

ANNUAL REPORT TO THE SCHOOL COMMUNITY



St. John XXIII Primary School
Thomastown East

2019

REGISTERED SCHOOL NUMBER: 1733



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Contact Details

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Minimum Standards Attestation

I, Frank Vetrone, attest that St. John XXIII 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

01 May 2020

Our School Vision

St. John XXIII Primary School is a diverse, welcoming, child centred community where:

All learners are encouraged to take authentic action in the wider community, following Jesus as our inspiration.

Jesus' teachings allow us to develop harmonious relationships and opportunities to grow in faith.

Learning Dispositions are continually being developed and applied to support our students in becoming effective learners.

Learners are empowered to embrace all opportunities to deepen their learning and experience success on their learning journey.

School Overview

St John XXIII is a Catholic Primary school situated in the northern suburbs of Melbourne providing a vibrant and comprehensive learning environment for children from Prep to Year Six. St John XXIII was established in 1974 as a second school in the Parish of St Luke's, Lalor. The school maintains a strong and valuable connection to the Parish, guided by the mission of the Scalabrinian Fathers.

St John XXIII is situated on approximately 2 hectares of landscaped property in Thomastown East and boasts safe, extensive and contemporary learning spaces. The school consists of twelve spacious classrooms equipped with Interactive Whiteboards, a modern Library / Discovery Centre, a Languages Other Than English (LOTE) room, a Visual Art room, a multi-function Sports and Assembly Hall, administration and amenity facilities, adventure playgrounds, Basketball / Netball Courts and a synthetic oval. St. John XXIII also prides itself on the variety of chrome books, iPads and desktops available for student use.

In 2019 St. John XXIII had an enrolment of 266 students coming from 192 families. Many different nationalities are represented amongst the children and their parents, which add a cultural richness to the school community. Class structures comprised of two Prep classes, four Year 1/2 classes, three Year 3/4 classes and three Year 5/6 classes. Specialist subjects undertaken in 2019 included LOTE (Italian), Visual Arts and Physical Education

The ongoing pursuit of educational excellence in all areas of learning & teaching continues to be a focus for all staff. This ensures that the individual needs of all students are our priority.

In 2019, school leaders in Religious Education, Literacy, Mathematics, Learning & Teaching and Student Wellbeing coordinated programs and the development of best teacher practice to improve student learning. Language Support teachers continued to assist students with reading, writing, speaking and listening acquisition. Mathematics intervention and extension teachers assisted students with their own individual learning needs. A Learning Diversity Leader and our nine Education School Officers ensured support for funded students under the Literacy, Numeracy and Special Learning Needs Program as well as supporting other students.

Parental involvement in 2019 continued to support the school community and enhanced the valuable home school partnership.

In 2019 St John XXIII Catholic school improvement goals and strategic initiatives aimed to:

- strengthen the Catholic culture of the school in a faith filled community
- enhance student engagement in *Religious* Education
- achieve continuous improvement in learning outcomes for all students
- enhance student engagement in their learning
- continue to build a positive, safe and supportive school environment conducive to student well-being and learning
- provide effective and supportive Educational Leadership and Management
- strengthen the school as a learning community
- continue to build a strong culture of connectedness and inclusiveness in the St John XXIII Community
- promote St John XXIII as the school of first choice for Catholic families in Thomastown East

Principal's Report

In 2019, St. John XXIII Primary school continued to be committed to providing a high quality Catholic education for all our students. The major focus in 2019 was enhancing student learning through the use of Evidence based practices. Consequently, we have implemented contemporary learning practices which encourage students to be lifelong learners and persons better adapted to the challenges of a rapidly changing world. Our dedicated teachers, with the support of our educational support staff and other administration staff continue to develop more effective teaching practices that further personalise the learning for the students, which will lead to improved student outcomes. This initiative has been an exciting one for all involved and one that is continually evolving in order to meet the needs of the students.

Student leadership opportunities were again promoted in 2019. These included; school captains, class captains, sports team captains, a Student Representative Council, Social Justice Group and Student Liturgy team. This allowed for greater student voice and involvement in the life of the school. Developing student leadership is yet another way to encourage students to be independent directors of and contributors to their environment. It is about acknowledging their gifts and talents and abilities to direct their learning.

