



Melbourne Archdiocese  
**Catholic Schools**

# 2023

## Annual Report to the School Community



### **St Agnes' School**

Peterson Street, HIGHETT 3190

Principal: Lachlan Foott

Web: [www.sahighett.catholic.edu.au](http://www.sahighett.catholic.edu.au)

Registration: 1503, E Number: E1167

---

## Principal's Attestation

---

I, Lachlan Foott, attest that St Agnes' 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 24 May 2024

---

## About this report

---

St Agnes' 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

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 at 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 strive for improvement*** - We aim to further develop staff who value collaboration and are committed to providing 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 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 enable our students to become critical thinkers and responsible communicators who can positively contribute to our ever changing, contemporary world.

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

***We are better together*** - We value and enrich positive relationships between students, staff, parents, parish and the 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.

---

## 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 150 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 2023, the school completed major refurbishment works in the seven ground-level classrooms.

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' 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 evidence-based. The school has significantly invested in ICT infrastructure recently, with a new wireless network and 90 new Chromebooks, all purchased in the last year. 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 another strong year for St Agnes' Primary School. Our school continues to gather momentum in the local community, with a significant increase in overall enrolments for the 2024 school year.

In April of 2023, the school completed a major refurbishment project, with the creation of modern learning spaces that promote flexible approaches to teaching, learning and working while maintaining discrete classroom areas. We were very grateful for the Supplementary Capital Funding Support from Melbourne Archdiocese Catholic Schools and also to contractors Smith + Tracey Architects and builders Spaces Australia for their work. In addition to the internal works on the classrooms, we also re-landscaped the Peterson Street garden area of the school to make it more of a child-friendly space. This has been greatly utilised for outdoor learning/teaching by students and staff. Following the completion of these works, a major highlight for the year was the community event for the Grand Opening. Held on a Friday afternoon in June; attended and opened by Rev. Bishop Tony Ireland and MACS Executive Director Dr Edward Simons, this was an incredible night for our school staff, students and families.

The other massive community event in 2023 was the St Agnes' School Production of Madagascar the Musical Jr. With the main roles played by our Year 5/6 students and all other children appearing on stage throughout the show, it was a tremendous showcase of their talent in the Performing Arts. We were grateful to partner with Kilbreda College Mentone for the use of their facilities and most thankful to Mrs Anna Gugliucciello and Mrs Amanda Baker for their work in preparing the students. With more than 400 attendees across two nights and comments such as 'best ever', it was a proud week for our school community.

Our core business is learning and teaching and 2023 was a year of embedding and transforming classroom practice. Our leaders and staff continued to explore and unpack educational research and evidence around the Science of Learning. We further embedded the Multi-Sensory-Structured Language (MSL) approach in our Junior classrooms, along with Heggerty Phonemic Awareness and other structured literacy practices. We began the development of a Knowledge Rich Curriculum to further enhance students vocabulary and reading comprehension. In Mathematics, the introduction of Daily Review to commit new concepts to long term memory and lessen the cognitive load on students was a highlight. Staff engagement with Ochre Education and their Mathematics resources has been strong.

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.

We expect over time, the research-based approaches outlined above will have a significant impact on our students achievement in Reading, Writing, Spelling and Mathematics. 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 2023 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 2023. 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 2024 and beyond.

---

## 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 2023, we saw much of the faith life of our school and parish truly thrive, following the challenges of the pandemic in the years prior. 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. We engaged in weekday year-level participation masses, where each year level took the lead in preparing and assisting with the delivery of a Friday morning parish mass. 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, with particular emphasis on the Catholic Social Teachings. This is reflected in the increases in student, staff and family 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 76% and 74% positive respectively, which is a jump from 2022. The family data set also saw growth, up to 73% positive from 65% in 2022. but there is still work to be done in this area (see below).

#### MACSSIS Survey results - Catholic Identity

**Students** - 76% positive in 2023, up from 63% positive in 2022 and 43% in 2019

**Staff** - 74% positive in 2023, up from 69% positive in 2022 and 53% in 2019

**Families** - 73% positive in 2023, up from 65% positive in 2022 and 60% in 2019

## Value Added

- Whole school attending Beginning of Year Mass with weekday parishioners
- 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 Staff Meetings
- PLTs focused on RE P-6 curriculum development (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 Prayer Scope and Sequence
- 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

Over the past two years at St Agnes' we have made a significant shift in our teaching and learning practice. 2023 saw the further rollout of approaches informed by the body of research widely known as the Science of Reading (and Learning). There has been a bigger focus on Explicit and Direct Instruction. This included further embedding the Multisensory Structured Language Approach in Prep and Year 1, as well as Spelling Mastery in Year 2-6. Also in our Junior School classrooms, the utilisation of Heggerty Phonemic Awareness and a revamp of our assessment schedule saw an increased focus on reading fluency. The children now practice targeted reading fluency daily. The implementation of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment has given us greater insight into the finite reading skills required for our students. We have continued to track text levels using predictable texts in Prep-Year 2, once the children have progressed through decodable text levels. Pleasingly, with the changes in our literacy practice, we have seen considerable improvement in our student outcomes in this area, as outlined below.

