



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St Paul's School

562 Sydney Road, COBURG 3058

Principal: Maria Mercuri

Web: [www.spcoburg.catholic.edu.au](http://www.spcoburg.catholic.edu.au)

Registration: 336, E Number: E1034

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## Principal's Attestation

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I, Maria Mercuri, attest that St Paul's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 01 Jun 2024

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## About this report

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St 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](#).

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## Governing Authority Report

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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

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## Vision and Mission

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With Jesus as our leader,

We at Saint Paul's Catholic Parish Primary School, endeavour to build an inclusive learning community. Embracing the courage of Saint Paul,

and in the spirit of the Sisters of Mercy,

we aspire to provide an education

that empowers us in

unity, faith, hope, love and respect.

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## School Overview

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St. Paul's Primary School was established over 160 years ago. It is one of the oldest schools in Melbourne and has enjoyed a resurgence in student numbers due to a changing demographic and the establishment of housing in the old Pentridge goal site and other surrounding industrial areas that have become residential.

The history of St Paul's is intrinsically linked to the history of Moreland/Merri-Bek and most importantly and more directly, Coburg. We remember our past to remind us of the sacrifices made by those before us - their struggles to maintain and support Catholic Education. Our history also allows us to appreciate the present and look forward to the future with a dedication to ensure that quality Catholic Education continues at St Paul's.

There is a rich diversity of nationalities at our school. We continue to welcome many new children from South America, Asia and the Sub Continent, all bringing with them a diversity of rich cultures that has added much to the school. As well, we continue to see a number of European families enter the school community. A vibrant and dedicated Parent and Friends Association works tirelessly to support the school, as does a group of parents dedicated to supporting student learning during Literacy and Numeracy sessions.

The school leadership team comprises the Principal, Deputy Principal/Wellbeing Leader, Literacy/Learning and Teaching Leader, Learning Diversity/Learning Leader, Numeracy Leader/Religious Education; and Face and Community Engagement (FACE) Leader.

We also have a Indigenous/ Sustainability Leader.

Our specialist programs include Visual Arts, Performing Arts (Drama & Music), LOTE (Italian), STEM (Science, Technology, Engineering, Mathematics) and Physical Education. The library is well resourced and the librarian ensures that students' interests in books are nurtured. Science, Technology, Engineering, Mathematics (STEM) has been extremely successful and continue to be supported by parent fundraising to purchase robotics, coding and other resources to support learning. Classrooms are light filled flexible learning areas. St Paul's caters for contemporary and personalised learning, to ensure students' learning needs are met. We offer Literacy and Numeracy intervention, an optional music program (guitar and keyboard), School Counsellor and Learning Support Officers across all levels of the school.

St Paul's School is at the heart of the Parish of St. Paul's Coburg and the school looks to support the life and work of the wider Parish. The school is committed to the faith development and ongoing support of students and families. Social and Emotional Learning (SEL) is central to the school's long term vision and strategic planning.

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## Principal's Report

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Our 2023 year was another extremely successful year at St Paul's. Our school community was back to being connected and our school theme for the year was "Be The Light"

We began the school year with a staff and school mass with the theme "Share the Light of Jesus."

We know how important it is to live our faith and follow Jesus' examples and teachings. Each of us can share the light of Jesus everyday! Each of us at St Paul's in any role we have, whether in Prep or year 6, whether a teacher or a parent, each of us can make a difference by how we treat each other. When we are kind to each other, using kind actions and words, the light of Jesus within us shines for others to see. No matter who we are, we can all work together to share the light of Jesus! A symbolic gesture during the mas was to Light the Candle – using the words

Jesus said 'You are the light of the world'. May the light of the candle and the warmth of its flame fill our hearts with the light and warmth of God's love. May we share this light and warmth with each other.

Our school motto of Wellbeing and Learning for All was at the heart of all we did.

