



St Ambrose's School Woodend

2022 Annual Report to the School Community



Registered School Number: 289

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Minimum Standards Attestation

I, Bronwyn Phillips, attest that St Ambrose's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

31/03/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our School Vision

Our Vision: Centred By Faith, In Partnership with Community, We Provide Excellence in Learning.

At St. Ambrose Parish School, with the teachings and life of Jesus Christ as our central focus, we aspire to provide an excellent education in faith and life, within a welcoming environment. Together we nurture the Spiritual and Educational welfare and needs of the members in our Parish and School community, to foster lifelong learning and their relationship with God.

Our Aims

In partnership, we aim to provide the best education possible for your child. Specifically, our aims are:

- To provide our students with the basis to develop a conscious, loving relationship with God in the tradition of the Catholic Church.
- To provide an excellent education for our students which develops their talents and capacities to their full potential and is relevant to the social, cultural, and economic needs of the nation.
- To enable our students to achieve high standards of learning and to develop self-confidence, optimism, high self-esteem, respect for others, and achievement of personal excellence.
- To provide a foundation for further education and training, in terms of knowledge and skills, respect for learning, and positive attitudes toward education.
- To provide students with the knowledge and skills to actively participate and positively contribute to an ever-changing world.

Our Beliefs

- We believe that parents, students, teachers, and our parish community have an obligation to co-operate to provide an environment that can be truly called a loving Catholic Community in which Gospel values flourish. It is our hope that together, we will endeavour to achieve this aim to the fullest. We base our endeavours on the beliefs:
- Each individual is a unique creation made in God's image and therefore possessed of inherent dignity.
- Education is about learning what it means to be human and that in Jesus Christ we have a model of what it means to be truly human.
- Education is a means for discovering the meaning in life, developing human potential, and liberating and empowering individuals to be responsible for their lives and to contribute to the society in which they live.
- Education, shaped by the continuing search for truth, serves the true and enduring needs of our society.
- Education enables the integration of faith, life, and culture.

School Overview

St Ambrose Parish School is a contemporary, Christ-centred, child-centred learning community. It is an educational institution, registered since 1906 but in existence since approximately 1859, that gives careful attention to academic and personal excellence, in a manner that allows children to develop to the best of their individual ability.

We endeavour to provide an environment that welcomes, nurtures, and stimulates the children in our school academically, spiritually, socially, emotionally, and physically. We believe that parents are the primary educators of their children and strive to create an atmosphere of partnership in the educational process between the staff of the school and the parents. The school exists primarily to assist the Parish and its families in the faith development of their children.

Dedicated and passionate teachers are employed at St Ambrose Parish School. Teachers plan and work in teams with the guidance and support of a leader, and they actively collaborate to facilitate rich, real, and relevant learning experiences for the children. Children are consistently immersed in a stimulating learning environment and are encouraged to set goals and challenges. They are provided with opportunities to discover their own individual learning styles and are supported by a variety of resources and technologies.

An extended/distributive leadership team, passionate and innovative staff, and contemporary learning initiatives have resulted in the establishment of a vibrant learning community for all. Staff, parents, students, and community members are all involved in the pursuit of excellence in education, and faith development, and providing opportunities for students to exceed their own expectations.

Personal goal setting is a high priority for staff and this forms the basis of the 'performance and development appraisal culture.' The AITSL standards of professional practice and What Works Best Toolkit for Teachers are used as a foundation for personalised goal-setting. This practice highlights the importance of self-reflection and feedback which is the basis for improvement.

At St Ambrose Parish School we believe that it is important to develop a child's faith as well as their knowledge about the Catholic traditions. Through the teaching of religion, the children reflect on scripture teachings and are encouraged to put the words of Jesus into action through social justice. Our religious faith is reflected through prayer and the way we treat one another. We strive to live by God's greatest commandment 'love one another as I have loved you.'

St Ambrose Parish School is committed to prioritising the safety and well-being of the children in its care and strives to empower its families, children, young people, and staff to have a voice and raise concerns when needed. The school commits to rigorous risk-management and employment practices ensuring safety for all.

We see learning as an adventure and a journey of endless possibilities, where students are energised to seek meaning and explore questions about the world around them.

In partnership with our parents, parish, and the broader community we contribute to a life foundation for students that is centred in Jesus Christ and grounded in truth, beauty, and love.

Principal's Report

In presenting the Annual Report to the Community 2022, we continue to build on the strong foundations established through a long and proud history of Catholic education at St Ambrose Parish School Woodend.

The past three years have been a genuine pleasure and whilst there have been challenges, the joy and satisfaction I have felt as we have improved our school far outweighs any difficulties along the way.

Thank you, children, each one of you, who have learned and worked with us over the course of the year. The parent community at St Ambrose Parish School has always been known as proactive and supportive and will continue to ensure that this school community continues to thrive. It is always a pleasure to encounter you on the path as you bring your children to school, to see you engaging with our children's classrooms, to meet with you in learning conferences or support group meetings, and to have you help our students at sporting events. Thank you for your commitment to creating this wonderful school community.

2022 saw St Ambrose Parish School Primary School commence the year with 240 students coming from 156 families and supported by a staff team of 33 wonderfully committed and dedicated teachers with administration and teacher assistant staff.

With lockdowns behind us 2022 was a year that brought great hope for what we could achieve with a more settled and consistent routine of attending classes onsite. Much of the focus for myself as principal in 2022 was again leading and managing the school community in response to moving forward after lockdowns and creating a rich and settled learning environment.

The education on offer in our school covers all essential curricula as well as religious education, and environmental education. This year we were in a position to strengthen our teaching and learning from Foundation through to Year 6 with a focus on engaging learning and being active and kind participants in a vibrant learning community.

