



Melbourne Archdiocese  
Catholic Schools

# 2024

## Annual Report to the School Community



### **Cana Catholic Primary School**

46-60 Banchory Avenue, HILLSIDE 3037

Principal: Carmen Blatti

Web: [www.canahillside.catholic.edu.au](http://www.canahillside.catholic.edu.au)

Registration: 2021, E Number: E1381

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## Principal's Attestation

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I, Carmen Blatti, attest that Cana Catholic Primary 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 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 09 May 2025

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## About this report

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Cana Catholic Primary 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](#).

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## Governing Authority Report

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Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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Cana Catholic 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 the 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, 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.

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## School Overview

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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 the 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 from a variety of cultural backgrounds. This richness in diversity is highly valued by all members of the community.

The school was established in 2004 with 85 students. In 2024 we had an enrolment of 460 students. The school had 20 classes. Specialist areas taught were Prep to Six Language (Italian), Visual Arts, Performing Arts, Library, Health/P.E. and Science Technology Engineering and Mathematics STEM.

Cana promotes the safety, wellbeing and inclusion of all students and is committed to providing a safe environment. We celebrate the achievements of all students and enjoy the uniqueness each of them brings to the school.

At Cana we prioritize the teaching of Gospel values and our explicitly taught Religious Education program sits alongside our comprehensive Victorian curriculum. We also encourage an awareness of social justice issues empowering our students to have a voice on matters that affect children world wide through initiatives led by student leaders.

Child Safety is embedded in the culture of Cana , where we maintain a zero tolerance policy towards child abuse. Alongside our academic curriculum, we prioritize the development of social and emotional skills to support the holistic growth of our students.

Our dedicated staff are committed to enhancing the quality of teaching and learning across the school. With strong emphasis on collaboration and professional development, our teachers actively engage in data analysis and embrace evidence-based teaching strategies to drive improvements. The teachers work collaboratively with support staff to ensure each student experiences success and has the opportunity to flourish in their learning. Their collective positive attitude and commitment to teaching and learning contribute to a collegial work environment where everyone thrives.

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 centre.

The school is fortunate to have spacious playing areas for students inclusive of shaded playground equipment and two basketball courts. Cana students enjoy three constructed playing areas - Prep -2 have two significant climbing and balance areas with a flying fox;

Grade 3 - 6 enjoy a climbing web construction and a Ninja warrior balance and climbing course. The students also enjoy an extensive synthetic grass soccer/football oval and running tracks. The students also have an attractive paved surface with painted games and reflective areas.

Our Community has the use of a multipurpose hall where the whole school is able to gather for meetings and celebrations. The hall also provides a large space to host a Before- and After- school program to support working families and other whole school events/activities. Cana school maintenance and cleaning is outsourced.

Cana continues to be a Catholic primary school community that is welcoming and always seeks ways to forge strong partnerships with our families and the wider community.

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

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

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## Principal's Report

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As the new principal of Cana Catholic Primary School, it is a pleasure to present the Annual School Report for the 2024 Cana school year.

In 2024, the school staff maintained a focus on creating a united community inspired by Catholic Faith and our unfailing commitment to nurturing respectful relationships. A culture of learning was fostered which was characterised by intentional, instructional leadership and shared responsibility to stimulate growth for all. In the latter half of the year, the school leadership team participated in MACS facilitated Professional Learning Opportunities to support staff in improving their understanding of explicit instruction in support of the MACS 2030 Vision for Instruction.

Cana staff demonstrated commitment to evidence-based teaching and learning where high impact teaching strategies supported growth for all students. Teachers supported student diversity through adjustments to pedagogy, and personalised curriculum remained a priority at Cana. Through professional development opportunities, staff gained a deeper understanding of neurodiverse students who required Personalised Learning plans and explicit teaching strategies.

Cana's distinctive Catholic identity can be observed in the iconography, policies, prayer life and the regular celebration of Eucharistic liturgy. Cana continued to flourish with the support of the parish priest who was very present in the life of the school and led faith formation and parent engagement evenings in preparation for students celebrating sacraments. Fr. Maurie (Parish priest) worked to maintain strong communication with the staff, students and families through his weekly newsletter.

