



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Damian's School

5 Settlement Road, BUNDOORA 3083

Principal: Rosanna Piccolo

Web: www.sdbundoora.catholic.edu.au

Registration: 1656, E Number: E1252

Principal's Attestation

I, Rosanna Piccolo, attest that St Damian'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 09 May 2024

About this report

St Damian'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

Our Vision:

Alive in the Spirit, We journey together, engaging with the present, shaping the future.

Mission:

"Our mission, guided by our Catholic ethos, is to nurture deep connections. With a commitment to active participation in the present moment, we seek to ignite transformative change and envision a future where every child flourishes. Grounded in collaboration, compassion and the spirit of innovation, our endeavour is to advocate for justice and equity and foster a world filled with purpose and promise, reflecting the love and teachings of Christ."

School Overview

St Damian's School is situated in Bundoora, an extensive suburb comprising residential, community service and educational areas 15 km north-east of central Melbourne. It is bordered on the west by the Darebin Creek and on the east by the Plenty River, Greensborough and Macleod. St Damian's School caters to a range of students drawn from a diverse and multi-cultural area. Many families are from a non-English speaking background with the dominant cultural group being from China. Consideration continues to be given to the growing enrolment of EAL students, with staff trained in supporting EAL students. The large number of families with a Chinese background continue to be supported by our mandarin speaking Learning Support Officer. This has also ensured easier communication between home and school.

In 2023 the class groupings were as follows:

- Foundation - 2 classes
- Year 1 - 3 classes
- Year 2 - 3 classes
- Year 3 - 3 classes
- Year 4 - 3 classes
- Year 5 - 2 classes
- Year 6 - 2 classes

St Damian's School offers five (5) Specialist classes in Physical Education, Music, Dance & Drama, Visual Arts and STEM. Our Italian Program is offered as an immersion program where all staff and students are on the same learning journey. Students and staff are supported by the Language Assistant who uses gestures combined with Italian phrases to help with learning the language. The model is a Teacher as Co-Learner approach where both students and teachers learn to use the language together. Games, songs and the learning of Italian phrases is done on a daily basis for 10 minutes per day.

The school also has a School Leadership Team, consisting of Principal, Deputy Principal, Religious Education Leader, Learning & Teaching Leader, Mathematics Leader, two Literacy Leaders and a Student Wellbeing Leader. Each Leader's role allows for continual support for the teaching staff. This is achieved through regular input at Professional Learning Team meetings and within the individual classrooms. Regular whole school team meetings also provide another avenue for professional dialogue thereby strengthening and improving teacher practice. At St Damian's we provide quality education programs that encourage and

support everyone to achieve personal excellence. We do this by offering learning programs that respect individual differences; are challenging and interesting; and develop life-long learning skills. The school offers a broad curriculum based on the Victorian Curriculum.

St Damian's offers extensive facilities, with well-developed gardens and playgrounds. We encourage all students to be responsible community members and globally-aware citizens. The students contribute to and participate in a 'Student Representative Council' with representatives from all class groups meeting on a regular basis.

St Damian's School regards parents as co-educators and warmly welcomes, values and encourages their participation. Consequently, parents are actively involved in many aspects of the life of our school. The St Damian's School Advisory Council is one formal opportunity for parents to be involved as the SAC provides opportunities for parents to advise on and participate in various aspects of school life. Other opportunities are offered to all parents able to give of their time. The school highly values the enthusiasm, expertise and support of all families. The Parents Association are a highly active group in our school community. We are most appreciative of the ongoing parent support and their generosity in providing the school with outstanding physical and curriculum resources. We encourage all parents, where possible, to be involved in a variety of ways including classroom programs, excursions, sports activities, family events and school celebrations.

Principal's Report

On behalf of the staff of St Damian's school, I am pleased to present the Annual School Report for the 2023 school year.

Much of the success for this year can be attributed to the dedication of a truly professional staff whose expertise is admirable, to the support of families and the valuable contribution they make to the life of the school and most importantly to the students who give us so many reasons to celebrate their achievements.

