



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community

St Catherine's School

2 Lascelles Drive, LALOR WEST 3075

Principal: Tracey Brincat

Web: www.sclalorwest.catholic.edu.au

Registration: 1858

E Number: E1329



The Lord Is My Light

Principal's Attestation

I, Tracey Joan Brincat, attest that St Catherine'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 09 May 2024

About this report

St Catherine'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

Our School Vision

As part of the St Clare's Parish, with the Lord as our Light, our community is inspired by St Catherine to live out the teachings of Jesus Christ.

We aspire to be confident, active learners who respond positively to challenge and have the courage to be of service to others.



School Overview

St Catherine's Catholic Primary School was established in 1983 under the principalship of Sr Margaret McKenna, a member of the Sisters of Mercy. The growing area required another catholic school, so a second school was created in the parish of St Clare's, Thomastown West. The school, situated approximately 15 kilometers north of Melbourne in Lalor West, on 1.3 hectares, is at the northern end of the Parish and utilises the church often for class masses and liturgical gatherings.

The staff are dedicated to ensuring they know the students and guide them as lifelong learners and active participants as citizens in Australian society. Learning and teaching practice is based on an integrated curriculum, driven by data and implemented through explicit teaching. Collaboration, learning and results are crucial in supporting students to achieve success in all facets of their school life. By offering a rich curriculum, we nurture an enthusiasm for learning in our students and a belief that optimal achievements are possible.

St Catherine's prides itself on being a welcoming community where parents are respected as the initial educators of their children and play an integral part in their children's education. The community works together to ensure all students strive to attain their personal best.

Central to our work is that St Catherine's School is a child safe environment that is compliant with all the Child Safe regulations. Together we support our students to reach their full potential, being guided and nurtured in faith, and valued and challenged in a secure, inclusive and safe working environment.

Through our whole school approach with the Positive Behaviour for Learning framework we focus on building a positive culture of taking responsibility, showing respect and acting safely. We challenge our students to contribute to the life of the school as a model of good citizenship and being of service to others just like our patron, St Catherine. We empower our students to look beyond the school fence and explore their world and the difference that they can make.

Our school is culturally rich and diverse. Our community comprises students from a range of ethnic groups and promotes acceptance, tolerance and respect of others. The school has many students with an E.A.L.D. (English as an Alternate Language or Dialect) background. We have a high number of our families speaking languages other than English at home. Records indicated that our families speak the following languages: Albanian, Arabic, Assyrian, Dinka, Croatian, German, Greek, Hindi, Macedonian, Malayalam, Punjabi, Swahili, Tagalog, Tamil, and Vietnamese.

The school has fourteen regular classrooms, as well as a Visual Arts Room, a STEM room, a Library and HUB (Father Andrew HUB gathering space). St Catherine's offers specialist lessons in Physical Education, STEM, Visual Arts and LOTE - Italian & Community

Languages (Vietnamese, Greek, Arabic, Macedonian and Punjabi). It has contemporary learning facilities, extensive outdoor play areas and an out of school hours care program run by KellyClub.

We model the Gospel by the way we pray, speak and act, and we pride ourselves on the mantra 'It takes a village to raise a child'. We ensure communication is open and honest. We strive for a minimum of 12 months growth in a year, and value Indigenous perspectives and embed the learning across all curriculum areas. The school tries hard to reduce the gap between high and low performers by offering additional programs to support all learners. The school has commenced evidence-based programs to ensure upward growth in student learning.



Principal's Report

In 2023 we celebrated 40 years of education at St Catherine's School. How exciting to know that the people before us had a vision for quality catholic education for the families of Lalor West which is still thriving today. We had many exciting events to celebrate our existence, including a visit from the first Deputy Principal and Receptionist, discos, sausage sizzle, Smoking Ceremony, Picnic on the lawn, gallery walk, 40 aerial shot, old style games and a Eucharistic mass led by Father John.

