



St Gerard's School

Dandenong North

2022

Annual Report to the School Community



Registered School Number: 1566

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Minimum Standards Attestation

I, Paul Cowan, attest that St Gerard'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.

14/03/2023

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

St. Gerard's is a Christ centred Community that believes in the Gospel values of faith and love. We endeavour to live our lives according to these values through ...

Inclusion

We are a multi-cultural school, which encourages the inclusion of all people. This inclusiveness both enriches and promotes the growth of our unique St Gerard's community

Community Spirit

Enlivened by the Spirit of God, we are committed to supporting with love and understanding the children in our care and their families

Education

We are committed to developing the potential of all students, which will empower them to achieve success, develop their self-esteem and inspire them into a lifelong love of learning that will help equip them for the contemporary world

Justice

Inspired by Christ's message of "love one another", we endeavour to foster a sense of peace, respect and equality, promoting justice for all

School Overview

St Gerard's Primary School, is a multi-cultural Catholic Primary School in Dandenong North. The school has high expectations for every student and strives to develop the whole child. Our school's strategic intent is to provide each student with a highly effective and orderly contemporary teaching and learning environment, with a priority on building teaching capacity to ensure students are taught at their point of need with high expectations. Bound by Catholic faith and tradition we do this in partnership with parents to ensure all students have equitable opportunity regardless of background.

The current school population of 120 has students from many different nationalities. Dandenong North has always been an area of high transition with families settling in the area, establishing themselves with a home, work and school and then moving to outer suburbs such as Cranbourne or Narre Warren. This trend is increasing with the student retention rate falling.

The school has the following class structures:

- Prep – 1 class
- Year 1/2 – 2 classes
- Year 3 – 1 class
- Year 4/5 – 1 class
- Year 5/6 - 1 class

St. Gerard's offer specialist classes in Physical Education, Performing Arts and LOTE – Italian. These classes occur weekly and run for 60 minutes each. There is a Levelled Literacy Intervention Program that supports Year 1- 4 students with their reading and there are 8 Learning Support Officers who work in the classrooms to support students with their learning needs.

In Year 6, all students take on a leadership role. These include School Captains and Vice - Captains, who also join a leadership group. These groups include:

- Religious Leaders
- Sports Leaders
- Environmental Leaders
- Social Justice Leaders
- Student Wellbeing Leaders

St. Gerard's has continued to support a high proportion of students who are funded in 2022 under NCCD (Nationally Consistent Collection of Data) through Catholic Education Melbourne. In 2022, there was a large percentage of students funded under NCCD. In addition, there were other students who were on Personalised Learning Programs (PLP's). The Nationally Consistent Collection of Data (NCCD) listed students from St. Gerard's with a cognitive, sensory, physical or with a social-emotional disability.

St. Gerard's Primary school is very much a part of the St. Gerard's Parish. The church is located on corner of the school grounds, helping to ensure that children and their families see themselves and their school as integral to the St Gerard's parish community. St Gerard's is a devout Parish and school, with many families attending Mass on a weekly basis. Fr Shanthaiah

(Parish Priest) takes a keen interest in the school and will visit classrooms (when invited) to work alongside the teachers and staff in developing faith and promoting a Christian way of life.

Principal's Report

I would like to begin by acknowledging, thanking and congratulating the St Gerard's school community for the way they have assisted in our school returning to 'normal' after the COVID-19 global pandemic of the past 2 years.

The 2022 school year started with us still being very aware of COVID-19 and the need to maintain certain health and safety protocols and procedures. As the year progressed we were able to plan things with a greater degree of certainty and saw us have our first Year 5/6 Camp since 2019 and our first School Concert since 2018. These events were my first experiences of them at St Gerard's and assisted us in providing learning experiences outside the day to day classroom tasks. Our School Improvement Plan for the next 3 years will continue to give our students 'Access to Excellence'. I would like to thank the MACS Southern Office staff, our Parish Priest Fr Shanthiah, St Gerard's staff, students and families for their support and contributions to our school.

One of the critical elements in the success of St Gerard's is the staff culture and desire to always improve. All staff are committed to further developing their capacity to deliver personalised and differentiated teaching in order to best meet the learning needs of every student.