We embedded all child-safe standards and could use holistic practices through stimulating and thought-provoking programs. We always acknowledge that every child has the right to learn in a supportive and caring environment. Working as a professional learning community our staff are dedicated to providing a purposeful, supportive, and challenging environment for all students in our care.

Throughout the year all students were encouraged to participate in events and celebrations associated with the life of our school. Through sporting events, dress-up days, cultural celebrations, feast days, and whole school assemblies we foster a sense of identity. Students are encouraged to enter the dialogue of our school through student leadership, student initiatives, class meetings, and house teams. At St. Ambrose Parish School, every child is respected and valued and all are supported to help build a happy school for all students and families.

This year we continued to build upon the reputation for providing an excellent education for all students in our care. Staff are continually challenged to live and work according to the school's vision for education and our mission to Catholic Education as a whole. Through the core subjects, all learning and teaching is drawn from the Victorian curriculum. Students are educated in faith through the Diocesan program, Pedagogy of Encounter which is supported through MACS. St. Ambrose operated 10 multi-age classrooms with an average size of 25 students per class this year. Specialist areas include visual arts, health & physical education,

music and performing arts, and ICT which were all facilitated by passionate and capable specialist educators.

In the words of Simon Breakspear, the aftermath of the pandemic requires 'agile leadership', not only in the ability to lead an exponential shift in teaching practice in a short space of time, but also ensuring that the school was compliant with the ever-changing health and safety government regulations. The pandemic kept us learning in ways we could not have foreseen. Regular communication with the whole school community was also key to a successful year. We are motivated by a desire to not only help the children to be the best learner they can, be but importantly, to become the best person they can be. In line with our School Improvement objectives, we focused on personalised learning based on regular teacher contact along with challenge-based learning from a point of need that promotes critical thinking, reasoning, and problem-solving.

As part of the total education program of St. Ambrose Parish School, the students were given opportunities to engage in excursions as well as incursions of an educational nature. All associated activities will be carefully planned and supervised. We celebrated St Ambrose Day using the services of KABOOM who entertained the children through various outdoor games and activities. Our junior school engaged in creative play where they assumed various roles using our two dwellings for our interactive play area as a café, shop, office, police station, and more! We thank SHC VCAL students for constructing our second building with a third to be added in 2023.

I would like to acknowledge and express my appreciation for everything our community has done this year to ensure that together with our amazing staff we could continue to support our children to learn and grow. I hope that you, your children, and our St. Ambrose Parish School team can reflect with pride on the accomplishments, which have enabled us to now look forward with hope to the new school year that beckons.

It has been and will continue to be my great privilege to be your school principal in 2023.

Bronwyn Phillips

Principal

School Advisory Council Report

St Ambrose School established a School Advisory Council ('SAC') in 2022 through an expression of interest process that resulted in a group of six members completing the MACS training session and joining the SAC. The SAC comprises Bronwyn Phillips, Debbie Geisler and eight parents with students attending year groups from Prep to Grade 6 at the school.

The SAC's primary function is to assist the school by providing various levels of advice to the Principal and their team on matters where community voice and experience can be drawn on to make positive decisions for the school.

During 2022 the SAC advised on multiple items including the School Improvement Plan, the annual budget, various plans, policies, and processes, and ensured the inclusion of all members of the school and community was considered.

Members of the SAC contributed to the group of parents and school staff that campaigned for road safety improvements around St Ambrose School and were ultimately successful in the construction of a crossing on Urquhart Street, improved islands and paths on and around Templeton Street, and the allocation of budget to construct a crossing on Brooke Street in 2023.

During 2022 several St Ambrose staff and one student presented to the SAC regarding important initiatives being run by the school in Health and well-being, STEM, and Safety.

The SAC was kept updated on the school building works with regular tours and the opportunity to view plans and the budget. The SAC also participated in discussions addressing the detailed planning that the school completed to minimise disruption to the students during the works. The first new section of the school is to be completed early in the 2023 year and works on the next phase are to commence in early 2023.

The SAC worked effectively throughout the 2022 year to provide community-based advice to the school and to act as a forum for feedback from the wider community to help with the continuous improvement of the school.

I would like to thank the 2022 members of the SAC for their commitment throughout the year.

Mike Boudrie

School Advisory Council Chair - 2022

Catholic Identity and Mission

Goals & Intended Outcomes

There were two main Annual Action Plan RE Goals for 2022. The first goal was to ensure consistency in the implementation of RE Inquiry, tune in all staff, and build momentum. The second goal was to establish a whole school RE planning process with inquiry.

To ensure consistency in the implementation of RE Inquiry, tune in all staff, and build momentum as a staff during the first semester we engaged in a whole school enclosure day with Eloise Meyer from MACS. We used scripture to reflect on our purpose of gathering and our role, unpacked the goals and mission theological reflection, system documents, and data specific to St Ambrose, and defined what we wanted our students to be able to do and be for 2022. We continued to look at theological approaches to the Pedagogy of Encounter with specific reference to Term 2 's whole school RE Inquiry Unit 'Sustainability; the practice of sustainability is critical for life'. We made links between the experience of the pedagogy, the dialogue tool, the Melbourne Scale, and three strands of the Curriculum. We used and continue to use the dialogue tool as a supporting framework to direct our thinking, deepen our understanding and make choices about student-centered future directions.

As the curriculum continued to develop, teachers were also involved in other professional learning and facilitated planning sessions, with teachers participating in accredited professional learning facilitated by Eloise Meyer from MACS to enhance their understanding of the curriculum and theological approaches to the Pedagogy of Encounter, the Sacraments, and Key Understandings of the Catholic Tradition.

