



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Mary Queen of Heaven Primary School

75 French Road, GREENVALE 3059

Principal: Renae Gentile

Web: macs.vic.edu.au

Registration: 2248, E Number: E1421

Principal's Attestation

I, Renae Gentile, attest that Mary Queen of Heaven 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 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 09 May 2024

About this report

Mary Queen of Heaven 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

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

Mary Queen of Heaven is a learning community that lives the gospel values. We follow the example of Mary in fostering our relationship with Jesus our God.

We are empowered to solve problems, to nurture compassionate and respectful learners who work together for the common good.

School Values

Love

To love others we must love ourselves and our God. We are called to love our neighbours and encourage others to do the same. Mary was an exceptional example of love: loving and forgiving even in her darkest days. Jesus' love for us and the love of our eternal destination of Heaven is reflected in the name of our School. We encourage our students to be instruments of love in their words and actions.

Humility

Mary our Mother was a wonderful example of humility.

Humility is the quality of being humble. Humility is a low self-regard and sense of unworthiness. It means recognising self in relation to our God. To be truly humble we need to spend time listening to others.

Practice mindfulness and focus on the present.

Be grateful for what you have.

Ask for help when you need it.

Seek feedback from others on a regular basis.

Review your actions against the language of pride.

We encourage our students to be humble and gracious in their interactions with others.

Courage

Mary was a woman of courage. She courageously said 'Yes' when called upon by God.

Courage can mean standing up for what you believe in, being a responsible risk taker and following your hopes and dreams.

We encourage our students to be courageous in their learning, in their relationships and in the decisions they make.

Respect

Respect for self and others is integral in promoting quality relationships and a loving and harmonious school community.

School Overview

Mary Queen of Heaven Catholic Primary School is situated in the Maples Estate in the growing suburb of Greenvale.

Mary Queen of Heaven Catholic Primary School is the third Catholic primary school in the parish of The Good Shepherd, Gladstone Park. Mary Queen of Heaven Catholic Primary School is an unapologetically Catholic School, which centres on Jesus Christ as the model and guide of our faith. Empowered by Christ's love as demonstrated to him by His Mother Mary, Mary Queen of Heaven is an inclusive, engaging and child-centred Catholic community educating children from the areas of Greenvale.

Mary Queen of Heaven Catholic Primary School is a very multicultural school welcoming families from many backgrounds and provides education from year Prep through to Year Six. In our foundation year Mary Queen of Heaven Catholic Primary School had an enrolment of approximately 105 students, from Foundation to Year Six.

Many of our students have a language background other than English, which adds to the colourful, rich culture of the Mary Queen of Heaven Community. Mary Queen of Heaven is blessed through our strong multiculturalism and the gifts brought to us via many cultures are celebrated by us all.

In our foundation year an aim of our school has been to help parents to carry out their responsibility of nurturing their sons and daughters in the Catholic faith while educating them to their full potential, so our young learners can contribute to and enjoy living in contemporary Australian society.

We are proud of the offerings we have made to our students in our first year. Despite being such a new and evolving school we have been able to offer many special facilities and programs. Rich and rigorous learning and teaching occurs across five classes: two Year Prep, one Year One/Two, one Year Three/Four, one multiage of year Four/Five/Six.

The implementation of targeted teaching groups in all curriculum areas and an Inquiry pedagogy of Discovery and Projects has ensured that we have set the bar high right from the beginning. Our learners are seen and heard, and all learning is designed with their needs at the forefront

Our specialist program offerings in our first year include STEM (Science, Technology, Engineering and Mathematics), Physical Education, LOTE (Italian) and Visual Arts.

We recognise the changing attitudes in our world and place an emphasis on a shared commitment towards faith education. As educators, we carry the flame of hope and guide our

children in Catholic traditions and secular education, so they are able to stand strong and be future participants / leaders in democratic our Australian society.