A unique aspect of St Gerard's is our Give Me 5 principles which are lived out and underpin all that staff, students and families do at our school. These principles of Be Spirit Filled, Be Cooperative, Be Respectful, Be Positive and Be Your Best are for all experiences and situations that we encounter each day at school both inside and outside the classroom.

As a school community we welcomed Mrs Nadia Te who started the year sharing our Year 4/5T class. She then took over the class full time when Ms Shantelle Theodore went on maternity leave. We also welcomed Mr Jon Bode as our new Performing Arts teacher. Jon was the key figure in our Whole School Production 'A Kid's Life', which was a highlight of the school year. At the end of the year we farewelled Ms Christine Grant who retired. Throughout her time at St Gerard's, Christine had worked with a large number of our children to develop their reading and comprehension skills through specific Reading and Intervention programs. On behalf of the school community I want to thank Christine for her contribution to our school and wish her all the best in the next chapter of her life.

Lastly, I would like to personally thank the staff for their teamwork and dedication to our students and families.

I feel privileged and proud to be leading St. Gerard's Primary School.

Kind Regards,

Paul Cowan

Catholic Identity and Mission

Goals & Intended Outcomes

Celebrating and enlivening the principles, values, ideals and challenges of the Gospel and the Catholic faith within the life of the school community.

That students will be more compassionate and engaged members of our Catholic community.

Achievements

St Gerard's staff continued to embed the use of The Religious Education Curriculum Framework to enrich the content of the capabilities of the Victorian Curriculum with a Catholic perspective. This was taught through a contemporary curriculum, which is planned within the Inquiry Unit and relevant to the St Gerard's School Community.

The Religious Education Curriculum Framework was used to plan Learning Intentions and Success Criteria that match the Religious Education achievement standards.

Staff moderated assessment practices and Reporting Standards against the Religious Education Curriculum Framework in Professional Learning Teams.

Teachers used the Teacher Dialogue Tool and the Pedagogy of Encounter Diagram to initiate collegial planning for rich student learning.

The Faith Formation Leader oversaw the development of curriculum explicitly linked to the Give Me 5 principles. At weekly assemblies (both on-site and online) explicit links were made to the weekly Gospel Readings, Give Me 5 principles and everyday life.

VALUE ADDED

The following is a list of activities which were conducted over the course of the year:

Beginning of the School Year Mass

Celebrations (Mass or Para-Liturgy) for Ash Wednesday, Mary Help of Christians, Feast of the Sacred Heart, Feast of the Assumption, St Gerard Majella Feast Day, All Saints Day, All Soul's Day, End of Year and Year 6 Graduation.

The St Gerard Magellan Award

Prayer Services/Special Assemblies include: The Passion, National Sorry Day, Refugee Week, Mission Week, Living Rosary, Harmony Day, Advent and Graduation

The Religious Education Leader assists the teachers in planning programs

Regular Professional Learning Team Meetings (PLT's) and staff meetings enable staff to focus on effective teaching practice for Religious Education

Class prayer was prominent across the school

Staff Prayer

Student reflection days for Reconciliation, First Communion, Confirmation and Year 6 Graduation

Social Justice Leaders promoted selected 'social justice' activities to students and community

St Gerard Magellan Feast Day Talent Quest to raise money for the Missions

Caritas Project Compassion Appeal

Liturgy Leaders lead and facilitated prayer

Learning and Teaching

Goals & Intended Outcomes

Providing a challenging and personalised approach to learning that has depth and breadth, which fosters creativity and maximises student outcomes across the curriculum.

That student outcomes in Literacy will continue to consistently improve.

That student outcomes in numeracy will improve.

That student engagement in mathematics will improve.

That mathematical pedagogy will be embedded in the teaching and learning sequences.

Achievements

At St.Gerard's in 2022 we strove to provide teaching and learning opportunities and experiences, which took into account individual learning styles/preferences and individual needs.

Instructional improvements included the explicit teaching of skills and knowledge through differentiating the content, process and product of the curriculum. These instructional improvement strategies ensured we taught each student at their point of need. The use of ongoing assessment identified the needs of the students along the learning continuum. Flexible grouping of students, according to assessment results, was a critical factor in achieving gains in learning. The giving and receiving of feedback highlighted to the students what the next goal in their learning was to be, how to achieve it and when to know it has been mastered.