Throughout terms 3 and 4 to help establish a whole school RE planning process with inquiry the staff reviewed the Religious Education Planner to meet the needs of St. Ambrose and to empower teaching staff to use the RE Planner more effectively to address the RE Curriculum. Staff then decided on the essential components in the RE planner and in Term 4 after much consultation and collaboration a new RE Planner was designed.

After remote learning and restrictions on gathering and worship "The Courage and Renewal" retreat over two days in August was very much welcomed and offered a chance for the staff of St Ambrose to come together to rest, recharge and reflect on their own vocation. While it was based on "The Courage to Teach", it embraced the fact that all staff are in a role as educators, fostering the culture and community of spirit and learning.

Achievements

During 2022 as the St Ambrose Parish School community we gathered to worship and celebrate:

- Whole school beginning and end of term masses
- Term year level masses
- Electing 2 Gr6 Faith Leaders to help lead faith events
- Prayer Wall
- Parent sacrament preparation evenings
- Caritas Project Compassion & Longest Coin Line Event
- The Sacraments - Reconciliation, Confirmations, and First Communion Masses.

- Staff liturgies
- Mother's and Father's Day Liturgies
- An Enactment of the Stations of the Cross
- Weekly Advent Liturgies
- Nativity Play
- St Ambrose Feast Day mass and festivities
- Graduation Liturgy and Ceremony

A Prayer Wall initiative was established during the year. The main purpose of the Prayer Wall is to connect everyone through prayer and feel the power of prayer at work. It empowers all members of the St Ambrose community to communicate with God and to build a greater relationship with him. Everyone is welcome to place any form of prayer on the Prayer Wall and to come and read other people's prayers. Grades also take turns writing prayers and drawing illustrations for the Prayer Wall.

VALUE ADDED

- Parent sacrament preparation evenings
- Caritas Project Compassion & Longest Coin Line Event
- The Sacraments - Reconciliation, Confirmations, and First Communion Masses.
- Staff liturgies
- Mother's and Father's Day Liturgies
- An Enactment of the Stations of the Cross
- Weekly Advent Liturgies
- Nativity Play
- St Ambrose Feast Day mass and festivities
- Graduation Liturgy and Ceremony

2023 Future Directions for Religious Education:

- Review the Religious Education Planner to meet the needs of St. Ambrose and be more effective.
- Common language throughout the school
- To empower staff to use the RE Planner effectively and efficiently
- All staff engaging in RE professional development that is accredited
- By the end of Term 1 the RE Planning Template will be modified and refined as staff trial it
- By the end of Term 2 all teachers are planning on the agreed RE Planning Template
- Evaluate RE Planners at the completion of an inquiry

- REL and leadership to work closely with the new MACS RE Consultant (Pauline C) to increase opportunities for staff and student development
- Religious Education Leader in collaboration with learning teams (Jnr, Middle & Sen)
- First 2023 RE PLT to discuss how best to use the new RE Planner
- Gather feedback during RE PLT at the end of Term One (or the beginning of Term Two)
- REL, RE MACS Consultant and staff experts to plan with teams fortnightly
- Facilitated collaborative planning
- Learning Intentions and Success Criteria aligns with the Achievement Standards
- Students can explain, reflect and evaluate through a Catholic lens
- Students learning and understanding lead to an action or transferral of knowledge

Learning and Teaching

Goals & Intended Outcomes

<p>Goal: Priority 1 (Pedagogical Practices) To develop a whole-school approach to Learning and Teaching.</p>	<p>Intended Outcomes: That student outcomes reflect differentiated teaching practices That teachers are using data effectively to design and evaluate teaching Feedback mechanisms are embedded.</p>
<p>Goal: Priority 2 (Collaboration) To empower teachers to be engaged and reflective practitioners.</p>	<p>Intended Outcomes: That teachers are actively participating in cycles of Performance and Development to improve their teaching and student outcomes.</p>
<p>Goal: Priority 3 To enable student voice and agency.</p>	<p>Intended Outcomes: Students are learning through activities that are meaningful and relevant to them, driven by their interests, and often self-initiated with appropriate guidance from teachers. Students have a voice and often, choice, in how they learn.</p>

The key emphasis was placed on:

Differentiation of students learning so all students achieve success

Student engagement of learning experiences

Ensure Aboriginal perspectives are integrated through our learning and teaching practices

To meet these goals, we, as a school community targeted the following:

- Schedule regular PLTs and Staff Meetings dedicated to differentiation strategies and student engagement
- Develop a Mathematics Annual Action Plan
- Professional development in enabling and extending prompts in Mathematics
- Sourcing professional development for the teaching staff that builds teacher confidence and supports teachers in the delivery of Aboriginal perspectives aligned with the curriculum

As a school, we promoted Literacy and love of Literacy by encouraging children to become involved in the Premiers' Reading Challenge and Book Week activities including the Book Week

Parade. We were very fortunate to have Story Dogs become part of our school and the dog listened to four Grade Two children read each week.

Weekly the children attended, as a class, our very well stocked School Library to borrow books and enjoy reading in the Library space.

Two part-time teachers were working with students on Tier 2 and Tier 3 Intervention in Literacy helping those students requiring extra assistance - including children with Dyslexia and Specific Learning Needs.

During 2022 we acquired the remainder of the Fountas and Pinnell Guided Reading sets so we now have from Levels A to Z that teachers use in their Guided Reading sessions. This has become a very valuable and well-used Resource in our school.

Three of our staff attended a week-long Professional Development with Australian Dyslexia Association. We continue to be a Phonics In Context based school, but we do accommodate children that need intervention with the Science of Reading Approach to teaching Literacy. We are targeting our teaching to include phonological awareness, phonics, and spelling rules. At St Ambrose, the students continue to be well-supported in our classrooms by our nine ESOs.

Literacy Professional Learning teams were held regularly and they covered topics such as Modelled Writing, Writing Moderation, Phonics In Context, Guided Reading, and Differentiation in the Literacy classroom.

