



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



Cana Catholic Primary School

46-60 Banchory Avenue, HILLSIDE 3037

Principal: Alison Bretag

Web: www.canahillside.catholic.edu.au

Registration: 2021, E Number: E1381

Principal's Attestation

I, Alison Bretag, 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 2025 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 05 Mar 2026

About this report

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](#).

Governing Authority Report

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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.

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 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 2025 we had an enrolment of 511 students. The school had 22 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.

Principal's Report

As the principal of Cana Catholic Primary School, it is a pleasure to present the Annual School Report for the 2025 Cana school year.

In 2025, 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. 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 Father Linh Tran who was very present in the life of the school and led faith formation and parent engagement evenings in preparation for students celebrating sacraments.

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 was completed on the Year 2 new building which contained four classrooms, withdrawal spaces for small group work and a shared space. The official opening of the building was a wonderful occasion with attendance from MACS personnel, the builders and architects, and previous school leaders who helped to honour the legacy of Father O'Reilly who passed away in February 2025.

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 look forward to continuing to lead the Cana School Community into the future, whereby Cana Catholic School is known for providing an excellent educational experience to all students.

Catholic Identity and Mission

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 framework
- That all staff are proficient in the use of data and curriculum, through rigorous, consistent and effective practice focused on growth.

Achievements

The Religious Education Leader (REL), continue to support teaching staff to focus on the To Know, Worship and Love resource , alongside a range of complementary materials, to support and guide students in their learning. This work is taking place in conjunction with the ongoing trial of the new Religious Education curriculum.

The new RE curriculum, which is still being explored and refined, has provided valuable insights and direction. It is supporting the REL to lead staff towards a deeper engagement with a variety of resources and approaches, strengthening the teaching and learning of Religious Education across the school.

Through ongoing planning, staff continued to explore and engage in rich, thought-provoking dialogue to deepen their understanding of both knowledge and spiritual dimensions across various aspects of Religious Education. The continued use of the To Know, Worship and Love scope and sequence, along with the F–6 content descriptors, provided a clear framework to guide teaching and learning.

Through this collaborative planning process, staff were actively engaged in meaningful professional dialogue and shared experiences, enabling them to design learning opportunities that foster deep student understanding of the traditions of the Catholic faith. This approach also supported students in developing and strengthening their spiritual awareness.

We warmly welcomed Fr Linh Tran in Term 4, 2024. Fr Linh became part of the school community, celebrating the Eucharist fortnightly and presiding over the Grade 6 Graduation Mass and sacraments. At the end of 2025, the parish further supported our community by appointing an Assistant Priest, Fr. Hoang Dinh to Sacred Heart/Emmaus Parish, of which Cana is one of the three primary parish schools.

Value Added

We are proud of the strong sense of identity that guides Cana, enabling us to immerse our community in meaningful experiences that enrich their understanding of the Catholic Faith. Our students take great pride in being part of Cana and continue to flourish in their knowledge and understanding of who we are as a faith community.

Year 6 Sacrament of Confirmation:

Prior to the Sacrament of Confirmation, Bishop Martin Ashe met with the Year 6 Confirmation candidates, taking time to deepen their understanding of the sacrament. He spoke about the meaning and significance of Confirmation, with a particular focus on the greatest gift from God—the Holy Spirit. Bishop Martin Ashe was also the celebrant for the Sacrament of Confirmation, making the occasion a meaningful and memorable experience for the students and the wider school community.

Year 4 Sacrament of Eucharist:

Our Year 4 students celebrated the Sacrament of Eucharist for the first time. It was a joyful and reverent occasion as the students received Jesus in Holy Communion surrounded by their families, teachers and parish community. We keep our students in our prayers as they continue to grow in faith and in God's love and grace.

Year 3 Sacrament of Reconciliation:

Our Year 3 students celebrated the Sacrament of Reconciliation. It was a special and prayerful occasion as the students reflected on God's love, forgiveness and mercy. We keep our students in our prayers as they continue to grow in faith and deepen their relationship with God.

