



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Vincent de Paul's School

92 - 114 Woodland Street, STRATHMORE 3041

Principal: Shane Byrne

Web: www.svstrathmore.catholic.edu.au

Registration: 1422, E Number: E1145

Principal's Attestation

I, Shane Byrne, attest that St Vincent de Paul'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 15 May 2024

About this report

St Vincent de Paul'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

Vision

St Vincent de Paul Primary School empowers students to become lifelong learners facing life with faith, hope, humility and resilience.

Belief Statements

We value personalised learning by creating opportunities to develop challenging and meaningful learning that encourages student voice, collaboration and responsibility.

We believe that students learn best when Gospel values and Catholic faith development underpin our learning and teaching.

We believe that students learn best in an environment which is respectful, supportive, safe and engaging and that provides opportunities for each person to grow and develop to their full potential.

We believe students learn best when the learning is personalised and differentiated and our learning and teaching is informed by best practice.

We believe students learn best when they develop skills and deepen knowledge which they can apply in the present and the future.

We believe that students learn best when teaching and learning is child-centered and develops the whole child socially, emotionally, physically, academically and spiritually

School Overview

Strathmore is located in the North-Western suburbs about 12 km from central Melbourne. It is an area well served by public transport and is adjacent to the Tullamarine Freeway. It is primarily a residential zone with little or no secondary industry.

The majority of families attending the school are employed in clerical, sales and service workers, professionals and associate professionals with an associated high level of socioeconomic status, the current SES for our school is 114. This is reflected in the high collection rate of school fees and the low number of families receiving CSEF. Catholic families make up the overwhelming majority of the school population with the average percentage of Prep students over the past 5 years being 97%.

The families are very involved in activities within the school and new parents often comment on how social the school environment is with well organised activities. Consequently, many of the fund-raising activities organized by the Parent Association are well supported.

Over recent years Strathmore has continued to see a number of young families move into the area and as a result many are seeking a Catholic Education. The school has been involved in a number of building programs which have provided modern learning facilities which better reflect the school's approach to Learning and Teaching. The most recent building initiatives have been the redevelopment of the Junior Yard in 2022 and the replacement of the boundary wall along Woodland Street in 2023.

The school continued its commitment to Visible Learning which is based on the work of John Hattie. His work is based on research with a database of 350 million students. He has identified what has the biggest impact on student learning. As a result, our school has focused on the approaches and strategies which have the higher effect size. The school and the community regularly review approaches to learning and teaching to ensure the most effective strategies are used in supporting the children in their learning. Data is regularly collected and analysed to ensure the monitoring of children's progress

Principal's Report

The 2023 has been a very successful one for a number of reasons. We welcomed a number of new staff members as we continued to expand our number of staff working in classrooms to support the children. We have been very fortunate to have such talented people come into the school and add so much to the culture of the school.

It was great to see so many families begin the year with the Year Prep and Year 6 family picnic. This is a terrific opportunity to immerse the families in the welcoming nature of the school and for new families to start making connections with their child's buddy family as well as other families in the community. It also gives the families an opportunity to meet all staff who attend the event.

Everything the school does is underpinned by our Catholic values, faith, and traditions. The sacramental celebrations we have throughout the year are an important opportunity to help the children develop their relationship with God. It gives the children an insight into the significance of these sacraments in their life and how important it is to use their talents and gifts to enrich their own life as well as others. With the sacraments of Reconciliation, Confirmation and First Holy Communion being celebrated throughout the year without restrictions or a reluctance to be gathered in a large group it helped contribute to the significance of these events.

Although we were able to celebrate events such as Book Week in 2022 with very few restrictions, the Book week celebrations this year were one of the most memorable events in recent history. The number of parents who attended and the enthusiasm shown by students and the families made the parade an exciting spectacle. This was only one of the many events the students were involved in with whole school masses, swimming carnival, colour fun run, Footy Colours Day, 100 Days of Prep also part of the school year events. Not forgetting that the children have also been involved in the many excursions and incursions focused on the unit of work being explored. The Year 5 & 6 students also attended camps at Portsea and Campaspe Downs respectively.

