



Melbourne Archdiocese
Catholic Schools

2025

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 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 13 May 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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

Students learn best in a community where faith is lived and celebrated. At St Vincent de Paul, prayer, sacraments, Catholic tradition, and the example of Jesus guide us as we grow in faith, belong to one another, and live with love and service.

Students learn best when teaching is clear, structured, and explicit, with carefully sequenced lessons that include clear modelling, guided and independent practice to ensure mastery of knowledge and skills.

Students learn best when they are active participants who engage, practise, and take responsibility for their learning, with lasting changes stored in long-term memory.

Students learn best when they are engaged, feeling valued, connected, and supported in environments that cultivate curiosity, creativity, collaboration, and challenge them to reach their potential.

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

2025 has seen one of the most significant changes to the school's approach to learning and teaching. In 2024 the school began to implement some of the elements of Melbourne Archdiocese Catholic School's (MACS) Vision for Instruction including Daily Reviews and novel studies. In 2025 the staff immersed themselves in the pedagogical approach of Explicit Direct Instruction (EDI) which focused on highly interactive lessons in English and Mathematics, using resources and strategies consistent across the school. Although the school is only in the first year of the full implementation of this approach the results the staff have seen in the student outcomes has been very positive. Although the school has consistently achieved strong results across the board, we are seeing from our Mathematics and English testing even better results in the students' understanding of the concepts taught in these curriculum areas.

The school's extensive testing processes also allow us to identify any challenges children may face in their early years of schooling. With the support of the school's speech pathologist and the literacy and numeracy intervention teachers, children identified as needing extra support receive this to help address these challenges.

After the successful introduction of the synthetic phonics program in Prep last year the school successfully expanded the Little Learners Love Literacy into Year 1 in 2025. This has also been very successful with the children continuing their progress in phonemic awareness and phonics which in turn is impacting their reading and spelling skill acquisition. Now that the Little Learners Love Literacy Year 2 program has been released it will be introduced in Year 2 in 2026.

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 participate in as part of celebrating liturgy. 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. This year we have farewelled Fr. Tony Doran our Parish Priest as well as Fr. Gerard Johnson, the parish's assistant priest.

We have recently welcomed Fr. Nhan (Parish Priest) and Fr Raj (Assistant Priest) who are working productively to engage with the parish and school community. We look forward to them sharing their knowledge and talents with everyone in the community.

The Year 6 & Prep family BBQ was again a very successful event to start the year. 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 gives the families an opportunity to meet all staff who attend the event. It was also an opportunity for the children to play on the new Senior Adventure playground which was installed for the start of the school year, much to the excitement of the children who were involved in its design. This was possible because of the funds raised by the Parents Association.

It is not always possible to list all the events and activities the children have been involved in throughout the year but if you just look at the school calendar and the events listed, it is extensive and comprehensive. Camps, incursions, excursions, Book week, swimming carnival, Italian Week, athletics carnival just to name a few give you some idea how extensive the opportunities are for the children at the school.

The school's planning for the future continues as the school prepares for the construction of a new classroom in 2026. With the recent approval by Moonee Valley City Council of the planning permit construction will begin in Term 2, 2026. This will mean that once completed all the classrooms in the school will be contained within the one building. This also means that the 1970s portable can be removed providing more playing space for the children in the Senior Yard. It will also mean that funds raised by the PA both this year and next year can be spent on beautifying the Senior Yard including seating and a Ga-Ga pit as well as cubby houses and a new sandpit for the Junior Yard. We want the Senior Yard to be as aesthetically inviting as the Junior Yard. Part of the plans for the school will include a new surface for the yard.

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.

We are fortunate to have a parent community so prepared to be involved in their children's education and their school. This doesn't happen in all schools to the extent that it does at St. Vincent's. Consequently we have a strong community that looks out for each other and involves themselves in their children's education. This leads to strong outcomes for the children and is reflected in the continued strong outcomes of past students in their secondary education with some achieving Dux of St. Bernard's College and St. Columbus College in 2024 and 2025.

