



St Michael's School

Heyfield

2022

Annual Report to the School Community



Registered School Number: 1524

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission.....4

School Overview.....5

Principal’s Report6

Catholic Identity and Mission.....7

Learning and Teaching.....9

Student Wellbeing12

Child Safe Standards.....16

Leadership17

Community Engagement20

Contact Details

ADDRESS	Davis Street Heyfield VIC 3858
PRINCIPAL	Jennifer Miller
TELEPHONE	03 5148 2514
EMAIL	principal@stmheyfield.catholic.edu.au
WEBSITE	www.stmheyfield.catholic.edu.au
E NUMBER	E4019

Minimum Standards Attestation

I, Jenny Miller, attest that St Michael's 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.

24/03/2023

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

Governing Authority Report

The 2022 year began with a renewed sense of hope as schools transitioned back to face-to-face learning after two years of navigating the challenges of pandemic lockdowns.

COVID-19 quarantine requirements, however, delivered a new set of challenges as schools grappled with significant student and staff absences, compounded by a national teacher shortage. Once again, school communities demonstrated outstanding resilience and inspiring dedication through this difficult period.

Diocese of Sale Catholic Education Limited continued to focus on providing support and governance to the 38 Catholic primary schools and 5 Catholic secondary schools in the Diocese throughout 2022.

Ongoing investment in school staff and our leadership teams to promote expert learning and teaching practices continued to be a priority. We work in collaboration with parish priests, principals, school leaders and staff in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

In August 2022, DOSCEL set a major achievement as the first Diocese in Victoria to successfully negotiate its own *Enterprise Agreement* with the Independent Education Union Victoria Tasmania (IEUVicTas) in consultation with principals. More than 80% of staff voted in favour of the *Agreement* which covers all school staff in the Diocese and DOSCEL Secretariat.

Significant investment in new learning facilities and school infrastructure through the *Catholic Capital Grants Program* resulted in the completion and commencement of many large building projects to enhance learning spaces and amenities for staff and students.

The introduction of new *Victorian Child Safety Standards* during 2022 was rolled out to all our schools. We were delighted with the participation of schools in our Diocesan-wide Child Safety Week Art Competition held to promote child safety awareness among students, teachers, parents and parish communities.

In a world of change, our mission to deliver quality education in a safe and faith-filled environment that nurtures the development of every student, remains the core of what we strive to do every day.

I am thankful for the contributions of everyone involved in Catholic Education within our Diocese and for their ongoing commitment to our vocation of *Inspiring Faith, Inspiring Learning*.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Vision and Mission

Vision

As a founding school of the Josephite sisters, we are challenged and inspired to live by the example of Mary MacKillop. We see students, teachers and parents as partners in learning, where the worth and dignity of each person is acknowledged, appreciated and celebrated. This is the foundation from which we will nurture and develop self-reliant and confident individuals who will make a difference in the world.

Strategic Intent

We are committed to creating an inclusive learning community that engages students so that they are motivated, creative and collaborative learners, who are challenged to aim high and are given opportunities to grow in all areas of their lives.

Through the inspiration of the person of Jesus, Scripture and Mary MacKillop, we want to build a vibrant Catholic identity that connects with, and has meaning for, our students, parents and staff.

School Overview

St Michael's is part of the Parishes in Partnership of Maffra, Heyfield and Cowwarr. The school was founded by the Sisters of St Joseph in 1954, and we proudly carry on their example of faith and Christian Service. Our school is built around key relationships with families, the local parish, the local community and the wider world.

St. Michael's Primary School is located in the township of Heyfield, a small rural community about half an hour's drive from Traralgon and Sale. The school has a current enrolment of 65 and classes for 2022 were Foundation/Prep, One/Two, Three/Four and Five/Six. We deliberately focused on keeping our class sizes small as we believe this supports individualised learning and creates a better learning environment.

We recognize the importance of keeping abreast of current technologies and pedagogy and adjust our learning programs accordingly. We know that it is not enough for students to have access to great technology; they also need to develop flexibility of thinking, problem-solving skills, communication skills and persistence if they are to be successful learners in a 21st century context. Currently, each student in years 3-6 is allocated a Chromebook, provided by the school. The Junior classes have access to one-to-one iPads. All students have access to our digital technologies room where there are desktops for students to use. In all learning spaces, there is a Smart TV. We have a recording studio where students are able to create vodcasts, podcasts, animations and so much more!.

