



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Gregory the Great School

396 Manningham Road, DONCASTER 3108

Principal: Michelle Verna

Web: www.sgdoncaster.catholic.edu.au

Registration: 1678, E Number: E1268

Principal's Attestation

I, Michelle Verna, attest that St Gregory the Great 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 27 Mar 2024

About this report

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision Statement

St. Gregory the Great Catholic School is called to serve the students and families of St. Gregory the Great Parish and the wider community. We hold and teach the beliefs and practices of the Catholic Church, engage with parents, and inspire in our students a passion for Loving and Learning.

Mission Statement

St Gregory the Great Catholic Primary School is called to serve the students and families of St Gregory the Great Parish, Doncaster.

In fulfilment of our mission, we at St Gregory the Great School will:

- As disciples of Jesus Christ, heed his call to be a centre of evangelisation for students and their families, encouraging them to full sacramental participation in the life of the Church which He founded.
- Willingly accept the mandate of, and directives regarding, Catholic Education from the Catholic Archbishop of Melbourne.
- Be an inseparable component of the Parish of St. Gregory the Great actively bearing witness to the Catholic faith in all our activities.
- Adhere to, and teach the practices, teachings, and beliefs of the Catholic Church.
- Encourage our students to develop a loving relationship with God and encourage them to live out the Gospel values in their own lives.
- Work in partnership with parents as the primary educators of their students.
- Encourage families to be active in the life of the Parish and School.
- Implement a broad curriculum to encourage students to reach their full potential spiritually, socially, emotionally, intellectually and physically.

Provide for our students, challenging experiences tailored to:

- meet their individual needs
- encourage the development of self-esteem and an awareness of their gifts
- develop a sense of responsibility and a desire to serve others
- engender a lifelong love of learning.

Prepare our students to take their place in an ever-changing society, confident of their own individuality, and accepting and respectful of the individual differences of all people.

School Overview

St Gregory the Great Catholic Primary School is situated on the corner of Manningham and Williamsons Roads, Doncaster. The school commenced in 1968 as one room at Ss Peter and Paul's Primary School, East Doncaster. During 1969, three portable classrooms were purchased from East Doncaster and moved to the present site on Williamsons Road. These three portables, along with other portable classrooms were bricked together to form the main building. Children moved into this block at the commencement of term three, 1969. St Gregory's received formal registration from the Registered Schools Board in February 1970 under the direction of the first Principal, Teresa Bushell, Fr John Mullally was the first Parish Priest. The present Parish Priest, Fr Charles Balnaves, has been at Doncaster since late 2021. Miss Michelle Verna, current Principal, commenced at St Gregory The Great Catholic Primary School in January 2018.

St Gregory the Great Catholic Primary School is called to serve the children and families of St Gregory's Parish. We strongly believe that the school is a vital component of the Parish in the faith of its children from Prep to Year 6. We cherish our supportive community spirit. We celebrate our faith with contemporary liturgies, give practical witness to Gospel values and explore current social issues. Throughout the school year many opportunities are provided for school families and parishioners to be actively involved in educational, emotional and fundraising activities. The major aim of our Parish Primary School community is the Christian development of the children within the context of the Catholic tradition. From Year 3 onwards, children have the opportunity to be trained as altar servers and commit to service at Parish Masses. Years 3, 4, 5 and 6 children attend the 9am Parish Mass each week.

On Census day in February 2023 there were 316 children enrolled at St Gregory the Great Catholic Primary School in 15 classes organised as follows:

2x Foundation classes

2x Year 1 classes

2x Year 2 classes

2 x Year 3 class

2x Year 4 classes

3x Year 5 classes

2x Year 6 classes

St Gregory the Great Catholic Primary School is in the high socio-economic grouping of schools and in 2023 employed 40 staff members. At all times the staff of St Gregory the Great Catholic Primary School is dedicated to the education and wellbeing of our children. We are a high achieving school and go to great lengths to maintain this level of achievement, as identified in the School Improvement Plan.

Principal's Report

Dear Parents and Friends,

It is with pleasure that I present to you the 2023 Annual Report to the School Community. We are extremely proud of our achievements this year through the many programs we offered both online and onsite. St Gregory the Great Catholic School, parish and wider community worked together in providing a very high standard of learning and teaching, in all aspects of the curriculum.