Our Parish Priest, Fr John has served us well and we continue working hard to develop greater bonds between the Parish and School. Faith formation opportunities have been provided for students, staff and parents. The class masses, school masses and Sacramental celebrations have been great experiences for all. I would like to thank Fr John for his spiritual leadership, as we are fortunate to have an engaging priest who is ready to serve us and lead us spiritually.

The children of St Catherine's are to be commended for their persistence and eagerness to be stretched and challenged in their learning as we strive for academic excellence in all areas of the curriculum. Thank you to the curriculum leaders, teaching staff and Learning Support Officers (LSO) for their commitment to create engaging and data driven learning. Teaching staff engaged in Instructional Walks to further enhance and receive feedback on their own pedagogy, in particular our whole school approach to Spelling.

Our intervention programs continued to grow and develop with Literacy and Mathematics extension, and Literacy and Mathematics tutoring. Social skills intervention programs were also conducted. I thank our staff for their commitment to achieving the highest standards by using data, research and evidence to ensure positive impact on student learning. The staff always have the needs of the students as a priority, and their commitment and dedication to teaching is inspirational.

Angela Ferro our Deputy Principal was appointed Principal at Corpus Christi, Glenroy and took up the role at the beginning of 2024 school year. I would like to acknowledge Angela Ferro's contributions to the school community. Angela Ferro has been nothing but loyal and a consummate professional in her role as Deputy Principal at St Catherine's School. Formal interviews took place to appoint a new Deputy Principal and the school was pleased to have Shane Calthorpe apply and then be appointed as Deputy Principal. Shane is a great asset to the school and commenced the handover with Ange late Term 4, 2023 for a smooth transition into the 2024 school year.

The Parents & Friends Association were once again active in the life of the school as well as the School Advisory Council, who are an outstanding group of parents serving the community through their engagement at every meeting, with a vision for our capital development needs,

and strategic planning. A successful Colour Fun Run was organised with the children enjoying a day of activity and fundraising. The whole school athletics carnival commenced with KABOOM engaging the children and families in tabloid events. Our senior students were given the opportunity to enhance their leadership and teamwork skills while offering all our students enjoyment in movement and fitness.

The enrolment pattern of the past four year has had student enrolment between 295 – 314 students. A big drive in promoting our school saw the intake of student enrolment for Prep increase in 2024 compared to a very small intake in 2023 Prep.

At the end of 2023 the school transitioned into the new female summer dress going from brown to green. I thank the members of the School Advisory Council, for their advice with the design of the new uniform.

Each staff member's ongoing professional learning (PL) is highly valued and related to improving student outcomes. Staff engaged in various professional learning, including Literacy (Improving Writing, Little Learners Love Literacy) Mathematics (Sequences to Learning) Student Wellbeing - whole school approach to understanding trauma informed behaviour commenced through participating in two workshops in Berry Street Educational Model. Leadership engaged with Simon Breakspear Agile Leadership workshops.

The school commissioned our first Fire Carriers including staff and students. The aim of the FIRE (Friends Igniting Reconciliation through Education) Carrier Project is to promote respect, fairness and inclusion for Aboriginal people. The school uses the Fire Stick whenever scripture is read aloud at gatherings.

A new Teaching Agreement was released that had significant improvements to address teacher workload. A key aspect of the agreement was the inclusion of time-in-lieu (TIL) provisions. The school acknowledged the extra work our teachers were asked to do and considered TIL days which meant school closure days. These days were aligned with MACS recommendations.

Daily communication to families continued by sharing what was happening on a daily basis including staff absences via our DoJo platform. With daily updates our newsletter went from weekly to a fortnightly release.

The library footprint was increased by relocating the library to the disused space at the front of the school. The RE / Wellbeing Leader office was relocated to the Father Andrew Hub to further support student wellbeing. The Facilitated Planning Room and Teacher resources were relocated to the admin building. Compliance, upgrades, improvements and maintenance on school facilities continued.

St Catherine's financial performance in 2023 was ahead of budget and the school continues to operate on a stable financial footing. Our key driver of funding is student enrolments, which were up slightly at 302.

