



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Matthew's School

95 William Street, FAWKNER NORTH 3060

Principal: Rachael Spooner

Web: www.smfawknernth.catholic.edu.au

Registration: 1612, E Number: E1224

Principal's Attestation

I, Rachael Spooner, attest that St Matthew's School is compliant with:

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

Attested on 13 May 2024

About this report

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our School Vision

At St Matthew's Catholic Primary School, we seek truth and hope through the teachings of Jesus Christ. In partnership with our wider community, we aspire to be deeply engaged learners and active global citizens.

School Overview

St Matthew's Primary School is a culturally enriched school community where cultural differences are accepted and celebrated. St Matthew's has a long tradition of striving to meet the needs of all students within its care so that they can achieve to their full potential. We are proud of the quality of education, support and extensive facilities that St Matthew's provides to the families it serves.

We are a school that prides itself on providing a strong and broad curriculum in a caring and welcoming environment based on the values of Jesus as outlined in the Gospel stories.

St Matthew's is continually improving and maintaining its facilities to ensure a safe, nurturing, modern and effective learning environment. The school sits on a large site with ample space for learning (inside and outside), play and quiet areas. The school buildings are well maintained and all learning areas are bright, well-equipped and environmentally controlled (heated, cooled and purified).

The St Matthew's classroom structure consists of 12 classes from Prep to Year 6 and our enrolment in 2023 was 254 students. 70% of our students have a language other than English, resulting in a strong appreciation for and acknowledgement of other cultures and backgrounds. We offer extensive programs for our refugee students and students newly arrived in Australia, ensuring their individual learning needs are met. Our staff structure is made up of 27 teaching staff and 16 non-teaching staff.

The school works predominantly on a straight grade philosophy with two class groups on all levels. In 2023, due to the low number of Prep enrolments and a larger group of Year 1's we had 2 classes of Prep/1. Students at St Matthew's Primary School have equal access to external equipment to aid the use of sport and physical movement as well as being able to access the library, music room, visual art room, Italian room and ICT room on a weekly basis. These resources are further enhanced by the employment of specialist teachers who run comprehensive and engaging lessons in the areas of Italian, ICT, Music, Physical Education, and Visual Arts.

St Matthew's has a team of highly professional and dedicated staff who are committed to the Catholic ethos and who recognise the importance of working as a team to meet the diverse needs of the students. Our approach to learning emphasises Literacy and Numeracy skills as the means of accessing knowledge, communicating information and ideas and solving problems.

Our staff is committed to differentiating programs to ensure that all the needs of our students are being met, whether physical, emotional, social, educational or spiritual. There is also a very strong ICT focus right across the school with students in Prep to Year 6 accessing various digital technology tools. Our Year 2-6 students are involved in a 1:1 Chromebook

program, whereby each student has access to a personal Chromebook used for researching, recording data, designing projects and many more lifelong skills. Students in years Prep and One have more than ample access to Laptops, iPads and spare Chromebooks.

Professional Development has been undertaken by all staff to unpack the Religious Education curriculum. MACS (Melbourne Archdiocese Catholic Schools) staff are regularly invited in to facilitate school based professional learning to deepen staff understanding of the new curriculum.

Our Parish Priest, Fr Florentino (Boy) Galdo is involved in the school and regularly invites the classes to attend fortnightly mass. The students attending were asked to be active participants during the mass.

The Religious Education Leader, the Parish Priest and Principal are all responsible for overseeing and supporting staff in planning and celebrating sacramental programs and liturgies. Sacraments and Church celebrations are continuously highlighted in our Religious Education lessons and planning, taking into consideration the Catholic Social Teachings. All sacraments are celebrated throughout the year.

Our Religious Education program is also highlighted throughout our Wellbeing approach to schooling. Our students are exposed to the social and emotional teachings, positive behaviour management, anti-bullying policies, social skills and recognition of student learning and behaviour through the continuation of the "YOU CAN DO IT" approach to Social and Emotional Wellbeing.