Our staff at St Gregory the Great Catholic Primary School are a dedicated and experienced group of educators, who are committed to achieving the best outcomes for all students. Their approach to learning and teaching is informed by best practice, and they continue to improve their own professional learning by setting individual professional learning goals and receive support throughout the year in a coaching and mentoring process.

At St Gregory the Great Catholic Primary it is our aim that your child/children come to know the person of Jesus Christ and be encouraged to live out the Gospel values in their daily lives. The 2023 school year saw many opportunities for students to attend Mass and build on their faith development. Students received the opportunity to reflect on the Homily for the day and connect the messages to their lives. Our Sacramental program was very successful, further contributing to the faith development of our students.

All children from our Foundation to Year 6 enjoyed a great year of learning and fun as they engaged in specialist programs in the Visual Arts, Performing Arts, Physical Education and the Language program of Italian. A Multicultural day was also celebrated as part of our Languages program. These opportunities highlighted the benefits of belonging to a diverse multicultural population.

Our commitment to innovation was also evident with our involvement with our Digital Technologies project Coding Animated Narratives as Contemporary Multimodal Authorship in Schools (CAN) with the Australian Catholic University.

Renowned for the many extra-curricular programs we offer, our students were given the opportunity to participate in events such as Catholic Education Melbourne STEM Mad Online Expo, Year 6 Big Day Out and a Year 6 Graduation ceremony.

Our many community events continued to strengthen and nurture our warm and vibrant parent community during 2023. There were many highlights, but our annual Mother's Day and Father's Day breakfasts are always enjoyed the most.

This report has been uploaded to the school website and parents can collect a copy from the school office or be sent one on request.

We are proud of the high quality of learning and teaching, the positive and supportive relationships within our community, as well as the warmth and welcome to all.

It is with this in mind that I ask that you please join me in thanking and congratulating our students, parents, and staff for their amazing efforts in 2023!

Warm regards,

Michelle Verna

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

To deliver an RE curriculum that drives a contemporary recontextualised context.

Intended Outcomes

That teacher formation is a priority.

That the school community understands that their faith and life are inseparable.

Achievements

To achieve the goals and intended outcomes of St Gregory the Great Catholic Primary School in Education in Faith, the following strategies and ongoing practices were undertaken during the 2023 calendar year:

The School Vision and Mission Statements have been central to the life and work of the school to continue to build a community in which the traditions and beliefs of the Catholic Faith permeate all areas of the curriculum.

The Religious Education Program at St Gregory the Great Catholic Primary School continued to sit within the context of the Education Framework for the Archdiocese of Melbourne, Horizons of Hope.

The Learning progression at St Gregory the Great Catholic Primary School in Religious Education has followed the Religious Education Curriculum which comprises of three strands of learning and five content areas:

1. Knowledge and Understanding
 2. Reasoning and Responding
 3. Personal and Communal Engagement
- I. Scripture and Jesus.
 - II. Church and Community.
 - III. God, Religion and Life.

IV. Prayer, Liturgy and Sacrament.

V. Morality and Justice.

The Melbourne Archdiocese Catholic Schools Religious Education curriculum has been used by staff to inform planning and designing of the curriculum to provide authentic, relevant, and rich learning experiences for the diverse learning needs and backgrounds of the students. A strong focus was given to design concept based RE Inquiry units.

Links were created between the Inquiry Learning and Religious Education curriculum and developed during level planning.

The Core Principles (Common Good, Solidarity, Subsidiarity and Human Dignity) of Catholic Social Teaching featured as part of the Religious Education curriculum planning.

The Catholic Identity of the school continues to be highlighted with religious icons displayed in classrooms and around the school and in practices of prayer and worship.

Prayer continued to form an integral part of each day as the children and staff engaged in practices such as meditation. Students gained experience in praying prayers of petition, praise, penance, and reflective opportunities to enable the deepening of their relationship with God.

The Catholic Faith was celebrated as a community through assemblies, liturgies and Masses as determined by the Liturgical Calendar. These celebrations included Holy Week, The Resurrection, St Gregory the Great's Feast Day, praying The Rosary and Migrant and Refugee Week.

The Year 3 to 6 students participated in Masses weekly. Students participated as altar servers and did the required readings.

Two Confirmation Masses and two Eucharist Masses were celebrated in St Gregory the Great Parish church.

Social Justice actions were a focus and links to our Faith were made explicit.

A Year 6 Confirmation Retreat Day was held at Holy Cross Centre in Templestowe.

At Christmas the school community supported the annual Vinnies Christmas Tree appeal with generous donations of gifts and funds.