Principal's Report

Principal's Report

Mary Queen of Heaven Catholic Primary School is a warm, welcoming and child-centered school that provides quality education in faith, disposition and knowledge. Despite the many challenges involved in opening a brand-new school, 2023 proved to be a very rewarding year as our first year of operation.

Our achievements in building community and transitioning students to a new school environment have been outstanding. We have a remarkable group of highly dedicated and caring staff who are committed to the Catholic ethos of the school and who are both highly professional and enthusiastic in their work. Guided by Australia's First Saint and her vision of 'Never see a need without doing something about it,' I am so proud of our staff who have been willing to go above and beyond for the students in many aspects. Our students are a delight to work with. Their enthusiasm and dispositions towards learning are a credit to them all. They are the heart and soul of Mary Queen of Heaven.

As a team we worked hard to embed a school culture guided by our motto of 'Let the Light Shine.' Staff worked tirelessly to create a school culture that actively supported the well-being of our children.

Starting a new school has been a privilege and one that I have been incredibly humbled by. It has required all of us to work together and use our experiences from working in different schools, with varying levels of experience, understandings and beliefs about learning and teaching. We have created a united and cohesive staff group with a shared vision for learning and teaching and we ensure that we have clear and shared goals.

Our Parish Priests, Fr. Dishan Candappa and Fr An Nguyen are welcoming and supportive of all people. Their support of our school community is highly appreciated on both a spiritual and personal level. As a Catholic school community, we are very aware of the challenges faced by many in our community. We believe that we are invited to make a difference in the lives of those we meet, fostering dialogue and engagement for all.

We thank the parents for your support and interest that you show in your child's education. This support is shown to us in so many ways and has been the catalyst for setting up such a beautiful community from day 1.

Mary Queen of Heaven Primary School is a warm, welcoming and culturally diverse community, and it is a privilege and honour to be here, learning alongside you all.

I look forward to your continued support, participation and partnership in 2024.

Renae Gentile

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Catholic Identity & Mission

Goals & Intended Outcomes

To explicitly embed the Catholic identity of Mary Queen of Heaven as a living faith community within a contemporary context.

That our school Vision, Motto and Values are explicitly taught, reflected upon and lived.

That behaviour, actions and relationships witness our Christian faith, gospel values and Catholic social teaching.

Achievements

Achievements

Mary Queen of Heaven has established itself to be a distinctively Catholic school community that is welcoming of those from other faith traditions.

We continue to further develop the staffs' understanding of the RE Pedagogy and build connections between other areas of the curriculum.

Achievements

Staff have journeyed together to enhance their own spirituality within a Catholic context. Shared opportunities for personal reflection, meditation and collaborative prayer are provided daily in classes and weekly at staff meetings.

During all staff gatherings, staff pray together, this established and strengthened both personal and communal spirituality. Staff responded positively to this daily invitation with many sharing how much this opportunity proved to be a source of connection and inspiration during a time in which many felt so 'new' to this community.

Our school holds dear a dedicated Sacred Space designed to welcome all in our community to prayer, reflection and Mass. This space has been beautifully set up as a space that truly signifies our commitment to our Catholicity.

The Religious Education program at Mary Queen of Heaven from Prep-6 is an important part of the broader curriculum with staff becoming more skilled in linking the Religious Education

content to other subject areas. Religious Education is not just something that we do here at Mary Queen of Heaven, we try to put our faith into action. Teaching staff have become more skilled in planning rich units of learning designed to build upon student knowledge, faith and Catholic doctrine in Religious Education. Students are provided with opportunities to demonstrate their knowledge and understanding in different ways. As teachers' understanding of the Religious Education Framework grows, they are becoming more adept at assessing students' learning against the Religious Education standards.

Our school Motto of 'Let the Light Shine' is embedded in all of our interactions with staff, children and families. We use our motto to affirm, celebrate and to aspire to be more like Jesus.

