

# Cana Catholic Primary School Hillside

## 2022 Annual Report to the School Community

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Registered School Number: 2021

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## Minimum Standards Attestation

I, Carmen Blatti, attest that Cana Catholic Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

01/06/2023

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - “Forming lives of faith, hope and love in the light of Jesus Christ” - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, “Every student is inspired and enabled to flourish and enrich the world”, and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne’s north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

Cana Catholic Primary School is an educational community of Faith. As parents, students and staff, we are...

United in Faith,

United in Learning,

United in Wellbeing,

United in Shaping our World.

In our foundation story, we hear “Do What Jesus Tells You”

### **United in Faith**

- We hear and proclaim Jesus and the Gospel values, through word, prayer, liturgy and example.
- We teach and learn about our faith in the tradition of the Catholic Church.
- We value and nurture the partnerships within our School, Parish and wider community.

### **United in Learning**

- We provide a safe, inclusive and supportive learning environment.
- We implement a curriculum that is accessible, challenging and transforming.
- We provide opportunities for students to develop characteristics of an effective learner.

### **United in Wellbeing**

- We recognise and celebrate the uniqueness of each other.
- We strive for all to have a sense of belonging through respectful relationships.
- We are committed to the safety and wellbeing of each student, staff member and family.

### **United in Shaping our World**

- We show gratitude for what we have and act for social justice.
- We share in the responsibility to care for our common home, Earth.

We empower all members of Cana to contribute to the school, the wider community and the world.

## School Overview

Cana Catholic Primary School is located in the suburb of Hillside in the Outer North West of Melbourne. Cana is the third Catholic primary school in the Parish of Sacred Heart / Emmaus where a strong link between the Parish and the school is valued and nurtured.

The suburb of Hillside continues to experience some growth and development of homes and infrastructure. Our community is made up of many young families. The ethnic background in the main is second generation European, with a few Asian families and an increasing number of families from Africa and the Sub-Continent. We also have families from Syria and Iraq. The employment background of the parents generally falls within semi-professional, professional and self-employed areas. However, there are some families who access Centrelink benefits.

The school was established in 2004 with 85 students. In 2022 we had an enrollment of 402 students. The school had 18 classes. Specialist areas taught were Prep to Six Language (Italian), Visual Arts, Performing Arts, Library, Health/P.E. and Science Technology Engineering and Mathematics STEM.

Cana promotes the safety, wellbeing and inclusion of all students and is committed to providing a safe environment. We celebrate the achievements of all students and enjoy the uniqueness each of them brings to the school.

Our students and the community enjoy the use of a purpose built art room, attractive administration building, staff/resource room along with a generous technology-rich library/resource center.

The school is fortunate to have spacious playing areas for students inclusive of shaded playground equipment and two basketball courts. Cana students enjoy three constructed playing areas .- Prep -2 have two significant climbing and balance areas with a flying fox; Grade 3 - 6 enjoy climbing a rope web construction and a Ninja warrior balance and climbing course. The students also enjoy an extensive synthetic grass soccer/football oval and running tracks. The students also have an open attractive paved surface with painted games and reflective areas.

Our Community has the use of a multipurpose hall where the whole school is able to gather for meetings and celebrations. The hall also provides a large space to host a Before- and After-school program to support working families and other whole school events/activities. Cana school maintenance and cleaning is outsourced.

Cana Catholic primary school is one of the primary feeder schools for Catholic Regional College Caroline Springs and North Keilor with the majority of our year 6 students attending CRC Caroline Springs.

Cana continues to be a Catholic primary school community that is welcoming and always seeks ways to forge strong partnerships with our families and the wider community.

We are grateful for the teamwork of all staff and parents who work collaboratively to make Cana a safe, and engaging Catholic school to belong to.

Our school motto 'Do What Jesus Tells You' remains our mission and our inspiration.



## Principal's Report

As principal of Cana Catholic Primary School, it is a pleasure to present the Annual School Report for the 2022 Cana school year.

