



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Catherine of Siena School

101 Bulman's Road, MELTON WEST 3337

Principal: Desmond Noack

Web: www.scmeltonwest.catholic.edu.au

Registration: 1878, E Number: E1334

Principal's Attestation

I, Desmond Noack, attest that St Catherine of Siena 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 17 Mar 2025

About this report

St Catherine of Siena 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

Be who God meant you to be...

Living the message of Jesus

Nurturing relationships with God, self, others and the world

Inspiring learning through creativity, curiosity and passion

Empowering independence and growth to wholeness for all

...and you will set the world on fire.”

School Overview

St. Catherine of Siena of Siena Primary School, located in Melton West, Victoria, Australia, is a Catholic educational institution that has been serving the local community since its establishment in 1984.

Named after St. Catherine of Siena of Siena, a 14th-century Dominican tertiary, mystic, and Doctor of the Church, the school embodies her legacy of faith, education, and service. It was founded as the second parish primary school within St. Dominic's Parish to address the growing number of Catholics in the West Melton area and to alleviate overcrowding at St. Dominic's School.

Under the leadership of Parish Priest Fr. W. Donegan, the parish community rallied to support the construction of the new school, which was strategically located on a 5-acre site on the periphery of West Melton to accommodate the area's expanding housing developments.

The school opened its doors in 1984 with an initial enrolment of 144 students and a staffing allocation of 7.5. The original building comprised six classrooms, a staffroom, a library, a multi-purpose area, and a detached office and administration block. From the outset, the school community, including staff, parents, and students, worked tirelessly to establish a strong foundation for the provision of quality Catholic education.

On October 5, 1987, St. Catherine of Siena of Siena Primary School was officially granted registration by the Registered Schools Board, marking a significant milestone in its history.

Over the years, the school has undergone several renovations and expansions to meet the needs of its growing student population. In 2007, the administration building was renovated, and further upgrades were undertaken in 2019 to address continued growth. These renovations included the refurbishment of eight classrooms, the creation of a new staffroom, a learning resource centre, and a general-purpose area, as well as improvements to landscaping and car parking. These changes not only enhanced the school's functionality but also gave it a more professional and modern appearance, aligning with contemporary educational practices.

In addition to building upgrades, the school has consistently maintained its grounds and facilities to ensure a safe and welcoming environment for students and staff. Notable improvements have included the purchase of a double classroom portable, the resurfacing and irrigation of the ovals, the installation of garden beds and play equipment, and the construction of a garden shed for storage. These efforts reflect the school's commitment to providing a well-rounded and supportive learning environment.

Throughout its history, St. Catherine of Siena of Siena Primary School has been well-supported by the parish priests, parishioners, staff, and the broader school community. This strong sense of collaboration has been instrumental in fostering a tradition of excellence in Catholic education.

In 2024, the school continues to thrive, with an enrolment of 502 students. It provides five specialist classes that include Physical Education, Visual Arts, Performing Arts, S.T.E.M. and its language provision in the form of Auslan.

St. Catherine of Siena Primary School remains dedicated to its mission of providing a faith-based education that nurtures the intellectual, spiritual, and social development of its students. Guided by its motto, "Be who God meant You To Be" the school prepares its students to make meaningful contributions to their communities and the world, upholding the values of St. Catherine of Siena and the Catholic faith.

Year Established 1984

Student Enrolments 502

Foundation Year Students 66

Direct Measure of Income (DMI) 89

Index of Community Socio-Educational Advantage (ICSEA) 982

Total Teaching Staff 43

Full-time equivalent (FTE) teaching staff 33.21

Percentage of teachers accredited to teach in a Catholic School 45.23%

Percentage of Catholic students 80%

Principal's Report

It gives me great pleasure to present the 2024 School Report To The Community. It is hoped that this report provides a reflection and insight into the key activities and achievements of St Catherine of Siena Catholic Primary School during this past year and honours the dedication of staff, families and leadership to ensure St Catherine of Siena is the school of choice for all Catholic families within Melton West..

In reflecting upon where the school was currently placed at the end of the 2023 school year, the following is a summation of what has been achieved.