In 2022, all students participated in specialist classes in Italian, Art and Sport. Students also had the option to join our Choir which is open to all year levels and be radio hosts for our school radio station. We participated in extra-curricular programs such as 'Tournament of Minds' at Federation University and the Lions Club Public Speaking competition. We offer our student leaders opportunities to develop their skills, including attending leadership training. Our Student Representative Committee (SRC) are active within the school and focus mainly on social justice activities.

In 2022, we had 46 families within our school. When examining our Enhancing Catholic School Identity (ECSI) data the majority of students, staff and parents identify as being Catholic or from a Christian background. The majority of Grade Six students progress to the local Catholic secondary school in Sale.

Principal's Report

Although continuing to feel the effects of the pandemic, we began the year with a lot of optimism that things would get back to normal. Despite a slow start in term one, restrictions eased and activities and events were gradually reintroduced so that we could feel like a welcoming school community again. One of our ongoing whole school focuses has always been about building community, and we found this challenging when parents and the extended school community could not come onsite. The 2022 school year has been a year of gradual release, and slowly we opened up again and had the opportunity to welcome our school community physically into our school. Not surprisingly, it took a while for this to happen as we were so used to following the restrictions, and we were still bound by regulations!

Our students once again showed their resilience and ability to adapt. They stepped back in to full time school and embraced everything that was offered. We had an excellent year of learning and teaching and were able to access many extra-curricular activities after having to cancel or postpone so many of these activities in the last two years. A highlight for the students was the school production of 'Little Red'. All their hard work practising and rehearsing paid off, and it was very entertaining. The performance showcased the incredible acting talents of our students as well as giving some of them the opportunity to step outside their comfort zone and experience the sense of achievement felt in overcoming their fears.

Our staff continued to work tirelessly to support the students at our school reach their potential. They closely monitored any deficits students may have experienced from the pandemic and began addressing these gaps in their learning. They have continued to build on their professional knowledge and understanding and this is reflected in the high-quality learning programs that have been provided to our students. Student well-being is of paramount importance and is always considered at a whole school, class and individual level. We continue to focus on building students' independence and resilience so that they develop the life skills to function successfully in an ever-changing world.

2022 was also our school review year, the process in which the previous four-year strategic plan is reviewed in terms of school achievement and progress. We were pleased that the reviewers' report highlighted the many achievements we have made in this period and that our efforts as a school community have been acknowledged. We now have a new strategic plan to follow for the next four years based on recommendations from the report.

It is with sadness that we farewelled a long term St Michael's teacher, Trish Sunderman. She has touched the lives of so many children throughout the years and will be well remembered.

I am looking forward to working with everyone again in 2023 and building on the strengths that we, as a school community, have exhibited this year.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

- To build teacher capacity in the teaching of a recontextualised and dialogical curriculum.

Strategy

- Deepen the expertise of teachers to deliver high quality religious education.

Intended Outcomes

- Staff and Student Catholic Culture data improves annually.
- Teacher planning and teaching is in line with the Diocesan Religious Education Curriculum and Sexuality Education in Catholic Schools documents.
- Catholic Social Teaching is evident in school activities teaching and publications.

Achievements

During 2022, the School continued our work in maintaining and enhancing the Catholic Identity of our School. We worked to celebrate together in liturgies and special feast days. The Sacramental program for students was celebrated with Reconciliation, First Eucharist and Confirmation taking place throughout the year.

Staff worked to provide a way for students to engage in the Catholic faith within the classroom. This was highlighted through prayer and the continued teaching and learning of the Religious Education Curriculum To live in Christ Jesus. Teachers aimed to make explicit the links between their life and the Catholic world view through their language, actions and activities.

The school worked with Father Edwin to build parish/school relationships. There were still some restrictions in celebrating together as a community at the beginning of the year but as the year progressed we were able to reestablish our connection with parishioners. It is hoped that this can be continued further in 2023.