Thank you to our parents, carers, extended families, Parents Association who continually support our school in creating an essential partnership between home and school. Your continued support is greatly appreciated. I would also like to thank all staff, which continually place the children at the centre of all that we do.

St. John XXIII is also fortunate to have Fr. Luciano Toldo our Parish Priest, Fr. Emilio and Fr. Luan who continue to actively support the school and our parish community of St. Luke's with spiritual guidance and advice. Their presence at school activities has contributed positively to the school culture and ensure we are maintaining our Catholic identity.

I look forward with enthusiasm, to continuing my work at St. John XXIII Primary School in 2020.

Yours in Christ

Frank Vetrone
Principal

Education in Faith

Goals & Intended Outcomes

Our Goals for 2019 were

- To strengthen the Catholic culture of the school in a faith filled community
- To enhance student engagement in Religious Education

Our Intended Outcomes for 2019 were

- That student opinion of the importance of the religious dimension of the school will improve
- That staff, student and parent interactions are based on Gospel values
- That there is an increased awareness of and opportunity to respond to Social Justice issues
- That students will find R.E. lessons more interesting and challenging

Achievements

- The introduction of the Pedagogy framework
- New planning proforma
- Increased use of discussion/dialogue prior to unit
- Aligning RE with Inquiry and moving away from pre prepared units of work
- Attendance of RE leader to network days
- Family masses
- Celebration of St. John XXIII feast day
- The establishment of the RE sphere team
- The development of a checklist when preparing class masses
- All children taking part in school Masses
- PD for staff on Eucharist Faith Development Celebration of sacraments
- Incorporated school theme "Rejoice in the glory of who we are and who we can become"
- Whole school PLT
- Liaising with the St. Luke's' school and parish
- Creation of actions to conclude units of work, social justice activities
- Sock it to poverty - Catholic Missions

VALUE ADDED

- Social justice initiatives: support of Project Compassion and Caritas Australia Mission Appeal, support for CatholicCare Family Services, collection of food for St Vincent de Paul local conference
- Sacrament Presentation Masses
- Confirmation Retreat Day for all Year 6 students.
- Sacrament Family Meetings – parents and candidates attended a meeting in preparation for receiving each of the sacraments
- Faith Formation Leadership Team - Spirituality Day

Learning & Teaching

Goals & Intended Outcomes

Our Goals for 2019 were

- To achieve continuous improvement in learning outcomes for all students
- To enhance student engagement in their learning

Our Intended Outcomes for 2019 were

- That students' oral language improves
- That Literacy outcomes for all students improve
- That Mathematics outcomes for all students improves
- That the staff perception of the quality of the learning environment is improved
- That a learning environment is created which is conducive to high achievement and the development of student self-motivation and independence.

Achievements

During 2019, the following achievements and on-going practices demonstrate our commitment and faithfulness to the fulfilment of our goals:

Leaders in Religious Education, Learning and Teaching, Literacy, Mathematics, Learning Diversity, Digital Technologies and Student Wellbeing ensured quality learning and teaching throughout the school.

- Learning Pit and Growth Mindset language used by staff and students as a way for students to feel ok with mistakes made or areas needing attention (power of yet); both academically and in the area of Wellbeing
- Learning Intentions and Success Criteria embedded across the school and in planners
- Attendance by leaders and staff at Evidence based practices PD throughout the year; Impact Coach, Action Plan, VLAT, Foundation Day for new staff
- Collective closure day facilitated by Helen Butler - feedback and deep questions
- Learning and Teaching Newsletter for parents
- Implementation of new home learning practice - preview learning
- Disposition posters/Learning pit posters - shared language
- Be The Best Me - link to Wellbeing
- NAPLAN online school
- Professional conversations with staff
- Student led conversations P-6
- Visits from other schools to see our progress with implementing Evidence based practices
- Walkthroughs conducted by Learning & Teaching Leader (what are you learning here?) and Literacy Leader (feedback) with feedback provided to staff
- Focus groups with students across the school providing leadership with feedback on learning and teaching initiatives in the classroom and also some areas for future direction
- Excursion/incursion/extended day/camp program used as a way to enhance inquiry units
- Inquiry planning as a whole
- Planning days each term
- Facilitated planning weekly
- Brainstorming staff meetings where teachers have time to think about units and cross-curriculum connections prior to planning day
- Life Ed visit for P-6 with a focus on health and wellbeing