Following two years of interrupted learning, Cana began 2022 with enthusiasm as we learnt to navigate a new time with Covid 19 still lurking within the community.

In 2022 Cana continued with a strong intentional focus on:

1. Transition: Students were supported in readiness for a new school year post COVID19. We prioritised student wellbeing to better support students who may have been impacted by the COVID disruptions.
2. Reconnecting: Students reconnected with their teacher, classmates, friendship groups and rekindled a sense of belonging to Cana Catholic Primary School.
3. Growth: Data was acquired to indicate growth and identify points of learning needs to inform targeted learning goals. Staff worked with parents to target student social emotional needs along with differentiated learning.

However, it was a time to embrace the new year and regain a positive and focused mindset towards setting a path towards success for our students, parents and staff. We revisited our four year School improvement Plan and developed our Annual Action Plan.

The school implemented a Tutoring Program to support students who had not made expected academic gains over the last 6 to 12 months and similarly offered extension learning opportunities for students who demonstrated extensive growth.

Cana applied to Melbourne Archdiocese of Catholic Schools - Capital Works for a grant to build four classrooms and a shared open space. The excitement we felt when we were successful with receiving a grant for \$3,000,000 was truly an uplifting experience for all. The school committed to contribute a further \$500,000, providing a total budget of \$3,500,000 for this project.

Clark Hopkins and Clark were appointed as Architects. They quickly forged a collaborative process inclusive of students, parents and staff perspectives. The building is anticipated to be completed by the end of 2024.

Strategic financial management ensured we met student educational needs and overall school maintenance. We also successfully financed construction of three new playgrounds for students.

Fr. Maurie (Parish priest) provided unwavering support and encouragement. Fr. Maurie also worked to maintain strong communication with the staff, students and families through his weekly newsletter. Thank you Fr. Maurie.

The parents continued to demonstrate trust and worked in collaboration with staff. The students saw first-hand the true meaning of working in partnership. Thank you.

To the students at Cana; I thank them for their perseverance through a period that had not been experienced before. Their resilience was tested on many occasions. However, each student worked through to re-establish connections and with support, from staff, peers, and parents, have come through successfully.

To the Cana staff, thank you for your tireless work and the care you continually show your students. All staff worked collaboratively to address the needs identified around each student and as focused teams worked to plan and deliver learning for the benefit of all at Cana.

I continue to be committed to leading Cana through my strong faith and dedication to working with others to help each person - student parent and staff member achieve their fullest potential through a transparent, collaborative and always respectful manner.



## Catholic Identity and Mission

### Goals & Intended Outcomes

#### Goal

To develop a whole school pedagogical approach based on evidence to achieve growth for all.

#### Intended Outcomes:

- That a shared pedagogical framework is developed and aligned with the school vision and curriculum frameworks.
- That all staff are proficient in the use of data and curriculum, through rigorous, consistent and effective practice focused on growth.

### Achievements

Cana was in the second year of using the new Religious Education Curriculum - 'Pedagogy of Encounter'. The staff, through fortnightly planning, continued to explore and engage in rich and thought-provoking dialogue to grasp the understanding of knowledge and spiritual dialogue about different encounters. Through planning the staff were fully engaged in their experiences and dialogue to plan for the students so that they were able to experience deep learning of the Traditions of the Catholic Faith and build upon their spiritual awareness.

In Term 4, Father Maurie (Parish Priest) during a staff meeting engaged the staff with the understanding of what is 'Advent' and how we can pass this Catholic Tradition onto the students at Cana. It was an hour of staff formation in understanding the significance of this time in the Catholic Church. It was well received and formed dialogue within the planning sessions that followed in the next fortnight.