Another event which displayed the students' many talents was the Visual Art show. Transforming the corridors and Kirinari Centre into an Art Gallery is no small feat but that's exactly what happened as each child had the opportunity to showcase their masterpieces.

This year the school also changed its reporting processes with Learning Conferences conducted towards the end of Term 1 and 3 and student reports provided towards the end of Term 2 and 4. Therefore parents were being provided with formal updates on their child's progress each school term. The feedback received from parents indicates this has been a positive change.

2023 also involved the New Enterprise Bargaining Agreement reached after industrial action within the system which impacted on events both this year and last year. This has resulted in altering the length of the school day from the beginning of the year with teacher workloads being a cornerstone of the new agreement. Now that this has been agreed to, the school will continue to implement the requirements of the new award over its lifespan.

The Great Wall of St. Vincent was also completed at the end of February this year. This project was described by the developer as the most challenging project he had been involved with in all his long building career. However, the final outcome gives the school a much better street presence and identity in the local area. Most importantly it is safe not only for our school community but also for the broader community who walk along its boundary.

The other major physical change to the school is the installation of the new adventure playground equipment. After consulting with the Student Representative Council and the Parents Association the plan of what elements the playground should contain were agreed upon. If the level of excitement of the students is an indicator of success, then I believe the SRC and PA have done well. When one considers the different capital works which have taken place over the past 2 years including the upgrading of the reception area, installation of a new staffroom kitchen and the completion of the redevelopment of Rosebank Avenue into a huge play space then the school has used its resources well to continue to improve facilities for the students, staff and parents.

Planning for the future continues to happen with the school finalising its Master Plan for the next 5 -10 years. This identifies the buildings and facilities which are incorporated into the design so as to reflect the contemporary approaches to learning and teaching and the needs of the school community. It will also cater for the expected increase in enrolments predicted by the latest data available. The school has applied for a capital grant to fund these future works and we will find out next year in June whether we have been successful.

The school did also undergo a review as part of the cyclic process which usually comes

around every 4 years but because of delays due to COVID then our school was scheduled a year later.

The review examined all elements of the school using data sources to gauge the effectiveness of the school process, procedures and approach to learning and teaching. This was a very affirming process because it acknowledged the great community the school has and the strength of the commitment to work for the students. As is the case with all schools there were areas that were identified as areas to strengthen. These recommendations have been incorporated into the school's 4-year Strategic Plan and the 2023/2024 Annual Action Plan.

As a school the expectations that parents, staff and children continue to be high. That is the culture of our school. We are on a continuous cycle of improvement, and we do not have the opportunity to be complacent because of these expectations. These expectations will remain couched in a caring supportive and respectful community with diversity and inclusion reflecting those Catholic values I spoke about earlier. This is also reflected in the fund raising we do for organisations outside of the school. It is important that as a school named after St. Vincent, we continue to carry on his work by supporting organisations which help the poor and challenged.

Catholic Identity and Mission

Goals & Intended Outcomes

- To continue to strengthen the Catholic culture at St Vincent de Paul school.
- That greater value on the school's Catholic identity is evident across all staff, parents and students.
- To continue to promote best teaching and learning practices in Religious Education, through the planning and implementation of the Renewed Religious Education curriculum.
- To encourage students to live out the Gospel messages, by using Jesus as a model.
- To encourage staff and students to continue to build upon their relationship with God through prayer and liturgy.

Achievements

St. Vincent de Paul school continues to focus on exploring the importance of the Gospel values, to guide and inform the decisions that we make as members of the Catholic faith.