I want to once again thank our highly dedicated and hard-working staff, who exceeded the highest of expectations, working with the children and parents to ensure the focus on learning and wellbeing for our students was at the forefront of all we do. These achievements can be attributed to the shared belief that student wellbeing is the foundation on which all learning is built. Our school has strived to develop a school community which is positive and provides opportunities for students to connect with each other. The value and strength of the partnerships held between the families, the children and the school are a stand out at St Paul's. The importance of these partnerships underpinned all we do.

Central to our role as a Catholic school and as a faith community, we continue to give students and families opportunities to develop faith through; prayer and liturgy; celebration of sacraments; Family Sacrament Faith Evenings; class masses; whole school masses; celebrating our patron St Paul's day and Year 6 Graduation mass. We have a very active Mini-Vinnies group that looks at ways to support those in need in the community and through Caritas. Our children have a social justice awareness, looking for ways to support others in need.



I would like to acknowledge and thank our Parish Priest, Father James Puppady, St Paul's Parish Priest, for his great support during the 2023 year. St Paul's Parish is very fortunate to have such a dedicated, faith leader.

We thank the parents for their incredible support in partnering with us in 2023 to ensure their children receive the best opportunities in education. This support is demonstrated in so many ways from supporting school activities; helping in the classroom, organising lunches, volunteering for excursions, fundraising, supporting homework to name a few. The partnership and respect between staff and parents' continued to strengthen, with the common focus on ensuring children's wellbeing and learning continued.

Our newly formed School Advisory Council (SAC) continued to meet each term. The SAC is beginning to gain momentum and understand the important role it has at St Paul's Primary School

The parents on the SAC are excited to be part of a voice for the parent population when the school is making decisions and setting directions. It is a forum where issues can be discussed and initiatives presented from the parent community perspective.

Congratulations to everyone at St Paul's School community for an outstanding 2023 year embracing all that came our way. I look forward to continuing to ensure we provide Catholic education for families within our community, that our students discover their passions and have healthy sense of wellbeing, feel successful and are confident learners.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

Goals & Intended Outcomes

To enliven the Catholic identity of the school

Intended Outcomes

- That our Catholic Identity inspires and defines who we are
- That all learners actively engage and contribute to developing a strong Catholic culture.

### Achievements

#### Achievements

In 2023, we continued to explore ways to further enhance our Catholic Identity with a strong focus on prayer and social action.

- Teachers creating innovative RE units that include relevant use of LI and SC
- Continuation to make explicit connection of Well-being with a Catholic Lens eg morning prayer
- Sacramental programs conducted for children in Years 3, 4 and 6 (Reconciliation, Eucharist & Confirmation)
- Parent /Child Faith nights were held online with Maria Forde
- Faith Leader attended Level planning at least to support classroom teachers

#### **Praying and Celebrating / A faith Community**

The Year 6 students received the Sacrament of Confirmation in October at St Paul's Church. Parents were invited to attend a Faith Formation night in August to help prepare their child to receive this Sacrament and classroom teachers prepared students by teaching them about the Sacrament and the Holy Spirit in the classroom. At the beginning of Term 4 Bishop Terry Curtin visited the Year 6 students and were presented information on the history of Confirmation. And discussed living the Sacrament of Confirmation in their daily lives with an emphasis on living the Gifts of the Spirit. A reflection day was organised for the Confirmation Candidates at school. It was a lovely day, with students and staff engaging in reflective dialogue about their faith and what Confirmation means for them. Year 4 received the Sacrament of Eucharist and students in Year 3 received reconciliation in the Sacrament of Penance.

We maintained opportunities for parents to be involved in a faith focused experience with their children at Family Faith Nights. Family faith nights were able to be moved online with a high attendance. Maria Forde facilitated all our Sacrament Family evenings. All faith nights were well attended (90-100% attendance). Parents place a high level of importance on their children preparing for and receiving the Sacraments.