The 2024 school year has seen a significant transformation in the way the school operates, attends to the provision of the learning & teaching program, ensures that Child Safety is a priority not just in word but in action along with developing a professional development culture within the staff. This has come about as a result of the need to urgently attend to 2024 has been a period of significant tas the school continues to adjust to the findings of both the 2019 & 2023 ' school improvement report'. As a result we have addressed and continue to develop and enhance the following:

- The implementation of school structures and processes which enable strategic leadership, teaching and learning.
- The development of staff and student capacity to activate student voice, agency and participation to enhance student engagement and empowerment.
- The strengthening of a Catholic identity at St Catherine's, that is authentic, meaningful and relevant to this school community.
- The pursuit of creating an optimal learning environment that is embedded in a consistent and agreed pedagogy of and for learning.

Our aim in 2024 was to ensure that the school met all compliance requirements as required by VRQA. To this end, our efforts were focused on the development of a Catholic school in which students can access the highest quality, appropriately challenging curriculum.

Credit must be given to the teaching, support, admin and leadership staff who have collectively work together to achieve so much in such a little time.

Their efforts are reflected in improved learning & teaching practices, supported by calm and engaging classrooms that reflect the teacher's passion and dedication to their students and vocation.

Sincerely,

Mr Desmond Noack

Principal.

Catholic Identity and Mission

Goals & Intended Outcomes

To continue to develop and enact the authentic Catholic Identity of St Catherine of Siena Primary School for the contemporary world

Achievements

The school has commenced a review of how prayer, the Sacraments and Religious Education are taught throughout the school.

There has been a concerted effort to support teachers still requiring their Accreditation to Teach Religious Education in a Catholic school certification.

The enhancement of religious displays and iconography throughout the school has been prioritised with the liturgical seasons reflected in prayer stations throughout the school's foyer and corridors.

The introduction of alms giving throughout Lent & Advent to collect food for St Vincent de Pauls (Melton branch) that is presented at Mass by school students accompanied by their families has both engaged more families in attending Mass and

Families' perceptions of and engagement with the overall Catholic identity of the school has increased by 5% from 2023 to 2024. We believe this reflects the effort taken to engage families into the eucharistic and prayer life of the school through events such as Mother's Day Mass, weekend family Masses and a prayer services such as that held and overwhelmingly attended by dads at the Father's Day Breakfast.

The school awaits further direction from Melbourne Archdiocese School in relation to the provision of a new Religious Education curriculum.

Value Added

Development of units that include opportunities to re-contextualise scripture to make meaning.

Implementation of a new unit template where learning opportunities for students were developed to improve knowledge and understanding of scripture and Catholic traditions

Development and moderation of work samples based on the Religious Education Curriculum Framework.

Facilitated planning engaging in professional dialogue to build teacher knowledge and build teacher capacity to include Inquiry Learning skills and the co-construction of Learning Intentions.

Purchase of new resources to engage students, and to support planning and teacher professional development - including the subscription of FRG Ministry.

Whole school Masses occurred throughout the year with the following bringing students and families together:

The Feast of St Catherine of Siena

The feast of St Anne and St Joachim to recognise Grandparent's day which was followed by a morning tea for grandparents and grandchildren.

The introduction of a Mother's Day Mass which received enormously positive feedback.

Liturgies for the beginning of the school year and the feast of St Mary of the Cross

Mackillop's feast day.

The liturgical seasons of Lent & Advent were highlighted and promoted by iconography and prayer stations located throughout the school that were utilised by each class as an opportunity to deepen students understanding of the facets of each season represented. Students, with the support of their families, participated in weekly alms giving throughout Lent and Advent, culminating in the offering of food hampers each week at the Sunday masses.

Students presented a special whole school weekly prayer service that taught and acted out each of the Stations of The Cross.

Prayer services for the whole school to acknowledge Advent and prepare for Christmas which were held in classrooms and led by the Christian Service Team.

The Sacraments of Penance (Year 3), First Eucharist (Year 4) and Confirmation (Year 6)

Year level masses on Wednesday's celebrated by Year 3 in term 1, Year 4 in Term 2, Year 6 in term 3 and a rotation of other levels in term 4. Masses for sacramental year levels contributed to their sacramental preparation through Homilies given by Fr Michael Moody, our Parish Priest.

