



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Christ the Priest Catholic Primary School

54 Caroline Springs Boulevard, CAROLINE SPRINGS 3023

Principal: Adele Vesty

Web: www.ctpcs.catholic.edu.au

Registration: 1987, E Number: E1375

Principal's Attestation

I, Adele Vesty, attest that Christ the Priest Catholic Primary School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 25 Mar 2024

About this report

Christ the Priest Catholic Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our School Vision

Inspiring learners to grow, learn and succeed within a dynamic Catholic community.

Our School Mission

At

Christ the Priest Catholic Primary School

We are committed to creating a community of service that reflects the teachings of Jesus Christ.

We **GROW** through:

Challenging one another to take measured and reflective risks in an environment where all learners are respected and nurtured to flourish.

We **LEARN** through:

Exploring and inquiring in a safe, supported, flexible environment, celebrating the diversity and potential in our community and beyond.

We **SUCCEED** through:

Respecting ourselves, collaboration, goal setting and a rigorous commitment to learning.

We value Mercy, Service and Thanksgiving.

School Overview

Christ the Priest (CtP) was established in 2000, as part of the Brookside Learning Centre in Caroline Springs. CtP is aligned to the St Catherine of Siena Parish, with the church situated eight kilometres from the school. Students travel to the Church by bus for liturgies, sacramental and other significant celebrations.

Curriculum areas including English, Maths, Religious Education, Investigations, Physical Education, Music, Drama, Language Other Than English (LOTE) Italian, Digital Technologies and Visual Arts, are delivered from 20 classrooms and complemented through the well-appointed Discovery Centre and Visual Arts studio. Passive and active learning and recreational areas are utilised by extracurricular clubs such as: choir, band, drama, prayer, gardening, and lego.

Outdoor facilities are modern and expansive with adventure playgrounds covered by shade sails, a fitness track with granitic sand running surface, a soccer pitch, basketball courts and cricket nets. Early years classrooms have their own backyards and are surrounded by large sandpits and outdoor table settings, creating a homely and welcoming environment. A multi-purpose hall with kitchen facilities encourages community presence and involvement from within the wide-ranging cultural mix of families that are represented. Family and school partnerships are valued, and community involvement is fostered.

The school values of service, mercy and thanksgiving were launched with the new school vision and mission developed in 2019. A Positive Behaviour for Learning (PBL) approach to behaviour management, is supported by STAR (Safe, Team Workers, Achiever and Respect) expectations through specialised lesson plans to teach explicit behavioural expectations.

Throughout 2023 the two main elements of the school's annual action plan were;

- To deepen the knowledge and understanding of social and emotional learning, and Catholic Social Teachings and their impact on the learner as a whole to actively and positively contribute to school life.
- To develop documented plans for consistent learning and teaching practices that reflect differentiation and student agency across the curriculum.

These two focus areas drove all professional learning and resourcing decisions. The focus on social, emotional and spiritual learning was driven by the school's vision, particularly to grow in all aspects of their learning.

Principal's Report

At Christ the Priest we are proud to highlight our achievements of 2023. This year was an opportunity for us to reconnect as a community and focus on ways of coming together to celebrate as a school, parent and parish community.

Term 1 was full of activity with the school celebrating several significant events including;

Multi-cultural day

Bully No Way/Harmony Day

Ash Wednesday/Lent/Project Compassion

Western Bulldogs Visit

Successful district swimming carnival

Stations of the Cross

End of term assembly/Easter Basket Raffles

Mid year our Grade 3-6 students performed Lion King Jrn. The performance took place at Encore Events Centre in Werribee. Ticket prices were \$20 for adults and \$10 for children. This covered the cost of the venue, costumes and prop hire. In the final weeks of the school year, Gr P-2 students hosted a Christmas-themed concert, celebrating Advent and the birth of our Lord, Jesus Christ. I would like to recognise the incredible efforts of the CtP Specialist Team; Ana Gidari, Michelle Spiteri, Connie Skinner and Audrey Buttigieg-Cardona who were supported by Anne-Marie April, Anthony Camenzuli and Karen Tamaray.

