



St Gregory the Great School Doncaster

2022 Annual Report to the School Community



Registered School Number: 1678

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Minimum Standards Attestation

I, Michelle Verna, attest that St Gregory the Great 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.

27/03/2023

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

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

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

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

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

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

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

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

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

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

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision Statement

St. Gregory the Great Catholic School is called to serve the students and families of St. Gregory the Great Parish and the wider community. We hold and teach the beliefs and practices of the Catholic Church, engage with parents, and inspire in our students a passion for Loving and Learning.

Mission Statement

St Gregory the Great Catholic Primary School is called to serve the students and families of St Gregory the Great Parish, Doncaster.

In fulfilment of our mission, we at St Gregory the Great School will:

- As disciples of Jesus Christ, heed his call to be a centre of evangelisation for students and their families, encouraging them to full sacramental participation in the life of the Church which He founded.
- Willingly accept the mandate of, and directives regarding, Catholic Education from the Catholic Archbishop of Melbourne.
- Be an inseparable component of the Parish of St. Gregory the Great actively bearing witness to the Catholic faith in all our activities.
- Adhere to, and teach the practices, teachings, and beliefs of the Catholic Church.
- Encourage our students to develop a loving relationship with God and encourage them to live out the Gospel values in their own lives.
- Work in partnership with parents as the primary educators of their students.
- Encourage families to be active in the life of the Parish and School.
- Implement a broad curriculum to encourage students to reach their full potential spiritually, socially, emotionally, intellectually and physically.
- Provide for our students, challenging experiences tailored to:
 - meet their individual needs
 - encourage the development of self-esteem and an awareness of their gifts
 - develop a sense of responsibility and a desire to serve others
 - engender a lifelong love of learning.
- Prepare our students to take their place in an ever-changing society, confident of their own individuality, and accepting and respectful of the individual differences of all people.

School Overview

St Gregory the Great Catholic Primary School is situated on the corner of Manningham and Williamsons Roads, Doncaster. The school commenced in 1968 as one room at Ss Peter and Paul's Primary School, East Doncaster. During 1969, three portable classrooms were purchased from East Doncaster and moved to the present site on Williamsons Road. These three portables, along with other portable classrooms were bricked together to form the main building. Children moved into this block at the commencement of term three, 1969. St Gregory the Great Catholic primary School received formal registration from the Registered Schools Board in February 1970 under the direction of the first Principal, Teresa Bushell, Fr John Mullally was the first Parish Priest. In July 2021, Bishop Tony Ireland who had been Parish Priest for 12 years, became one of the Auxiliary Bishops of Melbourne. Our community was saddened to see him go, but most grateful for his generous service and wished him well in his new role. In September 2021, our community welcomed our present Parish Priest, Fr Charles Balnaves. Miss Michelle Verna, current Principal, commenced at St Gregory the Great Catholic Primary School in January 2018.

St Gregory the Great Catholic Primary School is called to serve the children and families of St Gregory the Great Parish. We strongly believe that the school is a vital component of the Parish in the nurturing of faith of its children from Prep to Year 6. We cherish our supportive community spirit. We celebrate our faith with contemporary liturgies, give practical witness to Gospel values and explore current social issues. Throughout the school year many opportunities are provided for school families and parishioners to be actively involved in educational, spiritual, and fundraising activities. The major aim of our Parish Primary School community is the Christian development of the children within the context of the Catholic tradition. From Year 3 onwards, children have the opportunity to be trained as altar servers and commit to service at Parish Masses. Years 3, 4, 5 and 6 children attend the 9am Parish Mass each week.

On Census Day in February 2022 there were 316 children enrolled at St Gregory the Great Catholic Primary School in 16 classes organised as follows:

3x Foundation classes

2x Year 1 classes

3x Year 2 classes

2x Year 3 classes

3x Year 4 classes

2x Year 5 classes

2x Year 6 classes

St Gregory the Great Catholic Primary School is in the high socio-economic grouping of schools and in 2022 employed 36 staff members. At all times the staff of St Gregory the Great Catholic Primary School is dedicated to the education and wellbeing of our children. We are a high achieving school and go to great lengths to maintain this level of achievement, as identified in the School Improvement Plan.

Principal's Report

Dear Parents and Friends,

It is with pleasure that I present this report as principal at St Gregory the Great Catholic Primary School. Once again, we are extremely proud of our achievements as we continually aspire to improve.

Our positive partnership with families continued. During the year, families were invited to participate in a survey where they identified the strengths of the school and provided further suggestions to build and enrich the learning at the school and strengthen the positive partnerships we have with our school families.