Daily prayer in classrooms in various forms including formal and informal prayers, song, dance and meditation.

Grades were assigned students who were doing sacraments to pray for them as they prepared for their sacrament. They then made a token of remembrance for their assigned students.

Learning and Teaching

Goals & Intended Outcomes

To embed evidence-based practices in all learning spaces.

- The intended outcome of this goal is to improve learning outcomes in Literacy and Numeracy with a focus on consistent implementation of agreed-upon evidence-based practices.

To use data effectively to improve student learning outcomes and growth.

- The intended outcome of this goal is for staff to become proficient at using data to inform teaching and maximise growth for all.

Achievements

Literacy Achievements

Time was provided in PLTs and planning for regular data analysis, including writing moderation. Literacy Leaders continued to attend the Melton EAL Network cluster, which met each term. Scope and Sequence for Prep to Year 2 Phonological, Phonemic and Phonics were implemented and actively used in Literacy planning. Ochre reading resources have been heavily embedded into literacy practices in Years 3-6.

All students received literacy learning through a Structured Literacy approach, ensuring that the pillars of reading are embedded i.e. Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.

Introduction of new planning proformas ensuring that all students from P-6 receive 2 hours of explicit instruction in Literacy and 1 hour and 15 mins of explicit instruction in Numeracy. The rest of the learning is an even split towards Religious Education, Inquiry and PBL (Positive Behaviours for Learning).

Working with MACS at school improvement networks allows clarity and direction to our School Improvement Plan and Annual Action Plan.

A new planning structure was introduced to enable classroom teachers to have two hours of facilitated planning time with the Literacy leader present every fortnight. This time was utilized for a combination of professional learning, data analysis and unit planning. This allowed for deeper understanding of the Victorian curriculum 2.0, the students' individual

learning needs, the developmental sequence of skills and how best to plan experiences to explicitly teach the required skills and concepts.

The school Literacy leader has also been supporting classroom practice through practices including co-teaching, modelling, peer observation and coaching at the request of teachers. This has varied according to teacher needs and their goal in working with the Literacy leader to improve their teaching and learning practices.

Value Added

Sunshine Online was also introduced this year and is used in various capacities. Each student in years prep and six have a subscription. This is incorporated into the classroom as well as being used as a platform for assigning Literacy home learning tasks.

New Decodable Readers purchased to ensure that Take Home Books align with the instructional practice of explicit instruction in phonics.

MultiLit Interventions purchased to begin implementation of a Multi-Tiered System of support in 2025.

All P-2 staff trained in Heggerty to ensure Phonological and Phonemic Awareness is developed in every junior school student.

Numeracy Achievements

The Math Mastery program was trialled over semester two of 2024 in one classroom from each of the following year levels; three, four and five. This was recently reviewed with many wonderings about the program and the impact it has on improving student outcomes. The use of this program moving forward is currently being explored.

Whole school approach to the teaching and learning of the four operations with the introduction of mental computation strategies in addition, subtraction, multiplication and division (based on the work of Alistair MacIntosh) currently being embedded across the school.

Shared development and ownership of scope and sequence documents outlining the skills, concepts and understandings for addition, subtraction, multiplication, division and place value which are mapped out across the primary school years specifying the mental strategies and written strategies to explicitly teach.

Introduction of individual student multiplication goals from years 3 to 6. Introduced by the School mathematics leader, who has also trained LSO staff to regularly assess students and allocate new goals as required. These goals are also communicated home to families via SeeSaw with an instructional video regarding the mental strategy matching the goal and suggestions of what students can do to practice at home. These goals are ongoing until the

student is able to recall all multiplication facts up to 12×12 , at which point the child receives a certificate at school assembly. 2025 will also see the introduction of achievement wristbands to lift the profile of mathematics and multiplication and motivate students to keep moving and achieving their goals.

A new planning structure was introduced to enable classroom teachers to have two hours of facilitated planning time with the Mathematics leader present every fortnight. This time was utilized for a combination of professional learning, data analysis and unit planning. This allowed for deeper understanding of the Victorian curriculum 2.0, the students' individual learning needs, the developmental sequence of skills and how best to plan experiences to explicitly teach the required skills and concepts.