Participation in prayer and liturgy is an integral part of life at the school. Dedicated prayer spaces are evident in all classrooms and both students and staff incorporate prayer into the beginning of each day. Staff meetings always commence with prayer and Staff were rostered to lead prayer at weekly staff meetings

Our Senior students re-told the story of the last few days, trial, death and resurrections of Jesus Christ in a theatrical, live performance, with whole school musical contributions and community attendance. During Lent, each class at St Paul's created their own Stations of the Cross. The children and teachers worked together to make a representation of the Station in a way that is meaningful to them. All classes walked around to each Station of the Cross to view and pray together. Families were also invited into the corridors before school in Holy Week, to follow Jesus' footsteps and to walk his Way of the Cross, by following these stations displayed through our school and stopping with their children to pray at each one.

Classes continued to be rostered on to attend Friday parish masses. Attending these masses provided the students with opportunities to practise communal prayers, practice reverence in mass and experience aspects of church traditions, whilst engaging with the parishioners of our parish.

Throughout the year and when possible, grade levels took the opportunity to connect with Fr. James, by inviting him to their classroom to visit and speak to the children. Before these sessions, Fr. James and the RE Leader would discuss aspects of the children's current learning and make suggestions as to the direction the session would take.

As part of our shared journey of faith we also celebrated the feast of Saint Paul as a whole school, engaging in many activities about St Paul in our classrooms. On this day we also participated in the "Basking for Change" initiative and raised funds for Indigenous Literacy.

A Christmas Liturgy was prepared by the Religious Education Leader. Students from all year levels participated in a Nativity play, Graduation liturgy and Beginning and End of year mass. This was held in our church and attended by our Parish Priest Fr James Puppady and families.

### **Catholic Mission/Social Justice**

Catholic Social Teaching was the foundation and purpose of the Mini-Vinnies team. Mini-Vinnies regularly promoted awareness of upholding the dignity of every human person and the common good by organising fundraising and donations of food to support the St Vincent de Paul Christmas appeals. They also raised funds for Project Compassion during Lent, The Good Friday Appeal and the Indigenous Literacy Foundation, These actions supported students' awareness of their responsibilities in the local community, and linked the Religious Education Curriculum, as lived actions within the Principles of Catholic Social Teaching. Students from years five and six sang to residents at a local aged care facility. The continued development of the Inquiry based learning planner to support the use of the Pedagogy of Encounter to renew the Religious Education curriculum, team learning meetings for design, planning and implementation of the Pedagogy of Encounter,

## Value Added

Catholic Identity

### Families'

- Perceptions of and engagement with the overall Catholic identity of the school. - 58%
- Support for Catholic religious practices emphasised at your child's school - 90%

### Student

- Perceptions about the Catholic identity of the school - 73%
- Importance of celebrations and traditions, - prayer, social justice, sacraments and Mass, a part of school life - 82%

### Teachers'

- Perceptions of catholic beliefs and practices underpinning the policies and practices of this school - 71%
- Importance of prayer at community events - staff meetings, school assemblies, and family gatherings - 97%

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## Learning and Teaching

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### Goals & Intended Outcomes

**Goal:** To build the knowledge and expertise of leaders and teachers:

**Intended Outcome:** That leaders capably manage change and support teachers in their work

That leaders and teachers are confident at using data, evidence-based practice and research to support practice.

**Goal:** To build consistent pedagogical practices across the school:

**Intended Outcome:** That consistent and shared approaches are evident in teaching practice Numeracy and Literacy Leaders in the classroom to demonstrate strategies and pedagogy.

### Achievements

Leaders provided guidance and support for teachers to deliver quality programs in each area of the curriculum through Professional Learning Meetings (PML) and weekly Collaborative Planning meetings. Teaching teams engaged in dialogue around student achievement and measuring teacher effectiveness. The Teaching and Learning Cycle moved through key phases designed to implement and monitor, evaluate and diagnose, prioritise and set goals and develop and plan. Teachers were supported by Leaders, to draw on assessment data to plan a differentiated curriculum to ensure all learning experiences were differentiated to meet the needs of all students.

Leaders supported teacher professional capacity development by introducing High-Impact Teaching Strategies (HITS) and supporting teachers to ensure learning and teaching sequences utilised this knowledge. Leaders further supported teachers through mentoring where opportunities for teacher learning were identified and teachers and leaders co-planned for this specific focus. Leaders modelled teaching strategies in classrooms, then observed teacher practice and provided feedback for consolidation and growth.