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 2025 school year began with a strong focus on our commitment to nurturing our relationship with God with a renewed focus on prayer. Each classroom teacher was supported in planning to engage students in meaningful and purposeful prayer as a way to begin each day. The goal in our 2025 Annual Action plan focused on supporting the Year 6 students, in particular, to gain a deeper understanding of their role as Catholics in the community. The staff participated in a whole day of professional learning at the Mary MacKillop Heritage Centre in East Melbourne to learn about Australia's first saint, Mary MacKillop, her life, legacy and lessons that we can use in our own lives. The Year 6 students also had the opportunity to visit the Mary MacKillop Heritage Centre to learn about Mary MacKillop and how her outreach supported others. The Year 6 students then reflected on ways that they can demonstrate their understanding of being a catholic in today's world, through a deeper understanding of both the Tradition and Mission.

Mission and service remained at the heart of our community throughout the year, particularly the call to support those most in need. Our partnership with the Columban Mission and Catholic Mission was strengthened through the student's participation in the school Colour Fun Run, where a portion of the funds raised was donated to both charities in order to support people in need. Our connection with the Columban Mission was also acknowledged with a written piece published in the Far East Columban Mission magazine, outlining the great work by the staff, students and families at St. Vincent de Paul Primary School in supporting the Columban Mission projects. The school community also continued its longstanding support for the St Vincent de Paul Society through the annual Winter Appeal and Christmas Appeal.

Students were provided with many opportunities to participate in parish life through class Masses, whole-school Masses, family weekend Masses, holy days of obligation and the celebration of Sacraments. Throughout the year, the use of Mass books was encouraged to help students engage actively in the liturgy through responses, song, and prayer. The students were encouraged to participate in the Mass using their Mass books (Year 3-6), which enabled them to feel confident when reading prayers and responses throughout the Mass.

Value Added

Throughout 2025, staff, students and families engaged in rich opportunities for faith formation, attending Masses, information evenings and participating in acts of service that supported those in need. Key events and initiatives included:

Opening of the School Year prayer session and badge presentation

- Ash Wednesday Mass
- Weekly class and year-level Masses each Wednesday
- Weekend “buddy class” Masses
- Whole-school Stations of the Cross freeze-frame
- End-of-Year Mass
- Prep Nativity play to spread the message of the nativity to the school and parish community.
- Sacramental preparation evenings for parents and students
- Celebration of the Sacraments of Reconciliation, First Eucharist and Confirmation
- Confirmation Retreat Day with Bishop Terry Curtin
- Religious Education planning sessions with a focus on Achievement Standards, assessment and reporting
- Engaging learning sequences involving small-group work, individual reflection and whole-class activities
- Professional learning for teachers on exploring Australia’s first Saint, Mary MacKillop by visiting the Mary MacKillop Heritage Centre.
- Mini Vinnies (Year 6 leaders) coordinating the Lenten, Winter and Christmas Appeals
- Ongoing collaboration with Kathy Porter from the St Vincent de Paul Strathmore Conference to support charity appeals
- Continued partnership with the Columban Mission, including discussions about supporting communities in Chile and Peru
- Students participating in the Columban Mission Sustainability competition, with two students achieving first and second prize in the Primary Writing section of the competition.
- A written piece published in the Far East Columban Mission magazine outlining the great work demonstrated by the staff and students at St. Vincent de Paul Primary

School in relation to the ongoing commitment to support the Columban Mission through our annual Walk-a-thon.

- Collaboration with Catholic Mission to support the Socktober initiative with a member from Catholic Mission speaking to all students at an assembly.

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 continued the journey begun last year to unpack and implement the MACS Vision for Instruction. The focus shifted from initial introduction to expanding and refining practice, with an emphasis on strengthening teachers' instructional expertise and deepening their use of the Explicit Direct Instruction (EDI) approach.

Professional Learning Meetings provided valuable opportunities for staff to inquire into and unpack the components of EDI. Through these sessions, teachers gained greater clarity and confidence, which supported the early adoption of practices such as Daily Reviews and Engagement Norms in English and Mathematics lessons.

To complement this learning, staff engaged with selected chapters from Hollingsworth and Ybarra's Explicit Direct Instruction. These discussions encouraged teachers to think more deliberately about lesson design and how to structure teaching in ways that maximise student success.

Visits to Templestowe Heights Primary School enabled staff to observe EDI being implemented effectively in other classrooms, helping bridge the gap between theory and practice. Teachers also participated in peer observations across the school, creating opportunities to watch colleagues in action, exchange ideas, and refine their practice in a supportive setting.

