



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Louis de Montfort's School

37 Dolphin Street, ASPENDALE 3195

Principal: Carmel Stutterd

Web: www.stlouisaspendale.catholic.edu.au

Registration: 1649, E Number: E1245

Principal's Attestation

I, Carmel Stutterd, attest that St Louis de Montfort's 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 30 May 2024

About this report

St Louis de Montfort's 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

VISION

We are a Faith Community who bring life to the Gospel in our search for Truth, Beauty and Goodness.

We foster a culture of deep learning by providing powerful and authentic opportunities and challenges through co-design.

We influence the hearts and minds of self and others to lead hope-filled lives of impact.

MISSION Statement

St Louis de Montfort's is committed to providing educational opportunities that actively welcome,

engage, inspire and challenge all students to learn in a safe and enlivening Catholic environment.

St Louis de Montfort's is committed to the values of: Collaboration, respect, inclusion and community

School Overview

School Context

St Louis de Montfort's School is a co-educational Catholic parish primary school located in the Melbourne bayside suburb of Aspendale on the Mornington Peninsula.

The school is on a site of 3.4 hectares (8.5 acres), approximately 1.2 km from Aspendale railway station on the Frankston line. The school is within a kilometre of the beach and is only two kilometres from Mordialloc. At the rear of the school is a municipal bicycle path and a secondary drain, which leads to the Edithvale Wetlands. Aspendale Gardens, on the far side of the secondary drain is linked to the school by footbridges. Road access is via Mordialloc or Edithvale.

The structure of the school comprises 26 classes, all of which are straight grades, with an average of 22 students per class.

We are committed to providing a curriculum that will ensure the intellectual, social, physical, aesthetic and moral development of all students.

St Louis de Montfort's aims to honour the sacred dignity of students; both as learners and people and ensure that all members of our learning community are empowered, engaged and connected. We believe in creating a culture of learning and collegiality that focuses on expert teaching, inclusive practices & improved student achievement. We aim to foster inclusive practices that respond to learning diversity so that all students are positively engaged in learning.

Parish Links

Fr Andrew Jekot is Parish Priest at St Mary of the Cross MacKillop Catholic Parish of Mordialloc and Aspendale. He resides at St Brigid's Parish House and his office is located at St Louis de Montfort's Church. We continued to build on our strong Parish relationship, with Fr Andrew Jekot, celebrating Mass with students and continuing to provide rich celebrations for our families through our Sacramental program. As a school we examined how we integrate the teaching of Religious Education with our Inquiry Units of work and refined our planning processes to reflect this.

Family Background

St Louis de Montfort's provides a dynamic sense of community and fosters a welcoming family atmosphere. St Louis de Montfort's has a strong parent group, who are vital to the sense of belonging in the school. Parents are welcome to participate in all aspects of the school, with the main support coming through the Parent and Friends Association, School

Advisory Council, Uniform Shop and individual contributions in the classrooms through literacy helpers, and assisting with swimming, excursions or for special school events.

St Louis de Montfort's School community is predominantly Anglo-Saxon, with Language Backgrounds Other than English (LBOTE) of 0.82%. The school has a Direct Measure of Income (DMI) rating of 105 with a classification as a middle income area. The percentage of families on Education Maintenance Allowance (CSEF) is 3.44%. Student Prep to Year 6 retention rate is 96.7% and 87% of Prep enrolments are Catholic.

Additional Learning Support

St Louis de Montfort's is committed to providing an inclusive learning program for all students. This includes students with disabilities, with learning difficulties and those requiring extension and enrichment. Programs are aimed at promoting optimal participation in the mainstream curriculum for all students, and achievement of each individual's potential. The Student Support Group (SSG) consists of our Senior Leadership Team, and Learning Diversity and Wellbeing Leader.

The SSG provides support and resources to students, teachers and families to identify student needs and develop appropriate adjustments and strategies to address these. In 2023, 117 students received support through the Nationally Consistent Collection of Data (NCCD) funding.