This year we focused on the design of new and refurbished learning spaces that would be built in 2024. The new component of the building will consist of three general learning spaces. The refurbishment includes five classrooms, the student toilets and three collaborative learning spaces. In collaboration with the School Advisory Council, the Melbourne Archdiocese of Catholic Schools, and architects, Clarke Hopkins Clarke, much of the groundwork was laid for construction to begin at the start of the 2024 school year. In preparation for the work, nine classes were relocated into the portable classrooms, allowing for each class to have its own learning space when construction takes place.

Once again, the grade 5 and 6 students attended camp at Sovereign Hill and Lady Northcote, respectively.

Another major initiative of the year was the implementation of the Refugee Education Support Program (RESP) plan, devised in 2022. CtP was one of six schools from across the west and north working towards supporting our refugee students and their families. The CtP project focus was education and immersion for refugee parents and professional

development for staff, particularly on creating safe learning environments for trauma-impacted children.

A new Gr P-2 playground was installed in Term 4, once again upgrading the outdoor facilities for our students to engage in their social learning in the yard.

Adele Vesty.
(Principal)

Catholic Identity and Mission

Goals & Intended Outcomes

- Develop a whole school understanding and approach to Catholic Social Teaching.
- Embed a culture of Catholic Social Teaching
- Provide regular teacher formation opportunities around Social Teachings of the Church through planning and PLTs
- Provide opportunities for professional learning of the pedagogy of encounter to make explicit links between Catholic social teaching and the curriculum.
- Promote and action high levels of engagement through active dialogue and respectful relationships between all stakeholders
- Provide opportunities for strong student leadership representing the social teachings of the Catholic Church
- Inspire and support all learners to act for justice and the common good.

Achievements

Staff participated in a Spirituality Day with Helen Christensen- Aboriginal Education Officer MACS to explore the links between the Catholic Social Teaching Theme of Stewardship and Indigenous perspectives around Care for the Land and all Life forms.

Staff worked with Connie Skinner Religious Education Leader and Mrs Catherine Quinn-Dundon Learning and Teaching Leader to create developmental P-6 units of work around 4 key RE Concepts aligned with Investigations concepts:

Term 1 Relationships/Sustainability

Term 2 Belonging/Traditions and Change

Term 3 Service/Innovation

Term 4 Justice/Citizenship

Family Sacramental Faith Nights were held for students and families preparing to receive the sacraments of First Reconciliation, First Holy Communion and Confirmation. Fr Richard Rosse, Custodian of Mission- St Catherine of Siena Parish, was involved in the planning and presentation of these evenings. Classroom teachers and Leadership were also actively

involved in leading prayers and presenting how the sacramental concepts were taught. We also ran Spirituality Day experiences that included a Mass for Year 3, 4, and 6.

Parish Engagement also included - Children's Liturgy of the Word. This program is now in its second year. Volunteers run the program every Sunday as part of the 10.30am Mass. Volunteers include several members of staff from Christ the Priest. During October, we worked with members of The Legion of Mary from St Catherine of Siena Parish. Members visited the Year 4, 5 and 6 classrooms for a guided meditation of the Joyful Mysteries of the Rosary. Each student was given a pair of rosary beads and used them to pray the Rosary during the month of October. In the last week of October, we invited all classes and parents to join us together with the Legion of Mary members to Pray the Rosary for World Peace. Students were allowed to use student agency to decide whether they attended the rosary session or completed Rosary related projects in their class. It is pleasing to note that the majority of students from each year level opted to attend the rosary service.

Over the year 12 Prayer Services together with Supernova Assemblies were celebrated. Students led prayer and shared knowledge based on the Liturgical Calendar and concepts taught. Parents were invited to attend.

The Project Compassion initiative raised \$674 raised. The St Vincent De Paul Winter Food Drive was also supported. Twenty-five 50-litre tubs were filled with non-perishable food items. On Friday 20th October, we supported Catholic Mission Australia by holding a Casual Clothes Day! It was great to see so many students and staff wearing a touch of red, reminding us of St Therese's motto to 'Do small things with great love.' We raised \$642.45 for the Timor Leste Community.

YEAR 2 STEWARDSHIP INITIATIVE

Year 2s engaged in an initiative 'STEWARDSHIP SUPER HEROS' They identified ways they could care for God's creation. Activities included making sure lights were turned off when no one was in the classroom, collecting litter from the playground, starting up a compost bin for fruit and vegetable scraps and making sure no taps were left running. Teachers made capes for students to wear as part of their initiative! The students loved it!