Through regular facilitated planning, teachers and leaders have continued to unpack the Achievement Standards focusing on student engagement and best practice in teaching and learning in Religious Education. Professional learning in Religious Education, for teachers throughout the year focused on learning about Pope Francis' call to care for our Common Home, through learning about the papal encyclical, 'Laudato Si'. This focus led to each year level focusing on ways to care for God's Creation, through both theory and practice. Teachers and students have been encouraged to dialogue with one another to break open any 'wonderings' that they may have in relation to their learning in Religious Education.

At St. Vincent de Paul, we strive to live out the mission of Jesus through giving to others most in need. Through our connection with the St. Vincent de Paul society, our Mini Vinnie's students took the opportunity throughout the year to promote the message of giving by encouraging the school community to participate in the Lenten Appeal, Winter Appeal and Christmas Appeal.

Value Added

- Opening of the School Year prayer session and badge presentation.
- Ash Wednesday Mass
- Class and Year level Mass weekly, each Wednesday
- Weekend 'buddy classes' Masses throughout the year
- Stations of the Cross freeze-frame - whole school event
- End of the School Year Mass
- Sacramental evenings for parents and students.
- The celebration of the Sacrament of Reconciliation, First Eucharist and Confirmation.
- Sacrament of Confirmation retreat day - with Bishop Terry Curtin in attendance.
- Religious Education planning sessions with staff using the Renewed RE Curriculum.
- Engaging learning sequences created for students, for example a mixture between small group work, individual reflection and whole class activities.
- Continued to use a variety of resources to engage students in their learning in
- Religious Education, mainly through the use of picture story books and songs.
- Involved staff in creating a shared vision in Religious Education
- Teacher professional learning - completion of online modules focused on 'Laudato Si'
- Mini Vinnies (Year 6 student leaders) coordinating the Lenten Appeal, Winter Appeal and Christmas Appeal to support the Mission of the Church, by giving to those in need.
- Regular meetings with Kathy Porter, leader of the St. Vincent de Paul society Strathmore Conference group

Learning and Teaching

Goals & Intended Outcomes

Goal:

- To further develop a culture of professional learning that enables teachers to expand their pedagogical practices

Intended Outcomes:

- That teachers competently respond to learners needs
- That professional learning is focussed on continual improvement

Goal:

- Teachers are able to clearly identify and articulate our Learning and Teaching approach

Intended Outcomes:

- There is a clear understanding of the expectations of Integrated Inquiry from Prep –Yr. 6
- Learning dispositions are embedded in everyday practice

Achievements

As a school, one of our primary focuses has been to enhance student learning outcomes in mathematics, with a particular emphasis on cultivating a profound understanding of 'number' across various levels. To achieve this goal, we have implemented targeted professional development for our staff during our professional learning meetings.

During these meetings, our teachers actively engaged in curriculum interpretation sessions. These sessions were designed to empower educators to design learning experiences that cater to the diverse needs of our students. Through collaborative planning and the implementation of activities focused on number imagination, modeling, and simulation, our teachers gained the expertise necessary to effectively differentiate instruction in mathematics. This ensures that every learner receives tailored support to thrive academically.

Furthermore, our staff actively participated in professional development sessions aimed at unpacking the new Victorian Mathematics Curriculum 2.0. These sessions were specifically

tailored to familiarize educators with the intricacies and updates introduced in the revised curriculum.

In English, with a focus on learner needs at the forefront, our main objective has been to cultivate a culture of professional development geared towards enhancing teachers' pedagogical skills, particularly in the areas of Phonological Awareness, Phonics and Spelling.

Professional Learning Meetings served as a platform for delving into these concepts, resulting in an enhancement of teachers' professional knowledge and understanding. Staff members assessed existing instructional methods in these domains and explored evidence-based strategies for classroom application.

Aligned with the principle of ongoing improvement, teachers then selected a spelling strategy to experiment with for their personal professional growth and established a goal based on this choice. To evaluate their trial, each teacher was paired with a member of the Leadership Team for peer coaching discussions.

