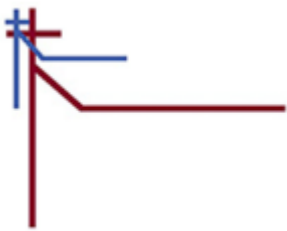




Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Elizabeth's School

111 Bakers Road, DANDENONG NORTH 3175

Principal: Christina Ferguson

Web: www.sedandenongnth.catholic.edu.au

Registration: 1762, E Number: E1298

Principal's Attestation

I, Christina Ferguson, attest that St Elizabeth's 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 19 Mar 2024

About this report

St Elizabeth's 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

St. Elizabeth's is a Catholic Primary School striving to make faith real in the world for all within our care. Parents and staff support our students to grow to their full potential as active participating members of the faith community following Christ's example.

Our school is focused on safety for our school community in all areas, including the physical, the relational and the digital environment.

Our educational purpose is to meet the needs of the current generation by supporting all our students to become independent and self-motivated. We encourage them to be learners who have a deep understanding about themselves, others and the world around them. We strive to develop their capacity to build and maintain relationships and actively and positively contribute to the global community.

As teachers, we see ourselves as a community of lifelong learners committed to the provision of innovative learning opportunities for every student. We believe that focused teaching brings about powerful learning. We take advantage of contemporary tools and learning environments to support the provision of relevant, rich and personalised learning opportunities.

School Overview

St Elizabeth's School is a Catholic school offering education to all people of faith, but focusing on faith as experienced within the Catholic tradition.

Our school is situated on the boundary of Dandenong North, Noble Park North and Mulgrave. Set in a natural setting with large grounds and modern buildings, we offer a well-resourced learning environment to all our Foundation to Year 6 students.

Most of our enrolments come from within our Parish, but some of our students come from a wider area. Many families appreciate that we are just around the corner from Nazareth College, and they like the fact that all their children can attend schools close to each other. Others come from families who have had a close association with the school as past students themselves, or they enrolled their children here and continue their enrolment even after moving out of the area because the school offers them what they seek in a primary education.

Whilst the majority of our students come from a Catholic faith background, we also have children from families with other faith traditions. We welcome, respect and acknowledge that these faiths have great value whilst we affirm the fact that we are proud to be part of the Catholic Education system of Victoria. Our multi-cultural nature ensures that we have a rich and diverse community, with a close spiritual connection. Our church is attached to our school, so we see ourselves very much a vital part of our St Elizabeth's Parish community.

Our school was built over 45 years ago to educate a growing number of children, but once the development of the outer south-eastern growth corridor began, the school slowly dropped in numbers. Now the area is again going through a period of change as house prices rise in the area. This has attracted people who can afford the investment and appreciate the ease of access to the Monash Freeway and Eastlink for access to the city. We welcome people of many faiths, and are a school of choice for many due to our diversity. We currently have an enrolment of just under 235 children.

St Elizabeth's is contemporary in its approach to education. We strive to provide our students with an education that will enable them to continue to be active learners all their lives. We educate our students for an uncertain future, but we do so with an emphasis on ensuring their well-being and encouraging their personal happiness. We educate them for their future, not our past. This has resulted in a great focus on student engagement, purposeful learning, a contemporary approach to use of the physical environment and the seamless integration of technology.

Our most valuable resources are our teachers and support staff. They are committed to our vision and have a strong understanding of the importance of enabling each child to reach their own potential. This means offering learning at the stage they need it and treating each

child as an individual learner. The staff has excellent pathways to professional learning, where all our staff are provided with professional learning on what are best teaching and learning practices and supporting them in implementing this. This has been crucial in improving student outcomes.

The school is organised into communities of learners with 3 classes or home-groups in each community. Class sizes range from 19 to 23 depending on the year level. Having teachers work together in a community means that we get greater efficiency of learning and better use of teacher skills, understanding and knowledge.

We offer Specialist programs in Visual Arts; Performing Arts; Physical Education; Chinese. We are also very fortunate to have seven Learning Support Officers assisting teachers in helping our students achieve success. We also offer Mathematics and Literacy intervention and extension programs.