Thank you to the staff for their commitment, passion and care of our students and for always giving your best to the children.

The following reports provide a summary of the initiatives, goals, outcomes and achievements for 2023.

Many Blessings

Tracey Brincat

Principal



Catholic Identity and Mission

Goals & Intended Outcomes

Goal

To discover God's presence in daily life in a recontextualised way that engages all in dialogue between life experiences and the Catholic Tradition.

Intended Outcomes

- That the Catholic Identity is maintained and strengthened as a dialogical school.
- That the level of importance placed on scripture continues to be improved.
- That students undertake some action within their RE concepts/units.

Achievements

Our Catholic faith is at the heart of our school culture. We are a school where Gospel values underpin all that we do. Opportunities to develop our understanding of enhancing St Catherine's Catholic identity include the following:

- Students are able to take comfort in God's guiding presence in our lives daily through prayer and Christian Meditation.
- Staff were invited to lead prayer at the start of every staff meeting.
- Christian Meditation has been embedded as part of St Catherine's morning prayer routine. Whole school Christian meditation is held every Monday and Tuesday morning.
- Fellowships were held every second Wednesday morning in the Fr Andrew Hub. Fellowships are led by a different Year level each fortnight where the remainder of the school along with families join in prayer.
- Staff completed professional learning to further enhance their Religion Education classes to ensure students continued to develop their understanding of our Catholic Faith.
- Holy Week was celebrated with student led Liturgies for Holy Thursday, Good Friday and Easter Sunday.
- St Catherine's Feast Day was a success with the Colour Fun Run, a shared lunch and whole school Mass. Parents, Year Six students and staff from St Clare's, our sister school attended the day.
- ANZAC Day, Remembrance Day and Advent Liturgies were celebrated together as a community with Father John leading most of these liturgies, and we were joined by

State Member for Thomastown, Bronwyn Halfpenny and Local RSL Member, Mark Stewart for the ANZAC Day Liturgy.

- Class Masses were celebrated at St Clare's Church.
- Beginning and end of year whole school Masses were celebrated at St Clare's Church.
- Year 3 students celebrated First Reconciliation, including a retreat day with Year 3 St Clare's students
- Year 4 students celebrated First Holy Communion, including a retreat day with St Clare's
Year 4 students held at Parade College, Bundoora.
- Year 6 students celebrated Confirmation at St Monica's College, and went to the Mary MacKillop Centre, Templestowe for a retreat day with St Clare's Year 6 students.
- Year 6 students had a graduation liturgy at St Clare's Church.

Value Added

Prayer

Prayer has maintained its importance at St Catherine's with classes praying 3 times a day; morning, lunch times and at the end of the day. The consolidation of Christian Meditation has given the staff and students another way to connect with God.

Each classroom and learning space has a designated prayer table with items pertaining to prayer, including a prayer table in reception with daily scripture highlighted.

The Sacraments

Reconciliation, First Eucharist and Confirmation were celebrated at St Clare's Church.

- Year 3 students engaged in a retreat day to reflect further on the sacrament of reconciliation
- Year 4 students engaged in a retreat day to reflect further on the sacrament of First Eucharist
- Year 6 students engaged in a retreat day to reflect further on the sacrament of Confirmation

Family Engagement

- RE information was regularly placed in the newsletter and on Class Dojo.
- Parents contribute to whole school and class masses through, Prayers of the Faithful, Offertory and Readings.
- Feast Day shared lunch.
- Family Week - Each student created a clay tile that is to be laid in our spiritual garden.

- Families invited to class Liturgies and masses.
- Families joined in class Christian Meditation.
- St Catherine's 40th Anniversary celebrations included parents' past and present joining us at our special anniversary mass.



Learning and Teaching

Goals & Intended Outcomes

As part of the St Clare's Parish, with the Lord as our Light, the community of St Catherine's inspired by our name sake, aim to live out the teachings of Jesus Christ. We aspire to be confident, active learners who respond positively to challenge and have the courage to be of service to others.