Oral language development remained a corner stone of the work in addressing the high English as an Additional Language (EAL) factor in our school. There was a focus on identifying students who had specific phonological awareness needs, designing and implementing a focussed and explicit program and monitoring their progress. As part of this focus, all Prep students were assessed on their Expressive and Receptive oral language skills. Speech Therapy and specific programs were provided for students across the school requiring additional support.

In our classrooms the school endeavoured to provide opportunities for student voice. Students were encouraged to use learning protocols such as 'Think, Pair, and Share' and 'Turn and Talk' to a partner to express themselves aloud, listening to other points of view and make adjustments to their thinking and talking. Teachers would tune in to the discussions and guide thinking and talking carefully. 'Interactive Read Alouds' proved to be an integral part of this process.

All staff completed the Disability Standards of Education modules throughout the year and adjustments occurred in classrooms for individual students. The school implemented a highly differentiated mainstream classroom curriculum to cater to the diverse needs of our students. Students took part in researched based Intervention Programs aimed at providing early intervention to support their learning. Our Learning Support Officers (LSO's) received training in a variety of Tier 1 and 2 Intervention Programs including STA, Speech Therapy and Talk Boost. Our whole school Intervention Program was based on data collected in an ongoing capacity.

Our School Wide Improvement Framework (SWIF) goal was set to improve the comprehension skill of all our students. The school continued to use the Fountas and Pinnell Reading program and explore strategies for targeted teaching.

Two of our Inquiry units throughout the year had a specific focus on STEAM (Science, Technology, Engineering, Art and Mathematics) with the Learning and Teaching Team helping build the capacity of our teachers to deliver rich learning opportunities for all our students.

STUDENT LEARNING OUTCOMES

Due to COVID-19, there were no NAPLAN Assessments undertaken in 2020. Therefore we are unable to analyse our NAPLAN data from the perspective of the same group of students, that is Year 3 in 2020 and Year 5 in 2022. An analysis of our NAPLAN Data from 2021 and 2022 shows an increase in some areas and a decrease in others. It is important to note that these comparisons are of 2 different cohorts of students.

Year 3

Grammar and Punctuation - 2022 - 84.2 %meeting minimum standard (2021 -100%)

Numeracy - 2022 - 77.8%meeting minimum standard (2021 - 91.7%)

Reading - 2022 - 100%meeting minimum standard (2021 - 100%)

Spelling - 2022 - 78.9%meeting minimum standard (2021 -91.7 %)

Writing - 2022 - 88.2%meeting minimum standard (2021 - 100%)

Year 5

Grammar and Punctuation - 2022 - 95.6%meeting minimum standard (2021 - 100%)

Numeracy - 2022 - 91.3%meeting minimum standard (2021 - 94.4%)

Reading - 2022 - 86.9%meeting minimum standard (2021 -94.4 %)

Spelling - 2022 100%meeting minimum standard (2021 - 88.9%)

Writing - 2022 - 95.6%meeting minimum standard (2021 - 88.9%)

Numeracy Professional Learning provided by MACS was undertaken by all classroom teachers. The Fountas and Pinnell Levelled Literacy Intervention (Reading and Writing) program continued to be embedded throughout the school.

Our teachers continued to analyse other assessment tasks and tests, student work, provide feedback and plan targeted activities. Teachers also conducted focus group sessions.

Our students that had Personalised Learning Programs (PLP's) were supported by our teachers and Learning Support Officers and these PLP's continued to be addressed, their goals evaluated and adjusted and Program Support Group meetings were conducted each term

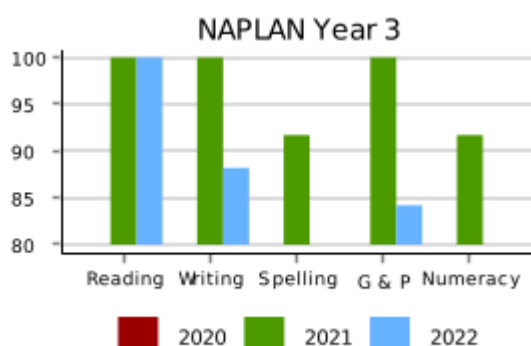
As a school we made the conscious decision to provide a wide variety of learning opportunities and experiences to continue the learning of all our students.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	84.2	-15.8
YR 03 Numeracy	-	91.7	-	77.8	-13.9
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	91.7	-	78.9	-12.8
YR 03 Writing	-	100.0	-	88.2	-11.8
YR 05 Grammar & Punctuation	-	100.0	-	95.7	-4.3
YR 05 Numeracy	-	94.4	-	91.3	-3.1
YR 05 Reading	-	94.4	-	87.0	-7.4
YR 05 Spelling	-	88.9	-	100.0	11.1
YR 05 Writing	-	88.9	-	95.7	6.8

* 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

Enabling students to thrive and flourish within an environment characterised by unity and quality relationships which fosters dignity, respect and hope.

