



2023

Annual Report to the School Community



St Alipius' Parish School

106-108 Victoria Street, BALLARAT EAST 3350

Principal: Emily Clarke

Web: www.saballarat.catholic.edu.au

Registration: 30, E Number: E2003

Principal's Attestation

I, Emily Clarke, attest that St Alipius' Parish 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 12 Mar 2024

About this report

St Alipius' Parish 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

The Diocese of Ballarat Catholic Education Limited (DOBCEL) governs 52 primary schools, one F – 8 school, and five secondary Colleges, educating around 13,500 students and employing more than 2,200 teachers and staff, from Mildura in the north, Portland in the south, and west to Edenhope and Nhill.

Now in its third year of operation, DOBCEL continues to work diligently to ensure all its schools flourish fully in their mission to provide high-quality, affordable, faith-based education opportunities for students and families in safe, supportive, and secure learning environments, that value diversity and promote cooperation, care, and respect for all.

During 2023, I was fortunate to visit all of our schools as the DOBCEL Board held meetings in different venues across the diocese. The spirit of harmony and sense of community, along with cultures of care for students and staff I experienced, was extremely encouraging. These school visits were also a reminder of the calibre of young people we have in our education system.

The role of school Principal continues to grow in complexity, demanding an increasingly diverse skillset and knowledge base. I am proud and deeply grateful for the exceptional dedication and professionalism of our 58 Principals, who, along with leadership colleagues and staff, work tirelessly to deliver education services for the families and communities they serve.

Enterprise Bargaining Agreement negotiations continued this year, involving staff from schools and human resources teams giving many hours and great effort to the process. Working with the inter-Diocesan bargaining group, DOBCEL continued to support efforts to finalise the Agreement with the Independent Education Union (IEU) as expediently as possible. DOBCEL continues to recognise the extraordinary work of staff in our schools and offices, and the substantial changes to the Agreement are intended to have a positive impact on staff and their workload.

As mandated by the Victorian Registration and Qualifications Authority (VRQA), the development of clear policy and procedural documents continued apace, with schools required to utilise DOBCEL foundational work, yet contextualise documents to suit the specific needs of each school. I express my gratitude to the team at Catholic Education Ballarat, who are both talented and conscientious in delivering this vital work.

During the year we saw the end of an era with the closure of St Brendan's Primary School, Dunnstown. Over 160 years of schooling was celebrated through speeches, laughter, and the sharing of many memories. Pleasingly, we also saw the refurbishment and opening of several new school buildings across the diocese this year.

I continue to be extremely grateful for the ongoing dedication, professionalism, and support of our personnel at Catholic Education Ballarat. I particularly acknowledge the commitment of our school leadership teams and their staff in nurturing and empowering the students in our care, as together we work to bring to life our vision: As partners in Catholic Education and open to God's presence, we pursue the fullness of life for all.

Tom Sexton

Executive Director DOBCELL

Vision and Mission

VISION

Open to God's presence, St Alipius Parish School is a Catholic Learning community of Excellence, Equity and Empowerment.

MISSION

As a Christ-centered educating community, St Alipius Parish School:

Ensures that child SAFETY pervades policy and practice.

Celebrates a rich TRADITION of Catholic beliefs, values, practices and history.

Nurtures the WHOLE PERSON identifying and developing individual competencies to ensure we all aspire to be the best we can be.

Develops and nurtures strong RELATIONSHIPS that give witness to the Good News of Jesus.

Provides a curriculum that is INCLUSIVE, relevant, stimulating and challenging.

Promotes EMPATHY as the lens through which we encounter each other and members of our wider communities.

Leads students into deep inquiry; rigorously seeking the WISDOM that makes a positive difference in their world.

Is a CELEBRATING community, inspired by hope and a positive vision for the future.

