



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Robert's
Newtown

St Robert's School

13 Nicholas Street, NEWTOWN 3351

Principal: Sarah Kelly

Web: www.srnewtown.catholic.edu.au

Registration: 1470, E Number: E1156

Principal's Attestation

I, Sarah Kelly, attest that St Robert's School is compliant with:

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

Attested on 10 May 2024

About this report

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

At St Robert's, following Jesus and enlightened by faith, we aspire to create a learning environment that respects the past, rises to the challenges of the present and inspires hope for the future.

At St Robert's we value the power of connection to self, each other and our community. Following Jesus and guided by our faith, we aspire to create a vibrant learning community and strive to realise a vision to prepare children for life as it is now and for how it may be in the future. Our school is well known for being most welcoming and family-oriented, with parents appreciative of the dedication and hard work of its teachers. The spirit of partnership between parents, teachers, students, the parish and wider community and other schools is very much the fabric of the school.

Every day begins with the intention to build a culture of communication and catholicity, where all feel welcome, while also enacting our school vision in all aspects of school and community life.

This culture encompasses a belief that we can design learning to build knowledge, deeply discuss progress, consistently build on prior student knowledge and check student understanding, so all students feel successful.

School Overview

Wominjeka Keembarne

You are welcome here

Tu Sei il benvenuto qui

Our welcoming statement encompasses what our community set out to enact everyday. When arriving at St Robert's staff, students and families are welcomed and supported.

Our welcome is first written in the language of our First Nations People, then in English, and finally in the language our staff and students learn in the classroom, Italian. This welcome can be seen as you pass through our entrance and is an example of our inclusivity. St Robert's Primary School was established 82 years ago by the Sisters of Mercy and is located in Newtown, a small affluent suburb located close to the Barwon River. With a proud tradition of family involvement, we have cherished the opportunity to welcome families back on campus over the last two years. Together, we've enjoyed interacting and celebrating learning, sporting accomplishments, and special occasions like book parades and picnics.

In 2023, our school community comprised 15 single-stream classes and 336 students. We are committed to implementing research-based methodologies in both learning and teaching, tailored to meet the diverse needs of our students. Our foremost objective is to ensure low variance in curriculum and behaviour expectations, promoting equitable learning experiences for all.

In our community, we promote open communication between home and school. We believe that when families collaborate with the school, it fosters a shared understanding of each child's academic, social, spiritual, and emotional development. As a Catholic school, we strive to instil the teachings of Jesus found in the Gospels and demonstrate how these values can be lived out today within our community.

Through our daily interactions and teachings, we aim to include, connect, and act with purpose.

Principal's Report

2023 has been a year of reflection and goal setting as our school completed its School Improvement Review. We took time to prepare and celebrate what the school had been able to achieve in four years of disruption. The School Improvement Plan written in 2019 was vastly different from what has occurred between 2019-2023. It was a pleasure to review our achievements in the face of unprecedented times.

Our educators were lucky to engage with Gianfranco Conti as part of a Melbourne Catholic Archdiocese School Languages Day. This day further deepened the work we had begun in 2020 before COVID. It allowed our educators to immerse themselves in best practices for speaking and teaching the Italian language.

We celebrated our annual Fish and Chip night for the first time in a few years, families gathered onsite to share a meal. We acknowledged the beginning of Lent by taking our senior classes to our Parish Basilica.

For the second time ever, we ran the Year Five Camp. This year Sovereign Hill played host to us. The students were engaged in so many activities due to the hard work of our Camp committee who had thought of everything. Activities engaged throughout the camp also supported learning about the Gold Rush that had taken place back at school.

Members of our Leadership Team were fortunate to secure a place at the annual SOLLA conference in Perth. This was a fantastic opportunity to network and deepen our leadership commitment to the Science of Learning/ Science of Reading.

To engage our families in the importance of Sacrament, we held an engagement evening for parents with Fr Elio. The evening provided families with information about Sacramental Life and used humour to lighten the burden for families who are not currently practising Catholics. We celebrated our Senior Sixes becoming adults in the Church in late March as they were Confirmed by Bishop Martin Ash.

NAPLAN ran for the first time in March. The three-week testing period ran smoothly due to our classroom teachers and our excellent technology team. As a leadership team with hosted Sharing Best Practice. Sharing Best Practice is a grassroots movement that involves schools opening their doors on a Saturday for educators to engage with experts at a discounted price.