At the beginning of 2022, our first 2 days were spent completing the English Online Interview with students from years Prep to Two. Students from grades three to six also attended interviews so their classroom teacher could complete Fountas and Pinnell readings and comprehension questions with them and complete BURT word testing.

Achievements

The school has again dedicated school closure days to implementing formative assessment, across all levels, using the Mathematics Online Interview (MOI). This enabled our teachers to accurately assess where each of their students are at in Number and plan learning experiences that are targeted at point of need.

In 2022, we successfully accessed the Early Number and Algebra program which is designed to support mathematics leaders and teachers in developing detailed and nuanced understanding of how children learn mathematics in the early years of schooling. This year our Prep teachers undertook the professional learning alongside the maths leader. Our teachers further enhanced their knowledge of the Victorian Curriculum in the Number and Algebra strand, progressions of learning and assessment practices and the pedagogical approaches that underpin these. This allowed them to plan and implement learning cycles for students to move students onto the next growth point along the continuum. The ENA professional learning program is structured over 2 years, which means that our Grade 1 and 2 teachers in 2023 will continue the learning journey with their students with the aim to ensure that all our junior students develop a strong foundation and positive learning dispositions in mathematics.

During our Inquiry Units, learning was linked to real-world issues such as Wellbeing, Sustainability, Culture and Diversity that demonstrated purpose and relevance to the students' everyday lives. Early in the year the Grade 5/6 students developed the knowledge, skills and behaviours which will enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health and wellbeing. They investigated issues ranging from lifestyle choices to how social and environmental influences play a crucial role in the lives of individuals and groups in the community. Such learning coincided with the

whole school celebrating World Down Syndrome Day and holding a 'Rock Your Sock' fundraiser.

Students across the school learnt new skills, knowledge and their own understanding of sustainability through various access points. Students actively took part in a variety of learning experiences that provided them with the opportunity to participate creatively themselves, and understand that they have the capacity to act in ways that is more sustainable and they can and do make a difference. The Grade 3/4 students explored the threats to local Australian wildlife, and described links with Aboriginal culture and their connection to the land and wildlife.

Through the exploration of migration stories, our senior students learnt about Australia as a multicultural society and the people and events that have shaped this. With a lens on Australian history, in particular, the Goldfields of Victoria, students investigated the reasons why people immigrated to our country and deepened their understanding of the events and people that have shaped our country. Other levels look at culture and identity through the lens of the Commonwealth Games and what makes up our local community of Woodend. These inquiries were a true celebration of the student's creativity, resourcefulness, and learning.

This year staff undertook professional development with Wingaru Kids. Wingaru Kids is a digital platform created by Aboriginal educators and is designed to support teachers in the classroom. Access to this valuable platform has allowed our teachers to provide Aboriginal perspectives to all students within their teaching programs. This initiative has built teacher confidence and enabled a level of cultural competency, which supports Aboriginal students.

The Grade 6's attended the Lady Northcote Recreation Camp near Bacchus Marsh at the beginning of May. The camp offered activities such as team building activities, night hikes, team challenges and games that assisted with personal growth and built connections between peers. Our year 3-4 students enjoyed their team building and adventure experience at camp ADANAC in the Yarra Ranges.

To empower teachers to be engaged and reflective practitioners we spent two days working with Louise Mitchell on attending to our inner wellness in order to be the best versions of ourselves in our work. We also linked this work with our religious education professional learning goals.

STUDENT LEARNING OUTCOMES

In Prep 20/34 students reached the Benchmark of Level 8. Out of these 20; 3 students reached the Grade One Benchmark of Level 18 and 4 students reached the Grade Two Benchmark of Level 28. The average Level was 14.8

In Grade One 27/32 students reached the Grade One Benchmark of Level 18. 18 of these 27 students reached the Grade Two Benchmark of Level 28. Grade One's Average reading Level was 23.7

In Grade 2, 37/40 students reached the Grade Two Benchmark of Level 28 and 1 student reached Level 27 and 1 student reached Level 26. The average reading level attained by Grade Two was 27.2.

NAPLAN results in 2022 showed that in Year 3: all but 1 subject was above the "Excellent School" range. In Year 5: reading was very close to excellent and other areas are in the very good range for comparable schools. All these Literacy results are ones we can all be proud of

and strive to improve on in the future. All of our results trended upwards in Literacy other than in year 3 grammar and punctuation which dropped back.

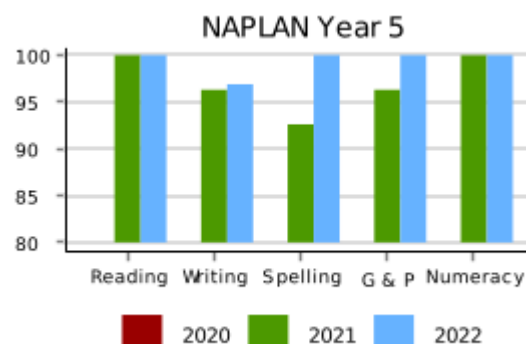
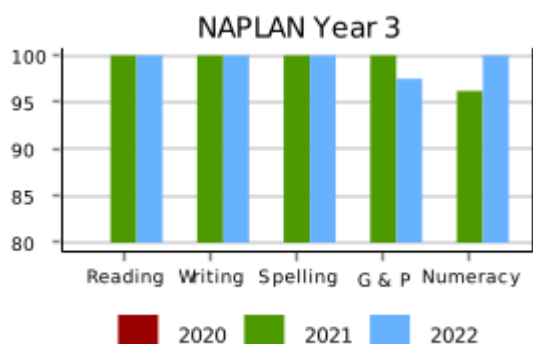
In numeracy, our results also trended upwards in both Year 3 and 5.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	97.5	-2.5
YR 03 Numeracy	-	96.2	-	100.0	3.8
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	96.3	-	100.0	3.7
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	92.6	-	100.0	7.4
YR 05 Writing	-	96.3	-	96.9	0.6

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

<p>Goal: (Relationships)</p> <p>To implement a whole-school approach to student behaviour management.</p>	<p>Intended Outcomes:</p> <p>That PBL practices are embedded across the whole-school community</p> <p>That teachers know their students as learners</p> <p>That students have greater self-efficacy in their learning.</p>
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The key emphasis was placed on:

- Focus on student voice and agency across the curriculum.
- Embedding PBL (Positive Behaviour for Learning) across the school.
- Develop awareness of the new Child Safe Standards.
- Developing a Well-being Team within the school.
- Gather and analyze data on student well-being.