St Gregory the Great Catholic Primary School is a vital component of the Parish in the faith formation of its children from Foundation to Year 6. We encourage all parents to be active members of St Gregory's Parish and to share in the richness of belonging and contributing to this community. A strong partnership between School and Parish is important and a valuable experience for our children and their families.

Students are at the heart of all that we do at St Gregory the Great Catholic Primary School, with many opportunities for student voice and parent engagement. St Gregory the Great Catholic Primary School continues to be part of the Learning Collaborative using ongoing data to inform our planning and teaching. This has involved collaboration with other Catholic Schools in the Eastern Region. This has been inspired by our work with Canadian Educationalist Lyn Sharratt as well as renowned Australian educationalist Simon Brakespear.

Our staff at St Gregory the Great Catholic Primary School are a dedicated and experienced group of educators, who are committed to achieving the best outcomes for all students. Their approach to learning and teaching is informed by best practice, and they continue to improve their own professional learning by setting individual professional learning goals and receiving support throughout the year in a coaching and mentoring process.

At St Gregory the Great Catholic Primary it is our aim that your child/children come to know the person of Jesus Christ and be encouraged to live out the Gospel values in their daily lives. The 2022 school year saw many opportunities for students to attend Mass onsite.

All children from our Foundation to Year 6 enjoyed a great year of learning and fun as they engaged in specialist programs in the Visual Arts, Performing Arts, Physical Education and the Language program of Italian. A Multicultural day was also celebrated, as part of our Languages program. These opportunities highlighted the benefits of belonging to a diverse multicultural community.

St Gregory the Great Catholic Primary Schools commitment to innovation was also evident with its involvement with the Digital Technologies project, Coding Animated Narratives as Contemporary Multi-modal Authorship in Schools (CAN). This was a collaborative project with the Australian Catholic University.

Renowned for the many extra-curricular programs that are offered, our students were given the opportunity to participate in events such as Melbourne Archdiocese Catholic Schools STEM Mad Online Expo, Year 6 Big Day Out and Year 6 Graduation ceremony.

This report has been uploaded to the school website and parents can collect a copy from the school office or be sent one on request.

We are proud of the high quality of learning and teaching, the positive and supportive relationships within our community, as well as the warmth and welcome to all.

Congratulations to our students, parents, and staff for their astounding efforts once again in 2022!

Michelle Verna

Principal

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Parish Priest's Report

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School Advisory Council Report

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Catholic Identity and Mission

Goals & Intended Outcomes

To strengthen our Catholic Identity in the context of a contemporary world.

- Continue with the Religious Education Collective to support assessment and reporting in R.E.
- To further strengthen St Gregory the Great Catholic School as a prayerful, active, and authentic Catholic community in which individuals are supported to live their faith in the contemporary world and enhance Catholic identity.

Achievements

To achieve the goals and intended outcomes of St Gregory the Great Catholic Primary School in the area of Education in Faith, the following strategies and ongoing practices were undertaken during the 2022 calendar year:

- The School Vision and Mission Statements remain central to the life and work of the school to continue to build a community in which the traditions and beliefs of the Catholic Faith permeate all areas of the curriculum.

- The Religious Education Program at St Gregory the Great Catholic Primary School sits within the context of the Education Framework for the Archdiocese of Melbourne, Horizons of Hope.

- The Learning Progression at St Gregory the Great Catholic Primary School in Religious Education has followed the Religious Education Curriculum which comprises three strands of learning and five content areas:

1. Knowledge and Understanding
2. Reasoning and Responding
3. Personal and Communal Engagement
 - I. Scripture and Jesus.
 - II. Church and Community.
 - III. God, Religion and Life.
 - IV. Prayer, Liturgy and Sacrament.
 - V. Morality and Justice.

- The Catholic Education Melbourne Religious Education curriculum has been used by staff to inform planning and designing of the curriculum to provide authentic, relevant, and rich learning experiences for the diverse learning needs and backgrounds of the students, especially through online learning.

- A strong focus was given to designing rubrics covering the three strands of the Religious Education curriculum learning to evaluate student learning.

- Links were created between the Inquiry Learning and Religious Education curriculum using a concept-based approach and developed during level planning.

. A two-year cycle of concepts was created by staff and all curriculum including RE was connected to the corresponding concept.