School Overview

St Alipius is a Catholic primary school in the parish of Ballarat East that has a close physical and cultural connection to the parish. St Alipius is the oldest continually operating school in the Ballarat area, having first opened in 1853 as a tent on the goldfields. Ballarat East has always been a working-class area and St Alipius Primary School has served the parish community well for many decades. We were excited to celebrate our 170 year anniversary in 2023. This celebration acknowledged the hard work and dedication of our early educators, who established our school community during hard times, and also celebrated our current reality in 2023 and the brilliant educators who now continue to serve our community so well.

At St Alipius we work within the framework of Visible Learning and we intentionally 'make learning visible' for our students. Learning Intentions and Success Criteria are developed so that all students know the purpose of the learning and what they need to do to be successful. We are developing a feedback culture that promotes self-reflection and the confidence to know how to take the next steps in the learning process.

St Alipius is recognised within the local Aboriginal community as a school that provides a culturally safe and responsive environment for students to learn and for families to be a part. In 2023 we had an enrolment of 28 Aboriginal and Torres Strait Islander families.

In 2023 the students at St Alipius are organised into twelve multi-aged learning groups. The number of students in each learning group ranges from sixteen to twenty-four. At the conclusion of 2023 we had an enrolment of 243 students.

In 2023 our school undertook a Capital Grants project which saw an extension to our administration wing and the building of a new Multipurpose Learning Wing, which will house our Music and Japanese specialist program. The building works were completed by Magellan and will be officially opened and blessed in 2024.

Principal's Report

2023 has certainly been a busy year that has flown by quicker than any I have known.

It has been a year of stability, a year that has finally felt somewhat 'normal'.

This year we celebrated 170 years of continuous Catholic Education at St Alipius. What a remarkable achievement. As a Christ centred community, we actively seek and acknowledge the presence of God in each other, and by doing this we contribute to a life that emphasises love, compassion, and the recognition of the divine in every individual. Our celebrations at the beginning of the year demonstrated this deep love many have for our community and its rich history, as well as the path that is being paved for the future. Our Ballarat East Community Day was a new tradition that we, and the local community, embraced with open arms. We look forward to this continuing in 2024.

This year we have come to the end of two important cycles in our Professional Learning. We have completed our third and final year working alongside Corwin to implement Visible Learning at St Alipius. Visible Learning has no doubt had a positive impact on the teaching and learning practices within our school. We have a deeper understanding of our impact in the classroom, we are more comfortable and capable of analysing and using data to guide our teaching and we have developed a strong language of learning across the school.

We have also completed our third and final year of the ReLATE program. This program, delivered by the McKillop Institute, has reaffirmed our commitment and solidified our already existing knowledge of trauma informed practice and the importance of relationships.

One of the highlights of 2023 has no doubt been our community connection and strengthening our relationships with others who live and work within our local area. We have had students regularly attending Barkly St and supporting the regeneration of their botanical gardens. Our Laudato Si students have linked in with the Ballarat East Community Garden, learning vital skills and creating stronger community partnerships. Our Taiko team has shown amazing leadership in visiting other schools and sharing their love of Taiko drumming with the wider community. We have hosted many gatherings at St Alipius, including the Diocesan Wellbeing Network and the DOBCEL Leadership team. These gatherings have provided our students with opportunities to lead prayer and take guests on tours of our school, with many guests commenting about how confident and proud our students are of their school and their spaces.

Our building project is really taking shape and we are thrilled that we are on track to utilise the new multipurpose wing in 2024. I want to commend our students on their flexibility and patience as parts of their yard have been taken over by the builders. They have adapted their play and have accepted the 'bigger picture' with grace and very little complaint. We think the addition of the Gaga pit certainly helped with this adjustment! Thank you Ned!