Student Wellbeing remained a strength at Cana with a holistic approach that encouraged students to feel connected in and out of the classroom. Cana also continues to embed our 'Characteristics of an Effective Learner' as essential life skills to be developed in all students.

Work began on a new building which contained four classrooms, withdrawal spaces for small group work and a shared space. This building was required due to increasing enrolments. Raysett Constructions and Clarke Hopkins Clarke architects oversaw the build which went very smoothly and ran ahead of schedule.

Strategic financial management ensured we met student educational needs and overall school maintenance. The school purchased resources/devices for students across the school in order to provide relevant and current learning opportunities.

The parents on the Parent and Friends committee continued to demonstrate enthusiasm to raise funds for our students and the school.

I take this opportunity to formally express my appreciation to staff and parents for working collaboratively to support student outcomes. I also acknowledge the work of the 2024 leadership team who worked tirelessly to support the school as the previous principal Carmen Blatti transitioned to retirement. I look forward to leading the Cana School Community into the future, whereby Cana Catholic School is known for providing an excellent educational experience to all students.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Goal

To develop a whole school pedagogical approach based on evidence to achieve growth for all.

#### Intended Outcome(s):

- That a shared pedagogical framework is developed and aligned with the school vision and curriculum frameworks.
- That all staff are proficient in the use of data and curriculum, through rigorous, consistent and effective practice focused on growth.

### Achievements

Cana Staff with the Religious Education Leader (REL), began to focus on the resource 'To Know, Worship and Love' and other resources to guide the knowledge and learning of staff and students'.

Communication to the REL's at the end of 2023, reflected on the knowledge of reading the document 'Review of Religious Education Curriculum for Catholic Schools in the Archdiocese of Melbourne'. This document was very insightful and a guide to lead the staff into different resources to support the RE curriculum across the schools.

The staff, through planning, continued to explore and engage in rich and thought-provoking dialogue to grasp the understanding of knowledge and spiritual dialogue about different Religious aspects and we continued to use the scope and sequence, and content descriptors F-6 to guide the knowledge.

Through planning, the staff were fully engaged in their experiences and dialogue to plan for the students so that they were able to experience deep learning of the Traditions of the Catholic Faith and build upon their spiritual awareness.

Father Maurie (Parish Priest) retired from the parish at the end of September 2024. Fr. Maurie was with the Sacred Heart/Emmaus Parish for seven years and we welcomed Fr. Linh Tran in Term 4, 2024. Fr. Linh eased slowly into the school community, celebrating the Eucharist fortnightly as well as the Grade 6 Graduation Mass.

## Value Added

Cana Catholic Primary School underwent a Review Process in 2023, and from that review we continue to still uphold a high standard throughout the Catholic Identity and Mission. We are very proud of the identity that leads Cana to continue immersing our community and enrich their understanding of our Catholic faith. Our students are very proud of being a part of Cana and have flourished in their knowledge and understanding of who we are.

Staff attended and contributed to a Family Sacramental Evening in preparation for Confirmation.

Year 6 families preparing for the Sacrament of Confirmation, attended a Sacramental evening titled Sacraments 2- Confirmation. The focus of this evening was to deepen the parents' and children's understanding about the Sacrament of Confirmation. These sessions were facilitated by Father Maurie, with the assistance from school leaders and staff.

### **Year 6 Sacrament of Confirmation**

Prior to the Sacrament of Confirmation, Father Maurie spoke to the Year 6 Confirmation candidates. He spent time going through the concepts covered in Sacraments 2- Confirmation. Bishop Martin Ashe was the celebrant for the Sacrament of Confirmation. He met the students prior to the day, and spoke about the greatest gift from God - the Holy Spirit.

### **Ash Wednesday Mass**

Ash Wednesday Mass was celebrated at Cana as a whole school Mass.

### **Fortnightly Masses**

Fortnightly Masses broken into two sessions (Junior and Senior) were celebrated, with various themes that acknowledged what the students were learning in their classroom and or the feasts celebrations of the Catholic Church.