#### VALUE ADDED

##### **Staff attended and contributed to a Family Sacramental Evening in preparation for Confirmation.**

Year 6 families preparing for the Sacrament of Confirmation, attended a Sacramental evening titled Sacraments 2- Confirmation. The focus of this evening was to deepen the parents' and children's understanding about the Sacrament of Confirmation. These sessions were facilitated by Father Maurie, with the assistance from school leaders and staff.

##### **Year 6 Sacrament of Confirmation**

Prior to the Sacrament of Confirmation, Father Maurie spoke to the Year 6 Confirmation candidates. He spent time going through the concepts covered in Sacraments 2- Confirmation. Bishop Martin Ashe was the celebrant for the Sacrament of Confirmation. He met the students prior to the day, and spoke about the greatest gift from God - the Holy Spirit.

##### **Ash Wednesday Mass**

Ash Wednesday Mass was celebrated at Cana as a whole school Mass.

### **Fortnightly Masses**

Fortnightly Masses in groups (A,B or C, Prep to Year 6) were celebrated, with various themes that acknowledged what the students were learning in their classroom.

### **Staff attended and contributed to a Family Sacramental Evening in preparation for Eucharist and Reconciliation.**

Year 3 and 4 families preparing for the Sacrament of Eucharist and Reconciliation, attended a Sacramental evening. The focus of these evenings was to deepen the parents' and children's understanding about the Sacrament. These sessions were facilitated by Father Maurie, with the assistance from school leaders and staff.

### **Cana Feast day / Mary MacKillop Feast Day**

Cana Feast Day and Mary MacKillop Feast Day are now celebrated on the same day 8th August. This day highlights the Foundation story of Cana school (Wedding at Cana) and a time to gather a deeper understanding of Australia's first saint - St. Mary of the Cross Mackillop.

## Learning and Teaching

### Goals & Intended Outcomes

#### Goals:

- To develop a whole school pedagogical approach based on evidence to achieve growth for all.
- To build a performance and development culture underpinned by collaboration, reflection and feedback.
- To strengthen partnerships within the school and wider community to enhance student wellbeing and learning.

#### Intended Outcomes:

- That a shared pedagogical framework is developed and aligned with the school vision and curriculum frameworks.
- That all staff are proficient in the use of data and curriculum, through rigorous, consistent and effective practice focused on growth.
- That all staff are actively engaged in a performance and development cycle.
- That students' are empowered and active learners, able to participate fully in the life of the school and wider community.
- That families are actively engaged to participate in the life of the school.

### Achievements

- A Mathematics Leader across the school P-6 was employed on a part time basis 0.6 (three days) out of the classroom to support the staff and students with mathematics learning. This was well received with staff and students alike - in implementing the curriculum and making adjustments to students' level of learning. This mathematics leader was occasionally part of planning to support the program being taught in the classroom.
- Two part time STEM (Science Technology Engineering Mathematics) staff were also employed to support the program - so that teacher planning/release could be more effective if they were out for the 4 hours. This component was made up of 2 staff members working 0.4 (two days) in STEM and 1 of these staff members then ran the Mathematics component on the other 0.6 (three days).
- We were in our second year of the 1:1 Chromebook program for Year 5 students to support their learning in digital technologies. It has been a learning curve for the staff and students moving from well known Macbooks to Chromebooks that solely use the Windows program and chrome applications as a learning tool. The students have adapted to this different learning tool in technology.
- During 2022 we continued to implement and refine a rigorous assessment schedule throughout the year. We continued to follow our assessment schedule and this was

supported by additional assessment tasks, including Essential Assessments in Mathematics to assess growth and misconceptions in student learning. We also introduced the English Online Interview for Foundation Year and then was introduced to the Year 1 students before the end of Term 1, 2022. This interview was able to provide valued information to the teachers about their students' growth in the English area. It was well received and will continue to be implemented in 2023 and beyond, to support student learning.

## STUDENT LEARNING OUTCOMES

Cana's NAPLAN results for Year 3 from 2021 to 2022 have shown an increase, especially in the areas of Numeracy, Spelling and Writing. We were 97.9% in 2021 and in 2022 we roughly increased by 2.1%.