The school Mathematics leader has also been supporting classroom practice through practices including co-teaching, modelling, peer observation and coaching at the request of teachers. This has varied according to teacher needs and their goal in working with the Mathematics leader to improve their teaching and learning practices.

Value Added:

Mathletics was also introduced this year and is used in various capacities. Each student in years prep and one have a subscription to Math Seeds and those in years two to six have a subscription to Mathletics. This is incorporated into the classroom as well as being used as a platform for assigning Mathematics home learning tasks.

The Mathematics concrete resources have also been updated, including resources housed in a central location and those allocated to individual classrooms. The school is well equipped with resources for all mathematics strands and is easily accessible to all. The use of these resources is also embedded into facilitated planning time where relevant concrete materials are explored and discussed with explicit modeling and examples of how these can be used to support teaching and learning.

Student Learning Outcomes

At St Catherine of Siena Melton West, monitoring student learning outcomes in 2024 involved making judgments of student achievement and progress against, but not limited to, assessments including:

Using PAT R and PAT M assessments

Using Essential Assessments

DIBELS (Screeners)

Writing moderation

Mathematics Pre and Post testing of conceptual understanding

Heggerty (Screeners)

Acadiencer Spelling and Maths (Screeners)

Monitoring and communicating student achievement against the Victorian Curriculum achievement standards

Tier 2 assessment offered to studnets when Tier 1 data was lower than expected norms e.g. SPAT, YARK

The 2024 NAPLAN data show that our students are working close to the National standards/averages as document in the My Schools report. In Writing are students are working above the National standards/averages. In Year 5, our data is trending in a positive direction, showing that our students compare close to the National standards/averages in the areas of Reading, Writing and Spelling. In both Grammar and Numeracy are students are working below the National standards/averages.

| NAPLAN - Proportion of students meeting the proficient standards | | | |
|---|-------------------|-------------------------|-------------------|
| Domain | Year level | Mean Scale score | Proficient |
| Grammar & Punctuation | Year 3 | 383 | 49% |
| | Year 5 | 468 | 46% |
| Numeracy | Year 3 | 374 | 49% |
| | Year 5 | 452 | 47% |
| Reading | Year 3 | 393 | 67% |
| | Year 5 | 470 | 69% |
| Spelling | Year 3 | 406 | 63% |
| | Year 5 | 466 | 61% |
| Writing | Year 3 | 427 | 86% |
| | Year 5 | 479 | 66% |

*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

To foster a culture that will engage all students at their point of need in a contemporary learning environment to enable them to achieve their full potential as resilient, empowered and motivated people.

Achievements

Learning Diversity

The Nationally Consistent Collection of Data on School Students with a disability (NCCD) is a process that all schools undertake, counting the number of students who receive extra adjustments to 'help' at school because of disability, as defined by the Disability Discrimination Act 1992 (DDA). NCCD is used to inform funding. In order to collect evidence and documentation for NCCD eligibility we:

- Employed new Learning Diversity Leader with high level qualification giving access to tier 2 assessment administration together with the purchase and use of a number of these assessment tools in term 4.
- to implemented Personal Learning Plans (PLP);
- made student referrals for assessment by MACS Learning Diversity/Psychology/
- Speech and implemented recommendations.
- supported students who receive MAC speech pathology services and learning diversity consults
- supported teachers in implementing adjustments in consultation with MACS learning consultants .
- employed extra Student Support Officers (SSO) providing 20 to support staff and
- students.
- provided opportunities for staff to participate in professional development to further
- their understanding of disorders that may impact on the learning of a child.
- upskilled teachers in documenting adjustments made for students such as: teacher work plans, monitoring sheets, support timetables.
- ensured all staff are aware of and have completed Disability Standards of Disability
- online modules.
- ensured staff had completed the necessary Mandatory Reporting modules
- provided Professional Development for staff to build knowledge about NCCD.
- engaged in dialogue re students' adjustments and category of disability so decisions are consistent and reliable.
- timetabled an hour a fortnight for teachers to meet with the Learning Diversity Leader.