To celebrate our Feast Day we transported our school to the Parish Basilica, we celebrated with prayer and reflected on the gifts that St Robert has given us. With our close ties to the St Mary of the Angels Parish, we celebrated the 30th Anniversary of Fr Jim's Ordination in 2023.

Our community continues to gather for special events including Mother's and Father's Day. We have been running these mornings since 2021 and they support the warm community environment we foster at St Robert's. We gathered in the Eastern Garden on a Sunday for our first biannual colour run and held a community night for the Embrace Kids documentary supporting our body-positive movement.

We adjusted our leadership opportunities for our senior sixes for 2024. Our year was another success as we embraced our students' learning needs and embedded learning practices that support students. Our review supported the amazing gains we have made as a school in four years and assisted us in setting bold goals for the next four years.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To build a culture of communication and Catholicity - You are welcome here

Intended Outcomes:

- That teachers will use the scope and sequence to plan RE units that follow an EDI approach. - - Clear assessment strategies in Religious Education will be present at the conclusion of each slide deck.
- That teachers will work in collaboration with their students to develop meaningful prayer/liturgy experiences which flow from their classroom RE units.

Achievements

In 2023 teachers continued using the revised whole school RE overview. This built cohesion and connection across the school with every class working on a common theme. Teachers worked with the planning documents developed in 2022 and, after review, a new process was developed and implemented. Each grade was provided with a grade-specific overview which served as the basis for all planning and outlined the unit guide, achievement standards, content descriptors, resources and links to Catholic Social teaching. A template slide deck was prepared and shared with teachers. This ensured that:

all necessary aspects of the unit (including assessment) were covered;
the Pedagogy of the Encounter process was followed;
the low variance approach was enacted;
the EDI approach in Religious Education was utilised.

Over the past year, we were grateful to be able to regularly gather as a whole school to celebrate masses and liturgies to celebrate the beginning of the year, Holy events, and our school Feast Day. Our school year always ends with a whole school gathering before students leave for the Christmas holidays. Some of these happened at school in our chapel/ multi-purpose space or outdoors and other times we travelled by bus to St Mary's Basilica. These all contributed towards developing our Catholic identity and our school community.

Value Added

As a school, we marked significant days on the Liturgical Calendar and came together as a community for special occasions such as Mother's Day, Father's Day, Shrove Tuesday, commencing our year with a Smoking Ceremony, honouring Anzac Day, and observing the Season of Creation.

We ran a successful sacramental program. Parents completed the enrolment process and with the school's help prepared their children for the reception of the sacraments of Confirmation, Eucharist and Penance (Reconciliation). We held an enjoyable parent information evening with Fr Elio Capra which was well attended. The sacramental ceremonies were reverent, prayerful and meaningful.

- Sacramental Retreat/Workshop Days for Grades Three, Four and Six.

- Year Six students undertook a study of saints and people of faith to prepare for

Confirmation. They attended St Mary's Basilica to visit with Bishop Martin Ashworth.

To create a stronger sense of our Catholic identity, we engaged Carrie Flanagan (parent of Eadie and Olive) to work with us to create three Sacramental banners - one for each of the sacraments. These are hanging in our hallway and look wonderful. Before celebrating the sacrament, each student places their name badge on the banner - reminding staff and students to pray for them during their preparation.

- Coin Trail to raise awareness and money for Project Compassion and the Parish Pantry.

Throughout the school, we continued the use of an RE weekly theme with a song or hymn and a short video or activity.

Learning and Teaching

Goals & Intended Outcomes

Goals & Intended Outcomes:

By the end of 2023 all teachers are embedding a research-based explicit direct instructional model that allows for optimal learning and engagement.

Achievements

In 2023, St. Robert's School continued to implement a significant change management initiative to refine and embed evidence-based teaching practices. Having undertaken work to implement a Systematic Synthetic Phonics program and explicit teaching of foundational literacy skills, and a Knowledge Rich Curriculum for English, the aim was to align these practices with the teaching of Mathematics to improve student learning outcomes.

Curriculum Planning: Curriculum leaders provided teachers with scope and sequences for the entire year, detailing what to teach and when to teach it. This ensured alignment with curriculum standards and the progression of concepts throughout the year.