Funds were raised for our Friendship School for a water tank to be installed at Saway Elementary School in the Philippines.

Annie Miers Friendship School Coordinator Kadasig Aid and Development visited our school and spoke to the students at a whole school assembly.

Mini Vinnies held a Soup Day to raise funds for the St Vincent de Paul Society.

Education in Faith continued to feature as an agenda item during School Advisory Council Meetings. A presentation about the Religious Education Curriculum and initiatives was shared with the board members by the Religious Education Leader.

The Religious Education leader continued to be part of the Eastern Region Executive Team and participated in all Religious Education Network meetings as well as Professional learning workshops provided by MACS.

Opportunities were provided for professional learning of staff to make recontextualised links. There was a focus on professional learning to develop the formation of staff in scripture, faith and pedagogy through dialogue and discernment.

A connection was formed between St Gregory the Great Catholic school, St Kevin's Catholic School and St Charles Borromeo Catholic school to work together in developing staff spirituality.

The Religious Education leaders of St Gregory the Great Catholic school, St Kevin's Catholic School and St Charles Borromeo Catholic school, Fr Charles and Steve Nash from MACS, met regularly to plan and implement Spirituality days and workshops.

Students who received the Sacrament of Eucharist for the first time were offered the opportunity to become Altar servers.

Fr Charles with the RE Leader provided Altar server training and refresher courses.

Value Added

At St Gregory the Great Catholic Primary School, we continue to develop and strengthen our Catholic Identity through a rich and dynamic Religious Education program. St Gregory the Great's School Vision underpins the life at the school whereby it is a priority to engage with parents and inspire in our children an appreciation for Loving and Learning.

The Horizons of Hope Framework has been significant in guiding the implementation of the Religious Education program with a focus on the core principles being 'deep learning', 'animated learners' and 'powerful teaching'.

The ongoing commitment from the Leadership Team to provide opportunities for relevant professional learning for staff to gain expertise in the delivery of contemporary learning and

teaching practices ensures that the Religious Education Curriculum supports the Faith development of staff, students and families.

Students have consistently been provided with opportunities to make strong connections with the Core Catholic Social Teaching principles through Inquiry units linked to the Religious Education Curriculum.

Learning and Teaching

Goals & Intended Outcomes

To develop a shared and consistent whole school approach to learning and teaching across the curriculum with evidence-based best practice.

To build teacher capacity to create a high-performance learning culture.

To enable student agency to create self-regulated learners.

Teachers will use common language and planners in literacy and numeracy.

Shared, consistent and embedded learning culture that is articulated in the documented Learning and Teaching plan.

That the use of High Impact Teaching Strategies will impact the growth of students.

Students are able to identify their strengths and challenges in their learning.

Achievements

During the 2023 year, the teaching staff have continued to develop and refine our student focused strategy regarding curriculum design, paying particular attention to the growth of each student regardless of where they are on the learning continuum.

- The school is committed to streamline pedagogical practices in the areas of literacy and numeracy instruction and in order to achieve this staff have built a collaborative and engaging learning environment that focuses on rigour, challenge, and high expectations.
- Teachers and staff have engaged in delivering consistent practices and strategies for personalising student learning that will lead to improved student outcomes (learning growth) in literacy and numeracy.
- The model chosen to deliver the Italian language program in 2023 was Teachers as Co-Learners (TCL) this is a highly innovative language teaching and learning approach grounded in both academic research and practical teaching applications. At its core, TCL provides high frequency language sessions delivered by classroom teachers, embedding effective literacy and language learning practices. A Language assistant was appointed to oversee the implementation. The staff received professional learning and are well supported through MACS resources.