Ash Wednesday Mass:

Ash Wednesday Mass was celebrated at Cana as a whole-school liturgy, bringing the entire community together to mark the beginning of the Lenten season.

Fortnightly Masses:

Fortnightly Masses were celebrated in two groups—Junior and Senior—allowing for a more focused and meaningful experience for students. Each Mass incorporated themes that reflected students' classroom learning and aligned with the feast celebrations of the Catholic Church, strengthening the connection between faith and daily learning.

Sacramental family evenings:

Staff actively attended and contributed to Family Sacramental Evenings in preparation for the Sacraments of Confirmation, Eucharist and Reconciliation. The focus of these evenings was to deepen both parents' and students' understanding of each sacrament and its significance within the life of the Church. These sessions were facilitated by Denise Arnel, with the support of Fr Linh, school leaders and staff.

Cana Feast Day:

Cana Feast Day is celebrated annually on March 25th, highlighting the foundational story of the school—the Wedding at Cana. This special day provides an opportunity for the community to reflect on the significance of this Gospel story and its connection to the identity and spirit of Cana.

Learning and Teaching

Goals & Intended Outcomes

Goals & Intended Outcomes

Goals:

Implement a consistent explicit teaching model aligned to the Vision for Instruction across all classrooms.

Increase the use of full participation strategies to maximise student engagement, accountability, and learning during explicit instruction.

Ensure consistent implementation of a high-quality, low-variance literacy curriculum across all P–2 classrooms.

Strengthen student proficiency in counting and place value in P–2 through explicit instruction

Improve student engagement and active participation in mathematics across Years 3–6.

Intended Outcomes:

All teachers consistently use an explicit teaching framework in daily lessons in literacy and mathematics.

Classroom observations show reduced instructional variance across year levels.

Teachers consistently use full participation strategies (e.g., choral response, whiteboards, think-pair-share, cold call) in every explicit instruction lesson.

Increased student active participation during lessons (e.g. all students responding, thinking, and engaging).

Student engagement data reflects improved positive student perception toward mathematics

P–2 classrooms implement the synthetic phonics program with fidelity.

Planning documents in literacy and mathematics demonstrate alignment with the agreed curriculum materials and instructional routines.

Reduction in between-class variability in literacy instructional practices.

Improved early literacy data (e.g., phonics screening, decoding accuracy, oral reading fluency).

Increased percentage of students meeting or exceeding expected literacy benchmarks by end of Year 2.

Students demonstrate automaticity in counting forwards and backwards within expected year-level ranges.

Increased percentage of students accurately representing and partitioning numbers using place value knowledge.

Improved early numeracy assessment results in counting and place value strands.

Mathematics lessons in Years 3–6 consistently incorporate structured daily review routines.

Student survey data reflects increased confidence and enjoyment in mathematics.

Growth in achievement data in targeted mathematics strands across Years 3–6.

Achievements

Two Curriculum Leaders were allocated to the Learning & Teaching areas: one for Prep–2 and one for Years 3–6. This ensured that the literacy and mathematics 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 and mathematics to flow effectively across all year levels. In addition, these leaders also supported the planning of Inquiry throughout the school.

A full time intervention teacher, delivered Literacy Intervention aimed at supporting students who were identified as requiring further literacy instruction. This targeted approach provided tailored instruction and resources to help close learning gaps and improve student outcomes in reading.

Students in Years 3-6 have access to 1:1 chromebook use as a learning tool within the classroom. We prioritise online safety throughout Prep - Year 6, delivering cyber safety education through our partnership with Inform and Empower.

In 2025, the school reviewed its assessment schedule to ensure assessments provided meaningful data to support student learning. In Prep–1, the Maths Online Interview (MOI) was administered to assess students' early numeracy knowledge and skills in the areas of counting and place value. Across P–2, ongoing literacy screeners, progress monitoring and cumulative reviews were implemented to track growth and inform teaching.

PAT Mathematics (PAT-M) and PAT Reading (PAT-R) adaptive were used across the school to provide standardised data on student achievement and growth. In Years 3–6, summative assessments in English and Mathematics were implemented to assess student learning against curriculum expectations.

