



ANNUAL

REPORT

TO THE SCHOOL

Cana Catholic Primary School
Hillside

2019

REGISTERED SCHOOL NUMBER: 2021



Contents

Contact Details	3
Minimum Standards Attestation	3
Our School Vision	4
School Overview	5
Principal's Report	7
Education in Faith	12
Learning & Teaching	15
Student Wellbeing	17
Child Safe Standards	21
Leadership & Management	22
School Community	14
Future Directions	28
School Performance Data Summary	30

Contact Details

ADDRESS	46 – 60 Banchory Avenue Hillside VIC 3037
PRINCIPAL	Mrs. Carmen Blatti
PARISH PRIEST	Rev. Maurie Cooney
SCHOOL BOARD CHAIR	Rev. Maurie Cooney
TELEPHONE	(03) 8390 9200
EMAIL	principal@canahillside.catholic.edu.au
WEBSITE	www.canahillside.catholic.edu.au
E NUMBER	E1381

Minimum Standards Attestation

I, Mrs. Carmen Blatti, attest that Cana Catholic Primary 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

12th December 2019

Our School Vision

Cana Catholic Parish Primary School is an educational community of Faith

As parents, students and staff, we are...

United in Faith,

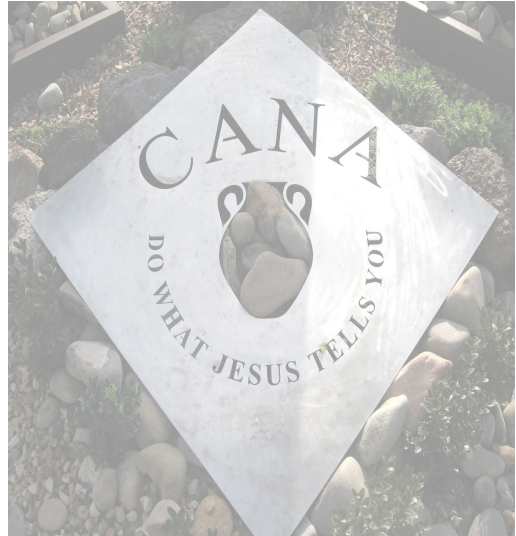
United in Learning,

United in Wellbeing,

United in Shaping our World.

In our foundation story, we hear

“Do What Jesus Tells You.”



United in Faith...

- We hear and proclaim Jesus and the Gospel values, through word, prayer, liturgy and example.
- We teach and learn about our faith in the tradition of the Catholic Church.
- We value and nurture partnerships within our School, Parish and wider community.

United in Learning...

- We provide a safe, inclusive and supportive learning environment.
- We implement a curriculum that is accessible, engaging, challenging and transforming.
- We provide opportunities for students to develop characteristics of an effective learner.

United in Wellbeing...

- We recognise and celebrate the uniqueness of each other.
- We strive for all to have a sense of belonging through respectful relationships.
- We are committed to the safety and wellbeing of each student, staff member and family.

United in Shaping our World...

- We show gratitude for what we have and act for social justice.
- We share in the responsibility to care for our common home, Earth.
- We empower all members of Cana to contribute to the school, the wider community and the world.

School Overview

Cana Catholic Primary School is located in the suburb of Hillside in the Outer North West of Melbourne. Cana is the third Catholic primary school in the Parish of Sacred Heart / Emmaus where a strong link between the Parish and school is valued and nurtured.

The suburb of Hillside continues to experience some growth and development of homes and infrastructure. Our community is made up of many young families. The ethnic background in the main is second generation European, with a few Asian families and an increasing number of families from Africa and the SubContinent. We also have families from Syria and Iraq.

The employment background of the parents generally falls within semi-professional, professional and self-employed areas. However, there are some families who access Centrelink benefits.