Principal's Report

Principal's Report

It is with great pleasure to present the 2023 Principal's Report to the St Louis de Montfort's School community. It is a report built from a deep sense of fulfillment and gratitude for all that has been achieved in 2023. I would like to begin by thanking everyone - students, parents, carers and staff - for their contribution to St Louis school life. It is important we recognise and celebrate how as a school community we achieved so much in the 2023 school year.

Our staff continued to work strategically on our goals on the Annual Action Plan, meeting the wellbeing and learning needs of students, providing a robust curriculum delivery plan and continuing to develop each child's relationship with God.

To all our students at St Louis, thank you for all your enthusiasm, sense of fun and what you bring to each school day. In 2023, we participated in many events, incursions/excursions, sports days, sacraments, transition programs and camps.

My hope is that in reading this Annual Report you too feel a great sense of accomplishment and are proud to be a part of this school community. I am incredibly honoured to lead this great school, a school where faith, learning and wellbeing continue to be our mission. I feel so very grateful to work alongside our remarkable students, staff, parents, caregivers and community members.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

St Louis builds strong connections with the school community in developing the school's Catholic Identity.

Intended Outcome

Building the capacity of teachers to assess quality RE using the RE Framework

Key Improvement Strategies

Work in partnership with MACS staff to determine and implement best practice in RE planning and assessment

Build staff capacity in the use of assessment practices to drive RE Learning and Teaching

Achievements

Achievements

Religious Education is the key learning domain unique to Catholic schools. The course content is outlined in documents produced by the Religious Education Department of the Catholic Education Office, Melbourne and further developed by staff at St Louis de Montfort's. The Religious Education experiences are designed to support students to make connections with life and faith.

There have been a number of activities and events in 2023 relating to the Catholicity of our school, which 'add value' to the achievement and spiritual development of our community.

These include:

Whole school Masses/Prayer Services, such as Beginning of Year Mass, Ash Wednesday, St Louis de Montfort's Feast Day, Mother's Day Mass, Mission Mass, St Mary of the Cross Celebration, Feast of the Assumption, End of the Year Mass of Thanksgiving and Graduation Mass.

F.I.R.E Carrier Smoke Ceremony linking our faith with Indigenous beliefs

Blessing Ceremony for our new Classroom Crosses

Blessing and opening of our new Administration Building

In Art, students made artistic representations of the Indigenous Stations of the Cross set up in the Church for parishioners to also view.

Sacramental Faith Education Nights, Family Activity Nights and Reflection Days

Visit to Mary MacKillop and Mary Glowrey Museum with Year 6 students

Sacramental celebrations of First Eucharist, Reconciliation and Confirmation

Weekday Family Masses for each class.

Weekend Level Masses

Inviting Roseanne Roffeel to speak to students and families about COTS (Christmas on the Streets- Helping the Homeless)

Organizing a Pyjama/Oodie Day to raise money for COTS

Backpack Drive to donate filled backpacks to COTS

Social Justice fundraising and awareness activities were also organised for those less privileged such as Project Compassion, St Vinnie's Hamper Drive for Mission Week and Christmas

Working with Faith and Social Justice Student leaders to prepare for school based liturgical activities

Reporting on Religious Education in our twice-yearly student reports has continued.

Daily Class Prayer each morning, where the whole school begins the day in prayer

PLC on Prayer and Spirituality.

Parent Night with Fr Elio Capra

Professional development has continued around curriculum, with a focus on developing our knowledge and understanding of the Pedagogy of Encounter, Assessment in RE, Different modes of Prayer eg- Lectio Divina, Visio Divina

Creation of Artwork to display in our parish church and foyer.

Foyer Displays reflecting our Catholic identity and Liturgical seasons and events of the year.

Implementing a new Religious Education Planning Proforma incorporating the Pedagogy of Encounter and making links with Inquiry

Whole Day staff PD with Dr Rose-Marie Prosser exploring the Christmas Narratives.

School-Parish Connections-Students writing letters to the parishioners, making ANZAC Biscuits for parishioners, providing a Scones and Jam Morning Tea for Parishioners, making Pentecost Magnets for distribution at Pentecost Masses.