VALUE ADDED

- The school provided opportunities for outreach within the local and wider community by raising money and awareness for: Caritas - Project Compassion, and food drive for Sale Food Bank.
- Staff Professional Development presented by Dominic Ryan – A Recontextualising School, Open to Dialogue.
- The Student Representative Committee engaged in fundraising that focused on social justice and shared this at assemblies (online and broadcast).
- Sacramental programs were celebrated including Confirmation with Bishop Gregory in a combined celebration at St Mary's, Maffra.

- Prayers and contributions in the school newsletter provided development in faith opportunities for parents.
- Continuation of the St Mary of the Cross MacKillop Award, awarded to a notable student at assembly who has demonstrated the qualities of Mary MacKillop in their actions and attitude.

Learning and Teaching

Goals & Intended Outcomes

Goal

- To develop an expert teaching team who use high level curriculum knowledge, effective pedagogy and a deep understanding of the progression of learning to ensure an inclusive and engaging learning environment is created.

Strategies

- Develop expert teacher practice and team based practices to have a positive impact on student experience.
- Develop staff understanding of how student engagement underpins improvement in student learning outcomes.

Intended Outcomes

- Assessment practices demonstrate a positive improvement trajectory for every child.
- Student perception of learning confidence increases.
- The Teaching Climate identified in the Insight SRC Data improves.
- Improvement in Insight SRC indicators for Student Learning Confidence and Engagement.

Achievements

In 2022 we continued to have a focus on the core learning areas of English and Mathematics as we wanted to ensure that any gaps in student learning were addressed. Teachers concentrated on gathering evidence of student progress and used this data to ensure learning was targeted at the students' individual needs.

Classroom teachers have become more proficient in implementing the program 'Essential Assessment' which assists them with tracking student progress in English and Mathematics and to support students to follow their own learning trajectory. Whole school data was collected in key learning areas and this was analysed from a whole school perspective as well as for individual student progression on an ongoing basis.

We continued a common language around learning and teaching with students so that students can understand what it means to be an effective learner and how they can put this into practice. All staff follow the 'You Can Do It' program which supports effective learning habits and mindset.

Through the learning and teaching inquiry cycle, staff worked on creating a culture of collective responsibility in which they sought to improve their performance and examine their impact on student learning. This is an area that we will continue to develop as it can be challenging to provide a forum for collaboration when we have many part-time staff.

The Learning and Teaching Network and Collective space throughout the year continued to reinforce teacher development and support the implementation of quality learning, with a focus on student engagement. We were supported by DOSCEL Learning and Teaching Leaders to improve our practice through error analysis and evidence-based teaching. We continued our

explicit teaching of spelling through the SMART spelling approach, monitoring the progress of student spelling and writing.

STUDENT LEARNING OUTCOMES

We have seen a positive trend towards long term growth through our students' achievement and improving school climate, however the very nature of a small school shows that this can be variable from year to year. This is one reason we do not rely on NAPLAN data as a sole indicator of school performance, but utilise our school-based data collection to make more informed judgements.

Whole school and individual data collection showed that the majority of students have maintained steady growth in the core learning areas, with some students showing exceptionally good growth in both numeracy and literacy.

Staff utilised a variety of assessment tools to monitor student progress and inform their teaching. This included the ongoing use of Essential Assessment to track student learning in Mathematics and English. This has provided students with an opportunity to track their own progress and set learning goals based on individual targets.

Student learning in the area of reading comprehension has continued to improve, with most students showing positive progress through our Benchmark Assessment System (BAS) data collection. Longitudinal growth in numeracy has been measured through the Mathematics Assessment Interview and students have shown individual improvement in the focus areas of counting and place value but there are still gaps that need to be addressed. Spelling achievement has been monitored through Words Their Way analysis and students are demonstrating more effective knowledge of spelling strategies from our whole school spelling approach but that this does not necessarily transfer across to their writing. NAPLAN results indicate that we need to focus on improving student knowledge of 'Punctuation and Grammar', particularly in the earlier years.

Additional support for students was provided in numeracy and literacy through the Tutor Support Program. Other intervention programs (LLI and Barton) were also implemented to support students with meeting benchmarks and to consolidate learning. Students who did not make expected progress despite intervention have been assessed by external professionals to determine their learning needs and this has been acted on by teachers.