In 2023 the school leadership team continued to meet regularly to review all school practices. Leaders reviewed term units of work, student data and supported individual needs as they arose. Leaders supported Professional Learning Teams in Mathematics and English with professional learning meetings throughout the year dedicated to Religious Education, Student Wellbeing and Learning and Teaching incorporating Mathematics and English. The Leadership Team, in response to the school review and in light of the new School Improvement Plan, redefined their roles to gain greater clarity of direction, so that they could have a cohesive voice in the future direction of the school. Their work for the year centred around building a more cohesive and positive school culture and to gain a deeper understanding of the MACS Vision for Instruction. The Learning and Teaching Leader, together with the Maths Leader and Literacy Leaders, worked with the Principal to explore pedagogical practices that fit into the new directions as set out by MACS. As the Leadership team sifted through the myriad of information gathered, the Little Learners Love Literacy program was selected as the school was successful in being included in the Latrobe University SOLAR Research project to be implemented the following year. The Literacy Leaders began some of the professional learning associated with this new approach to ensure that all teachers were enabled to help support their students to flourish. The Mathematics Leader's focus was on understanding and implementing the new Ochre resources to enrich the Mathematics Program within the school.

St Damian's School encourages active parental involvement, decision making and responsibility. Through the support and work of the School Advisory Council (SAC) a survey was devised to gauge how better to work and communicate with our school community. This was in response to parents' concerns that communication within the school was very fragmented and difficult to navigate. The work with the SAC resulted in the school streamlining all communication to parents, including financial responsibilities, in one platform. Due consideration was given to the platform being compatible with the ICON portals. Families were very positive in their feedback to this work.

St Damian's school continues in its work as a FIRE (Friends Igniting Reconciliation in Education) Carrier School. To support our senior students to further understand and appreciate the focus of Reconciliation Week we undertook a Long Walk joining with a neighbouring catholic primary school and our local catholic secondary school. Students were immersed in learning and understanding how the Long Walk first came about and were exposed to stories about the stolen generation as well as gaining a greater perspective of stories of Aboriginal and Torres Strait Islander people. It was a successful and memorable day for everyone involved in the experience. Further to this work, we acknowledged the 10th Anniversary of National Apology Day; we acknowledged as a school community Sorry Day; support was given for the work of the "Opening the Doors" Foundation; and NAIDOC week was celebrated.

2023 also saw the completion of our capital building works, made possible by the Victorian Government Capital Grant. We refurbished eight general learning areas, created a new library space, a multi-purpose area which is used extensively, redeveloped a new Arts building which houses the Visual and Performing Arts and Music classes, a new STEM area and recreated new leadership offices. The new facilities have enabled the students to enjoy facilities better suited to pedagogical practices in line with current thinking.

In looking back at 2023, we celebrate our successes and focus on new ways to continue to drive school and student improvement within a spirit of engagement and empathy. These are essential aspects of learning, which abound at St Damian's, enriching us all in our work as Spirit filled people working together on a journey of learning.

Fr Dong Tran, our Parish Priest, has continued to be involved in the life of the school through his involvement with the School Advisory Board and regular interaction with the staff and students through Liturgies, Sacramental Preparations, and the occasional visit to the staff.

Our aim for the future is to continue to extend a warm welcome to all families, acknowledging that we can all play a valuable role in the life of our school and the education of our children.

Finally, I wish to thank all the parents for their contributions to, and support of, our school; the School Advisory Council members who have played a great part in ensuring our community has a voice in the school; and the P.A. for their continuing strong presence in the school community. I also thank our very hard working and totally committed staff for their care and guidance of our students.

Catholic Identity and Mission

Goals & Intended Outcomes

- To ensure the Catholic Identity of St Damian's remains distinctly Catholic

Achievements

During 2023, Catholic Identity and Mission at St Damian's School continued to provide opportunities for the whole School Community to continue to strengthen and develop our Catholic Identity, ensuring we remain distinctly Catholic. This was supported by the competent leadership of our Parish Priest Father Chau Dong Tran and our Religious Education Leader who has both a Masters of Religious Education and a Masters of Theological Studies.

As a Faith Community we focused our attention on the faith formation of all in the Community through the provision of the Religious Education Curriculum based on the resources recommended through the Catholic Archdiocese of Melbourne. To complement these resources, we followed the theme, 'We are the Hands, Heart and Voice of Christ,' which linked in with our Vision Statement. Both the theme and the Religious Education units of study were incorporated and reflected in all our inquiry learning during the year. Throughout 2023, we encouraged families to join in with their children during Prayer and Meditation time. The Social Justice group worked together, with the guidance of our Religious Education Leader, to promote Whole School fundraising events and to ensure our community understood why we were fundraising and the practical differences it would make. The Year Four Team, together with our Social Justice Leaders, instigated a School Community initiative in order to provide relief to those adversely affected by the earthquakes in Turkey and Syria. The theme of this initiative was Let's give with our hands, feel with our hearts, and speak out with our voices to follow in the footsteps of Christ. This work was based on the need to continually have at the forefront an understanding for our Students as to the difference between justice and equality.