Team Leaders collaborated with the Literacy Leader to explore instructional approaches within their respective year levels and develop a Spelling Instructional Practices Guide. This guide was presented to the staff, who collectively crafted a Spelling Scope and Sequence spanning Year 1 through 6, thereby extending spelling practices across all grade levels. The Scope and Sequence excluded Prep, as it was decided to implement Little Learners Love Literacy's spelling program in 2024. In anticipation of this change, professional learning sessions were provided to the Prep teachers for the 2024 academic year.

Staff continued to implement a whole school approach to Integrated Inquiry Learning. Professional Learning Meetings and termly planning sessions were utilized to delve into overarching concepts and establish links between different areas of learning. These insights were recorded on a comprehensive school-wide scope and sequence chart.

Our collective adoption of visible learning teaching methodology across the entire school persisted, with professional development sessions offered to new staff members, overseen by a consultant from Corwin. The Visible Learning Impact Coaches also conducted Professional Learning Meetings centered on utilizing split screens to showcase learning dispositions alongside learning intentions and success criteria, feedback, or SOLO taxonomy. Teachers had the opportunity to participate in the session that best suited their requirements.

Student Learning Outcomes

The 2023 Naplan results for Year 3 demonstrate that students performed above both the state and national averages across all literacy domains. Particularly noteworthy is their strong performance in writing, with all students falling within the Strong or Exceeding Bands. In numeracy, students surpassed the state and national averages by a narrow margin.

Moving to the Year 5 Naplan data, students again exceeded both state and national averages in all literacy areas, except for Grammar and Punctuation, where they slightly lagged behind. state averages.

Upon analysis of this data, it became apparent that numeracy presents as an area for further improvement among students, as evidenced by its inclusion in our Annual Action Plan.

A number of programs and strategies are in place to improve student learning outcomes.

These include:

- Whole School Standardised testing, i.e. EOI, MOI, PAT testing, Essential Assessment, Fountas and Pinnell
- Individualised Standardized testing, e.g. YARC, SPAT, Motif
- Levelled Literacy Intervention
- Little Learners Love Literacy Intervention
- Letters and Sounds
- Mathematics Intervention
- AGAT testing and STEM programs.

Curriculum leaders convene with intervention teachers to analyze data and identify students facing challenges. Collaboratively, teachers, students, and leaders establish goals and targets for those students requiring additional support.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	436	66%
	Year 5	491	68%
Numeracy	Year 3	431	77%
	Year 5	492	82%
Reading	Year 3	429	77%
	Year 5	512	89%
Spelling	Year 3	427	71%
	Year 5	494	77%
Writing	Year 3	443	92%
	Year 5	509	86%

*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

- * To continue to utilise The Resilience Project to further develop the students to be independent and resilient members of the school community
- * That student engagement generates a sense of wellbeing and connectedness to the school community
- * Students are valued and active decision makers and innovators in their school community on matters of student wellbeing, safety and responsibility.

Achievements

During 2023, staff have continued to utilise The Resilience Project as a whole school program, following positive feedback during the school review process. The Resilience Project uses presentations, student curriculum, teacher resources and digital content to support mental health in the classroom, staffroom and family home. The evidence-based GEM (Gratitude, Empathy and Mindfulness) was embedded through a range of engaging lesson plans. As part of the project, The Resilience Youth Survey was implemented to allow teachers to target areas in their weekly wellbeing sessions. The survey assessed areas including overall life satisfaction, hope, anxiety, disengaged coping strategies and depression. Students in years 3-6 completed the survey and a consultant from The Resilience Project worked with the leadership team to analyse the data.

Staff also utilised both the Resilience, Rights and Respectful Relationships program, the Zones of Regulation and the Grow Your Mind Program to assist students managing their emotions and behaviours as well as developing relationships and daily problem solving.