Staff engaged with evidence-based curriculum resources through the OCHRE platform, with a focus on Mathematics P-6 and literacy 3-6. All year levels incorporated the Mathematics OCHRE resources into classroom practice, using them to explore explicit teaching strategies and enhance student engagement.

The school embarked in the Mathematics Acceleration Program (MAP) to provide short, targeted, explicit instruction to strengthen conceptual understanding, and build mathematical fluency in Year 2 and Year 4. It aims to provide students with the tools, strategies, and practice they need to experience automaticity in addition and subtraction.

In 2025, staff participated in a range of professional learning opportunities to strengthen teaching and learning across the school. This included the Teach Well program, focused on building effective instructional practices and Exploring Explicit Instruction in Mathematics, which provided strategies to enhance numeracy teaching. All teaching staff engaged in professional development related to the Initialit program, including training for Learning Support Officers (LSOs), to ensure consistent delivery of literacy instruction and support for students across the early years.

The school continues to regularly support leaders in attending professional learning opportunities to enhance their knowledge and expertise. In 2025, curriculum leaders participated in English and Mathematics network meetings, WalkThrus with Tom Sherrington, the Flourishing Learners Conference, and the Teach Well program. These leaders shared the insights and best practices they had gained with teaching staff in facilitated planning and through PLTs, ensuring that new strategies and approaches were effectively integrated into the school's teaching practices to improve student learning outcomes.

Student Learning Outcomes

Reading and Spelling results show strong achievement in both Year 3 and Year 5, with 75% of Year 5 students and 68% of Year 3 students meeting the proficient standard in Reading, and 75% of Year 5 students and 64% of Year 3 students achieving proficiency in Spelling.

NAPLAN:

In Writing, a high proportion of students achieved proficiency, with 87% of Year 3 students and 82% of Year 5 students reaching the standard.

Grammar & Punctuation results show over 60% of students achieving proficiency at both Year 3 and Year 5 levels.

Numeracy data demonstrates 62% of Year 3 students and 67% of Year 5 students meeting the benchmark.

Year 3 proficiency improved in the spelling domain from 56% in 2024 to 64% in 2025, and Year 5 from 68% in 2024 to 75% in 2025.

Year 3 proficiency in grammar and punctuation increased from 56% in 2024 to 64% in 2025, maintaining a strong outcome in this domain.

| NAPLAN - Proportion of students meeting the proficient standards | | | | | |
|---|----------------------------|-------------------------|-------------------|-------------------------|-------------------|
| | 2025 (current year) | | | 2-Year Average | |
| Domain | Year level | Mean Scale score | Proficient | Mean Scale score | Proficient |
| Grammar & Punctuation | Year 3 | 431 | 64% | 420 | 60% |
| | Year 5 | 508 | 65% | 507 | 66% |
| Numeracy | Year 3 | 399 | 62% | 399 | 62% |
| | Year 5 | 494 | 67% | 501 | 74% |
| Reading | Year 3 | 408 | 68% | 414 | 72% |
| | Year 5 | 493 | 75% | 502 | 75% |
| Spelling | Year 3 | 417 | 64% | 408 | 60% |
| | Year 5 | 492 | 75% | 499 | 72% |
| Writing | Year 3 | 441 | 87% | 438 | 91% |
| | Year 5 | 499 | 82% | 507 | 81% |

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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

Goals & Intended Outcomes

Goal:

To increase student engagement and achievement in Mathematics in Year 4 through the use of full participation tactics (cold calling, whiteboards, AB partners, choral response, choral reversals).

Intended Outcomes:

- By the end of 2025, 90% of Year 4 students will achieve at level or above in PAT M (Maths).
- Improve student perceptions of ability in Mathematics through a student survey,
- Teachers will see more engagement from the students within Mathematics using observational data.

Achievements

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 who receive supplementary, substantial and extensive adjustments at school. The intention of these meetings is to collectively and collaboratively plan effective goals and strategies to ensure student success, whilst obtaining expert advice to support the student in their academic and social/emotional learning.