- Scope and sequence of mental computation strategies with staff; which strategy will be introduced in which year level, as well as which year level we would expect 90% of students to have consolidated each strategy - hoping to lead to clarity around this aspect of Maths
- New approach to problem solving in 3-6 beginning, each lesson with a problem and talking through the strategies used - modelling the most efficient strategies and promoting the use of more than one strategy leading to an answer
- P-2 looking at various Math tools (dice, tens frames, hundreds charts etc.) and created a bank of Tools Time games for each tool to draw from when planning - also read articles for professional development of staff in the purpose and strength of each tool
- Math intervention for Year 1-4 students focussing on number skill acquisition - allows for these students at risk to build a stronger foundation in Number
- Participation of our highest achieving students in the MCYA (Maths Challenge for Young Australians) allowed for them to be challenged greatly in problem solving, proving that when challenged you need grit and persistence
- Voluntary participation of Year 3-6 students in the AMC (Aus. Maths Competition) proves that many of our students wish to be challenged in their learning
- Use of pre assessment for all units taught by Years 1-6; results shared with students and success criteria describing progress to students and then post assessment also shared to celebrate progress made
- Selected to participate in Exploring Mathematical sequences project with Year 1/2 teachers, involving Monash University and CEM
- Intervention continuing for students at risk
- Enrichment program for students needing extension
- Creation of data wall to track progress in PAT-M & PAT-R
- PLTs with Year 3-6 teachers used to further develop slideshows used for independent tracking for students and refining this process
- PLT's with Year P-2 teachers to support the CAP project with designing learning sprints
- F-2 development of the 5 star writing tool

STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

St. John XXIII Primary School Thomastown East

NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	96.6	100.0	3.4	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	93.1	97.2	4.1	97.4	0.2
YR 03 Spelling	100.0	100.0	0.0	97.4	-2.6
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	96.7	100.0	3.3	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	97.7	-2.3	100.0	2.3
YR 05 Spelling	100.0	100.0	0.0	96.9	-3.1
YR 05 Writing	93.3	97.7	4.4	96.9	-0.8

Student Wellbeing

Goals & Intended Outcomes

Our Goal for 2019 was

- To build a safe and supportive learning environment that promotes self-efficacy and positive relationships

Our Intended Outcomes for 2019 were

- That there are shared understandings and consistent practices that build positive relationships within the school community
- That student engagement is enhanced

Achievements

- Whole school teacher implemented Wellbeing program implemented from RRRR
- 'Be the Best Me' awards program development and implementation across whole school
- Staff meetings Protect and Child Safety
- Ongoing Kids Helpline sessions school wide to support eSmart week
- Day for Daniel
- eSmart week (with DT) with assembly
- Harmony Day
- Leadership protocols for DHHS and Child First Contact
- Cairnmillar provisional psychologist - 2 days per week to support students at risk
- Refugee Day - #withrefugees message wall
- Purchase of Wellbeing focus library books and staff resources
- SWB Leader attended cluster meetings and Berry St Education Model
- Ongoing focus on growth mindset, Dispositions, Learning Pit
- SWB sphere team
- Behaviour rethink sheet redevelopment to link with dispositions
- Staff PL at staff meetings
- Liaison with CEM Wellbeing staff in regard to at risk students
- Transition Program with Organising Students
- Transition Day with 2018 Year 6 students
- Youth Mental Health First Aid training completed by Leader
- Sorry Day - Indigenous Reading Corner and Sea of Hands
- Introduction of Self-Regulation Chart and Coping Toolbox school wide
- Managing Mood and Anxiety Therapy Group - Yr 5/6 ran by Cairnmillar
- Kids Helpline sessions with eSmart Focus