The strategic intent for 2023 as stated in our 2023 Annual Action Plan was to develop a rigorous and contemporary culture of learning, informed by data and focused on high expectations for all learners. The following three goals and linked intended outcomes serve to direct and focus the communities combined efforts.

Goal

To develop a rigorous and contemporary culture of learning, focused on enhanced learning outcomes and agency for all.

Intended Outcomes

- That a shared pedagogical approach is evidence and research based and aligned with the school vision and curriculum frameworks.
- That there is a whole school pedagogical approach that is monitored and consistently implemented.
- That all community members have voice, choice and ownership of their learning

Goal

To enhance a rigorous cycle of inquiry and action informed by data and focused on high expectations for all learners.

Intended Outcomes

- That all staff are proficient in the use of data and effective practice focused on growth and the learning progressions.
- That a rigorous cycle of inquiry is embedded through the use of evidence and data.

Goal

To formalise a performance and development culture underpinned by reflection and collaboration.

Intended Outcomes

- That all staff are actively engaged in a performance and development cycle.

Achievements

Throughout 2023, there were many achievements in the area of Learning and Teaching with a particular focus in the areas of Literacy and Numeracy. Initiatives and activities were implemented to provide students and staff with rigorous and contemporary learning opportunities.

Literacy

In Literacy, we remained committed to fostering a culture of literacy excellence, guided by evidence-based practices and a dedication to meeting the diverse needs of our students.

An important aspect of our literacy initiatives in 2023 was the implementation of the Science of Reading approach. Grounded in research, this methodology emphasises systematic and explicit instruction in foundational literacy skills. Through targeted professional development and collaborative planning, our educators have effectively integrated Science of Reading principles into daily instruction, resulting in improvements in students' reading proficiency and comprehension abilities.

To further support the implementation of structured literacy, we invested in the acquisition of Little Learners Love Literacy resources. Tailored specifically for Year Prep and ,1 these resources have proven to be invaluable tools in developing phonemic awareness, phonics skills, and fluency. Teachers have reported increased student engagement and confidence in reading, laying a solid foundation for continued literacy growth.

Ensuring consistency in spelling instruction across year levels was a priority in 2023. Through a series of instructional rounds, teachers collaborated to observe and refine spelling practices from Years 2 to 6. These observations provided valuable insights into effective instructional strategies and opportunities for targeted support, ultimately enhancing spelling proficiency across the school.

To promote independent reading and deepen students' comprehension skills, small group sets of novels were purchased for Year 5 and 6 students. These carefully curated selections encompassed a range of genres and themes, catering to diverse interests and reading levels. By providing access to high-quality literature, we aim to nurture a love for reading and foster critical thinking skills essential for academic success.

In recognition of the importance of grammar instruction in fostering effective writing skills, professional learning sessions on Grammar in Context were conducted for Year 4 and 5 educators. These sessions equipped teachers with practical strategies for integrating

grammar instruction within authentic writing contexts, empowering students to become more proficient and expressive writers.

Mathematics

Working with the 2023 St Catherine's Mathematics Improvement Plan, developed in conjunction with Northern Region Mathematics Network initiatives, and the school Annual Action Plan, putting AAP goals and priorities into a mathematical context, staff sought to prioritise mathematics learning and teaching to ensure all students were best placed to achieve learning outcomes.

It was recognised in the Mathematics Improvement Plan that effective Facilitated Planning is a crucial component in students achieving learning outcomes. To this end, Classroom Teachers and the Mathematics Leader worked hard to establish closer alignment between what learning experiences were planned in Facilitated Planning and the classroom implementation of these experiences. In an effort to ensure Facilitated Planning was as effective and focused as possible the Mathematics Leader implemented a 'Planning for Planning' model to ensure they were adequately prepared to facilitate planning. This included being fully versed in current student assessment data along with research around best practice for teaching different mathematical concepts. There was an increased focus on short term learning experiences being thoroughly developed in planning sessions.