A school closure day and team-based professional learning sessions, led by Literacy Consultant Vivian Arbaci, provided additional needs-based support for teachers in applying strategies for the teaching of Reading. The Literacy Consultant, Leaders and teachers worked together to design and implement a whole school Reading Lesson Structure based on Science of Learning principles and evidence-based practices.

## Student Learning Outcomes

Year 3 Students Exceeding proficiency out of a 33 total:

- Numeracy = 3
- Reading = 12

Year 5 Students Exceeding proficiency out of 35 total:

- Numeracy = 5
- Reading =16

NAPLAN scores indicate that most Year 5 students, 83-97%, meet proficiency standards for all learning areas. At least half of the Year 3 students meet proficiency standards for Grammar and Punctuation, Numeracy and Spelling (58%, 67% and 64% respectively) and almost all students in Reading and Writing (82% and 88%). Due to the change in NAPLAN testing dates, we are unable to compare previous scores to determine student growth over 2-years.

Reading is a relative area of strength, with 35.3% of Year 3 students, and 45.7% of Year 5 students, exceeding Reading proficiency standards and no student classified as Not At Standard (NAS). We believe this is due to the additional upskilling teachers received during 2023, and the school's commitment to following our evidenced-based Reading lesson structure.

The school also completed PAT testing at the end of the Year. PAT-Reading assessments align with NAPLAN data, indicating a large number of students are performing one year above their expected range. This is particularly true for our Year 4, 5 and 6 students, with 45.45%, 62.86% and 63.64% achieving one year above expected levels respectively.

In Mathematics, PAT data indicates most student in Foundation and Year 1, 90% and 75% respectively, students are working at least a year above expected levels.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	421	58%
	Year 5	521	83%
Numeracy	Year 3	403	67%
	Year 5	511	83%
Reading	Year 3	438	82%
	Year 5	533	97%
Spelling	Year 3	401	64%
	Year 5	523	94%
Writing	Year 3	424	88%
	Year 5	515	91%

\*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.

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## Student Wellbeing

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### Goals & Intended Outcomes

**Goal:**

To enable student agency in learning, wellbeing and leadership

**Intended Outcome:**

That student feelings of safety at school are improved.

That students are empowered in their learning

**Goal:**

To build consistent pedagogical practices

**Intended Outcome:**

That student learning and wellbeing outcomes have improved

### Achievements

At St Paul's Catholic Primary School, we play a critical role in developing and maintaining the wellbeing of all students. We aim to have a happy and safe environment where we promote wellbeing for learning. We strongly believe that every child must feel safe, have a sense of self worth and be comfortable in their school environment. The wellbeing of our school community is the foundation to all that we do.

During 2023, teachers and the leadership team continued to deepen their knowledge and placed emphasis on the importance of Relationships. There was a shared language that conveyed the message, 'strong relationships matter.' Together, we developed an environment where every student felt they had an advocate in the school and there was an understanding that students learn best from teachers that they love and respect.

In promoting a nurturing school environment, with the theme of 'Relationship' at the core, the school values, expectations and 'BE Rules' were explicitly taught. Students had the opportunity to understand themselves and how they can be the best they can be. With a positive response to student behaviours, consistent predictable routines were embedded into



practice so that students could develop a growth mindset for academic development and to promote personal student wellbeing.

Through the delivery of the Social / Emotional curriculum, teaching staff provided the best possible learning environment for the students at St Paul's. Collectively, we were committed to ensuring that the needs of the students and all our community were met. We understand that social/emotional learning teaches us life skills, supporting us to recognise and manage our emotions, develop care and empathy for others, build positive relationships and make responsible decisions handling challenging situations appropriately.

As a result of this, the five CASEL competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making, formed the umbrella under which sat the social/emotional learning at St Paul's. Staff also utilised the Resilience, Rights and Respectful Relationships program to support the learning and to assist students in managing their emotions and displaying desired behaviours.