Finally, we see ourselves as partners in the learning process with parents. Parents are and will always be the primary educator of their children. Working on a basis of trust we work together to encourage and support each child to become the very best person that they can be.

At St Elizabeth's all children are known and provided with the best opportunities and support to flourish.

Principal's Report

2023 was our first full year post school review. In this year we began engaging and implementing our new School Improvement Plan. There was a buzz in the air on where we were heading and what we wanted to achieve.

As a school leader, it is very rewarding to be a part of a community that wants the best for all within it, where my role is to support, guide, nurture, facilitate and lead all in our community. I believe this important work can only be achieved if all members of the school and parish community work together as a team.

2023 saw us implement targeted programs in Literacy and Numeracy, where the basis of this learning centred on the Science of Learning and cognitive load theory. Staff engaged in professional learning to understand how the brain works and learns and then what are best instructional practices to enable this. We saw a big shift in our teaching and learning practice and an improvement in student learning outcomes.

2023 was a very successful year, whereas a school we achieved so much more than we thought possible. It was a year like no other that has changed our view and practices on teaching and learning, which we carry with us moving forward.

Christina Ferguson

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

- To strengthen faith engagement through quality RE pedagogy
- Continuing to embed the Pedagogy of Encounter supporting teachers to plan and introduce the lesson with an open-ended question or provocation to lead the discussion

Achievements

The ending of 2023 allowed us to showcase the meaning of our Faith through our carols evening. With staff and students leading our community in song and dance, to demonstrate the incredibly significant place Jesus has during the season of Advent. This event had an overwhelming attendance as well as participation by our parent community.

Staff led prayer experience was another highlight throughout 2023. With staff invited weekly to lead one another in a prayer experience before our meetings. This offered each staff member the chance to share the Gospel in a personal way, whilst allowing each person the opportunity to take time to be with the Gospel in their own thoughts and prayers.

Our school based Sacramental program for Reconciliation, Eucharist and Confirmation has always been very much in partnership with our parents and with the students from Nazareth College.

Our 18 Year 3 students participated in the Sacraments of Reconciliation and Eucharist. Where they attended commitment masses, evening Reconciliation services as well as weekend Eucharist masses. Demonstrating a keen commitment to their faith as they move into the full experience of the mass.

We also prepared our Year 6 children for the Sacrament of Confirmation which was celebrated on October 23 by Bishop Tony Ireland. With preparation evenings, commitment masses and a visit from Bishop Ireland to help convey the meaning behind this significant sacrament.

Visible signs of living out the Catholic social teachings was evident through our association with Regis Nursing home, outreach to Matutinao (our sister school in the Philippines) and St. Vincent de Paul Society. We converted the monetary donations given by the community into supermarket gift vouchers which made a difference to many struggling families.

Providing Religious Education news in the school newsletter helped to keep our families informed about our work in this area and of course, about important feast days and Sacraments. Prayer was also featured in newsletters and as well some work completed by our students.

At school assemblies, the Religious Education Leader and the Year 6 Faith leaders led the school in prayer. The Gospel for that week was read and unpacked, and often we prayed together in song.

Value Added

At different times in the year we did offer the following events which continued to support the faith journey of our children:

- Whole school celebrations according to the Church calendar
- Beginning and end of year whole school Masses
- Ash Wednesday, Feast day Masses, Sacramental Masses
- Whole school prayer on Stations of the Cross during Lent
- Year 6 Graduation Mass
- Christmas Carols evening
- Singing religious songs during specialist music classes
- Sacramental Evenings for candidates and families
- Family Faith formation evenings for F-2; Prayers in Pyjamas and The Good Shepherd evening
- Daily prayer and Christian mediation opportunities in the classroom

Learning and Teaching

Goals & Intended Outcomes

- To analyse student data to improve teaching practices resulting in the improvement of student outcomes
- To routinely evaluate the effectiveness of current teaching practices
- To strengthen the alignment between curriculum, planning, assessment and reporting

Achievements

Literacy

In 2023, we received a Literacy grant of 20,000 from MACS to be used for releasing staff from classrooms to participate in explicit professional learning around best practices in current Literacy strategies. We used this to upskill all staff in Structured Literacy practices; in particular, grammar structures as part of the writing process using Mentor Texts. We worked closely with learning mentor Olivia Quinlan from the MACS learning team.