The reviewed learning dispositions of curiosity, thinking, self-managing, creativity, persistence and collaboration were embraced by the community and the teachers continued to use split screens in the classroom allowing students to make clear connections between the learning focus of a lesson and the learning disposition that could be applied through the task.

Two students from every class were nominated for the Student Representative Council (SRC). These students were involved in regular meetings where they had the opportunity to voice new ideas, suggestions and concerns and therefore be involved in the decision-making process at a class/whole school level.

Two students from years 2-5 were chosen to be Little GEMS. This group of students meet regularly with the student wellbeing leader to assist in the promotion of The Resilience Project. The group would present at Assembly, run competitions and highlight GEM around the school. This group were also instrumental in the planning and delivery of a new junior yard friendship bench.

Students worked with their buddies across different year levels, particularly the Prep and Year Six buddies to help with transition for Prep students which allowed them to become more comfortable in their new environment. Our Year 5 students visited the Kinders of the incoming preps to also assist with this process.

The Passive Play areas in both the Senior and Junior yards saw a refresh with new daily activities scheduled to engage the children. These ranged from bracelet making to LEGO and the Little GEMS introduced an end of term stall selling the crafts they had created. The money from this stall went back into resourcing the Passive Play areas and over \$500 was raised across the year. The Learning Support Officers (LSO's) were timetabled onto both recess and lunch yard duties on a rotation basis in the Passive Play spaces. This has continued to support students with additional needs on the yard and allowed the Passive Play spaces to be monitored.

Wellbeing articles were published in each issue of the school newsletter across the year covering a range of topics. These articles were published to support parents in the areas of anxiety, bullying, child safety, growth mindset and transitions to name a few.

A parent education session was held during Term 3 with a focus on anxiety. Renowned psychologist Deirdre Brandner gave practical advice with regards to supporting our children with anxiety and this well attended event was extremely positive and highly regarded.

During the school review process students were able to articulate clear expectations for behaviour and parents identified the support for wellbeing of students as a strength of the

school, confirming both student and staff perception data. Parent focus groups articulated the school was a safe and supportive environment.

Value Added

- * Continued focus placed on Learning Dispositions throughout the whole school.
- * Student Buddy Program.
- * Opportunities provided to share resources and activities.
- * Staff training and development to help cater for students with additional needs.
- * Student Counsellor available one day a week.
- * Little GEMS meet regularly as a student wellbeing group.
- * Continuation of The Resilience Project.
- * Update schedule of activities in the Passive Play areas.
- * Learning Support Officers support of students when on yard duty.
- * Calm spaces offered in the classrooms.
- * STEM enrichment group for high achieving students.
- * Social skills/friendship groups.
- * Harmony Day Celebration.
- * Positive feedback from all stakeholders during the review process.

Student Satisfaction

The 2023 MACSSIS data showed some positive data with 91% of Year 4 students stating that adults are supportive at their school. This is almost 20% higher than the MACS average.

72% of Year 5 students feel that if a child is being bullied at school, they are able to get help from an adult. This was well above the MACS average of 60%.

87% of Year 5 students have an adult to turn to if they had a concern or worry and this is significantly higher than the MACS average of 73%.

In the Resilient Youth Survey, 96% of female Year 4 students believe they have teachers who encourage, this is higher than the Australian norm of 83%.

95% of Year 3 students feel that the school gives clear rules and 97% of Year 3 boys can come up with ways to solve problems which is significantly higher than the Australian norm of 77%.

100% of Year 5 girls believe they have a teacher at school who cares as well as 100% of girls believe they have an adult in their life that sets a good example. 100% of Year 5 girls care about their school and 100% have a parent/carer who encourages them.

Student Attendance

The school has a strong attendance record with very few issues in this area. Parents are contacted initially by SMS if there is any unexplained absences. If parents do not respond to the SMS then the parent is contacted by phone. Any non-attendance problems are managed by the class teacher in consultation with a member of the leadership team who will work directly with the family of the student to assist in any way that may be required. A proactive approach is used with all staff instructed to contact families when any regular or extended nonattendance is identified. Parents of children away for extended periods or time (more than 10 consecutive school days) for holidays outside of normal school holidays are required to fill a form explaining the reasons for this.

