



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### **Cana Catholic Primary School**

46-60 Banchory Avenue, HILLSIDE 3037

Principal: Carmen Blatti

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

Registration: 2021, E Number: E1381

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## Principal's Attestation

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I, Carmen Blatti, attest that Cana Catholic Primary 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 28 Jun 2024

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## About this report

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Cana Catholic Primary 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](#).

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## Governing Authority Report

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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

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## Vision and Mission

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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.

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## School Overview

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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 2023 we had an enrollment of 422 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.

At Cana we prioritize the teaching of Gospel values and our explicitly taught Religious Education program sits alongside our comprehensive Victorian curriculum. We also encourage an awareness of social justice issues empowering our students to have a voice on matters that affect children world wide through initiatives led by student leaders.

Child Safety is embedded in the culture of Cana , where we maintain a zero tolerance policy towards child abuse. Alongside our academic curriculum, we prioritize the development of social and emotional skills to support the holistic growth of our students.

Our dedicated staff are committed to enhancing the quality of teaching and learning across the school. With strong emphasis on collaboration and professional development, our teachers actively engage in data analysis and embrace evidence-based teaching strategies to drive improvements. The teachers work collaboratively with support staff to ensure each student experiences success and has the opportunity to flourish in their learning. Their collective positive attitude and commitment to teaching and learning contribute to a collegial work environment where everyone thrives.

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 a climbing 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 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.**



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## Principal's Report

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As principal of Cana Catholic Primary School, it is a pleasure to present the Annual School Report for the 2023 Cana school year.

In 2023 Cana conducted a School Review where we proudly demonstrated progress in achieving the priorities of our School Improvement Agenda. A rigorous review of 5 curriculum areas was conducted by a Reviewer appointed by Melbourne Archdiocese of Catholic Schools Melbourne. The Reviewer spent four days at Cana visiting classrooms, reviewing documents/policies and having meetings with members in leadership, staff, parents and students.

The final report was very encouraging and positive. Cana had demonstrated high standards in all curriculum areas reviewed. The exit meeting resulted in developing strategic goals which would inform future areas for growth and improvement. The strategic goals are:

**Pedagogical Framework:** To develop a whole school pedagogical framework based on evidence to achieve growth for all.

**Student Agency:** To build a student agency.

**Partnerships in the community:** To strengthen partnerships within the community.

We maintained our focus on creating a united community inspired by Catholic Faith and our unfailing commitment to nurturing respectful relationships. A culture of learning was fostered which was characterized by intentional, instructional leadership and shared responsibility to stimulate growth for all.

Cana's distinctive Catholic identity can be observed in the iconography, policies, prayer life and the regular celebration of Eucharistic liturgy. Cana continued to flourish with the support of the parish priest who was very present in the life of the school and led faith formation and parent engagement evenings in preparation for students celebrating sacraments. Fr. Maurie (Parish priest) worked to maintain strong communication with the staff, students and families through his weekly newsletter.

We developed a strong leadership team who worked collaboratively with staff to plan for continuous improvement. Cana staff demonstrated commitment to evidence-based teaching and learning where high impact teaching strategies supported growth for all students. Teachers supported student diversity through adjustments to pedagogy and personalized curriculum remained a priority at Cana. Through professional development opportunities,

staff gained a deeper understanding of neurodiverse students who required individual learning plans and explicit teaching strategies.

Student Wellbeing remained a strength at Cana with a holistic approach that encouraged students to feel connected in and out of the classroom. Cana also continued to embed our 'Characteristics of an Effective Learner ' as essential life skills to be developed in all students.

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 above standard growth.

Cana applied to Melbourne Archdiocese of Catholic Schools - Capital Works for a grant to build four classrooms and a shared open space. We were successful with receiving a grant for \$3,000,000. 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. The building is anticipated to be completed early 2025.

Strategic financial management ensured we met student educational needs and overall school maintenance. The school purchased resources/devices for students across the school in order to provide relevant and current learning opportunities.

The parents on the Parent and Friends committee continued to demonstrate enthusiasm to raise funds for our students and the school.

I take this opportunity to formally express my appreciation to Staff, Students and Parents for working collaboratively to strengthen Cana and forge stronger partnerships into the future.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Goal

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

#### Intended Outcome(s):

- 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 third year of using the Religious Education Curriculum - 'Pedagogy of Encounter'. The staff, through 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

#### Review 2023

Cana Catholic Primary School underwent a Review Process. The outcome of the Catholic Identity and Mission continues to be of a high standard. We are very proud of the identity that leads Cana to continue immersing our community and enrich their understanding of our Catholic faith. Our students are very proud of being a part of Cana and have flourished in their knowledge and understanding of who we are.

**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 broken into two sessions (Junior and Senior) were celebrated, with various themes that acknowledged what the students were learning in their classroom and or the feasts celebrations of the Catholic Church.