In English, we planned using the Victorian English Version 2 Curriculum, with a continued focus on effective, research-informed teaching practices guiding our key pedagogical decisions. Additionally, we strengthened teacher knowledge in English through a full-day professional learning session led by Lorraine Hammond, with a focus on the Science of Reading. This was complemented by a session on writing, particularly grammar, led by Nathaniel Swain. Following this, Nathaniel modelled teaching strategies in the classroom while teachers observed, which was then followed by a debrief session to consolidate learning and reflect on practice.

In Years 3–6, teachers implemented one novel study per term from Ochre Education. In Semester 2, Prep - Year 2 teachers began implementing four Ochre picture story book units per term. The Ochre units include explicit instruction in vocabulary, grammar and sentence construction, background knowledge, oral language, reading comprehension, and structured writing tasks. Each unit is designed to build students' understanding of the text while systematically developing the language and literacy skills needed for confident reading and writing.

Little Learners Love Literacy was embedded in Prep and extended into Year 1, strengthening early foundations in phonemic awareness, letter–sound knowledge, and early reading skills. To further support this progression, UFLI was introduced in Year 2 to deepen students' phonics knowledge and application.

Across Term 3 and 4, an evidence-based narrative writing intervention program was implemented with the whole cohort from Prep to Year 2, supporting the development of early writing skills.

In 2025, all teachers implemented the Ochre Mathematics resources and scope and sequence, ensuring consistency and alignment across the school. The Mathematics Leader provided modelling and in-class support in Years 1, 2 and 3, strengthening teacher practice and building confidence in delivering high-quality instruction. Teachers also engaged in reflective practice by recording themselves teaching mathematics to support ongoing professional growth. Throughout the year, MOI and PVAT data were reviewed to inform instructional priorities and guide targeted support. In addition, teachers used the Ochre post-assessments to monitor student progress and ensure that teaching was closely aligned with the content delivered in classrooms. Furthermore, our work on strengthening mathematics instruction has been enhanced through targeted professional learning, particularly in checking for understanding, adaptive teaching, responsive instruction, and active observation. These learning opportunities have deepened teachers' use of the EDI model and strengthened the consistency and clarity of classroom instruction. Alongside this, we advanced our focus on fact fluency through the implementation of Times Table Rockstars and NumBots as structured home learning tasks, providing students with engaging and purposeful practice to consolidate number facts beyond the classroom.

Student Learning Outcomes

St Vincent de Paul Primary School demonstrates a commendable performance in the 2025 NAPLAN results for Years 3 and 5, with several areas of strength and a few opportunities for growth.

The Year 3 Numeracy mean remains above both state and school averages. In Year 5, Numeracy results continue to be strong, with the proportion of students achieving in the Exceeding and Exceeding & Strong bands remaining consistent over time. Year 5 performance continues to sit above both national and state averages and has shown an

upward trend overall. However, the Year 5 cohort shows a wide spread of results, indicating varied levels of achievement across the group.

The 2025 NAPLAN results show that Year 3 students performed at or slightly above both state and national averages across all literacy domains. In Year 5, results demonstrate a particularly high level of achievement, with all students performing above the state and national averages in every literacy area. Notably, Writing was a standout strength, with every Year 5 student achieving within the Strong or Exceeding bands.

An analysis of this data highlights Reading 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
 - Heggarty
 - Corrective Maths
- 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					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	447	71%	447	72%
	Year 5	545	85%	519	74%
Numeracy	Year 3	425	73%	431	75%
	Year 5	517	80%	506	76%
Reading	Year 3	425	79%	434	80%
	Year 5	517	88%	512	83%
Spelling	Year 3	423	71%	425	70%
	Year 5	513	79%	500	77%
Writing	Year 3	439	94%	450	94%
	Year 5	522	92%	518	93%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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 wellbeing

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

Across 2025, staff implemented a range of evidence-based wellbeing programs, including Resilience, Rights and Respectful Relationships, Zones of Regulation, Friendly Schools, and the Social Thinkers Program. These programs supported students to develop emotional awareness, regulate their behaviour, build positive relationships, and strengthen everyday problem-solving skills.

This year, the Student Wellbeing Leader also continued in the role of Mental Health and Wellbeing Leader as part of the Government's MHIPS initiative. This program provided targeted professional learning across four key areas: Mental Health Literacy, Building Capacity, Supporting Need, and Learning Communities. Ongoing staff professional learning sessions were conducted throughout the year to strengthen staff capacity to recognise when students may require additional mental health support and to respond effectively.