### **Sacramental family evenings**

Year 3 and 4 families preparing for the Sacrament of Eucharist and Reconciliation, attended a Sacramental evening. The focus of these evenings was to deepen the parents' and children's understanding about the Sacrament. These sessions were facilitated by Father Maurie, with the assistance from school leaders and staff. Staff attended and contributed to a Family Sacramental Evening in preparation for Eucharist and Reconciliation.

### **Cana Feast day / Mary MacKillop Feast Day**

Cana Feast Day and Mary MacKillop Feast Day are now celebrated on the same day 8th August. This day highlighted the Foundation story of Cana school (Wedding at Cana) and a time to gather a deeper understanding of Australia's first saint - St. Mary of the Cross Mackillop.

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## Learning and Teaching

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### Goals & Intended Outcomes

Goals:

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

Intended Outcomes:

- That staff have a shared language and understanding of the pedagogical framework.
- That staff use data consistently and regularly to inform planning and teaching practices.
- That staff and students offer and receive timely, continuous, and effective feedback based on their goals/practices.
- That teachers and students co-construct learning.
- That students are using metacognitive strategies.
- That students are active decision makers in their learning.
- That families are partners in their child's learning.
- That families are re-engaged in the school community.

### Achievements

Two Literacy Leaders were allocated to the Learning & Teaching areas: one for Prep–2 and one for Years 3–6. This ensured that the literacy curriculum was overseen by a dedicated leader in both the junior and middle/senior sections of the school. This structure supported a consistent approach to planning, allowing literacy to flow effectively across all year levels. In addition, these leaders also supported the planning of Inquiry throughout the school.

A P-6 Mathematics Leader was employed to support the implementation of the Mathematics scope and sequence across the school. This ensured that the Mathematics curriculum was planned and delivered consistently amongst all year levels. The Mathematics leader facilitated planning which supported the classroom teachers in differentiating the curriculum to support the abilities of the students.

A dedicated staff member was employed to implement a Literacy Intervention program aimed at supporting students who were identified as at least a year below the expected literacy standard. This targeted approach provided tailored instruction and resources to help close learning gaps and improve student outcomes in reading and writing.

Now in our fourth year of the 1:1 Chromebook program for Year 5 and 6 students, all students are familiar with using Chromebooks as a key learning tool. Teachers explicitly teach lessons on how to use these tools effectively to support learning across the curriculum. We also prioritise online safety, delivering cyber safety education through our partnership with Inform and Empower.

Cana continues to maintain a strong Learning Diversity Team to support the social, emotional, and academic wellbeing of all students from Prep to Year 6. The team comprises a dedicated Learning Diversity Leader and two additional leaders from the school's leadership team. Meeting weekly, the team discusses student progress, wellbeing, referrals to Melbourne Archdiocese Catholic Schools (MACS), and the adjustments provided for students requiring additional support. The team also works collaboratively to gather evidence for the ongoing submission of the Nationally Consistent Collection of Data (NCCD).

In 2024, Cana reviewed its assessment schedule to ensure all assessments were relevant and provided meaningful data to support student learning. The English Online Interview (EOI) and Maths Online Interview (MOI) were administered to Prep and Year 1 students. PM Benchmarking and PROBE were used to assess reading fluency and comprehension, while Essential Assessments was consistently used across all year levels for pre- and post-assessment in mathematics.

Staff engaged with evidence-based curriculum resources through the OCHRE platform, with a focus on Literacy and Mathematics. Several year levels incorporated the Mathematics OCHRE resources into classroom practice, using them to explore explicit teaching strategies and enhance student engagement.

The Learning Diversity Team continued to administer Tier II assessments, including the York Assessment of Reading for Comprehension (YARC) and the Sutherland Phonological Awareness Test (SPAT). These tools provided valuable insights into the progress of students who were not yet meeting expected literacy standards, informing targeted support and intervention planning.

The school continues to regularly send leaders to professional learning opportunities to enhance their knowledge and expertise. These leaders then share the insights and best practices they have learned with the teaching staff, ensuring that new strategies and approaches are effectively integrated into the school's teaching practices and benefit student learning outcomes.