To meet these goals, we, as a school community targeted the following:

- Providing formal professional learning opportunities to look at and discuss the new Child Safe Standards
- Formalising the role of the Mental Health and Well-being Leader within the school
- Implement the Student Voice Audit Tool
- Administer PAT Well-being Assessment
- Schedule Staff Meetings and/or PLTs to introduce and discuss as a staff the new Child Safe Standards
- Providing an induction process for new staff to ensure that PBL is consistent across the school
- Increasing student leadership opportunities
- Supporting student initiatives
- Explore the use of rubrics as an avenue for student ownership on their learning journey.

Achievements

In 2022 St. Ambrose officially formed a Well-being Team, comprising the Principal, Well-being Leader, Mental Health & Well-being Leader, a classroom teacher, and a specialist teacher. The newly formed well-being team undertook training provided by the Murdoch Children's Institute and collaboratively revamped the referral process for students requiring professional services outside the school by developing both parent and teacher referral forms. The Mental Health & Well-being Leader role expanded this year to work closely with the Well-being Leader to strengthen and support the well-being initiatives that St. Ambrose provides. This included developing Friendship Agreements in the Grade 3/4 level, modeling Circle time and Social Stories in classrooms when a need is observed, supporting staff with the well-being of individual students, and delivering professional learning to the staff during Professional Learning Team meetings and Staff Meetings over the year.

Three leveled groups of Seasons for Growth were implemented again with students from Prep to Grade Six who have experienced grief or loss due to a significant change experienced in their lives such as death, divorce, separation, moving schools...etc. This research-based educational program has proven to be very beneficial and will continue to be offered in the years to come.

Weekly Mental Health & Well-being articles have been added to our school newsletter, informing our parent community about many important issues.

Both the Well-being Leader and the Mental Health & Well-being Leader are members of the cluster which involves meeting with and talking to well-being leaders in other schools to build relationships and share knowledge and expertise in the area of well-being. This is an invaluable network of professionals that informs and supports the school in delivering well-being in a comprehensive and inclusive way.

This year also saw some of our Educational Support Officers undertake the Mental Health First Aid course that was offered by the Macedon Ranges Council, which is free to educators and school staff. We now have a number of staff who have completed this training over the years.

The 2022 school captains attended regular meetings with the Principal to discuss ideas that would support their fellow students. STAM Day was one of our very successful student initiatives that had a positive impact on the whole school. STAM stood for social well-being, technology, art, and music, and it was a day for students to spend extended time in an area of high interest and provide an opportunity for students to share what they had achieved during their day. Student-led initiatives have continued to grow and students now follow a formal application process to present their ideas to the principal, which involves the students thinking their ideas through and articulating the why, the benefits, the who, and what resources are needed. Students from Prep to Grade Six confidently made appointments regularly over the year to meet the principal and share their ideas with enthusiasm, knowing that they will be listened to and will be supported to action their ideas where possible.

VALUE ADDED

To meet these goals, we, as a school community targeted the following:

- Embedding strong communication between home and school.
- Focus on embedding our school-wide expectations of being: RESPECTFUL, RESPONSIBLE, RESILIENT and KIND in consultation with parents and students.

- Student-led school assemblies via Google Meet.
- Continue to explore the eXcel framework and build the capacity to utilise this document at the planning stage.
- Explore the Families as Partners Foundation Statement.
- Embedding a shared responsibility by all staff for the well-being of each and every student.
- The well-being of students is formally discussed during Junior and Senior Team Meetings on a weekly basis and shared at Leadership Meetings.
- Running multiple Child Safety Parent Helper Courses for all volunteers within the school.
- Annual briefing for all staff and volunteers regarding the Code of Conduct and have a signed acknowledgment of their responsibility to abide by the code.
- Regular points of contact between school and home, including the use of Google Classrooms (senior students) and Seesaw (junior students).
- Opportunities to connect with the wider community.
- This year we initiated a whole school swimming program not only to allow students to develop their swimming skills but also to support their health and well-being.
- Well-being based incursions

Students who wished to enact an initiative could meet with the Principal who would support them to make it happen. We had student-run sessions in origami, dancing, bey blade games, and fundraising for local homeless and animal shelters to name a few.