School Masses are celebrated for feast days with teachers often taking their students to the Sacred Space in recognition that it is a place of worship and welcome. In Term One we gathered to present a re-enactment of the days of Holy Week to our community. In an effort to maintain a sense of church life, feast days, liturgical seasons and significant world events were acknowledged as they occurred throughout the year. Special activities and celebrations were developed to further enhance student and staff learning and connection. This included acknowledging special interfaith feast days as a way to both learn and recognise those in our community of other faiths.

Our very first Parish Feast day for The Good Shepherd was celebrated with our two parish schools, and our whole school gathered to celebrate our First School Feast Day in August, the Feast of the Queenship of Mary.

Classes begin each day with prayer that is both teacher led and increasingly student led. Many older students lead prayer, selecting hymns and both formal and informal prayers to share. Meditation and mindfulness practices have been included into the curriculum for students and used as tools for staff personal reflection.

The school Sacramental program worked alongside the Parish program to enhance knowledge of the Catholic faith through parent workshops and Sacramental meetings. Many of our students and families are faith filled and active members of the Parish. Our school is blessed to have Fr Dishan and Fr An to help lead us in our faith. A tradition of daily prayer has been established and maintained, as were our meditation and mindfulness practices. Sacraments of First Reconciliation, First Eucharist and Confirmation we celebrated throughout the school year.

Value Added

VALUE ADDED

Taken from the 2023 MACSSIS student surveys:

Catholic Identity: Student perceptions about the Catholic Identity of the school

82% Mary Queen of Heaven School compared to a MACS average of 65%.

Taken from the 2023 MACSSIS staff surveys:

Catholic Identity: Staff perceptions of the Principals faith leadership and of particular dimensions of Catholic IDentityin school life

91% Mary Queen of Heaven School compared to a MACS average of 75%.

Taken from the 2023 MACSSIS family surveys:

Catholic Identity: Family perceptions of and engagement with the overall Catholic Identity of the school

81% Mary Queen of Heaven School compared to a MACS average of 68%.

Learning and Teaching

Goals & Intended Outcomes

Learning & Teaching

Goals & Intended Outcomes

To build a professional culture of dialogue, trust and reflective practice to positively impact student outcomes and develop a pedagogical framework.

That all members of staff are engaged in a collaborative professional learning culture that is focused on maximising student outcomes.

That a shared pedagogical approach is developed and aligned with the school vision and curriculum frameworks.

Achievements

Achievements

At Mary Queen of Heaven we have a diverse and multicultural population, with some children coming from an EAL background as well as presenting with diverse learning needs. Educators at Mary Queen of Heaven have high expectations of all children; offering high support and the tools that enable them to learn to enable all children to thrive. Educators utilise a range of practices that are evidence based and are proven to have a high impact on student learning. Educators engage in regular Professional Learning through:

PLT (Professional Learning Teams) are held weekly, facilitated by a Leader and address children's needs as identified data by building Teacher Capacity. They are an opportunity for Educators to build their practice by engaging in professional reading, hands on experiences and through dialogue and reflection. Embedded in these PLTs are opportunities for staff to design learning for Faith, Inquiry and Wellbeing/Social & Emotional Learning

Weekly Facilitated planning is guided by a learning leader. Educators meet as a year level team to design target teaching based on data. This is facilitated by a Learning Leader and operates on a cycle of Numeracy one week / Literacy the next.

The priority of this time is to:

- Analyse data that has been gathered during a learning cycle to determine children's strengths and areas of need.
- Measure Educator impact on student growth and highlight strategies that lead to success.

Determine point of need and 'where to next' using a progression of learning
plan a cycle of learning and teaching using methodologies / strategies.
Embed thinking tools or routines that help build metacognition.
Align the Capabilities alongside the content being taught.