With a focus on developing a rigorous cycle of inquiry and the use of evidence and data, all teaching teams engaged in ongoing, school based professional learning in mathematics. Working in Professional Learning Teams, teachers completed a cycle of meetings with a specific focus linked to the needs of their student cohort. Further to Professional Learning, teachers in the junior years were provided with access to the Early Years Sequences of Learning research and all teachers has access to the PAT Resource Centre, Origo Mathematics Resource and Essential Assessments.

General

Learning and Teaching Leaders (Literacy, Numeracy, Inquiry, Religious Education) supported staff during facilitated planning on a weekly basis. This was authentic engagement with student data and ensured the fundamental practices of sharing learning conversations were upheld. St Catherine's has procedures in place to identify students with additional needs at the earliest possible point. This is achieved through thorough in-school assessments, monitoring of multiple data sources and discussions amongst all stakeholders. If necessary suitable programs, adjustments, supports and strategies are implemented through Personalised Learning Plans. These plans are shared with families, all staff and are discussed at regular Program Support Group Meetings.

In 2023, 40 students were funded through the National Consistent Collection of Data (NCCD) framework, supported by the school leadership team, Learning Diversity Leaders, Classroom Teachers, Learning Support Officers (LSO) and families.

Student Learning Outcomes

St Catherine's uses multiple data sources to make informed decisions regarding the teaching and learning direction at an individual student level, year level and whole school cohort level. This data includes, but is not limited to, yearly NAPLAN Data, biannual PATReading and PATMaths assessment data, LLARS, ToPALL, MACSSIS data and moderated teacher judgements.

NAPLAN

NAPLAN data plays an important role in the ongoing monitoring of a schools' performance through the annual collection of data in key curriculum areas. When analysed it can act as a point of reference to determine the success or otherwise of initiatives and pedagogy being implemented by a school. NAPLAN assessments are completed by students in Year 3 and Year 5.

Year 3 students' performance in the key areas of Reading, Writing and Numeracy compared favourably with State and National data. On a measurement scale of 'Developing', 'Strong' and 'Exceeding', 67% of Year 3 students are strong or exceeding in Reading, 76% strong or exceeding in Writing and 59% strong or exceeding in Numeracy.

Year 5 students' performance in the key areas of Reading, Writing and Numeracy compared favourably with State and National data. On a measurement scale of 'Developing', 'Strong' and 'Exceeding', 71% of Year 5 students are strong or exceeding in Reading, 73% strong or exceeding in Writing and 67% strong or exceeding in Numeracy.

St Catherine's Leadership Team, Learning and Teaching Team and classroom teachers work together to analyse sets of data, develop specific targets and design goals for the Annual Action Plan. Goals are designed to facilitate the ongoing and sustained improvement of student learning and outcomes and teacher performance along with the overall development of a culture focused on enhanced learning outcomes for all.



NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	408	62%
	Year 5	467	56%
Numeracy	Year 3	391	59%
	Year 5	462	67%
Reading	Year 3	397	68%
	Year 5	478	71%
Spelling	Year 3	413	67%
	Year 5	490	78%
Writing	Year 3	406	76%
	Year 5	473	73%

*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

Goal

To enhance a rigorous cycle of inquiry and action informed by data and focused on high expectations for all learners

Intended Outcome

That all community members have voice, choice and ownership of their learning and they work collaboratively together.

Achievements

The Positive Behaviour for Learning (PBL) program continued with a new team being established to ensure that past learning continued to be applied, and future directions are clear and planned for. The newly formed team consisted of teacher representatives from every year level and Learning Support Officer. Through PBL, clear and consistent guidelines and actions are in place to manage behaviours that are not meeting the school expectations and students are explicitly taught how to Show Respect, Take Responsibility and Act Safely in different areas of the school. Shining Stars were introduced and were given to students who demonstrated the PBL focus of the fortnight. Each star collected went towards House Points.

These points were combined with the sports day points and the house with the highest points at the end of the year wins the St Catherine's Spirit shield.

