



Melbourne Archdiocese
Catholic Schools

2024

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 2024 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 28 Mar 2025

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

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

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 109. This is reflected in the high collection rate of school fees and the low number of families receiving CSEF. Catholic families make up the majority of the school population with the average percentage of Prep students who are Catholic 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 has immersed itself in the Melbourne Archdiocese Catholic Schools (MACS) Vision for Instruction. To support this approach to learning and teaching the school has adopted Explicit Direct Instruction model of learning. 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

2024 was a very productive and successful year in the many different aspects which encompass a school year.

The Year 6 & Prep family BBQ was again a very successful event to start the year. This was 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 gave the families an opportunity to meet all the school staff who attend the event.

Throughout the year the children have continually been immersed in the Catholic teachings and traditions and the values which underpin everything the school does. There have been whole school masses, family masses and year level masses as well as paraliturgies for the children to be involved in. The school works in conjunction with our Parish Priest, Fr. Tony Doran, to immerse the children in an understanding in the faith and traditions of the Catholic Church. The sacramental programs the children are involved in 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.

This year the school was involved in the school production. The new venue, the Clocktower in Essendon, proved to be a terrific venue for the performance. The level of energy and excitement this event created ensured that the children would remember it for many years to come. The level of encouragement and support shown by staff for all children, especially those who may have been reluctant, was amazing and highlighted just how committed the staff were to helping the children achieve their goal. The children themselves thoroughly enjoyed the event and were proud of their talents and accomplishments.

This year the school has also explored and began to implement a new pedagogical approach to learning and teaching. This is in line with the Vision for Instruction which Melbourne Archdiocese Catholic Schools released earlier in the year as part of the system wide change. One of the resources the school used to implement this approach is called Explicit and Direct Instruction. One of the most significant changes was the proportion of time the teacher spends in directing the students as a class compared to small group work. The approach involves more explicit teaching time with high levels of interaction and engagement. It is also consistent with current understanding of the cognitive load that children are able to cope with.

The Year 4 level was selected by Melbourne Archdiocese Catholic Schools to trial some of the OCHRE resources used to support the new pedagogy. Both the teachers and the children involved in the trial were excited by the learning that took place as part of the literacy program. All year levels also trialled the mathematic resources available through Ochre with Daily Reviews being the focus of the implementation. The intention in 2025 is to further expand the school's use of the resources available to support the approach to learning and teaching.

In 2024 the school also introduced Little Learners Love Literacy, which is a synthetic phonics based program. This initiative had a very positive impact on the learning with the Prep teachers working hard to ensure all the different elements of the program were implemented successfully. The data collected on the children reflects how significant the impact has been in developing the children's understanding of the letter sound relationship. The program will continue into Year 1 in 2025 and in Year 2 in 2026.

One has to only examine the school calendar to see the many opportunities the children have to further succeed in their learning and development academically, socially, emotionally, spiritually and physically. There have been camps for Year 5 & 6, incursions, excursions, Book week celebrations, swimming carnival, athletics carnival just to name a few give you some idea how extensive the opportunities are for the children at the school.

The Parents Association were also busy organising a number of events throughout the year to support both the children and the school community. These events include special food days, Zooper Doopers Fridays, Mother's Day & Father's Day stalls and breakfasts, Trivia Night, Movie Night, disco and the major fundraising event for the year, the school fete. Each one of these events was incredibly successful and well supported, not only by the school community, but also by the wider community. The fundraising provided by events such as these enabled the school to install a new adventure playground in the Senior Yard.

Planning for the future continues to happen with plans to build a classroom adjoining the current Year 6 classrooms. The school anticipates work to begin in late 2025. This will mean once the works are completed that we can remove the portable classroom, currently located in the Senior Yard, and bring the visual arts room into the main building. This would also provide more play space for the children.

The school is on a continuous cycle of improvement and that is our challenge as a community to see where those improvements can be made and sustained. As a community we also look outside our school community to see how we can support others. This is why we raise funds for organisations including Catholic Mission and The Columban Mission. These organisations carry on the work of St. Vincent de Paul by supporting people around the world in their quest to bring dignity and hope to others.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal: To create authentic connections to a lived Catholic tradition.

Intended Outcome: That the whole school community experiences what the Catholic Church believes, celebrates, lives and prays.