- The Core Principles (Common Good, Solidarity, Subsidiarity and Human Dignity) of Catholic Social Teaching featured as part of the Religious Education curriculum planning.
- The Catholic Identity of the school continues to be highlighted with religious icons displayed in classrooms and around the school and in practices of prayer and worship.
 - Two Confirmation Masses were celebrated in St Gregory the Great Parish church by Bishop Les Tomlinson for the Year 6 students.
 - Year 6 students participated in Confirmation Retreat Day, at Holy Cross. Guest speakers from the Gen Bryant Team ran the day.
 - Parent Faith Formation Evenings were held for Reconciliation, Eucharist, and Confirmation.
 - Prayer continued to form an integral part of each day as the children and staff engaged in practices such as meditation. Students gained experience in praying prayers of petition, praise, penance, and reflective opportunities to enable the deepening of their relationship with God.
 - The Catholic Faith was celebrated as a community through assemblies, liturgies and Masses as determined by the Liturgical Calendar. These celebrations included Holy Week, The Resurrection, St Gregory the Great's Feast Day, praying The Rosary and Migrant and Refugee Week.
 - The Year 3 to 6 students participated in Masses weekly with the parishioners. Fr Charles our Parish Priest provided the opportunity for continued participation in celebrating the Eucharist. Students read readings and Responsorial Psalms. The principal and teachers were present at the Mass and acted as Eucharistic Ministers.
 - New and existing Altar servers were trained by Fr Charles and the Religious Education Leader.
 - Social Justice actions were a focus, where the school community supported the annual Vinnies Soup appeal as well as the Support a Student Charity.
 - Education in Faith continued to feature as an agenda item during Parish Education Board Meetings. A presentation about the Religious Education Curriculum and initiatives was shared with the board members by the Religious Education Leader.
 - The Religious Education leader participated in Professional Learning related to MACS Resources.
 - The Religious Education Leader participated in the Eastern Region Network meetings to stay informed about relevant strategies, resources, and experience to enhance Education in Faith Learning.
 - The Religious education leader joined the MACS Eastern Region Executive Committee to contribute to the planning of Religious education Leadership network days.
 - The REL provided professional learning to maintain Accreditation to teach in a Catholic School and to continue to develop our knowledge and skills in Religious education.
 - All Staff attended a two-day conference with a focus on staff spirituality and the culture at St Gregory's.

VALUE ADDED

At St Gregory the Great Catholic Primary School, we continue to develop and strengthen our Catholic Identity through a rich and dynamic Religious Education program. St Gregory the Great's School Vision underpins the life at the school whereby it is a priority to engage with parents and inspire in our children an appreciation for Loving and Learning.

The Horizons of Hope Framework has been significant in guiding the implementation of the Religious Education program, focusing on the core principles being 'deep learning', 'animated learners' and 'powerful teaching'. The ongoing commitment from the Leadership Team to provide opportunities for relevant professional learning for staff to gain expertise in the delivery of contemporary learning and teaching practices ensuring that the Religious Education Curriculum supports the Faith development of students and their families. Students have consistently been provided with opportunities to make strong connections with the Core Catholic Social Teaching principles through Inquiry units linked to the Religious Education Curriculum.

Learning and Teaching

Goals & Intended Outcomes

To deliver an RE curriculum that drives a contemporary recontextualised context

To develop a shared and consistent whole school approach to learning and teaching across the curriculum with evidence-based best practice.

To build teacher capacity to create a high performance learning culture

To enable student agency to create self-regulated learners

Achievements

During the year 2022, the following achievements and ongoing practices ensured the continued positive outcomes at St Gregory's School in the area of Learning and Teaching.

The school review was conducted in 2021 with recommendations made to the school in a final report. The review was held online and the final report was positive highlighting the excellent policies and procedures we have in place.

The Specialist areas that were taught during 2022 were Physical Education, Visual Arts, Performing Arts, and Italian.

Staff participated in a number of professional development opportunities such as Religious Education and scripture, Catholic Education Conference for schools, using data to inform differentiated planning, STEM, First Aid Training and Reading Recovery. All staff completed their disability training modules, school emergency planning modules and mandatory reporting training. School and Level Leaders worked as a team and individually with Gilbert Kiesler to develop leadership skills. All Staff attended a two-day conference with a focus on staff spirituality and the culture at St Gregory's. This was followed with staff developing a common understanding of the culture around Learning and Teaching, Students' well-being, Community, the Religious Dimension of the school, and the Leadership and Management at St Gregory's.

Attendance of Learning networks in literacy, numeracy, teaching and learning continued in 2022 with the majority being in an online capacity through live meetings and webinars.

The Learning Collaborative (TLC) led by Lyn Sharratt continued in 2022 and the area of focus for the whole school aims at improving student growth in Mathematics.

The implementation of high-impact teaching strategies, a bank of 10 instructional practices that are internationally recognised as some of the most reliable teaching strategies for delivering learning outcomes, are continually being used in our classrooms. This is evident with learning intentions and success criteria visible in all classrooms. The use of these strategies enables student agency to create self-regulated learners.