Sacramental Programs

The Sacrament of Confirmation was conferred on Students in Year Six in July by Bishop Terry Curtin. Part of the preparations for this Sacrament included a Reflection Day for Students facilitated by their Teachers and a Workshop Evening Session for both the Candidates and their Parents.

The Students in Year Two received the Sacrament of First Reconciliation in June and the Year Four Students received the Sacrament of First Eucharist in September. First Reconciliation was celebrated during an evening with Parents and other Family Members invited to support the Candidates. First Eucharist was celebrated during Mass over a weekend. The First Eucharist preparations included a day of reflection for Students and a Workshop Evening Session where Students were joined by their Parents to further enhance their preparation for the reception of this Sacrament.

The Students receiving Sacraments during the year were invited to participate in Presentation Masses where they were prayed for by the Parish Community and accepted as Sacramental Candidates. We were joined in our Sacrament of Confirmation preparations by the St Damian's Parish Government School Apostolate Students, which afforded us an opportunity to foster connections with the wider community. All of the Sacramental programs were well supported by both Parents and the School/Parish Community.

Value Added

- Regular Whole School Liturgies to celebrate Feast Days and other special occasions
- Celebration of Class Masses to enable Students and Staff to articulate stronger connections with the Catholic Faith and Tradition, values and culture
- Further embedding of Prayerful Meditation – Student School Leaders lead the Community in this Contemplative Prayer by providing a focus based on the Gospel reading
- Effective preparation of all Students for the Sacraments, including meaningful Workshop Evenings and Reflection Days
- Celebrations of the Sacrament of Confirmation in July, the Sacrament of Reconciliation in June, and the Sacrament of Eucharist in September
- Professional learning for all Staff, facilitated by Ingrid Green, related to designing, implementing, moderating and assessing in Religious Education
- Religious Education Leader facilitated ongoing learning for all Staff related to designing, implementing, moderating and assessing in Religious Education
- Religious Education Leader enhanced and strengthened Staff knowledge, understanding and confidence when designing, implementing, moderating and assessing the Religious Education Curriculum
- Religious Education Leader enhanced and strengthened Staff Catholic Identity through faith formation sessions
- Religious Education Leader enhanced and strengthened Staff knowledge, understanding and confidence related to Liturgical Celebrations in order to promote deeper connections with the Rites and Rituals contained within the Catholic Tradition
- Continued learning for Students about Social Justice and 'Outreach' activities within the School such as supporting those affected by the earthquakes in Turkey and Syria, Vinnies Winter Appeal and Vinnies Christmas Appeal

- Fundraiser Market Stall in aid of those affected by the earthquakes in Turkey and Syria
Regular support of many charities including Caritas, Project Compassion and St Vincent De Paul
- Social Justice issues and activities communicated through the School Newsletter to Parents
- Celebration of Family Day with a Mass, Morning Tea and various family orientated activities
- Celebration of St Damian's Feast Day, commenced with a Liturgical Celebration and various activities for the Community
- Whole School Community Christmas celebration in a Christmas Carols Evening
- Religious Education Leader attended Catholic Education Office Network Days and other Professional Development to support Religious Education Pedagogy

Assessment Procedures

The ongoing assessment of Student learning is an important component of Learning and Teaching. The assessment process is supported by purposeful and meaningful tasks which allow Students to demonstrate their understanding and knowledge, as well as reflect on their participation and articulate their beliefs.

In 2023, we continued to assess Religious Education across the School using Achievement Standards. These Standards allowed for valued Student learning to be observed and identified in Religious Education. Teachers continued to utilise and become more familiar with the RE Curriculum Framework which supported their delivery of Religious Education. The opportunity to gather and dialogue as a Staff afforded us time to reflect on Student learning in Religious Education. This opportunity also enabled Teachers to support their planning of lessons with a focus on inquiry learning as a means to delve into the Church's teachings.