That the web of relationships that make up the school community will be further enhanced.

That the capacity of students to utilise personal and social capabilities will improve.

Achievements

The first two weeks of 2022 focused on Social and Emotional Learning (SEL) and setting up a safe and supportive classroom. The focus of these weeks revolved around our 'Give Me 5' principles of Be Spirit Filled, Be Positive, Be Your Best, Be Respectful and Be Cooperative.

Students had lessons on each area of our whole school matrix and these integrated into our Monday morning Meditation where there is a natural link with the Sunday Gospel reading. We continued to implement a whole school SEL program using a variety of resources.

The Student Wellbeing Team (SWT) which had representation from each year level, met fortnightly to ensure policies, programs and strategies were embedded across the school.

A particular strength of the SWT was the analysis of behaviour data using the School Wide Information System (SWIS) and the resulting consultation with teachers and parents in relation to this data. Behaviour Support Plans and Safety Plans were established with parent consultation being part of this process.

VALUE ADDED

The following is a list of activities were either conducted:

Positive Behaviours for Learning (PBL) was further embedded through staff Professional Learning.

Student Representative Council met regularly.

Lessons on each area of the whole school matrix occurred.

Reinforcement across the school of Positive Behaviours for Learning (PBL).

Continuation of our whole school Social and Emotional Learning (SEL) program.

The Student Wellbeing team being able to meet weekly to ensure policies, programs and strategies are embedded across the school.

School Wide Improvement Strategy (SWIS) data collected and analysed.

Analysis of behaviour data and the sharing of it with staff and parents using SWIS

Behaviour Support and Safety Plans were established for students in need of support.

The use of MACS Student Wellbeing Resources for Remote Learning and when returning on-site.

STUDENT SATISFACTION

St Gerard's student data from the 2022 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSIS) indicates a high level of student satisfaction across the 10 Domains surveyed. In all 10 Domains St Gerard's are above the MACS average. While the data is positive, there is the challenge to maintain and increase these levels.

The data for each Domain is as follows:

Rigorous Expectations - St Gerard's 84% MACS 78%

School Engagement - St Gerard's 68% MACS 53%

School Climate - St Gerard's 79% MACS 61%

Teacher- student relationships - St Gerard's 93% MACS 73%

School Belonging - St Gerard's 88% MACS 71%

Learning Disposition - St Gerard's 85% MACS 73%

Student Safety - St Gerard's 74% MACS 58%

Enabling Safety - St Gerard's 62% MACS 57%

Student Voice - St Gerard's 77% MACS 57%

Catholic Identity - St Gerard's 80% MACS 64%

STUDENT ATTENDANCE

Student attendance is taken twice daily (9.00am and 1.50pm) using the Nforma digital platform. Families have the ability to contact the school to report their child absent through a phone call/ message left at the School Office, a message through the online platform Seesaw or through the school website. Any unexplained absences after the 9.00am roll are followed up by the School Office Staff with a text message sent to the parents/ guardians mobile phone number as soon as possible on the day of the absence. In the event of no response a phone call is then made by the School Office Staff to the parents/ guardians. An email and Seesaw message is also sent if no response has been received.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	85.3%
Y02	83.7%
Y03	86.9%
Y04	87.3%
Y05	90.3%
Y06	89.8%
Overall average attendance	87.2%

Child Safe Standards

Goals & Intended Outcomes

St Gerard's continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the Gospel. St. Gerard's acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2022, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. These policies and practices were also continually reviewed and updated in accordance with MACS policies and procedures.

Professional boundaries were reinforced with all staff members, clergy, volunteers and visitors, as was obligations regarding the protection and reporting of allegations or disclosures of abuse.