The Learning Collaborative team continues to attend professional development and develop the whole staff through staff meetings and professional learning teams. This will be continued throughout 2023.

Initiatives commenced in 2021, such as Learning walks, Case Management Meetings, the use of a data wall, 'Bump it up walls' and the third teacher are continuing to be embedded in practice across the school in 2022. These enhance planning and student feedback. Opportunities will continue in 2023 to build Leaders and Teacher capacity within these initiatives.

The opportunity to engage in professional conversations provided staff with the opportunity to collaborate in a collegial environment. The established PLT allowed staff the space and time to engage in conversations on a variety of educational topics, student growth, moderation of work samples, planning effective and engaging activities and supporting and developing skills in a variety of areas.

The staff used data to inform teaching and learning and used small, targeted teaching groups to implement a differentiated approach to individual learning needs.

Progressive Achievement Tests in Mathematics and Reading (PAT M & R), Essential Assessment for Mathematics, SINE Mathematics, Reading Running Records, Benchmark Assessment System (BAS) for reading fluency and comprehension, Peter's dictation, South Australian spelling, focus books and other formative and summative assessments were used in classes from K-6. The staff used the PAT results to update the data wall where the data is discussed and used to inform planning.

The data gathered from this testing has allowed the teachers to plan learning and cater to students' needs with a differentiated approach.

At the end of semesters one and two, academic reports were made available for parents to access via the parent report portal through the nForma reporting package, and Parent Teacher interviews were held in Term 1 and Term 3.

A number of new resources were purchased for English, Science and Mathematics to enhance the use of concrete aids in the classroom.

The Junior level used the programs PM, Sunshine Online and Wings Online to enhance their reading program.

Electronic programs such as Mangahigh, Read Theory, Study Ladder and Readworks are used at different levels across the school in English and Mathematics.

Intervention programs used to support our students in Reading include the Leveled Literacy Intervention (LLI) program and Reading Recovery. LLI is also used by classroom teachers for differentiation.

Learning Support Officers (LSOs) continued to support students with needs. Lego Club Social Skills sessions were held by LSOs for students who need more support with social skills.

Book week was celebrated with a whole school dress up day. Students also participated in numerous book week activities.

The S.T.E.M. Mad Challenge was held and St Gregory the Great Catholic School had many entries in the competition run by Melbourne Archdiocese Catholic Schools (MACS). One of our students won the Conservation Award which was presented to him at the STEM MAD National Showcase at the Melbourne Convention Centre.

Chromebooks for individual use during school hours are now available to all students across all levels with the introduction of these to the Foundation and Year one students in 2022 allowing all students access to technological learning.

The Reimagining Languages Program commenced in 2022. The teachers taught Italian every day for 15 minutes with the Italian teacher conducting one lesson per week for 45 minutes. This allowed the students to learn a second language on a daily basis and provided opportunities to practise and meaningfully use the language in authentic situations.

The Italian teacher used instructional videos to teach the students and inform the staff of the new words. Staff attended a 15 minute instructional lesson each week at Staff Meeting where they were introduced to the words of the week.

Extracurricular activities enjoyed by the students were

- Incursions
- Excursions
- Chess club
- Camps
- Visiting authors
- Book fair
- Swimming program
- interschool sport
- District sporting competitions.

STUDENT LEARNING OUTCOMES

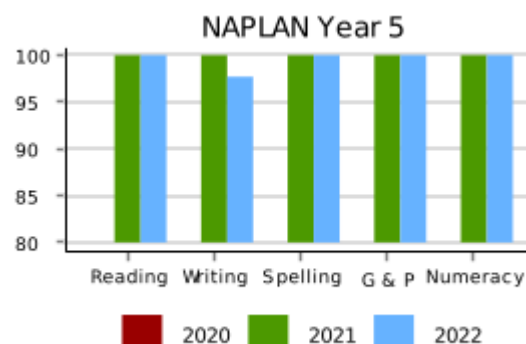
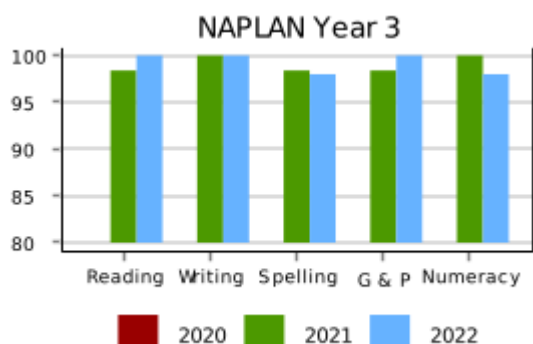
In 2022, there was a focus on a consistent whole school approach to the curriculum delivery and shared pedagogical practices by all teachers. There was further focus on a shared, consistent and embedded learning culture that was articulated in the documented Learning and Teaching plan. Effective use of the teaching and learning cycle, eg: data analysis, planning, teaching and assessment to support the needs of students, was highlighted in Learning Walks, Case Management, professional Learning opportunities and Parent Support Group meetings.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	98.4	-	100.0	1.6
YR 03 Numeracy	-	100.0	-	98.0	-2.0
YR 03 Reading	-	98.4	-	100.0	1.6
YR 03 Spelling	-	98.4	-	98.0	-0.4
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	-	97.7	-2.3