In 2019 the school was in its 16th year. We had 32 staff members. Cana had 224 families, enrolments were 323 students. The school had seven students requiring support as New Arrivals and three families holding refugee status. In 2019, a total of 47 students were listed on the Nationally Consistent Collection of Data (NCCD). Of these 47 students, 22 students were being funded for support.

The school has 14 classes comprising 2 at each level. Specialist areas taught were Prep to Six Languages (Mandarin), Visual Arts, Performing Arts, Library and Health/P.E. and STEM. Our students and the community enjoy the use of a purpose built art room, attractive administration building, staff/resource room along with a generous technology rich library/resource center.

The school is fortunate to have spacious playing areas for students inclusive of shaded playground equipment and two basketball courts. The students enjoy an extensive synthetic grass soccer/football oval and running tracks. The students also have an open attractive paved surface with painted games and reflective areas.

Our Community has the use of a multipurpose hall where the whole school gathers to celebrate the Eucharist each week. The hall also provides a large space to host an afterschool program to support working families and other whole school events/activities.

Cana school maintenance is coordinated by parish personnel, while cleaning of the school is outsourced .

Cana Catholic primary school is one of the primary feeder schools for Catholic Regional College Caroline Springs and North Keilor with the majority of our year 6 students attending CRC Caroline Springs.

Cana parents play a very real and active role in partnership with members of the wider parish, through their generous involvement in one of the many diverse ministries. The partnership forges a sense of belonging and ownership between families , the school and the parish.

Cana continues to be a primary Catholic school community that is focused , supportive and welcoming. We celebrate the achievements of all students and enjoy the uniqueness each of them brings to the school.

We are grateful for the teamwork of all staff and parents who work so closely to make Cana a safe,welcoming and engaging Catholic school to belong to .

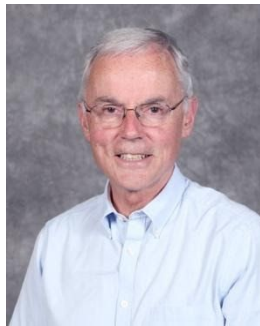
Our school motto '***Do What Jesus Tells You***' remains our mission and our inspiration.

Principal's Report

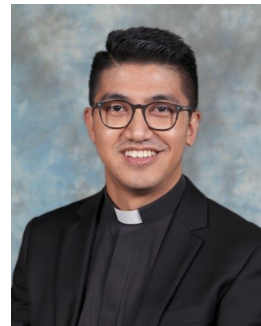
As principal of Cana Catholic Primary School, it is a pleasure to present the Annual School Report for the 2019 school year.

Throughout the 2019 school year the school has continued to enjoy a positive relationship within the parish.

Fr. Maurie (Parish priest) and Fr. Justel (Assistant Priest) worked to develop strong connections with the staff, students and families through their presence at Cana Catholic school... visiting classrooms, attending meetings and their leadership in the Eucharistic Liturgies each week at Cana.



Father Maurie



Father Justel

2019 was a Year to Reflect and Review

In 2019 staff, parents and students engaged in a process which focused on a 'School Improvement Review'. The Catholic Education Melbourne entered into a partnership with 'The Australian Council for Educational Research' (ACER) and provided a tool for Cana to review and gather evidence in all educational practices. The tool looked at 9 specific domains.

- 1 -An explicit Improvement Agenda
- 2 -Analysis of data
- 3 -A culture that promotes learning
- 4 -Targeted use of school resources
- 5 -An expert teaching team
- 6 -Systematic curriculum delivery
- 7 -Differentiated learning and teaching
- 8 -Effective pedagogical practices
- 9 -School Community partnerships



The Review tool was specifically designed to equip myself, as principal, the staff, parents and students with data needed to plot our schools current position against international effective practices and plan a focused approach to setting a direction for **school improvement** appropriate to the context of the school.

We worked through a comprehensive rigorous process with an external Review Team to review and provide evidence in support of our practices in relation to the 9 domains.
An inclusive and comprehensive process of evidence collection and consultation within our school was conducted.