Achievements

Child Safety Standards remains a regular agenda item at School meetings where the school's Child Safety Strategy, Risk Management processes and their effectiveness are reviewed. Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student management, Duty of Care, and reporting requirements. As part of this, all teaching and non-teaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.

Volunteers, visitors and contractors are required to read and sign the school's Child Safety Code of Conduct when they enter the school site. Volunteers and visitors who will be working with and/or in direct contact with children are required to attend an Induction session conducted by the Principal or Deputy Principal, provide a current WWCC (Working With Children Check) and sign the school's Code of Conduct prior to undertaking any work.

Staff members have completed the Victorian Department of Education and Training on-line Mandatory Reporting module. St. Gerard's 'Code of Conduct' is reviewed each year and signed by all staff.

St. Gerard's continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's 'Code of Conduct' and its expectations of those who intend to participate in 'Child Connected Work'.

The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.

To achieve the school's rigorous child safety processes, the following are carefully attended to: Position advertisements, Position descriptions, Referee Checks, Key Performance Indicators have a Child Safety focus, Victorian Institute of Teaching Registration (VIT), Working with Children Checks (WWCW) and National Criminal Record Checks (NCRC), Screening of Casual Relief Teachers (CRT's)/ Contractors and Volunteers.

The Code of Conduct has a specific focus on safeguarding children at St. Gerard's against sexual, physical, psychological and emotional abuse or neglect. It is intended to complement other professional and/or occupational codes.

All staff, volunteers, clergy, visitors and contractors at St. Gerard's are expected to actively contribute to a school culture that respects the dignity of its members and affirms the Gospel values of love, care for others, compassion and justice. They are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children.

Leadership

Goals & Intended Outcomes

Fostering high quality leadership at all levels of the school that will inspire and unite all staff in their commitment to continuous improvement.

That all staff demonstrate an awareness of their roles as leaders within the school.

That staff efficacy, responsibility and opportunity in decision making increases.

That middle leader instructional leadership continues to be strengthened.

Achievements

The school's continued success in improving student learning, points to effective instructional leadership at various levels. The leadership structure includes the Wellbeing and Learning and Teaching teams. These teams had staff from all levels in the school and were the key drivers in these essential areas. This structure helped develop an enhanced leadership capacity and distributed leadership.

These two teams were overseen by the School Leadership Team comprised of the Principal, Deputy Principal/ Faith Formation Leader, Learning and Teaching Leader, Numeracy Leader, Literacy Leader and the Wellbeing/FEIL Leader.

Throughout 2022, meetings conducted fortnightly with a focus on continuing to support our students, families and staff. This team approach was supported by a dynamic culture of high expectations and aspirations that saw all staff moving together in the same direction for the benefit of the students in our care.

Reflections on the experiences of 2021 has seen the school maintain some of the procedures and processes installed as they proved to be beneficial.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

The following list contains Professional Learning undertaken:

MACS South Central NCCD Network Meetings

MACS Southern/Eastern Regions 2022 NCCD Briefing

MACS Southern Region Religious Education Leaders Network

MACS Southern Region Deputy Principal Network

MACS Southern Region School Wide Improvement Framework (SWIF) Workshops

MACS Southern Region SWPBS/PBL Network Meetings

MACS Southern Principals Network Meetings

MACS Southern Digital Education Network Meeting

MACS Learning Diversity Leader Network Meetings
 MACS Learning Diversity Leader (LDL) Workshop
 MACS Record of Student Adjustment and Evaluation (ROSAE) Workshop
 MACS Staff Literacy and EAL support
 First Aid Training
 Adrenaline Auto injector Devices Verification and Anaphylaxis Management
 Information Sharing and Family Violence Reforms
 Mandatory Reporting online Modules

Number of teachers who participated in PL in 2022	20
Average expenditure per teacher for PL	\$600

TEACHER SATISFACTION

St Gerard's staff data from the 2022 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSIS) indicates a high level of staff satisfaction across the 14 Domains surveyed. In all 14 Domains St Gerard's is above the MACS average and St Gerard's is at the MACS average. While the data is positive, there is the challenge to maintain and increase these levels.