**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 highlighted 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.

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## Learning and Teaching

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### 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

- P-6 Literacy was overseen by one leader to provide clarity and consistency regarding the planning, delivering and analysis of student data within the Literacy sphere. Through facilitated planning, staff were supported with planning adjustments for students who regarded a more targeted approach within their Literacy learning.
- A P-6 Mathematics Leader was employed to support the implementation of the Mathematics scope and sequence across the school. This ensured that the Mathematics curriculum was planned and delivered consistently amongst all year levels. The Mathematics leader facilitated planning which supported the classroom teachers in differentiating the curriculum to support the abilities of the students.
- We were in our third 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.
- A Learning Diversity Team was established to support the social, emotional, and academic wellbeing of all students from P-6. The team included a Learning Diversity

Leaders and three learning diversity leaders from the leadership team. The Learning Diversity Team met weekly to discuss student progress and wellbeing, consultation referrals to Melbourne Archdiocese Catholic Schools (MACS), and adjustments being provided to students who required additional support. The team supported the Learning Diversity Leader in the collection of evidence to support the submission of the Nationally Consistent Collection of Data (NCCD).

- During 2023, Cana reviewed their assessment schedule to ensure that all assessments conducted were relevant and provided rich data to support student learning. We continued to administer the English Online Interview to Years Prep and 1, and included the Year 2 cohort to track student progress. Tier II assessments such as the York Assessment for Reading of Comprehension (YARC), and Sutherland Phonological Awareness Test (SPAT), were added to Cana's assessment schedule. These assessments were administered by members of the Learning Diversity Team.
- In 2023, Cana underwent a review process which explored the various aspects of Teaching and Learning across the school. The results indicated that Cana uses a range of assessment data to track student progress, particularly regarding students who are working below the expected achievement level. Cana will continue to deepen their understanding about how to best support students who require extension across the curriculum.
- In 2023, Cana engaged with speech pathologists from Australian Catholic University (ACU). These speech pathologists provided support to Cana students in the area of oral language and literacy. This included administering specific assessments and providing some therapy sessions regarding articulation and phonological awareness.

## **Student Learning Outcomes**

As per information provided:

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	422	64%
	Year 5	499	69%
Numeracy	Year 3	425	73%
	Year 5	493	75%
Reading	Year 3	421	79%
	Year 5	498	73%
Spelling	Year 3	415	70%
	Year 5	487	69%
Writing	Year 3	446	94%
	Year 5	493	79%

\*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.

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## Student Wellbeing

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### 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 the wider community.
- That families are actively engaged to participate in the life of the school.

### Achievements

#### Extended Partnerships

Cana continued to work in collaboration with MacKillop Family Services in support of students at school

#### 'Team Around the Child'

Cana has continued to strengthen the 'Team Around the Child' approach by liaising with professionals such as psychologists, speech pathologists and occupational therapists. The intention of these meetings is to collectively and collaboratively plan effective goals and strategies to ensure student success.

#### Mental Health in Primary Schools (MHiPS)

In 2023, Cana was part of the Mental Health in Primary Schools program. A Mental Health in Primary Schools (MHiPS) Facilitator was appointed for two days per week. The role of the MHiPS facilitator is to further build knowledge and understanding amongst the staff around mental health challenges in young people. There is also opportunity for the MHiPS facilitator to work with students and their families when concerns with mental health are recognised.



## Value Added

### First Aid Procedures

All staff were trained in 'Providing Cardiopulmonary Resuscitation', and reviewed school-wide practices around asthma and anaphylaxis.

### Transition Pre Prep

Pre Prep students and their families were invited to two 'Pre Prep Sessions'. This program was successful in gaining valuable insights into how the students interacted and collaborated with one another. These sessions also engage the families with school life by meeting with the Principal. Discussions around School Readiness and Personal and Social Development were had and strategies were shared with families.

### Grade 6 Transition

The Grade 6 teachers were involved in discussions with staff from Catholic Regional College to discuss important information regarding Cana students and their transition to secondary school. The teachers were supported by the Student Wellbeing Leader and Learning Diversity Leader.

### Student Wellbeing Survey Data

In a collaborative effort between classroom teachers, Student Wellbeing Leader and the MHiPS facilitator, students were surveyed once a term to identify any possible indicators that may impact their wellbeing. These surveys focused on how they saw their friendships, relationships with their teachers and their learning. If any concerns were noted, there was prompt follow-up with the MHiPS facilitator.