The Science of Learning has also informed adjustments to our instruction in Mathematics too. Our teachers introduced daily reviews from Ochre into our lessons to embed new learning and manage cognitive load of the students. This was further enhanced with lesson resources provided by MACS' partnership with Ochre in Term Four. Through the use of assessments such as Westwood Number Facts Test, Essential Assessment and PAT Maths, we deliver instruction to targeted learner groups. This ensures that all students learning needs are catered for. In Mathematics, we also offer the Maths Olympiad program for high ability learners in this area.

At St Agnes', we have a high level of utilisation of our highly skilled Learning Support Officers. These wonderful staff complement the work of our school leaders and classroom teachers in terms of learner engagement. Our LSOs support at-risk students, both individually and in small groups. They also engage with larger learner groups of 8-10 students, at different stages on the learning continuum. An example of this is our differentiated Spelling Mastery groups, some of which are led by our LSOs. These groups are targeted, based on assessment and contain are made up of students from across Year 3-6.

### **MACSSIS Survey Results related to Teaching and Learning**

#### **Staff Survey**

**Collective Efficacy** - 77% positive in 2023, up from 72% positive in 2022 and 45% in 2019

**Instructional Leadership** - 67% positive in 2023, up from 58% positive in 2022 and 36% in 2019

**Professional Learning** - 48% positive in 2023, down from 70% positive in 2022 and 56% in 2019

**Psychological Safety** - 69% positive in 2023, down from 71% positive in 2022 and but up from 43% in 2019

#### **Student Survey**

**Rigorous Expectations** - 88% positive in 2023, up from 75% positive in 2022 and 71% in 2019

**School Engagement** - 74% positive in 2023, up from 45% positive in 2022 and 44% in 2019

**Learning Disposition** - 84% positive in 2023, up from 73% positive in 2022 and 73% in 2019

#### **Family Survey**

**School Fit** - 86% positive in 2023, up from 83% positive in 2022 and but up from 56% in 2019

### **Student Learning Outcomes**

As in recent years, the children of St Agnes' have performed well in NAPLAN testing. With the new reporting format, we are no longer able to compare cohort achievement with school-

based targets, because our targets relied on previous modelling involving 'numerical bands'. We are also unable to comment on trends because of the change in reporting.

The data set outlines below that the children have performed particularly well in Reading, which is pleasing given our focus in this area. Regular assessment, changes in practice to a more direct/explicit method of instruction (MSL, Heggerty, Spelling Mastery) has clearly impacted this positively. Further focus is required in Mathematics for these particular cohorts. We would like to see our students working well beyond the state mean, as they are in Reading.

### **Year 3 NAPLAN Mean Scores - St Agnes' School Mean vs State Mean**

*Reading* - School Mean: **438** vs State Mean: 416

*Writing* - School Mean: **438** vs State Mean 424

*Spelling* - School Mean: **439** vs State Mean 409

*Grammar & Punctuation* - School Mean: 415 vs State Mean: 419

*Numeracy* - School Mean: 416 vs State Mean: 417

### **Year 5 NAPLAN Mean Scores - St Agnes' School Mean vs State Mean**

*Reading* - School Mean: **534** vs State Mean: 507

*Writing* - School Mean: **521** vs State Mean 498

*Spelling* - School Mean: 495 vs State Mean 495

*Grammar & Punctuation* - School Mean: **547** vs State Mean: 503

*Numeracy* - School Mean: 499 vs State Mean: 494

### **Text Levels - Junior Reading**

Each year, we also track reading levels for children in Prep, Year 1 and Year 2. We know that achievement in this aspect of learning is a key indicator for future academic success. As you can see from the below data, the achievement of our students far exceeds the 'All Schools' average.

