



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Paul's School

562 Sydney Road, COBURG 3058

Principal: Maria Mercuri

Web: www.spcoburg.catholic.edu.au

Registration: 336, E Number: E1034

Principal's Attestation

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 02 Jun 2025

About this report

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](#).

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

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.

School Overview

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.

Principal's Report

Our 2024 year was another extremely successful year at St Paul's. We welcomed our school community with our 2024 school theme for the year was "Be Still and Know that I am God" pausing and taking the time each day to be still, to calm ourselves so that we become aware of God's presence everywhere.

We began the school year with a staff and school mass with our theme "Be Still and Know that I am God" Asking for God's blessing on all of us and on all that is part of our school life.

At St Paul's, we are reminded that before we act, serve, or speak, we are called to pause and be still, trusting that God is present and at work among us. In the quiet moments, whether we are in Prep or Year 6, a teacher or a parent, we can rest in the knowledge that God is guiding our hearts and our community. When we take time to be still, we become more aware of God's love within us, allowing His peace to fill us and overflow into our words and actions. In this stillness, we find the strength to treat each other with kindness and compassion, letting the light of Jesus shine through us—not by our own effort, but by trusting in God's presence and power.

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 2024 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 2024 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 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.

The children of St Paul's are the centre of all the work we do. Our students give inspiration and meaning to the work we do each day. We are blessed and privileged to have our St Paul's children at our school and we thank each of them for their bright happy faces filled with life and energy they bring to our school through their love of learning and interactions with each other.

Congratulations to everyone at St Paul's School community for an outstanding 2024 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 a healthy sense of wellbeing, feel successful and are confident learners.

Catholic Identity and Mission

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

A strong emphasis has been placed on the Catholic Identity of the school, with a strong focus on our faith, beliefs and actions within the classrooms and the school community.

The Melbourne Archdiocese Catholic Schools Religious Education curriculum has been used by staff to inform planning and designing of the curriculum to provide authentic, relevant, and rich learning experiences for the diverse learning needs and backgrounds of the students.

The Catholic Identity of the school continues to be highlighted with student artwork around the school and in practices of prayer and worship. Prayer continued to form an integral part of each day as the children and staff engaged in practices such as meditation. Students gained experience in praying prayers of petition, praise, penance, and reflective opportunities to enable the deepening of their relationship with God. Staff are conscious of ensuring that displays and prayer spaces are set up to reflect the essence of our catholic school.

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Our school has actively encouraged and supported families in deepening their engagement in the faith life of the school community. Through regular communication, family workshops, and events, we have provided opportunities for parents to actively participate in their child's religious education and spiritual development.

Catholic Education Week was an opportunity for us to celebrate and enhance the reality of our identity.

The Catholic Faith was also celebrated as a community through assemblies, liturgies and Masses as determined by the Liturgical Calendar. These celebrations included a whole school focus on Holy Week and special events throughout the year such as the Feast Day of St Paul.

The Social Justice group 'Mini Vinnies' worked together, with the guidance of our Religious Education Leader, to promote whole school fundraising events and to ensure our community understood why we were fundraising and the practical differences it would make. Social Justice actions were a focus and links to our Faith were made explicit. At Christmas the school community supported the annual Vinnies Christmas appeal with generous donations of food, distributed by the St Vincent de Paul Society.

The Year 6 students received the Gifts of the Holy Spirit in the Sacrament of Confirmation led by Bishop Terry Curtin. Part of the preparations for this Sacrament included a Reflection Day for Students facilitated by the Religious Education leader and the students Teachers and a Workshop Evening Session for both the Candidates and their Parents. The Sacrament of the Eucharist was received by the Year 4 students and the Sacrament of Reconciliation was received by children in Year 3. Year 3, 4 and 6 families preparing for the Sacrament of Reconciliation, Eucharist and Confirmation, attended a Sacramental evening. The focus of these evenings was to deepen the parents' and children's understanding about the Sacrament. These sessions were facilitated by Maria Forde, with the assistance from school leaders and staff.

Staff level planning allowed professional dialogue and collaboration. Through planning, teachers are supported to bring the Scriptures and the person of Jesus to life. Teachers collaborate with their teams and the Religious Education Leader to plan rigorous Religious Education lessons, providing the scaffolding of the learning and identification of assessment tools.

St Paul's remains committed to fostering a vibrant Catholic identity within our diverse faith community, engaging families in the faith life of the school, and ensuring that students and staff recognise and value the Catholic faith and traditions.