Following the review process Cana was presented a written report with feedback on the assessments made against each of the nine interrelated domains listed above.
Summary findings and comments were provided at the conclusion of each domain assessment.

The Review Team provided a set of Commendations, Affirmations and Recommendations to assist in future planning and to support school-wide improvement.

Summary of Review Report :

Cana achieved a 'High' to 'Outstanding' standard in most of the domains assessed.

COMMENDATIONS

The Review Team made the following Commendations and observed evidence of :

- A school wide pride in our school
- A strong sense of belonging by all stakeholders
- A commitment to embed 'Visible Learning' principles across the school
- High levels of collegiality, support and trust between staff
- A genuine desire across the school staff to grow professionally and personally
- High levels of respectful, exemplary student behaviour and strong faith values throughout the school
- A strong Religious Education Program
- A strong Wellbeing program with a focus on social /emotional understandings
- Strong Naplan results and growth
- Teachers having comprehensive knowledge of their students both in learning needs and personal attributes
- Attractive and well resourced facilities both inside and outside classrooms inclusive of well maintained school grounds and learning spaces of which parents play an active role in maintaining
- Significant resourcing of whole school professional learning aimed at building teacher capacity
- The high value placed on Learning Support Officers to assist students achieve goals.

- The work achieved by leaders and staff to embed the ‘Seven characteristics of an Effective Learner.’

The establishment of School Performance Analyser software to centrally house student data.

- The value placed on parent involvement in parish ministry as well as seeing parents as integral partners in the learning of their child and overall parent contribution to school life

AFFIRMATIONS

Affirmations articulated were :

- The strong focus placed on data informed teaching practice and evidence -based decision making by leaders and teachers
- The adjustments and modifications implemented by teachers who provide a variety of learning experiences for students at point of need
- The establishment of sphere teams working towards detailed school improvement in the five sphere areas.

RECOMMENDATIONS

Recommendations provided by the Review Team were very detailed and informed the next phase of whole school improvement and growth. Areas of improvement recommended are :

- Develop a whole school pedagogical framework
- Continue with implementing an annual Professional Learning Plan that aligns with the School Improvement Plan
- Continue with Professional Learning around provision of effective feedback
- Extend provision of a data plan inclusive of student wellbeing, academic achievement /progress, behaviour and attendance.
- Consider how partnerships can best support desired improvements across the whole school

ACKNOWLEDGEMENTS

I would like to take this opportunity to acknowledge and express my appreciation for the dedication of the following groups who each contributed to building a strong, faith inspired and committed learning community.

To the Leadership Team :

A strong team who work collaboratively and share their professional knowledge enriching the capacity of staff to deliver personalized, relevant and engaging learning experiences for all our students.... Thank you



To the Staff ;

In whatever the role, whether in front of a class, supporting individual students, teaching a specialist area, or working within the administration area of the school, each is integral to building a strong Catholic school. I congratulate each member for their professionalism and willingness to give whatever was required to provide a safe and welcoming learning environment for our students.... Thank you



To the Parent Community...

The wonderful parent community at Cana who continued to support us. Every family, in some way, contributed to the culture that we enjoy at Cana. I especially thank all those members of the community who continue to be actively involved in school based ministries. Namely; the Social/Fundraising Committee who provide regular enjoyable experiences/events for our students and raise funds to purchase items for our school, the Maintenance Committee who are committed to maintain the school environment and ensure it is safe, neat, welcoming and attractive for our students and families to enjoy and the Parent Helpers group who help in the library, in classrooms and also make educational resources... Thank you



To the Students

I congratulate each student for aiming to give their best with a smile on their face. We continue to look for every opportunity to celebrate the uniqueness of each child. They each share in the responsibility for working towards creating and maintaining a friendly, respectful atmosphere that exists within our school. The children always try their hardest to excel with their school work and are

enthusiastic in their involvement on the sporting field, as well as in extracurricular activities provided at the school. To each student who has worked to develop in themselves the much valued characteristics which define an effective learner at Cana... Thank you



All at Cana Catholic Primary School will continue the great work that is already happening within our school. We will embrace the challenge of the future with excitement and enthusiasm. Cana will continue to be a place where we live our Catholic Faith Values, where great learning happens and positive respectful relationships are nurtured.



