

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

St Catherine's School Primary School
Berwick

2018

REGISTERED SCHOOL NUMBER: 1956



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Contact Details

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Minimum Standards Attestation

I, *Kevin Browning*, attest that St Catherine's Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

24 May 2019

Governing Authority Report

At the start of this year we began an exciting new chapter for Catholic Education in our Diocese. Under direction from the Bishop of Sale, Bishop Patrick O'Regan, a new company, Diocese of Sale Catholic Education Ltd (DOSCEL), was formed to allow the Priests of the Diocese to concentrate on their pastoral, faith and spirituality responsibilities without the complication of being an employer and manager of schools.

In a historically significant move, DOSCEL was recognised by the Victorian Registration and Qualification Authority as the owner and operator of 42 Catholic primary and secondary schools within the Diocese of Sale on January 1, 2018. We are the first Diocese in Victoria to centralise the ownership and administration of Diocesan Catholic schools.

DOSCEL is governed by a board of directors. The board delegates all matters associated with the day to day management of Catholic education in the Diocese to the Chief Executive Officer. This includes, but is not limited to, all matters pertaining to employment of staff, financial and other regulatory and compliance issues, which were previously the responsibility of the Parish Priest or Association of Canonical Administrators.

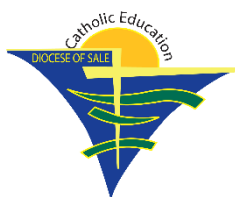
The Parish Priest or Canonical Administrator continues to support the school community through their pastoral presence, celebration of Mass and other liturgies, and assistance with the faith and spiritual development of members of the school community.

Under DOSCEL's guidance, rigorous reporting and accountability structures have been implemented in all schools to comply with the regulatory requirements of the Corporations Act. These structures were formalised in 2018 in discussion with principals.

Other structural changes occurred within the Catholic Education Office to accommodate the new reporting and accountability regime, including the establishment of an Industrial Relations and Human Resources team, and changes to the Catholic Identity, Leadership, Learning and Teaching team.

As providers of Catholic education, we aim to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best. To achieve this goal, we continue to invest in leadership and support for school communities to promote expert learning and teaching practices. We collaborate with Parish Priests, principals, school leaders and staff in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

2018 was a very positive year for Catholic education in the Diocese of Sale. We have created a strong basis for the future, and I look forward to sharing that journey with you.



Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Our School Vision

Vision Statement

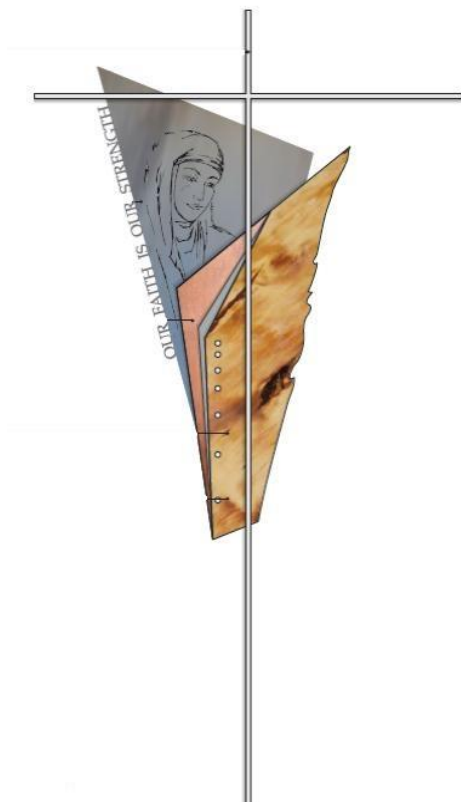
St Catherine's School is a place of personalised learning where diversity is welcomed, the Gospel enacted and faith proclaimed in a committed and united community.

Mission Statement

St Catherine's is a Catholic school called to serve the children of St Michael's Parish.

"Be who God meant you to be and you will set the world on fire"

(St Catherine of Siena)



Inspired by the life and spirit of St Catherine of Siena, we are devoted to:

- Teaching the Catholic faith by reflecting upon the Gospel values of Jesus Christ, so that our knowledge may be enlightened by our faith;
- Nurturing the growth, well-being and relationships of all students, families and staff, in a welcoming, supportive and safe environment;
- Promoting and celebrating educational success and developing passionate, motivated, life-long learners in a contemporary context.

School Overview

St Catherine's Primary School is an integral part of the Sale Diocese and the Parish of St Michael's, Berwick. Located just 45 minutes southeast of the city of Melbourne, St Catherine's shares in the mission of bringing Catholic Education to students in Melbourne's southern growth corridor.

St Catherine's Primary School is one of three co-educational Parish Catholic primary schools providing a P-6 education for students from increasingly diverse social and cultural backgrounds. Established in 1996 with 67 students, the school today has an enrolment of just under 700 students. This growth in enrolments is indicative of its location and the significant demographic growth that is presently being experienced in the area. The school site is also shared with St Francis Xavier Regional College, Berwick Junior Campus.