Mental Health in Primary Schools (MHIPS)

In 2025, Cana continued its commitment to student wellbeing through the Mental Health in Primary Schools (MHIPS) program. Central to this initiative was the appointment of a MHIPS

Facilitator for two days per week. This role is instrumental in enhancing staff expertise regarding youth mental health challenges and ensuring they are aware of the services available for these students. Furthermore, the facilitator provides direct intervention for students and families when specific mental health concerns are identified, ensuring a responsive and supportive school environment.

As part of this proactive approach, the MHiPS Facilitator implemented the Peaceful Kids program for students across Years 1 to 6. This intervention, grounded in mindfulness and positive psychology, is specifically designed to decrease anxiety and foster long-term emotional resilience. By engaging in the program, students acquire practical coping mechanisms (including meditation and stress-management techniques) that empower them to navigate personal challenges with increased composure and self-assurance.

To ensure these efforts are integrated seamlessly into the school's infrastructure, the MHiPS Facilitator and Wellbeing Leader collaborated to establish a formalised internal referral pathway. This system promotes a cohesive, whole-school approach to identifying social-emotional learning needs and initiating vital wellbeing conversations. Additionally, these streamlined referrals contributed to the documented evidence for the Nationally Consistent Collection of Data (NCCD).

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

Cana conducted an extensive transition process for students entering Prep in 2025. Families first attended an enrolment meeting, providing an opportunity to meet school leaders and discuss their child. The Learning Diversity Leader and the Wellbeing Leader then visited each child at their kindergarten to begin building relationships and gather early information to support a smooth transition to school.

Students and their families were subsequently invited to participate in three 'Pre Prep Sessions'. These sessions provided valuable insights into how students interacted and collaborated with one another, while also helping them become familiar with the school environment.

Families were also offered three opportunities for informal playground visits to further support students in developing confidence and comfort within the school setting. An information session for parents was held to discuss school readiness and share strategies to support children's personal, social and learning development. Finally, students attended an orientation session where they met their classroom teacher and peers in preparation for the start of the school year.

Grade 6 Transition

Cana implemented a comprehensive transition program to support our Grade 6 students as they prepared for the move to secondary education. While the majority of our students enrolled at Catholic Regional College, attending either the Caroline Springs or North Keilor campuses, we provided dedicated support for those transitioning to various other Catholic and government schools within the local area. This ensured that every student, regardless of their destination, was equipped for a successful start to their next chapter of schooling.

To facilitate a seamless transition, Cana engaged with the staff at the receiving secondary colleges. This process began with Grade 6 teachers completing extensive profiles for each student, detailing their academic progress, social-emotional capabilities, and overall life at school and home. These profiles were followed by individual handover meetings between our teachers and the colleges' Learning Diversity staff. Throughout these consultations, our Grade 6 team was supported by Cana's Learning Diversity and Wellbeing leaders to ensure a holistic and accurate representation of every child's needs.

Furthermore, we ensured that essential documentation was securely transferred to secondary schools to maintain continuity of care. This included Personalised Learning Plans, diagnostic reports, and Program Support Group meeting minutes for students requiring ongoing adjustments.

Student Wellbeing Survey Data

Through a collaborative effort between classroom teachers and the Student Wellbeing Leader, students participated in termly wellbeing surveys designed to proactively identify factors impacting their social and emotional health. These assessments focused on key areas of the student experience, including peer friendships, teacher-student relationships, and their overall engagement with learning.

When the data highlighted potential concerns, the Wellbeing team and classroom teachers conducted prompt follow-up interventions. These insights served as a vital tool for initiating supportive dialogue with families and provided students with a dedicated platform to voice their concerns. By offering this alternative channel of communication, the school has strengthened its ability to respond to student needs and foster a transparent, supportive learning environment.

Inside Play

To facilitate a more supported social environment, Cana continued to provide structured indoor play sessions during recess and lunch breaks for students who benefit from scaffolded interaction. These sessions offer a calm and predictable space, allowing students to develop their social skills and build confidence away from the often-overwhelming nature of the main playground.