As we move towards 2024 I am looking forward to continuing to work hard for our school community, and continuing to place my focus on communication, transparency and feedback. I believe that these principles are essential for the continued growth and success of St Alipius. Open communication ensures that ideas, concerns, and achievements are shared freely among all members of our community, creating a sense of inclusivity and collaboration. Transparency is a cornerstone of trust, as it allows everyone to have a clear understanding of our goals, decisions, and the rationale behind them. Furthermore, feedback, both giving and receiving, is the most important tool for improvement, and I wish to encourage a culture where feedback is delivered with respect and received with openness.

Thank you to our staff for your endless energy, unwavering commitment and your deep love of teaching and learning. Thank you to our parents for allowing us to walk this journey alongside you and entrusting us with one of the most important gifts we can give your children; a Catholic education. And thank you to those who have played a supportive role, including Jaci, our Deputy, Lauren and Danielle in the office alongside me, my Central Zone Principal Network and Education Consultant, and the wonderful parents on our School Advisory Council.

Thank you for a successful year at St Alipius.

Catholic Identity and Mission

Goals & Intended Outcomes

1. To use our 170th Anniversary to re-examine our Catholic school identity so that it gives authentic expression to our Catholic tradition, while recontextualising it for these times and into the future.

Achievements

Our success in teaching and learning Religious Education (RE) during our 170th Anniversary was evident in our deliberate efforts to re-examine and reaffirm our Catholic school identity, ensuring it authentically reflects our Catholic tradition while remaining relevant in today's context and into the future.

Throughout this milestone year, we embarked on a journey of reflection, exploration, and recontextualisation of our Catholic identity, guided by our rich history and tradition. We seized the opportunity of our 170th Anniversary to delve deeply into our roots, examining the core values, beliefs, and teachings that underpin our Catholic faith and identity.

By celebrating our anniversary, we not only honoured our past but also embraced the present and looked toward the future with renewed vigor and purpose. Through a variety of educational initiatives, including special liturgical celebrations, historical studies, and Ballarat East community outreach projects, we engaged our students, staff, and broader community in meaningful conversations about our Catholic identity and its significance in today's world.

One of the key successes of our approach was our ability to recontextualize our Catholic tradition, making it accessible, meaningful, and inclusive for all members of our school community. We recognised the importance of acknowledging and celebrating the diversity of backgrounds, experiences, and beliefs within our school community while affirming the universal principles of love, compassion, and justice that lie at the heart of our Catholic faith. We were able to see this in action at our Ballarat East Community Day, where people of all backgrounds came together to celebrate our local school, parish and business community.

Furthermore, our celebration of the 170th Anniversary provided a platform for us to engage in critical dialogue and reflection on how we can continue to live out our Catholic identity in a rapidly changing and increasingly secular society. By fostering a spirit of openness, inquiry, and dialogue, we encouraged our students to explore the relevance of their faith in their daily lives and to discern their role as stewards of Catholic tradition in the modern world.

In conclusion, our success in teaching and learning RE during our 170th Anniversary was characterised by our commitment to authenticity, relevance, and inclusivity in expressing our Catholic school identity. By embracing our past, celebrating our present, and envisioning our future, we have strengthened our connection to our Catholic tradition and reaffirmed our mission to nurture the spiritual, intellectual, and moral growth of our students in accordance with the teachings of Jesus Christ. We look forward to continuing this journey of faith and discovery as we strive to be faithful witnesses of the Gospel in our ever-changing world.

Value Added

In 2023 we have:

- Maintained our use of an R.E Google Site to enhance the professional development and support of staff.
- Continued weekly Whole School Prayer despite not having access to our hall.
- Participated in a whole staff closure day, focused on Scripture Bibliodrama.
- Continued to embed the understanding of Catholic Social Teaching principles throughout the school
- Reported in RE through knowledge based outcomes demonstrated in assessment tasks.
- Ensured that the RE program is enhanced by prayer and reflection.
- Responded to the heart of the Gospel in actionable ways.
- Acknowledged and celebrated our First Nations people - through:
Reconciliation Action Plan and 3 Year Strategic Plan
Acknowledgement of Country
Celebration of NAIDOC Week
Aboriginal and Torres Strait Islander perspectives that impact positively on the curriculum.
- Ensured that a holistic sense of social justice based on the principle of human dignity, filtered through all aspects of the community including classroom learning experiences, meetings and communications with the community and support for families in times of need.