NAPLAN for Year 5 showed an increase in Grammar and Punctuation from 92.3% in 2021 to 100% in 2022. An increase of 7.7%. This was a significant increase for this NAPLAN area.

In Numeracy for Year 5, continued to show a decrease from 98.1% to 97.4% - being a decrease of 0.7%.

Reading had a significant decrease from 100% to 94.9% being a decrease of 5.1%. This will continue to be a focus in 2023 to build upon student comprehension.

Spelling decreased from 96.2% to 94.4% - a decrease of 1.8%.

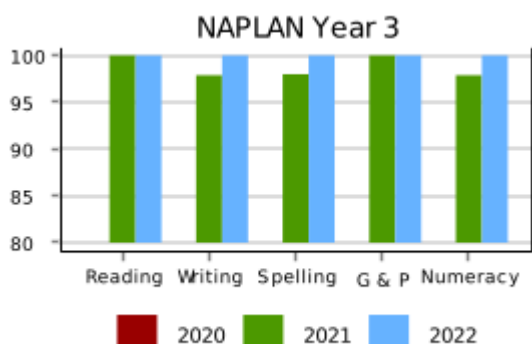
Grade 5 writing also had a decrease from 100% to 97.4 - a decrease of 2.6%.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	97.9	-	100.0	2.1
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	98.0	-	100.0	2.0
YR 03 Writing	-	97.9	-	100.0	2.1
YR 05 Grammar & Punctuation	-	92.3	-	100.0	7.7
YR 05 Numeracy	-	98.1	-	97.4	-0.7
YR 05 Reading	-	100.0	-	94.9	-5.1
YR 05 Spelling	-	96.2	-	94.4	-1.8
YR 05 Writing	-	100.0	-	97.4	-2.6

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



# Student Wellbeing

## Goals & Intended Outcomes

**Goal:**

To strengthen partnerships within the school and wider community to enhance student wellbeing and learning

**Intended Outcomes:**

- That students are empowered and active learners, able to participate fully in the life of the school and wider community.
- That families are actively engaged to participate in the life of the school.

## Achievements

**Onsite Provisional Counsellor**

Cana undertook a provisional counsellor. The counsellor provided one to one and group therapy support classes for students ranging from Foundation to Grade 6 over two days a week. The provisional counsellor also worked closely with the Student Wellbeing Leader to provide social and emotional sessions for students both onsite and weekly during remote learning.

**Extended Partnerships**

Cana worked in collaboration and in partnership with Travancore School and Mackillop Services in support of students at school.

**‘Team Around the Child’**

Cana adopted the ‘Team around the Child’ approach where professionals such as psychologists, speech pathologists, occupational therapists all came together and met with Cana staff and the families of students. The intention of these meetings is to collectively plan effective goals and strategies to ensure students achieve success socially, emotionally and academically.

**VALUE ADDED**

**First Aid Procedures**  
All staff were trained in First Aid and CPR

**Zones of Regulation Initiative**  
Teachers were provided with professional development in the Zones of Regulation, led by the Student Wellbeing Leader. The Zones have been initiated in each classroom as a strategy for students to regulate and identify tools that they can use to manage their emotions.

**Transition-Pre Prep**  
Pre Prep students and their families were invited to two Pre Prep sessions. The Pre Prep program was successful in interacting with the students and understanding how they collaborate with others. These sessions engaged families into school life through a cuppa

with the Principal and listening to the experiences of existing families and their story about Cana. These Pre prep sessions are beneficial for all families that want to enrol their child at Cana. The topics of School Readiness and Personal and Social Development were explored and strategies and ideas were shared with the families.

### **Transition- Grade 6**

Grade 6 teachers with the support from the Deputy Principal, Student Wellbeing and Learning Diversity Leader met with staff from Catholic Regional College to discuss important information regarding Cana students and their transition into high school.