Guided by the 'Traces of Learning' consultants, Educators explored a pedagogy for Inquiry, engaging in Professional Learning and coaching to support their understanding of this approach

An Assessment Schedule was developed at the beginning of the year, encompassing a range of Formative and Summative assessments that enable us to track data at an individual and whole school level

Educators provided feedback to children through Target Teaching, and conferences

The EAL Curriculum was used to track children's progress and determine their learning pathways

Intervention was designed to support children across the school with various learning needs including phonics, letter formation, phonemic awareness and fine motor skills

A phonological awareness approach was introduced in Year Prep, One and Two. The introduction of this approach followed testing and data collection. This program was given priority in all junior classrooms and was supported by the Professional Development of all staff and the purchase of new reading materials in the form of decodable texts.

Reports were sent formally in Semester 1 and Semester 1, with Seesaw used alongside this for intine reporting purposes

Families were given the opportunity to attend Parent Teacher chat in person during Term 1 and Term 3.

Student Learning Outcomes

STUDENT LEARNING OUTCOMES

2023 Prep - Year 2 Literacy Data (Fountas and Pinnell)

Prep

67% reached benchmark or well above

33% below benchmark

Year 1

70% at or above benchmark

30% below benchmark

Year 2

90% at or above standard

10% below standard

2023 PAT Math Data

Grade 1

75% at or above benchmark

25% below benchmark

Grade 2

60% at or above benchmark

40% below benchmark

Grade 3 (11 children)

20% at or above benchmark

70% below benchmark

Grade 4 (10 children)

50% at or above benchmark

50% below benchmark

Grade 5 (7 children)

50% at or above benchmark

50% below benchmark

Grade 6 (2 children)

100% at or above benchmark

2023 Pat Reading Data

Grade 1

75% at or above benchmark

25% below benchmark

Grade 2

75% at or above benchmark

25% below benchmark

Grade 3 (11 children)

35% at or above benchmark

65% below benchmark

Grade 4 (10 children)

30% at or above benchmark

70% below benchmark

Grade 5 (7 children)

70% at or above benchmark

30% below benchmark

Grade 6 (2 children)

100% at or above benchmark

* There are no NAPLAN results to compare to as 2023 was Mary Queen of Heaven's opening year

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	*	*
	Year 5	*	*
Numeracy	Year 3	*	*
	Year 5	*	*
Reading	Year 3	*	*
	Year 5	*	*
Spelling	Year 3	*	*
	Year 5	*	*
Writing	Year 3	*	*
	Year 5	*	*

*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

Goals & Intended Outcomes

To create a learning environment that is safe, inclusive, nurturing and stimulating which promotes independence, interdependence and self- motivation.

That student interactions and relationships with self & peers will build and develop.

Achievements

Achievements

Student Wellbeing is central to all that we do at Mary Queen of Heaven School. All staff work together to help the students to better understand their social and emotional needs. Learning is focused on understanding the way we are feeling and the words that match those emotions. Students are encouraged to think about how their actions impact others and how to work and play together well. These ideas and concepts are primarily taught in an incidental way, throughout every subject and on the playground, every day. In addition to this, formal wellbeing lessons are taught within the classroom context. Classroom teachers also have dedicated teaching time for wellbeing every week as well as integrating these valuable skills into all lessons.

In our opening year Wellbeing needed to be at the forefront of all we did, given the 'newness' and uncertainty we were all living with as a brand-new community. Initially, lessons focused on our school values, particularly those of Love & Respect. We invited all students into explicit learning about emotions through the Zones of Regulation curriculum, engaging in online stories and interactive games inspired by Berry St.

Teachers and students also worked together to create a featured Wellbeing Day the students named "Be Kind Day". The focus was on connecting with others and embracing the challenges being faced with such significant changes in everyone's lives. Resilience and staying socially connected were paramount.

Our school values are:

Love
Respect
Humility
Courage

These values underpinned our approach to wellbeing and certainly complimented our Behaviour management program.

Value Added

Strong support is given to all families at Mary Queen of Heaven with the provision of interpreters both orally and written for families who require this help in languages including Indian, Sri Lankan Arabic, Chaldean and Assyrian.

Students at Mary Queen of Heaven participate in a range of personal development activities, including Cyber safety workshops and Leadership development. Student leadership is an important aspect of our wellbeing program and practices with all Year 6 students having a leadership position and set tasks to complete. This helps students to develop their own sense of responsibility and teamwork.