Learning and Teaching

Goals & Intended Outcomes

1. To work collaboratively with staff to move towards the systematic embedding of a Visible Learning pedagogy at St Alipius. This goal seeks to develop 'assessment capable learners' and to improve learning outcomes by addressing ALL at point of need.

Achievements

Over the past year, St Alipius Parish School has made significant progress in achieving our goals to enhance teaching and learning outcomes through the implementation of Visible Learning. In 2023, our partnership with Corwin comes to an end. Our final School Capability Assessment demonstrated exceptional growth over the three year period.

As we reflect on our journey over the past three years with Corwin and our official accreditation as a 'Visible Learning' school, it is evident that this partnership has yielded significant positive outcomes for our students, staff, and school community. The adoption of the Visible Learning framework has empowered us to cultivate a culture of evidence-based teaching and learning, where every student's progress is visible, valued, and celebrated.

One of the key successes of our Visible Learning journey has been the transformation of our instructional practices to focus on what truly makes a difference in student learning. Through ongoing professional development, collaborative inquiry, and the implementation of research-backed strategies, our teachers have become more effective facilitators of learning, capable of delivering high-impact instruction that meets the diverse needs of our students.

Furthermore, the Visible Learning framework has provided a common language and framework for dialogue among staff, fostering a culture of collaboration, reflection, and continuous improvement. This common language comes through in our conversations about our Learning Dispositions, Feedback and Data. By systematically collecting and analysing student data, setting learning intentions and success criteria, and providing timely and specific feedback, our teachers have been able to make informed decisions about their teaching practices and tailor their instruction to optimise student learning outcomes.

Another positive success of our Visible Learning journey has been the increased engagement and ownership of learning among our students. By explicitly teaching metacognitive strategies, fostering an understanding of the importance of Learning Dispositions, and involving students in goal-setting and self-assessment, we have empowered our students to become active agents in their own learning journey. As a result,

we have seen improvements in student motivation, resilience, and achievement across all grade levels and subject areas.

Our accreditation as a 'Visible Learning' school has had a ripple effect throughout our entire school community, extending beyond the classroom walls to influence school culture, parent engagement, and community partnerships. Parents have become more informed partners in their child's education, with a deeper understanding of the Visible Learning approach and its impact on student learning.

In conclusion, our three-year journey with Corwin and our official accreditation as a 'Visible Learning' school have brought about positive success and transformational change in our school community. By embracing the principles of Visible Learning, we have cultivated a culture of excellence (as stated in our Vision), collaboration, and continuous improvement that will continue to guide us on our pursuit for educational excellence and student success.

We look forward to building upon our achievements and furthering our commitment to making learning visible for all students. Our continued focus as we head towards 2024 will be in the area of Feedback and continuing to hone our skills in this broad area. We will continue to engage Shane Crawford to work with our staff in 2024, in order to keep Visible Learning at the forefront of our minds after completing our 3 year program with Corwin.

Student Learning Outcomes

In 2023 our NAPLAN results indicated that our Year 5 students were *above standard* in all NAPLAN areas. Our Year 3 students recorded results that were *at standard* across all areas, except in Spelling where they sat *below standard*. This is an improvement for both year levels from previous NAPLAN results. We believe that our Visible Learning work has really helped to improve our academic results through a more consistent approach to teaching and learning across the school.

We have continued to offer intervention at point of need, and have placed a particular focus on our '*extension*' programs, particularly in the area of Numeracy.

We have worked collaboratively to focus on our data and using this data to inform our teaching and our next steps for each individual student. We have transitioned to using the SIMON Data Analytics platform and this has further enhanced our data knowledge and use.