STUDENT SATISFACTION

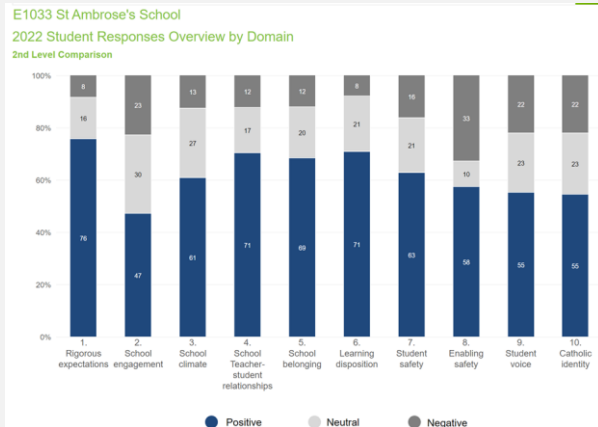
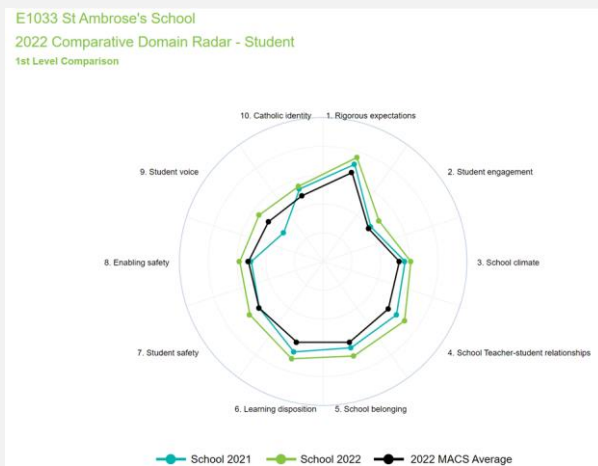
It was pleasing to see growth in 8 of the 14 domains in our student data from 2022, placing our school results above the MACS average in all areas.

Significant improvement was achieved in Student Voice which has been a focus over the past two years.

Learning dispositions and Rigorous Expectations also demonstrated growth in the 2022 results.

E1033 St Ambrose's School
2022 Domain Level Snapshot - Student
1st Level Comparison

MACS ratings	2021	2022	Male	Female	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Base (n=)	88	82	48	34	27	32	23	-	-	-	-	-	-
OVERALL	Overall school positive endorsement %	53%	56%	52%	64%	60%	68%	59%	60%	-	-	-	-
1. Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.	64%	71%	76%	75%	77%	72%	76%	79%	-	-	-	-
2. School engagement	How attentive and involved students are in school.	39%	41%	47%	44%	52%	50%	44%	41%	-	-	-	-
3. School climate	Perceptions of the social and learning climate of the school.	53%	58%	61%	66%	64%	77%	53%	53%	-	-	-	-
4. Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school.	54%	63%	71%	77%	81%	82%	65%	65%	-	-	-	-
5. School belonging	How much students feel they are valued members of the community.	59%	63%	69%	76%	58%	70%	68%	61%	-	-	-	-
6. Learning disposition	Students' mindset about themselves as learners.	58%	66%	71%	73%	68%	72%	70%	71%	-	-	-	-
7. Student safety	Perceptions of student physical and psychological safety while at school.	55%	55%	63%	68%	55%	66%	58%	65%	-	-	-	-
8. Enabling safety	Student perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school.	51%	50%	58%	55%	61%	66%	51%	57%	-	-	-	-
9. Student voice	The extent to which students feel they have opportunities to have an impact on their school.	47%	37%	56%	54%	62%	63%	51%	51%	-	-	-	-
10. Catholic identity	Student perceptions about the Catholic identity of the school.	48%	53%	55%	51%	59%	59%	53%	52%	-	-	-	-



STUDENT ATTENDANCE

Students' attendance is recorded online in Nforma at 9.00 am and again at 2.45 pm. We always contact parents/guardians about any unexplained absences, on the same day, as soon as practicable, including for post-compulsory-aged students. Children are issued late passes at the office if they arrive late. If they are picked up early the time they leave is also recorded.

If children were consistently absent we made contact with their parents. We also include attendance data on our school reports.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	87.8%
Y02	88.9%
Y03	87.5%
Y04	90.0%
Y05	86.0%
Y06	84.3%
Overall average attendance	87.4%

Child Safe Standards

Goals & Intended Outcomes

The St Ambrose Parish School community places the highest priority on the care, well-being and protection of children and young people. Founded in Christ and sustained by faith, St Ambrose Parish School seeks to fulfill its mission of enabling each student to come into the fullness of their own humanity. This includes paying attention to the inherent dignity of children and young people, and their fundamental right to be respected, nurtured, and safeguarded by all. We want children to be safe, happy, and empowered. We support and respect all children, as well as our staff and volunteers. Because of this, we:

- are committed to the safety, participation, and empowerment of all children.
- have zero tolerance for child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.
- have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.
- are committed to preventing child abuse and identifying risks early, and removing and reducing these risks.
- have robust human resources and recruitment practices for all staff and volunteers.
- regularly train and educate our staff and volunteers on child abuse risks.
- support and respect all children, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

St Ambrose Parish School has developed and implemented specific policies, and procedures and put training in place that supports our leadership team, staff, and volunteers to achieve these commitments.

Achievements

St Ambrose Parish School is committed to ensuring the safety of all children and takes great care to uphold the National Child Safe Standards.

St. Ambrose Parish School revised the Child Safety Policy in May 2022 and enacted all additional standards.

Child safety was a weekly agenda item at staff meetings where we focussed on each of the child safe standards and reflected upon how we were meeting each standard.

The staff discussed the commitment and our inherent mission that underpins these standards. Topics covered were:

- Discussion around the purpose of a Child Safety Policy.
- The principles outlined in the policy were discussed.
- Parent community informed of the process and about child-safe laws via our newsletter.
- The policy was developed and a document was ratified.

Throughout 2020 St. Ambrose Parish School continued to:

- embed child-safe policies and commitments into everyday practice.
- support active student participation and support developing empowerment strategies.
- implement strategies promoting the principle of inclusion like assigning ESO's to support students to engage in outdoor play.
- table child safety at weekly staff meetings.
- implement Child safety - Risk Management practices.
- continued development & implementation of Child Safety Policy and Code of Practice.
- professional learning & development for staff and parents in regard to child safety.
- all volunteers within the school have undertaken a 'Child Safety Parent Helper Course'
- all staff and volunteers have been briefed regarding the Code of Practice and have signed an acknowledgment of their responsibility to abide by the code.
- ongoing review (termly or if required due to issue) of the effectiveness of child safety practices within the school
- promotion of 'child safety' through the newsletter and parental engagement.
- we include cyber safety information and links to online workshops through the weekly newsletter.