At St Paul's, we offer a counselling program two days a week facilitated by a registered teacher/school counsellor. Together, the school counsellor and the wellbeing leader ran sessions with students focusing on promoting social skills, behaviour support, managing anxiety and stress and increasing resilience in children from Prep to Year Six. Their support enabled students to build their emotional resilience so they are better equipped to deal with the day to day stresses that life brings them.

The Team Around the Child (Student Wellbeing Team), comprising of the Principal, Deputy Principal, Wellbeing Leader, Learning Diversity Leader and School counsellor, met fortnightly to address students' learning and wellbeing needs. Actions such as intervention programs, 1:1 meetings, individual student support, specialist appointments, parent meetings and needs based programs were implemented when required.

Our senior students had opportunities for student leadership. These students were involved in regular meetings and led the whole school assembly each week. The Grade 5 children were involved in the Leadership Program which supported the preparation of the transition into Grade 6 and beyond, whilst the Grade 6 students worked with their Prep buddies. The Grade 6/Prep Buddy program is one of the many ways we support foundation students settle into school, as well as promoting and developing leadership skills in our senior students. Buddies meet regularly throughout the year to complete fun activities together. These activities included games, learning tasks and art and craft. The program had an extremely positive impact on both the Foundation and Grade 6 students. Based on the Alannah and Madeline Foundation values of Responsibility, Respect, Friendliness, Including Others and Valuing Difference, the children worked together to foster connection, friendship and a sense of belonging.

We have a happy and healthy environment for everyone at St Paul's. A strong commitment to the school's overall wellbeing has resulted in an inclusive, and secure learning environment that reflects the school's values and beliefs.

In 2023, the school moved forward with the following achievements:

- Ensuring that all students are safe and supported with all members of staff trained in Anaphylaxis, Asthma, First Aid, Epilepsy, Diabetes and Emergency Management;
- A weekly Student Wellbeing team meeting consisting of the Principal, Deputy Principal, School Counsellor, Learning Diversity and Student Wellbeing Leader. This meeting addresses wellbeing issues and needs of students;
- Embedding a Social and Emotional Curriculum, that was inclusive of the five CASEL competencies;
- Using the Resilience, Rights and Respectful Relationships curriculum; Continued implementation of The Berry Street Modules / strategies;
- Parent involvement was encouraged to emphasise the importance of parents as partners in their children's learning and growth;
- Student Leadership consisting of School Captains, House Captains, Mini Vinnies Leaders and Sustainability Leaders;
- Participation in the Daniel Morcombe Child Safety Program and Australia's Biggest Child Safety Lesson;
- Visits from Victoria Police during National Road Safety Week
- Planned Social and Emotional Lessons (SEL) and participation in the National Day of Action Against Bullying and Violence;
- Planned engagement in the R U OK? Curriculum;
- Continued awareness of Cyber Safety with the Australian Federal Police visiting to share the 'Think U Know' curriculum, building an awareness of the importance of being cyber smart. Cyber safety practices were communicated to students and parents.
- Personal Learning Plans;
- Parent meetings, working in partnership to support academic and emotional learning;
- School Assemblies and awards.

### Value Added

- Weekly social / emotional lessons
- Staff training and professional development on building Relationships;
- All staff completed Mandatory Reporting Modules;
- Referred families to support programs and networks;
- Harmony Day celebration and activities in Term 1;
- A curriculum focusing on diversity and Inclusion;
- ANZAC Day and Remembrance Day ceremony;
- National Sorry Week Term 2;

- NAIDOC week acknowledgement and celebration;  
National Ride to School Day;
- National Day of Action Against Bullying and Violence in Term 3;
- Addressing the BE RULES and school expectations using consistent predictable routines;
- Behaviour Tracking records noting student behaviour;
- Behaviour Support Plans for students who require Tier 2 interventions and supports;  
Safety Day for Daniel Curriculum;
- Day for Daniel in Term 4;
- Student Leadership;
- Social and Emotional classroom lessons;
- School Counselor and wellbeing workshops;
- Buddy Program with Prep and Grade 6 students;
- Transition programs from Grade 6 to Year 7;
- Transition programs from Kinder to Prep;
- Merri-bek Children's Reference Group giving students voice in local council and community decisions regarding children and youth;
- Utilised Learning Support Officers to assist in classrooms and deliver small group and one on-one intervention programs;
- Learning Support Officers, supporting students on the yard;
- Fostered an open relationship between school and home through regular communication such as Parent Information sessions and Parent/ Teacher interviews;
- Lunchtime clubs: STEM, Coding, Lego, Art and Library;
- Wellbeing workshops with the school counsellor

