



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Paul's School

Links Street, SUNSHINE WEST 3020

Principal: Damian Casamento

Web: www.spsunshinewest.catholic.edu.au

Registration: 1549, E Number: E1192

Principal's Attestation

I, Damian Casamento, attest that St Paul'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 02 May 2025

About this report

St Paul'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

Our School Vision

St Paul's School – a welcoming and diverse Catholic community:

United in Faith

Educating our community in our Catholic story and beliefs

Rejoicing in our cultural and multi-faith community

Embracing our partnerships within our parish and wider Church community

Proclaiming Jesus and the Gospel values through word, prayer, celebration and example

Inspiring a Passion for Learning

Creating learning environments that are welcoming, safe and secure

Implementing a curriculum which is accessible, engaging, challenging and rigorous

Providing learning experiences that are student centred, authentic and transforming

Empowering families to be partners in the learning journey

Striving for Excellence

Committing to a culture of high expectations of all

Fostering the wellbeing, dignity, self-esteem and integrity of each person

Recognising and celebrating the talents, abilities and uniqueness of each individual

Providing opportunities that respect and cater for difference

Connecting With and Shaping Our World

Knowing and respecting our stories

Engaging with local and global communities

Living out our commitment as ambassadors of action and social justice

Inspiring hope and a positive vision for the future

School Overview

St. Paul's Catholic Primary School is situated in West Sunshine, 15 kilometres west of Melbourne's CBD in Brimbank City Council. It is one of two primary schools in St. Paul's Parish, which is under the administration of the Claretian Fathers. St. Paul's (formerly known as Mother of Sorrows School until 1967) was opened in 1956, and until the end of 2005, was under the care of the Brigidine Sisters. In 2006, the school appointed its first lay Principal. In 2012, we farewelled the Brigidine Sisters. The school is situated next to Marian College, a Catholic secondary school for girls. Both schools share programs and facilities on occasions.

In 2024 there were 499 students (August Census) in twenty-one classes - three Prep classes, three Year 1 classes, three Year 2 classes, six Year 3/4 classes and six Year 5/6 classes. There were 3615 families enrolled at St. Paul's. There were 315 (63%) students who spoke Languages Other than English at home. Approximately 45% of our families held Health Care Cards. In 2024 there were 68 staff members in total with 38 being fulltime. We had 24 classroom teachers (3 shared classes) and 7 specialist teachers (Physical Education, Library, LOTE – Indonesian, STEM, Information and Communication Technology, The Arts - Visual Arts and The Arts – Drama).

There were many whole school celebrations in 2024. These celebrations included:

- Whole school Masses for the Beginning of the School Year, Ash Wednesday, St Peter and Paul Feast Day, Feast of the Sacred Heart, Feast of Mary MacKillop/Grandparents Day, End of the School Year and All Saints/St Anthony Claret (our order of Priests).
- In our Outdoor Education Program, the Year 3/4 and 5/6 students attended their camps, the 3/4s attended a one night camp at Camp Doxa and the year 5/6s attended a two night camp at Bacchus Marsh. The Year 1/2 students travelled to Sovereign Hill for a full day excursion and the Prep students returned to school in their pyjamas for night time activities.
- Incursions and excursions were held.
- Class Masses/Liturgies and Reconciliations held.
- We had wonderful attendances at the Art Show in September.

The School Advisory Council met throughout the year and discussed matters relating to Child Safety, curriculum development, the organisation of the school and fundraising. Parents, families and friends attended any school excursions held to assist class teachers as well as helping in the classroom. An increasing number assisted in the canteen late in the year.

Our curriculum focus for 2024 was implementing our School Improvement Plan and Annual Action Plan. We continued working on metacognition and goal setting with students. We also continued to implement the MACS 'Vision for Instruction' with a focus on explicit teaching. We have also introduced daily reviews in line with this vision.

We continued to implement our strategic approach to Family-School Partnerships to enhance learning. This included the identification of issues that impacted on family involvement in learning, planning and engaging with our Family Engagement Leader and the implementation of strategic activities to strengthen school-family-community partnerships.