- Welcome/beginning of school year mass..
- Regular Whole School Liturgies to celebrate Feast Days and other special occasions.
- Celebration of Class Masses to enable Students and Staff to articulate stronger connections with the Catholic Faith and Tradition, values and culture:
- ANZAC Day prayer service,

- Ash Wednesday parish mass,
- Holy Week/Stations of the Cross, Easter 'The Way of the Cross'
- Dramatisation and singing by students from F-6, Nativity play, Christmas carols
- Further embedding of Prayerful Meditation – Staff led at Professional Learning Meetings
- Effective preparation of all Students for the Sacraments, including meaningful Workshop Evenings and Reflection Days
- Religious Education Leader enhanced and strengthened Staff Catholic Identity through faith formation sessions
- Religious Education Leader enhanced and strengthened Staff knowledge and understanding related to Liturgical Celebrations in order to promote deeper connections with the Rites and Rituals contained within the Catholic Tradition
- Social Justice issues and activities communicated through the School Newsletter to
- Parents ie Caritas Lenten Appeal, St Vincent De Paul Christmas Appeal.
- Classroom prayer cloths were created to highlight the school theme

Value Added

MACSSIS Data

- Staff Catholic Identity - 78%
- Student Catholic Identity - 61%
- Family Catholic Identity - 59%

Learning and Teaching

Goals & Intended Outcomes

Goal:

To build consistent pedagogical practices

Intended Outcomes:

consistent and shared approaches are evident in teaching practices
student learning and wellbeing outcomes have improved

Goal:

To build the knowledge and expertise of leaders and teaching teams

Intended Outcomes:

leaders capably manage change and support teachers in their work
leaders and teachers are adept at using data, evidence-based practice and research to support practice

Achievements

All staff were involved in professional learning, with a focus on MACS Vision For Instruction. Cognitive Load Theory was explored and unpacked to build teacher capacity. Rosenshine's Principles of Instruction were examined and a key focus was the implementation of Daily Review in English and Mathematics. Leaders engaged in professional learning to ensure consistent practice using the OCHRE suite of resources in English and Mathematics.

Leaders in key learning areas engaged in professional network meetings. This included: Literacy and Mathematics networks and the TeachWell Master Class Series. The Literacy Leader shared the professional learning from the TeachWell Master Class Series, with Saint Paul's implementing and embedding full participation tactics from Prep to Year 6. These included: mini whiteboards, pair share, TAPPLE, cold calling, choral response and a consistent attention signal. These full participation norms are designed to ensure students are active participants in their learning.

Year 1 and 2 teachers participated in a two day InitialLit Professional Learning course. This involved learning the structure of the explicit program, including screening assessments and progress monitoring.

The Literacy leader enrolled in the Master of Education, specialising in Language and Literacy at Latrobe University. Learning from this was shared with the staff through Professional Learning Meetings to ensure best practice is shared with staff.

As part of the SILC, the team also attended professional learning with Simon Breakspear and have introduced tools, such as a Rapid Action Plan and Clarify Canvas to identify priorities in actions, particularly in the area of Mathematics.

The school has continued to build on its centralised storage of student information and data. This enables teachers to easily access relevant information about a student throughout their time at St Paul's school. Literacy data is entered into an Excel spreadsheet to track growth in reading within and across cohorts.

An assessment schedule in Literacy was created to embed evidence based assessments from Prep to Year 6. Benchmark assessments are conducted three times per year including assessments from Little Learners Love Literacy, InlitaLit and DIBELS.

Progress monitoring was introduced to monitor and evaluate current intervention programs. Discussions to implement an evidence based intervention program for 2025 were held. The suggested program for 2025 is MacqLit (from the MultiLit suite).

The school engaged the services of Speech In Schools, to target the areas of oral language and literacy. Students from prep to Year 2 were the primary focus, however at risk students from Years 3 - 6 were included.

The school continued to use PAT online testing in reading and maths to track students' growth from year to year and as formative assessment for instruction in comprehension. Teachers also used data from the PAT-R tests to identify areas of strength and need for targeted focus groups.

The school continued to use Maths Online and Essential Assessment in Maths to identify students' zones of proximal development and monitor progress.

The Mathematics Leader continued to work with teachers to support the use of evidence based pedagogy in maths. This included introducing a new mathematics curriculum (Mathematics 2.0) and a new structure to align with the use of the OCHRE resources.

Specialist classes were conducted in Physical Education, Performing Arts, Language Other Than English (Italian), STEM and Visual Art.

Student Learning Outcomes

St Paul's performed better than the Victorian mean in all domains. This may be attributed to the introduction of the explicit teaching in phonics in years Prep - 2, particularly evident in the domains of Reading, Writing, Spelling and Grammar & Punctuation.