- The staff worked together to create Staff Agreed Behaviours and Definitions.
- The first week of Term One was regarded as 'Launch Time'. During this time teachers introduced or reinforced our PBL expectations, routines and introduced Shining Stars to their classes.
- The Year 6 Wellbeing Leaders share behaviour expectations on a fortnightly basis providing a further platform for student voice.
- Trevor Herny, Learning Consultant-Positive Behaviour for Learning from Melbourne Archdiocese Catholic Schools has continued to assist and support staff with PBL. He facilitated meetings and acted as a sounding board for PBL initiatives.
- All members of staff completed the final two modules of the Berry Street Educational Model professional learning.
- The school employed a school counsellor in a part-time capacity.

- Staff Professional Learning took place around Respectful Relations, conducted by the Student Wellbeing Leader and staff from the Department of Education Victoria.
- Students worked with parents at the school's Working Bee to enhance the existing cubby houses.

Value Added

Our school provided explicit programs to enhance student wellbeing and to meet the individual needs of all students including:

School Wide Positive Behaviour strategy (PBL - Positive Behaviour for Learning) lessons that explicitly address our school expectations of Being Respectful, Taking Responsibility and Acting Safely.

- Staff members completed the Mandatory Reporting e-Learning module.
- School Newsletter included student wellbeing focus.
- Year 6 Wellbeing Leaders shared PBL expectations on a fortnightly basis at Flag Raising.
- Fortnightly PBL focus was also posted on ClassDojo.
- Lunchtime Games Club - lead by Student Wellbeing Leader.
- Social and Emotional Learning through the Resilience, Rights and Respectful Relationships program.
- Links between RE and SEL continued where possible
- Participation in RUOK? And other wellbeing days (Anti-Bully days)
- Behaviour referral forms completed to gather data and inform decision-making process.
- Personal Learning Plans with behavioural goals were data driven.
- Parent Support Group (PSG) meetings continued to be conducted for students experiencing difficulties in social, emotional, academic or physical areas incorporating where necessary the support of our Psychologist, Speech Pathologist and Learning Consultants.
- Worked with Melbourne Archdiocese Catholic Schools staff.
- Attended MACS Student Wellbeing Network meetings.
- Whole school completed the SEW survey to help guide Social and Emotional Learning.
- The school helped students' reflect and take action during the National Day of Action Against Bullying and Violence. This is part of an overall focus on Student Wellbeing at St Catherine's.
- National Reconciliation Week brought focus to reflecting on the significance of our First Nations people and the importance of understanding and learning from history as we work towards reconciliation.
- Lunch time Games Club introduced for those students who enjoy indoor activities and some quiet time.

Student Satisfaction

Students completed a formal Social and Emotional Wellbeing survey to ascertain their views and experiences at St Catherine's, in addition to informal data collection through conversation and student feedback. This data was used to guide teachers in their planning for Social and Emotional Learning in the classroom.

Student Attendance

Student attendance is closely monitored at St Catherine's Primary. Any unexplained absences are identified and families are contacted immediately. The school Principal and Deputy Principal receive a report each day at approximately 10.00am highlighting all absences and late arrivals. This allows them to identify patterns or areas for concern, and make appropriate plans and/or interventions. Making use of Nforma, the software program tracks attendance.

The school's chaplain continued to make calls and check in with families for those experiencing bereavement, or long term illness in the family.

Students at St Catherine's have a very positive school attendance rate of in excess of 88%.

Average Student Attendance Rate by Year Level	
Y01	86.9%
Y02	85.7%
Y03	86.3%
Y04	89.4%
Y05	88.0%
Y06	87.8%
Overall average attendance	87.4%

Leadership

Goals & Intended Outcomes

Goal

To further develop our professional staff climate, pedagogy and practices.

Intended Outcomes

- All staff are actively engaged in a performance and development cycle
- The capacity of leaders is enhanced to extend and support the growth of colleagues.
- A rigorous cycle of inquiry is embedded through the use of evidence and data
- Teachers will effectively use assessment data to plan for and teach students

Achievements

In 2023 staff meetings, pupil free days and professional development programs for staff were planned so that there was a whole school focus on purposeful teaching. The staff engaged in a performance and development cycle and a positive staff climate, pedagogy and practises was our goal. At the beginning of the school year leaders shared the school vision to staff ensuring there is a shared understanding about successful pedagogy that is to be used consistently by all teachers.