Principal's Report

The 2024 school year saw many achievements at St. Paul's Primary School. Our data collection in the areas of Literacy and Numeracy has shown pleasing growth in student academic achievement. The St. Paul's School allowed our students the opportunity to display their talents in the area of Visual Arts - large numbers of parents, families and friends attended our Art Show. Staff continued to participate in Professional Development to further develop their skills to ensure the children in our care continued to be given the best opportunity to reach their full potential.

After participating in a school review in 2022, the school community is strategically planning for further improvement in all areas of school life and looks forward to the challenges ahead. Participation in the MACS School Review Process has allowed us to develop and implement the four Priority Areas in our School Improvement Plan and our Annual Action Plan (AAP). This will ensure we focus on the needs of our students. In line with MACS requirements, we have re-written our AAP to include a focus on Maths. We are still implementing some aspects of our original AAP such as metacognition and building teaching capacity in assisting students to set their own goals.

St. Paul's Primary School is committed to providing quality Catholic Education for all students in partnership with parents and carers, Parish and the wider community and is continually reviewing and planning in order to succeed in achieving its goals.

I would like to take this opportunity to thank our Deputy Principals, Ms Cathy Doran and Mrs Louise Collison for all they did to ensure the children in our care received the best possible education. I thank them for their support on a day-to-day basis and for the way they led the school in my absence. Thank you to the Leadership Team and all the St. Paul's Staff for all they do to ensure our children can 'Be the best that they can be'.

I would like to thank Father Rene, Father Anthony and Father Rowan for all their support of St. Paul's during 2024.

Damian Casamento
Principal

Catholic Identity and Mission

Goals & Intended Outcomes

To explicitly embed the Catholic identity of St Paul's as a living faith community within a contemporary context.

That all members of the community will be able to articulate, model and live their understandings of being part of a Catholic community

That students will be involved in an innovative and meaningful curriculum, emphasising lived faith experiences

Achievements

- The Student Faith and Liturgy Team has gained momentum, promoting student voice in the Faith Sphere.
- Christian Meditation has become part of the weekly timetable.
- Religious Education units of work have resulted in student driven Social Justice initiatives, promotion and awareness.
- Other social justice initiatives were encouraged across the school including Project Compassion, Christmas Food Drive supporting the St Vincent de Paul Conference of Sunshine.
- The use of biblical commentaries continued to be incorporated during planning to better understand the text being presented to students.
- Prayer opportunities were incorporated into staff formation activities.
- Prayer guidelines for staff to guide their preparation for staff meeting prayer were formalised.
- Staff planned units of learning using the Pedagogy of Encounter in consultation with the students in the Junior, Middle and Senior years.
- Ongoing professional learning to develop teacher capacity and to fulfil the minimum requirements to maintain teacher accreditation to teach in a Catholic school.
- Whole staff Professional Learning Day to develop knowledge of the Bible led by Dr Margaret Carswell.

Value Added

- Scripture was presented on multiple occasions in different ways, for example, written,

song and visuals.

- Families participated in workshops to help them prepare their children to receive the Sacraments of Penance, Eucharist and Confirmation.
- The community participated in several Masses.
- Resources were purchased to complement the Religious Education program especially those with a focus on prayer, Sacraments, Catholic leadership and lesson planning.
- The prayerful atmosphere of the school was enriched through the incorporation of meditation as a means to connecting with scripture and a personal spiritual relationship with the divine.
- Members from the local Legion of Mary prayer group led prayer sessions with groups of students.

Learning and Teaching

Goals & Intended Outcomes

To embed contemporary learning practices ensuring that all students are challenged and empowered to grow as active, independent and successful learners.

That student outcomes in Literacy and Numeracy improve.

That we continue to refine our school Learning and Teaching Vision.

That we continue to refine the Excellence in Teaching Practice Principles.

Ongoing implementation of the Learning and Teaching cycle across the Curriculum.

That students will have a greater voice in, and ownership of, their learning.

Unpack the Vision for Instruction Flourishing Learners position statement as a whole staff.