We noticed an overwhelmingly positive response from all staff, which in turn, filtered through to students. Our staff and student engagement levels rose dramatically in the MACSSIS Staff Survey.

We used money from our Literacy budget to create Mentor Text boxes for each year level, providing a large range of rich texts of varied genres for classroom use. We also made a large purchase of decodable readers for grades 1-6, utilising the novel series for the higher grades and a large range of take-home and class sets for our juniors. All junior school students now take home decodables exclusively.

2023 also saw the introduction of more explicit teaching in line with Structured Literacy Practices around the Science of Reading evidence; encompassing Phonological Awareness, Phonics and Fluency. To assist teachers with this, we adopted the Heggerty Phonological Awareness Program from Foundation to Grade 2 and bought in David Kilpatrick's 1 minute drilling exercises in our upper end.

To accompany this new understanding and address spelling as a whole school, we bought in the Jolly Grammar Program resources to assist staff. Using a whole school explicit Phonics scope, we can now map out best practise in spelling for each year level and teach all students through a systematic, synthetic approach. Students in our junior end learn and experiment with the basic code and follow through with the extended and more complex code as they work their way up the school.

Planning sessions were structured around the Literacy Learning Progressions and looking at where students sat developmentally for planning. Term planners were heavily revised with this new knowledge to map out the explicit teaching required for each level and to add the use of Mentor Texts as our overarching comprehension and vocabulary practice.

Literacy testing changed dramatically as we phased out the use of the Benchmark Assessment System (Fountas & Pinnel) and introduced Dibels (Dynamic indicators of Basic Early Literacy Skills) whole school. Students are now assessed faster and the testing now matches the skills students are working on in classrooms. We also planned and ran a 'test group' with a whole school Phonics Screener that works through the basic code systematically to match the teaching in classrooms. We will run this throughout the school in 2024.

The leadership team met often to discuss results in testing, identify data gaps (including creating a Data plan for the school to ensure testing was clear and concise)

Numeracy

In 2023, we received a grant of \$15 000 from MACS, which enabled staff to be released as a level, for a whole day, once a term, to continue working with our school's Numeracy Leader, to consolidate their teacher knowledge of the Victorian Curriculum, Learning Progressions and Key Ideas, through collaborative planning.

Planning sessions were an opportunity for teachers to firstly revisit their Unit Planners and ensure the Key Ideas were still the focus of their teaching for any given unit of work and that the Learning Intentions and related Success Criteria matched.

Secondly, teachers were able to revise and edit their pre- and post-tests, designing questions that targeted the Key Ideas, and provided them with the data they required to drive their teaching practices and activities.

Thirdly, teachers created checklists that matched the questions in their pre- and post-tests and Success Criteria.

Finally, teachers used these planning sessions to unpack the pre-test data following the process learnt at the SWIF Network from Dr Selena Fisk. This process enabled staff to look at what the data was telling them about their students (Data Storytelling) and then come up with 9 actions they would implement in their planning and teaching to bridge the gaps.

The Numeracy Leader participated in 3 Simply Maths PD Days focusing on Place Value, Addition & Subtraction and Multiplication & Division. The information and activities from these days were shared with teachers both at PLTs and during the above level planning days.

During PLTs, staff read about and discussed when and where in a lesson or unit they would use the Inquiry model which encourages students to problem-solve and explain their reasoning. The model is called Launch - Explore - Summarise or the Explicit model of I Do, We Do, You Do model.

Learning & Teaching

Leadership, looked at our Assessment Schedule and created a Data Plan for all areas of the curriculum. This included wellbeing data and other measures that allowed us to capture the whole understanding of the child. This was then presented back to the school staff for their input and as an opportunity to see 'why' we have certain assessments and analysis methods in place. The discussion also allowed for assessments to be questioned when the 'why' was not clear. Meaning that this assessment could be removed from the data plan as it did not help us achieve and was simply another assessment. We now confidently believe all of our assessments have a purpose, where the data is used to understand a child and help them achieve their best.