St Matthew's is a welcoming school where all parents are encouraged to be active participants in their child's education. Parents and caregivers are also encouraged to attend various events held at school, such as, year level masses, sacramental masses and family faith nights. Parental involvement is also paramount and is encouraged through other activities such as whole school Sports Day, Parents' and Friends' Association events, annual whole school Christmas Carols and the School Advisory Council. The school utilises Seesaw to share students' work and to communicate with parents. Other communication is achieved through the newsletter (sent fortnightly), letters and alerts on our Audiri App and on the school website. These are all used as vehicles to keep our school community fully informed about current school events. As a school we celebrate student achievement and other celebrations through assemblies held each fortnight on a Friday afternoon.

Principal's Report

St Matthew's Primary School is a school with a strong sense of community built around our Catholic culture and identity. The school is well established and offers all families a safe, secure, supportive and progressive educational environment.

The school places a high priority and emphasis on the development of Religious Education within every member of our school community through prayer, daily lessons, the Sacraments, Liturgical celebrations and our everyday example. The school has a strong commitment to ensuring that all children experience a rich prayer and sacramental life.

St Matthew's Church and School literally sit side by side, and this is a strong reminder that, as a Parish primary school, we have a responsibility to work with the faith community in maintaining the relationship between the families and the church. The school is committed to the formation in faith of all members of the school community.

As an educational organisation, the school aims to continue building a culture of continuous learning and improvement where every student will have the opportunity to reach their true potential. In an ever-changing world, it is an ongoing challenge to develop programs and experiences that prepare the children in the best possible way to be effective and valuable persons in the twenty-first century. At St Matthew's we look for ways to prepare our students to meet this challenge. Within our staff, we promote a team approach to school improvement. The key to educational success for students is the quality of the teachers in the school and the quality of the relationships between the students, teachers and the families. Building connectedness to school is highly valued and continues to be a major focus at St Matthew's.

The school recognises that children learn in a variety of ways. St Matthew's has an extraordinary mix of children from diverse cultural, economic and social backgrounds. This means that the school has to put in place policies, procedures and practices to provide for the individual needs of the children in our care. As a school, we promote excellence in education and hold a firm view that all children have the potential to succeed and be lifelong learners if we provide the right environment, curriculum, support and opportunities.

Meeting the social and emotional needs of the children is also a high priority of the school. A number of practical, but very effective programs have been introduced or refined to allow the school to support our children and their families.

Mrs Rachael Spooner

School Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To strengthen St. Matthew's as an authentic, relevant and meaningful (contextualised) Catholic school by bringing faith, life and culture into dialogue

Intended Outcomes:

- That the capacity of the staff to design and implement authentic, meaningful, relevant, rigorous Religious Education curriculum is enhanced.
- That leaders and teachers, in collaboration with the wider parish, work to nurture the ongoing religious learning of all.

Achievements

Provided opportunities for community involvement by sending invitations in the school newsletter or on the school app inviting the St Matthew's community to attend various Religious events.

We celebrated the Sacraments. Through the sacramental program we were able to provide our students with further faith formation. This was also achieved through whole school celebrations of Stations of the Cross, Family week, The Assumption and St. Matthew's Feast Day.

Welcomed our new families at the Prep Welcome Mass and picnic, encouraging our community to come together to welcome them.

Continued to make strong and explicit connections to Social Justice and Catholic Social Teachings with the support of our whole school community for the St Vincent de Paul Winter Appeal.

Continued development of many resources for all grade levels, from Gospel stories, historical information and daily prayers both in visual and audible modes.

Value Added

Prep Welcome Mass for students and their families early in Term 1.

Opening School Mass, celebrations of our patron saint, St Matthew, The Assumption, Ash Wednesday, ANZAC & Remembrance Day

Sacraments of Reconciliation, First Holy Communion and Confirmation were all celebrated throughout the 2023 year.

Displaying of icons in the form of crosses from different nationalities, prints, paintings and statues through the school foyer and classrooms.

Continuing the tradition of the School Vice-Captains leading each school assembly in prayer.

Updating of the Sacramental displays in the school foyer and other sacramental displays to share with the community and families.