### **2023 Prep Text Level Reading Targets**

100% Level 10 - School: 88% at Level 10

40% Level 20 - School: 70% at Level 20, compared with 'All Schools' average of 18%

25% Level 28 - School: 52% at Level 28, compared with 'All Schools' average of 8%

### **2023 Year 1 Text Level Reading Targets**

100% Level 20 - School: 89% at Level 20, compared with 'All Schools' average of 62%

75% Level 28 - School: 89% at Level 28, compared with 'All Schools' average of 36%

### **2023 Year 2 Text Level Reading Targets**

100% Level 28 - School: 79% at Level 28, compared with 'All Schools' average of 65%

### **NAPLAN - Proficiency summary**

Below is a summary of the proficiency percentages from Year 3 and 5 NAPLAN in 2023. It is important to note that our Year 3 cohort in 2023 was very small, with only 12 participants in most of the tests and in some cases, 11 participants. Small sample sizes can significantly skew a data set. Overall, the Year 5 proficiency standards were quite strong. Grammar and Punctuation and Numeracy are growth areas for a small number of students in this cohort.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	415	64%
	Year 5	547	93%
Numeracy	Year 3	416	75%
	Year 5	499	80%
Reading	Year 3	438	91%
	Year 5	534	100%
Spelling	Year 3	439	91%
	Year 5	495	60%
Writing	Year 3	438	91%
	Year 5	521	93%



\*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

#### 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 2023, we continued to embed wellbeing practices of Mindfulness, Circle Time and Restorative Practices. These three approaches underpin much of what we do to establish what is known as 'Peaceful Classrooms'.

In 2023, we also re-introduced Respectful Relationships into our classrooms as part of Social and Emotional Learning. Our staff were engaged by leaders of this initiative in professional learning. We look forward to further developing staff understanding of sound Student Wellbeing practices as we prepare for Berry Street Education Model training in 2024.

Student survey results (from MACSSIS) related to our School Improvement Plan are highlighted below and demonstrate significant growth. However, it is also worth celebrating the growth in School Engagement and Rigorous Expectations data points.

**Rigorous Expectations** - 88% positive in 2023, up from 75% positive in 2022 and 71% in 2019

**School Engagement** - 74% positive in 2023, up from 45% positive in 2022 and 44% in 2019

Both of these measures indicate our students are engaged in all aspects of school life and feel they are challenged in the school environment. Our staff take the time to regularly consider and evaluate the expectations being set in classrooms, which helps to provide terrific clarity for the children as they strive to be and do their best.

## Value Added

- Wellbeing Week in the first week of each term
- Teaching and reinforcing School Rules and Restorative Practice conversations
- Circle Time occurring at least once a week in all classrooms
- SRC meetings and organisation of end-of-term Friendship Day activities
- Respectful Relationships curriculum reimplemented in classrooms from Prep to Year 6, with adjustments made to scope and sequence of curriculum to suit our context
- 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

## Student Satisfaction

### **MACSSIS Student Survey Results related to Student Wellbeing**

***School Climate*** - 75% positive in 2023, up from 62% positive in 2022 and 49% in 2019

***Teacher-Student Relationships*** - 80% positive in 2023, up from 64% positive in 2022 and 61% in 2019

***School Belonging*** - 80% positive in 2023, up from 68% positive in 2022 and 53% in 2019

***Student Safety*** - 71% positive in 2023, up from 68% positive in 2022 and 45% in 2019

***Learning Disposition*** - 84% positive in 2023, up from 73% positive in 2022 and 2019

As indicated by the growth MACSSIS data above, 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 2023 school year. We have made significant progress during this school improvement period. We are very near many of the targets tracked in relation to student wellbeing and have achieved some of these.

## 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	96.9%
Y02	95.1%
Y03	93.9%
Y04	96.1%
Y05	94.3%
Y06	92.9%
Overall average attendance	94.9%

---

## 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 2023. Collaborative professional learning experiences, including Peer Observation in Mathematics and Reading 'Sprints', enabled a focus on growth in these areas and are examples of activities undertaken as we strive for continued improvement in this leadership space.

As a school, we made a considered decision in 2022 to begin a journey to change our practice and shift towards being a Structured Literacy school. This has involved significant adjustments to our teaching and learning approaches, rightfully starting with our Prep, Year 1 and Year 2 classrooms, teachers and students. This resulted in a highly engaged and connected junior school team as they worked on embedding the MSL approach, Heggerty Phonemic Awareness, Paired Fluency and developing consistency in assessment practices informing teaching.

Our curriculum leaders continued to work with Year 3-6 teachers are further developing and structuring their planning to improve daily teaching and learning. Going into 2024, whole school alignment around the Science of Learning and Reading is planned.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2023
<ul style="list-style-type: none"> <li>• Principal Briefings</li> <li>• Southern Region Deputy Principal Network</li> <li>• Southern Region Religious Education Network</li> <li>• School Wide Improvement Forum</li> <li>• Anaphylaxis Management Training</li> <li>• Southern Region Student Wellbeing Network</li> <li>• ICON Briefings for Principal and Administration Staff</li> <li>• Professional Learning in Respectful Relationships, Mindfulness Meditation, Restorative Practices and Circle Time</li> <li>• PAT Data Analysis</li> <li>• Emergency Management Training</li> <li>• NCCD - documenting adjustments and PLPs</li> <li>• Southern Region Graduate Teacher Network</li> <li>• Seven Steps to Writing Success PL</li> <li>• Multisensory Structured Language Education Training for Prep teacher</li> <li>• Early Years Number and Algebra PL for Junior School Staff</li> <li>• Essential Assessment</li> <li>• MACS Maths Consultants working with teachers on unit planning</li> <li>• Peer Observation in Mathematics to improve practice and provide feedback</li> <li>• Literature Circles</li> <li>• Spelling Mastery PL for staff, especially those new to school</li> <li>• Reading - Guaranteed &amp; Viable Curriculum</li> <li>• Induction Days for new staff</li> </ul>