2023, also saw our learning shift in two places

1. Feedback through Learning Intentions and Success Criteria
2. Understanding how students learn

We spent time meeting throughout 2023 to come up with a shared understanding of what Learning Intentions and Success Criteria meant in our school. With a focus on this being the same from F-6 to ensure students were hearing the same information. We also spent times exploring practical ways that these can be shared with students during their cycle of learning to enable rich and timely feedback.

With the Science of Learning becoming a popular theme in education, we took the opportunity to explore in depth how students learn. Drawing on evidence based information and strategies the focussed on how students used their working memory and long term memory. This led us to unpack Sweller's Cognitive Load Theory with the lens on the implications this had on the:

- Type of instruction we provided
- Learning space we offer
- Times for retrieval practices through daily and weekly review

This work was a success and laid the foundation for further exploration in 2024.

Student Learning Outcomes

Literacy

Staff have reported great success and engagement with Oral word drills to improve student sound knowledge.

Expectations were high on teachers to ensure spelling was being implemented daily and connected to student learning and we have seen great success in retention rates and students moving through our Intervention programs much faster.

Our Dibels Data showed schoolwide we have 69% of students sitting above minimum benchmarks. Across the levels, we range from 54%-84% sitting above minimum benchmarks.

We explored the analysis of our PAT results in Reading from grades 2-6. Tracking growth over the past 12 months, we have explored growth as a focus point over achievement. We prioritised high growth and aimed for that in teaching sequences. On the lower end, we explored reasons students aren't showing growth and what that looks like in teaching practise

PAT data according to the 4 quadrants of

- low achievement / low growth
- low achievement / high growth
- high achievement / low growth
- high achievement / high growth

It was evident the strongest results fell in the high achievement, high growth category which was pleasing to see. Grade 3s (38%) Grade 4s (35%) Grade 5s (29%) Grade 6s (57%).

Our Grade 2s showed a high achievement rate, testament to the heavy work that has been happening within the junior school to follow the Science of Learning.

The 2023 cohort of Year 3 students showed 24 out of 32 students (75%) identified English as their second language, having an obvious impact on growth results in English.

Our Year 3 Naplan data shows that the majority of our students are within the strong category (50-75%) across Literacy strands and those who are showing they need assistance or are still developing are mostly EAL students.

For 2024, Naplan results indicate the need to focus on extending Grammar, punctuation and spelling knowledge. Trends would indicate the need to extend our capable students from strong to exceeding to show growth in the level data.

Numeracy

Students in the 2023 NAPLAN results were grouped according to 4 categories:

- Needs Additional Support
- Developing
- Strong
- Exceeding

Our Year 3 results revealed that 18 of the 32 students (56.3%) were in the Strong / Exceeding categories, with 14 students in the Needs Assistance / Developing categories. Compared to the State Mean, our Year 3 cohort were 29 points below and 18 points below the National Mean.

Our Year 5 results revealed that 23 of the 31 students (74.2%) were in the Strong / Exceeding categories, with 7 students in the Needs Assistance / Developing categories. Compared to the State Mean the Year 5 cohort were 2 points below but exceeded the National Mean.

As in previous years, we explored the analysis of our PAT results in the area of Mathematics from F-6. Tracking growth over the previous 12 months.

Using a 4 quadrant approach to group students we found that the majority of our students showed improvement in both the 'High Achievement / High Growth' and High Achievement / Low Growth categories. Years 3 (47%) and 4 (35%) data revealed the same percentages for both of these categories.

Looking at the 2023 Westwood results, we noticed that the data for:

- subtraction showed improvement in Years 2, 3, 4 & 6 but dipped in Years 1 and 5. addition improved for Years 2 and 6, with Year 3 remaining steady at 81% and Years 1, 4 and 5 showing a reduction in the overall percentage of students achieving their expected age level results.
- multiplication and division are only tested in Years 3 to 6.
- year 3 students were the only level to show expected growth in both multiplication and division.
- years 4 to 6 all revealed a downward trend between 1 to 9%.

For each unit of work taught in the different levels, students undertook both a pre and post test to assess the students knowledge in that content area.