This will be achieved by:

- Continued use of Inquiry Learning Throughlines to ensure all Learning Areas are covered in a two-year cycle.
- Professional Learning in Student Goal Setting and rubrics.
- Staff analysis of summative assessments (PAT R, PAT M and NAPLAN) to promote the continued ownership and responsibility of all students' achievements. These specific analyses examined student achievement and encouraged teachers to reflect on their practice and identify how this is linked to results. Further connections highlighted the importance of differentiating the curriculum to promote student engagement and learning confidence.
- Continued and refined the use of the SeeSaw digital portfolio to enhance Family Engagement in student learning.
- Professional development for staff about Vision for Instruction and its alignment with our school Learning and Teaching Vision.

Achievements

Achievements – Literacy

Review of the Six Pillars of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Oral Language) and how they are implemented at St Paul's.

Trialling the implementation of Daily reviews.

Grammar and Punctuation skills Scope and Sequence created after review of related data.

Collection and analysis of vocabulary development data across the school to identify areas of need.

Facilitated planning with Literacy Leader to analyse data to inform and drive targeted teaching.

Use of the Fountas and Pinnell reading continuum to embed a strategic approach to teaching reading comprehension skills.

Use of Fountas and Pinnell (BAS) benchmark assessment to monitor student's progress. Running records data inputted into SPA at regular intervals as a tracking tool to determine reading goals for future learning.

LLI groups (Levelled Literacy Intervention) from Year 1-6; intervention program where students are seen for reading four times per week.

Continued support of teachers through coaching and modelling during the literacy block to improve student outcomes.

Continued implementation of SMART Spelling Program using visual spelling strategies to enhance students' writing skills in response to NAPLAN data. Continued use of the South Australian Spelling Test (SAST) as a tracking tool to measure the effectiveness of the program.

Use of SPA to triangulate data from NAPLAN, PAT R, and Running Records to inform reports and identify trends and discrepancies.

Teachers explored the new EAL continuum. Teachers use the EAL curriculum to plan

next steps for learning.

In Semester 2, Prep intervention for those children who had not reached the reading Benchmark.

Achievements – Numeracy

Introduction and use of the Mathematics Victorian Curriculum 2.0

Facilitated planning with Numeracy Leader on a weekly basis to analyse data to inform planning and drive targeted teaching.

Trialling the implementation of Daily Reviews.

Revision cycle of taught units in the daily Number Blast.

Creation of a Daily Review Scope and Sequence to match units taught and ensure spaced retrieval.

The continued use of Essential Assessment in Year 2 to 6 focusing on regular and ongoing analyses of data to assist with targeted learning.

Continued implementation and use of the Victorian Curriculum to inform assessment and reporting procedures through Professional Learning Teams.

Professional development for teachers in concept development and teaching strategies.

Use of the LFiN screening test three times a year in Prep and JMA to identify student needs and learning opportunities.

PAT Maths results added to the SPA Program for further analysis and to provide a wider profile of the students.

Use of PAT Maths, Essential Assessment and observations to triangulate data to inform reports and identify trends and discrepancies.

Use of the Learning Progressions and Key Ideas document alongside the Victorian Curriculum to plan units and lessons.

Use of Top Ten Resources programme alongside the Mathematics Victorian Curriculum 2.0 to enhance student learning.

Student Learning Outcomes

Student Learning Outcomes

NAPLAN results are reported against proficiency standards with 4 proficiency levels for each assessment area at each year level. The standards are Needs Assistance, Developing, Strong and Exceeding

Year 3 NAPLAN Data:

Reading 91.9% of students were at or above the Developing Proficiency Level

Writing 92.9% of students were at or above the Developing Proficiency Level

Spelling 91.1% of students were at or above the Developing Proficiency Level

Punctuation and Grammar 71.8% of students were at or above the Developing Proficiency Level

Numeracy 85.5% of students were at or above the Developing Proficiency Level

Year 5 NAPLAN Data;

Reading 93.2% of students were at or above the Developing Proficiency Level

Writing 97.3% of students were at or above the Developing Proficiency Level

Spelling 97.3% of students were at or above the Developing Proficiency Level

Punctuation and Grammar 90.4% of students were at or above the Developing Proficiency Level

Numeracy 90.3% of students were at or above the Developing Proficiency Level

We will continue to have high expectations of our students' learning by ensuring our teachers continue their active involvement in dynamic, data driven professional practice based on contemporary research by leading academic stakeholders.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	372	38%
	Year 5	493	66%
Numeracy	Year 3	380	48%
	Year 5	478	61%
Reading	Year 3	378	60%
	Year 5	499	78%
Spelling	Year 3	393	56%
	Year 5	499	75%
Writing	Year 3	419	84%
	Year 5	499	78%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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 develop students who demonstrate a strong sense of respect for themselves and others, valuing diversity and inclusion.
- To support students in embedding the skills of social and emotional learning across all areas of their lives.
- To foster responsible, independent, and resilient learners who are empowered to adapt, connect, and thrive in a contemporary world.