Education in Faith

Goals & Intended Outcomes

Goal(s):

To further enrich Cana's Catholic Identity as part of Sacred Heart / Emmaus Parish, and as a place to grow closer to God.

Intended Outcome(s):

That the staff, student and parent perceptions of behaviour are seen to be consistent with faith based virtues.

That parents, students and staff will recognise the importance of Religious Education in their lives and practice of their faith, as a priority.

That learning and teaching methods are current and the environment promotes creative and critical dialogue.

Achievements

STAFF

- Professional Day / Formation Day - Principles of Liturgy; Structure, Purpose and Symbolism, Children's Liturgy
- Regular staff meeting - Children's liturgy (IWAS)
- Introduction to new R.E. Framework (Pedagogy of Encounter)
- PLTs - Religious Education - Godly Play
- R.E. Reporting
- Masses organised and led by the teachers
- Mass of Welcome for New staff



PARENTS

- Sacrament Family Evenings - Sacrament 1 and Sacrament 2 (Gr 3, 4 & 6)
- Family Chats P, 1, 2 & 5
- Masses of Blessing
- Parent Mass
- Whole Parish Reconciliation - liturgical seasons
- RE Survey -----

STUDENTS

- Altar Servers Training Day
- Prayer Bags
- Mary MacKillop Group
- Springtime Nursing Home Visitations
- Grade 6 Confirmation Reflection Days
- Sacrament Family Evenings - Sacrament 1 and Sacrament 2 (Gr 3, 4 & 6)
- Family Chats P, 1, 2 & 5
- Masses of Blessing
- Whole Parish Reconciliation- liturgical seasons
- RE Survey - ESCI
- Sacraments (Grades 4 & 6) - Holy Communion
- Michael Mangan religious concert



VALUE ADDED

STAFF

CEMSIS Staff data survey 2019 indicates that Cana Catholic Primary School is above average of 89% in Catholic Identity compared to the CEM average school comparison data of 78%.

PARENTS

CEMSIS Parent data survey 2019 indicates that families' perceptions of, and engagement with, the overall Catholic Identity of the school, was above average by 13%, in comparison to other Catholic schools.

STUDENTS

CEMSIS Student data survey 2019 indicates that students' perceptions of the Catholic Identity of the school - was above average by 27%, in comparison to other Catholic schools.





Learning & Teaching

Goals & Intended Outcomes

Goal(s):

To engage all students in relevant and rigorous learning which challenges and empowers them to be successful and engaged learners.

Intended Outcome(s):

That student confidence and engagement in their learning improves.

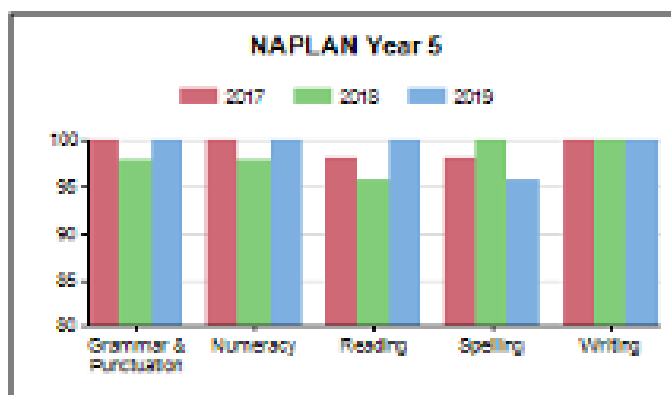
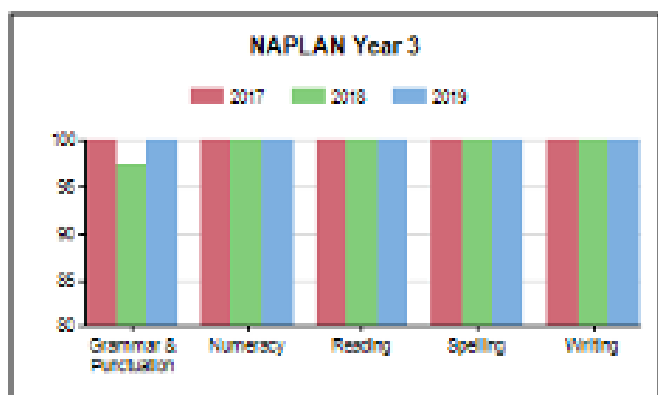
That teaching practices are rigorous and relevant.