- The Specialist areas that were taught during 2023 were Physical Education, Visual Arts Performing Arts and Italian.
- Staff participated in several professional development opportunities such as Religious Education scripture, Sustainability workshops, Brightpath professional learning, Positive Behaviour for Learning (PBL) and First Aid Training. All staff completed their disability training modules, school emergency planning modules and mandatory reporting training.
- Professional Learning Meetings (PLM) allowed the opportunity for staff to collaborate in a collegial environment and engage in professional conversations. These conversations were initiated by professional reading on a variety of educational topics, student growth, moderation of work samples, planning effective and engaging activities and supporting and developing skills in a variety of areas. PLMs were regularly scheduled weekly. New learning is discussed and used to inform planning.
- Attendance of Learning networks in literacy, numeracy, teaching and learning continued in 2023. The Learning Collaborative (TLC) also continued in 2023 and the area of focus for the whole school year was Feedback. The Learning Collaborative team continued to attend professional development and develop the whole staff through staff meetings.
- The introduction of moderating student writing through comparative judgment became a focus and therefore the introduction of the Brightpath platform commenced in order to improve student writing. Based on 20 years of research and proven success, Brightpath calibrates students' writing against a common evidence-based scale that can be used across the whole school to drive growth over time. Next-step teaching points are provided that are meaningful and targeted so teachers can determine the best ways to help students enhance their writing skills. Teachers were able to provide timely and purposeful feedback to students. Students also had the opportunity to engage in the discussion around their learning and choose a selected area required for improvement.
- The staff continued to unpack concepts in Inquiry Based Learning. These concepts direct planning across various learning areas and Religious Education using a Pedagogy of Encounter. One staff meeting per term was dedicated to unpacking curriculum and initial planning and staff were also released for a whole day to plan Inquiry units of work.
- Initiatives such as Case Management were scheduled regularly throughout the year and proved invaluable for curriculum delivery and shared pedagogical practices by all teachers. A data wall for Maths was established using the PAT M results. This data was used to identify areas of growth or a need for intervention for our students.
- Progressive Achievement Tests in Mathematics and Reading (PAT M & R), Essential Assessment for Mathematics, Running Records, Benchmark Assessment System (BAS) for reading fluency and comprehension, Peter's dictation, South Australian spelling, focus books and other formative and summative assessments were used in

classes from K-6. The data gathered from this testing has allowed the teachers to differentiate learning and cater to students' needs with a differentiated approach.

- At the end of semesters one and two, academic reports were made available for parents to access via the parent report portal through the nForma reporting package. Parents were also invited to attend their child Parent Teacher conferences.
- Electronic programs such as Mangahigh, Mathletics, Read Theory, study ladder Essential Assessment and Readworks were used at different levels across the school in English and Mathematics. Chromebooks were distributed to all students for individual use. Students' technology skills and enhanced presentation skills have continued to improve through the use of Google Classrooms and Google Docs and turning work in electronically.
- Intervention programs implemented in 2023 were Leveled Literacy Intervention (LLI) and Reading Recovery. Learning Support Officers (LSO's) continued to support students with needs. LSO's work within the classroom engaging in small group work or at times withdrawing students for more targeted intervention. Lego Club Social Skills sessions were held by LSO's for students who need more support in this area.
- Students and teachers participated in various excursions and hands-on learning experiences facilitated by outside providers. Camps were also another opportunity to have students gain wider world perspectives and an appreciation for new learning. In the Foundation year, we have an annual Teddy Bear's picnic after school. In Years 1 and 2 we have a day out excursion experience and afternoon tea at school. Our Year 3 students attended an overnight stay at Amberley, our Year 4 students enjoyed Sovereign Hill, our Year 5 students visited Canberra and our Year 6 students participated in an adventure camp in Alexandra.
- Book week was celebrated with a book fair, a parade and an interactive and educational musical performance. Students also participated in numerous book week literacy activities within their classrooms.
- Our Intensive Swimming Program Water Safety program took place in Term 4. We also participated in District Swimming Carnivals and district Athletic carnivals.
- The community was kept informed of Learning and Teaching initiatives through the fortnightly newsletter. Termly level and specialist overviews were shared.
- St Gregory's again participated in the STEM MAD challenge where students are encouraged to make a difference (MAD) in the world by acting for justice and the common good. This aligns with the papal call for action in *Laudato Si'*: On Care for our Common Home. One of our students was successful enough to make it Nationals Competition.

Student Learning Outcomes

Based on the MACSIS data from St Gregory the Great Catholic Primary School, our strengths are evident in the establishment of rigorous expectations. A notable 71% of students express that their teachers maintain high standards regarding their effort,

comprehension, perseverance, and achievement. Additionally, our school excels in fostering a positive climate, with 77% of individuals holding favorable views regarding the social and educational atmosphere. However, areas requiring further development include enhancing student voice and nurturing students' perceptions of themselves as learners.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	463	72%
	Year 5	551	91%
Numeracy	Year 3	459	87%
	Year 5	537	95%
Reading	Year 3	456	85%
	Year 5	545	98%
Spelling	Year 3	467	91%
	Year 5	549	93%
Writing	Year 3	463	96%
	Year 5	559	98%

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

Student Wellbeing

Goals & Intended Outcomes

To enable student agency to create self-regulated learners.