Online Prayer resources for Daily Prayer, resources created for lessons across the school.

Whole school masses in the church (at least twice a term), engaging the students in the connection between school and parish.

Learning and Teaching

Goals & Intended Outcomes

Goal:

To develop an authentic learning community

Intended Outcomes:

- That teacher capacity in data analysis is enhanced
- That teachers seeking feedback from their students on their learning will be prioritised
- That all planning will be data driven, student focused and based on high impact strategies
- That high expectations for all students will be evident throughout St. Matthew's

Achievements

CONTEMPORARY TEACHING PRACTICE

- NCCD outline presented to staff to establish a shared understanding of processes and practices needed for effective implementation
- Further development of Google Classroom (3-6) and Seesaw (P-6) for student use in the classroom
- Continued allocation of time to allow teams to plan for the upcoming term, utilizing both CRTs and specialists staff.
- Embedded implementation of a whole school focus on Civics and Citizenship in Term 1.

ENGLISH

- The whole school Literacy practice and vision were periodically reviewed through facilitated planning to enable the continued assessment and direction in pedagogical and managerial practices for all Literacy components
- The Literacy Assessment Schedule was reconsidered to provide an updated and streamlined effective use of relevant summative and formative assessments. The data was subsequently evaluated to drive the requirements in targeted and explicit teaching with evidence-based learning. PAT R was incorporated in November and the Essential Assessment for Reading and Viewing and Writing for Years 1 to 6 was used Pre, Mid and Post throughout the year.

- Results from testing were examined to identify Students at Risk. Reading Recovery and Levelled Literacy Intervention programmes were applied to accelerate these students' learning.
- Teacher capacity: Focus was placed on Phonics and Word Knowledge.
- Cued Articulation for the visual articulation of sounds was further developed by Learning Support Officers and Junior grade teachers
- A new document was created to scaffold from Prep to Year 6 Phonics and Word Knowledge at St Matthew's
- The Ready Set Prep programme for family engagement in learning included an introduction to Phonics and Reading at St Matthew's
- Multicultural Learning Support Officers are employed to assist in the classroom, Mercy Connect and Ardoch Foundation volunteers came weekly to be of support to our students.
- Regular EAL meetings were established with the classroom teachers to discuss these students and to monitor their progressions.
- A funded tutoring program was continued to target students particularly affected by lock-downs and remote learning in 2021

MATHEMATICS

- Mathematics leader continued to provide support through guided planning and mentoring teachers in data use.
- Mathematics extension groups run for students requiring above grade level enrichment in grades P-6
- Essential Assessment embedded to provide curriculum-aligned online topic testing to guide planning through the targeting of content and student groups. All data from testing documented in planning documentation. All student mathematics achievement data collated into SPA platform to provide one point of reference
- Matific, an online mathematics program, continued to be used in Grades 3-6 to support remote learning by providing a virtual learning environment. In class Matific enables teacher modelling and explicit teaching as well as an opportunity for personal practice
- Topic tests in Essential Assessment showed topic area growth
- Mid and end of year standardised testing with PAT M showed within year growth
- A funded tutoring program was continued to target students particularly affected by lock-downs and remote learning in 2021

Student Learning Outcomes

The 2023 Reading NAPLAN data for Year 3 students indicates that 22% fell into the Needs Additional Support (NAS) band. 14% of the students were in the Developing band, with the majority of students in the remaining bands (Strong 50% and Exceeding 14%).

The 2023 Reading NAPLAN data for Year 5 students indicates that 5.4% fell into the NAS band. 16.2% of the students were in the Developing band, with the majority of students in the remaining bands (Strong 40.5% and Exceeding 35.1%). The Exceeding data shows that as a school we were higher than the State and National figures by 11% and 14%.

The 2023 Writing NAPLAN data for Year 3 students indicates that 11% fell into the NAS band. 8% of the students were in the Developing band, with the majority of students in the remaining bands (Strong 67% and Exceeding 14%). This data is comparable to State data but is better than National.