Inspired by the life of St Catherine of Siena, St Catherine's School undertakes to be a Catholic community where God's love is experienced, shared and celebrated. Our school is committed to developing a safe and supportive learning environment. We undertake the development of the whole child in a nurturing learning community, where all are engaged, empowered and encouraged to develop a love of life-long learning. We strive to develop the students' cognitive, emotional, physical, and spiritual life, to enable them to find God in all things, to live out their vocation in life according to the variety of their skills and talents.

At St Catherine's School, we are committed to supporting parents as the first and primary educators of their children. We assume the belief that education is a partnership operation. It is in working as partners – supporting and encouraging each other's efforts, that we benefit in bringing children to a genuine knowledge of themselves and of the world in which they live. Together it is hoped that efforts of co-operation and mutual support will complement each other's through the sharing of a common vision and of common goals.

Our school logo, which proudly bears the words of our school's motto *'Our Faith is Our Strength'*, provides for each of us a profound reminder of who we are and what we are on about as a Christian people. It is this profile through which we live and work together in the hope of being recognised as a Catholic School. If we are true to the inspiration and application of it, our school, and all those associated with it, will certainly benefit.

St Catherine's Primary School is welcoming and has a group of highly dedicated and motivated parents and carers who, through their hard work and commitment, genuinely assist with the provision of the best education environment possible for the children. St Catherine's is fortunate to be staffed by a strong group of dedicated teachers and Education Support Officers who continue the mission of Catholic Education, begun so many years ago. It is a school which openly reflects through its practices, the philosophy and values of its founding community and all those who have been part of its story and have contributed in making it the great school that it is today.

....and so we continue the journey!

Principal's Report

To you it is given to create the future and give it direction by offering children a set of values with which to assess their newly discovered knowledge. Your responsibilities make demands on you that go far beyond the need for professional skills and competence. To teach means not only to impart what we know, but also to reveal whom we are by living what we believe.

- John Paul II to Catholic Educators, September 12, 1984

The last 12 months have certainly remained a period of incredible growth and change. The cyclical School Review undertaken in the latter part of 2017, afforded the school with an opportunity to reflect, identifying strengths and areas for improvement, as well making recommendations for the future. The collection and analysis of a wide range of data, facilitated the process of identifying high leverage priorities for the school's ongoing school improvement in line with the Diocesan Strategic Plan and developing the 2018-2021 Strategic Improvement Plan. This now informs the school's ongoing work today and will continue to do so for the coming few years.

Another significant development has been the shift in governance with the school now being managed and operated by Diocese of Sale Catholic Education Limited, effective as of the start of 2018. This has, and continues to be, a shift in transition, as all aspects of management and operation are aligned under the Company. The change has influenced some aspects of the Board's work, particularly with respect to policy development and ratification.

As an advisory voice, it is believed that the integrity of the School Advisory Committee's primary function, that being to improve the capacity of St Catherine's as a Catholic school in order to deliver its core moral imperative - improved student outcomes and wellbeing within our unique faith context, has been maintained. As an advisory forum, the Committee continues to provide advice on strategic planning, support to the Principal, school renewal and development, policy implementation, and general leadership. The role of the School Advisory Committee is very much one of support, stewardship and collective representation in working for the best interests of the school and, in particular, its student body.

As a school, we have continued to work through a number of complex and highly significant priorities. Of particular worth in noting are the following:

- *Capital Works Projects* – The past 12 months have seen the completion of Stage 1 of our school's master plan along with planning of Stage 2. This has been a significant undertaking with the input of the School Advisory Committee and representation at the Enabling Committees. The new school year will see the commencement of Stage 2 capital works as we build a new facility to accommodate the administration and classrooms to replace the existing portables.
- *Child Safety* – Over the year, priority has been given to embedding the Child Safe Standards, broadening of the ongoing cultural shift and developing practices that enhance capacity to maximise child safety. This will no doubt continue to be a focus for the work of all stakeholders going forward as we strengthen both culture and capacity.
- *Policy Review and Development* – Significant work has also been undertaken as the Board has continued with the oversight and implementation of policies that have specific impact on a diverse range of stakeholders. These have included:
 - Privacy Policy (Update)
 - Standard Collection Notice (Update)
 - Parish Enrolment Policy

- Complaints and Grievances Management Policy
- School Complaints Handling Procedure
- Resolving Parent/Guardian Issues and Concerns
- First Aid Management
- Student Attendance and Roll Marking Management
- DOSCEL Occupational Health & Safety Policy

The School Advisory Committee along with key school personnel have also played a critical consultative role as advice and support has been sought around a number of important initiatives and changes including:

- the restructure of the school's Leadership Team
- the introduction of the swimming program
- the review and implementation of the school's specialists program with the extension of Japanese (LOTE) to include P-3, and introduction of Performing Arts and STEM

I acknowledge and extend my gratitude to all members of the School Advisory Committee. They have given generously in terms of their time, input and commitment. They have also each brought a perspective that has been valued around important and significant issues, always serving with the interests of our students being front and centre and providing insight that has enabled for objective and informed discernment. I am grateful and genuinely appreciative of their contribution through this forum.