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Learning and Teaching

Goals & Intended Outcomes

- To build teacher capacity to use assessment data to drive teaching
- To maximise learning growth for all students

Achievements

Literacy

- Two Literacy leaders (F-2 & 3-6)
- Professional Development for Literacy Leaders regarding Science of Reading (online)
- Regular Professional Learning Team Meetings (PLTs) over the course of the school year
- Conducted Whole School PL with Misty Adoniou (Spelling) - school closure day
- Collaborative planning with teams
- Literacy Enhancement (Years 1-2)
- Continued implementation of Prep-Year Six Assessment schedule
- Fountas and Pinnell BAS Reading Comprehension testing Years 3-6
- Fountas and Pinnell BAS testing F-2 (Reading and Comprehension)
- PAT R testing used as an additional tool to assess comprehension in years 2-6
- Embedded Data Walls (Reading) P-6 using Benchmark data
- Staff continued to focus on digital platforms including Seesaw, Google Suite for Education
- Responding to the needs of teachers on digital resources including Epic, Sunshine Online, Storybox, Pobble and Literacy Shed

Mathematics

- Professional Development for Maths Leader at MACS regional maths network days
- Regular Professional Learning Team Meetings (PLTs) over the course of the school year
- Collaborative planning with teams
- Continuation of modified ENRP Mathematics Testing for Foundation Year
- Continuation of PAT Maths Testing Year One to Six, twice a year
- Essential Assessment Online Maths program embedded into planning for maths to streamline pre and post testing for all year levels
- Continuation of embedding the importance of a growth mindset

- Increased number of Maths Competitions offered to students from Prep to Year 6 (Matific, Australian Maths Competition, Oxford University Computing Challenge OUCC, Computational and Algorithmic Thinking CAT, and ICAS)
- Introduction of NBA Maths Hoops program in Year 5, including excursion to Melbourne Championships
- Term 4 Professional Learning for staff in the use of OCHRE as a Science of Learning teaching tool for use in Maths lessons in 2024

Overall Curriculum

- School Leaders (Literacy, Maths, Religion, Wellbeing, Learning and Teaching and Principal) involved in Eastern Region Office Learning Collaborative offered online (SILC)
- STEM specialist subject introduced for all year levels
- Regular Parent Support Group meetings (PSGs) for students requiring additional support
- Additional time allocated to Learning Support Staff to assist students
- The Literacy Enhancement Program continued to support students at risk (Years 1-2)
- Mandarin speaking LSO worked extensively with staff and parents during information sessions and learning discussions
- Case Management meetings conducted to support students identified with additional needs
- Collaborative planning in teaching teams with curriculum leaders (when invited)
- Continued implementation of Foundation - Year Six Assessment Schedule
- All Students in Year F-6 assigned Google accounts and email addresses
- Commissioning of four Year Five students as FIRE Carriers
- Annual Sports Day held in Term 1
- Bi-annual Learning Conversations to discuss student progress in learning conducted online/onsite
- Camp Experiences provided for Year 4-6 students offsite, Prep-Year 2 onsite
- Delivery of the Italian program was delivered both online and by Italian Language Assistant via games and songs and reinforced greetings and simple phrases using both simple phrases and gestures
- Year 6 Graduation conducted
- Year 6 Big Day Out was held in an indoor venue meeting all compliance regulations
- School Production at Loyola college in Term 3 over two nights

Student Learning Outcomes

Assessment of student learning and outcomes was undertaken using PatM, PatR, Fountas and Pinnell Benchmark Assessment Kits, and Essential Assessment. Teachers continued their daily teaching in both small group settings and whole class lessons. Through these classes, teachers were able to continue with their assessment of student learning using running records, anecdotal records, online assessment tasks as well as 1:1 assessments conducted online in Reading, Writing and Mathematics.

NAPLAN results for 2023 indicate that year three students were highly proficient in Writing (95%) and Reading (84%), and proficient in Numeracy, Spelling and Grammar and Punctuation.

The year five students were highly proficient in all areas of NAPLAN 2023 with Writing (94%) and Reading (92%) leading the areas with Grammar and Punctuation, Numeracy and Spelling all above 80%.