Acknowledgement of special days ie: Bully- No Way, Harmony Day, ANZAC Day, Remembrance Day, Brain Cancer Beanie Day,

Faith Development Team Meetings held twice a term to work and collaborate with Parish and sister school of St Brigid's

Leadership Team Reflections written for Parish Sunday Bulletin each term.

Continuation of our termly focus of our School Values aligned with Scripture:

Collaboration - 'For as in one body we have many members, and not all the members have the same function' (Romans 12: 4-8);

Community - 'Let the little children come to me' (Luke 18: 15-17);

Innovation - 'You are the light of the world' (Matthew 5: 13-16);

Respect - 'In everything do to others as you would have them do to you; for this is the law and the prophets' (Matthew 7: 7-12).

Value Added

St Louis has continued with a strong focus on Catholic Identity and Mission and is committed to the professional development of staff in supporting our students' faith development.

In 2023 there was a need to focus on the professional learning of teachers in developing assessment of RE using the RE standards.

St Louis drew on our strategic plan objectives to work in partnership with MACS staff to determine and implement best practice in RE planning.

Learning and Teaching

Goals & Intended Outcomes

Goals

To build the capacity of all leaders to support whole school learning and teaching practices

Intended Outcomes

Engaging teachers in professional learning to support students to write learning goals aligned to success criteria

Key Improvement Strategies

Provide professional learning opportunities for teachers to establish challenging goal setting for students

Build capacity of teachers to engage in learning conversations with their students

Achievements

Achievements

2023 was an action packed year as we moved into a centralised system model under the guidance of our new governing body the 'Melbourne Archdiocese of Catholic Schools.' It was the second year of our recently devised four year School Improvement Plan and we were able to highlight achievements and continue to record evidence for our next school review in 2026.

Our learning community has continued to achieve positive outcomes and there is lots to celebrate. These included:

Learning and Teaching

Establishment of Professional Learning Goals linked to the AAP and the Annual Review Process for teachers

Sprint process continued with teams of teachers with a focus on Learning and Teaching Goals

Focussed attention on the High Impact Teaching Strategies, in particular, Learning Intentions and Success Criteria and establishment of individual learning goals
Analysis of data using the professional learning model 'Using Data for Continuous School Improvement' with the leadership team and staff on a term basis.
Data conversations are an integral part of team and level planning
Revision of the whole school assessment schedule including Tier 1 and 2 assessments including the implementation of Mathematics Online Assessment
The HIVE cemented as a pastoral hub for our students
Embedded yearly overview for learning areas and capabilities aligned to the school values continued
Various events and celebrations such as: District Swimming, St Louis Feast Day, Catholic Care Family Week, Feast of the Sacred Heart Mass, Science Week, 100 Days of Prep, Book Week, Learning Conferences, Easter Bonnet Parade, Junior school sports, Year 3-6 school sports, two camps for Year 5 and Year 6 and camp for Year 4, Confirmation, Year 5 Eucharist and Year 3 Reconciliation, Special Lunch Days, St Louis Cross Country, Swimming squad training and cross country training in the early morning continued,

Mathematics

Tutoring continued in Years 3 to 6 focused on improving numeracy
Ongoing professional learning opportunities (external and internal) provided to staff including staff and PLC meetings, teachers from Year 1 and 2 participating in Early Number and Algebra year-long professional learning and staff members attending the Mathematics Association of Victoria Primary Maths Conference. All these professional learning opportunities have been strategically planned in order to continue to develop a shared pedagogy in the contemporary teaching and learning of Mathematics
Professional learning provided specifically targeted at improving teacher capacity to collect and use formative assessment data effectively
Maths Leader attended seminars including Effective Leadership in Mathematics and Numeracy Network Meetings
Students in Year Prep, Year 1 and Year 2 were individually tested and this data was used to plan teaching sprints which were implemented to improve student outcomes
Modelling, team teaching and coaching opportunities provided to staff to improve their pedagogical knowledge in the area of Mathematics
Professional learning and implementation of mathematical investigations and challenges in the middle and senior school
Selected students from Years 4 to 6 involved in the Maths Olympiad
Selected students from Year 5 attended the MathsMinds Challenge day hosted by Mentone Girls' Grammar
Additional screening assessments completed on 'at-risk' learners and new students from Years 3-6. This data has been used by classroom teachers to teach explicitly to the needs of students in their class