Students can identify their strengths and challenges in their learning.

Students are active in the learning cycle.

Teachers work in partnership with the students and parents to allow autonomy of their learning.

Achievements

To achieve the goals and intended outcomes of St Gregory the Great Catholic Primary School in Student Wellbeing, the following strategies and ongoing practices were undertaken during 2023.

- The Child Safe Standards continued to be a major focus ensuring their continuous development and compliance with the Ministerial Order 870.
- Staff members completed the Mandatory Reporting eLearning module.
- The Student Wellbeing Leader attended the Wellbeing network and Conference with MACS staff and Wellbeing Cluster with participating local schools.
- The Student Wellbeing Team Leader continued in her role working together with the Learning Diversity Leader.
- Parent Support Group (PSG) meetings continued to be conducted for students experiencing difficulties in social, emotional, academic, or physical areas incorporating where necessary the support of MACS Psychologist, Speech Pathologist and Learning Consultants.
- MACS staff provided support in writing Personalised Learning Plans for many students on the NCCD list.
- MACS psychologist and speech pathologist met with selected staff to offer support and discuss various strategies to assist with student behaviour issues experienced in the school setting.
- MACS consultants met with classroom teachers to discuss strategies for hearing impairment.
- The school offered the services of one school counsellor from Catholic Care, for two days a week for students.

- As part of the Cybersafety program, all students received a Digital Device User Agreement to share with their parents and return to school.
- As members of The Alannah and Madeline Foundation, initiatives related to cyber safety and cyber bullying eSmart were included as part of the curriculum as was incorporating the Better Buddy program.
- Better Buddy days were designed to allow students to interact with students across levels. A session in week seven of each term was dedicated to a whole school Better Buddy activity to promote the importance of building strong relationships within the school community.
- Year 6 students were allocated a prep buddy for the entire school year, and they participated in weekly activities together.
- Students received services from external agencies such as the Department of Education Primary school nursing program (PSNP); SCOPE Physiotherapy and Occupational Therapy and private Speech Pathologists, Occupational Therapists, Psychologists and other medical practitioners.
- Selected students in Year 1 continued to receive extra support through the Reading Recovery and Literacy group programs.
- The Transition program for preps, included three morning sessions and an orientation morning for all new Prep children, where they also met the 2024 teachers.
- Members of the Leadership Team conducted Volunteer Interviews in accordance with Child Safety requirements.
- The Student Wellbeing Team continued to promote the Respectful Relationships Teaching Units incorporating Resilience, Rights and Respectful Relationships, Daniel Morcombe and Child Safety.
- Secondary school Staff met with Year 6 teachers to discuss background information about prospective students moving to secondary schools.
- Transition meetings for students with needs were held with Secondary school staff, parents, and current teachers.
- There was a Whole School Transition Day held in Term 4 for students to meet their 2024 teacher, new classmates and visit their new classroom.
- All staff and students were involved in performing emergency evacuation/lock down drills.
- Year 6 students developed leadership skills whilst holding a leadership role in 2023.
- Positive Behaviour Learning (PBL) was introduced to staff, students, and Parents.
- Students, Parents and Staff completed a survey to indicate which expectations they felt
 - were important for the Students at St Gregory the Great, to develop.
- Staff were provided with continual professional learning for PBL run by Roland Wans from
 - MACS.
- A PBL team and leader was established to foresee the development of the PBL program at

- St Gregory the Great School. Four expectations (Respect, Resilience, Responsibility and Safety) were chosen, displayed, and introduced to the students and parents.