In 2023 we allocated new Positions of Responsibility for Numeracy and Literacy. We believe these roles have placed a greater emphasis on academic rigour and has supported teaching staff to improve their practice and receive greater support in each of these areas.

In 2023 we also established a comprehensive Assessment Google Site to support all staff in consistent approaches to assessment and use of data.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	385	42%
	Year 5	526	79%
Numeracy	Year 3	409	68%
	Year 5	496	72%
Reading	Year 3	410	68%
	Year 5	512	86%
Spelling	Year 3	376	47%
	Year 5	492	69%
Writing	Year 3	407	74%
	Year 5	504	76%

*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

1. The school moves toward having a deeper understanding of adverse childhood experiences with a positive shift in staff attitudes and behaviour when responding to the needs of students, parents and their colleagues using The ReLATE model.
2. To continue to work towards being a school that leads the way in Cultural Responsiveness and Cultural Safety. We will offer a learning environment where every student's cultures, languages, and life experiences are acknowledged, validated, and celebrated.

Achievements

In 2023 we completed our three year partnership with the Mackillop Institute. Our final Insights and Discoveries Report indicated that in we had reached the '*Thrive*' point overall for all sub scales. This is a global score indicating our overall attitude to Trauma Informed Care and demonstrates that our school is able to effectively and successfully provide high quality trauma informed care to our community.

At the beginning of our 3 year partnership, 18% of staff felt moderately confident in Trauma Informed Care. At the completion of our partnership, 59% of staff felt moderately confident. An increase in 40%. At the beginning of our 3 year partnership, 9% of staff felt very confident and at the completion, 21% felt very confident, an increase of 12%.

There is an intentional focus on the social, emotional and mental wellbeing of all members of the school community at St Alipius.

A culture of child safety is paramount and is supported through policy development and daily practice. Children are supported and empowered to articulate their feelings and given time and space to do so. Parents are treated as partners in the promotion of student learning and wellbeing. We have continued with our model of utilising a full time Learning Support Officer in the role of Pastoral Care worker. This allows a deeper focus on wellbeing and provides more support for our teaching staff. Our Pastoral Care worker has established a designated Wellbeing space that is well utilised by students. This space allows for student voice and an opportunity to feel heard and responded to.

Our growth in providing Trauma Informed Care has continued to benefit all students in our community.

Value Added

In 2023 we have:

- Continued our work with Mackillop Institute to implement the ReLATE model.
- Implemented and monitored the Tell Them From Me survey results to assess student wellbeing and belonging.
- Implemented the School Wide Positive Behaviour Support Framework in order to teach positive behaviours to all students.
- Provided the Peaceful Kids program - an intensive intervention for students experiencing stress, anxiety and other social and emotional challenges.
- Continued to build the capacity of our full time Pastoral Care worker through relevant PD such a Youth Mental Health First Aid and Peaceful Parents training.

Student Satisfaction

We utilise the Tell Them From Me survey and the Insight SRC survey to track the wellbeing of all students.

In 2023 our students recorded positive scores in the following areas:

- *Students with Positive Relationships*: 88% of students recorded having friends at school they can trust and that support them to make positive choices.
- *Students that Value Learning Outcomes*: 92% of students recorded that they believe schooling is useful in their everyday life and has a strong bearing on their future.
- *Effort*: 89% of students indicated that they try hard to succeed with their learning.

In our Insight SRC data we had pleasing growth:

Student Wellbeing Aggregate: Historically it was sitting at 69.0 and in 2023 is grew to 78.7.

Student Behaviour Aggregate: Historically it was sitting at 59.0 and in 2023 is grew to 63.9

We believe this growth lends itself to the introduction of SWPBS and clearer expectations of behaviour and consequences, and also to the improved understanding of Trauma Informed Care and the impact of adverse childhood experiences.