Achievements

The 2024 school year, began with the focus on strengthening our Catholic Identity through looking at our history and foundations through learning more about the Sisters of Charity, who founded the school. The staff and students focused on the charism of our school, in line with the Sisters of Charity, in order to gain a deeper understanding of our Catholic values. The school invested in a visual representation of the Sisters of Charity in the form of school coloured banners, to represent our house colours, named after four of the Sisters of Charity.

A continued focus on strengthening our relationship with God led the staff to look deeper into ways that we pray and in particular, Christian Meditation. The investigation, led by the Team Leaders, resulted in a bank of Christian Meditation resources created for teachers as well as students, to use during morning prayer. A visual protocol in the form of a five-finger prayer routine was also created and modelled to the staff and students as a way to engage in Christian Meditation as part of prayer. The staff also received professional development in the area of Christian Meditation, facilitated by Jude Caspersz.

The call to mission and service was also a focus throughout the year, in particular to give to people most in need. The relationship with the Columban Mission, was also strengthened through the Columban priests visiting each year level to discuss ways to support people in need. The students and staff at St. Vincent de Paul were involved in the annual Walk-a-thon, raising money for both the Columban Mission and Catholic Mission. The students were able

to wear crazy socks as part of the Walk-a-thon, in support of Catholic Mission's Sock-tober initiative. The St. Vincent de Paul society continued to be supported by the school community through both the Winter Appeal and Christmas Appeal.

The students were given many opportunities to attend the Parish Mass, through class Masses, family weekend Masses, whole school Masses, holy days of obligation and Sacraments. Throughout the year the continued focus was on students using their Mass books to encourage them to respond during Mass, and also to engage in the Mass through song and prayer.

Value Added

Throughout the year, there have been a number of opportunities for the staff, students and families to engage in faith formation, through attendance at Mass, information evenings and through acts of service in giving to people most in need. Listed below are the events held, throughout the year, to support the school community in strengthening their relationship with God:

- Opening of the School Year prayer session and badge presentation.
- Ash Wednesday Mass
- Class and Year level Masses held 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 focusing on the Achievement Standards and Assessment and Reporting.
- Engaging learning sequences created for students, for example a mixture between small group work, individual reflection and whole class activities.

- Teacher professional learning - Professional Learning focused on unpacking the charism of the Sisters of Charity (the founding Sisters of St. Vincent de Paul) and Christian Meditation, facilitated by Jude Caspersz.
- 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 to support the charity through the Winter and Christmas Appeal
- Liaising with the staff at the Columban Mission to discuss ways to support people in need in other countries, such as Chile and Peru.
- Inviting the Columban priests to speak with the students about the support provided by the funds raised and donated to the Columban Mission.
- Inviting the Columban Mission priests to be a part of the Mission Walk-a-thon, held on the St. Vincent de Paul Feast Day in support of the Columban Mission.
- Liaising with the staff at Catholic Mission to discuss ways to support people in need, through the Sock-tober initiative.

Learning and Teaching

Goals & Intended Outcomes

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

Intended Outcome: That teachers competently respond to learner needs.

Achievements

This year, our school has centred its efforts on unpacking and implementing the MACS Vision for Instruction. Our primary objective has been to foster a culture of professional growth, with a clear focus on enhancing teachers' pedagogical knowledge—particularly through the adoption of the Explicit Direct Instruction (EDI) approach.

Professional Learning Meetings have played a pivotal role in this journey, serving as collaborative spaces where staff explored the principles of EDI. These sessions significantly deepened teachers' understanding and confidence, leading them to begin experimenting with key practices such as Daily Reviews and Engagement Norms across English and Mathematics classrooms. As part of professional reading, staff unpacked and discussed key chapters from Hollingsworth and Ybarra's Explicit Direct Instruction text, deepening their understanding of how to structure lessons that maximise student learning

In English, planning commenced with the new Victorian English Version 2 curriculum. A focus on effective, research-informed teaching practices also guided our key pedagogical trials:

Year 4 implemented three novel studies from Ochre Education, which are purposefully aligned with the Victorian Curriculum and the Explicit Direct Instruction model.

Prep began using Little Learners Love Literacy, a systematic synthetic phonics program that builds strong foundations in phonemic awareness, letter-sound knowledge, and early literacy skills.