* 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

To develop students as self-managing and self-regulating learners who increasingly take responsibility for their holistic development and that of others.

That the students will be more confident in their learning.

That student behaviour will improve.

To provide a learning environment that is inclusive, collaborative, supportive and reflective of our Catholic Identity.

Achievements

To achieve the goals and intended outcomes of St Gregory the Great Catholic Primary School in

Student Wellbeing, the following strategies and ongoing practices were undertaken in 2022.

The Child Safe Standards continued to be a major focus ensuring their continuous development and compliance with the Ministerial Order 870.

Staff members completed the Mandatory Reporting eLearning module.

The Student Wellbeing Leader attended the new Learning Diversity network and Nationally Consistent Collection of Data (NCCD) information day, Wellbeing network with CEM staff and Wellbeing Cluster with participating local schools.

The Student Wellbeing Team Leader continued in the role of overseeing the areas of Student Wellbeing.

Parent Support Group (PSG) meetings continued to be conducted for students experiencing difficulties in social, emotional, academic, or physical areas incorporating where necessary the support of CEM Psychologist, Speech Pathologist and Learning Consultants. CEM staff provided support in writing Personalised Learning Plans for many students on the NCCD list

The Maram reforms of Child Information Sharing Scheme (CISS) and the Family Violence Information Sharing Scheme (FVISS) became mandated in all schools. Staff attended training in this area.

Staff received training in the area of Rights, Resilience and respectful relationships.

MACS psychologist and speech pathologist met with selected staff to offer support and discuss various strategies to assist with student behaviour issues experienced in the school setting.

MACS consultants met with classroom teachers to discuss strategies for hearing impairment.

The school offered the services of one school counsellor for two days a week for students for one term only. Services were not provided during remote learning.

As part of the Cybersafety program, all students received a Digital Device User Agreement to share with their parents and return to school signed before being allocated a digital device; Year 3 to Year 6 students also received a Chromebook Contract to share with parent and return to school signed.

As members of The Alannah and Madeline Foundation, initiatives related to cyber safety and cyber bullying eSmart were included as part of the curriculum as was incorporating the Better Buddy program.

Better Buddy days were designed to allow students to interact with students across levels. A session in week seven of each term was dedicated to a whole school Better Buddy activity to promote the importance of building strong relationships within the school community.

Year 6 students were allocated a prep buddy for the entire school year and they participated in weekly activities together.

Students received services from external agencies such as the Department of Education Primary school nursing program (PSNP); SCOPE Physiotherapy, Occupational Therapy and Speech Pathologists, Occupational Therapists, Psychologists and other Medical Practitioners.

A school counsellor was appointed from Catholic Care to work in the school one day per week. Selected students in Year 1 continued to receive extra support through the Reading Recovery and Literacy group programs.

Restorative Practices continued to be the approach used in supporting students to manage conflict resolution.

The Transition program for Foundation students included three morning sessions and an orientation morning for all new Prep children, where they also met the 2022 teachers and buddies. These sessions were held online and onsite.

Members of the Leadership Team conducted Volunteer Interviews in accordance with Child Safety requirements.

The Student Wellbeing Team continued to promote the Respectful Relationships Teaching Units incorporating Resilience, Rights and Respectful Relationships, Daniel Morcombe and Child Safety.

Online links to articles and webinars were published in the newsletter and sent to parents to provide support to parents about relevant information to build resilience in children and to promote wellbeing across the community.

The school sent out a care package to all families and staff during the lockdown period and the staff sent out videos of support to the school families.

Secondary school Staff met with Year 6 teachers to discuss background information about prospective students moving to secondary schools. Transition meetings for students with needs were held with Secondary school staff, parents and current teachers.

There was a Whole School Transition Day held in Term 4 for students to meet their 2022 teacher, new classmates and visit their new classroom.

Many wellbeing activities were cancelled in 2021 due to COVID-19. These activities were: The whole school Mini Vinnies School Soup Lunch Day, extracurricular activities which included Chess Classes; Kids Unlimited Cooking Classes; Marcellin College Nutrition Classes; Hooks and Rods Club, the Kids View Social Justice Conference, information evenings, camps, incursions and excursions.