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> <li>• Reportable Conduct Training</li> <li>• Occupational Health and Safety Training</li> <li>• Mandatory Reporting</li> <li>• Level II First Aid Training</li> <li>• Learning Diversity Network Meetings</li> <li>• RE - Pedagogy of Encounter</li> <li>• Respectful Relationships Professional Learning Workshops (all staff)</li> <li>• Thrive PL Lead by workplace expert Anna Glynn</li> </ul>	
Number of teachers who participated in PL in 2023	16
Average expenditure per teacher for PL	\$743.00

## Teacher Satisfaction

### **MACSSIS Staff Survey Results related to Leadership and Management**

**Staff Leadership Relationships** - 80% positive in 2023, up from 74% positive in 2022 and 68% in 2019

**Instructional Leadership** - 67% positive in 2023, up from 58% positive in 2022 and 36% in 2019

**Feedback** - 52% positive in 2023, down from 60% positive in 2022 but up from 34% in 2019

**Collaboration around improvement** - 61% positive in 2023, down from 74% positive in 2022 but up from 47% in 2019

**Collaboration teams** - 73% positive in 2023, down from 78% positive in 2022 but up from 61% in 2019

The strength of our MACSSIS survey data is clearly in relationships between staff/leaders and also in the instructional leadership of the school, which has improved significantly since the beginning of this school improvement phase.

As expected with the shift towards Structured Literacy and a heavy focus in the Prep-Year 2 classrooms, clarity and collaboration across the school was down slightly, but still strong. We

expect that a school-wide focus on the Science of Learning and Reading in 2024 will bring further alignment in this space.

Teacher Qualifications	
Doctorate	0.0%
Masters	13.3%
Graduate	6.7%
Graduate Certificate	20.0%
Bachelor Degree	60.0%
Advanced Diploma	0.0%
No Qualifications Listed	0.0%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	18
Teaching Staff (FTE)	11.7
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	6.6
Indigenous Teaching Staff (Headcount)	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 2023, our school engaged with our community in a number of ways. There were some great highlights, but the Grand Opening of our refurbished spaces and our school production sit above all others.

The school engaged in a significant refurbishment of 7 ground level classrooms which were completed in April of 2023. Held on a Friday afternoon in June, the Grand Opening was attended and opened by Rev. Bishop Tony Ireland and MACS Executive Director Dr Edward Simons. With speeches, thank yous, blessing and singing, this was an incredible night for our school staff, students and families.

The other massive community event in 2023 was the St Agnes' School Production of Madagascar the Musical Jr. With the main roles played by our Year 5/6 students and all other children appearing on stage throughout the show, it was a tremendous showcase of their talent in the Performing Arts. We were grateful to partner with Kilbreda College Mentone for the use of their facilities and most thankful to Mrs Anna Gugliucciello and Mrs Amanda Baker for their work in preparing the students. With more than 400 attendees across two nights and comments such as 'best ever', it was a proud week for our school community.

We continued our engagement with Kinder environments in 2023, particularly with Grange Road and Livingston Kindergartens; both local to our school. Our Year 5 students loved walking to these kindergartens to read stories, play games and engage in the playgrounds with the kinder children. Term Four was also a big time for community connection, as we celebrated Grandparent's Day. The event was very well attended and well received.

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

### MACSSIS Survey Results related to community and engagement

**Family Engagement** - 77% positive in 2023, up from 65% positive in 2022 and 57% in 2019

**School Fit** - 86% positive in 2023, up from 83% positive in 2022 and 56% in 2019

**School Climate** - 92% positive in 2023, up from 90% positive in 2022 and 59% in 2019

**Student Safety** - 78% positive in 2023, up from 64% positive in 2019

**Communication** - 87% positive in 2023, up from 84% positive in 2022 and 44% in 2019

**Overall Positive Endorsement** - 82% positive in 2023, up from 77% positive in 2022 and 62% in 2019

As can be seen from the above data sets, our school has shown considerable growth from a community and engagement perspective. The most pleasing aspect for us as a school has been the improvement in 'School Fit' and 'School Climate'. Both of these key indicators around parent satisfaction are very high outcomes, both well exceeding the MACS average.

---

## 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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.sahighett.catholic.edu.au](http://www.sahighett.catholic.edu.au)