The following were actioned:

- Fortnightly leadership meetings
- Timetabled Meetings with Agendas
- School Advisory Council and facilitating regular meetings
- Weekly Staff Bulletin
- Acknowledging Staff Birthday and Special events
- Staff communication via various platforms
- Leaders facilitated planning with teachers to analyse data and evidence of learning, to design differentiated learning tasks and sequences of learning
- Leaders modelled pedagogical practices and worked alongside teachers in their learning spaces to build teacher capacity

Significant opportunities have been provided to develop Leader skills and practice through attending the following:

- MACS Emerging Leaders Program
- Coaching and mentoring for Leaders
- Leadership team conference at beginning of year
- Agile School Leadership - Simon Breakspear
- Network Meetings: Wellbeing, Religious Education, Learning Diversity, Deputy Principal, Principal
- Parish Priest and Principal Regional Forum
- Principal and Deputy Principal attended North Central Zone Principals Sustainability Conference in Tasmania

2023 MACSSIS staff responses:

- 61% of staff felt school leaders set positive conditions for improving teaching and learning at the school
- 72% of staff felt there was quality and coherence in professional learning opportunities
- 74% of staff felt that school leaders set the conditions for improving teaching and learning at the school

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>Professional Learning plays a key role in the continual development of teachers skillsets and the ability to provide worlds best teaching and learning experiences to students. All Professional Learning undertaken by staff must align with the SIP and AAP.</p> <p>The following is a list of some of the Professional Learning completed in 2023:</p> <p>Grammar In Context x 5 Staff - 4 Days</p> <p>Improving Writing x 2 Staff - 4 Days</p> <p>Mathematics Network x 1 Staff - 3 Days</p> <p>EAL x 1 Staff - 3 Days</p> <p>Mentoring, Leading a Learning Culture x 2 Staff - 2 Days</p> <p>Respectful Relationships x 1 Staff - 2 Days</p> <p>Igniting Leadership x 1 Staff - 4 Days</p> <p>TCL x 2 Staff - 2 Days</p> <p>Pathway to Principalship x 1 Staff - 4 Days</p> <p>Assessment in Literacy x 1 Staff - 1 Day</p> <p>Discovery Cluster x 2 Staff - 1 Day</p> <p>PBL x 2 Staff - 1 Day</p> <p>Graduate Teacher x 2 Staff -1 Day</p> <p>Anxiety Coaching x 1 Staff - 1 Day</p> <p>Australian Teacher Aide-Numeracy x 7 Staff - 1 Day</p> <p>Internal Literacy and Numeracy PLTs - 20 sessions</p> <p>It is an expectation that all staff who attend Professional Learning return to school and provide all staff with relevant snapshots of their learning.</p>	
Number of teachers who participated in PL in 2023	39
Average expenditure per teacher for PL	\$574.00

Teacher Satisfaction

St Catherine's prides itself on its positive relationships between all colleagues and all personal and professional successes are shared and celebrated.

All staff receive information about what is happening in the school through a weekly staff bulletin. Teaching staff meet weekly with leaders and LSO meet monthly with the Learning Diversity leader discussing practice and concerns. Staff who are unable to attend Staff Meetings can access information discussed through staff minutes and a recording which are loaded onto a shared Google Drive.

Staff have a strong commitment to the individualised learning needs of the students and see this as a priority for student's learning needs and goals. Teachers assess student learning on a regular basis to inform their teaching. Staff agree St Catherine's provides a quality learning environment for students, where all students work towards their goals that have been set collaboratively. All staff have worked hard within their teams and see the benefits when they work together, rather than in isolation in contributing to the overall and collective efficacy of St Catherine's School.

Staff continued to support PBL across the whole school and agree that parent and community engagement is welcomed and supported by invitation to many school event opportunities.