### **Daniel Morcombe Program**

Daniel Morcombe Program is about the safety of students and teaches them to recognise when they feel unsafe, react appropriately and report to a trusted adult.

## **STUDENT SATISFACTION**

The following information depicts data from the 2022 MACSSIS Student Survey:

Students data reflecting School Engagement and Teacher- Student Relationships has remained the same as 2019 and above MACSSIS average.

School sense of belonging to their school and their learning dispositions have remained above the MACSSIS average.

Student voice has remained the same since 2019 and continues to be an area of opportunity for the students at Cana.

Other opportunities for growth include student's sense of safety as data shows slightly lower than MACSSIS average.

How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance - positive gain

Students perceptions of access to and quality of staff support in order to feel connected, safe and respected which at school - positive gains.

## **STUDENT ATTENDANCE**

Parents are required to ensure their child attends school and to provide an explanation when their child is absent from school. This is usually communicated through the 'Skoolbag App'. The classroom teacher must record all the reasons (if any) given by the parent in the NForma Roll. Parents should inform the school in advance of upcoming absences. To ensure a child's education and wellbeing are supported, parents are encouraged to communicate openly with the school where a child has an ongoing medical condition that may result in ongoing absences or medical appointments during school hours. Teachers must record student attendance twice per day through NForma, recording the reason given for each absence.

This is necessary to:



- Meet legislative requirements.
- Discharge the school's duty of care for all students.
- Enable the school's governing body to report on student attendance annually.
- Meet Victorian Curriculum and Assessment Authority (VCAA) requirements.

If a parent does not contact the school to provide an explanation on the day of the student absence:

- As a school we contact the parent who is responsible for ensuring the child's attendance on that particular day (e.g., by telephone and or email) as soon as practicable if an unexplained absence has been recorded. Upon being notified of their child's absence or contacted to seek an explanation, a parent reports that the child was not living with them on that day, the school should ensure they notify another parent who was responsible for ensuring the child attended school on the relevant day(s).
- If contact cannot be made with the parent, the school makes contact with the emergency contact(s) nominated on the student's file held by the school. The school ensures that contact details are kept current and accurate for this reason.
- The school followed up with ongoing absences where necessary. We were able to maintain attendance which was recorded once daily on the skoolbag app.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	90.6%
Y02	88.6%
Y03	90.4%
Y04	90.1%
Y05	88.6%
Y06	90.8%
Overall average attendance	89.8%

## Child Safe Standards

### Goals & Intended Outcomes

At Cana we believe child safety is everyone's responsibility. It is our goal to:

- To empower students to be independent, resilient and responsible members of the community.
- To provide a safe environment for all students.
- To ensure all children have the strategies to seek help if they feel unsafe.

### Achievements

In continuing to prioritize Child Safety at Cana, the school has:

- Continued to strengthen our Child Safe Policies and continue embedding this practice into everyday life.
- Maintained a commitment to training of teaching and non-teaching staff and volunteers.
- Continued monitoring 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'.
- Continued implementing the Cana Characteristics in order to empower students in their learning.
- Addressed risk management practices when planning school activities and events.
- Continued to implement the development of 7 Child Safety Standards.

Each staff member has also:

- Read, agreed to and signed the Code of Conduct (Standard 3).
- Been made aware of the protocols required for complying with Standard 4 (Identifying and Responding to All Forms of Abuse in Victorian Schools).
- Completed an online Mandatory Reporting Module.
- Attended staff meetings - explaining the Ministerial Order 870 (Reportable Conduct).

Additional measures implemented around Child Safety at Cana include:

- Staff Professional Learning Times (PLTs) dedicated to revisiting Cana's procedure around reporting processes regarding child safety.
- Facilitated planning discussions around sexual behaviours in children and young people and supporting children with disclosures.
- Using the Human Resources Practices i.e. Employment of Staff, Engagement of Contractors and Volunteers in the school.
- Keeping parents informed via the school newsletter, website, signage around the school about school expectations regarding Child Safety.
- Continuing to give parents the opportunity to attend cyber-safety meetings.
- Providing parent education in promoting Child Safety policies and protocols.