Achievements

- The Student Wellbeing Leaders (SWL) attended year level planning meetings each term to support the facilitation of Social and Emotional Learning (SEL) and Child Safety Awareness planning.
- SEL units included the explicit teaching of Personal and Social Capabilities from the Victorian Curriculum.
- The school continued to use the Australian Council for Educational Research Social-Emotional Wellbeing Survey (ACER SEWS) to formally collect data and inform growth and improvement in student wellbeing.
- Members of the Leadership Team facilitated staff meetings on key topics including Mental Health Education (Prevention and Promotion), Student Wellbeing PAT Survey data analysis, Child Safety, and the Child Safe Standards.
- The SWL and Mental Health and Wellbeing Leader (MHWL) attended regular Network Meetings and participated in a range of online professional development, including Respectful Relationships, Mental Health Education, and learning facilitated by MACS.
- The Wellbeing & Community edition of the St Paul's Newsletter continued, with five editions produced and distributed throughout 2023.
- The school continued the employment of a dedicated MHWL, who worked closely alongside the SWL to enhance student support.
- The Mental Health and Wellbeing Hub continued to operate during recess and lunch, supporting small social skills groups and individual students.
- The whole school community participated in Child Safety Awareness Day/National 'Day for Daniel' to further promote child safety and awareness.
- The annual Staff Conference included a focus on Child Safety, enhancing staff knowledge, confidence, and competence in embedding the new Child Safe Standards across the school.
- The Core Wellbeing Team (comprising the Deputy Principal, SWL, MHWL, Catholic Services Officer, Family Engagement Literacy Leader, and Learning Diversity Leaders)

met weekly to discuss students requiring additional SEL support and to plan school wellbeing initiatives.

- The SWL and MHWL conducted wellbeing induction sessions for all new staff, covering A Positive Approach to Supporting Student Behaviour, Restorative Practices, the Respectful Relationships program (including responding to disclosures), and an introduction to wellbeing practices at St Paul's.

Value Added

- The Student Wellbeing Officer supported the SWL and MHWL across wellbeing initiatives.
- The Student Wellbeing Officer facilitated small social skills groups for students requiring additional SEL support.
- The Student Wellbeing Officer also facilitated small transition groups for Grade 6 students requiring extra support in preparing for secondary school.
- The school's Core Values — Respect, Diversity, Learning, Care and Compassion — were revisited with staff and students and actively promoted in daily school life.
- The Catholic Care (psychologist) counselling program was offered two days a week to support student mental health needs.
- The MHWL met weekly with the Catholic Care psychologist to discuss students on the Catholic Care caseload and ensure coordinated support.
- The school's Wellbeing Sphere team collaborated to support the SWL and MHWL in delivering student wellbeing programs and practices.
- Transition programs, including Kinder to Prep, Year 6 to secondary school, and Year-to-Year transitions, were revised and adapted to support students' social skills, resilience, readiness, and coping strategies.
- The Student Representative Council, Senior Leaders, Grade 5/6 Camp, and Sports Day contributed to building student resilience, decision-making skills, and connectedness to the school community.
- SEL learning was shared with families through the school's Seesaw platform and the Wellbeing & Community newsletter.
- The SWL and MHWL collaborated with external services to support the diverse needs of students.
- The SWL and MHWL also worked alongside teachers and the Learning Diversity team to develop Safety Plans and Behaviour Plans for individual students as required.

Student Satisfaction

- In the 2024 ACER SEWS, the mean Social-Emotional Wellbeing Score for the national primary sample was 118.7. St Paul's achieved a comparable mean score of 118.8.
- In the same survey, 10.8% of students at St Paul's were assessed at the 'Very Highly Developed' level of overall social-emotional wellbeing, slightly below the national

average of 12.0%. A further 19.6% of students were assessed at the 'Highly Developed' level, slightly above the national average of 19.4%. Additionally, 54.9% of students were assessed at the 'Developed' level, exceeding the national average of 51.2%.