That students achieve high relative growth improvements in line with proposed yearly academic targets.

Achievements

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	97.5	-2.5	100.0	2.5
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	97.8	-2.2	100.0	2.2
YR 05 Numeracy	100.0	97.8	-2.2	100.0	2.2

YR 05 Reading	98.0	95.6	-2.4	100.0	4.4
YR 05 Spelling	98.0	100.0	2.0	95.7	-4.3
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



STUDENT LEARNING OUTCOMES

- NAPLAN data from 2017 - 2019 have remained unchanged showing an average 100% of Year 3 achieving the minimum standards in the area of Numeracy, Reading, Spelling and writing.
- The Year 3 data for Grammar and Punctuation changed with 97.5% of students achieving the minimum standard for 2018 to a 2.5% increase in 2019 - bringing these Year 3 students in achieving the minimum standard of 100%.
- NAPLAN data for 2017 and 2018 remained unchanged showing 100% of students in Year 5 achieving the minimum standard in the area of Writing.
- The Year 5 Grammar and Punctuation and Numeracy changed from 97.8% in 2018 to 100% in 2019 of students achieving the minimum standard in these areas. That was an equal increase of 2.2%.
- The Year 5 Reading data changed from 98% of students achieving the minimum standard in 2017, to 95.6% of students achieving the minimum standard in 2018. In 2019 saw a great growth of 4.4% of students reaching the 100% of the minimum standard.
- In 2018, the Year 5 Spelling data increased by 2% with the percentage of students achieving the minimum standard increasing from 98% in 2017 to 100% in 2018. However, in 2019 there was a decrease of 4.3% in 2019, so only 95.7% of students achieved the minimum standard.



Student Wellbeing

Goals & Intended Outcomes

Goal(s):

To empower students to be independent, resilient and responsible members of the wider community.

Intended Outcome(s):

That students are in harmonious relationships and feel connected to school, their peers and parish community.

That students develop resilience strategies which improve their emotional wellbeing.

Achievements

- Continued to embed the Cana Characteristics of an Effective Learner through visible reference of characteristics, House Point Focus, Weekly Newsletters, classroom Wellbeing Sessions and beginning to use language consistently throughout the school (e.g. in Success Criteria), implementation of the best of me awards and weekly acknowledgment of recipients.
- Buddy Bench
- Regular onsite psychological services.
- Have continued to and establish regular routine training in Berry Street Education Model.
 - Staff have begun to implement Berry Street Education Model strategies, including Morning Circle Time, Brain Breaks, self regulation strategies.
- Weekly "Wellbeing Sessions" scheduled into class weekly timetable.
 - Sessions still incorporate aspects of Jigsaw Program, including Catch Up as well as the Berry Street Education Model and Cana Characteristics of an Effective Learner. (e.g. Resilience, Rights and Respectful relationships program)
- Continued and maintained eSmart accreditation.
- Continued house afternoons (Once a term)
- Each year level commits to a wellbeing unit of study (e.g. "A Quality Start")
- LSO Supporting the social/emotional needs of students.
- A database has been established to track and monitor students wellbeing, all staff members can add data.
- Self regulation strategies.
- Dedicated share time at the beginning of staff meetings. Wellbeing is a priority during this time.
- Awareness raising through the stand up anti-bullying approach. "Stand Up Day".