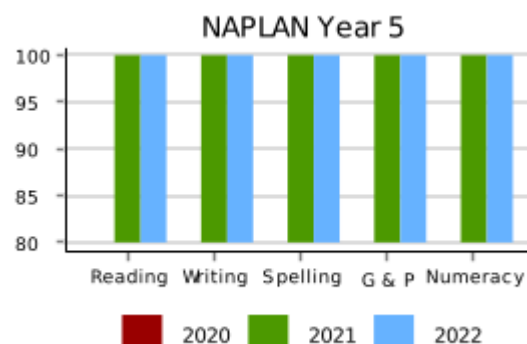
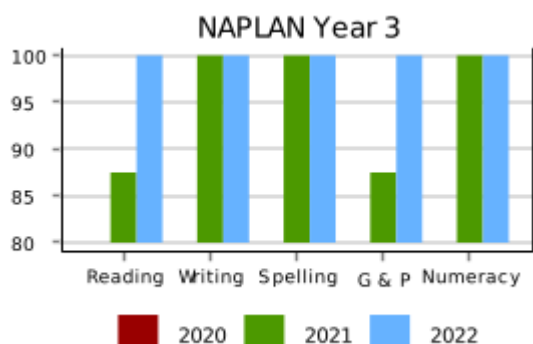
The NAPLAN Data over the past two years (there was no NAPLAN in 2020) shows that there has been a mixed spread of results depending on the different cohort of students. We recognize that due to the size of our school the NAPLAN data can be significantly affected by the results of a few students at either end of the scale. This is why we rely on our whole school data to track student learning.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	87.5	-	100.0	12.5
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	87.5	-	100.0	12.5
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	100.0	-	100.0	0.0

* 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

Goals

- To support student engagement and provide opportunities for students to have a voice within their own learning and the school environment.
- To enhance student well-being through the programs of the school and through connecting to community.

Intended Outcomes

- The Student Social Emotional Climate improves each year.
- Student perception of learning confidence increases as indicated through Insight SRC.
- Student Well-being indicator on Insight SRC shows improvement.

Achievements

The school has actively worked to ensure that students have input to the school programs, with the Student Representative Committee (SRC) taking an active role at a whole school level. This was noted in our Strategic Review, where the external reviewers congratulated the school on the prioritising of student voice and the significant role that has been given to the SRC in the support and promotion of the values and ethos of the school.

As in previous years, we have continued with whole school focuses each term to build community amongst all stakeholders in our school. This has been successful in developing a shared language around being an effective learner and is supported by our parents. Embedded in this, and across our school, are our 3R's of Respect for self, Respect for others and Respect for our environment. All students are aware of these underpinning rules - this was very evident to us through the Strategic Review process and in our Whole School Approach to Positive Behaviour Support assessment.

Insight SRC data shows sustained growth overall in the area of student well-being, although we need to continue working on student learning confidence and student connectedness to peers to enhance student engagement. These two areas were slightly lower than the previous year, even though they fell in the higher range of the indicators.

Individual student well-being has been monitored carefully by staff and, in consultation with parents and carers, additional supports have been put in place. This includes accessing the services of a professional counsellor. We have always worked in partnership with parents/carers to enhance the well-being of their child/children and believe this collaboration is essential if we want to have happy and mentally healthy students.

VALUE ADDED

Throughout the year we have worked not only on strengthening the ties between home and school, but aiming to build a robust and confident school community. These are some of the ways in which we have achieved this:

Social and Emotional Development:

Whole school focuses and multi-age days for You Can Do It term focuses

Transition for all students, including 'Bump Up' day

Year 6 Graduation

Cyber Safety Program

Student Wellbeing and Connectedness Surveys

Bike Education

'My Friends and I' bullying awareness incursion

3Rs of Respect acknowledgement

School Counsellor

Enhancing Catholic Identity:

School based sacramental programs

Family Christmas Celebration

School masses

Big pancake breakfast

Easter Liturgy

Reconciliation Week and NAIDOC Week Awareness Raising

Whole school and classroom events:

3STM School Radio Station

Sports carnivals

P & F Lunch Order Days

Grandparents Day

Walk to School Breakfast

Bi-annual School Production

Book Week Parade & Book Fair

Participation in regional sports events

Year 5/6 Phillip Island camp

Year 3/4 Overnight camp at Coonawarra

Junior Big Day Out excursion to the Melbourne Aquarium

Choir

Dinosaurs - Traces of the Past incursion
AFL Clinics and AFLX
Hoop Time basketball
Celebrating National Science Week in the classroom
Dance program and performance