- In the 2024 MACSSIS data, St Paul's results were consistent with the MACS average in the School Teacher-Student Relationships domain. For example, in Question 4.1, "How many of your teachers are respectful towards you?", St Paul's recorded a positive response rate of 81%, compared with the MACS average of approximately 80%.
- St Paul's results were also consistent with the MACS average in the School Belonging domain. For example, in Question 5.1, "How well do people at your school accept you for who you are?", both St Paul's and the MACS average recorded a 68% positive response.
- In Question 5.7 of the School Belonging domain, "How much do you feel like you belong at your school?", St Paul's scored 73%, above the MACS average of 68%.

Student Attendance

All enrolled students are required to attend school unless reasonable and valid grounds exist for their absence. The Principal communicates attendance expectations to parents and students at enrolment and regularly reinforces these expectations through the school newsletter. Parents and carers must notify the school on the morning of (or prior to) their child's absence. If no notification is received by 9:30am, the school sends a text message prompting parents or carers to call. If no contact is made by 11:00am, school office staff telephone parents and, if necessary, proceed to call the listed emergency contacts until the absence has been explained and recorded.

When a student is absent for five or more days in a term without reasonable or valid grounds, the classroom teacher discusses the matter with the Deputy Principal or Student Wellbeing Leader. Contact is then made with the parents to develop and implement strategies aimed at reducing further absences. The school follows the 'Every Day Counts' resources and processes to enforce compulsory attendance, in line with the Education and Training Reform Act (ETRA) 2006, and to address escalating concerns of non-attendance.

Average Student Attendance Rate by Year Level	
Y01	89.0
Y02	90.4
Y03	90.6
Y04	90.6
Y05	90.4
Y06	90.2
Overall average attendance	90.2

Leadership

Goals & Intended Outcomes

Goals & Intended Outcomes

- To strengthen and sustain a learning culture that is characterised by high expectations of all
- That coaching and feedback processes are embedded and lead to the professional growth of all staff.

Achievements

Achievements

- The current School Improvement Plan and Annual Action Plan continually referred to during our professional development. We also developed a revised Annual Action Plan to ensure we are fully implementing the 'Vision for Instruction'.
- We reviewed our Leadership Team meetings to ensure we had clear agendas for each meeting and met on a weekly basis.
- Professional Learning was provided to all staff on the understanding of NAPLAN and the school improvement surveys.
- School closure days focussed on Metacognition and Goal Setting, Students with Autism, Religious Education, CPR, Anaphylaxis and Asthma updates (Stitches First Aid) and forward planning for 2025.
- Staff continued working on developing one of the High Impact Teaching Strategies to link in with their goals developed in the Annual Review Meetings
- St Paul's Staff, Families and Students participated in the 2024 MACSSIS Surveys.
- Communication procedures were enhanced through the use of the school intranet, coordinator meetings and staff meetings.
- Our Occupational Health and Safety policies were revised and professional development was provided for all staff.
- Policies were reviewed by leadership and the staff.
- Staff meeting procedures were sustained, including a clear agenda for each staff meeting. A roster for each staff meeting has been developed to organise a chairperson, minute taker and a person responsible for Prayer and Acknowledgement of Country.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
CPR, Anaphylaxis and Asthma Training (Entire Staff) Emergency Evacuation Training (Entire Staff) Religious Education and the Gospel of Luke (Entire Staff) ICT including use of Google Docs Sunshine District Sports Association Children with Autism Literacy Intervention Strategies Course Fountas and Pinnell Reading Learning Diversity Meeting the Needs of Children with Diabetes Religious Education Leader Network Student Wellbeing Leader Network Occupational Health and Safety Principal Network Deputy Principal Network Assessment and Reporting Literacy Assessment Project Math's Intervention Strategies RE Accreditation Studies Math's Leader Network ACHPER Professional Development Learning Diversity Leaders Network Personalised Learning – ICT Arts Cluster of Learning Literacy Leaders Course Spelling in the Primary School Learning Intentions and Success Criteria	
Number of teachers who participated in PL in 2024	46
Average expenditure per teacher for PL	\$1550.00

Teacher Satisfaction

- The St. Paul's staff supported programs in many ways and provided positive feedback about programs offered.
- In the 2024 MACS School Improvement Surveys, St. Paul's Staff scores were 75% or

above in thirteen of the fourteen domains. The overall school positive endorsement was 82%. When compared to schools from MACS, St Paul's School staff positive results were higher than the MACS average score in all of the fourteen domains.