Two students from each class were selected to represent their peers on the Student Representative Council (SRC). Through regular meetings, these students were given the opportunity to share ideas, raise concerns, and contribute to decision-making at both class and whole-school levels, fostering student voice and leadership.

In addition, two students from each class in Years 2–5 were chosen as Little GEMS. Meeting regularly with the Student Wellbeing Leader, these students played an active role in promoting wellbeing across the school. They contributed to assemblies, organised competitions, and encouraged a focus on GEM values—gratitude, empathy, and mindfulness—within the school community.

Students participated in a cross-age buddy program, with a particular focus on Prep and Year

6 partnerships. This initiative supported Prep students during their transition to school, helping them feel safe, supported, and confident in their new environment. To further strengthen this transition process, Year 5 students also visited local kindergartens to build early connections with incoming Prep students.

The Passive Play areas in both the Junior and Senior yards continued to be enhanced, with a variety of daily activities introduced to engage students. These included options such as bracelet making and LEGO, providing inclusive and creative alternatives during break times. The Little GEMS group also introduced an end-of-term stall, selling crafts they had created. This initiative was highly successful, raising over \$600 across the year, with funds reinvested into resourcing the Passive Play areas.

Learning Support Officers (LSOs) were rostered on a rotating basis to support Passive Play spaces during both recess and lunch. Their presence ensured these areas were well supervised and provided additional support for students with diverse needs, contributing to a more inclusive and supportive playground environment.

Wellbeing articles were included in every edition of the school newsletter throughout the year, addressing a broad range of topics. These articles were designed to support parents in areas such as anxiety, bullying, child safety, growth mindset, and transitions, among others, helping to strengthen the home–school partnership in supporting student wellbeing.

Value Added

- A continued whole-school focus on developing Learning Dispositions.
- Implementation of the Student Buddy Program to support connection and belonging across year levels
- Opportunities provided for staff to share resources and effective practices
- Ongoing staff training and professional learning to better support students with additional needs
- Access to a Student Counsellor one day per week
- Regular meetings of the Little GEMS student wellbeing group to promote positive wellbeing initiatives
- An updated and engaging schedule of activities in the Passive Play areas
- Learning Support Officers providing targeted support for students during yard duty
- Calm and regulated spaces established within classrooms to support student wellbeing
- A maths enrichment program for high-achieving students
- Targeted social skills and friendship groups to support student development
- Whole-school celebration of Harmony Day to promote inclusion and diversity
- Weekly social skills sessions delivered by the on-site speech therapist.

Student Satisfaction

Student satisfaction in the 2025 school climate and student safety domains. In the area of student belonging, there was a 5% increase in students feeling a sense of connection to their school as well as being 9% above the MACS average.

There was a 12% increase in students feeling like adults at their school know students well enough to know if something isn't right as well as an increase of 13% in students feeling like they can ask an adult for help at school if they need it. St Vincent de Paul students feel that kindness and helpfulness are a strength of the school, being 19% above the MACS 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	92.78
Y02	92.67
Y03	93.31
Y04	94.74
Y05	93.14
Y06	92.49
Overall average attendance	93.19

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

All classroom teachers visiting Templestowe Heights Primary School to see the Explicit Direct Instruction model of learning in operation

Leaders participating in the School Improvement Networks with Simon Breakspear

A key priority for our leadership team this year has been to continue deepening their understanding and implementation of Explicit Direct Instruction (EDI). Leaders visited Templestowe Heights Primary School in 2024 and it was decided that in 2025 classroom teachers would also have the opportunity to observe EDI in action and engage in rich conversations with expert educators and leadership staff. These first-hand experiences provided valuable insight into how to embed high-impact, evidence-based teaching strategies across all classrooms. The teachers were able to engage with the staff and explore the different strategies and management techniques the teachers used in implementing the EDI approach to learning and teaching.

In 2024 some of the leadership team had the opportunity to work with Professor Lorraine Hammond, an expert in the area of reading. To ensure that all staff had the opportunity to work with Lorraine and understand the Science of Reading the school combined with 2 other local Catholic primary schools to work with Lorraine in 2025 to gain a deeper understanding of the Science of Reading and the implications for learning and teaching.