All school staff are first aid and anaphylaxis trained with all staff being placed on the First Aid roster. All staff complete compulsory training about Mandatory Reporting and Child Safety on an annual basis, and the Disability Standards in Education every two years.

There are many extra-curricular activities available to students at Mary Queen of Heaven including Lunchtime Clubs, PE, Wellbeing Lessons. These help to promote the importance of physical activity and broaden student's interests. Unfortunately, these were limited this year due to our small numbers. Accessing Interschool sports will not be possible until our middle and senior numbers grow.

Staff at Mary Queen of Heaven have developed an extensive transition to school program with a Pre-Prep Program offered to students entering Prep. In 2023, this program was implemented for the first time and feedback from families was favourable.

Open lines of communication for all students, including our Pre-Preps, is also a feature of our student wellbeing approach. Additional transition support is also available for students moving on to secondary school to develop strong connections, minimise anxiety and aid in a smooth transition into Year 7.

Student Satisfaction

STUDENT SATISFACTION

Taken from the 2023 MACSSIS student surveys:

Student voice: The extent to which students feel they have opportunities to have an impact on their school.

75% Mary Queen of Heaven compared to a MACS average of 57%.

Teacher student relationships: The strength of the social connection between teachers and students, within and beyond the school.

70% Mary Queen of Heaven compared to a MACS average of 57%.

Student safety: Perceptions of student physical and psychological safety while at school.

67% Mary Queen of Heaven compared to a MACS average of 55%.

Student Attendance

STUDENT ATTENDANCE

Student attendance is monitored closely and unexplained or regular absences are followed up with a phone call to families in the morning. Parents and caregivers also use the Audiri (formally Skoolbag) app or email to inform the school of student absences which is easily accessible by most families. The principal is responsible for monitoring student attendance.

Mary Queen of Heaven School has a strong focus on Family School Partnerships with particular emphasis on building relationships with families in order to engage the wider community.

Average Student Attendance Rate by Year Level	
Y01	*
Y02	*
Y03	*
Y04	*
Y05	*
Y06	*
Overall average attendance	#DIV/0!

Leadership

Goals & Intended Outcomes

Goals & Intended Outcomes

To build a professional culture of dialogue, trust and reflective practice to positively impact student outcomes and develop a pedagogical framework.

That all members of staff are engaged in a collaborative professional learning culture that is focused on maximising student outcomes.

That a shared pedagogical approach is developed and aligned with the school vision and curriculum frameworks.

Achievements

Achievements

Staff at Mary Queen of Heaven have been supported by a small, yet dynamic leadership model based on a shared vision, shared responsibility, engagement and empowerment of staff. School leaders are working with staff to develop a common understanding of appropriate teaching practices and approaches to improve student outcomes.

Staff have developed their understanding of goal setting and feedback, as demonstrated through activities such as team planning, facilitated planning and Annual Review Meetings, Termly Review Meetings and Learning Walks.

Throughout the course of the year and lead by our Learning & Teaching leader, staff gained proficiency in using collaborative learning tools in order to plan for high quality learning and teaching experiences. This helped all staff members to maintain a sense of connectedness to each other and to the school. Leadership members and staff were connected with each other in many ways, a weekly wellbeing 'check in' session was paramount to building such a connected and united staff.

The richness of our diverse community is evident and is demonstrated by our high number of EAL background students and Students with Additional Needs, with many students requiring additional support. Support has needed to be flexible and responsive as many of these needs became apparent long after enrolment.