The program is carefully designed with activities that promote collaboration, effective communication, and problem-solving. A staff member supervises each session to actively facilitate student engagement and reinforce essential social skills, such as turn-taking and negotiating play. By providing real-time modeling and guidance, our staff help students navigate social dynamics more effectively, ensuring a high level of inclusion and supporting the social-emotional growth of every participant.

Resilience, Rights and Respectful Relationships (RRRR)

To support the development of personal and social capabilities, the school has implemented the use of the Resilience, Rights and Respectful Relationships (RRRR) resource for all students from Prep to Year 6. Facilitated by the classroom teachers with the support of the Wellbeing Leader, this framework is delivered through a consistent, whole-school approach that ensures a continuity of learning. By embedding these principles into our daily practice, we empower students to build emotional intelligence, develop healthy social connections, and foster overall health literacy throughout their primary education.

A vital component of our proactive safety and wellbeing culture is the "Hand of 5" strategy, as provided by the Kids Helpline. Implemented on a termly basis, this activity empowers students to identify five trusted adults in their support network whom they can turn to when they need help. By formalising these help-seeking strategies, we ensure that every child has the vocabulary and the confidence to communicate their concerns, fostering a secure and connected school community.

Student Satisfaction

MACSSIS 2025 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 81% (MAC schools average 76%)

School Engagement: Cana 63% (MAC schools average 50%)

School Climate: Cana 68% (MAC schools average 59%)

Teacher-student Relationships: Cana 81% (MAC schools average 71%)

School Belonging: Cana 79% (MAC schools average 69%)

Learning Disposition: Cana 80% (MAC schools average 73%)

Student Safety: Cana 58% (MAC schools average 57%)

Enabling Safety: Cana 67% (MAC schools average 57%)

Student Voice: Cana 56% (MAC schools average 57%)

Catholic Identity: Cana 83% (MAC schools average 65%)

Student Attendance

Student non-attendance is managed by the school in accordance with MACS procedures and policies. 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.

| Average Student Attendance Rate by Year Level | |
|--|-------|
| Y01 | 89.1 |
| Y02 | 89.86 |
| Y03 | 90.34 |
| Y04 | 89.03 |
| Y05 | 90.95 |
| Y06 | 88.88 |
| Overall average attendance | 89.69 |

Leadership

Goals & Intended Outcomes

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

In 2025, the Cana School Leadership Team worked collaboratively to improve student learning outcomes under the leadership of the new principal. Achievements included:

- The Leadership team met regularly through weekly meetings with an itemised agenda.
- The Leadership Team actively participated in MACS Professional Learning Opportunities including the Vision for Instruction, Vision for Engagement, MAP, network days etc.
- Curriculum leaders supported team planning each week in a consistent and data focused manner.
- Leaders were supported through a coaching model with Shane Crawford from EduPoint Professional Learning
- Principal received regular coaching and support from Katrina Bourke.
- Leaders and Teachers participated in MACS Professional Learning opportunities regarding NCCD moderation, Personal Learning Plans (PLP) or Student Adjustment Plans (SAP) etc.
- A number of staff completing further study at a Masters level.

- 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.

| Expenditure And Teacher Participation in Professional Learning | |
|--|----------|
| List Professional Learning undertaken in 2025 | |
| <p>Some Professional Learning undertaken in 2025:</p> <ul style="list-style-type: none"> • MACS Flourishing Learners Conference. • MACS Vision for Instruction and MACS Vision for Engagement. • InitialLit PL for all staff. • MAP (Maths Acceleration Program)- various teachers and leaders. • MACS Explicit Instruction PL • MACS Crucial Conversations PL • Teach Well PL • PAT Data Analysis PL • DIBELS PL | |
| Number of teachers who participated in PL in 2025 | 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.

Teachers are empowered to share their expertise and best practices through collaborative Professional Learning Team meetings and at facilitated planning sessions with leaders. The school is committed to supporting all staff to flourish and be up to date with current best practice to improve student outcomes.