The 2023 Writing NAPLAN data for Year 5 students indicates that 2.7% fell into the NAS band. 19% of the students were in the Developing band, with the majority of students in the remaining bands (Strong 48.5% and Exceeding 27%). All of our data in Writing Year 5 is better than both State and National data.

The 2023 Numeracy NAPLAN data for Year 3 students indicates that 11% fell into the NAS band. 25% of the students were in the Developing band, with the majority of students in the remaining bands (Strong 53% and Exceeding 11%).

The 2023 Numeracy NAPLAN data for Year 5 students indicates that 5.5% fell into the NAS band. 24.3% of the students were in the Developing band, with the majority of students in the remaining bands (Strong 45.9% and Exceeding 21.6%).

For St. Matthew's, areas of strength were Writing and Numeracy. Reading in Year 5 was also a strength, however, it was identified that the Year 3 Reading was an area for improvement. Further analysis of the data indicates that those needing the additional support were boys and students from LBOTE.

Programs were aimed at developing reading skills in all Year 3 students with specific attention for students whose data fell in the NAS and developing bands. Intervention lessons were provided in the areas of Reading and Numeracy with professional development provided for teaching staff in the area of Phonics and Word Knowledge to address the general needs in Writing.

| NAPLAN - Proportion of students meeting the proficient standards | | | |
|---|-------------------|-------------------------|-------------------|
| Domain | Year level | Mean Scale score | Proficient |
| Grammar & Punctuation | Year 3 | 395 | 53% |
| | Year 5 | 521 | 69% |
| Numeracy | Year 3 | 404 | 64% |
| | Year 5 | 509 | 69% |
| Reading | Year 3 | 385 | 64% |
| | Year 5 | 508 | 78% |
| Spelling | Year 3 | 411 | 58% |
| | Year 5 | 497 | 75% |
| Writing | Year 3 | 415 | 81% |
| | Year 5 | 514 | 78% |

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

Student Wellbeing

Goals & Intended Outcomes

Goal:

To optimise student outcomes through authentic engagement for all students

Intended Outcomes:

- That STEM thread will be evident in Inquiry planning consistently Prep - 6
- That all students will be authentically engaged and challenged
- That the Respectful Relationships program will be evident throughout St. Matthew's
- That students self-efficacy will be fostered through authentic engagement in their learning
- That students' voice in their learning will be enhanced

Achievements

You Can Do It wellbeing program was continued P-6 during the year.

Facilitated planning meetings regularly through the term, focusing on You Can Do It implementation and report readiness.

Continuation of regular Parent Support Group meetings between classroom teacher, Wellbeing leader, Learning Diversity Leader, Learning Support Officer and parent.

Continuation of fortnightly Wellbeing Team meetings comprising School Counsellor, Wellbeing Leader, Learning Diversity Leader, Principal and Deputy Principal.

Continuation of Social and Emotional Learning (SEL) and Wellbeing themes/topics as the Term 1 Inquiry Big Question.

Wellbeing Leader participated in You Can Do It, further Professional Learning as well as MACS Wellbeing Networks.

Social Thinkers Groups Yrs 1 -6 with Wellbeing Leader focusing on individual social skills.

Participation in the National Day of Action Against Bullying across the school.

Year 5/6 children participated in the Aspire Higher program – Leadership Building

Information about students' wellbeing and Social/Emotional learning was presented to parents and carers as part of the READY SET PREP sessions.

Value Added

- Revisit School Rules and Consequences, unpacked in classes and visuals developed.
- Excursions and Incursions were provided for students. These extra curricula activities add value to the life of the children at St Matthew's school. Some of these included: Sovereign Hill, Werribee Zoo, Science Incursions.
- NAIDOC, Reconciliation Week, Sorry Day, National Day of Action against Bullying, R U OK? Day were acknowledged by the whole school.

Student Satisfaction

We were able to have the Prep Welcome Mass followed by a gathering on the school grounds afterwards. Year 6 Graduation was celebrated with mass and supper in the hall. We had a Music Concert to showcase the learning that was happening in Music classes across the school.