VALUE ADDED

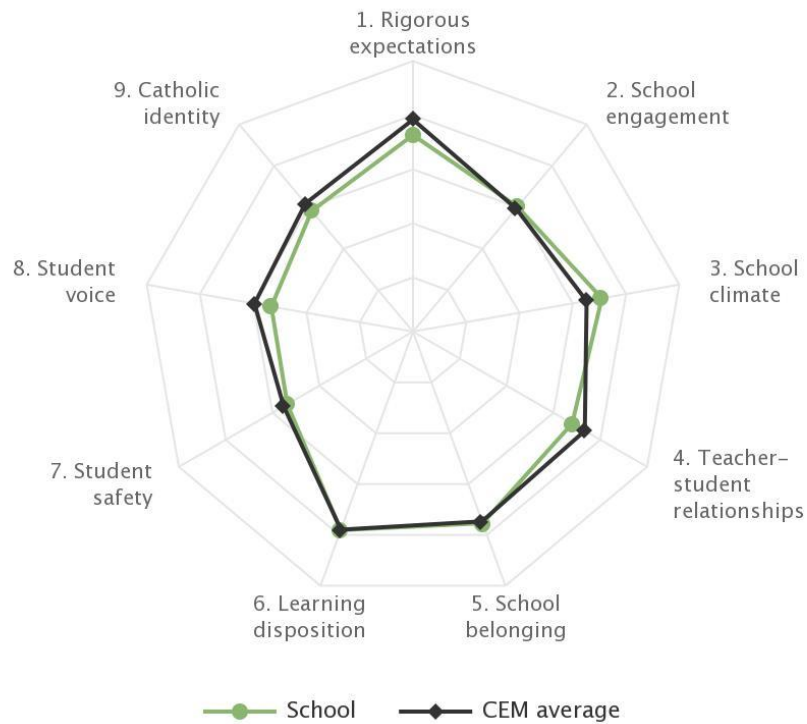
- Weekly Assemblies – Alternate Whole School and Levels
- Whole School Flag raising & National Anthem
- Optional Keyboard Lessons
- Inter-school Sport (Summer & Winter)
- School Athletics Carnival
- Zone Athletics Carnival & Cross Country Event
- School Choir
- Outdoor Education Program P-6; Prep –Year 2 Extended Day, Year 3/4 Overnight Camp, Year 5/6 Five Day Camp
- Incursions and Excursions
- SRC fund raising initiatives
- Student leadership was encouraged through workshops and the appointment of Captains and Vice Captains of the school, each class, and school sporting teams. This encouraged the idea that all at St John’s are responsible for the wellbeing of one another
- Year 6 Graduation Ceremony & Dinner

STUDENT SATISFACTION

CEMSIS STUDENT SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=107)	CEM average PRI school comparison % positive (n=29,768)
1. Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.	73%	78%
2. School engagement	How attentive and invested students are in school.	60%	59%
3. School climate	Perceptions of the social and learning climate of the school.	71%	65%
4. Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school.	68%	73%
5. School belonging	How much students feel they are valued members of the community.	75%	75%
6. Learning disposition	Students' mindset about themselves as learners.	78%	78%
7. Student safety	Perceptions of student physical and psychological safety while at school.	54%	55%
8. Student voice	The extent to which students feel they have opportunities to have an impact on their school.	53%	60%
9. Catholic identity	Student perceptions about the Catholic identity of the school.	58%	62%

Our data indicates that our students have positive feelings about school. Students generally feel good about the learning environment and believe teachers listen to and understand their needs and assist them in their learning.

COMPARATIVE DOMAIN RADAR – STUDENTS



STUDENT ATTENDANCE

- Parents are required to email, phone or verbal communication with school staff regarding any absence. The absence is then noted on the school electronic roll.
- A phone call or text message is sent to parents of any child with an unexplained absence in the morning. If no contact with the school is made, then Police are notified.
- The number of student absences appear on student half year and end of year reports.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	87.1
Y02	89.6
Y03	92.6
Y04	90.4
Y05	94.6
Y06	93.3
Overall average attendance	91.3

Child Safe Standards

Goals and Intended Outcomes

All students enrolled at St. John XXIII Primary School have the right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we do not and will not tolerate child abuse. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety.