Digital data walls used across all areas of the school to monitor and evaluate student progress in Mathematics

Literacy

PLC's implemented in levels in the areas of English with a specific focus on writing
Revising the key content, structures and strategies from SMART Spelling,
Providing professional learning in SMART Spelling and VCOP and Big Write to members of staff in appropriate levels

Individual writing goals created for all students in the Junior school.

The provision of non-negotiables in writing including the use of VCOP and the Big Write in the middle and senior school and WOW writing in the junior school

Facilitating moderation conversations in junior, middle and senior teams each semester

The celebration of Book Week 'Read, Grow, Inspire' through the sharing of shortlisted books, a book character dress up and parade and associated learning planned and implemented at each level

Inquiry

Beginning of year units planned and implemented to focus on our school values and student wellbeing

Encouragement of student voice to guide learning in our inquiry units of work and placing an emphasis on action

Celebrations of learning with the school community planned and implemented each term with science highlighted in term 3 with an interactive Science Fair

The G2K program continued to develop and be embedded as a key focus for our Year 3 and 4 students and Sustainability introduced to some classes in our Junior school

STEM/Digital Technologies

Continuation of Chromebook Licence program delivered to our Year 3 and Year 4 cohorts and relevant workshops to support our students learning in this space

STEM classes for all year 5 and 6 students embedded as part of the specialists program

Learning connections to the Sustainable Development Goals with our senior students, using these as a way to define purpose and recognise how their actions can make positive change for themselves and others

Integration of a design thinking teaching model in STEM to explore problems in the world and consider ways we can design possible solutions

Tech club provided for each student in years 3-6. Students use this club often to explore Minecraft Education together, working on collaborative projects

Minecraft Education used as a learning tool by our year 3-6 students as a way to design prototypes and solve problems

Prep - Year 2 students access iPads at a ratio of 1 device per 2 students to support their

learning and expose them to essential digital skills which will be applied throughout their learning journey at St Louis.

Student Learning Outcomes

Student Learning Outcomes

St Louis de Montfort's uses an in-depth and extensive assessment schedule that incorporates a range of formative and summative assessments to monitor and assess student growth and progress across the year. This schedule continues to be reviewed and altered to reflect research related to best practice.

The key literacy assessments included the Progressive Achievement Testing in Reading (PATR), Marie Clay Observation Survey and Writing Moderation and Analysis. Some of the key numeracy assessments included the Progressive Achievement Testing in Mathematics (PATM), Learning Framework in Number Assessment (LFIN), Mathematics Online Interview and Essential Assessment (Pre/Post Testing) and Early Numeracy Assessment (ENA).

NAPLAN SPA Data

This year the NAPLAN Tests for all students in Year 3 and Year 5 continued to be in an online format except the Year 3 writing test which was in the traditional form of pencil and paper.

NAPLAN data analysis and ongoing analysis of teacher assessments ensures that our Annual Action Plan reflects the areas of learning that require the greatest emphasis.. Professional development for teachers in the area of data analysis was a focus for 2023.

Analysis of our 2023 NAPLAN results indicated that:

Year 3 were above the state and national in the all areas - Grammar and Punctuation, Numeracy, Reading, Writing and Spelling

Year 5 were above the national and state mean in all areas except Numeracy which was above the national average but slightly below the state mean.

This data is consistent with last year's NAPLAN results with two exceptions:

Spelling in Year 3 has improved

All of the areas excluding Numeracy in Year 5 have shown growth

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	429	60%
	Year 5	531	77%
Numeracy	Year 3	427	72%
	Year 5	505	78%
Reading	Year 3	423	77%
	Year 5	524	85%
Spelling	Year 3	414	63%
	Year 5	509	75%
Writing	Year 3	435	96%
	Year 5	512	91%

*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

Student Wellbeing:

Goal:

To enhance voice and agency in all students in school programs and initiatives.