The mean score for year three and year five students in NAPLAN 2023 was above the National and State average in all areas.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	442	76%
	Year 5	519	85%
Numeracy	Year 3	431	69%
	Year 5	528	84%
Reading	Year 3	426	84%
	Year 5	530	92%
Spelling	Year 3	435	78%
	Year 5	516	81%
Writing	Year 3	446	95%
	Year 5	515	94%

*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

Goals

- To promote the social, emotional and spiritual wellbeing of all students.
- To provide a supportive environment for all students, where they feel empowered to make positive choices and develop strong relationships with teachers and other students.
- To explore the impact of teacher-student relationships on student learning.

Intended outcomes:

- All students will be active and positive contributors to the school community.
- All students will feel safe and supported in the school environment to achieve optimal learning and personal growth.

Achievements

St Damian's School strongly believes that the foundation of student learning and achievement is rooted in social, emotional, moral, spiritual and physical wellbeing.

In 2023, St Damian's remained committed to promoting wellbeing and providing students with social and emotional support. The school continued to maintain strong connections between teachers and the school community through whole school celebrations and events, school Masses, Assemblies, the School Newsletter and the school social media platforms. Student engagement in the Respectful Relationships program was a key focus for the school in addition to small group and individual wellbeing check ins and education for students experiencing some challenges in their social and emotional development.

St Damian's introduced a new school wide positive behaviour reward system to support the school's updated behaviour management guidelines. Every student was provided with a Positive Behaviour Passport that encouraged students to follow the school expectations and enact the school values. The new system was well received by the students and the school community and had a positive impact on student behaviour overall.

During Term One, St Damian's students participated in SWELL (Student Wellbeing) Week. The school welcomed back students and families and engaged students in various wellbeing activities. The week allowed students to transition back to school in a positive and calm environment. There was a strong focus on developing positive connections, teamwork, resilience and responsible behaviour. During this week students also had the opportunity to revise the school expectations and values. Students were encouraged to demonstrate their understanding of the expectations and values in the classroom and throughout the school. Students also recommenced the weekly practice of gratitude reflection. SWELL week also highlighted personal safety for students and they were reminded about their rights and personal boundaries.

In March, St Damian's students celebrated Harmony Day with a range of activities aimed at recognising and celebrating diversity within the school and broader community. Students were invited to dress in traditional outfits, shared items from their cultures and learned about customs and traditions from around the world. This celebration promoted tolerance and acceptance. The learning from this celebration was reflected on throughout the year.

During Term Two and Term Three, all students were enrolled into class sessions with the Kids Helpline. These sessions were all curriculum-aligned and evidence-informed. The sessions were extremely valuable and covered topics such as friendship, bullying, online safety, emotional literacy and resilience.

During Term Four, St Damian's participated in the '16 Days of Activism Against Gender Based Violence' initiative, with a primary focus on promoting respect and discussing issues related to bullying and violence. The students were very engaged in this learning and participation in the initiative reinforced the school's commitment to maintaining a safe and supportive learning environment.

The school values (Hope, Compassion and Integrity) continued to be incorporated into weekly learning and emphasised the connection between emotional, moral and spiritual wellbeing.

St Damian's continued to deliver a whole-school approach to educating students through the Respectful Relationships program. The program was integrated across all areas of the curriculum to support students in building skills, knowledge and attitudes. The program ensured consistency in learning and teaching in the wellbeing domain and facilitated a shared understanding of respect among students both in the classroom and in shared play spaces.

St Damian's continued to offer lunchtime clubs to provide students with quiet activities for personal development and socialisation. These clubs offered opportunities for students to engage in various activities while interacting with peers in a calm and supported setting. Participation in the lunchtime clubs was voluntary and provided an alternative to regular

lunchtime routines for those students seeking a lower stimulus environment or support in their social interactions.

Value Added

- Introduction of the school wide Positive Behaviour Passport to support the updated behaviour management guidelines.
- Kids Helpline education sessions for all students to support the wellbeing program.
- Continued facilitation of targeted SEL groups and individual wellbeing support for students.
- Continued integration of the school values (Hope, Integrity, Compassion) and gratitude reflection into weekly learning.
- Student Representative Council (SRC) maintained to ensure student voice is included in decision making processes at the school
- Whole school understanding of Respectful Relationships initiative and continued professional development to ensure consistency of practice across all year levels
- Christian meditation as a daily practice continued.
- Regular, ongoing learning for Student Wellbeing Leader.
- Student leadership program continued to encourage student voice and confidence in students.
- School-based counsellor available to students.
- Lunchtime clubs to provide a variety of quiet activities for students to engage in at break times.
- Whole school celebrations and events that promote student wellbeing eg. SWELL Week, Harmony Day etc.
- Student Wellbeing Core Team maintained with regular meeting times to develop resources and strategies to support teachers.