Our Intended Outcomes for 2019 were

- Ensure that child safety becomes a regular item on the leadership agenda
- Ensure that all policies are reviewed with a particular emphasis on child safety
- Continue to regularly update other staff members of their legal obligations and any new initiatives

Achievements

- Ongoing social and emotional literacy education through our Student Wellbeing Program with specific focus on the right to be safe and how to seek help, led by classroom teachers and Student Wellbeing Leader
- Display PROTECT Posters in every classroom with a discussion to draw students' attention to it.
- Share appropriate information with SRC on child safe policies/practices in the school
- Survey of Students - 'Feeling and Being Safe at School' to establish any areas of concern or hot spots for students
- Communicate information re school policies/procedures, identifying, preventing and responding to CSE to staff and wider school community through display of posters, newsletters, blog links and parent information sessions
- Professional learning for Learning Support Officers - complete over several weeks at meetings with Inclusion Leader/Student Wellbeing Leader
- Staff professional learning sessions every semester and on induction for new staff
- Ensuring Students, Staff and members of the school community know who to contact if they have a concern about child safety in the school. This information is kept up to date and accessible to all.

Leadership & Management

Goals & Intended Outcomes

Our Goals for 2019 were

- To provide effective and supportive Educational Leadership and Management
- To strengthen the school as a learning community

Our Intended Outcomes for 2019 were

- That school and individual morale of staff is improved
- That communication between groups in the school improves
- That staff are empowered to actively participate in the leadership and decision making processes of the school
- That the effectiveness of professional learning teams is improved
- That the school's professional learning culture is improved
- That the school's appraisal and recognition processes are improved
- That there are increased opportunities for personal professional growth, in line with the SIP.

Achievements

During 2019, the following achievements and on-going practices demonstrate our commitment and faithfulness to the fulfilment of our goals

- Regular meeting times for the Leadership Team
- Sphere teams to build teacher capacity and voice in decision making
- Staff involvement in support groups and committees, these include Student Welfare Support Group, Consultative Committee, School Advisory Committee and Parents Association
- Decision making opportunities within staff meetings and professional learning team meetings
- Professional learning feedback are regularly shared at staff meetings.
- Requests for feedback and suggestions through email
- Literacy, Pat and NAPLAN analysis throughout the year
- All staff involved in professional development pertaining to roles and responsibilities
- Established strong links between the Professional Development undertaken and the priorities within our School Improvement Plan, Annual Action Plan and staff Personal Learning Goals
- Visible Learning Cluster continued and strengthened practices
- Development of New Vision Statement
- Leadership formation days as part of collective
- Annual Review Meetings conducted between all staff and the Principal
- Staff meetings dedicated to ongoing education and training in approaches to Learning and Teaching, Assessment & Reporting in Religious Education, Moderation, School Improvement Planning, ICON-DT, Student Wellbeing, Emergency Management.
- Level planning days at the end of each term
- Maintenance of school ICT infrastructure and digital devices, purchase of Chrome Books
- Continuous endeavour to update teacher and student resources
- New induction protocol for new staff member with time allocated for meetings with key leaders
- Student Representative Council, Social Justice Group, Student Liturgy Group and School Choir
- Student Leaders facilitated Assemblies and Flag Raising
- Staff social events throughout the year

- Staff celebrations and recognition – Birthdays, Special Morning Tea, Dinners, World Teacher’s Day, Easter, Christmas and End of Year Function
- Learning and Teaching Handbook developed for teacher clarity
- Strategic Plan developed for key milestones for the next four years in all sphere areas
- Parents Association responsibilities included the school canteen and uniform shop. Major fundraising activities included; Mother’s Day and Father’s Day stalls and Raffles.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Discipline Based Learning: Religious Education