2023 MACSSIS staff responses:

- Staff perception for the quality of relationships between staff and the member of the leadership team is 86% which is a positive trend and 13% higher than the MACS average
- 83% of staff believe they work well together in teams to improve teaching and learning
- Collective efficacy is 78% indicating staff believe they have what it takes to improve structures
- Collaboration Around an Improvement Strategy was 8% higher than the MACS average.

Teacher Qualifications	
Doctorate	0.0%
Masters	7.7%
Graduate	11.5%
Graduate Certificate	0.0%
Bachelor Degree	65.4%
Advanced Diploma	7.7%
No Qualifications Listed	7.7%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	33
Teaching Staff (FTE)	25.9
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	19.9
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Our commitment to Community Engagement was recognised in the Annual Action Plan.

Goal

To develop a rigorous and contemporary culture of learning, focused on enhanced learning outcomes and agency for all.

Intended Outcome

That all community members have voice, choice and ownership of their learning.

Achievements

All members of the community, both those with close, immediate connections and those with more extended links are always invited and welcome to attend the many Faith, Educational, Social, Sporting Events and Celebrations offered throughout the year. We recognise that working parents and carers find it difficult to attend onsite, so the school explored various ways to provide as many alternatives around times and dates to cater for as many community people as possible.

2023 provided a unique opportunity for the community of St Catherine's to come together in many and varied ways to celebrate 40 years of providing service to the Lalor and Thomastown communities. Celebrations and events to commemorate 40 years included a whole community Mass with invited guests from various points in the history of the school, a 'Memory Walk' including photos and uniforms celebrating 40 years of ongoing progress and development. Students and families participated in classroom activities from different educational eras, a shared lunch and an after-hours disco.

Opportunities to bring various community members together was not limited to celebrating 40 years of education at St Catherine's. The Sports Carnival facilitated by Kaboom was well attended by the community. Christmas Carols were held in December, during school hours. In a move away from the traditional evening time slot this event had full student participation and many members of the community were there to enjoy the singing. Liturgies, Fellowships and Assemblies continued throughout the year and community members were invited to attend and at times actively participated in various aspects of the many services conducted e.g. reading at mass. National days of commemoration were celebrated including a moving ANZAC service attended by local MP Bronwyn Halfpenny.

Students took an active interest in their local community and the Year 3 students led a winter drive for the less fortunate. The Year 2 students connected with the local Baptcare Wattle Grove Community residential aged care. They made cards and wrote letters to the residents.

The Principal continued to lead the St Catherine's School Advisory Council. The Principal, Deputy Principal, School Improvement Leader and parent members of the school continued to meet as the St Catherine's Advisory Council to discuss core business in partnership with parent representatives.

The Parents and Friends Team continued offering students various opportunities which also raised funds for the school. The team also engaged in working bees and promoted continued connection with families.

Communication to families continued with our Meet and Greet parent/teacher sessions at the beginning of the year to allow teachers and parents to connect and discuss the whole child. Teachers and leadership shared what was happening on a daily basis making use of Class Dojo. Each Year Level also made use of Class Dojo by sharing various happenings with families of students. Staff continued to be a presence at the front of the school and Drop Off at the beginning and end of the school day.

Parent Satisfaction

The school collects both formal and informal surveys and feedback from parents regarding their satisfaction with the school to assist in the school's development for strategic planning and school improvement planning.

2023 saw in excess of 90 families complete MACSSIS surveys, providing the staff of St Catherine's with detailed data to facilitate reflection and assist with forward planning. MACSSIS data indicated high levels of 'Family Engagement' and 'School Fit', consistent with previous years.

Parent Satisfaction was evident through feedback during Parent Teacher Chats, Parent Teacher Conferences, and Enrolment Conversations, and engagement with our School's parent platform Class Dojo. Engagement and attendance at events such as Mother's Day Morning Tea, Father's Day Breakfast, Sports Carnival, Sacraments, and Christmas Carols, was high and follow-up conversations and comments on social media were overwhelmingly positive.



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.sclalorwest.catholic.edu.au