Student Leadership

Student Representative Committee
Senior School Leadership Groups
Student led assemblies
Class meetings
Radio broadcasting
SRC Footy Colours Day
Gippsland's Biggest PJ Day (SRC led for supporting children in foster care)

We would like to continue our work of building community and reaching out to our school families. Part of this is through celebrating our Catholic identity and giving families and the wider community a deeper understanding about what it means to be part of St. Michael's.

STUDENT SATISFACTION

Insight SRC data for 2022 shows that overall the students' socio-emotional experience is positive. They are experiencing positive relationships with their teachers, feel engaged in their learning and find their learning stimulating. Students feel safe at school and do not have a problem with classroom behaviour in the senior years but tend to be less connected to their peers and see student behaviour as a problem in the middle years.

STUDENT ATTENDANCE

At St Michael's we recognise the importance of student attendance for student success at school. The newsletter is used to communicate the importance of student attendance at school and students being on time. Teachers mark the attendance roll twice a day as per registration requirements and absences are recorded. As per legislation and Diocesan policy, if a child is absent without notification then parents or carers are contacted in the interests of child safety to explain the absence. This contact is initiated from 9:00 am by administration staff. The number of absences for the semester is recorded on students' reports.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	82.0%
Y02	87.5%
Y03	89.8%
Y04	86.2%
Y05	90.8%
Y06	87.2%
Overall average attendance	87.3%

Child Safe Standards

Goals & Intended Outcomes

Goal

- To ensure that child safety underpins and informs all practices at St. Michael's.

Intended Outcomes

- A child-friendly version of child safe policy and procedures is evident in the school.
- The school maintains an up-to-date child safe risk assessment register and implements appropriate procedures.

Achievements

At St Michael's we have revisited policies relating to child safety, including our anti-bullying policy and student management policy. We are committed to embedding these policies and commitments into every day practice. Staff have accessed training to ensure they are familiar with current policies and legislation including participation in the modules relating to the Disability Discrimination Act and Mandatory reporting. Steps for staff to take in responding to all forms of abuse are displayed in the staff room and staff have participated in learning around these procedures.

Students are surveyed to ensure that they feel safe at school and have an opportunity to feed back to leadership, through anonymous surveys or through the Student Representative Committee, any concerns that they may have in relation to safety and wellbeing. Through our Digital Technologies curriculum we have worked with students on cyber safety and how to keep themselves safe online. Students have also worked on being ethical users in an online space.

Our Student Representative Committee worked on the Child Friendly Child Safety policy and presented this to our students at assembly. They revisited aspects of this policy throughout the year.

Parents are apprised of any changes or updates to policies through the newsletter. Policies are also saved to the website and parents are notified when new policies are added or when there are changes to existing policies. We survey parents annually to ensure that they feel their children are safe at school and that the school enacts its policies and procedures around child safety. Feedback from parents affirms that we are on the right track. We also promote learning opportunities for parents and raise awareness of how they can support their children in an online space. This has included making parents aware of any available information sessions about cybersafety.

In our risk management practices, child safety is a major consideration. All risk assessments include a child safety component and volunteers and contractors are checked to ensure that they are compliant with our Child Safety Policy and Code of Conduct.

Leadership

Goals & Intended Outcomes

Goals

- To establish a culture of high expectation of learning that is the responsibility of all.
- To create a safe and stimulating learning environment that supports the learning outcomes of all students in our school community.

Strategies

- School leaders create the conditions for expert teacher practice to be developed and impact is measured.
- Ensure that student learning drives the allocation of school resources and that this comes from an evidence base of effective learning environments.

Intended Outcomes

- Cultural pillars become more balanced.
- Growth in the organisational health data.
- The school has an established Professional Learning Plan aligned with the school and Diocesan priorities.
- Successfully complete the VRQA audit process, demonstrating compliance in all areas.
- There is an up to date and evidence based School Master Plan.