The pre-test results were often lower than what teachers expected, however it provided relevant information for what students needed to learn. The post-test results overall for all topics showed significant improvement.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	396	45%
	Year 5	501	69%
Numeracy	Year 3	389	56%
	Year 5	492	77%
Reading	Year 3	399	75%
	Year 5	502	83%
Spelling	Year 3	393	68%
	Year 5	503	69%
Writing	Year 3	407	78%
	Year 5	510	83%

*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

- To enhance teacher knowledge of wellbeing and embed whole school approaches in light of Catholic Social Teachings
- Continuing to build on teachers' knowledge and confidence to plan, implement and embed wellbeing programs aligned to whole school approach

Achievements

To improve social connections, we ran lunchtime clubs where the children could join in for Lego, loom banding, choir, singing, art and Performance art. These were well attended and gave our children a chance to play to bond with others from different levels. To ensure student voice was at the forefront of these clubs, the Wellbeing leader worked alongside the SRC to hear their suggestions and asked them to take these back to their classmates for feedback.

We employed a school psychologist who worked once a week with children to manage anxiety, social exclusion, and low self-confidence. The Wellbeing Leader worked closely with the psychologist to ensure there was follow up

We celebrated main days such as Harmony day and R U OK day where the elements of getting along and checking in on one another became part of everyday learning.

We consolidated the Growth Mindset where we taught the concept that your mindset is your attitude, not what you can or can't do. We praised the effort children made, taught the challenges in life are opportunities and reinforced the use of the word 'yet'

We paired Year 5 and 6 children with a staff member and offered termly opportunities to have morning tea together and do fun activities in order to grow and foster relationships

Building on the work from 2022, our wellbeing program added the Zones of Regulation as a priority for our F-6 students. Seeing the need for this knowledge for students as they returned from COVID impacted learning.

An importance was placed in student to student interactions and this was supported through the implementation of the UR Strong program. Students, guided by the Wellbeing teacher explore personal preferences in friendships, understanding that it is ok to have differences in interests and how these can be navigated so everyone's voice is heard.

A component of conflict resolution was also instructed, scaffolded for each year level. This is a complex area for students to understand during their development and will be an area of continued focus.

2023 also saw Wellbeing as a specialist class, where students further developed their learning and understanding all these areas, in particular the Zones of Regulation and Growth Mindset.

Value Added

At different times in the year, we were able to offer the following Student Wellbeing events:

- Transition programs with kindergarten and secondary school
- Lunchtime activities to encourage social skills, interaction and positive relationships among students, e.g. choir, toy shed and Pop up Play run by the Leaders from Year 6
- SWEL Week at the start of the year to build relationships between students and teachers
- Interschool sports
- Cross-country and district sports
- School choir
- Carols by Candlelight
- On site Athletics
- Colour Fun Run
- Year 5+6 Teacher buddies
- Family Fun Night
- Whole school Production
- Whole school playcentre evening

Student Satisfaction

Overall, the 2023 MACSSIS data results decreased minimally in all areas. Elements of this relate to the changes we have been making in our instructional methods and teaching practices. With such changes, dips are expected whilst staff come to understand new routines and strategies with students reflecting this in such things as being extended or supported in their learning. As it will look different than what they have previously experienced.

Another area, relating to safety, has changed in the year 2022 to 2023 as we aim to provide students with information and strategies to support their safety. Enabling them to have knowledge of a vast range of areas, some of which are beyond general classroom and

playground and classroom interactions. Demonstrating an ever changing landscape of what schools are required to cover in order for our students to feel safe in a range of settings.

Multiple areas of this, such as rigorous expectations, learning disposition and school engagement are secondary areas of focus that benefit from the goals within our Annual Action Plan that focus on staff professional development. With the idea that development in these areas will in turn see an increase in the areas mentioned.

Student Attendance

Our parent community can ring the school or use the Audiri app on their smartphone to inform the school of student absences. Parents are encouraged to do this before 9am.

If a child is absent, contact is made daily at 10 am with any family of an absent student where an explanation for the absence has not been communicated via phone call or the school app.