VALUE ADDED

Staff participated in a number of professional development opportunities such as EAL new curriculum, mindfulness, behaviour management and learning diversity.

Professional learning teams (PLT) allowed the opportunity for staff to collaborate in a collegial environment and engage in professional conversations. These conversations were initiated by professional reading on a variety of educational topics such as wellbeing, student growth, moderation of work samples, planning effective and engaging activities and supporting and developing skills in a variety of areas.

The school took part in an NCCD moderation with an external auditor to ensure the school's evidence and record-keeping was up to date.

STUDENT SATISFACTION

According to St Gregory the Great Catholic Primary School's Insight SRC survey data in relation to other Victorian schools, Student Morale is in the top 30% which is relatively high and indicates that children feel valued and respected. The Insight SRC data shows that Student Motivation and Learning Confidence are high, indicating that children see themselves and their abilities in a positive manner and are motivated to perform to the best of their ability.

STUDENT ATTENDANCE

The average student attendance over the year was 95.9%. This high attendance rate shows the commitment and dedication of our children and their parents. Children and their parents see the value of attending school regularly. In accordance with our school policy, parents are contacted if students are absent from school for more than three days without explanation.

At St Gregory the Great Catholic School, we manage non-attendance by students as follows:

All student absences are recorded in the morning (by 9.30 am) and the afternoon (by 2.30 pm) by teachers.

The principal has the responsibility to ensure that attendance records are maintained and monitored by the school.

A phone call to parents is made in the morning of unexplained absences.

All enrolled students are required to attend school regularly and are only absent if ill or if necessary.

Parents have a further responsibility to communicate to the school explaining why an absence has occurred either via email, phone call or written note on the day or prior.

The principal has a further responsibility to ensure that unexplained absences are investigated and that high levels of absenteeism are adequately explained.

Parents will be notified of high levels of unexplained or unapproved absences (more than 10 days per term), and a meeting with parents and the principal will be arranged with the view to developing and implementing strategies to minimise absences.

Minutes will be kept of all meetings and these minutes placed in the child's file.

Student attendance and absence figures will appear on student half year and end of year Reports.

Aggregated student attendance data is reported to System and Government authorities as required. In addition, it is reported to the wider community each year as part of the Annual Report.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	90.3%
Y02	88.2%
Y03	89.9%
Y04	89.1%
Y05	89.1%
Y06	89.8%
Overall average attendance	89.4%

Child Safe Standards

Goals & Intended Outcomes

To continue to improve the care, safety and wellbeing of all students.

To continue to educate our community on Child Safety.

Achievements

Maintaining compliance with Child Safe policies and procedures in accordance with VRQA.

Staff meetings included:

- Mandatory Reporting Modules, Risk Management, Cybersafety and Behaviour Management
- procedures.
- Principal and Parish Priest meetings where Child Safety is an agenda item.
- Processes for visitors and contractors were fully implemented including an induction process.
- Risk Management processes continued to be implemented.
- The School Community continued to be informed of the Child Safe Standards through the
- Parish Education Board and newsletter items.
- Child Safe policies are made accessible through the school website.

Staff professional learning included:

Student Wellbeing Cluster meetings with a Child Safety focus Leadership Team meetings where Child Safety is an agenda item.

Leadership

Goals & Intended Outcomes

To build a strong professional learning culture that is characterised by shared leadership, high expectations, teamwork, feedback, and accountability that focuses on continuous improvement.

- To maintain a strong professional and dynamic learning culture reflective of our Catholic identity, characterised by high level leadership, effective management, and strong accountability.
- Continue to build and develop the leadership capacity of our leaders through effective professional learning and feedback.

Achievements

At the heart of the positive school culture which exists at St Gregory the Great Catholic Primary School, is our shared vision to have God at the centre of our lives so that we can assist our students and community to live lives which are Christ centred. The following achievements are highlighted for the 2022 school year in Leadership and Management:

- Emphasis on building teacher capacity continued as the Professional Learning Team (PLT) day was timetabled to release teachers to share learning at each level of the school. Moderation of student work and analysis of data were important aspects of this professional learning.
- Child Safety continued to be an area of focus for us in 2022.
- Administration and organisational tasks were implemented and evaluated by the Leadership Team on a regular basis. Resources in Religious Education, English, Mathematics, ICT and other curriculum areas were audited, purchased and maintained to provide delivery of all school programs.
- Staff attendance at St Gregory the Great Catholic Primary School was extremely high.
- Staff met with the principal as part of their own Individual Professional Learning Goals and Annual Review meeting with the principal.
- The principal and parish priest met weekly.
- The cyclical VRQA requirements and School Review were conducted online and was very successful. The School Reviewer highlighted that the school met and in some areas exceeded, VRQA requirements and identified St Gregory the Great as a 'Great School'.
- Principal, Deputy Principal/Religious Education, Learning and Teaching/Student Wellbeing/Learning Diversity Leaders participated in regular professional learning and attended Network meetings.
- The Leadership Team met weekly, with ongoing wellbeing check-ins.
- Staff met two to three times a week.
- Our Learning Support Officers meet weekly with Learning Diversity Leader