Professional Learning: Sessions were planned to equip teachers with the knowledge and skills necessary for planning and delivering Explicit Direct Instruction. Emphasis was placed on modelling effective teaching strategies.

Data Analysis and Intervention: Curriculum leaders facilitated regular data talks where teachers analysed pre-assessment and progress-monitoring data to inform instructional planning.

Intervention sessions: for at-risk students were offered by our Mathematics Leader and Reading Intervention teacher, as well as enrichment groups as needed.

Lesson Structure: Mathematics lessons followed a structured format comprising daily reviews, activation of prior knowledge, guided practice (I do, We do), and independent practice (You do). This scaffolded approach aimed to transition students to independent practice gradually.

The implementation of the new teaching practices yielded positive outcomes:

Improved Student Growth: Analysis of internal assessment data including DIBELS benchmarking, PAT-M and PAT-R indicated significant growth in student learning outcomes compared to the previous year. All students demonstrated progress across various proficiency levels.

PAT Assessment Results: Across all year levels, students on the bottom tail end of the whisker plot consistently scored around the 25th percentile of the norm standard. This

indicates a consistent segment of students performing above average compared to national benchmarks.

Overall, our students' mean results were found to be above the national norm. This suggests that, on average, our students perform better than the national average across all year levels. In Year 1, students at the top tail of the whisker plot demonstrated exceptional performance, surpassing the 95th percentile of the national norm. This indicates a group of high achievers within this year level.

In Years 4 and 5, students at the top tail of the whisker plot closely matched the 95th percentile of the national norm. While not exceeding it, their performance remained notably high compared to national standards.

Despite the variations in performance levels across different segments, all students demonstrated growth when comparing 2022 to 2023 results. This indicates a positive overall trend in academic improvement across the student body.

NAPLAN

Numeracy Data: A comparison of NAPLAN numeracy data revealed that St. Robert's students outperformed the national mean in Year 3 and closely matched it in Year 5. Year 3 students performed close to the mean compared to students from similar backgrounds, indicating equitable outcomes. In contrast, Year 5 students performed below the mean compared to students with similar backgrounds. Changes hinder the analysis of trends in our NAPLAN results in the NAPLAN reporting guidelines. These changes may have altered how data is collected, reported, and interpreted, making it challenging to discern consistent patterns or trends over time. Without a clear understanding of how the changes in reporting guidelines have impacted the data, it is challenging to provide a comprehensive analysis of trends or identify factors contributing to changes in student performance.

Literacy Data: An analysis of Reading, Writing, Spelling and Grammar & Punctuation NAPLAN results revealed that Year 3 St Robert's Students performed slightly above the national norm in Reading and Writing, well above the national norm in Grammar & Punctuation, and close to the national norm in Spelling. When compared to students with similar backgrounds, our Year 3 students performed close to the mean. Year 5 students performed close to the national norm across the board in Literacy, but when compared to students of a similar background, performed slightly below the mean in Spelling Grammar & Punctuation.

Student Learning Outcomes

The transformation of teaching practices at St Robert's School has yielded significant improvements in student outcomes. By adopting an evidence-based teaching and learning model and implementing targeted strategies, the school has successfully enhanced student learning and paved the way for continued progress. While student progress is more evident in our internal assessments, our 2023 Year 1 cohort is the first beneficiary of teaching &

learning change implementation, and it is expected that our 2025 NAPLAN data will show a strong uptick in student progress across the board.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	459	75%
	Year 5	512	74%
Numeracy	Year 3	434	85%
	Year 5	499	82%
Reading	Year 3	440	88%
	Year 5	508	84%
Spelling	Year 3	421	67%
	Year 5	491	73%
Writing	Year 3	437	96%
	Year 5	496	79%

*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

Goal:

To deliver low variance across curriculum and behaviour expectations to all students

Intended outcomes:

That students' social and emotional tools will be enhanced.

That students feel safe and connected and develop positive relationships.

Achievements

In 2023, we began our training with the Mental Health in Primary School Program. This program is run through the Department of Education in partnership with the Melbourne Graduate School of Education and Murdoch Children's Research Institute. The aim is to build the capability of the whole school in relation to mental health and wellbeing, provide support to staff to better identify and support students with mental health needs, establish clear pathways for referral for students requiring assessment and intervention, and monitor and evaluate student progress.