Student Satisfaction

The MACSIS data for 2023 shows improvement across the majority of areas. The overall school positive endorsement of students has increased from 68% in 2022 to 71% in 2023 and has been above the MACS average for the three consecutive years.

Rigorous expectations at 85% and school climate at 84% were held in high esteem by the students indicating that they feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance. The students also have high perceptions of the social and learning climate of the school.

The students feel physically and psychologically safe at school with student safety at 75% and the students have positive perceptions around the Catholic Identity of the school with 75% of students having a positive Catholic Identity.

Overall the 2023 data has improved with all areas above the MACS average.

Student Attendance

In the case where students are absent from class, school policy dictates that parents are expected to inform the school in writing of the reason for the absence. If parents know in advance that their children will be absent there is an expectation that they notify the school of the reason and the expected number of days of absence.

Where students are not in attendance at roll call in the morning and no notification has been received from the parent, then contact from the school office is immediately made with parents to determine the child's whereabouts and safety. If students are absent for an extended period without notification to the school then, in the first instance, the class teacher contacts the parents or where necessary the Principal makes contact.

Average Student Attendance Rate by Year Level	
Y01	94.4%
Y02	91.0%
Y03	93.5%
Y04	93.9%
Y05	90.4%
Y06	91.5%
Overall average attendance	92.4%

Leadership

Goals & Intended Outcomes

School Improvement Priorities:

- To consistently embed high impact teaching to ensure continuous growth for all students
- To build the capacity of all to lead learning within a culture of continual improvement
- That we use data and evidence in cycles of inquiry to inform practice and improve student outcomes.

Achievements

Our highly skilled and committed teaching staff, supported by our competent Leadership Team, continued to be focused on providing a quality curriculum for all students. The aim of maximising student engagement and improving learning outcomes was at the forefront of all our endeavours.

2023 saw the implementation of the new School Improvement Plan (SIP) which resulted from the school review held in the previous year. The Annual Action Plan reflected the new directions focussed on improving the school culture and learning outcomes for students. The biggest emphasis was being placed on improving the literacy and numeracy results. With this in mind, the Math Leader, together with the Literacy Leaders and Learning and Teaching Leader, embarked on a year of discovery. The Ochre program in Maths aligned to the MACS Vision for Instruction was investigated by the Math Leader who looked at implementing this new pedagogy into the school. The Literacy Leaders and the Learning and Teaching Leaders also explored the new pedagogy associated with a more structured approach to reading and spelling. These four Leaders, spent considerable time investigating these programs and approaches by visiting other schools, accessing Professional Learning and reading. This focused time allowed the Leaders to gain a deeper understanding of the requirements of each program and to ready themselves to support staff to implement the new approaches for the following year.

Students with additional needs were supported with the assistance of the Learning Support Officers under the guidance of the Learning Diversity Leader. Families of these students were especially encouraged to work in partnership with the school to ensure that appropriate supports were in place to enable students to maximise their potential. Families were kept

informed of programs in place to assist them also implement useful strategies at home. Students who were deemed extensive, substantial or supplementary were carefully monitored with Individual Learning Plans and significant adjustments made to ensure that the students' wellbeing and safety were considered. Other students on the NCCD were also supported with Individual Learning Plans and monitored to ensure that adjustments made met their needs and allowed for progress and growth. All students on the NCCD had learning goals set which included SMART goals to enable them to access the curriculum on an equitable basis.

In 2023 the Literacy Enhancement program was implemented to support students in Year One and Year Two who had not shown sufficient growth in literacy attainment. Through daily targeted literacy interventions based on a structured phonemic program, these students were supported to develop their literacy skills. This supported them within the classroom literacy program thereby experience continuing success.

The school continued to access services as needed from MACS and also employed the services of a Counsellor who was on onsite one and a half days per week. This service provided for students who required support due to anxiety or other conditions. The funding obtained through the Chaplaincy In School's Program grant was used to enable this service across the school.