Intended outcomes:

Promoting positive behaviour initiatives, resilience and student behaviour models aligned to the school values

Develop a shared and documented whole school approach to student behaviour

Professional Learning provided to enhance teachers knowledge and understanding of student behaviour and resilience

Achievements

Achievements:

Throughout 2023 St Louis has worked to supporting student wellbeing through classroom, school and extra-curricular support programs by:

Beginning the year with a Relationship building unit of work for the first three weeks of the year to forge strong, trusting and supportive relationships between teachers and students, and students and peers.

Continued involvement in Rights Resilience and Respectful Relationships whole school approach including the implementation of the RRRR Curriculum from P-6

Regular meetings with our SSG (Student Support Group) with teachers to identify children at risk and support/monitor academic progress and wellbeing.

Regular meeting of our Student Wellbeing and Safety group to support the wellbeing and safety of all students.

Use of multiple resource packages to build Social and Emotional Learning opportunities targeted at students' point of need.

Continued development of our wellbeing room The H.I.V.E. with a focus on emotional regulation for students.

Continued use of our Positive Behaviour Management Policy and procedures with a focus on positive behaviours.

Embedding the use of our school wide behaviour matrix as a focused pro-social curriculum.
Embedding the role of our Student Representative Council encompassing students from P-6 to promote student empowerment and an active space for student voice.
Continued to work within student leadership to promote student engagement and agency through the school.
External agencies working with year 5 and 6 on Consent and Respectful Relationships
Holding a Parent and Child Human Sexuality education sessions
Continued use of our Pastoral Care role and Peaceful Kids to target students with social-emotional challenges.
Building staff and student knowledge of child safety
Working with staff on wellbeing check ins to assist with how students are presenting for learning.
Implementing school wide positive behaviour initiatives to promote positive behaviours in whole school context
Continued promotion to students of the Child Safety and Wellbeing Team.

Value Added

Value Added:

St Louis has continued with a strong focus on student wellbeing and is committed to the professional development of staff in supporting our students. In 2023 there was a need to focus on creating a safe and enabling classroom environment. St Louis drew on our strategic plan objectives to make a whole school approach to wellbeing evident and address issues around positive relationships and imbedding positive behaviours.

Student Satisfaction

Student Satisfaction:

Feedback from our school community was collected during the 2023 school year to enable us to be adaptive to the needs of students and parents. Acting on this feedback we were able to increasingly cater for individual needs with the addition of support for students both in groups and individually. The student support and student safety and wellbeing team work with teachers and families to cater for the needs of students and make adjustments for their learning and to increase levels of wellbeing. Student safety has been highlighted as an area where St Louis is continuing to work on parent, student and teacher understanding grows and the Child Safety Standards are always present and at the forefront of all that we do in providing a safe and enabling environment where students flourish.

Student Attendance

Student Attendance

Teachers mark student attendance by no later than 9:30am, with the understanding that if a child arrives in the classroom after 8:45am they are marked late. Rolls are then remarked after lunch.

- Students who arrive after 8.45am are required to obtain a 'Late Arrival Pass' from the school office, to be handed to their classroom teacher.

In the event of parents wishing to collect their child early from school they will be required to report to the school office to complete an 'Early Withdrawal Pass' and present this to the class teacher before a child can be released. In this way the class teacher can be assured that all appropriate notification has been observed and that the child's whereabouts are fully known.

- Parents are encouraged to communicate an absence on the Compass App or via email to the classroom teacher.
- If a child is absent and the parent has not contacted the classroom teacher or office, they will be marked as Absent, Reason Type: Unexplained. If the parent calls the office later in the morning, the office staff will update the roll for the classroom teacher for that student. However, if there is no communication about a student's absence from a parent, a call will be placed to parents indicating an unexplained absence.
- Should a child be away for more than three days without any explanation, teachers are encouraged to ring to check on the child's wellbeing.
- Parents planning a holiday within school time are asked to send a note/email to their classroom teacher.
- Unexplained absences and high levels of absenteeism are investigated by the Principal or Deputy with the view to developing and implementing strategies to minimise absences.