## Student Learning Outcomes

### **NAPLAN - Proportion of students meeting the proficient standards**

2024 NAPLAN data indicates that students in Year 3 and 5 were proficient in Grammar and Punctuation.

62% of Year 3 students were proficient in the area of Numeracy, and pleasingly, 81% of Year 5 students were proficient.

Approximately 75% of students in Year 3 and 5 were proficient in Reading, and Writing results were strong in Writing for both Year 3 and Year 5.

In Spelling, 56% of Year 3 students were proficient, whereas 68% of Year 5 students were proficient.

The school has embarked on a targeted approach to improving the overall literacy outcomes of all students, in the aim of closing the gap for all students.

NAPLAN - Proportion of students meeting the proficient standards					
	2024 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	
Grammar & Punctuation	Year 3	409	56%	[ASR_Naplan.meanscalescore_2yavg.Y3.Grammar]	[ASR_Naplan.meanscalescore_2yavg.Y3.Grammar]
	Year 5	505	66%	[ASR_Naplan.meanscalescore_2yavg.Y5.Grammar]	[ASR_Naplan.meanscalescore_2yavg.Y5.Grammar]
Numeracy	Year 3	398	62%	[ASR_Naplan.meanscalescore_2yavg.Y3.Numeracy]	[ASR_Naplan.meanscalescore_2yavg.Y3.Numeracy]
	Year 5	508	81%	[ASR_Naplan.meanscalescore_2yavg.Y5.Numeracy]	[ASR_Naplan.meanscalescore_2yavg.Y5.Numeracy]
Reading	Year 3	420	75%	[ASR_Naplan.meanscalescore_2yavg.Y3.Reading]	[ASR_Naplan.meanscalescore_2yavg.Y3.Reading]
	Year 5	511	74%	[ASR_Naplan.meanscalescore_2yavg.Y5.Reading]	[ASR_Naplan.meanscalescore_2yavg.Y5.Reading]
Spelling	Year 3	399	56%	[ASR_Naplan.meanscalescore_2yavg.Y3.Spelling]	[ASR_Naplan.meanscalescore_2yavg.Y3.Spelling]
	Year 5	506	68%	[ASR_Naplan.meanscalescore_2yavg.Y5.Spelling]	[ASR_Naplan.meanscalescore_2yavg.Y5.Spelling]
Writing	Year 3	434	94%	[ASR_Naplan.meanscalescore_2yavg.Y3.Writing]	[ASR_Naplan.meanscalescore_2yavg.Y3.Writing]
	Year 5	514	80%	[ASR_Naplan.meanscalescore_2yavg.Y5.Writing]	[ASR_Naplan.meanscalescore_2yavg.Y5.Writing]

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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.

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## Student Wellbeing

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### Goals & Intended Outcomes

Goal:

To strengthen partnerships within the community.

Intended Outcomes:

- That families are reengaged in the school community.
- That families are partners in their child's learning.

### Achievements

'Team Around the Child'

Cana has continued to strengthen the 'Team Around the Child' approach by liaising with professionals such as psychologists, speech pathologists and occupational therapists for students with substantial and extensive adjustments. The intention of these meetings is to collectively and collaboratively plan effective goals and strategies to ensure student success.

Mental Health in Primary Schools (MHIPS)

In 2024, Cana was again part of the Mental Health in Primary Schools program. A Mental Health in Primary Schools (MHIPS) Facilitator was appointed for two days per week. The role of the MHIPS facilitator is to further build knowledge and understanding amongst the staff around mental health challenges in young people and refer families to the appropriate external services. There is also opportunity for the MHIPS facilitator to work with students and their families when concerns with mental health are recognised.

### Value Added

#### First Aid Procedures

All school staff were trained in providing first aid and cardiopulmonary resuscitation, and reviewed school-wide practices around asthma and anaphylaxis.

#### Transition Pre Prep

Pre Prep students and their families were invited to three 'Pre Prep Sessions'. This program was successful in gaining valuable insights into how the students interacted and collaborated with one another. These sessions also help engage families in school life by providing opportunities to meet with school leaders. Discussions focused on school readiness and personal and social development, with strategies shared to support families in these areas.