Leadership

Goals & Intended Outcomes

Our school continued to improve whole-school approaches to learning and teaching and student behaviour management that are consistently implemented, evidence-based, data-driven and evaluated for impact. Specific areas for improvement include differentiated teaching, student voice and agency, collaboration and co-construction, feedback, and teacher goal-setting.

We used the AGILE Leadership toolkit to plan what was possible with our school improvement focus and a great deal was achieved.

The AGILE Leadership team worked with Simon Breakspear throughout online professional development sessions to grasp how to use his tools to support our school improvement goals. We used these tools to plan for school improvement, and we also shared them with staff to plan for goals specific to their classroom practice.

We continued to meet with Roland Wans online to plan our Positive Behaviour for Learning matrix and lessons specific to our four behaviour expectations. They are Bee Respectful, Bee Responsible, Bee Resilient, and Bee Kind.

Camps as well as excursions and incursions were a highlight. Year four students went to ADNAC in the Yarra Valley and year six went to Lady North-cote Camp near Bacchus Marsh.

GOALS:

Develop a whole school strategic approach to a performance and development culture.

To create a vibrant learning community at St Ambrose that is characterised by a culture of professional dialogue, collegiality, and teamwork in an environment aimed at the improvement of all.

INTENDED OUTCOMES:

- developing the leadership capacity of teachers and students.
- using an action research cycle for professional learning teams.
- refining and strengthening accountability.
- that Clarity, centred on St Ambrose School Vision will improve.
- that Organisational Climate will improve particularly the Engagement variables.
- that staff capacity to implement Visible Learning will be further developed and reflected in their practice.
- that leadership will use the AGILE tools to inform and reflect on their leadership.

Achievements

- we used the Simon Breakspear tools to create and evaluate rapid action plans.
- developed our PBL matrix and lesson plans.

- made some improvements to our grounds including adding an additional dwelling to the interactive village and adding a further shade sail over the library deck to create a sheltered outdoor classroom.
- purchased many new maths and literacy resources and up graded our wifi reception.
- we met fortnightly with the building project team to monitor progress.
- looked at learning growth on our on line tracker and used this to inform our teaching.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

The Agile Leadership team took part in the AGILE Leadership PD and shared learning with staff. We also use the tools for our school improvement planning. It was great to be able to attend PD face-to-face as well as online. The PD we participated in was:

- Positive Behaviour for Learning
- NCCD
- Mandatory Reporting
- First Aid
- Inclusion in Practice
- Phonics in Context
- Developing Mathematics
- NRO Religious Education
- Faith development and attending to our inner wellness retreat.

Collective

- Understanding Autism
- STEM Education
- Visual Arts
- Physical Education
- Emergency Management

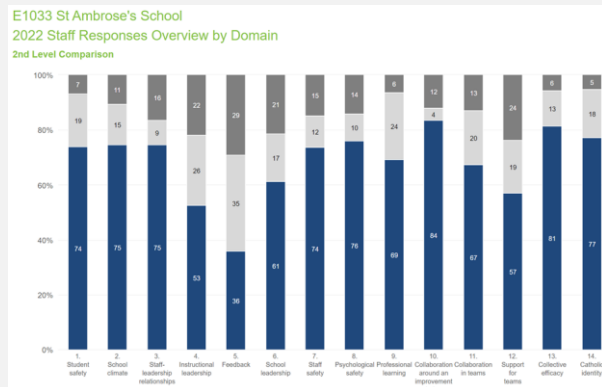
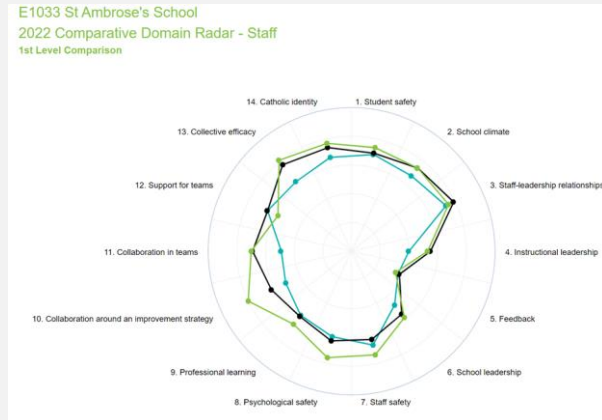
Number of teachers who participated in PL in 2022	33
Average expenditure per teacher for PL	\$292

TEACHER SATISFACTION

The MACSSIS staff data 2022 demonstrates growth in 12 Of the 14 domains and achieving at or above the MACS average across all areas. Significant growth is evident in the domains of

Collective Efficacy, Collaboration in Teams, Collaboration around the Improvement Strategy, and Psychological Safety.

Feedback continues to present as an area of challenge and will no doubt be a focus for discussion as we enter our School Improvement Review later in 2023.