- Northern Religious Education Leaders Network
- Holy Land PD

Discipline Based Learning: Literacy

- Literacy Leader Cluster Meetings
- Seven Steps Writing
- ICPALER

Discipline Based Learning: Numeracy

- Mathematics Network Clusters
- Mathematics Planning and Curriculum Development
- Numeracy Leadership
- Exploring Mathematical sequences

Evidence Based Learning

- P- 6 staff attended Professional Development
- Breakfast Group Meetings
- Capabilities PD - Canada

Physical, Personal and Social Learning and Student Wellbeing:

- Student Well Being Cluster Meetings

School Improvement Framework

- Leadership Team Meetings with Catholic Education Staff

Other

- Principal Professional Learning Team Meetings
- Anaphylaxis and First Aid training
- leadership formation days
- ICON training
- Learning & Teaching Cluster Meetings
- Visible Learning Meetings
- Deputy Principal Networks
- Principal Conference
- Interschool Sports Meetings
- Principals & Parish Priests Briefing
- Special Needs Meetings
- VACPSP Meetings
- Teacher Aides Professional Learning
- Emergency Management Services
- ASD Professional Development
- DT Cluster Meetings
- PROTECT PD
- Finance Cluster Meetings
- NAPLAN online

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

21

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 3560

TEACHER SATISFACTION

CEMSIS STAFF SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement	CEM average school comparison
1. Student safety	Perceptions of student physical and psychological safety while at school.	83%	69%
2. School climate	Perceptions of the overall social and learning climate of the school.	86%	76%
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.	79%	76%
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.	48%	56%
5. Feedback	Perceptions of the amount and quality of feedback staff receive.	31%	40%
6. School leadership	Perceptions of the school leadership's effectiveness.	60%	57%
7. Staff safety	Perceptions of staff safety in the school.	55%	65%
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.	65%	63%
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.	60%	57%
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.	40%	58%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.	65%	67%
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	52%	65%
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.	77%	70%
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.	63%	78%

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	78.2%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	83.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	10.0%
Graduate	20.0%
Graduate Certificate	0.0%
Bachelor Degree	100.0%
Advanced Diploma	30.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	20.6
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	16.7
Indigenous Teaching Staff (Headcount)	0

School Community

Goals & Intended Outcomes

Our Goals for 2019 were

- To continue to build a strong culture of connectedness and inclusiveness in the St John XXIII Community
- To promote St John XXIII as the school of first choice for Catholic families in Thomastown East

Our Intended Outcomes for 2019 were

- That parent awareness and satisfaction with the opportunities for input are improved
- That the percentage of Catholic enrolments increases

Achievements

During 2019, the following achievements and on-going practices demonstrate our commitment and faithfulness to the fulfilment of our goals

- Parish links with the school were strongly promoted
- Families and their children were encouraged to participate in Parish events related to Easter and Christmas celebrations, and St Luke's Feast Day and Sacramental formation sessions
- Students from local secondary schools completed work experience and community service placements at St. John XXIII – this enabled secondary students to gain experience in working in educational environments whilst also supporting our primary school in many facets
- Ongoing support was provided to CatholicCare and other such organisations through fundraising events- this was the context to promote social justice through our Catholic faith in action
- Parent involvement in school tuckshop, school banking, uniform shop, attending excursions, working bees and school celebrations
- The school's relationship with the local kindergartens continued to be strengthened by visits by staff and senior students
- Parent communication is ongoing with information being related to all school related issues through various forums including online weekly newsletter, flyers advertising forthcoming events, notices related to particular year level activities, Skoolbag app and sessions to inform parents about curriculum developments, camps and formal parent teacher interviews
- Ongoing liaison with ACU has provided the opportunity for student teachers to complete their placement
- Transition programs exist with feeder Secondary school
- Links were established with the wider community through the area of Physical Education such AFL, Seda, Golf
- Celebration of Mother's Day, Father's Day and Grandparent's Day with a Mass and having adults invited into the classroom to participate with their children/grandchildren
- Welcome BBQ and Parent Information Sessions at the beginning of the School Year
- Christmas Carols

School Performance Data Summary

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.acns.gov.au