Aligned with the Vision for Instruction, we also revisited our assessment practices. As part of this review, we made a significant shift by adopting DIBELS testing to replace Fountas and Pinnell. This transition reflects our commitment to using evidence-based tools that more accurately inform instruction and support student learning outcomes.

In Mathematics, Daily Reviews were introduced across the school as a key strategy to consolidate prior learning and build automaticity. Our staff engaged in structured professional learning to implement daily reviews as a cornerstone of our instructional approach. In these professional learning meetings, teachers shared strategies for effective daily reviews, such as using mini-whiteboards for quick checks of understanding and incorporating a planned cycle of revision to reinforce previously taught concepts. This collaborative approach allowed for the sharing of best practices and the refinement of techniques to maximize the impact of daily reviews on student learning outcomes. In addition, the use of Engagement Norms were unpacked and teachers experimented with their use to increase student participation and ensure all students had a voice in their learning.

To support the implementation of these practices, most teaching staff took part in the Teaching for Impact in Mathematics (TIM) Series facilitated by Teach Well. Staff attended full-day professional development workshops where they explored cognitive science principles, effective lesson structure, and the role of Ochre Education materials in improving student outcomes. These experiences were enhanced through structured video coaching cycles and self-reflection tasks, allowing staff to refine their instruction and embed high-impact strategies. These professional learning experiences provided a shared language and consistent framework for classroom practice that will continue to guide our improvement journey.

The staff maintained a consistent, whole-school approach to Integrated Inquiry Learning, fostering alignment and coherence across year levels. Professional Learning Meetings and termly planning sessions served as key opportunities for teachers to collaboratively explore overarching concepts and make meaningful connections across multiple curriculum areas. Insights and planning outcomes were captured in a comprehensive school-wide scope and sequence, which was refined this year to transition from a two-year cycle to a more streamlined annual scope and sequence, enhancing clarity, progression, and continuity in student learning.

Student Learning Outcomes

St Vincent de Paul Primary School demonstrates a commendable performance in the 2024 NAPLAN results for Years 3 and 5, with several areas of strength and a few opportunities for growth.

The 2024 NAPLAN results for Year 3 indicate strong academic performance, with students achieving above both the state and national averages across all literacy domains and in numeracy. Of particular note is their outstanding performance in Writing, where all students were placed in either the Strong or Exceeding bands.

In Year 5, students performed slightly above the state and national averages in Writing and Reading, while results for Spelling and Grammar and Punctuation were just below average. Numeracy outcomes reflected alignment with both state and national benchmarks.

An analysis of this data highlights Grammar and Punctuation and Numeracy as key areas for targeted improvement. These domains have been explicitly addressed in our Annual Action Plan, guiding the implementation of targeted interventions and support strategies.

Targeted Programs and Support Strategies

To enhance student learning outcomes, a range of evidence-based programs and assessments are in place:

- Whole School Standardised Testing: EOI, MOI, PAT Testing, Essential Assessment, DIBELS
- Individualised Standardised Testing: YARC, SPAT, Motif
- Targeted Literacy and Numeracy Interventions:
- Little Learners Love Literacy Synthetic Phonics Program
- Heggarty Synthetic Phonics Program
- Mathematics Extension
- Additional Programs: AGAT Testing and STEM Enrichment

Curriculum Leaders meet regularly with Intervention Teachers to analyse assessment data and identify students requiring additional support. Through a collaborative process involving teachers, students, and school leaders, personalised learning goals and achievement targets are established. This approach ensures a coordinated and student-centred response to learning needs.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	447	72%
	Year 5	492	63%
Numeracy	Year 3	436	77%
	Year 5	495	72%
Reading	Year 3	442	80%
	Year 5	507	78%
Spelling	Year 3	426	69%
	Year 5	487	74%
Writing	Year 3	460	94%
	Year 5	513	93%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goal: Implement a whole school pedagogical model that promotes student voice.

Intended Outcome: Implementing effective mental health strategies aligned to social and emotional learning in the curriculum, and whole-school approaches to health, wellbeing, teaching and learning initiatives

Achievements

In 2024, a focus on the Annual Action plan was around student voice and agency. This was a continued theme across the year, with the SRC, Student Leaders and Little GEMS exploring this in detail. Across the year, a whole school definition was created with input from both staff and students: *“Student agency is students and teachers working collaboratively to actively engage in learning in different ways. Agency is when teachers listen to what students say and put it into action.”* Once a definition was agreed upon, the staff and students continued to consider the roles students and teachers have in voice and agency and they evaluated current practices.