The Wellbeing Leader, implemented a Foundation to Year 6 social-emotional scope and sequence which included The Resilience, Rights and Respectful Relationship materials as well as Berry Street activities, making sure it aligned with the Victorian Curriculum. Teachers also implemented lessons based on student an/or cohort needs. We continued the Morning Circle as our start to the day, to help children feel connected with each other and start the day in a predictable way. Staff also reviewed the PAT Student Wellbeing Survey, analysing the social and emotional needs of each year level. Year levels identified the strengths and areas for improvement for each cohort.

Lunchtime activities and clubs continued during break times to provide students with structured activities and build a sense of connection. These lunchtime activities included Kelly Dance, Chess Club, Tech Club and Lego building. The library was also open during break times for students who would like to draw, read or play quiet games.

Staff continued to refine our behaviour management process in the classroom and in the schoolyard. Each classroom displayed a 'student friendly' poster of the behaviour management process. When students did not follow the school rules they were referred back

to the behaviour management process both in the classroom and on the playground. In 2023, we continued to use restorative practice after any conflicts between students.

In 2023, the child safety standards continued to be implemented and included across all appropriate policies to satisfy all mandated requirements. Members of the leadership team worked tirelessly to ensure all changes to appropriate policies were implemented and achieved. These were all uploaded to the school website and are available for the community to view.

In Term Three, we invited Sarah Morgante from One Red Apple to share and unpack the eleven new Child Safe Standards with all staff members. All staff undertook Mandatory Reporting modules online which is an annual Child Safe requirement. We continued to discuss child safety each week during our staff meeting, Any concerns were recorded and then followed up afterwards in order to mitigate risk.

The school continued to have a child safety team. In 2022 this team included Sarah Kelly, Rebecca O’Leary and Margot Champion.

During all reference checks for new staff applications, referees were asked the Child safety questions. All new staff to the school engaged in an induction with the Deputy Principal which included the sharing of Child Safe Standards.

Visitors to the school continued to check in via a QR code.

All school staff and Allied Health Professionals visiting students onsite must complete a Code of Conduct form, which is filed in the office each year.

Family members who wish to volunteer at school events must present a valid Working With Children Check and we asked volunteers to sign the St Robert’s Code of Conduct form for Volunteers.

Value Added

St. Robert's actively engaged in a variety of extracurricular activities aimed at enhancing the spiritual, social, emotional, and educational growth of its students.

- Shrove Tuesday activities
- Feast Days
- Interschool Sport-Eucharist/Reconciliation/Confirmation
- School concert
- Book Week Parade & Book Fair
- School excursions from Foundation - Year 6
- Whole school sport including Athletics Day, Cross Country and swimming

- Tabloid Sports Day
- Sacramental Program-Reconciliation, Eucharist & Confirmation
- Year 6 Camp - Kangarooobie
- Year 5 Camp - Sovereign Hill
- Brain breaks and mindfulness
- Community days: Silly Sock Day, 100 Days of Foundation, Italian Day
- Healthy Heroes Incursion
- Bravehearts Incursion
- Robbie Noggler Cyber Safety Sessions
- Select Year 4 Students MAT Program
- Year 6 Aviation Project
- F-2 Pets in School Program

In 2023, our community's extracurricular activities not only fostered a sense of belonging but also strengthened our bond with families, serving as a notable highlight.

- Meet and Greet Conversations
- Parent Teacher Interviews
- Cozy Corner
- Fish and Chip Night
- Mother and Father's Day Breakfast
- Foundation Information Night and Wine and Cheese Evening

Student Satisfaction

2023 MACSSIS data demonstrated the key areas we need to focus on to improve student satisfaction at school. Following the MACSSIS data release many steps were taken in order to address these concerns during terms 3 & 4, and moving into the 2024 school year. Within our data we noticed trends within each year level, with our Year 4 and 5 cohorts reporting overall greater satisfaction than our Year 6 cohort.

The key areas focused on by the Year 6 students are centred around improving how much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.

The key areas focused on from Year 5 was how attentive and invested students are in school.

The key areas focused on from Year 4 were perceptions of student physical and psychological safety while at school.

Student Attendance

At St Robert’s student attendance rolls are taken each morning at the beginning of the school day, at 9:00am and again in the afternoon at 2:00 pm. Students who are late or who leave throughout the day are updated as present or absent by our office staff.