Value Added

- The Specialist areas that were taught during 2023 were Physical Education, Visual Arts, Performing Arts and the Italian language.
- Staff participated in a number of professional development opportunities such as EAL new curriculum, essential assessment reporting, behaviour management and learning diversity.
- Attendance of Learning networks in literacy, numeracy, teaching and learning continued in 2023 with the majority being through live meetings and webinars.
- The SILC network continued in 2023 and the area of focus for the whole school aims at improving student growth in Literacy and Mathematics.
- The Learning Collaborative team continues to attend professional development and develop the whole staff through staff meetings and Professional learning teams.
- Initiatives such as Learning walks, Case Management Meetings, the set up and use of a whole school data wall, 'Bump it up walls' and the third teacher to enhance student feedback are being implemented across the school.
- Professional learning teams (PLT) allowed the opportunity for staff to collaborate in a collegial environment and engage in professional conversations. These conversations were initiated by professional reading on a variety of educational topics, student growth, moderation of work samples, planning effective and engaging activities and supporting and developing skills in a variety of areas.
- The staff used data to inform teaching and learning and used small targeted teaching groups to implement a differentiated approach to individual learning needs.
- The assessment used in 2023 was Progressive Achievement Tests in Mathematics and Reading (PAT M & R), Essential Assessment for Mathematics, SINE Mathematics, Reading Running Records, Benchmark Assessment System (BAS) for reading fluency and comprehension, Peter's dictation, South Australian spelling, focus books and other formative and summative assessments.
- The data gathered from this testing has allowed the teachers to differentiate learning and cater to students needs with a more informed approach.
- The end of semester one and two academic reports were made available for parents to access via the parent report portal through the nForma reporting package.
- New Literacy and Maths resources were purchased for all levels.
- Wellbeing initiatives and programs were taught from Foundation to Year 6. Resources were purchased to support the needs of our students.

Student Satisfaction

Based on the MACSIS data from St Gregory the Great Catholic Primary School, our strengths are evident in the establishment of rigorous expectations. A large percentage of students expressed that their teachers maintain high standards regarding their effort, comprehension, perseverance, and achievement. Additionally, our school excels in fostering a positive climate, with many of the students highlighting favourable views regarding the social and educational atmosphere. Areas requiring further development include enhancing student voice and nurturing students' perceptions of themselves as learners.

Student Attendance

The average student attendance over the year was 91.3%. This high attendance rate shows the commitment and dedication of our children and their parents. Children and their parents see the value of attending school regularly. In accordance with our school policy, parents are contacted if students are absent from school for more than three days without explanation.

At St Gregory the Great Catholic School, we manage non-attendance by students as follows:

All student absences are recorded in the morning (by 9.30 am) and the afternoon (by 2.30 pm) by teachers.

The principal has the responsibility to ensure that attendance records are maintained and monitored by the school.

A phone call to parents is made in the morning of unexplained absences.

All enrolled students are required to attend school regularly and are only absent if ill or if necessary.

Parents have a further responsibility to communicate to the school explaining why an absence has occurred either via email, phone call or written note on the day or prior.

The principal has a further responsibility to ensure that unexplained absences are investigated and that high levels of absenteeism are adequately explained.

Parents will be notified of high levels of unexplained or unapproved absences (more than 10 days per term), and a meeting with parents and the principal will be arranged with the view to developing and implementing strategies to minimise absences.

Minutes will be kept of all meetings and these minutes placed in the child's file.

Student attendance and absence figures will appear on student half year and end of year Reports.

Aggregated student attendance data is reported to System and Government authorities as required. In addition, it is reported to the wider community each year as part of the Annual Report.

Average Student Attendance Rate by Year Level	
Y01	89.3%
Y02	91.5%
Y03	91.4%
Y04	90.9%
Y05	91.8%
Y06	92.3%
Overall average attendance	91.2%

Leadership

Goals & Intended Outcomes

To build teacher capacity to create a high-performance learning culture.

To maintain a strong professional and dynamic learning culture reflective of our Catholic identity.

To continue to build and develop the leadership capacity of our leaders through effective professional learning and feedback.

Achievements

At the heart of the positive school culture which exists at St Gregory the Great Catholic Primary School is our shared vision to have God at the centre of our lives so that we can assist our students and community to live lives which are Christ centred.

The following achievements are highlighted for the 2023 school year in Leadership and Management:

- Emphasis on building teacher capacity continued as the Professional Learning Team meetings were timetabled.
- Moderation of student work and analysis of data were important aspects of this professional learning.
- Child Safety continued to be an area of focus for us in 2023.
- Administration and organisational tasks were implemented and evaluated by the Leadership Team on a regular basis. Resources in Religious Education, English, Mathematics, ICT and other curriculum areas were audited, purchased and maintained to provide delivery of all school programs.
- Staff attendance at St Gregory the Great Catholic Primary School was extremely high.
- Staff met with the principal as part of their own Individual Professional Learning Goals and Annual Review meeting with the principal.
- The principal and parish priest met weekly.
- Principal, Deputy Principal/Religious Education/Wellbeing, Learning and Teaching/ Student, Learning Diversity Leaders participated in regular professional learning and attended Network meetings.
- The Leadership Team met weekly.
- Our Learning Support Officers meet weekly with Learning Diversity Leader