VALUE ADDED

- Consolidation of shared language about what an effective learner looks like and the Cana Characteristics of an Effective Learner.
- Revised and enhanced Student Wellbeing program in the school, through Berry Street Education Model.
- A commitment to ongoing Teacher Professional Development and planned Wellbeing Scope and Sequence and Classroom Sessions reinforced the priority of Student Wellbeing.
- Development of personal ownership of Student Wellbeing, ability to reflect on wellbeing, self regulate and set learning and wellbeing goals.
- Timetabled support through our psychologist.
- Professional development of teacher skills.

STUDENT SATISFACTION

Students

According to the CEMSIS data student responses indicated above 70% school belonging. Teacher student relationships and above 60% in school engagement. Student safety and student voice. Student voice remains an opportunity.

Family

According to CEMSIS data families indicated above 80% scores in student safety and school climate. Family engagement remains another area of opportunity.

Staff

According to CEMSIS data staff responses indicated that student safety school climate, staff-leadership relationships, staff safety ranged between 60-80%. Feedback and psychological safety remain as opportunities.

STUDENT ATTENDANCE	
AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.6
Y02	89.5
Y03	93.1
Y04	93.8
Y05	92.2
Y06	91.1
Overall average attendance	91.9

It is a legal requirement that all student absences are recorded.

All absences are recorded on the electronic roll by the classroom teacher. The electronic attendance roll is a legal document. It is completed daily and all attendees are registered accordingly.

When a child is late, the Late to School Register Book is signed on arrival.

When a child is absent, parents are required to notify the school of their child's absence via a written note and provide reasons to account for a child's absence from school. All absentee notes are kept

by the classroom teacher and at the end of each school year and filed for possible future reference. It is a teacher's responsibility to ensure that they receive this written notification from parents.

Where a family is planning an extended period of absence due to overseas or extended family holidays, parents are asked to ensure the school is notified in advance.

In the event of prolonged, unexplained absence class teachers are to notify either the Principal or Student Wellbeing Co-ordinator and attempt to contact the family to ascertain the whereabouts of the child. Regular absenteeism is followed up with telephone calls to parents/guardians. Further meetings with parents/guardians are held to discuss absenteeism. Strategies are discussed and implemented with parents/guardians to ensure school attendance. Any further action, such as contacting outside agencies or departments of CEOM will be decided upon by consultation with the Principal.



Child Safe Standards

Goals and Intended Outcomes

To empower students to be independent, resilient and responsible members of the community.

Achievements

- Continue to strengthen embedding of Child Safe Policies and embedding this practice into everyday life.
- Commitment to training of teaching and non-teaching staff and volunteers.
- Continue monitoring 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'.
- Continue implementing the Cana Characteristics in order to empower students in their learning.
- Address risk management practices when planning school activities and events.
- Continued to implement the development of 7 Child Safety Standards.
- Each staff member has read, agreed to and signed the Code of Conduct (Standard 3).
- Each staff member has been made aware of the protocols required for complying with Standard 4 (Identifying and Responding to All Forms of Abuse in Victorian Schools)
- Staff member has completed an online Mandatory Reporting Module.
- Staff meetings – explaining the Ministerial Order 870 (Reportable Conduct)
- Staff Professional Learning Times (PLTs) dedicated to revisiting Cana's procedure around reporting processes regarding child safety.
- During facilitated planning discussions around sexual behaviours in children and young people and supporting children with disclosures.
- We are using the Human Resources Practices i.e. Employment of Staff, Engagement of Contractors and Volunteers in the school.
- Parents remain informed via the school newsletter, website, signage around the school about school expectations regarding Child Safety.
- Parents continue to be given the opportunity to attend cybersafety meetings.
- Parent education in promoting Child Safety policies and protocols.