In 2023, the School Principal was supported by the Deputy Principal/Learning & Teaching/Wellbeing leader. The appointment of the new Learning Diversity Leader in April 2023 was

welcomed by all. A small yet hardworking team was established and saw out the 2023 foundation year.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</p> <p>Description of Professional Learning undertaken in 2023</p> <ul style="list-style-type: none"> - Internal staff professional learning team meetings (PLTs) - Coaching through the School Leadership Team. - School Principal participating in MACS Professional Learning - School Principal and Administrative Staff continuing ICON training in eSiS and eFiN - Disability Standards in Education (DSE) modules for all staff - Mandatory Reporting module for all staff - Family Violence reforms for all staff - Child Information Sharing Scheme (CISS) 	
Number of teachers who participated in PL in 2023	12
Average expenditure per teacher for PL	\$1000.00

Teacher Satisfaction

TEACHER SATISFACTION

2023 was a year of learning, developing, building and flexibility. Teachers and non-teaching staff were supported by a Leadership Team, but what was most pleasing was the fact that other 'leaders' emerged from within the staff itself. Teachers were quickly up skilled in the management of assessment and student data, and many were guided to 'let go' of previously made assumptions and practices of what good learning and teaching is. We built a pedagogy and a collective efficacy based on our school values and the Pillars developed early in the school year to develop clarity, harmony and teamwork.

Through weekly check-ins, facilitated planning, PLTs and Annual Review Meetings, teaching staff were able to share their celebration, frustrations and challenges; these were however outweighed by the many new learnings and positives that became apparent throughout the year.

Teacher Qualifications	
Doctorate	0.0%
Masters	17.6%
Graduate	5.9%
Graduate Certificate	0.0%
Bachelor Degree	70.6%
Advanced Diploma	5.9%
No Qualifications Listed	0.0%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	12
Teaching Staff (FTE)	9.0
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	7.2
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Goals & Intended Outcomes

To create and sustain family/school/community partnerships so that learning connects strongly with families and communities beyond the classroom.

That there is a collaborative partnership between Parish, School, Home and Community.
That families are actively engaged to participate in the life of the school.

Achievements

Achievements

Mary Queen of Heaven is a rich and diverse community. The school is a welcoming environment where families are invited to connect with each other and to the school in order to build relationships where the school and families work in partnership. The school is viewed as a meeting place for many families all of whom are new to the community and who require practical assistance and support. We continue to build the capacity of families to support their children's learning.

Mary Queen of Heaven is fortunate to have a Sacred Space. We have utilised this space to help facilitate community events and parent engagement opportunities. Staff and parents continue to develop their understanding of the school being a hub where mutual growth, respect and learning for children and families takes place. Leadership continues to create opportunities for families and the wider community to engage in rich learning. We hope family engagement opportunities and programs continue with increased participation of our families in the future.

Throughout the school year, we engaged with:

Monthly assemblies which engage parents in student life through classes celebrating their learning.

The newsletter in and website available in ALL languages.

The newsletter in and website available for vision impaired.

Excursions where parents have the option of attending as classroom helpers or as part of an adult learning group.

A comprehensive Pre-Prep program and Parent information sessions related to school readiness.

Whole school and class Masses, including The Queenship of Mary Feast Day Mass.

Mothers and special guests involved in Mother's Day celebrations.

Mothers and special guests involved in Mother's Day celebrations.
Healthy Start Breakfast Club offered via BIG Childcare.
Before & After-school program offered each day and on school closures and holidays.
Open Day- Wander & Wonder.

Parent Satisfaction

PARENT SATISFACTION

Taken from the 2023 MACSSIS families surveys:

- School fit: Families' perceptions of how well a school matches their child's developmental needs.

87% Mary Queen of Heaven compared to MACS average 75%.

- School climate: Families' perceptions of the social and learning climate of the school.

92% Mary Queen of Heaven compared to MACS average 84%

- Student safety: Perceptions of student physical and psychological safety while at school.

80% Mary Queen of Heaven compared to MACS average 70%

- Communication: The timeliness, frequency, and quality of communication between the school and families.

83% Mary Queen of Heaven compared to MACS average 72%

- Catholic identity: Families' perceptions of and engagement with the overall Catholic identity of the school.

81% Mary Queen of Heaven compared to MACS average 64%

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 macs.vic.edu.au