St Paul's performed better than the Victorian mean in the domains of Writing, Spelling and Numeracy. The Reading and Grammar & Punctuation domains indicate a performance below the state mean. In 2025, Saint Paul's will address this through explicit teaching in Reading and Grammar & Punctuation using evidenced based practices and resources.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	386	48%
	Year 5	495	59%
Numeracy	Year 3	405	74%
	Year 5	506	74%
Reading	Year 3	399	70%
	Year 5	502	78%
Spelling	Year 3	391	48%
	Year 5	495	72%
Writing	Year 3	413	91%
	Year 5	498	75%

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

Student Wellbeing

Goals & Intended Outcomes

Goal: To empower students in their learning, well-being, and leadership.

Intended Outcomes:

Enhance students' sense of safety within the school environment.

Empower students to take ownership of their learning.

Goal: Foster consistent and effective pedagogical practices.

Intended Outcome: Achieve measurable improvements in student learning and well-being outcomes.

Achievements

At St. Paul's Catholic Primary School, we are committed to fostering and sustaining the well-being of every student. Our goal is to create a safe and joyful environment where well-being supports learning. We firmly believe that every child should feel secure, valued, and comfortable in their school setting. The well-being of our school community is at the heart of everything we do.

Throughout 2024, teachers and the leadership team continued to expand their understanding and placed a strong focus on the importance of relationships. At the start of the year, we deepened our knowledge of brain function, with particular attention to stress and its impact on our students' brains when they experience worry.

Using this understanding, we worked collaboratively to advocate for our students, recognising that they learn best when they feel connected and when their teachers are individuals they trust, love, and respect.

For the second year in a row, we focused on fostering a nurturing school environment centered around the theme of 'Relationship,' the school explicitly taught its values, expectations, and 'BE Rules.' This approach encouraged students to deepen their self-awareness and strive to be their best. By responding positively to student behavior and establishing consistent, predictable routines, the school supported the development of a growth mindset, enhancing both academic progress and personal wellbeing.

Through the implementation of the Social and Emotional curriculum, teaching staff created an optimal learning environment for students at St. Paul's. Together, we remained dedicated to meeting the needs of our students and the broader school community. We recognize that social and emotional learning equips us with essential life skills, helping us manage emotions, show care and empathy, build positive relationships, make responsible decisions, and navigate challenging situations effectively.

As a result, the five CASEL competencies—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—provided the framework for social and emotional learning at St. Paul's. To further support this learning, staff incorporated elements of the Resilience, Rights, and Respectful Relationships program, helping students manage their emotions and demonstrate positive behaviours.

At St. Paul's, we provide a counselling program two days a week, led by a registered teacher and school counsellor. In collaboration with the wellbeing leader, the counsellor conducted sessions with students from Prep to Year Six, focusing on enhancing social skills, providing behaviour support, managing anxiety and stress, and fostering resilience. This support helped students strengthen their emotional resilience, equipping them to better navigate the everyday challenges life presents.

We continued our fortnightly wellbeing meetings which addressed student 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 numerous opportunities for leadership development. They participated in regular meetings and took the lead in hosting the weekly whole-school assembly. Grade 5 students were involved in a Leadership Program, which helped prepare them for the transition to Grade 6 and beyond, while Grade 6 students worked closely with their Prep buddies.

The Grade 6/Prep Buddy program is one of the key ways we support Foundation students as they settle into school, while also promoting leadership skills in our senior students. Buddies met regularly throughout the year to engage in fun activities such as games, learning tasks, and arts and crafts. This program had a highly positive impact on both the Foundation and Grade 6 students, fostering connection, friendship, and a sense of belonging. Rooted in the Alannah and Madeline Foundation values of Responsibility, Respect, Friendliness, Including Others, and Valuing Difference, the children worked together to build these important qualities.

At St. Paul's, we maintain a happy and healthy environment for everyone. Our strong commitment to overall well-being has created an inclusive and secure learning space that reflects the core values and beliefs of our school.

In 2024, we introduced the Student Representative Council (SRC). Two students from each class, from Prep to Grade 6, met fortnightly to discuss important matters affecting students within the school. Their voices and input were highly valued, and changes were made to better support the student body. The SRC also collaborated to develop a Child-Friendly, Child-Safe Policy, ensuring that student perspectives played a central role in shaping a safe and supportive school environment.

In 2024, 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

Below is a list of activities that the school has taken throughout the year

- Student Leadership.
- Social and Emotional classroom lessons.
- School Counsellor 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
- 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 Satisfaction

Rigorous expectations - 80%

School engagement - 53%

School climate - 59%

Teacher-student relationships – 67%

School belonging – 59%

Learning disposition – 66%

Student safety – 80%

Enabling safety – 62%

Student voice – 50%

Catholic identity - 61%

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.

Average Student Attendance Rate by Year Level	
Y01	86.9
Y02	86.2
Y03	89.2
Y04	87.2
Y05	88.3
Y06	88.4
Overall average attendance	87.7

Leadership

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

In 2024, the Leadership Team continued a focus on strengthening a learning environment where every individual was supported to achieve positive outcomes. Members of the leadership team were encouraged to build their capacity through professional development and collegial planning.