YEAR 3 STEWARDSHIP INITIATIVE

Year 3s encouraged us to bring 'nude food' to school in an attempt to reduce packaging and plastic waste. 'NUDE FOOD MONDAYS' was a great success. Many students and staff continued the initiative throughout the year.

ST VINCENT DE PAUL CHRISTMAS APPEAL

In Term 4 we conducted our social justice initiative 'Christmas Baskets' Appeal in conjunction with the Deer Park St Vincent De Paul Conference. Every class was given a family to support. Students brainstormed ideas for gifts for each of the specified family members. Gifts could be personal and or food for the festive season. We were overwhelmed by the generosity shown by all members of our school community. We filled 24 laundry baskets full of toys and food items for 20 families in need in the local area. Staff also contributed money to buy Coles vouchers for each family.

Value Added

In 2023 we continued our Mini Vinnies Program. This group empowers primary school students to become advocates within their school and local community by putting their values into action. A group of 20 year 5 & 6 students met once a week with the REL and 2 teachers to learn about social justice issues, allowing students to develop leadership skills and engage with the school community to help run events.

Our principal Adele Vesty- attended one of our sessions to speak to the group about what they think could be done to assist students who found it difficult to initiate and engage in games at break time. After much discussion and debate the group came up with running activities at break time in a set location for students to join in if they chose to. 'RECESS ROCKS' was a wonderful success this year. Volunteers ran activities including 'Hoops and Ropes' Let's Get Moving'- guided dance and Art and Crafts- including origami, drawing and colouring. Sessions were held every Thursday and FRIDAY at second break. Groups were supervised by 2 teachers and the REL.

In Term 3 the senior students were involved in inter-school sports. They were unable to run the RECESS ROCKS program on Fridays. There was much disappointment around this fact. After some discussion with Leadership and the Mini Vinnies group, it was decided that Year 4 Students would be allowed to help run RECESS ROCKS on Fridays in Term 3! They attended some training sessions with the Year 5s and 6s. The Year 4s responded with great enthusiasm. They were told that this was their opportunity to 'Come and See what Mini Vinnies was all about and help run RECESS ROCKS on Fridays during term 3. The uptake was very fabulous. 24 Year 4 students led the program very effectively. At the start of Term 4 they were given the opportunity to continue or finish the program. To our delight and to their credit most of the students decided to stay on and volunteer both on Thursday and Friday for the remainder of the year!

All Mini Vinnie Volunteers were presented with a Certificate of Appreciation at our final Supernova Assembly for 2023.

Learning and Teaching

Goals & Intended Outcomes

The school has documented plans for consistent learning and teaching practices that reflect differentiation and student agency across the curriculum.

- To create a culture of student agency where learners have the ability and will to have a positive influence on their own learning.
- To enhance opportunities for leaders to be proactive and effective as instructional leaders to build the capacity of others.
- To build the capacity of teachers to differentiate learning to target the needs of students.

Achievements

2023 presented new goals for us to build on the success of previous initiatives which included our commitment to fostering student agency reached new heights. Students were not only encouraged to set and track academic goals but also given opportunities to shape their learning experiences through project choices, collaborative endeavours, and self-directed exploration. The integration of project-based learning, play-based learning, and rubric-based assessments further empowered students to take ownership of their educational journey, fostering a sense of responsibility and independence.

A noteworthy highlight was the successful implementation of project-based learning methodologies, guided by the design process. Students across various grade levels actively engaged in hands-on, collaborative projects that encouraged critical thinking, creativity, and problem-solving skills. By immersing students in real-world scenarios, we aimed to cultivate a deeper understanding of the subject matter and foster a passion for lifelong learning.

In the 2023 academic year, one of the highlights of our teaching and learning initiatives was the sustained focus on fostering student agency. We are proud to report that our commitment to empowering students in their educational journey remained steadfast, contributing to a dynamic and engaged learning environment.