- worked with families and students who require support and/or adjustments to achieve their learning or social and emotional goals
- met three times over the year as a NCCD staff team to moderate, plan and reflect.
- implemented Student Support Plans to support children with their behaviour.
- implemented and restructured Indoor Play for students who require support when in recess time play situations.
- implemented a transition process from Indoor Play to outside(structured) play
- SSO available to support South Sudanese families (community liaison SSO)
- SSO available to support Arabic families (community liaison SSO)
- regular PSG meetings to discuss progress and achievements/challenges of students.
- maintain and consult with outside agencies working with students out of school hours.
- School nurse visits and follow up with families
- engaged in an online PD with Catholic Care to gain further insight about them doing
- cognitive testing, as well as offering counselling.
-

Behaviour Management

We continued to implement a positive and consistent approach to behaviour management by:

- maintaining a common consistent language throughout the whole school when dealing
- with behaviour.
- consistently reviewing our Behaviour Management Policy.
- displaying banners with expectations and consequence hierarchy in all areas of the school.
- consistently using a “child friendly” reflection sheet that coincides with “Zones of Regulation” and School expectations to the whole school.
- implementing proactive strategies to encourage positive behaviour. EG. Brain breaks; Sensory supports; reward charts, social stories
- Continue to participate and engage with the MHIPS program, attended by the Wellbeing leader alongside a wellbeing team, who delivered information to the rest of the staff. Social and Emotional Learning

Our ongoing commitment to supporting and nurturing our students to achieve their full potential in faith-filled learning environments that are safe, inclusive and respectful was developed by:

- provided professional reading and PD for staff through PLT and staff meetings.
- circle time used in classrooms to enforce positive relationships and voice
- having a Wellbeing Leader to lead staff.
- weekly article in school newsletter to inform parents to develop consistency between home and school.

- staff attending Professional development.

School Counselling

We were able to address the number of children who required school counselling by:

- providing the consistency of one school counsellor. (3 times a week)
- conversing with parents and staff in order to meet the needs of students.
- regular meetings between Student Wellbeing Leader and Counsellor.
- providing an easy referral process
- additional students were able to be given access to a counsellor who was completing their counselling qualification - regular feedback given to parents regarding well being of their child/ren

Indigenous Students

We continued to be an Indigenous focused school by:

- accessing support from MACS; in order to assist children in Literacy and Numeracy
- whole school NAIDOC day
- recognition and acknowledgement at each assembly
- celebration of Harmony Day
- prayer service acknowledging country

Transition

In 2024 we have continued to facilitate a smooth transition for students by:

- working closely with both the secondary colleges and local kindergartens
- visiting schools and kindergartens to observe and engage in professional discussion
- with colleagues about individual student needs.
- conversing with external agents, where intervention has occurred prior to school.
- Implemented the use of Classwise to improve class placement for students into the following year.
- providing 5 transition mornings for new Preps for 2025. An increase on the previous year's transition program.
- implemented two days, instead of 1 Step Up Days for children to meet and adapt to the following year's teacher.
- providing a transition social story for all students as they transition to the next year level.
- providing a Yr 6 buddy to assist in providing a safe & happy environment for Prep children.
- providing multiple visits to secondary school for students who require additional transition.

Value Added

Utilise specialized consultants (Red Apple) in the professional learning and implementation of child safety and practice throughout the school.

Visual & Consistent Expectations and Consequences Displayed Well being/NCCD staff team

Structured/Supervised Indoor/ Outdoor Play Consistent Onsite Counselling Timetabled

Well Being Planning Sessions

NAIDOC Day

Bully No Way! Day

Student Satisfaction

Student feedback from the 2024 Catholic Education Melbourne School Improvement Surveys (CEMSIS) shows that the changes being introduced are having a very positive impact upon our Year 4 students with data declining for our Year 6 students. Data collected from our Year 6 students is similar to what has been observed when they undertook the same survey in 2023 as Year 5 students. It is our hope that Year 4 data is the start of an upward trend as we implement the Vision of Instruction & Positive Behaviour for Learning (PBL) in 2025. t

Student Attendance

The attendance rate of 91% in both Semester 1 & 2 together with the attendance level growing from 67% in Semester 1 to 71% in Semester 2 (Term 3) highlights the efforts being taken to address the concerns the school has had in student absenteeism. We are looking forward to the percentages continuing to improve in the 2025 school year.

| Average Student Attendance Rate by Year Level | |
|---|------|
| Y01 | 91.3 |
| Y02 | 90.9 |
| Y03 | 92.4 |
| Y04 | 90.6 |
| Y05 | 90.6 |
| Y06 | 91.0 |
| Overall average attendance | 91.1 |

Leadership

Goals & Intended Outcomes

To implement school structures and processes which enable strategic leadership, teaching and learning.