Average Student Attendance Rate by Year Level	
Y01	92.3%
Y02	91.6%
Y03	91.8%
Y04	93.6%
Y05	94.3%
Y06	93.1%
Overall average attendance	92.8%

Leadership

Goals & Intended Outcomes

Goal: To further develop a culture of professional learning that enables teachers to expand their pedagogical practices

The school improvement agenda has been effective in focusing the whole school's attention on core learning priorities

Intended Outcome: That professional learning is focused on continual improvement

There is a clear vision within the Leadership Team.

Achievements

- The School Improvement Team participated in the Agile Leadership Program facilitated by Simon Breakspear. The leadership team was able to use tools such as Impact Canvas and Rapid Action Plan to help focus scheduling and effective strategies to implement the core learning priorities identified in the Annual Action Plan.
- Staff worked with Melbourne Archdiocese Catholic Schools representatives from the Northern Office on the School Improvement Framework to identify how the school was progressing in each of the spheres
- A new Strategic Plan for the school for the next 4 years was created.
- An Annual Action Plan for 2023/2024 was also created

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> • First aid and CPR refresher course • Resilience Project • OHS and Safemart modules • Visible Learning with a focus on feedback provided by Corwin • Maths Online Interview data analysis • Critical Response training provided by Dynamiq • Diabetics training • RE Professional Learning (Laudato Si) 	
Number of teachers who participated in PL in 2023	34
Average expenditure per teacher for PL	\$847.00

Teacher Satisfaction

The staff satisfaction levels for all elements of the school as contained in the staff survey data are above the MACS average. The areas of the greatest satisfaction include the collective efficacy of the staff which was at 87% as compared to the MACS average of 74%.

The staff also believe that they work collaboratively together in teams to improve learning and teaching with a 95% approval rating as compared to the MACS average of 69%.

The staff perceptions of the overall social and learning climate were also high with a rating of 83% with the MACS average being 73%.

Teacher Qualifications	
Doctorate	0.0%
Masters	0.0%
Graduate	23.8%
Graduate Certificate	0.0%
Bachelor Degree	47.6%
Advanced Diploma	9.5%
No Qualifications Listed	19.0%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	42
Teaching Staff (FTE)	35.4
Non-Teaching Staff (Headcount)	20
Non-Teaching Staff (FTE)	11.7
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal: To provide facilities to support the school's approach to learning and teaching both currently and into the future.

Intended Outcome: To create a Master Plan for the school

Achievements

In 2022 the School Advisory Council met with a number of architects with the intention of engaging with one to create a school Master Plan. The architect Architecture Matters was appointed in 2022. In 2023 the staff, students and School Advisory Council worked with the architects to identify the current needs of the school and the projected needs of the school into the future. The process was very extensive to ensure all stakeholders input was carefully considered for the plan which has an implementation period of between 5-10years. The Master Plan was finalised late in 2023 and was the culmination of a great deal of work. It set the cornerstone for the school's continued improvement of facilities over the next decade with 4 stages identified as part of its implementation.

Parent Satisfaction

Overall the Parents Satisfaction results from the family surveys indicate the parents are very satisfied with the school. The strongest results from the data gathered show that 82% of parents believe that the school matches their child's developmental needs which is higher than the MACS average of 75%.

Families identified that their perceptions of the social and learning climate of the school were also high with a 92% approval rating as compared to the MACS average of 84%.

The timeliness, frequency and quality of communication between the school and families was also relatively high with a 77% approval rating which again was higher than the MACS average as was the perception of student physical and psychological safety which was at 75% as compared to MACS average of 70%.

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.svstrathmore.catholic.edu.au