1st Level Comparison		MMCI Average	2021	2022	Male	Female	Teaching	NonTeaching
DOMAIN	DOMAIN DEFINITION	Base (n=)	13,007	13	19	2	13	16
OVERALL	Overall school positive endorsement %	67%	60%	69%	-	73%	67%	-
1. Student safety	Perceptions of student physical and psychological safety while at school.	70%	69%	74%	-	79%	73%	-
2. School climate	Perceptions of the overall social and learning climate of the school.	74%	67%	75%	-	83%	74%	-
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.	79%	73%	75%	-	83%	73%	-
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.	54%	40%	62%	-	60%	47%	-
5. Feedback	Perceptions of the amount and quality of feedback staff receive.	39%	38%	36%	-	44%	30%	-
6. School leadership	Perceptions of the school leadership's effectiveness.	57%	50%	61%	-	70%	56%	-
7. Staff safety	Perceptions of staff safety in the school.	63%	67%	74%	-	79%	71%	-
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.	64%	62%	70%	-	82%	72%	-
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.	60%	57%	66%	-	76%	69%	-
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.	65%	51%	60%	-	79%	62%	-
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.	71%	52%	67%	-	65%	64%	-
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	65%	66%	57%	-	57%	55%	-
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.	77%	62%	61%	-	85%	80%	-
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.	74%	67%	77%	-	76%	76%	-

TEACHER SATISFACTION

The level of teacher satisfaction was ascertained from MACSSIS data, conversations and feedback as well as from comments included in Annual Review Meetings. The following feedback came from ARM and MACSSIS documentation:

The Junior team:

- 1. feel greater support from the team now that planning is being done with colleagues.
- 2. are happy at St Ambrose and enjoy the school.
- 3. look at doing RE Accreditation in 2022.
- 4. felt well-supported by leadership and formed good relationships with the leadership team.
- 5. feel safe at work.
- 6. felt that they could engage in relevant professional development.
- 7. were able to collaborate around improvement strategies.
- 8. built collective efficacy.

The Middle Team:

- 1. felt well-supported by their team leader.
- 2. found team planning effective.
- 3. improved on differentiated teaching practices.
- 4. were able to collaborate around improvement strategies.
- 5. built collective efficacy.

The Senior Team:

- 1. felt that they had solid relationships and trust with their students.
- 2. are happy at St Ambrose and enjoy the children & community.
- 3. prioritise relationships with and care for students across all developmental levels.
- 4. take our teaching seriously however, also feel the need to maintain a sense of humour and have a joke with our students.
- 5. make sure our students know we care about and are there for them. We instil a sense of belonging to the St Ambrose Community and want all students to know they are valued.
- 6. are finding leadership roles focussed on developing team capacity.
- 7. taking part in learning walks and developing thinking routines effective.
- 8. have enjoyed working with the team and felt that we could 'bounce' off each other and share expertise.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	73.6%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	67.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	8.3%
Graduate	16.7%
Graduate Certificate	8.3%
Bachelor Degree	83.3%
Advanced Diploma	33.3%
No Qualifications Listed	8.3%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	27.0
Teaching Staff (FTE)	21.7
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	14.2
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

GOALS:

- To improve student learning outcomes through partnerships with family, parish and community that creates a positive sense of belonging.

INTENDED OUTCOMES:

- That parent's understanding of visible learning will be deepened. That the broader community will become an active partner in the learning at St Ambrose.

Achievements

- We promoted the newsletter as a central means of communication. We included photographs with the intention of keeping our community connected and aware of what was being achieved across the school.
- We had a Mother's Day afternoon tea followed by family liturgy from the classrooms.
- We had a Father's Day Breakfast.
- We celebrated through Footy Colours Day Activities, and raised funds for Story Dogs, Down Syndrome Australia, The Cancer Institute and Caritas.
- Engagement in garden-based learning.
- Parents did the training and assisted as helpers both within the classrooms as well as assisting with sporting events.
- Weekly articles and feedback in the newsletter were included about School Improvement Progress.
- Articles in the school newsletter about different aspects of child development and education.
- 1-1 meetings with parents.
- Parent information sessions about different aspects of education.
- Participation in local community events like the ANZAC services.
- The principal and staff were available to meet with parents as requested or needed.

PARENT SATISFACTION

Feedback from parents was offered via email, telephone conversation, and through conversations this year. We invited and listened to feedback and responded to any issues raised. From the conversations and emails received the majority of parents said that they felt heard and supported. Only 16 % of our families completed the MACSSIS survey. From this small percentage, our school scored above average in family engagement and catholic

identity. Areas of student safety, communication and school fit were within the average range.

Future Directions

As St Ambrose Parish School further develops its School Improvement Plan and engages in the process of strategic thinking, our intended goals are to continue the following:

- Develop a whole-school approach to learning and teaching which would involve
 1. embedding a shared school-wide understanding of contemporary pedagogy (differentiation).
 2. building feedback mechanisms for ongoing informal and formal teacher-to-student and student-to-teacher feedback.
 3. promoting student agency in learning.
 4. seeking to enhance the understanding of parents of contemporary pedagogy.
 5. investigating alternative structures to better facilitate contemporary pedagogy.
 6. developing a consistent approach to the T&L of writing .
- Develop a whole school strategic approach to a performance and development culture that would involve
 1. developing the leadership capacity of teachers and students.
 2. using an action research cycle for professional learning teams.
 3. refining and strengthening accountability.
 4. developing the role of our SAC (School Advisory Council)
- Develop a whole-school approach to student behavioural management which
 1. continues to build on the work we have started with PBL (Positive Behaviour for Learning)
 2. is based upon consultation with all members of the school community.
- St Ambrose Building Project

The project's purpose is to update and expand existing facilities at St Ambrose Parish School to retain the values, aspirations, and pedagogical approach of the school community. The works will increase learning areas in response to growing student numbers, make existing spaces flexible and contemporary, create a multi-purpose area, creative arts & STEAM space as well as provide a welcoming and identifiable entry to the school. Staff-room facilities will be upgraded to accommodate increased number of staff members. The school facility will become more inclusive by addressing accessibility issues.

We had a lot of rain this year which resulted in delays in completing the new classrooms which would open in mid-term 1 2023 rather than in October 2022. We expect stages 1, 2, and 3 of the project to be complete by mid-term 3 2023.