- Commitment to Professional Learning enables teachers at St Gregory the Great Catholic Primary School to increase their knowledge and skills, and consequently strengthens the teaching and learning capacity within the school.
- Successfully leading a school community during a year of a global pandemic (COVID 19).
- Parish Priests and Principals Governance Briefings attended through the year. St Gregory the • Members of the Eastern Regional Office working with the Leadership Team in preparation for our School Review which was held in August.
- Continue to strengthen links between school and parish.
- Audit of policies and relevant documentation.
- Build teacher capacity in Contemporary teaching practices and pedagogy.
- Build leadership capacity by engaging in growth coaching sessions with growth coach, Gilbert Keisler.
- In 2022 we worked with a MACS Language coach to guide and support our future direction with our current language program.
- Working with Educationalist Lyn Sharratt and twenty-two schools in the Eastern region as part of a Learning Collaborative to improve our data in Mathematics.
- Staff continuing to work with students to build on the many initiatives over recent years.
- Implement programs that focus on social and emotional lessons that conveys our Catholic Identity and promotes the full flourishing of all students.
- Continue to educate our community on Child Safety.
- Cyber safety awareness.
- Continue to build on ways to support and engage with parents from diverse cultural backgrounds.
- Promote school and parish events.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Refresher First Aid Training
- Mandatory Reporting Modules
- Emergency Management Training
- Mathematics Professional Learning
- Graduate Diploma Teaching Students with the Autism Spectrum
- Masters in Educational Leadership
- Women in Leadership
- Play is the Way

- Reading Recovery Network meetings
- Reimagining Languages
- Learning Collaborative
- RE Professional Learning online
- RE Network Meetings
- Principal Network Meetings
- Deputy Principal Network Meetings
- Wellbeing Leaders Network Meeting
- Learning and Teaching Network Meetings
- Maths Network Meetings
- Literacy Network Meetings
- SILC Network Meetings
- Learning Diversity Network Meetings
- ICON Workshops
- Principal and Parish Priest Briefings.

Number of teachers who participated in PL in 2022

38

Average expenditure per teacher for PL

\$255

TEACHER SATISFACTION

The 2022 Melbourne Archdiocese Catholic Schools - School Improvement Survey, highlighted that our staff continued to gain great satisfaction in working at St Gregory the Great Catholic Primary School.

In the area of Student Safety, perceptions of the quality of relationships between staff and members of the leadership team were high.

Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life was most evident.

The many support structures in place at the school, saw staff recognising how well school leadership sets the conditions for teams to collaborate effectively. Staff identified the quality of relationships between staff and members of the leadership team was extremely high.

A strong focus on coherence of the school's improvement strategy saw staff grow, in the collaboration process around setting improvement strategies.

Staff were able to recognise the stability of collective efficacy, and that teachers at the school have what it takes to improve instruction.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	90.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	35.0%
Graduate	40.0%
Graduate Certificate	0.0%
Bachelor Degree	85.0%
Advanced Diploma	55.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	29.0
Teaching Staff (FTE)	23.8
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	12.2
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

To build strong and authentic partnerships with parents and the broader community in the holistic education of our children

- That more parents will be engaged in learning.
- That parent voice is enhanced.
- To further develop as an inclusive and socially just Catholic school community, fostering strong partnerships and connections between the school, staff, families and parish.
- To strengthen relationships with families of non-English speaking backgrounds by creating Welcome packs for our new arrival students and their families.
- Provide sessions and workshops for parents on parent engagement.
- Continue to build on ways to support and engage with parents from diverse cultural backgrounds

Achievements

During the 2022 year, the following success and rigorous practices ensured the smooth running of St Gregory the Great Catholic Primary School in the area of School Community. In light of emerging from ongoing periods of lock down during 2021, where the school now has had the opportunity to have the physical interaction we have been used to. St Gregory the Great has made it focus to embrace and nourish experiences that a well connected community reflects.