A number of our School Improvement Team were also actively involved in writing OCHRE units and participated in professional development focused on understanding the design and purpose of OCHRE lessons. These resources are used by school throughout the state to support explicit instruction. This opportunity 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 2025	
<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"> • First aid and CPR refresher course • OHS and Safemart modules • Maths Online Interview data analysis • Critical Response training provided by Dynamiq • Teaching for Impact in Mathematics Series • Design and creation of OCHRE resources • The Science of Reading facilitated by Dr. Lorraine Hammond • Little Learners Love Literacy training 	
Number of teachers who participated in PL in 2025	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 was 1% below the MACS average.

The areas of greatest strength included:

- Teachers perception that staff at the school have what it takes to improve instruction (91%)
- Perceptions of the quality of relationships between staff and members of the leadership team (87%)
- Perceptions of the overall social and learning climate of the school (86%)
- Perceptions of the quality and coherence of professional learning opportunities (85%)
- Perceptions of staff safety in the school (80%)

Teacher Qualifications	
Doctorate	0
Masters	6
Graduate	5
Graduate Certificate	0
Bachelor Degree	20
Advanced Diploma	3
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	38
Teaching Staff (FTE)	32.05
Non-Teaching Staff (Headcount)	28
Non-Teaching Staff (FTE)	14.28
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's strong sense of community is not just a statement, but something actively built and sustained through structures, traditions, and shared responsibility among families, staff, and the wider parish. Here's a more detailed explanation of its key ideas:

1. Historical Foundations of Community

The school's community spirit traces back to 1937, when it was established by the Sisters of Charity. This origin is significant because the Sisters were known for their emphasis on compassion, service, and social justice. These values continue to shape the school culture today, particularly in how families are encouraged to support one another and contribute to the broader community.

2. The Role of the Parents Association

The Parents Association is a central pillar of the school's community life. It is inclusive, open to all parents and provides a way for families to be actively involved in their children's school experience.

Its contributions can be grouped into two main areas:

a. Building community within the school

The Association organises a variety of social and fundraising events that bring families together in informal, enjoyable ways. Events such as:

- Zooper Dooper Fridays
- Mother's Day and Father's Day celebrations
- Trivia and Movie Nights
- Children's discos
- Easter raffles and special lunch days

These activities strengthen relationships between parents, students, and staff, helping create a welcoming and connected environment.

b. Supporting causes beyond the school

The Parents Association also promotes a culture of service by fundraising for external organisations like The Royal Children's Hospital and the Columban Mission. This reflects the school's broader mission of encouraging empathy and social responsibility in its community.

3. Family Support Group: Caring for Those in Need

Another important initiative is the Family Support Group, which provides practical help to families experiencing hardship (such as illness, loss, or major life changes).

Parents volunteer to cook and deliver meals.

A coordinator manages the process to ensure privacy and dignity for those receiving support. This initiative shows how the school community lives out its values in a direct and compassionate way, offering real assistance rather than just symbolic support.

4. Supporting New Families and Students

The school also focuses on helping new families feel welcomed and prepared. For example:

Information evenings for incoming Prep families

Orientation days for children

These programs ease the transition into school life, reducing anxiety for both students and parents while fostering early connections within the community.

5. The School Advisory Council (SAC)

The School Advisory Council plays a more formal leadership and consultation role within the community.

It represents parents and works in partnership with school leadership and the Parish Priest. It contributes to policy development, particularly policies aimed at minimising disruptions to student learning.

It is involved in long-term planning, such as providing input on new classroom designs and infrastructure projects.

The SAC acts as a “sounding board,” meaning it provides feedback and perspectives on school initiatives, ensuring that decisions reflect the needs and values of the wider community.

In 2025 the School Advisory Council were active in the following areas

- developing policy around picking up children during the day to minimise the interruptions to the children's learning
- the appointment of a new school uniform supplier
- provided feedback and suggestions for designs for new school building
- made recommendations around the implementation of the tiered family school fee
- made recommendations around resolving the after school pick-up zone

6. Overall Significance

Together, these groups and activities show that the school's sense of community is:

Inclusive (all parents can participate)

Supportive (families help one another in times of need)

Engaged (parents actively contribute to school life and decision-making)

Outward-looking (committed to helping those beyond the school)

This combination creates a strong, interconnected environment where families feel valued, supported, and involved in both the social and educational life of the school.

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