MACSSIS 2025 STAFF Survey data showed the following:

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

Staff data:

Perceptions of the quality of relationships between staff and members of the leadership team: Cana 74% MACS Average: 81%

The extent to which the school leaders set the conditions for improving teaching and learning at the school: Cana 41% MACS Average: 59%

Perceptions of the quality and coherence of professional learning opportunities. Cana 52% MACS Average: 64%

How well teachers work together in teams to improve teaching and learning. Cana 68% MACS Average: 73%

| Teacher Qualifications | |
|-------------------------------|----|
| Doctorate | 0 |
| Masters | 6 |
| Graduate | 3 |
| Graduate Certificate | 2 |
| Bachelor Degree | 27 |
| Advanced Diploma | 4 |
| No Qualifications Listed | 12 |

| Staff Composition | |
|---------------------------------------|-------|
| Principal Class (Headcount) | 4 |
| Teaching Staff (Headcount) | 37 |
| Teaching Staff (FTE) | 33 |
| Non-Teaching Staff (Headcount) | 18 |
| Non-Teaching Staff (FTE) | 12.54 |
| Indigenous Teaching Staff (Headcount) | 0 |

Community Engagement

Goals & Intended Outcomes

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 and the introduction of a school Facebook page.
- Organised information night for new prospective families seeking enrolment.
- Conducted school tours 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
- Conducted family engagement evenings around Sacraments
- Hosted family events - Mothers Day/Fathers Day celebrations and stalls, 100 days of Prep celebration
- Prep Information evening for parents/carers
- Cyber Safety information session with Inform and Empower - parents / carers to understand the importance of keeping our children safe while on devices.
- Whole school open classrooms presenting Cultural Diversity
- Celebrating Catholic Education Week with open classrooms
- Prep and Year 5/6 Better Buddies Launch
- End of year Carols at CRCSYD (Catholic Regional College, Sydenham)

MACSSIS 2025 PARENT Survey data showed the following:

Cana's survey data/results performed above the MACS average in the area of Catholic Identity.

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

Family Engagement: Cana 44% (MAC schools average 47%)

Barriers to Engagement: Cana 62% (MAC schools average 64%)

School Fit: Cana 66% (MAC schools average 76%)

School Climate: Cana 81% (MAC schools average 84%)

Student Safety: Cana 59% (MAC schools average 70%)

Communication: Cana 69% (MAC schools average 73%)

Catholic identity: Cana 68% (MAC schools average 66 %)

Parent Satisfaction

Parent Satisfaction

At Cana Catholic Primary School, we value parent involvement and actively work to foster strong, positive connections with our families. Staff are committed to open communication, ensuring that all parents feel confident in the care, support and learning of their children.

We are proud that our efforts to create a welcoming, inclusive and supportive learning environment have been met with a high level of satisfaction and positivity within our parent community.

Both formal and informal opportunities for engagement—including gatherings, email communication and app notifications—have provided effective and meaningful ways to connect with families.

During interviews with both existing and prospective families for the 2026 Prep intake, we received overwhelmingly positive verbal feedback. Many families shared that they learned

about Cana through word of mouth, which we view as a strong affirmation of our authentic commitment to our community and to future enrolments.

While we acknowledge that there may be times when perspectives differ, we remain committed to listening to and addressing any concerns in a respectful, collaborative and solution-focused manner. Parents are always encouraged to make an appointment with the Principal, Deputy Principal's or their child's teacher should any concerns arise. Feedback consistently indicates that staff are approachable, responsive and supportive, reflecting our priority to build strong partnerships with families.

We extend a special acknowledgement to the parents involved in the Parents and Friends (P&F) Committee, who meet regularly to coordinate events, activities and fundraising initiatives that enrich the experiences of our students. We are also grateful to the many parents who generously offer their time and support whenever it is needed.

To all our families, we sincerely thank you for your ongoing faith, trust and support of Cana Catholic Primary School.

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.canahillside.catholic.edu.au