## Leadership

### Goals & Intended Outcomes

**Goal:**

To develop a whole-school pedagogical approach based on evidence to achieve growth for all.

**Intended outcomes:**

That a shared pedagogical framework is developed and aligned with the School Vision and curriculum framework.

**Goal:**

To build a performance and development culture underpinned by collaboration, reflection and feedback.

**Intended outcomes:**

That all staff are actively engaged in a performance and development cycle.

### Achievements

- Established Cana School Advisory Council
- Extended Leadership positions,
  - Deputy Principal /Learning and Teaching / Administration 1.0 FTE
  - Deputy Principal /Religious Education/Wellbeing 1.0 FTE,
  - Mathematics leader 0.8 FTE,
  - Literacy and Learning Diversity Leader 1.0 FTE
- 'Coaching' Professional Development for leaders
- Conducted surveys in relation:
  - Preferred communication - Digital School weekly newsletter and fortnightly Classroom newsletter preferred
  - Homework - parents supported the ongoing provision of homework- age appropriate
- Prioritised meetings with leaders Agendas/minutes were maintained.
- Scheduled staff meetings twice per week - Professional Learning / Staff meetings
- Professional Learning Team meetings focused on Maths. Improved pedagogy and data analysis - invited Maths expert to develop capacity of teachers
- Curriculum leaders monitored the planning and delivery of learning goals.
- Strengthened Home/ School communication - Emails and apps - SeeSaw and Skool Bag
- Principal attendance at Regional Principal meetings twice per term- - updates on Diocesan developments

- Support of Leaders attending Regional Networks - updates on research based practices and collegial discussions about initiatives in curriculum and wellbeing
- Curriculum leaders monitored data collection providing evidence of student growth and implemented intervention plans for students who were not making gains in their learning.
- Collection of relevant data and evidence to support adjustments and or referrals or students with diverse learning needs
- Submission of evidence for NCCD funding
- Dedicated two days to conduct parent /teacher meetings to maintain transparent sharing of each students academic progress
- Comprehensive assessments of student needs was conducted as students returned to full time learning on site
- Success with MACS Capital Works application to build 4 classrooms - Estimated cost \$3,500.00
- Compliance, upgrades, improvements and maintenance continued throughout the year. The school continued to provide a safe and attractive environment for students, parents and staff.
- IT capacity was improved
- Our vibrant and active parent community (P&F) worked enthusiastically to continue coordinating events and activities.
- Preparation for school REVIEW 2023
- Remained up to date with COVID guidelines and maintained COVID Safety Plans and protocols. Communication remained a priority with the community.
- Sound budget management ensured the school met financial demands with confidence
- 4 relocatable classrooms (second hand) donated from Mary MacKillop - PS Relocatable classrooms were dismantled from the other school and re-assembled on Cana site
- Three significant sized playgrounds built and completed - Junior /Middle / Senior school.

I wish to commend and acknowledge the exceptional work of all staff, and comprehensive planning and delivery of learning activities as students returned to full attendance on school site. Each staff member accepted the unprecedented circumstances and worked in a generous and profound manner to personalize learning experiences and support students to overcome challenges. Staff also answered the call to demonstrate care and understanding in relation to the wellbeing of students who sometimes found challenges re adjusting.

## **EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

### **Description of Professional Learning undertaken in 2022**

In 2022, Professional Learning included:

- Development of an Annual Action Plan for 2022.

- Induction for new staff or staff in new roles
- Coaching skills for Leaders - support teachers to build capacity
- Understanding the 'Zones of Regulation'.
- Building Teacher capacity in mathematics pedagogy
- NCCD evidence collection, case study and moderation.
- ROSAE (Record of Student Adjustment and Evaluation).
- Understanding Autism by Sue Larkey.
- Cyber Safety.
- Writing Personalized Learning Plans.
- Timperley model of student assessment and data analysis.
- Writing effective learning intentions and success criteria.
- 'Team Around the Child'.