Achievements

Feedback from the Insight SRC surveys indicated an improvement in both organisational climate and teaching climate, although the teaching climate ‘pillars’ indicated a decline in role clarity and learning, despite a high sense of teamwork and higher morale. Other feedback from the Insight SRC surveys indicated that parents were satisfied with school leadership and had confidence that the school is providing their children with a well-rounded education. This was also confirmed in the Strategic Review process and parents expressed their satisfaction with the school and acknowledged the work of all staff.

Professional learning has been supported through the budget and staff has accessed relevant professional learning to implement the school priorities. Where possible, we have supported Education Support Officers to access the same professional learning as teaching staff to build their understanding of how children learn and build on their capacity to support the classroom teacher in implementing the classroom program.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2022
Throughout the 2022 school year, staff engaged in a variety of professional learning centred on professional practice, child safety and workplace health and safety.

- Understanding Place Value and Structuring Numbers
- Working with data: Error Analysis & Classroom Planning
- Teachers to Leaders Professional Learning
- First Aid & CPR
- Mandatory Reporting
- Occupational Health and Safety in the Workplace
- A Re-contextualising School, Open to Dialogue
- Smart Spelling Online
- Participation in Learning and Teaching Network days

Number of teachers who participated in PL in 2022	8
Average expenditure per teacher for PL	\$575

TEACHER SATISFACTION

In 2022 staff indicated that they were well-supported by leadership and from each other, and took great pride in what they do. Morale was high, they believed the teams were working effectively, and they indicated good professional growth. However, their sense of purpose and clarity around their work remained lower. Feedback from staff indicated that this linked to the timing of the Insight SRC survey being early in the year and still feeling the effects of the pandemic. As the year progressed and throughout the Strategic review process, staff feedback was more positive in these aspects of their work. It will be important to monitor this closely in 2023 to ensure a consistent work environment.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.7%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	40.0%
Graduate	30.0%
Graduate Certificate	10.0%
Bachelor Degree	70.0%
Advanced Diploma	20.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	11.0
Teaching Staff (FTE)	5.8
Non-Teaching Staff (Headcount)	6.0
Non-Teaching Staff (FTE)	3.5
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

It is always our intention to enhance student learning and well-being by actively partnering with parents, carers and families.

- The relationship between school, family and parish is enhanced.
- The school provides a purposeful, effective and contemporary learning environment.

Achievements

We began the year operating under ongoing pandemic restrictions which impacted our capacity to invite parents and others into the school. This meant we continued to explore options for connecting our school community with what was happening on a daily basis. At all times we made sure that we had effective and thorough communication and ensured that this was a two way process. As the restrictions eased, we were able to embrace our school community more fully. Communication continued to be a key feature of this, as parents needed to be informed of any changes and rules.

Throughout the year we have worked on strengthening the ties between home, school and the broader community, aiming to build a confident and connected school community. Listed below are some of the ways we have achieved this:

Community Engagement:

Lions Club Public Speaking competition

Participation in local Anzac Day and Remembrance Day services

Tournament of Minds competition

Tree planting in Heyfield

Netball Championships excursion

Engineers Without Borders incursion

Grandparents Day

Open Days

Effective Communication:

Class newsletters

Class Dojo

School newsletter

School app and webpage

Email communication

Parent/Teacher interviews and Student Led Conferences

Student Support Group meetings

Parent Education:

Fortnightly newsletter articles

Cybersafety awareness

Access to School TV Wellbeing resource

School Tours

School information displays

N.B. Also refer to the 'Student Wellbeing' section for how 'building community' has been achieved.

PARENT SATISFACTION

Insight SRC data for 2022 indicated a high degree of satisfaction from parents with school performance. As in previous years, they believe that teaching staff were committed to improving the learning outcomes for their children and that they had the capacity and expertise to do this effectively. Parents had a positive perception of classroom and school management and indicated that they felt school was a safe place for their children and that staff were approachable. Parents perceived that their child's learning opportunities met with their expectations and that teachers worked in partnership with parents to produce excellent outcomes.

This was confirmed in the Strategic review process, where parents spoke glowingly of the impact of leaders and staff and the tireless work they undertake in order to enhance each student's experience.

Our challenges continue to be in student and family engagement in the area of RE, as many families are not identifying as being connected with the faith element of our school or seeing it as important.