The School Leadership Team continued to provide support to teachers in the areas of Religious Education, Learning and Teaching and Wellbeing. The school's facilities continued to be upgraded with the refurbishment of five general learning areas, a new toilet facility for students and the creation of new leader's offices and a STEM area. These new facilities complemented the works carried out in Stage 1 of the school Masterplan.

The Leadership Team also engaged with work by Dr Simon Breakspeare as part of the School Improvement Learning Collaborative initiative facilitated through MACS Eastern Region Office. This work, mainly accessed online, enabled the school Leaders to work more cohesively as a team to ensure continuous improvement across the school.

In 2023 we identified the following as achievements in Leadership and Management:

- Beginning of Year Chat between staff and principal to establish professional goals and to identify relevant professional learning to support staff development
- All staff encouraged to access and undertake professional learning online to develop skills and improve teaching practice in accordance with the School Improvement Plan and specific needs of staff
- Teachers in F-3 given opportunities to engage in online EAL professional learning
- Leaders undertook online professional learning in line with SOLAR initiative
- Learning Support Officers attended both onsite and off-site professional learning focussed on supporting student learning

- Focused weekly Professional Planning Team meetings continued and were centred on using student data to continuously improve student outcomes
- Learning Support Officers weekly meeting with Learning Diversity Leader to help them gain a better understanding of how to work with and meet the needs of students with additional needs
- Focused weekly Leadership Team Meetings
- Process for induction continued to support new staff
- Mentor assigned to Graduate teachers to support them in their first years of teaching and to achieve full registration with VIT. Mentor supported time made available on a regular basis
- Staff in positions of Leadership attend Network Meetings in the following areas:- Mathematics, Literacy, Wellbeing, Deputy Principal, Learning & Teaching, Student Services, Religious Education and Principal
- School Improvement Learning Collaborative facilitated online by Simon Breakspeare and attended by School Leadership
- Professional learning targeted to school priorities made available to staff as needs identified
- Annual Review Meeting in Term 4 with Principal to assist with appraisal and feedback

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Professional Learning activities that staff have undertaken in 2023 are:

- Leadership Programs for school Leaders
- Emergency Management Professional Learning - 42 staff.
- Eastern Region Professional Learning for Leaders - 8 staff
- Zone Network Meetings for Religious Education, Deputy Principals, Literacy, Mathematics and Learning and Teaching Leaders held online from Term 2
- Administration online PL
- Memberships of various professional organisations, e.g. PEETA, Drama Vic, etc
- School Improvement Learning Cooperative with Simon Breakspear (7 staff) online - Feedback
- Graduate Support and mentoring (VIT)
- Professional Learning Meetings facilitated by Religious Education Leader, Literacy Leader, Wellbeing Leader and Learning and Teaching Leader
- Continuing contact for Language Assistant in the Teachers As Co-Learning Language program
- R.E. Professional Learning Day and PLT's facilitated by Ingrid Green
- Teacher as Co-Learner Professional Learning for Staff held at Catholic Leadership Centre
- Online PL on Information Sharing.
- PL on Child Safety facilitated by Principal and Child Safety Officer and workshopped with staff and parent community
- Principal attended APPA 3 day Conference in Hobart - focussed on Cognitive Load Theory
- Deputy Principal attended 2 day Conference in Healesville focussed on Coaching
- Staff workshops to assist staff understanding and responsibilities with Child Safe Standards
- EAL Professional Learning sessions to assist staff with developing programs for second language learners
- SOLAR Training for Leaders and Teachers F-2 and Literacy Intervention Teacher

Number of teachers who participated in PL in 2023	42
Average expenditure per teacher for PL	\$1000.00

Teacher Satisfaction

The MACSIS data for 2023 shows improvement across the majority of areas. The overall school positive endorsement of staff has been in an upward trend from 2021 and has increased from 53% in 2022 to 58% in 2023.

Staff perceptions of the overall learning climate in the school has improved from the previous data set in 2022 with 'Instructional Leadership' and 'Support for Teams' showing significant gains. This indicates an improvement in the way leaders set the conditions for teachers to collaborate effectively and an increase in teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively. However, even with significant improvement in many areas, the data indicates that most areas excluding student safety and school climate require focus to bring about improvement and reach the MACS average data.

Overall the 2023 data shows improvement across most areas, however even with significant gains in the area of 'Feedback', it is still an area identified for future improvement. Staff data indicates there is a greater need for all staff to give and receive feedback to enable them to continue to improve their practice.