Number of teachers who participated in PL in 2022	35
Average expenditure per teacher for PL	\$550

**TEACHER SATISFACTION**

The 2022 Insight SRC Survey provided the following information :

Positive gains were achieved in the following:

**STAFF DATA**

- Relationship between staff and members of the leadership team - positive gains
- Extent to which school leaders set conditions for improved teaching and learning - positive gains
- School leadership’s effectiveness - positive gains
- How safe it feels to take risks and make mistakes in the school - positive gains
- Quality and coherence of professional learning opportunities - positive gains
- Coherence of the schools' improvement strategy - positive gains
- How well teachers work in teams to improve teaching and learning - positive gains
- How well school leaders set conditions for teams to collaborate effectively - positive gains
- Teachers perceptions of the Principal's faith leadership and of particular dimensions of Catholic Identity in school life - positive gains.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.3%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	75.0%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	15.8%
Graduate	21.1%
Graduate Certificate	5.3%
Bachelor Degree	89.5%
Advanced Diploma	21.1%
No Qualifications Listed	0.0%

### STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	37.0
Teaching Staff (FTE)	28.9
Non-Teaching Staff (Headcount)	23.0
Non-Teaching Staff (FTE)	18.0
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

#### **Goal:**

To strengthen partnerships within the school and wider community to enhance student learning and wellbeing.

#### **Intended outcomes:**

- That students are empowered and active learners, able to participate in the life of the school and the wider community.
- That families are actively engaged to participate in the life of the school.

### Achievements

The Parents and Friends committee worked with a spirit of generosity to plan hospitality and fundraising activities. Their efforts were focused on building connections and working in partnership with the school to benefit the students.

They worked in collaboration with the Principal to:

- Contribute to the wellbeing of the school community.
- Encourage the participation of all parents in the life of the school and the education of their children.
- Provide opportunities for parents to meet, in particular the new families at the school.
- Raise funds for the benefit of the school.
- Provide special events/activities for students throughout the year.
- The 2022 school year began with a positive, hopeful spirit.

Communication via emails was strengthened and became the ongoing vehicle for keeping in touch. Staff ensured the connection between the home and the school was maintained as our highest priority.

Communication with parents about their child's learning - offered different levels of interaction/communication with the teacher, proved that some of the benefits from COVID could still be kept allowing parents to still access the platforms and be informed of their child's achievements and challenges.

- Meetings were moved to either an online space, face to face or phone calls
- Communication with families remained strong through our classroom newsletters.

Cana values and embraces opportunities to strengthen home/school connections, and we work in partnership with our families to provide high quality, personal social and academic outcomes for their children.



## PARENT SATISFACTION

The following data was collected following a school survey required by MACS - Melbourne Archdiocese Catholic Schools

- School Fit- Cana achieved significant growth in this area. School Fit measures families' perceptions of how well a school matches their child's developmental needs.

### FAMILY DATA

- The degree to which families are partners with their child's school - positive gains
- Families perceptions of how well school matches their child's developmental needs - positive gains
- Families perceptions of the social and learning climate of the school - positive gains
- Frequency and quality of communication between the school and families - positive gains

## Future Directions

At Cana Catholic Primary School, our Faith inspires an environment that is inclusive and engaging for all. Our mission is to work together with our whole school community to:

- Develop a whole school pedagogical approach based on evidence to achieve growth for all.
- Build a performance and development culture underpinned by collaboration, reflection and feedback.
- Strengthen partnerships within the school and wider community to enhance student wellbeing and learning.

Our overall intention is to provide a Catholic primary School where we foster a professional culture promoting effective teaching, higher levels of student achievement and a strong sense of belonging, where positive relationships thrive.