- Commitment to Professional Learning enables teachers at St Gregory the Great Catholic Primary School to increase their knowledge and skills, and consequently strengthens the teaching and learning capacity within the school.
- 2023 Annual Report to the School Community.
- Working with Principals of St Kevins and St Charles Borromeo.
- Continue to strengthen links between school and parish.
- Audit of policies and relevant documentation.
- Build teacher capacity in Contemporary teaching practices and pedagogy.
- The introduction of a Language assistant and Languages POL to work with classroom teachers.
- SILC- continue to work as part of the SILC collaborative.
- Staff continue to work with students to build on the many initiatives over recent years.
- Implement programs that focus on social and emotional lessons that conveys our Catholic Identity and promotes the full flourishing of all students.
- Continue to educate our community on Child Safety.
- Cyber safety awareness.
- Continue to build on ways to support and engage with parents from diverse cultural backgrounds.
- Promote school and parish events.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Beginning of Year Staff PLM

Planning to teach scripture

Introducing the Gospel of Matthew

Unpacking Scripture-The Lord's Prayer

Spiritual and Religious Formation

Advent - the Role of John the Baptist

Fratelli Tutti - A lens for the Catholic School

ERO RE Workshop Laudato Si

Combined Learning and Teaching and RE Leaders Network - Eastern Region (Primary)

Lenten Gospels

Introducing Matthew

New Re Curriculum

Walker Learning Study

Resilience Project

Positive Behaviour Learning (PBL)

Behavior management

Play is the way

Post Enumeration

Women in Leadership

LEAC

Planning to Teach Scripture

First aide

Mandatory Reporting Modules

Expenditure And Teacher Participation in Professional Learning

Emergency Management - Dynamiq Modules

Teaching Scripture- The Composite Model by M. Carswell

Teachers As Co Learners Languages Program (TCL)

New Arrival Teacher Network

Designing STEM Projects

Exploring the 'E' in STEM 2023: Applying Science and Mathematics in real world contexts

Eastern Region Mathematics Leaders Network

Women in Leadership Symposium

Learning and Teaching and Middle Leaders Network - Eastern Region Primary

Dan Petro -Introduction to Student Safety/Escalation Cycle Management Plans

Time in Lieu in accordance with CEMEA 23 for Primary Schools

Incremental Progression and Salary Assessments

30/8 Model in accordance with CEMEA 23 for Primary Schools

Staff HDi Screening PL

ICON eSIS Day 1 and Day 2 -New Administrator Training (Primary / Secondary)

Pat Wall: Data to Drive the Teaching

MACS Innovation with Apple Day

MACS Certification Bootcamp - Google and Microsoft

Learn About the Child Webinar series Q&A

SILC

North Eastern Region Principal Network

Eastern Region Deputy Principal Network

Eastern Region Religious Education Network

Eastern Region Wellbeing Network

Expenditure And Teacher Participation in Professional Learning	
Eastern Region Learning and Teaching Network	
Eastern Region Learning Diversity Network	
Number of teachers who participated in PL in 2023	40
Average expenditure per teacher for PL	\$425.00

Teacher Satisfaction

The staff are extremely pleased with their work and efforts in 2023. Parent and student feedback via emails, phone calls and parent teacher child interviews highlighted the successes of our learning and teaching programs in the 2023 school year.

Professional learning is highly valued at St Gregory the Great Catholic Primary School and teachers reported that this learning has improved professional practice. Teachers work in collaborative year level teams, reflecting upon student learning and professional practice.

St Gregory the Great Catholic Primary School staff are passionate about the safety of the students in their care. Staff feel confident that the wellbeing of students is discussed and at the forefront of all that they do. Staff participate in open and honest dialogue, dealing with sensitive issues professionally. Staff feel supported when dealing with student conflict.

Catholic Identity is strong at St Gregory the Great Catholic Primary School. The staff understands the place of prayer in all gatherings throughout the school year, including staff meetings, school assemblies and parent gatherings. In addition, the staff highlight that the Catholic Church's liturgical seasons are woven throughout the school year, both in community celebrations and learning.

The staff are thanked for the amazing work they did in leading our school community positively and always for the best interest of our school community.