### **Grade 6 Transition**

The Grade 6 teachers were involved in discussions with staff from both Catholic Regional Colleges to discuss important information regarding Cana students and their transition to secondary school. The teachers were supported by the Student Wellbeing Leader and Learning Diversity Leader.

### **Student Wellbeing Survey Data**

In a collaborative effort between classroom teachers, Student Wellbeing Leader and the MHiPS facilitator, students were surveyed once a term to identify any possible indicators that may impact their wellbeing. These surveys focused on how they saw their friendships, relationships with their teachers and their learning. If any concerns were noted, there was prompt follow-up with the MHiPS facilitator.

### **Inside Play**

To support students who benefit from more scaffolded play experiences, inside play sessions have been introduced during recess and lunch breaks. These sessions provide a quieter, more predictable environment where students can engage in social interactions, develop play skills, and build confidence at their own pace. Activities are carefully chosen to encourage cooperative play, turn taking, communication, and problem solving. Staff supervise the sessions, offering guidance and modeling appropriate behaviours to help students navigate social situations more effectively. This targeted approach promotes inclusion and supports the social emotional development of students who may find the playground environment overwhelming or challenging.

### **Daniel Morcombe Curriculum**

The Daniel Morcombe Child Safety Curriculum has been implemented across all year levels from Foundation to Year 6 to support students' social and emotional development, with a strong focus on personal safety, respectful relationships, and protective behaviours. This evidence based program provided age-appropriate lessons that empower students to recognise unsafe situations, respond confidently, and report concerns to trusted adults.

Through engaging discussions, role-plays, and reflective activities, students develop critical skills such as emotional regulation, assertive communication, empathy and help-seeking behaviours. By embedding the curriculum into regular classroom learning, we create a consistent and supportive framework that promotes wellbeing, resilience and safe decision-making - laying the foundation for lifelong social and emotional growth.

## Student Satisfaction

MACSSIS 2024 STUDENT Survey data showed the following.

Cana's survey data/results performed above the MACS average in the majority of areas surveyed:

Rigorous Expectations: Cana 79% (MAC schools average 77%)

School Engagement: Cana 60% (MAC schools average 51%)

School Climate: Cana 60% (MAC schools average 59%)

Teacher-student Relationships: Cana 78% (MAC schools average 71%)

School Belonging: Cana 77% (MAC schools average 69%)

Learning Disposition: Cana 81% (MAC schools average 73%)

Student Safety: Cana 57% (MAC schools average 57%)

Enabling Safety: Cana 66% (MAC schools average 57%)

Student Voice: Cana 56% (MAC schools average 56%)

Catholic Identity: Cana 84% (MAC schools average 65%)

**Student Attendance**

Student non-attendance is managed by the school. The school contacts parents/guardians about any unexplained absences on the day as soon as possible. Many parents use the Audiri or NForma apps to notify the school if their child is absent.

Class rolls are marked twice per day.

The principal is responsible for monitoring daily attendance.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	89.1
Y02	89.9
Y03	90.3
Y04	89.0
Y05	91.0
Y06	88.9
Overall average attendance	89.7

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## Leadership

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### Goals & Intended Outcomes

Leadership Goals are aligned with sphere goals identified in our School Improvement Plan.

The leadership team at Cana works collaboratively with staff, parents, students and other agencies to provide resources and an environment where the identified priorities are supported to achieve successful outcomes.

**Priority 1:** To develop a whole school Pedagogical approach based on evidence to achieve growth for all.

**Priority 2:** To build a performance and development culture underpinned by collaboration , reflection and feedback.

**Priority 3:** To Strengthen partnerships within the school and wider community to enhance student wellbeing and learning.

### Achievements

The Instructional Leadership model continued to be a focus at Cana.