## **Student Satisfaction**

1. Rigorous expectations - 81%
2. School engagement - 56%
3. School climate - 79%
4. Teacher-student relationships – 74%
5. School belonging – 57%
6. Learning disposition – 66%
7. Student safety – 74%
8. Enabling safety – 64%
9. Student voice – 66%

10. Catholic identity - 73%

**Student Attendance**

Attendance-related notifications from parents are recorded by school administration staff who in turn notify class teachers. Attendance registers are monitored in the front office daily and parents were contacted in the event of unexplained or regular student absence. If there is an unexplained absence for three days or more, then the parent/family will be contacted. The Deputy Principal / Student Wellbeing leader will be informed and then consults with the Principal. If required, a meeting will be arranged with the parent/guardian to discuss the frequent and extended absenteeism. Strategies are then implemented to promote and ensure school attendance.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	92.0%
Y02	89.7%
Y03	90.5%
Y04	92.1%
Y05	92.7%
Y06	88.0%
Overall average attendance	90.8%

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## Leadership

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### Goals & Intended Outcomes

**Goal:** To build the knowledge and expertise of leaders and teaching teams

**Intended Outcome:** That leaders capably manage change and support teachers in their work.

### Achievements

The focus for 2023 lead by the school leaders:

- Know each child, Creating 'calm' classrooms,
- establishing strong routines and expectations,
- Leaders working in the classrooms with teachers to support teacher's work,
- Release for the teachers to complete the important work increased due to the new award,
- To support the work of teachers the after school meetings - PLM - with focus on 'the work'

The Leadership team had a

- Communication, consistency and clarity were the driving focus for the 2023 school year.
- Leaders developed goals for their area and shared these with the leadership team.
- Collaborative Planning with each year level on a fortnightly basis with Literacy & Numeracy Leader.
- Leaders tracking student literacy and numeracy data
- Regular leadership team meetings continued to play a vital role in ensuring our school needs were addressed.
- Professional Development opportunities for Leaders
- Team charters for the whole school and level teams became embedded in our ways of working
- We continued with the engagement of a consultant to work with the leadership team
- Leaders had termly coaching sessions with GROWTH Coach

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
<b>DESCRIPTION OF PROFESSIONAL LEARNING UNDERTAKEN</b>	
NCCD Briefing sessions	
REL Network	
Student Wellbeing Network	
Literacy/Numeracy Networks	
Learning Diversity Leaders Network	
Principal Networks and Briefings	
Deputy Principal's Networks	
Mandatory Reporting E-module CISS & FVISS Briefings	
ICON workshops for school for admin officers	
ZART Art PD	
Leaders Growth Coaching sessions	
Anaphylaxis Briefings - whole staff	
First Aid — Level 2, CPR, Anaphylaxis and Asthma Training	
Learning Support Officers fortnightly professional learning sessions with Learnign Diversity Leader, Numeracy Leader or Literacy Leader.	
Staff Spirituality Faith Day	
MACS Behaviour Management PL	
University of Melbourne Workshops	
Science Of Learning Workshops- Latrobe University SOLARLAB	
Literacy Coach worked with Leaders and teachers	
Number of teachers who participated in PL in 2023	34
Average expenditure per teacher for PL	\$900.00

### Teacher Satisfaction

Teacher satisfaction results from the MACSSIS 2023 (Melbourne Archdiocese Catholic Schools - School Improvement Survey) indicate that teachers are feeling connected to the school. Staff survey results showed that relationships are collegial between staff members and staff are respectful to students. Staff have a positive working environment with each other and they feel comfortable approaching leaders for support. Staff feel that leaders are respectful towards them