If a student is unwell and is unable to attend school, Parents are required to contact the school by 9 am on the day of absence. The phone lines are now set up to accommodate reporting student absences. When telephoning the school office families are requested to Press 1, and leave a message with their child’s full name, class and reason for their absence.

If a student is going to be absent from school for external appointments, family holidays or arriving late, Parents are asked to notify the school and where possible in advance. Parents can also report these absences by emailing: attendance@srnewtown.catholic.edu.au

The school office follows up on any unexplained absences of a student by contacting the parent/guardian of the student.

Attendance improvement strategies, interventions and levels of adjustment are implemented where absence is having a significant impact on a student’s educational achievement and development, including an Attendance Student Support Group, Personalised Learning Plan, Student Absence Learning Plan and Return to School Plan

The School Attendance Guidelines apply to all registered schools in Victoria and outline procedures for schools to record, monitor and follow up student attendance in order to meet the requirements of the relevant act and regulations.

Average Student Attendance Rate by Year Level	
Y01	90.0%
Y02	90.5%
Y03	90.0%
Y04	89.2%
Y05	88.4%
Y06	89.8%
Overall average attendance	89.6%

Leadership

Goals & Intended Outcomes

Goals & Intended Outcomes:

- To deliver low variance across curriculum and behaviour expectations to all students.
- That teachers use evidence-informed teaching techniques

Achievements

Teacher professional development at St. Robert's holds significant importance for our educators and staff, aligning closely with our Annual Action Plan (AAP) and School Improvement Plan (SIP). It serves as a cornerstone for enhancing school outcomes and empowering staff to become skilled and self-assured practitioners.

Aligned with The Melbourne Declaration on Educational Goals for Young Australians, St. Robert's recognizes the value of professional development in achieving the following objectives:

- Fostering equity and excellence in Australian schooling.
- Ensuring that all young Australians emerge as:
 - Successful learners
 - Confident and creative individuals
 - Active and informed citizens

To ensure the successful integration of professional development (PD), St. Robert's scheduled regular Professional Learning Team Meetings. These meetings were strategically designed to synchronise teaching practices in English, Maths, Wellbeing, and Religion across the entire school. Led by our school leaders, these weekly sessions facilitated the exploration of both content and pedagogical knowledge in these areas.

Furthermore, all leadership members remained accessible to support grade-level planning on a weekly basis. Staff were encouraged to invite leadership members to participate in collaborative planning sessions, fostering a culture of support and shared responsibility.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Throughout 2023 staff continued to strengthen their knowledge and practice of school-wide engagement norms and routines through the rehearsal of scripts, supported by Chloe Painter the school's English Leader.

We continued their professional development journey focused on Explicit Direct Instruction. The emphasis of these sessions transitioned to concentrate specifically on the direct instruction of Mathematics and the structuring of lessons. Explicit Direct Instruction (EDI), is an approach to learning based on the best research available. EDI helps teachers deliver effective lessons that can significantly improve achievement for all learners.

In Term Three, we invited Sarah Morgante from One Red Apple to share and unpack the eleven new Child Safe Standards with staff. This was a goal set when Sarah met with our parent community in 2022. To support this learning all staff undertook Mandatory Reporting modules online which is an annual Child Safe requirement.

The school seeks to facilitate the safe participation of all students in the educational experiences offered by the school. To ensure this is possible all staff participated in CPR and First Aid Training. In 2023 staff also participated in a Food Allergy SMART Teacher Awareness Session. This program aimed to make it easy for educators and schools to teach children about allergies.

All members of the Leadership team engaged in one day of Step Lab training in instructional coaching. We will continue to use this professional learning platform to guide our coaching practices in 2024, to systematically improve teaching

Working together within the mission of our Catholic school requires us to have both honest and respectful conversations. Our School Principal participated in Crucial Conversation PD which assisted in developing and refining skills to step into difficult conversations and uphold the dignity of those involved by entering into relational dialogue for improved results. It is the schools' intention that all Leadership and Middle Leaders will partake in this learning in 2024.

Two members of staff completed their Masters of Learning in Leadership and Mathematics and Our Deputy Participated in the Leading with Impact Program.