Each class was given the opportunity present their learning at an assembly. Classroom Achievement Awards were presented focusing on celebrating the students' achievements, both academic and social.

Other events that the students participated in included a football clinic conducted by the Northern Saints Football Club (local to the Fawkner area), Ride to School Day, Socktober, Mothers' Day and Fathers' Day stalls as well a family week activity.

A highlight of the year was the Christmas Carols. The children were taught their songs to perform during their music lessons.

Macssis Student Survey data revealed that our student responses were all above the Macs schools' average. Particularly of note are the following: School Belonging 73%; School Teacher Student Relationship 75%; Learning Dispositions 75% & Rigorous Expectations 82%.

Student Attendance

if a student is absent, parents can contact the school in a variety of ways. The most common is via telephone or Audiri (communication app). If a student's absence is not explained by 9.30am, our Administrative Officer will contact the parents. In the first instance an SMS is sent via Audiri this usually prompts the parents to contact the school. If we have not heard from the parents and a call is made.

| Average Student Attendance Rate by Year Level | |
|--|-------|
| Y01 | 89.2% |
| Y02 | 91.1% |
| Y03 | 92.5% |
| Y04 | 91.4% |
| Y05 | 89.5% |
| Y06 | 87.7% |
| Overall average attendance | 90.2% |

Leadership

Goals & Intended Outcomes

Goal:

To develop an authentic learning community

Intended Outcomes:

- That staff professional development will be prioritized and explicitly linked to school goals
- That instructional leadership will be evident throughout St. Matthew's
- That a formal feedback process is evident throughout St. Matthew's

Achievements

- Revisit expectations of Staff. Updated Staff handbook on Google Drive
- Weekly Professional Learning closely aligned to intended outcomes in the AAP and SIP, normally in Library on Wednesday afternoons
- Half Yearly June Student reports, Proofread by Leadership Team
- Online booking provided for Parent/Teacher interviews
- Flu Injections were offered once again to all staff by school early term 2
- Regular Leadership Team Meetings every Tuesday afternoon
- ARMs to re-establish purpose and new protocols for developing goals in 2024
- ARMs conducted by Principal
- Consultative Committee Meetings led by Principal
- Preparing for and participating in Parent/Teacher Interviews
- Preparing for and providing fortnightly Assemblies on Fridays
- Preparing for and providing Annual Christmas Carols
- Ready, Set Prep program for 27 students & parents (for 4 Fridays) 4th term
- Two 2024 Prep Orientation sessions
- Continuation of Child Safety policy implementation
- End of year Student reports proofread by Leadership Team
- Final day lunch organised by Admin team and Principal Each staff member received a thank you from Principal in the form of a movie voucher

| Expenditure And Teacher Participation in Professional Learning | |
|---|----------|
| List Professional Learning undertaken in 2023 | |
| <ul style="list-style-type: none"> • The Literacy Leader and the Prep - Year 2 teachers attended Explicit Teaching in Literacy PL provided by MACS • The Wellbeing leader attended Mental Health in Primary Schools training and cluster meeting • Level 1 Diabetes training was done by all staff, Level 2 and 3 training was completed by staff members directly involved with our diabetic student <ul style="list-style-type: none"> • 2 teachers attended CERES PL • REL attended Network meetings • Literacy Leader attended Cluster meetings • Mathematics Leader attended Cluster meetings • Deputy Principal attended Network meetings • Learning Diversity Leader, Deputy Principal and Literacy Leader attended Differentiation Conference • The Leadership Team participated in the MACS North Collective Leadership for Meaningful <ul style="list-style-type: none"> • Librarian attended OLIVER training • Principal attended ER training modules • All staff participated in Emergency Management training • Physical Education teacher attended ACHPER conference • Visual Arts teacher attended Visual Arts conference • Music teacher attended MUSE conference | |
| Number of teachers who participated in PL in 2023 | 30 |
| Average expenditure per teacher for PL | \$596.00 |

Teacher Satisfaction

Professional learning is a key area of staff satisfaction. The opportunity to attend relevant PL is very important to the staff (MACSSIS 2023 61%, a 6% increase on 2022)

