		
Staff Safety		59%	58%	68%		
Psychological Safety	65%	44%	69%	72%		
Professional Learning	70%	56%	52%	71%		
Collaboration for Improvement	70%	47%	67%	74%		
Collaboration in Teams	75%	61%	79%	78%		
Support for Teams		50%	68%	60%		
Collective Efficacy	70%	45%	77%	72%		
Catholic Identity	80%	53%	53%	69%		
Overall positive endorsement	75%	53%	65%	70%		

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate 84.9%

ALL STAFF RETENTION RATE

Staff Retention Rate 71.4%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	16.7%
Graduate	16.7%
Graduate Certificate	25.0%
Bachelor Degree	91.7%
Advanced Diploma	16.7%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	17.0
Teaching Staff (FTE)	10.5
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	11.3
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Our current School Improvement Plan (2021-2024), does not have a priority which has a significant focus on the School Community sphere. At the time of review, this was considered a strength of our school and, therefore, it was decided to keep our priorities in other areas. However, we still maintain a focus on strengthening the relationships between the school community and the wider community, with a view to enhancing community connectedness and promoting an outward-facing school culture.

Achievements

In 2022, our school engaged with our community in a number of ways.

The most notable outward-facing community engagement was the St Agnes' School Fete in March. With thousands of people flocking through the gates of our school and the parent community banding together, it truly was a fine example of school and community spirit. So much so, that we had a number of families decide to enrol their children off the back of this effort. This biennial event is one which is highly valued by the broader Bayside community and by those connected to the school.

We were pleased to be welcomed back into the Kinder environments in 2022, after two years of disruption to this connection piece. Our Year 5 students loved walking to the local kindergartens to read stories, play games and engage in the playgrounds with the kinder children.

Term Four was a big time for community connection, as we introduced a Grandparent's Day to the St Agnes' Calendar, which was very well attended and well received. The day started with a liturgy celebrating the wonderful things grandparents bring to the lives of the children and finished with morning tea in the classrooms.

In November, the inaugural St Agnes' Art Show was an resounding success. With over 90% of students and families in attendance and some amazing art work on display, the community was buzzing. We were very grateful to the hard work of our staff to bring this event to life, especially in the middle of a renovation.

Other significant community events included:

- Prep Welcome Drinks
- Whole School Welcome Picnic
- Prep Orientation Sessions
- Prep Parent Night focused on Resilience
- School Open Days
- Mini Vinnies actions organised by students
- Friendship Day, Easter Bonnet Parade and Easter Liturgy
- Supporting Vinnies Winter Appeal on Shine the Light Social Justice Day
- Mother's Day, Stall, Breakfast and Liturgy
- Father's Day Stall, Breakfast and Liturgy

- School Sports Carnival
- Interschool Sports - swimming, netball, football, soccer, athletics, cross country, cricket, basketball
- School Walkathon
- Book Fair
- Science Day
- St Agnes' Biggest Morning Tea supporting the Cancer Council
- iSea iCare environmental program
- Year Level Parish Masses
- Whole School Christmas Carols
- School Captains Attending Anzac Day and Remembrance Day Services

PARENT SATISFACTION

Parent satisfaction has significantly improved at St Agnes' over the past two years and is evidenced by the data set below. The most pleasing aspects of the MACSSIS parent perception survey are *School Fit, School Climate and Communication*. Our parent community clearly feels like our school is the right place for their child, the climate of the school is engaging and focused on the full flourishing of all. It is also evident that they are satisfied with the level of communication from our teaching staff, administration and leadership team. We are very proud to have maintained a high student retention rate over the past two years and this data set is reflective of this.

FAMILIES	2024 Target	2019	2021	2022	2023	2024
Family Engagement		57%	60%	65%		
Barriers to Engagement		84%	72%	73%		
School Fit	80%	56%	77%	83%		
School Climate		59%	87%	90%		
Student Safety		64%	72%	78%		
Communication		44%	75%	84%		
Catholic Identity	80%	60%	63%	65%		
Overall positive endorsement	80%	62%	73%	77%		

Future Directions

As per the 2023 Annual Action Plan, the future priorities for our school include, but are not limited to:

Priority 1

- Engage in Parish Masses in levels - Prep, 1-2, 3-4, 5-6
- Facilitate end-of-term liturgies, ensuring students' involvement in planning and inviting parents to attend
- Research and create a prayer Scope and Sequence appropriate for our context
- RE Leader to meet with Mini Vinnies and Social Justice Leaders twice termly to enhance student-led social justice initiatives, making explicit links with Scripture and the Catholic Social Teaching Principles
- RE Leader to plan and deliver PLTs with a focus on RE Curriculum and Pedagogy of Encounter

Priority 2

Reading

- Start Terms 1 and 3 with a whole-school Reading sprint, with a focus on differentiation, grouping and student engagement
- Undertake further professional learning around decoding, reading comprehension strategies and Literature Circles
- Explore and refine opportunities for flexible groupings across year levels in Reading
- Upskill additional staff members in MSL to enable grouping
- Embed MSL across Prep and Year 1, introducing differentiated groups
- Build teacher understanding of the Science of Reading

Mathematics

- Start each term with a whole-school Maths unit, to enable focused PLTs and shared resources
- Start Terms 2 and 4 with a whole-school Maths Peer Observation teaching cycle
- Participate in Early Number & Algebra professional learning with MACS for Years 1 and 2
- Engage in Maths Leadership Grant offered by MACS
- Continue Maths Olympiad and Maths Games problem-solving competitions in Years 5 and 6

Priority 3

- Implement a weekly SEL block at a set time for the whole school

- Introduce and implement Respectful Relationships as part of our approach to SEL, including professional learning for all staff
- Embed morning mindfulness, Circle Time and Peaceful Classrooms practices across the school
- Continue Wellbeing Week at the start of each term, including Restorative Practices and classroom management structures
- Further develop student leadership program, through Year 6 leaders taking responsibility of organising termly meetings with their staff leader and actions to promote student connections
- Introduce weekly Wellbeing specialist time, with a focus on Circle Time and Peaceful Classrooms practices
- Schedule a dedicated Year 6 Leadership Hour each fortnight, to ensure leadership program remains a key responsibility of Year 6 students

Priority 4

- Provide context to our professional learning by linking all with our Vision and Mission and AAP goals
- Utilise new Specialist timetable to promote effective collaboration and team planning time, enabling differentiation, grouping and targeted teaching
- Explore Pre-Prep playgroup for children starting in 2024 from Term 2 onwards
- Manage and maintain operations throughout the school building project, particularly when moving into new classrooms
- Introduce Reading sprints to target reading strategies and comprehension, while developing collaboration among teams
- Continue Maths observation cycles in Terms 2 and 4 to promote team planning and collaboration