Central to our efforts was the enhancement of our SMART goals framework, a key tool in guiding students towards setting Specific, Measurable, Achievable, Relevant, and Time-

bound objectives. Through collaborative efforts among faculty, administrators, and students, we were able to refine and improve the SMART goals, ensuring they align seamlessly with our educational objectives. These improved SMART goals played a pivotal role in encouraging students to take ownership of their learning experiences. By providing a structured framework, we empowered students to articulate their aspirations, track their progress, and celebrate achievements. This initiative not only supported academic growth but also nurtured essential life skills such as time management, self-reflection, and goal-setting.

As a result, we witnessed a notable increase in student motivation and engagement throughout the academic year. Students demonstrated a heightened sense of responsibility for their learning outcomes, actively participating in discussions, initiating independent research projects, and seeking additional challenges beyond the curriculum.

Student Learning Outcomes

In the area of Reading the school used Alpha Assess to summarise reading progress in Years P-2:

This assessment completed in November identified that 54.5% of Prep students are at or above the expected level, 84.9% of Year 1 students are at or above the expected level and 82.4% of Year 2 students are at or above the expected level.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	425	61%
	Year 5	480	57%
Numeracy	Year 3	401	66%
	Year 5	450	46%
Reading	Year 3	410	71%
	Year 5	484	72%
Spelling	Year 3	426	75%
	Year 5	491	75%
Writing	Year 3	446	92%
	Year 5	492	74%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

- To build the capacity of teachers to differentiate learning to target the needs of students.
- To create a culture of student agency where learners have the ability and will to have a positive influence on their own learning.

Achievements

Throughout the 2023 school year, staff were provided with opportunities to build their capacity in applying fundamental Positive Behaviour Learning approaches within their teaching practice. Professional development was mainly within the preventative space, by way of unpacking and implementing universal intervention approaches, also known as Tier 1 Interventions.

At the beginning of the year, there was a strong emphasis on building relationships with students within the learning and school environment. Christ the Priest supports the professional relationships between staff and students as pivotal requirements for building students' sense of belonging and safety, leading to academic success. This was accompanied by Parent Teacher Conversations where families provided their voice on the aspirations they have for their children, their child's interests and hopes for the year ahead.

Staff engaged in learning about evidence informed teaching practices that support all learners to experience success. These classroom strategies included:

- Setting up & organising the classroom ensuring a highly predictable classroom
- Establishing & teaching classroom expectations supported by a 'Classroom Charter'
- Teaching classroom procedures through implementing clear classroom routines
- Actively supervising through scanning, monitoring and interacting with students
- Providing specific feedback
- Providing students with opportunities to respond in order to increase engagement and have a positive influence on their learning.

Staff at Christ the Priest acknowledges and strongly supports the understanding that behaviour is a form of communication, and therefore has a function. Staff were engaged in professional learning that focused on strengthening their understanding of the different types of functions of behaviour i.e. avoiding and obtaining, and looked closely at preventing behaviours through planning, when behaviours are predicted.

Staff were also provided professional development opportunities on the topic of Trauma Informed Practices. These practices had a strong alignment to the evidence informed teaching practices outlined above.

The PBL Team continued to have an important role in the PBL space this year. Comprising of a variety of staff members, this team met monthly, analysing student referral data and making decisions about PBL and SEL focuses based on the findings. The PBL team also engaged in dialogue in strengthening current PBL school practices. This included CtP's PBL Behaviour Flow Chart and Behavioural Matrix. Our Grade 5 and 6 students were also engaged in the development of the revised matrix, highlighting what they felt as important aspects to be included and explicitly taught.

The Wellbeing and Child Safety Team continued meeting fortnightly, focusing on ensuring child safety policies were embedded into the culture of the school. This team also reviewed students requiring additional support within the tier 2 and tier 3 spheres of the PBL behaviour support intervention approach. Individual, group and whole school planned wellbeing responses were discussed, implemented and reviewed for success and/or modification. Working in partnership with families continues to be of utmost importance particularly when supporting a student's behaviour.

Social and Emotional Learning topics and the school expectations, supported by CtP's Behaviour Matrix, continued to be explicitly taught weekly. The language of Expected Vs Unexpected behaviours was a new SEL topic introduced this year. The language of behaviour being expected or unexpected has been taught from P-6 with great success. Staff are witnessing students use the terminology, within their conversations, when describing their behaviour. SEL topics have continued to reflect data collected through the Bullying and Social Emotional Wellbeing Survey, completed by students. A new SEL scope and sequence is in its infant stages this year with the intent to be further developed in 2024.