Average Student Attendance Rate by Year Level	
Y01	91.4%
Y02	92.4%
Y03	91.6%
Y04	89.8%
Y05	92.4%
Y06	91.6%
Overall average attendance	91.6%

Leadership

Goals & Intended Outcomes

Goals

To build the capacity of all leaders to support whole school learning and teaching practices

Intended Outcomes

Supporting leaders to research with teachers, evidence-based approaches to implement an agreed school-wide instructional model for teaching

Key Improvement Strategies

Continue to develop a culture that recognises and explores new pedagogies for deep learning that are evidence informed.

Create and provide structures and allocation of time that are aligned with ascertaining evidence based research to support dialogue between leaders and teachers

Achievements

Achievements

Continue the transition to MACS as head of Entity

Working in collaboration with Safe smart to ensure MACS policies are up-to-date and compliant

Engagement of the Leadership Team in the Southern Region School Wide Improvement Forum in 2023.

Leadership Team involved in the Professional Learning 'Using Data for Continuous School improvement' to drive the implementation of best practice

Continuing the employment of a Science teacher in the G2K program for Year 3 and 4

Continuation of STEM for Year 5 and 6, as part of the Specialist program

Working collaboratively as a Leadership team to develop the AAP for 2023 from the school Improvement Plan.

NCCD gathering of evidence, staff expectations, professional learning in this area and funding approved.

NCCD support meetings with individual staff and learning diversity leader to support their documentation process

Continuing to develop TAP hours for staff and providing PL in RE faith development and

learning and teaching practices

Playground audit of our 6 playgrounds

OHS focus continued to be supported through agended items at all staff and leadership meetings.

Professional development for staff provided and linked to strategic plan

Successfully implementing the parameters placed on schools by the new EBA including time in lieu and the 30/8 model

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>Professional Development</p> <p>Prep teachers completed the 'Early Numeracy Assessment program and all students were tested and teaching sprints implemented to improve student outcomes</p> <p>PLC's implemented in levels in the areas of Mathematics and English</p> <p>Introduction of 'i-Maths' investigations for Years 4-6 and the use of Middle Years Maths challenges which coincided with the introduction of a whole school maths pedagogy focusing on inquiry maths and improving student engagement in Mathematics.</p> <p>Focused attention on the High Impact Teaching Strategies, in particular, Learning Intentions and Success Criteria (content and skill).</p> <p>Sprint process introduced and used with teams of teachers with a focus on Learning and Teaching Goals</p> <p>Engagement and access to current research provided and encouraged as part of the sprint process and in PLC's</p> <p>Ongoing compliance training for staff, through professional learning in a number of areas, including emergency management, first aid, mandatory reporting and child safe standards.</p> <p>Implementation of 2 days of PPT for classroom teachers.</p> <p>Leadership team engaged in Data Analysis for Continuous School Improvement with Bradley Geise (MACS)</p> <p>A teacher participated in the Teacher Excellence Program (TEP) through Victorian Academy of Education and Leadership.</p> <p>A classroom teacher continued a masters in Educational Psychology through Allied Health at Australian Catholic University</p> <p>Faith and Professional Development Day run by Dr Rose-Marie Prosser exploring the Christmas Narratives</p> <p>Focus on AITSL teaching standards to drive individual professional learning goals.</p> <p>Classroom teachers participated in VCOP and Big write</p> <p>Some classroom Teachers participated in Smart Spelling</p> <p>Maths Leader and a classroom teacher attended the MAV primary Maths conference</p> <p>Maths Leader attended the Annual Maths Conference.</p>	
Number of teachers who participated in PL in 2023	49
Average expenditure per teacher for PL	\$565.00

Teacher Satisfaction

TEACHER SATISFACTION

The St Louis de Montfort's staff are dedicated and committed professionals in their field and have a personal approach towards the education of our students. Their interest in their work, the support they demonstrate for one another, and their ability to work collaboratively has ensured we have an engaging, positive culture.