Any child who arrives late, is required to sign in at the school office, where office staff then amend the attendance roll to a late attendance. Any child requiring to leave school before 3.15pm, also needs to be signed out, where this is then recorded as an early dismissal on the attendance roll.

All student absences are recorded and followed up by the Wellbeing Leader, especially with any prolonged or unexplained absences. This follow-up call enables families and the school to discuss ways in which the school can assist and support families to improve attendance.

Average Student Attendance Rate by Year Level	
Y01	88.8%
Y02	89.5%
Y03	90.4%
Y04	91.3%
Y05	88.9%
Y06	89.2%
Overall average attendance	89.7%

Leadership

Goals & Intended Outcomes

- To develop leadership at all levels through professional development, action and feedback
- Providing leaders with professional development in coaching and mentoring professional development to enable teaching teams to link learning and teaching to professional goals and peer observations

Achievements

In 2023, we embarked on further understanding feedback. Together working to acknowledge what it meant to all staff and how this could be used to validate and help their craft as well as its impact on student learning. We spent time discussing the different types of feedback and how each has a relevant time and method of delivery. In doing so, we aligned our shared understanding of Learning Intentions and Success Criteria. With these being seen as an integral part of anchoring what component of learning we were going to provide feedback for students to then improve and deepen their understanding.

In 2023, staff continued with the Learning Sprints model of professional development. Using the AITSL standards to guide their practice, by choosing one of the standards that they wished to work on. Each term teachers would work in their teams to work on their goal, reflecting along the way over the 3-4 work period called the 'sprint' phase. At the end, they came together with the school principal and deputy principal to discuss how the sprint went, successes they had and possible future directions. The whole time being guided by reflection on their practice with the idea that this will in turn have a positive impact on the students in their care.

Student data is a crucial piece of the puzzle in how we measure the success of the programs we run in our school. However, there is a need to understand the whole child, beyond a score or set of numbers. Therefore, in 2023 we continued with our Case Management model as a platform to discuss student data and find high-impact teaching strategies that may support their learning needs. Case Management meetings focus on Literacy & Numeracy goals for students as well as Wellbeing, as we value growth for the whole child.

In the Case Management meetings, teachers discuss their students, giving background knowledge on who they are, what their learning disposition may be as well as their likes and dislikes. These are important factors before moving to the piece of data that is used to look at what support may be required. The meeting draws on the expertise of all in the group, and

everyone's voice is given equal footing. The strength of the Case Management approach is the collective wisdom and knowledge of the group.

Staff pedagogical knowledge was a major focus throughout all we did in 2023. Seeing learning take place in content understanding that was led by the Literacy and Numeracy leaders with support from the level Teaching and Learning leaders.

Another area pedagogical knowledge was developed was through the exploration of Cognitive Load Theory, Working Memory and its link to long term memory as well as Executive Function. With the aim to deepen understanding and provide a platform for focus in 2024. Staff were exposed to these theories and their implications on how students learn through our method of delivery and the impacts the learning environment has. These theories were also linked to the High Impact Teaching strategies to showcase how such theories can become an action for student learning in the classroom.

We also established professional meetings for Specialist teachers and Learning Support Officers to support best practice teaching and learning. This raised the profile of these staff members, enabling their voice in what was required to enable all to flourish.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> • CPR and Anaphylaxis Training • Child Safe and "PROTECT" Training • RE: Pedagogy of Encounter • Teaching and Learning - Science of Learning - Cognitive Load Theory, Memory, Working Memory and Executive Function • Mathematics: Intensive Leadership Strategy MACS (8 days) • Literacy: Literacy block • Literacy: Heggerty and Kilpatrick Phonological Awareness • Literacy: MiniLit • MACS Network meetings <ul style="list-style-type: none"> ◦ Teaching & Learning ◦ Literacy ◦ Numeracy ◦ Religious Education • SWIF Networks • Learning Diversity • Student Wellbeing • Principal and Deputy Principal networks 	
Number of teachers who participated in PL in 2023	24
Average expenditure per teacher for PL	\$1800.00

Teacher Satisfaction

Our 2023 MACSSIS data was very favourable, demonstrating high teacher satisfaction in all areas.