Student Attendance

At St Alipius, we prioritize the well-being and academic success of our students, and effective procedures for managing student absences are integral to achieving these goals. In line with our commitment to student welfare, we have implemented a comprehensive system to monitor and address student absences promptly. This includes sending automated

messages to parents or guardians if a child is marked as absent from school without prior notification.

Our school utilizes the SIMON platform to monitor attendance percentages in real-time, enabling us to identify trends and intervene early if a student's attendance becomes a concern. By maintaining open lines of communication with parents and leveraging technology to track attendance data, we ensure that every student receives the support and encouragement they need to attend school regularly and maximize their learning opportunities.

Through these proactive measures, we strive to create a safe, supportive, and inclusive learning environment where every student can thrive through regular attendance.

Average Student Attendance Rate by Year Level	
Y01	90.2%
Y02	90.5%
Y03	88.5%
Y04	90.5%
Y05	89.8%
Y06	90.2%
Overall average attendance	89.9%

Leadership

Goals & Intended Outcomes

1. To build a Performance and Development Culture at St Alipius
2. To empower staff and build shared ownership and responsibility for school improvement

Achievements

In 2023 we created three new positions of responsibility in Numeracy, Literacy, and Wellbeing. These leadership roles have played a pivotal role in driving positive outcomes for our students and enhancing the overall learning environment at our school.

The introduction of dedicated leadership positions in Numeracy, Literacy, and Wellbeing has led to noticeable improvements in student outcomes across these areas. Through targeted strategies, professional development, and data-informed decision-making, our leadership team has been able to implement effective interventions and support mechanisms to address specific student needs and enhance their learning experiences.

The establishment of these leadership positions has provided valuable opportunities for professional growth and development for staff members. Our Numeracy, Literacy, and Wellbeing leaders have been instrumental in providing ongoing training, resources, and support to teachers, enabling them to refine their instructional practices and implement evidence-based strategies to support student learning and well-being.

The creation of leadership positions in Numeracy, Literacy, and Wellbeing has also allowed our school to adopt a more strategic approach to addressing key priorities and initiatives in these areas. Our leaders collaborate closely with teachers, parents, and external stakeholders to develop and implement comprehensive plans and programs that are aligned with our school's vision, goals, and values.

These leadership roles have facilitated greater collaboration and communication among staff members, fostering a culture of teamwork and shared responsibility for student success. Our Numeracy, Literacy, and Wellbeing leaders work collaboratively with classroom teachers, specialist staff, and support personnel to ensure a cohesive and integrated approach to supporting the diverse needs of our students.

The presence of dedicated leaders in Numeracy, Literacy, and Wellbeing has had a positive impact on the overall school culture, promoting a sense of accountability, innovation, and continuous improvement. By championing a focus on academic achievement, student well-

being, and inclusive practices, our leadership team has helped to create a supportive and nurturing environment where all students feel valued, respected, and empowered to succeed.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> - Continuation of Visible Learning, in partnership with Corwin. - Continuation of ReLATE in partnership with MacKillop Institute. - School Wide Positive Behaviour Framework - Sue Anderson- Work/Life Balance session - Dan Petro- Managing Challenging Behaviour - SIMON Data Analytics Platform - CPR and Anaphylaxis Training - Tegan Bell- ADHD Workshop 	
Number of teachers who participated in PL in 2023	26
Average expenditure per teacher for PL	\$7760.30

Teacher Satisfaction

In response to the Tell Them From Me survey question to staff, 'What do you think are our biggest areas of growth over the last 12 months?' staff reported:

- Consistency in literacy from F-6
- We seem to have more of a united purpose and goal. I like taking on structured literacy, as think it has been an area of growth for us as we have been willing to take it on and it has proven effective so far!
- Students understanding how they best learn and what they need to be a successful learner!
- Moving toward a structured Literacy program which takes a unified commitment to best practice.
- Everybody having a clear understanding of what we are teaching and how. More common threads running through the school in regard to teaching and learning.
- Getting everyone on the same pathway to school improvement in learning and teaching -

supporting and enabling staff to work at their point of need be it beginner, intermediate or proficient.