Achievements during 2024 included staff continuing 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 the Resilience, Rights and Respectful Relationships Program, the Zones of Regulation and the Social Thinkers Program to assist students managing their emotions and behaviours as well as developing relationships and daily problem solving.

This year the Student Wellbeing Leader took on a new role as Mental Health and Wellbeing Leader as part of the Government MHIPS (Mental Health in Primary Schools) initiative. This program provided additional professional learning opportunities which were broken up into four areas: Mental Health Literacy, Building Capacity, Supporting Need and Learning Communities. Professional learning meetings were held across the year with all staff to build the capacity of staff to understand when a student may need mental health support.

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 each class in 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.

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 Kindergartens of the incoming preps to also assist with this process.

The Passive Play areas in both the Senior and Junior yards saw a continued update 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 \$600 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.

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 met 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.
- Maths enrichment group for high achieving students.
- Social skills/friendship groups.
- Harmony Day Celebration.
- Weekly social skills sessions with on site speech therapist
- Mental Health in School Leader on site 5 days per week

Student Satisfaction

The 2024 MACSSIS data showed some positive data with an increase in all areas of the School Belonging Domain. In the area of student kindness, St Vincent de Paul Primary School was 12% above the MACS average. The data also saw an increase of 18% in students feeling a sense of belonging to their school.

81% of students felt that if they were worried about something, they had an adult at school who they could talk to. This was the highest percentage across the last three years and was also above the MACS average.

Students also completed the Resilience Youth Survey as part of the Resilience project. Highlights included 100% of Year 3 girls feeling that they have love and support from their family and 95% of Year 3 boys who felt that they can disagree about things with their peers and still be friends.

100% of Year 5 girls feel that they try hard at school and 100% of Year 5 students feel that they have parents who support them. 80% of Year 5 girls feel that they forgive others that may be mean to them and this is 17% above the national average.

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	92.8
Y02	92.7
Y03	93.3
Y04	94.7
Y05	93.1
Y06	92.5
Overall average attendance	93.2

Leadership

Goals & Intended Outcomes

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

Intended Outcome: That professional learning is focused on continual improvement.

Achievements

We began the year by exploring peer coaching as a valuable strategy to support teacher growth through collaborative feedback and reflection. This initiative fostered a culture of shared practice and professional trust. Building on this foundation, we were fortunate to work with Glenn Pearsall, who deepened our focus on student engagement and feedback. He introduced the Teacher Tracking Feedback Tool to help teachers reflect on engagement in real time and supported the use of Engagement Norms with practical strategies to enhance classroom practice.

A key priority for our leadership team this year has been deepening our understanding and implementation of Explicit Direct Instruction (EDI). Leaders visited Westmeadows Primary School, where they had the opportunity to observe EDI in action and engage in rich conversations with expert educators and leadership staff. These firsthand experiences provided valuable insight into how to embed high-impact, evidence-based teaching strategies across all classrooms. Leaders also listened to a range of Think Forward Educators podcasts, using them to expand their understanding of Rosenshine's Principles of Instruction and how these align with our whole-school pedagogical approach.

Our Literacy and Mathematics Leaders took part in the Leading TIM Series, facilitated by Teach Well. These sessions focused on equipping leaders with tools to guide whole-school improvement in mathematics through consistent routines, data-informed decision-making, and effective use of the TIMS Leadership Toolkit. In addition, members of the School Improvement Team were actively involved in writing OCHRE units and participated in professional development focused on understanding the design and purpose of OCHRE lessons. This process has equipped our leadership team with the confidence to support staff in implementing these resources effectively.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Staff participated in a number of professional learning activities to develop their knowledge and understanding in a variety of areas. These included:</p> <ul style="list-style-type: none"> • Practical Strategies for Refining Your Teaching-Glen Pearsall • First aid and CPR refresher course • Resilience Project • OHS and Safemart modules • Maths Online Interview data analysis • Critical Response training provided by Dynamiq • Enquiry Tracker introduction and modules • Teaching for Impact in Mathematics Series • Design and creation of OCHRE resources • Building capacity in Mathematics with a focus on place value. This was facilitated by Ange Rogers • Student Engagement & Feedback. This was facilitated by Glen Pearsall • Epilepsy training • Yellow Ladybugs Conference • The Science of Reading facilitated by Dr. Lorraine Hammond • Little Learners Love Literacy training 	
Number of teachers who participated in PL in 2024	51
Average expenditure per teacher for PL	\$847.00

Teacher Satisfaction

Overall the MACSSIS data which is based on responses from staff who all have the opportunity to answer a variety of questions on different aspects of the school. Overall, of the 14 areas identified in the survey, the school was above the MACS average in 13 areas. The remaining area the school matched the MACS average.