Strengths identified were in the following areas:

- Student safety -77%
- School climate -82%
- Staff-leadership relationships -85%
- Instructional leadership -56%
- School leadership -53%
- Staff safety -64%
- Psychological safety -66%
- Professional learning -54%
- Collaboration around an improvement strategy -67%
- Collaboration in teams -75%
- Support for teams -59%
- Collective efficacy -77%
- Catholic identity -64%

Teacher Qualifications	
Doctorate	0.0%
Masters	17.2%
Graduate	3.4%
Graduate Certificate	10.3%
Bachelor Degree	44.8%
Advanced Diploma	24.1%
No Qualifications Listed	0.0%

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	28
Teaching Staff (FTE)	20.3
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	13.9
Indigenous Teaching Staff (Headcount)	0



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## Community Engagement

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### Goals & Intended Outcomes

**Goal:** Embed parent partnership in student learning

**Intended Outcome:**

- That there is higher parent engagement in student learning.
- Increased parent participation in a variety of learning opportunities

### Achievements

Partnerships between home and school were strengthened throughout 2023. Our primary goal was to foster a stronger partnership between teachers, parents and the school community. Engaging parents in students' learning via Seesaw, assemblies, and the school newsletter was a priority, accomplished by fostering open communication.

Bringing parents back into the school was a priority, and we accomplished this by hosting a variety of whole school events. These events created opportunities for parents to engage with the school community, connect with teachers, and actively participate in their children's learning. The first of our community events was the Athletics Carnival and the Colour Fun Run, these events were about building school community and fostering a sense of togetherness as students, parents, and staff came together to participate in joyful and spirited activities.

Some of the actions taken to build community engagement included:

- sharing information via our weekly Newsletter conducting Parent-Teacher Conferences
- engaging with external agencies, to support student learning with special needs
- conducting regular, student-led school Assemblies
- running a positive transition program for incoming Prep students & families
- being open for School Tours as required by prospective families using SKOOLBag as our School Communication Platform
- using SeeSaw as a communication platform for sharing student learning achievements
- Instagram and Facebook continued to play an important role in keeping our school community connected and informed.
- conducting regular Level expos to share learning with parents
- Life and Faith Sacramental Formation Sessions for parents and children having excursions within our local community
- Connection with local kindergartens Ane Sgro school visit

- Mothers day morning tea and classroom visit Father's day breakfast and classroom visit Italian Day Celebration to celebrate our diversity Footy day parade
- Books week parade
- having all families share in our Christmas Carols evening Held a Colour Fun Run
- training parents to be learning supports in our classrooms re-engaging in district sporting events (inter school sport)
- Life Saving Victoria conduct water safety programs for all students, including open water excursions for Gr 3 - 6 students
- Busking for change in support of Indigenous Literacy Foundation
- linking with Council and External Support Services for families and students
- Referendum Election day sausage sizzle (run by parent volunteers)
- School Advisory Council meetings
- Students were invited to participate in the Manchester City School Program at parade College, Bundoora
- Mercy students set up lunch clubs at St Paul's

The Parents' and Friends Association successfully fulfilled its dual purpose of building community and raising funds in 2023. Parents and Friends continued to support the school and families through various initiatives and events, strengthening our community bonds. Thanks to a dedicated group of parents who volunteered their time to support our school.

- P & F meetings
- Coordinating the Color Fun Run Running monthly Wednesday lunches
- organising Mother's and Father's Day stalls Running a School Disco for all the children Bakers Delight Hot Cross Bun Drive
- Easter and Christmas raffles

## Parent Satisfaction

Our 2023 data suggests parents are happy with the school

- The degree to which families are partners with their child's school - **67%**
- Families' perceptions of how well a school matches their child's developmental needs - **60%**
- Families' perceptions of the social and learning climate of the school - **75%**
- Perceptions of student physical and psychological safety while at school - **61%**

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.spcoburg.catholic.edu.au](http://www.spcoburg.catholic.edu.au)