The data for each Domain is as follows:

Student Safety - St Gerard's 90% MACS 70%

School Climate - St Gerard's 92% MACS 74%

Staff-Leadership Relationships - St Gerard's 97% MACS 79%

Instructional Leadership - St Gerard's 69% MACS 54%

Feedback St Gerard's - 70% MACS 39%

School Leadership St Gerard's - 78% MACS 57%

Staff Safety St Gerard's - 83% MACS 63%

Psychological Safety - St Gerard's 73% MACS 64%

Professional Learning - St Gerard's 62% MACS 60%

Collaboration Around an Improvement Strategy - St Gerard's 84% MACS 65%

Collaboration in Teams - St Gerard's 80% MACS 71%

Support for Teams - St Gerard's 68% MACS 65%

Collective Efficacy - St Gerard's 84% MACS 77%

Catholic Identity - St Gerard's 89% MACS 74%

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	96.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	78.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	10.0%
Graduate	30.0%
Graduate Certificate	20.0%
Bachelor Degree	60.0%
Advanced Diploma	50.0%
No Qualifications Listed	20.0%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	16.0
Teaching Staff (FTE)	12.1
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	6.4
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Strengthening partnerships with families and the community that will unite all in achieving and celebrating enhanced student wellbeing and learning.

To increase the capacity of parents to engage in their child's learning through parent engagement strategies.

To further develop the whole school approach to online two-way communication platforms.

Achievements

In 2022 the school focussed on the key improvement strategy to create and sustain a wide range of opportunities for parents to engage in their child's learning and actively collaborate with the school. With continued periods of Remote Learning over the previous 2 years, communication significantly moved to online and digital modes. Due to this, many of your parents are now able to become more active in their child's learning. Seesaw, an online application, was the key factor to enhancing communication between school and home throughout Remote Learning and has continued to be the main vehicle to communicate information and student learning. It allows for communication between families and staff to occur easily and student work and achievements to be shared through video, photos and text. This proved to be a positive for our school community and by extension the learning of our children.

St Gerard's continued to have a strong focus on family engagement and ensured that teachers built strong two-way communication with families with the emphasis on student learning and wellbeing. Teachers continued to collect and analyse data to ensure that family engagement in student learning was a focus in teacher planning.

The school continues to have a strong relationship with Nazareth Secondary College. We actively engaged with them and our Year 5 students also visited the college to take part in a 'Taster Day' to become familiarised with secondary school life.

St Gerard's has also strengthened partnerships with organisations to enhance student learning and wellbeing including, City of Greater Dandenong and the St Gerard's Parish.

PARENT SATISFACTION

St Gerard's family (parent) data from the 2022 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSIS) indicates a level of parent satisfaction which varies across the 7 Domains surveyed. In 5 Domains St Gerard's is above the MACS average and St Gerard's is below the MACS average for 2 Domains (Family Engagement and Barriers to Engagement). These are 2 Domains that the school must focus on. While on the whole the data is positive, there is the challenge to maintain and increase these levels. A further challenge is that there were only 7 responses to the survey so there is a need to encourage greater Parent/ Family participation in the survey.

The data for each Domain is as follows:

Family Engagement - St Gerard's 45% MACS 46%
Barriers to Engagement - St Gerard's 31% MACS 66%
School Fit - St Gerard's 90% MACS 76%
School Climate- St Gerard's 97% MACS 85%
Student Safety- St Gerard's 84% MACS 72%
Communication - St Gerard's 100% MACS 72%
Catholic Identity - St Gerard's 74% MACS 64%

Future Directions

Throughout 2022 we continued to refine our modes of teaching, communication and engagement with our students and their families. Some traditional modes that were replaced out of necessity have proven to be even more effective than what we had previously done. In 2023, our school will be looking to maintain and embed some of these new practices, offer them as alternatives and strive to enhance the strong connection with our students and families that we currently have.

The re-establishment and further development of programs that are key features of St Gerard's will continue to be a focus moving forward. Having our school community on-site to be able to attend our Monday Meditation sessions, Friday School Assemblies, school Liturgies, Garden to Kitchen program, Playgroup and other school events will further enhance our school. Re-connecting with our parish community and local groups will also continue to be a focus.

Our School Improvement Plan has clear focus areas for the next 3 years. These areas ask us to further increase student advocacy (student voice), continue to effectively collaborate as staff, with our students and their families and to collect data in a range of modes and formats from the stakeholders in our community to inform decisions across all aspects of school life.

At the centre of all decisions will be what is best for the continual learning of all our students.