Number of teachers who participated in PL in 2023	33
Average expenditure per teacher for PL	\$481.00

Teacher Satisfaction

Our schools MACSSIS 2023 (Melbourne Archdiocese Catholic Schools - School Improvement Survey) staff data identified the following insights:

92% of staff feel that relationships between leadership and staff are strong.

63% of staff believe leadership is effective at improving teaching and learning outcomes.

70% of staff feel safe exploring new content and making mistakes.

91% of staff are aware of the conditions required to improve student outcomes.

68% of staff believe they have received coherent and well-planned professional learning.

79% of staff perceive that the school has a coherent school improvement strategy.

89% of teachers believe they work well together to improve the teaching and learning at our school.

Teacher Qualifications	
Doctorate	0.0%
Masters	8.7%
Graduate	8.7%
Graduate Certificate	0.0%
Bachelor Degree	47.8%
Advanced Diploma	17.4%
No Qualifications Listed	17.4%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	36
Teaching Staff (FTE)	28.8
Non-Teaching Staff (Headcount)	24
Non-Teaching Staff (FTE)	22.2
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals:

To build a culture of communication and catholicity - You are welcome here

Intended Outcomes:

That consistent communication opportunities for families are embedded.

Achievements

In 2023, St Robert's sought to refine the communication practices across the school to ensure they were concise, efficient and effective for families. This was completed following the 2022 MACSIS survey data that noted an area for school improvement included the timeliness, frequency, and quality of communication between the school and families.

The following was implemented as a result:

- The school newsletter was reformatted for ease of access to important dates and upcoming events. St Robert's moved the newsletter distribution from fortnightly email, to hard copy. This change was made in an effort to support the accessibility of information for busy families.
- Seesaw remained a lens into the classroom for families, with teacher practice around posting activities and achievements being streamlined to ensure school consistency.
- Sustainability and productivity was increased through the implementation of DocuSign and Synergetic for electronic signatures across the school community. These programs have enabled all enrolment information, permission forms, learning diversity documentation and allied health onsite forms to be completed via email, without the need for paper documentation.
- Facebook and Instagram posts regularly communicated to families the weekly overviews and special events.

Throughout the year, St Robert's held the common goal to embed and showcase our Catholicity across our school community.

- Sacramental banners were permanently placed within the main hallway. All students were purchased a name badge to then clip onto these banners, signifying the commitment to the completion of these sacraments.
- Teachers were encouraged to complete liturgies within the class spaces throughout the

year.

- All St Robert's students attended the Feast Day Mass at St Mary's Basilica.
- St Robert's prayer table cloths were purchased for classes and crosses with individualised artwork were acquired. Each cross had an accompanying explanation for the artwork significance, with Year 4 and 6 students receiving specific sacramental artworks.

Families were welcomed and included in a variety of school events throughout the year, signifying the efforts of St Robert's to build a community culture in line with the gospel values, where all are welcomed and valued here. These events included;

- Our Foundation Welcome Day, where our new 2023 students and families were provided the opportunity to meet and greet onsite in January prior to the school year commencing.
- Our Fish and Chip Evening, where all school community members were able to meet and mingle to begin the school year.
- Our Mother's Day and Father's Day Breakfast which saw an influx of special people onsite to celebrate the love and gratitude our children hold for them.
- Our Book Week Parade Day where families gathered excitedly to watch the procession of children on Dress Up Day.
- Our 'Music Through the Decades' themed School Concert, where the school community came together to celebrate student expression and creativity together.
- Our Tabloid Sports Day led expertly by our Year 6 students to engage our whole school community.
- Our Athletics Day, held at Landy Field, where children were able to positively engage in various sporting events across the day.
- Our Sacramental Programs enabled the gathering of families to share in their child's deepening connection to the Catholic Faith.
- Our Year 6 Aviation Morning, where Year 6 children presented their STEM learning and families were welcomed to view the expo and observe the aircraft creations in full flight.
- Our Year 6 Graduation dinner, held for the first time at GMHBA stadium in response to parent voice. This dinner was a wonderful opportunity for families to gather together and celebrate the final year of primary schooling for their children. The venue and formalities were heavily praised by both school staff and attending families.

Parent Satisfaction

We look forward to working together with our school community to further refine and streamline our communication processes in 2024 and further seek opportunities for families to engage and participate within school occasions and events. We acknowledge that it is through these enablings that St Robert's can best engage and partner with families to support their children's learning.

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.srnewtown.catholic.edu.au