- Strengthening of the leadership team through regular weekly meetings with an itemised agenda
- Successful grant application outcome for \$3,000,000 to construct 4 learning spaces and a common area - the construction of building began in 2024, meetings were fortnightly to keep abreast of what was to be discussed or consulted.
- Leadership were a part of the School Improvement Network in the Northern Region - held once a term - to foster better learning outcomes for the students.
- Curriculum leaders supporting team planning
- Commitment to time for collaborative team planning each week.
- Teachers continued to collaboratively plan within levels to ensure a consistent team approach to teaching and learning provision.
- Participating in MACS Professional Development opportunities - Mathematics in Early Number project.
- Staff demonstrated growth in understanding differentiating in curriculum planning to meet the needs of students.
- Staff engaged in data dialogues and use of student data to plan learning goals for students.
- Staff introducing 'Learning Intentions' and 'Success Criteria' in lessons.

- Staff focussing on 'feedback' strategies for students and staff - Cana engaged with Shane Crawford PL to continue the journey with the staff.
- Staff preparing for Parent/Teacher meetings communicating successes and identifying areas for further development.
- Staff preparing Personal Learning Plans (PLP) or Student Adjustment Plans (SAP) for students listed on NCCD lists which were following with a parent meeting to discuss goals.
- Tutor Learning Initiative program implemented for students experiences learning challenges and also implementation of an enrichment program to extend students above standard.
- A scheduled outline was provided to staff each term which outlined Agenda focus and Professional Learning Team focus topics.
- A number of staff undertook further studies in Religious Education.
- Two staff were sponsored and undertook extensive studies at a Masters level.
- Regular leadership meetings to discuss identified school needs and overall school priorities.
- Strengthened the School Advisory Council through comprehensive reporting and seeking feedback concerning school based matters and seeking ideas for improvement e.g. How to disseminate Child Safe Standards so Cana parents developed an understanding of the Standards.
- Staff developed understanding of neurodiversity of students in their care.
- Continuing the use of 'SEE SAW' and 'Audiri' as communication with families.
- Family Faith and engagement evenings around sacraments - led by Parish Priest.
- Establishment of student leadership roles through a School Representative Council across the school.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2024	
Expenditure And Teacher Participation in Professional Learning List Professional Learning undertaken in 2024  Whole school Mathematics Coaching for Effective Leadership Supporting provisional teachers Emergency Management Warden Training Epi Pen Training - 2 teachers First Aid ( CPR, Anaphylaxis and Asthma - All staff Mandatory Reporting online Understanding - National Consistent Data Collection Writing - Learning intentions and Success Criteria including feedback Student Wellbeing - Understanding Neurodiversity	
Number of teachers who participated in PL in 2024	37
Average expenditure per teacher for PL	\$470.00

### Teacher Satisfaction

Teachers are highly motivated and committed to the school's goals. They actively work towards improving student learning outcomes. Regular feedback and coaching sessions are provided to support teachers in their planning and professional development. Leadership is responsive to staff needs, addressing issues promptly providing a supportive environment for staff to thrive.

Student Wellbeing Leader attends planning to ensure students with social emotional needs are discussed with a view to ensure they feel connected and are engaging in positive relationships and experience success in their learning.

Teachers are empowered to share their expertise and best practices through collaborative Professional Learning Team meetings. The school's efforts to address work load concerns have been made with effective use of resources and funding, thus demonstrating a commitment to staff wellbeing.

**MACSSIS 2024 STAFF Survey data showed the following:**

Cana's survey data/results performed either **below, at or above** the MACS average in all areas surveyed:

Student Safety: Cana 58% ( MAC schools average 67 % )

School Climate: Cana 59% ( MAC schools average 73% )

Staff leadership relationships: Cana 74 % ( MAC schools average 81 % )

Feedback: Cana 27 % ( MAC schools average 41 % )

School Leadership: Cana 43 % ( MAC schools average 59 % )

Collaboration in Teams: Cana 77 %( MAC schools average 70 %)

Collective Efficacy: Cana 81 %( MAC schools average 75 %)

Psychological safety: Cana 64%( MAC schools average 65 %)

Instructional Leadership: Cana 42%( MAC schools average 57% )

Professional Learning: Cana 36%( MAC schools average 63%)