SEL learning has been further strengthened through targeted incursions and special days with particular foci. These included Harmony Day, Positive Peer Relationships incursion, Multicultural Day, Transition into high school incursion, dance programs and whole school online safety incursions such as Inform and Empower.

A 'Bully No Way' Day was held in Term 1. On this day and throughout the year as part of SEL lessons, students are explicitly taught about the difference between bullying and bullying behaviour and the roles that occur when bullying takes place. The consistent language of;

bystander, witness, upstander and bully was used when speaking to students about behaviours, so they were able to name their roles and approach this in a more solution-focused way.

Positive Behaviour continues to be rewarded through CtP's whole school Saint House point system. Our students are provided with house points when they demonstrate STAR (Safe, Teamworker, Achiever, Respectful) behaviours within and outside of the learning spaces. House points continued to be tallied weekly by our Student Leaders and announced by the students each Monday.

Value Added

- Grade Prep/5 and 6/1 Play and Buddy Program
- Grade 5 Camp - Sovereign Hill
- Grade 6 Camp - Lady Northcote
- Student Leadership Program
- Grade P-6 Swimming Program
- SWIS Data Tracking of Student Behaviour
- Bullying Survey P-6
- Twice per term Supernova Awards to students
- Participation in Bullying No Way and Harmony Day
- Multicultural Day
- P-6 Swimming Program
- Grade 5 positive Peer relationships
- Inform and Empower - Online safety P-6

Student Satisfaction

The following MACSSIS data shows the percentage of CtP students who gave a positive response to questions in relation to each of the following survey domains:

- Rigorous Expectations - 73%
- School Engagement - 49%
- School Climate - 56%
- Teacher-Student Relationships - 67%
- School Belonging - 66%
- Learning Disposition - 69%

- Student Safety - 51%
- Enabling Safety - 50%
- Student Voice - 51%
- Catholic Identity - 72%

Student Attendance

Parents are required to notify the school of any absence via written note, Compass notification, message or email. Our school uses the “Every Day Counts” resource to support compulsory school attendance. Any unexplained absence is followed up by the school office each day. This is done via SMS and if required, a follow-up phone call to the parent to ascertain the reason for the child’s absence.

When a child is absent, parents are expected to:

- provide a written explanation/ fill out a notification through Compass to their child’s teacher or
- phone the school office to inform of the absence or
- verbally let their child’s teacher know before the absence

Teachers have a professional duty to follow up on extended or unexplained student absences and are asked to inform the Principal or Deputy Principal should they have difficulties in obtaining these.

The Wellbeing Child Safety Team monitors and follows up on extended student absences.

Average Student Attendance Rate by Year Level	
Y01	86.7%
Y02	87.8%
Y03	87.5%
Y04	87.1%
Y05	87.8%
Y06	88.1%
Overall average attendance	87.5%

Leadership

Goals & Intended Outcomes

To enhance opportunities for leaders to be proactive and effective as instructional leaders to build the capacity of others.

-Build staff capacity to support student agency across the learning continuum.

Achievements

Following a review of the school's structure with staff in 2022, the Diversity and Lead Teacher roles were combined and a team of four Diversity/Lead Teachers began working together from the beginning of the year. This structure allowed for a lower caseload, with regards to student numbers, for Diversity Leaders and a more intimate knowledge of students working in the year levels that they were responsible for.

In line with the CEMEA2022, which was approved and took effect on Monday, August 7, staff were entitled to a set number of professional learning opportunities. As a school staff pooled their knowledge and talents to create a series of workshops for the remaining staff to opt into and work on their own learning goals. An area that leadership continues to work on is the Annual Review Meeting process. In 2023, in line with the overall focus of the school, a rubric was created for staff to evaluate where they are in their learning journey and what their next steps are so that they can be strategic in their professional development choices.