- Build staff capacity by developing a culture of monitoring, evaluating, critical reflection, feedback, appraisal, mentoring and coaching

Achievements

Implement leadership capacity building through the participation of 360 reviews and coaching

Implementation of Linewize and Classwize to ensure e-learning safety protocols for all year levels.

Support students and families through ongoing provision of learning materials to homes whilst students were in lockdown.

Ensured a well-managed financial plan was implemented with appropriate fee collections and a capacity to meet borrowings

Ensured that the Leadership Team is highly visible in all facets of school life

Personal and Team goal setting for leaders, teachers, learning assistants and education support officers

Undertook review of all policies to ensure school is compliant as required and identified through the 2023 School Review.

Documentation of policies and procedures in line with MAC's.

Planning structure changes to ensure focus group planning based on data and facilitated by coordinators.

Implemented quality assurance practices to further enhance learning and teaching programs.

Providing a curriculum that reflects our Catholic values and Vision.

Continued refurbishment of learning environments and playgrounds.

| Expenditure And Teacher Participation in Professional Learning | |
|---|------------|
| List Professional Learning undertaken in 2024 | |
| Weekly provision of collegial professional learning & planning sessions All staff, both teaching and non-teaching, had access to both internal and external professional learning activities. 360 Leadership Development Positive Behaviour For Learning Flourishing Learners Vision for Instruction | |
| Number of teachers who participated in PL in 2024 | 38 |
| Average expenditure per teacher for PL | \$85673.00 |

Teacher Satisfaction

Data from MACSSIS highlighted the following:

The extent to which the school leaders set the conditions for improving teaching and learning at the school.

Increased from 60% in 2023 to 69% in 2024.

Perceptions of the quality and coherence of professional learning opportunities.

Increased from 45% in 2023 to 75% in 2024.

Perceptions of the coherence of the school's improvement strategy.

Increased from 46% in 2023 to 78% in 2024.

Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.

Increased from 59% in 2023 to 69% in 2024.

Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.

Increased from 52% in 2023 to 63% in 2024.

| Teacher Qualifications | |
|--------------------------|----|
| Doctorate | 0 |
| Masters | 6 |
| Graduate | 2 |
| Graduate Certificate | 2 |
| Bachelor Degree | 24 |
| Advanced Diploma | 2 |
| No Qualifications Listed | 10 |

| Staff Composition | |
|---------------------------------------|-------|
| Principal Class (Headcount) | 4 |
| Teaching Staff (Headcount) | 47 |
| Teaching Staff (FTE) | 41.54 |
| Non-Teaching Staff (Headcount) | 28 |
| Non-Teaching Staff (FTE) | 22.21 |
| Indigenous Teaching Staff (Headcount) | 0 |

Community Engagement

Goals & Intended Outcomes

To strengthen a Catholic Identity at St Catherine's, that is authentic, meaningful and relevant for the school community.

Achievements

Ensured that families are given opportunities to participate in the life of the school through workshops, Learning Conversations, Curriculum Family Night, Parent/Student/Teacher Conversations and Sacramental Family Nights albeit through on-line forums.

Strengthened the commitment with our parish through Sacramental preparation evenings, Sacramental Masses (Communion & Confirmation), a Commissioning Mass for the staff of the school, Project Compassion.

Facilitated opportunities for online support for parents when assisting their chil/ren with online learning and wellbeing issues.

Parent Satisfaction

Families' perceptions of and engagement with the overall Catholic identity of the school increased from 55% in 2023 to 64% in 2024.

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.scmeltonwest.catholic.edu.au