The focus for 2024 lead by the school leaders:

- Know each child, Creating 'calm' classrooms, Implementation Science of Learning into the Reading structure
- Establishing strong routines and expectations.
- Leaders working in the classrooms with teachers to support teacher's work.
- Release teachers to meet with Learning Diversity Leaders to complete Pupil Learning Plans (PLP).
- Professional Learning Meetings were timetabled weekly and always had a professional learning focus.

The Leadership team had a focus on:

- Ensuring *communication, consistency and clarity were the driving focus for the 2024 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 student learning 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.
- Leaders attended MACS PL workshops .

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
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 Leaders Growth Coaching sessions Anaphylaxis Briefings - whole staff Emergency Management Warden training First Aid — Level 2, CPR, Anaphylaxis and Asthma Training Learning Support Officers fortnightly professional learning sessions with Learning Diversity Leader, Numeracy Leader or Literacy Leader. Staff Spirituality Faith Day Beginning Teacher PL Science Of Learning Workshops- Latrobe University SOLARLAB	
Number of teachers who participated in PL in 2024	32
Average expenditure per teacher for PL	\$950.00

Teacher Satisfaction

Teacher satisfaction results from the MACSSIS 2024 (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 -81%
- School climate -89%
- Staff-leadership relationships -81%
- Instructional leadership -56%
- School leadership -64%
- Staff safety -73%
- Psychological safety -68%
- Professional learning -69%
- Collaboration around an improvement strategy -65% Collaboration in teams -83%
- Support for teams -73% Collective efficacy -84%
- Catholic identity -78%

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	1
Graduate Certificate	3
Bachelor Degree	13
Advanced Diploma	6
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	30
Teaching Staff (FTE)	23.6
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	10.11
Indigenous Teaching Staff (Headcount)	0

Community Engagement

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 continued to grow throughout 2024, with a strong focus on strengthening connections between teachers, families, and the wider school community. We remained committed to engaging parents in student learning through platforms like Seesaw, regular assemblies, and the school newsletter, ensuring consistent, open communication.

A key focus this year was creating more opportunities for families to be present and involved in school life. We introduced Learning Expos at the end of each term, which were very well received by our community. These expos offered students a platform to proudly showcase their learning, and we were thrilled with the strong attendance and positive feedback from families.

In addition, year-level events helped foster deeper engagement: Prep students hosted a Bedtime Story Night, creating a warm and memorable evening of shared literacy and connection; our Grade 5/6 students led a learning evening that gave families insight into the learning and leadership taking place in the senior years.

Our House Sports Day was a highlight on the school calendar, bringing together students, families, and staff in a fun and inclusive environment that celebrated teamwork, school spirit, and community.

This year, we also made a significant change to our whole-school Mass times, moving them from 10:15 am to 9:15 am to better accommodate families. As a Catholic school, it is important to us that parents can be part of these sacred gatherings, and this adjustment allowed greater participation and connection to our faith life.

These initiatives, alongside the ongoing involvement of our parent community in classrooms and school events, have helped us build a stronger, more connected, and faith-filled school environment.

Community Partnerships

In 2024, we strengthened our connections with local kindergartens, including Ane Sgro, Lake Park, Coburg Children's Centre, Newlands Kindergarten, and Pelican Kindergarten. These partnerships supported a smooth transition to school and fostered early engagement with our learning community. Initiatives included storytime sessions at St Paul's, STEM incursions held at the kindergartens, and other shared activities designed to build familiarity, excitement, and a love of learning among our future students.

Some of the key actions we continued in 2024 to strengthen community engagement included:

- Holding Parent-Teacher Conferences to maintain strong communication and shared goal-setting between families and teachers

- Working closely with external agencies to provide additional support for students with diverse learning needs

- Hosting regular, student-led assemblies, which gave students a voice and allowed families to celebrate their child's learning journey

School Communication Platforms

In 2024, we continued to use a variety of platforms to keep our school community informed, connected, and engaged:

- Seesaw remained a valuable tool for sharing student learning achievements and classroom updates directly with families

- Our Instagram and Facebook pages continued to play an important role in celebrating school events, student successes, and keeping the wider community up to date with what's happening across the school

- We shared regular updates and celebrations of learning through our weekly school newsletter, which kept families informed about important dates, classroom highlights, and school-wide initiatives

These platforms supported our commitment to transparent, timely, and meaningful communication between home and school.

Parent Satisfaction

A measure of Parent Satisfaction from the 2024 MACSIS Surveys:

- Family Engagement - 49%
- Barriers to engagement -72%
- School fit - 80%
- School Climate - 89%
- Student Safety - 80%
- Communication - 74%
- Catholic Identity - 59%

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.spcoburg.catholic.edu.au