Staff Safety: Cana 64% ( MAC schools average 68%)

Support for Teams: Cana 56% (MAC schools average 68%)

Collaboration in Teams: Cana 77% ( MAC schools average 70% )

Collaboration around improvement strategy: Cana, 52% ( MAC schools average 67% )

Catholic Identity: Cana 74%( MAC schools average 76 %)

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	4
Graduate	3
Graduate Certificate	2
Bachelor Degree	25
Advanced Diploma	3
No Qualifications Listed	11

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	35
Teaching Staff (FTE)	31.2
Non-Teaching Staff (Headcount)	17
Non-Teaching Staff (FTE)	10.12
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

#### Goal:

To strengthen partnerships within the community.

#### Intended Outcomes:

- That families are partners in their child's learning.
- That families are reengaged in the school community.

### Achievements

#### Achievements:

- Maintained an effective communication system with families through - Newsletter, SeeSaw, Audiri, School website
- Organized information nights for new prospective families seeking enrolment
- Conducted school tours with during the day and evening times, followed by enrolment interviews
- Scheduled beginning of the year parent chats and bi-annual parent-teacher interviews
- Visited Kindergartens in relation to enrolled students with additional needs
- Fortnightly Classroom Newsletter - communicating learning focus so parents were informed about future learning areas in all subjects as well as special events
- Collaborated actively with members of the School Advisory Council
- Constructed a homework focus group for families to contribute their ideas towards school improvement in the area of homework
- Conducted family engagement evenings around Sacraments
- Hosted family events - Mothers Day/Fathers Day celebrations and stalls, family bingo night, 100 days of Prep celebration
- Whole school open classrooms presenting cultural diversity,
- Prep and Year 5/6 Better Buddies Launch,
- Student Art show presented in the hall
- End of year production,
- Family picnic lunch,
- Grandparents Day,
- 20th anniversary of the school celebration

- Mass celebrated with various grade levels leading the liturgy with parents invited to attend
- Whole school assembly on Monday mornings - Flag raising, National Anthem, Acknowledgement to Country, announcements
- Parents and Friends Committee organized fundraising events

MACSSIS 2024 PARENT Survey data showed the following:

Cana's survey data/results performed **above** the MACS average in the areas of barriers to engagement and Catholic Identity:

Cana's survey data/results performed **below** the MACS average in the areas of family engagement, school fit, school climate, student safety and communication.

Family Engagement: Cana 46% (MAC schools average 48%)

Barriers to Engagement: Cana 68% (MAC schools average 64%)

School Fit: Cana 71% (MAC schools average 76%)

School Climate: Cana 80% (MAC schools average 84%)

Student Safety: Cana 65% (MAC schools average 70%)

Communication: Cana 71% (MAC schools average 73%)

Catholic identity: Cana 76% (MAC schools average 66 %)

## Parent Satisfaction

At Cana we value parent involvement and work hard to forge strong connections with our families. Staff are committed to open communication and ensuring all parents are confident in the care and support of their child's/rens learning.

We are proud that our efforts to create a positive and inclusive learning environment have been met with general satisfaction and positivity.

Our formal and informal gatherings, as well as our email and app notifications have provided valuable and effective communication opportunities.

During interviews with existing and new families for 2025 Prep intake, we received overwhelmingly positive verbal feedback from parents . They learned about Cana via 'word of mouth'. We were humbled by this as we strive to be authentic and committed to our families existing and future enrolments.

While we understand there are times we may not agree completely on decisions, we are committed to listening to and addressing concerns raised by parents in a respectful and collaborative manner.

We always encourage parents to make an appointment with the Principal, Deputy Principal or their child's teacher at any time if concerns arise. Parents have consistently reported that staff are approachable and responsive. We prioritise strong partnerships with our parent community.

A special acknowledgement to parents in the school P&F committee who meet regularly to coordinate events and activities /fundraising events for our students. Also on many occasions, when we reach out for help, parents have answered the call for support.

To all our parents, thank you for your faith, trust and support of Cana Catholic Primary School.

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.canahillside.catholic.edu.au](http://www.canahillside.catholic.edu.au)