- The partnership with the Parish is a mainstay of the St Gregory the Great Catholic School. Collaborative efforts including joint participation in Parish Pastoral Council, School Advisory Council and Child Safety Parish meetings continued. School representation on these committees by the Principal, school parents and Parishioners ensured that the Parish and school worked as an entity in supporting the development of the Catholic Faith.
- Communication is the vehicle that has been used to maintain and strengthen the connection of the community. All Parish and school events and procedures were communicated through various platforms, weekly newsletter, flyers advertising forthcoming events, Facebook posts and Twitter feeds and Operoo. The values and nurture the fact that communication is a two way process and have strongly encouraged and promoted connection with families based on protocols with respect..
- St Gregory the Great's commitment to promoting a Catholic education for families has been a high priority. Avenues including visits to many kindergartens in the area; profiling the school through social mediums with a particular focus on updating the school's website; onsite school tours during the day and a twilight session with students and parents promoting programs and the school culture
- The school has welcomed the many opportunities to connect with the Catholic Secondary Feeder schools. This has happened by hosting community boards to

advertise Open Days for Whitfriars and Sion College; attending meetings with Transition Coordinators to assist the process of families as students move from primary to secondary education; and the Principal meeting with principals of Secondary schools to discuss opportunities to extend connections between the schools and learning programs

- A Mother's Day Celebration was held on site with Guest Speaker Renee from All things Italian - Colazione per la festa della Mamma - with a food presenter from Olive and Thyme. Two sittings were held to manage the great numbers. This was successful as one of the early events as we managed the easing of Covid restrictions. Positive feedback was received from the participants and it was most enjoyable for all involved. Mothers were very grateful for the attention and presentation dedicated especially to them.
- Relationships were forged with Community organisations such as Kindergartens. Children from 2 kindergartens were invited to the current 2022 Nativity performance
- CEMSSIS Surveys were completed by staff, family and year 4-6 students. This provided an opportunity for the students and a cross section of families to give feedback about procedures and structures of the school and for results to be used to inform development of the 2023 AAP and decide future programs and initiatives
- Educational organisations were sourced to enhance learning experiences for the children with presentation of virtual incursions eg. St John First Aid
- As part of 2023 Foundation Transition, enrolled students attended sessions onsite to become familiar with the school environment, make connections with prospective class members, staff and for families to connect. This was also an opportunity for parents to be engaged in Literacy Parent Workshop and information about the school's communication processes
- To celebrate Fathers' Day, families were invited to a magician show presented by a past alumni of St Gregory's. The show was well pitched and a great way to celebrate the Fathers of our community.
- Camp Australia is a significant part of the school's organisation providing excellent care for children of working parents before and afterschool. Camp Australia has also been supportive of school events such as Open Days - providing a coffee van and also meeting with prospective parents at Transitions sessions.
- A combined Visual Arts show with the Annual Easter Twilight Picnic was a great highlight of the year with many families in attendance to share in these celebrations.

PARENT SATISFACTION

The 2022 Melbourne Archdiocese Catholic Schools - School Improvement Survey, data highlighted that families engagement with the overall Catholic identity of the school evident. Families at St Gregory the Great Catholic School rated School fit, School Climate and Student Safety quite high. They felt that the school matches their child's developmental needs including the social and learning climate of the school. Our school families were pleased with

processes and procedures in place with regard to Student Safety. The data from families indicated that the timeliness, frequency, and quality of communication between the school and families had also improved.

Future Directions

The School Reviewer in 2021, highlighted many strengths of the school and recommended that as St Gregory the Great Catholic Primary School engages in the process of strategic thinking and planning, manifesting in the development of its School Improvement Plan for the next four years. In 2022, the school continued to focus and build on the following recommendations:

- Develops a clearly articulated whole school teaching model
- Builds teacher capacity to effectively and collaboratively analyse data in order to inform teaching practice and track the learning growth of all students.
- Embeds student agency, empowering students to become visible learners.

The school will include the following priorities as part of its future planning and direction:

Priority 1- Robust and Vibrant Catholic Community. Goal: To deliver a Religious Education curriculum that drives a contemporary re-contextualised context.

Priority 2- Shared and consistent Whole School Approach. Goal: To develop a shared and consistent whole school approach to learning and teaching across the curriculum on best practice.

Priority 3- Expert teaching team. Goal: To build teacher capacity to create a high performance learning culture.

Priority 4- Student Agency. Goal: To enable student agency to create self regulated learners.

At St Gregory the Great Catholic Primary School we understand that at the very heart of each Catholic school is a desire for the full flourishing of each student, across religious, physical, cognitive, emotional, and social domains. In 2022, the school will continue to promote and support school and parish events and continue to focus on making connections with working parents and those from diverse cultural backgrounds to improve engagement and connectedness to the school and wider community.