By the year's end, the building project that was awarded a supplementary capital grant in 2022, had gone to tender and was due to begin construction in early 2024. This project will see the addition of three new general learning areas, the refurbishment of five existing classrooms, boys' and girls' toilets and collaborative spaces. This project is the beginning of creating classrooms in clusters of three so that each year level can work collaboratively as a team to support learners.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> • External GROWTH Coaching • Introduction to GROWTH Coaching • Positive Behaviour for Learning • Emergency Management • First Aid Training, Anaphylaxis, Asthma, Diabetes Training • SafeSmart Induction Modules • Mandatory Reporting • NCCD Modules • Principal & Deputy Principal Network & Conference Religious Education Leader, Student Wellbeing Leader, Student Diversity Leaders and STEM Leader all attended their respective network meetings. • Little Learners Love Literacy • School Based Faith Formation - Indigenous Perspectives • Student Agency • Growth Points - Maths (P-3) • Multiplicative Thinking - Maths (4-6) • Pedagogy of Encounter • VIT Graduate Professional Development 	
Number of teachers who participated in PL in 2023	43
Average expenditure per teacher for PL	\$1820.00

Teacher Satisfaction

Eleven out of fourteen of MACSSIS Staff Survey Data was above or equal to Catholic Education Melbourne Average:

1. Student Safety – 57%
2. School Climate – 72%
3. Staff-leadership relationships – 86%
4. Instructional Leadership – 62%
5. Feedback – 38%
6. School Leadership – 70%
7. Staff Safety – 72%
8. Psychological Safety – 76%
9. Professional Learning – 70%
10. Collaboration around an improvement strategy – 85%
11. Collaboration in teams – 74%

- 12.Support for Teams – 68%
- 13.Collective efficacy – 82%
- 14.Catholic Identity – 86%

Teacher Qualifications	
Doctorate	0.0%
Masters	15.0%
Graduate	5.0%
Graduate Certificate	3.3%
Bachelor Degree	53.3%
Advanced Diploma	13.3%
No Qualifications Listed	10.0%

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	49
Teaching Staff (FTE)	40.7
Non-Teaching Staff (Headcount)	30
Non-Teaching Staff (FTE)	20.5
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To further strengthen our school as a prayerful, active and authentic Catholic community where individuals are valued and enabled to celebrate and live out their faith.

Achievements

At the beginning of 2023, the school rolled out the implementation of Compass. This is a platform that manages the personal details, medical, attendance, reporting and conferencing needs of the community. The introduction of Compass was brought about due to the number of separate platforms that were being used to manage these school functions separately. Compass allowed the school to bring everything together. The only other platform that parents manage alongside Compass is Seesaw. This platform continues to showcase the learning of students, allowing for interaction between students, parents and teachers.

In Term 2, Christ the Priest hosted the biennial Production. This year Lion King Jrn was performed to an audience of 1000 at Encore Events Centre in Werribee. The majority of Grade 3-6 students participated in the production with great support from our parents and the wider community.

The School Community Group (SCG) this year supported the Easter Raffle Baskets, Mothers' Day Stall and Morning Tea, Christ the Priest Feast Day celebrations, Fathers' Day Stall and Breakfast, Disco for Daniel (Morcombe) and the annual Christmas Basket Raffle. Monies raised supported the breakfast and morning tea, Grade 6 Graduation signing bears. The major project that the SCG supported in 2023 was the erection of a shelter at the front of the school for students being dropped off and picked up. This was installed over the 2023/24 summer holidays.

Members of the School Advisory Council finished their two-year service to the school. Their collaboration, suggestions and recommendations influenced decisions, policies, and initiatives at CtP. The council proved their commitment to our school's mission, vision and community as the founding members of the School Advisory Council. Moving forward the CtP School Advisory Council will combine with the St George Preca Primary School Advisory Council to form a St Catherine of Siena Parish Primary Schools Advisory Council.

The school year concluded with a P-2 Nativity Production. Each year level performed one Christmas carol and scene from the nativity story. The event was held at the Catholic Regional College (CRC) Caroline Springs School Gym, accommodating the many parents and community members who came to support our junior students. It was a wonderful night and a great opportunity for the community to catch up for one final time before the end of the school year.

Parent Satisfaction

1. Family engagement - 38%
2. Barriers to engagement - 75%
3. School fit - 77%
4. School climate - 87%
5. Student safety - 72%
6. Communication - 77%
7. Catholic identity - 73%

Overall positive school endorsement - 72%

Financial Performance

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

For more detailed information regarding our school please visit our website at www.ctpcs.catholic.edu.au