2023 MACSSIS Data also indicated staff were very happy with the support for teams (83%) and school leadership (64%), however, despite being high (87%) staff-leadership relationships had dropped by 1%, whilst this drop is not significant it does indicate a need to maintain these relationships to ensure other elements, such as staff safety (74%) and psychological safety (65%) remain high.

| Teacher Qualifications | |
|-------------------------------|-------|
| Doctorate | 0.0% |
| Masters | 18.4% |
| Graduate | 15.8% |
| Graduate Certificate | 0.0% |
| Bachelor Degree | 44.7% |
| Advanced Diploma | 21.1% |
| No Qualifications Listed | 0.0% |

| Staff Composition | |
|---------------------------------------|------|
| Principal Class (Headcount) | 2 |
| Teaching Staff (Headcount) | 36 |
| Teaching Staff (FTE) | 26.7 |
| Non-Teaching Staff (Headcount) | 19 |
| Non-Teaching Staff (FTE) | 14.5 |
| Indigenous Teaching Staff (Headcount) | 0 |

Community Engagement

Goals & Intended Outcomes

Goal:

To continue to build strong links between parish, school and local community

Intended Outcomes:

- That opportunities to engage parents will be focused on deepening parents' understanding of Teaching and Learning at St. Matthew's
- That opportunities to engage parents in our Catholic Traditions will be explored
- That a school council will be established according to MACS guidelines
- That communication modes to all stakeholders will be varied, timely and informative

Achievements

- Continuation of Merri Health inspired program 'Ready Set Prep' to ensure that 2023 enrolled prep students and families have regular opportunities to meet with other parents and students coming to school in the new year. Parents and students take part in 6 - 7 sessions, the first 4 - 5 sessions attending together and the final two sessions with the students in the classroom. Through Merri Health, parents and staff had access to a Family engagement Officer.
- Hosting Open days and tours for prospective prep parents, taking them through the classrooms for a 'walk and talk' model. Usually 1 hour in duration (Early Term 1)
- Continue to promote and use Seesaw as a two way communication tool between parents and teachers
- Commencement of regular (usually twice a term) School Advisory Council meetings
- Parents returned to attending whole school masses and fortnightly assemblies
- Yearly Prep barbeque at the beginning of the school year to encourage parents to attend school functions where they have the opportunity to talk to other families within their own children's year levels. This happened in Term 2 due to inclement weather in Term 1
- Regular, fortnightly newsletters featuring an educational component to the newsletter so as to continue to communicate to parents the learning occurring at St Matthew's primary school
- Dissemination of term overviews at the beginning of each term outlining the learning that will be taking place throughout the term, highlighting the Big Question that will be unpacked.

- Introduction of fortnightly newsletters on the SkoolBag App

Parent Satisfaction

The Prep Welcome Mass followed by a gathering on the school grounds afterwards was well attended by our Prep families. Year 6 Graduation was celebrated with mass and supper in the hall. We had a Music Concert to showcase the learning that was happening in the Music classes across the school. All families were invited to attend. The attendance at this event was exceptional.

Parent/Teacher/Student interviews were well attended both at the beginning of the year and in July.

A highlight of the year was the Christmas Carols. All families were invited to attend the Carols, food trucks were brought in and families were encouraged to have a picnic on the school oval. This event was also very well attended and the parents were extremely pleased with the event.

Other events that the students participated in included a football clinic conducted by the Northern Saints Football Club (local to the Fawkner area), Ride to School Day, Socktober, Mothers' Day and Fathers' Day stalls as well a family week activity.

The 2023 MACSSIS Family Data for family engagement indicated an increase to 53%. Up 12% on the 2022 data. This shows that families value the opportunities they are being given to participate in the school life of their children.

The data in all areas showed a slight increase on the data from 2022, however, one area of further development is school climate. This area had a decrease of 4% from 82% in 2022 to 78% in 2023. Whilst still a positive result this is an area for further clarification with parents to determine their perceptions of the school's learning and social climate.

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.smfawknernth.catholic.edu.au