We have improved in most areas, even though many 2022 areas were already performing quite high. There was a slight decrease in one area, however this is still performing to a high standard. Feedback was identified as an area for focus in 2022 and has seen a 28% increase across the previous 12 month period.

The growth across the board have been a reflection on focus that has been placed on staff professional learning as identified in our School Improvement and Annual Action Plans. With the aim of at a minimum to maintain this level of performance as we head towards the 2024 collection period.

The areas staff indicated high satisfaction was:

- School climate 95%
- Staff-leadership relationships 98%
- Instructional leadership 81% (increased by 10%)
- Feedback 73% (increased by 28%)
- School leadership 91% (increased by 13%)
- Professional learning 84% (increased by 24%)
- Collaboration around improvement 99% (increased by 15%)
- Support for teams 88% (increased by 17%)

Teacher Qualifications	
Doctorate	0.0%
Masters	6.9%
Graduate	6.9%
Graduate Certificate	0.0%
Bachelor Degree	65.5%
Advanced Diploma	17.2%
No Qualifications Listed	3.4%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	28
Teaching Staff (FTE)	19.8
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	7.9
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

- To continue to develop authentic community partnerships to improve the wellbeing of all

Achievements

A sense of belonging, purpose and connectedness to school is imperative for children to flourish. As a family friendly school, we foster this by ensuring that our school is welcoming and inclusive of all in our community.

At St Elizabeth's we create a sense of belonging when we enable the strengthening of our community by:

- Proudly celebrating our diversity
- Engaging our parents and community in learning partnerships to enable our children to be compassionate, supportive and well-informed citizens e.g. Local Kindergartens, Primary and Secondary schools and Aged Care residence
- Welcoming and embracing parents to work in partnership with children to support learning e.g. information evenings, excursions, classroom helpers, hot food days, sporting events, fundraising
- Engaging parents and parish representatives on our School Advisory Council to support school improvement
- Engaging parents on our Parents and Friends to organise, implement and support our fundraising efforts
- Hosting school based social events for school families and local community e.g. colour fun run
- Providing special events e.g. Grandparent's day, school production, school assemblies, Mother's and Father's Day celebrations
- Organising regular visits with our Kindergartens and Aged Care residences where our children engage in fun learning and social activities
- Learning partnerships with Nazareth Secondary College

Our school community is rich in different languages and cultures but united in supporting events and activities across the school year. Many of our parents work long and difficult hours of work and do not find it easy to attend events. That does not mean that we lack support.

On the contrary, we have a very engaged group of parents who work in the Parents and Friends activities, even though we didn't have many activities due to the amount of time spent in remote learning, the hot lunches and Christmas raffle we were able to provide upon our return were very successful. Money raised by the Parents and Friends in 2023 will be used to go towards the completion of our sensory garden.

We always have a good attendance at weekly assemblies each Friday afternoon and at Goal Setting and Goal Progress Interviews. Our Parent Teacher interviews we held both online and onsite, where we had 98% attendance in comparison to 75% attendance in previous years when they have been onsite. Parents commented on how convenient and easier it was for them.

The Transition program from Kindergarten into Foundation was very well attended and this is showing results in the seamless way our students move from Orientation one year to Foundation classes in the next year. In 2022, we were unable to have our four transition sessions, we were able to provide two smaller sessions which helped our kindergarten students transition.

Our Year 6 Graduation involves an evening Mass, followed by a Presentation Ceremony and a formal dinner for the students and their parents.

Our Minnie Vinnies children from Year 6 chose to be in that Leadership group as they wanted to make a difference to others in the local community. These children were unable to visit the residents of Regis Aged Care, so they created cards and letters from other students to be sent to them, which the residents greatly appreciated.

Parent Satisfaction

This year in our MACSIS data we were able to capture 40 families' perceptions in comparison to the 29 families in 2022.

Our MACSSIS results were still very favourable. It was also reaffirming to see that our Catholic identity stayed the same, considering only a third of our families are Catholic.

The areas our parents responded an improvement in were:

- Family engagement 50% (increased by 2%)
- School fit 81% (increased by 5%)

- Communication 82% (increased by 6%)

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.sedandenongnth.catholic.edu.au