The areas of greatest strength included:

- Teachers perception that staff at the school have what it takes to improve instruction (93%)
- Perceptions of the overall social and learning climate of the school (90%)
- Perceptions of the quality of relationships between staff and members of the leadership team (90%)

- Perceptions of the coherence of the school's improvement strategy (87%)

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	6
Graduate Certificate	0
Bachelor Degree	23
Advanced Diploma	2
No Qualifications Listed	4

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	37
Teaching Staff (FTE)	31.45
Non-Teaching Staff (Headcount)	22
Non-Teaching Staff (FTE)	11.03
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal: That the whole school community experiences what the Catholic Church believes, celebrates, lives and prays.

Intended Outcome: Provide opportunities to engage in dialogue between the Catholic tradition, personal experiences and contemporary cultural contexts.

Achievements

The school prides itself on the sense of community that has developed over many years, which was first established by the Sisters of Charity back in 1937. 2024 reflected the community in action through a number of events and activities. Parents are very involved in the life of the school and are proactive in modelling to their children how working together for a common goal can achieve so much. As mentioned in the Principal's Report one of the events which demonstrated the community working together for a common goal was the school fete. This event takes place every second year and takes 18 months of planning to bring to fruition. It involves all members of the community supporting the event which welcomes in, not only the school and parish community, but also the wider community. Families are generous in donating items throughout the year in preparation for the fete. These items were meticulously planned and organised by the fete committee with the support of the Parents Association. With the support of local businesses and the communication from organisers the day of the fete was already a success before it even began, such was the preparation.

The Parents Association also raised funds for organisations outside the school such as The Royal Children's Hospital as part of its commitment to support others in need.

The other events they were responsible for organising included:

- Zooper Doopers Fridays
- Mother's Day & Father's Day stalls and breakfasts
- Trivia Night

- Movie Night
- Children's disco
- Easter Raffle

The school also has a Family Support Group which provides support to families who may be experiencing hardships due to a change in family circumstances. Parents volunteer to provide meals as part of the group and the coordinator organises the delivery of the meals whilst maintaining the privacy of the identity of the family and the reasons for the support.

The school also provided opportunities for new families whose children were beginning school in Prep 2024 to attend an information evening so the transition for their children could be as seamless as possible. This, combined with the Prep, orientation days helped create the sense of welcome and support for the families.

The School Advisory Council (SAC) were also very active in their role as representatives of the parent community in collaboration with the Parish Priest, Fr. Tony Doran and the school.

They were involved in reviewing the school's Homework Policy as well as the Extreme Weather Policy to ensure it met the current needs of the children. The School Advisory Council also were also involved in the feasibility of constructing a new classroom so the Visual Arts room could be incorporated into the main school building. After consideration of the costings and the need to increase the capital levy to allow for the project to be financially viable, the SCAC supported the move to begin the process of consulting architects.

The SAC were also very active in encouraging the Moonee Valley City Council to waive the outstanding amount for the Road Occupancy Permit which was required for the wall project.

The school are still waiting on response from the council after a petition signed by over 1000 people was formally tabled by the school's local councillor, Ava Adams.

The School Advisory Council continue to play an important role in the life of the school as a sounding board for the many initiatives and processes the school operates within.

Parent Satisfaction

Each year the school gives an opportunity for all families to complete a survey on a number of different aspects of the children's learning at school. These are known as Melbourne Archdiocese Catholic Schools School Improvement Surveys (MACSSIS).

The 2024 MACSSIS data reflected that the school had achieved higher than or equal to the Melbourne Archdiocese Catholic Schools average in a number of areas including:

- Families positive perception of the social and learning environment of the school
- The overall positive endorsement of the school
- Perception of how well a school matches their child's development needs
- Perception of student's physical and psychological safety while at school
- Factors that can hinder a family's interaction or interaction with their child's school involvement.

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