Leadership & Management

Goals & Intended Outcomes

Goal(s):

To strengthen the learning culture of the school community to improve student outcomes.

Intended Outcome(s):

1. That staff develop clarity about school expectations and greater ownership in leading learning.
2. Develop strategies and structures that enable effective
 - mentoring and feedback
 - use of data to improve student learning
3. Review and develop shared understandings about leadership, role clarity, teamwork, empowerment and parent partnerships.

Achievements

In 2019 Cana conducted a whole school review. Parents, staff and students were engaged in a process to plot our current school position against international effective practices and plan a focussed approach looking at future direction and school improvement, appropriate to the context of the school. The 9 domain reviewed were:

- 1 -An explicit Improvement Agenda
- 2 -Analysis of data
- 3 -A culture that promotes learning
- 4 -Targeted use of school resources
- 5 -An expert teaching team
- 6 -Systematic curriculum delivery
- 7 -Differentiated learning and teaching
- 8 -Effective pedagogical practices
- 9 -School Community partnerships

Cana achieved a 'High' to 'Outstanding' standard in most of the domains.

Alongside the review process outcomes, the following continued to reflect our achievements:

- School Vision and Goals remained visible and informed all decisions.
- Commitment to regular meetings with Parish Priest and school leaders within the federation remained a priority.



- School administration team continued to work collaboratively to maintain accurate finance management and smooth clerical processes.



- Provision of structures to support learning and teaching - staff provided with weekly release time for planning.
- Curriculum leaders - (Curriculum and Religious Education leaders) continued to support collaborative planning and track progress across the school - focus on data analysis to improve learning outcomes remained a high priority.
- Provision of Professional Development for all staff remained a priority in order to enhance and build teacher knowledge and capacity.

- Implementation and support of leadership structures inclusive of - Learning Diversity Leader, Student Wellbeing, IT Leader, Guiding Coalition teams, Sphere teams.
- Staff meetings scheduled to provide opportunities to analyse Cemsis data.
- Continued commitment to scheduled meetings to support students with additional needs, Parent support Group meetings, Student Wellbeing meetings.
- Continuation of professional partnership with Keilor Views Primary School . Staff supported in the development of 'Visible Learning' philosophy and practices throughout the school.
- Staff Meetings and Professional team meetings scheduled with focus /agenda.
- Reporting Format improved - skill based.
- Scheduled Parent / Teacher interview days twice per year.
- Communication maintained with families via electronic newsletter and school app. - further developments via the school app with parents able to notify school of absences remotely.
- Ongoing review and evaluation of school policies and practices....(Part of Review process)
- OHS - remained a priority to ensure best practice was observed and that a safe and effective environment was maintained. Regular feedback and communication among staff was maintained.
- Management and monitoring of school facilities and maintenance of the school environment remained a priority.
- Catch up and Annual Review Meeting held with all staff individually.
- Google Docs continued to provide a collaborative and effective means of communication across the school and parish.
- Collaboration and open dialogue maintained with families in order to foster strong partnerships - Maintenance committee / Fundraising Committee /Parent Engagement Group.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

School review planning and preparation Term 3

Religious Education - Sacraments

Understanding the RE Guidelines

Berry Street

Understanding students with additional needs- writing personalised plans

Nationally Consistent Collection of Data (NCCD)

Strategies to support Students on the Autism Spectrum

Dyslexia

Data Analysis

Writing Learning Intentions and Success Criteria

SMART Spelling

First Aid/Anaphylaxis training

Mandatory Reporting

Child Safe Policies / Practices /Code of Conduct

Student Wellbeing - Classroom strategies /Restorative practices

Visible Learning

Characteristics of an Effective Learner

Professional Learning Team (PLT) Meetings with targeted focus each week

Emergency Management Procedures

Occupational Health and Safety Policies Practices

Participating in Catholic Education Network meetings

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	23
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$400 (Some inhouse PL conducted presented by Leadership)