Teacher Qualifications	
Doctorate	0.0%
Masters	14.9%
Graduate	12.8%
Graduate Certificate	14.9%
Bachelor Degree	34.0%
Advanced Diploma	14.9%
No Qualifications Listed	8.5%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	42
Teaching Staff (FTE)	34.6
Non-Teaching Staff (Headcount)	18
Non-Teaching Staff (FTE)	12.7
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

- To develop an understanding of partnerships that support student learning
- To ensure the Catholic Identity of St Damian's remains distinctly Catholic

Achievements

St Damian's School was able to offer a wide variety of activities and opportunities for families and the wider school community. During 2023 the following achievements and ongoing practices ensured we could offer our Community ways in which to remain connected and foster a spirit of unity.

In 2023 St Damian's School successfully offered the following opportunities:

- School Advisory Council with six meetings per calendar year
- Surveys administered to the school community around communication needs
Active Parents & Friends Committee
- Continued contact with the Parish through various activities
- Staff commissioning included in the opening school year Mass
- Transition program linked to local preschools and kindergartens
- School tours conducted by the principal, the leadership team and year six student leaders
- Community Programs linked to local secondary schools, e.g. Parade College & Loyola College
- Community organisations and free programs delivered via local clubs to students, onsite e.g. Tennis and Basketball
- Pre service teachers working with experienced teachers from our school
- Work Experience and Christian service students from local catholic secondary schools
- Parental support welcomed in areas such as whole school sports day, Athletics, Swimming, Camp Program and Excursions as well as classroom helper programs
- Mother's Day and Father's Day stall held by the parents and friends committee
- Parent Support Group Meetings held regularly to support the students on NCCD
- Whole school production- "The Magic Toy Box"
- Continued parent education opportunities e.g. Faith Development Sacramental Workshops
- Camp information nights for years three to six
- Participation in local City of Whittlesea Sorry Day Activities
- Participation in the 'Long Walk' to Loyola College

- Continued focus on local and global social justice issues through regular support of charities and appeals, eg. Caritas - Project Compassion, St Vincent De Paul, Catholic Care
- Learning Conversations in Term 1 and Term 2 delivered face to face and online to discuss student progress and needs
- Support group meetings, with parents and where applicable with outside agencies online. These PSG meetings provided extra assistance to students with additional learning needs.
- Community invited to the Book Week Celebrations - students encouraged to dress as a favourite character and families came to watch the parade
- Celebration of Harmony Day, students were invited to wear cultural outfits or the colour orange and students participated in various activities
- Communication with parents via newsletter, nForma, Seesaw and flyers distributed via the students
- Prep 100 days of Learning celebrated with activities and students dressed up as 100 year old people
- Whole school assemblies every fortnight with parents in attendance
- Class presentations of learning at fortnightly assemblies with families in attendance
- Student of the week awarded at fortnightly assembly with parents in attendance
- School/Parish Liturgical celebrations, including Sacramental masses
- Thank you morning tea to celebrate and acknowledge family support
- Carols night held on the oval with the school community in attendance
- Easter bonnet parade for the whole school with parents spectating
- Family day where students and families attended the parish mass and then families participated in activities together in the classroom
- Whole school "Picnic on the Oval" at the beginning of the year to connect with new and existing families
- Whole school disco organised by the parents and friends committee
- Whole school footy day with sausage sizzle organised by the parish and sponsored by local businesses
- Staff and student F.I.R.E Carrier Commissioning ceremony with local politicians in attendance
- Attendance and participation in the ANZAC day and Remembrance Day service at the Watsonia RSL
- Visit to the Northern Health Bundoora Extended Care to sing and perform puppet shows for the elderly residents
- Student Representative Council (SRC) participated in regular meetings and continued with the "Nude Food" initiative

Parent Satisfaction

The 2023 Family snapshot data in comparison to the 2022 data shows an increase in family engagement, school climate and communication with barriers to engagement, school fit, student safety and catholic identity all decreasing from the previous year. St Damian's has 256 families with only 27 families completing the family survey. This small sample size has led to unbalanced data that cannot be accurately analysed. The parent survey conducted by the School Advisory Board indicated the need for one communication platform across the school that catered for a variety of languages. Many families were interested in participating in community events, mainly preferring events that involved the whole family.

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.sdbundoora.catholic.edu.au