We worked conscientiously in 2023 to continue our strong partnership between home and school.. Throughout the year, the leadership team at St Louis' kept in regular dialogue with staff and families, hearing different perspectives and

feedback. This feedback provided the Leadership Team with great insight to make continuous improvement for our students, families and staff.

In 2023, we welcomed the following staff members to St Louis': Gene Trutch, Dominique Rekdale, Laura Duly Carol Jean, Deb Daniel, Emma Coleman and Kerri Hirst.

We also farewelled the following staff members: Therese Jackson, Eliza Jones, Melanie Quigley, Luisa Ingram, Leah Hancock, Dani Brodie and Jenny Chalker.

We thank them for their dedicated service and wished them well in their new endeavours.

Teacher Qualifications	
Doctorate	0.0%
Masters	13.2%
Graduate	13.2%
Graduate Certificate	5.7%
Bachelor Degree	43.4%
Advanced Diploma	17.0%
No Qualifications Listed	7.5%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	55
Teaching Staff (FTE)	44.5
Non-Teaching Staff (Headcount)	30
Non-Teaching Staff (FTE)	24.7
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals:-

To ensure all members of our learning community are empowered, engaged and connected.

Intended Outcomes

That there is a strong focus on child safety standards and its impact on student connectedness and wellbeing.

That there is a strategy to promote mental health and wellbeing in the workplace.

That quality learning and teaching experiences and partnerships are developed that help our students to engage with their learning and the greater community.

Achievements

Achievements

Welcoming Prep families to St Louis through school tours, a Pre-Prep Information Night, Orientation Program, Welcome Morning Tea, Student Welcome Packs, a Starting School social story and a welcome Mass at Braeside Park.

Meet and Greet interviews between parents, teachers and students at the commencement of the school year and Learning Conferences in Term 1 and Term 3.

School events that families are able to attend such as class masses, assemblies, the Easter Hat Parade, Book Week activities, working bees, sporting team events, Junior and Senior Athletics Carnival, Mothers and Fathers Day breakfasts, Celebration of Learning - History, Prep Christmas play and Year 6 Graduation.

A Festival of Learning celebrating Science, Mathematics and Digital Technologies at St Louis

where families had the opportunity to explore the 'St Louis Galaxy', visiting classrooms and different learning spaces for hands on learning and fun.

A Prep to Year 6 Art Show featuring works created by students in their classroom and through the specialist art program. This event included an art auction and the school choir performed at the grand opening.

A successful Garden to Kitchen program for Year 3 and Year 4 students,

Inviting families to provide feedback about school initiatives and processes through surveys, including the MACSIS Survey, the Starting School at St Louis Survey and the Learning Festival Feedback Form. Informal feedback is also received through phone calls, emails and discussions.

Leaders welcome students each morning by being on duty at various entry points.

Parents joined various committees and boards including the Parents and Friends Association, and the School Advisory Council (SAC).

Student leaders and the school developed initiatives of service to benefit and support the wider community. These initiatives included CARITAS, St Vincent de Paul hamper drive, COTS (Christmas on the Streets), Have a Ball Foundation Footy Day and Clean Up Australia Day.

Opportunities for home school partnerships occurred, including an Inform and Empower Cyber Safety Night, ChromeBook Parent Information Night, Literacy Learning Workshop, and sacrament preparation nights.

Use of Seesaw from P-2 as a digital learning platform to share events and student work between home and school.

Community partnerships were established and utilised with Oz Harvest, Junior Lord Mayor, Southern FM Radio, local surf life saving clubs, the Dolphin Research Institute, Robogals, St Kilda Football Club, Team Kids, Kilbreda, St Bede's, Yarrabah and local kinders.

Parent Satisfaction

Parent Satisfaction

Throughout the year, St Louis de Montfort's kept in regular dialogue with families to provide support and gain insight. Families showed great appreciation for the wellbeing and pastoral support provided by the school.

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.stlouisaspendale.catholic.edu.au