## Student Satisfaction

**MACSSIS 2023 STUDENT Survey data showed the following.**

**Cana's survey data/results performed above the MACS average in the majority of areas surveyed:**

Rigorous Expectations:                      Cana 87% (MAC schools average 77%)

School Engagement:                              Cana 62% (MAC schools average 52%)

School Climate: Cana 80% (MAC schools average 73%)

Teacher-student Relationships: Cana 78% (MAC schools average 71%)

School Belonging: Cana 57% (MAC schools average 57%)

Learning Disposition: Cana 70% (MAC schools average 59%)

Student Safety: Cana 77% (MAC schools average 70%)

Enabling Safety: Cana 56% (MAC schools average 57%)

Student Voice: Cana 70% (MAC schools average 58%)

Catholic Identity: Cana 84% (MAC schools average 65%)

**Student Attendance**

As per information provided:

<b>Average Student Attendance Rate by Year Level</b>	
Y01	92.1%
Y02	93.5%
Y03	92.7%
Y04	93.7%
Y05	92.2%
Y06	92.2%
Overall average attendance	92.7%

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## Leadership

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### Goals & Intended Outcomes

Leadership Goals are aligned with sphere goals identified in our School Improvement Plan.

Leadership at Cana works collaboratively with staff, parents, students and other agencies to provide resources and an environment where the identified priorities are supported to achieve successful outcomes.

**Priority 1:** To develop a whole school Pedagogical approach based on evidence to achieve growth for all

**Priority 2:** To build a performance and development culture underpinned by collaboration , reflection and feedback

**Priority 3:** To Strengthen partnerships within the school and wider community to enhance student wellbeing and learning

### Achievements

- Introduction of new Instructional Leadership model.
- Strengthening of leadership team through regular weekly meetings with itemized agenda.
- As Cana was being Reviewed in 2023, staff engaged in a systematic and comprehensive collaborative process to review the 5 spheres - Leadership, Faith and Mission, Learning and Teaching, Student Wellbeing, and the Wider Community. The Review process included an audit of safety compliances and a review of school policies.
- Successful grant application outcome for \$3,000,000 to construct 4 learning spaces.
- Establishment of Professional Learning Communities.
- Curriculum leaders supporting team planning.
- Commitment to time for collaborative team planning each week.
- Teachers continued to collaboratively plan within levels to ensure a consistent team approach to teaching and learning provision.
- Participating in MACS Professional Development opportunities - Mathematics in Early Number project.
- Staff demonstrated growth in understanding differentiating in curriculum planning to meet the needs of students.
- Staff engaged in data dialogues and use of student data to plan learning goals for students.
- Staff introducing 'Learning Intentions' and 'Success Criteria' in lessons.

- Staff preparing for Parent/Teacher meetings communicating successes and identifying areas for further development.
- Staff preparing Personal Learning Plans for students listed on NCCD lists which were following with a parent meeting to discuss goals.
- Tutoring program implemented for students experiences learning challenges and also implementation of and enrichment program to extend students above standard.
- A scheduled outline was provided to staff each term which outlined Agenda focus and Professional Learning Team focus topics.
- A number of staff undertook further studies in Religious Education.
- Two staff were sponsored and undertook extensive studies at a Masters level.
- Regular leadership meetings to discuss identified school needs and overall school priorities.
- Strengthened the School Advisory Council through comprehensive reporting and seeking feedback concerning school based matters and seeking ideas for improvement e.g. *How to disseminate Child Safe Standards so Cana parents developed an understanding of the Standards.*
- Staff developed understanding of neurodiversity of students in their care.
- Continuing use of 'SEE SAW' as communication with families.
- Family Faith and engagement evenings around sacraments - led by Parish Priest.
- Establishment of student leadership roles through a School Representative Council across the school.
- Implementation of new teacher Industrial Award entitlements.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> <li>• Whole school Mathematics</li> <li>• Preparing for School Review - Auditing 5 spheres</li> <li>• Coaching for Effective Leadership</li> <li>• Supporting provisional teachers</li> <li>• Emergency Management Warden Training</li> <li>• Epi Pen Training - 2 teachers</li> <li>• First Aid ( CPR, Anaphylaxis and Asthma - All staff</li> <li>• Mandatory Reporting online</li> <li>• Understanding - National Consistent Data Collection</li> <li>• Writing - Learning</li> <li>• Intentions and Success Criteria</li> <li>• Student Wellbeing - Understanding Neurodiversity</li> <li>• Understanding Autism and learning effective teaching strategies</li> <li>• Understanding how to Differentiate planning to meet the diverse range of abilities and learning styles</li> </ul>	
Number of teachers who participated in PL in 2023	37
Average expenditure per teacher for PL	\$190.00

### **Teacher Satisfaction**

Teachers are highly motivated and committed to the school's goals. They actively work towards improving student learning outcomes. Regular feedback and coaching sessions are provided to support teachers in their planning and professional development. Leadership is responsive to staff needs, addressing issues promptly providing a supportive environment for staff to thrive.