- 91% of staff attended the Sacrament of Eucharist Mass and 88% of staff attended the Graduation Mass.
- All staff attended School Masses.
- Staff provided feedback on professional development activities offered by the school and suggested ways that the programs could be improved.
- Staff supported the fundraising activities organised by the School Advisory Council.

Teacher Qualifications	
Doctorate	0
Masters	15
Graduate	5
Graduate Certificate	4
Bachelor Degree	40
Advanced Diploma	9
No Qualifications Listed	4

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	55
Teaching Staff (FTE)	47.04
Non-Teaching Staff (Headcount)	19.98
Non-Teaching Staff (FTE)	30
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

To strengthen and embed dynamic partnerships through authentic communication between students, families and teachers to enhance student learning outcomes and well-being.

For students to engage with and contribute to the community in ways that are meaningful and impact on their learning.

Achievements

Achievements:

Throughout the year, the FELL, L&T Leader and REL met to plan ways for family engagement in learning to have more of a presence in teacher planning meetings. FELL attended the teachers' whole day planning meeting once a term and promoted strategies for teachers to include to engage families in their child's learning linked with Inquiry or RE units. Staff meetings were provided to address Parent Engagement and how we can continue to support and grow in this area.

Whole school events:

Families were invited to attend our school events:

Mother's & Father's Day

Grandparents Mass including morning tea & classroom visits

Art Show including Family workshops

Year 6 Mini Fete

Class Assemblies and class Mass

Families invited to Mass

School Performances

Family Christmas Carols Evening

Information Sessions:

Families were invited and encouraged to attend Information Sessions:

Sacraments Family Information Evenings

Camp Family Information Evenings

Parent workshop- Michael Griffin provided Professional Development for our families on

metacognition. (Online and at school)
Prep Information Session

Prep Transition:

Phone contact was made with Kindergartens and Child Care Centres to gain information to support transition to school for 2024 Prep students. Transition was held over three weeks. While the children were in the class session, parents attended an Information Session with the Leadership Team. The final week was the 'Orientation Session' where children meet with their 2024 teacher. Information packs were provided for families and parents were asked to record their hopes and dreams for their child in the form of a letter to their child's teacher. The children were provided with a 'Showbag' with a variety of activities to support their learning and transition to school over the school holidays.

Parent/Teacher Learning Conversations

Families met with teachers in Term 1. The beginning of the year conversation was held the day before school resumed. The focus of this conversation was to establish a relationship between families and the school. This provided an opportunity for staff to get to know the children and their families.

At the end of Term 2 school reports were sent to families followed by online Learning Conversations. Reports were also sent home at the end of the year.

PSG Meetings

Regular PSGs were held to inform families about their child's learning and ways the school and families can work together to support their child with their learning.

Other forms of communication:

There was regular communication with families via the school newsletter, Skoolbag app, phone calls and emails. This included school and community events, family services and parenting support.

Continued whole school use of the SeeSaw digital portfolio learning app to engage families in their child's learning. (This included Family learning tasks)

Learning walks: Families were invited into their child's class once a term for a 'Learning Walk'. They were able to engage with their child and teacher and see the learning that took place throughout the term.

Continued employment of a Vietnamese Administration Officer/Family Liaison to assist with

communicating with our Vietnamese families.

Continued employment of a Burmese Support Worker to assist with communicating with our Burmese families and supporting Burmese children with their learning.

Parent Satisfaction

In 2024, 18 families participated in the MACSSIS survey. The data showed that in domains of Family Engagement, family satisfaction was equal to the MACS average. Barriers to engagement had increased and families suggest that 'there are more factors that can hinder a families interaction or involvement with their child's school.'

Staff value the link with families and understand the importance of parent knowledge to support their child's learning.

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.spsunshinewest.catholic.edu.au