- Use of and focus on visible learning strategies, learning dispositions and LISC.
- Use of data to inform learning. Focus on data informed planning during PLTs and within team planning documents.

- Developing trust in leadership and colleagues - There is feeling within the school of shared pride collegiality. The trust survey also indicates this is a growth area.
- Collaboration, purposeful staff learning opportunities that unify and prioritise school cultural development.
- Role clarity and shared goals through an Annual action plan. Clear links between meeting schedule and AAP goals.

Teacher Qualifications	
Doctorate	0.0%
Masters	8.7%
Graduate	8.7%
Graduate Certificate	0.0%
Bachelor Degree	47.8%
Advanced Diploma	13.0%
No Qualifications Listed	21.7%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	24
Teaching Staff (FTE)	18.5
Non-Teaching Staff (Headcount)	17
Non-Teaching Staff (FTE)	11.2
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

1. Engage families in learning through regular and active celebration of student learning.
2. Begin to seek rich feedback to improve our teaching and learning practices.

Achievements

The school's data profile indicates characteristics of a highly effective school are mostly evident across all components within this Aspect (4.77) (Insight SRC).

At St Alipius we recognise that the strong partnership between school, families, parish, diocese and wider community enhances student learning and builds relevant connections for students.

During 2023 we sought more specific feedback from our parent community about what opportunities they would like to see and how they would like to engage in our school. We used the Tell Them From Me survey. This feedback provided us with some great focal points for our ongoing work with the community, including improving our reporting framework and building a more formal offering of parent engagement opportunities within the school. This work continues into 2024.

We celebrated many whole school events in 2023, the most important being our 170 Year Celebrations and our Ballarat East Community Day. This combined celebration was well attended and brought our whole Ballarat East community together. It was a time to honour and recognise the achievement and growth of our amazing community over 170 years.

Another highlight was our end of year Performance. With the McInerney hall unavailable due to building works, we utilised Russell Square and this turned out to be a great success. Families gathered as a whole school on one evening to watch a performance from each year level across the school. We received fantastic feedback about this event and had requests for it to continue in this format and at this venue in future years.

We combined our commitment to social justice initiatives and community engagement by again holding a 'Big Freeze Dunk the Principal' fundraiser for Fight MND. It was a highly successful and well publicised event that raised much needed funds for researching this disease.

Our main aim and achievement was valuing parent voice in 2023. We worked hard to break down the barriers towards an authentic and true partnership with our parents and highlighted the importance of their voice in our whole school improvement framework.

Parent Satisfaction

In response to the Tell Them From Me Survey question, 'As a school, what things are we doing well?' parents recorded the following responses:

- I believe that the school has made a real effort to include parents/guardians this year. I feel suggested changes have been well supported by the leadership and teachers.
- A real effort has been made over the last 12 months to take into account previous feedback and increase opportunities for parent involvement.
- Support and inclusion. Meeting kids where they are at
- There is a huge sense of community at St Alipius
- Community involvement, very welcoming, supportive, open days, updates emailed
- Teaching students at their individual point of need whether that be above standard or below. Making students emotional and social well-being a priority. Regular communication about learning via See-saw. Communication about upcoming events. Providing a variety of engaging learning experiences.
- Care for children and celebration of their individual interests and identities. Offering learning opportunities for students across the spectrum of abilities. Providing a range of extracurricular activities for children to join if they are interested.
- Recognising and celebrating diversity. Giving the children varied learning experiences- explicit, structured and hands on. Technology - they have great computer skills and knowledge.
- Providing a safe environment for students, listening to parents needs, providing opportunities for families to catch up Monday mornings.
- Inclusivity, communication, play group, variety in activities and opportunities

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.saballarat.catholic.edu.au