Student Wellbeing leader attends planning to ensure students with social emotional needs are discussed with a view to ensure they feel connected and are engaging in positive relationships and experience success in their learning.

Teachers are empowered to share their expertise and best practices through collaborative Professional Learning Team meetings. The schools efforts to address work load concerns have been made with effective use of resources and funding thus demonstrating a commitment to staff wellbeing.

**MACSSIS 2023 STAFF Survey data showed the following.**

Cana's survey data/results performed above the MACS average in all areas sureyed:

Student Safety:	Cana 83% ( MAC schools average 70 % )
School Climate:	Cana 92% ( MAC schools average 74 % )
Staff leadership relationships:	Cana 90 % ( MAC schools average 79 % )
Feedback:	Cana 53 % ( MAC schools average 49 % )
School Leadership	Cana 72 % ( MAC schools average 57 % )
Collaboration in Teams:	Cana 91 % ( MAC schools average 71 % )
Collective Efficacy:	Cana 92 % ( MAC schools average 77 % )
Psychological safety:	Cana 77 % ( MAC schools average 64 % )
Instructional Leadership:	Cana 62% ( MAC schools average 54% )
Professional Learning:	Cana 63% ( MAC schools average 60 % )
Staff Safety:	Cana 77% ( MAC schools average 63 % )
Support for Teams:	Cana 75 % ( MAC schools average 65% )
Collaboration in Teams:	Cana 88 % ( MAC schools average 71 % )
Collaboration around improvement strategy .	Cana, 66% ( MAC schools average 65% )
Catholic identity:	Cana 93 % ( MAC schools average 74 % )

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	9.1%
Graduate	12.1%
Graduate Certificate	3.0%
Bachelor Degree	57.6%
Advanced Diploma	12.1%
No Qualifications Listed	6.1%

<b>Staff Composition</b>	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	31
Teaching Staff (FTE)	29.4
Non-Teaching Staff (Headcount)	20
Non-Teaching Staff (FTE)	14.2
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### 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 the wider community.
- That families are actively engaged to participate in the life of the school

### Achievements

- Maintained an effective communication system with families through - Newsletter, See Saw, School App, School website.
- Organized information nights for new prospective families seeking enrolment.
- Conducted school tours, day and evening times, followed by enrolment interviews.
- Visited Kindergartens in relation to enrolled students with additional needs.
- Fortnightly Classroom Newsletter - communicating learning focus so parents were informed about learning areas of focus/ special events.
- Collaborated actively with members of the School Advisory Council.
- Conducted family engagement evenings around Sacraments.
- Hosted family events - Mothers Day/Fathers Day celebrations and stalls, Family Bingo night, Celebration - 100 days of Prep, Open classrooms presenting students displayed projects.
- Mass celebrated with various grade levels leading the liturgy- parents invited to attend.
- Whole School Assembly Monday mornings - Flag raising, National Anthem, Acknowledgement to Country, Announcements.
- Parents and Friends committee organized Fundraising events.

### Parent Satisfaction

At Cana we value parent involvement and work hard to forge strong connections with our families. Staff are committed to open communication and ensuring all parents are confident in the care and support of their child's/rens learning.



We are proud that our efforts to create a positive and inclusive learning environment have been met with general satisfaction and positivity.

Our formal and informal gatherings, as well as our email and app notifications have provided valuable and effective communication opportunities.

During interviews with existing and new families for 2024 Prep intake, we received overwhelmingly positive verbal feedback from parents . They learned about Cana via 'word of mouth'. We were humbled by this as we strive to be authentic and committed to our families existing and future enrollments.

While we understand there are times we may not agree completely on decisions, we are committed to listening to and addressing concerns raised by parents in a respectful and collaborative manner.

We always encourage parents to make an appointment with the Principal, Deputy Principal or their child's teacher at any time if concerns arise. Parents have consistently reported that staff are approachable and responsive. We prioritize strong partnerships with our parent community.

A special acknowledgement to parents in the school P&F committee who meet regularly to coordinate events and activities /fundraising events for our students. Also on many occasions, when we reach out for help, parents have answered the call for support.

To all our parents, thank you for your faith, trust and support of Cana Catholic Primary School.

**MACSSIS 2023 PARENT Survey data showed the following where we were above the MACS average:**

Cana's survey data/results performed above the MACS average in all areas surveyed:

Parent Engagement: Cana 50% ( MAC schools average 46 % )

Barriers to Engagement:	Cana 73% ( MAC schools average 66 % )
School Fit:	Cana 85 % ( MAC schools average 76 %)
School Climate:	Cana 93 % ( MAC schools average 85 % )
Student Safety:	Cana 76 % ( MAC schools average 72 % )
Communication:	Cana 82%( MAC schools average 72 % )
Catholic identity:	Cana 67 %( MAC schools average 64 % )

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

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