Teacher Qualifications	
Doctorate	0.0%
Masters	16.2%
Graduate	13.5%
Graduate Certificate	0.0%
Bachelor Degree	40.5%
Advanced Diploma	29.7%
No Qualifications Listed	0.0%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	33
Teaching Staff (FTE)	25.1
Non-Teaching Staff (Headcount)	13
Non-Teaching Staff (FTE)	8.6
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To build strong and authentic partnerships with parents and the broader community in the holistic education of our children.

Intended Outcomes

That more parents will be engaged in learning.

That Students can identify their strengths and challenges in their learning.

That effective partnerships and connections between the school, staff, families and parish will continue to grow to support the development of an inclusive and socially just Catholic school.

Achievements

During the 2023 year, the following successful and rigorous practices ensured St Gregory the Great Catholic Primary School in the area of Community Engagement nurtured community partnerships to enhance the learning of all. St Gregory the Great has embraced the opportunities to connect with families and members in the broader community.

St Gregory the Great Catholic Primary School values the strong links with the Parish and wider Community through active representation and collaboration with:

- Parish Pastoral Council
- School Advisory Council
- Parents Association Committee
- Graduation Committee
- Child Safety Guarding Committee

School representation on these committees by the principal, school parents and Parishioners provided the opportunity for rigorous dialogue to contribute to driving whole school improvement whilst the Catholic Identity of the school has been at the forefront of all decision making to ensure transparency and opportunity for the voice of all to be heard.

St Gregory the Great fosters a community of welcome and inclusion. Initiatives and programs of the school have been supported to ensure that a sense of belonging and connection are enabled in all school practices. Evidence of this include:

- Open Days and school tours conducted by the Principal and Leadership Team are scheduled to provide a personal opportunity for the new families to be informed about the school programs and protocols
- Parent Information Meeting for new families at the start of the year to share with families the initiatives and programs aligned to their child/children's level
- Orientation Session for prospective Foundation students are arranged to assist the transition to school. This has involved 6 sessions of transition activities whereby students and families are familiarised with staff , programs and the school environment.

Catholic Mission in 2023 has provided the framework for the school to ensure our Catholic Identity and life experiences support the St Gregory the Great's commitment to live out the teachings and traditions of the Catholic Church. These opportunities have included:

- Sacrament Commitment Masses celebrated with the Parish.
- Participation in Easter celebrations eg - Washing of the Feet. School children represented the disciples in this significant event.
- Social Justice initiatives including, Caritas Movie Day, St Vinnies Winter Appeal Soup and Catholic Care Lapathon. These opportunities have created the context for students to understand that outreach include donating to Charity organization and gaining a deeper understanding of their ability to make a difference to someone's life.
- Ongoing and respectful communication between home and school is key to ensuring effective building relationships and partnerships for learning in the school and wider community. The voice of all is acknowledged and encouraged through various means which Parent teacher Student Meet and Greet interviews allowed.
- Mid Year Report Interviews.
- Surveys - MACSSIS Surveys.
- Positive Behaviour Learning Survey.
- Email communication.
- Parent Support Group meetings.

Various available measures are used to maximise communication with family about programs and information relevant to the child/children's development and opportunities. The school maximises the use of a range of digital platforms to inform the school and wider community about current and upcoming events. This platforms includes:

- Operoo notices
- Facebook
- Instagram
- Newsletter

Connections with organisations have provided opportunities to build positive relations and enhance the ongoing learning and teaching experiences such as:

- Excursions eg Halogen Leaders Conference
- Camp experiences - Sovereign Hill
- Christmas Carol Performance at local aged Care Centre
- Year levels attending Feeder Secondary School Performances Eg Marcellin

Celebrating special occasions with children, their families and wider community is a high priority for St Gregory the Great. These occasions have included:

- Mothers and Father's Day breakfast.
- St Gregory the Great Feast Day.
- Cuppa with the Principal with a Coffee van present.
- Grandparents Mass and morning Tea.

Parent Satisfaction

The 2023 Melbourne Archdiocese Catholic Schools - School Improvement Survey, data highlighted that families engagement with the overall Catholic identity of the school evident.

Families at St Gregory the Great Catholic School rated School fit and School Climate quite high. They felt that the school matches their child's developmental needs including the social and learning climate of the school.

Our school families were pleased with processes and procedures in place with regard to Student Safety and their perceptions of student physical and psychological safety while at school.

The data from families indicated that the timeliness, frequency, and quality of communication between the school and families had also improved.

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.sgdoncaster.catholic.edu.au