SPONSORED STUDY EXPENDITURE PER TEACHER Three teachers have undertaken further sponsored study	\$5714
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TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.5%
ALLSTAFF RETENTION RATE	
Staff Retention Rate	76.0%
TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	17.6%
Graduate	29.4%
Graduate Certificate	5.9%
Bachelor Degree	82.4%
Advanced Diploma	29.4%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	2
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	18.2
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	5.7
Indigenous Teaching Staff (Headcount)	0

TEACHER SATISFACTION

The CEMSIS survey results indicate where Cana is placed in comparison to other similar Catholic Schools in Melbourne:

Surveys indicated Cana performed above other comparative schools in the following areas:

- Student safety
- Collective efficacy (i.e staff working as a team)
- Catholic identity

Surveys indicated Cana performed equal to other comparative schools in the following areas:

- School climate (i.e relationships and working environment)
- Staff safety (i.e OHS and role satisfaction)

Surveys indicated Cana performed below other comparative schools in the following areas:

- Feedback (i.e feedback received on work)
- Psychological safety (i.e risk taking)

- Support for teams (i.e Conditions for teams to collaborate effectively)

School Community

Goals & Intended Outcomes

Goal(s):

To strengthen the partnership between the school, parents and parish through praying, working and sharing.

Intended Outcome(s):

That student and family engagement in the school and parish community improves student and family connectedness.

That students and family engagement in the school improves student learning.

Achievements

- Father's and Mother's Day celebration morning.
- Parish Fair.
- Invitation to be a part of the Parent and Friends Association (Mother's/ Father's Day stall, hot lunches etc.)
- Little Learners.
- Professional Development days for parents i.e. Berry Street, Prep Information Night, Cybersafety.
- Opportunities for parents to participate in any facilitated weekly Mass.
- Parents invited to attend classes after Mass.
- Open classrooms each morning and afternoon.
- Christmas production.
- Website and Cana App to continue to share / invite parents to attend events.
- Family Trivia Night.
- Chinese cultural day.
- Student disco.
- Participate in school events with their children such as:
 - Interschool School Sports
 - Book Week
 - Buddy program
 - Sports Carnival



- Excursions/Incursions
- Cana Feast Day
- Family Week Picnic
- Art Show
- STEM Expo & Classroom Expo

Overall this year we have seen a greater participation from students and parents in a number of these outlined events. The school received positive feedback from parents and students expressing their enjoyment from the variety of opportunities they have to engage with their children. We feel as a group that there has been a greater number of parents attending school events, such as book week parade, Mother's and Father's days.

This year, the School Community Sphere has focused on listening to feedback by implementing new activities to engage families within the Cana school community. An example of this was the Cana Family Trivia night, that was suggested in 2018. As a result, a large number of families participated in this event with other members in our school community.

Similarly, there were suggestions in 2018 for a whole school Christmas celebration. In 2019, the Cana school community were invited to come together and celebrate the end of year with a Christmas Production. Families of the Cana school community gathered on the Cana oval to share a meal with one another, while viewing the students and teachers of Cana singing and dancing to Christmas Carols, to end a great year of learning.

It is hoped that the Cana School Community Sphere can continue to listen to parent feedback, leading to increased levels of community engagement. A survey will be sent out to provide parents with an opportunity to share their ideas to strengthen the partnership between the school, parents and the parish.

PARENT SATISFACTION

Parents responded to the 2019 CEMSIS survey and below are some of the outcomes:

- 85% of parents believe that staff at Cana are approachable.
- 77% of parents feel welcome within the Cana school community.
- 92% of parents feel that there is adequate information provided about engagement opportunities at Cana.



Future Directions

Following our comprehensive review process the following priority areas were identified to inform future school improvement at Cana:

1. To develop a whole school pedagogical approach based on evidence to achieve growth for all.
2. To build a performance and development culture underpinned by collaboration, reflection and feedback.
3. To strengthen partnerships within the school and wider community to enhance student wellbeing and learning.