Finally, I wish to thank everyone within our community for their absolute commitment to our school in what has been a challenging year. As we make plans for 2019, there is a sense of excitement as we continue to explore ways in which we can continue to provide a high quality educational experience for the students in our care.

Yours in Catholic Education

Kevin Browning

Catholic Identity and Religious Education

Goals & Intended Outcomes

- A clear and consistent articulation of Catholic Identity in Catholic Education is evidenced in the school.
 - That the revised RE Curriculum is understood and fully implemented
 - That there is clarity and agreed ownership around school identity and what it means to belong to St Catherine's Catholic School
 - That there is enhanced understanding of and focus on Recontextualisation

Achievements

- Leader of Catholic Identity and Religious Education (CIRE) attended Learning and Teaching Networks
- At least two staff meetings a term were designated to unpacking the RE Curriculum and linking to the Diocesan Learning & Teaching Network agenda, where appropriate
- Leader of CIRE worked with teams in planning units of work
- Leader of CIRE worked with teams in identifying opportunities for recontextualisation when planning and developing units of work
- Annual Staff Retreat Day explored identity and charism

VALUE ADDED

- Students continued their faith journey through the reception of the Sacraments of First Reconciliation, First Eucharist and Confirmation.
- Staff continued to be actively involved in the family centred, parish based and school supported Sacramental Program by assisting with the facilitation of workshops, reflection days and celebration of the Sacraments.
- Representatives of the Year 5 level came together at the Pilgrimage Mass at St Mary's Cathedral in Sale, with other Year 5 students from around the Diocese. Mass was celebrated by Bishop Patrick O'Regan.
- St Catherine's Day was celebrated in launch of Catholic Education Week. The day commenced with a whole school Mass in the Chapel followed by various activities with class buddies.
- Staff from the three Parish Primary Schools gathered for a Mass at St Catherine's followed by an afternoon tea as part of the celebrations for Catholic Education Week.
- Students enjoyed being part of Community Action Days (CAD).
- Harmony Day, Holy Week, ANZAC Day and Remembrance Day provided opportunities for the school community to gather and acknowledge as a people of faith.
- The Winter Appeal for the St Vincent de Paul Society took place mid-year with the collection of a range of non-perishable items being collected for distribution to needy families in the area.
- Our annual Christmas Giving Tree was again well supported, with gifts being donated for all members of families assisted by the St Vincent de Paul Society throughout the year.

Learning & Teaching

Goals & Intended Outcomes

- Teachers have a deep knowledge of curriculum and contemporary practice
 - That teachers have a deep knowledge and understanding of the new Victorian Curriculum
 - That there is a staff learning culture that is evidenced at St Catherine's
 - That there is a culture of collegiality that focuses on student learning and expert teacher practice
- Teachers are committed to 100% of students 100% of the time
 - That learning outcomes are improved in English and Mathematics for all students
 - That there is a rate of progress for every student

Achievements

- Planning undertaken in alignment with the Whole School Plan for Learning Entitlement
- Teachers supported by Lead Teachers in the planning process
- Facilitated planning conversations to ensure curriculum alignment
- Professional conversations facilitated around the Victorian Curriculum, learning progressions and student outcomes
- Progressions of learning workshopped as part of the team planning conversations
- Learning progressions used to design learning plans that are responsive to student needs and variability
- Data used to identify student needs and to inform teacher practice
- Opportunities facilitated to support teachers in using data to set student learning targets, monitor progress and evaluate impact of teaching
- Use of data walls to facilitate setting of student growth targets
- Teachers supported to use assessment data to track the impact of their teaching practice and to inform the use of specific strategies on student learning growth
- PAT data used to monitor growth of 5-10 scale points per student annually (November data)
- Explicit support provided in the analysis of reading and numeracy data (NAPLAN, PAT, F&P, MAI, Essential Assessment) and its use to identify points of need, to set targets for all students and to inform and evaluate teaching
- Staff meetings designated to unpacking each of the English and Mathematics Curriculum and linking to the diocesan Learning & Teaching Network agenda, where appropriate
- AITSL Standards aligned with professional learning opportunities
- Teams used learning acquired from the work of the school inquiry into their own improvement cycle
- All teachers participated in the school inquiry process
- Enhanced pedagogical practice of teachers through deeper knowledge of the curriculum and facilitated conversations about best practice
- High Impact Strategies (HITS) explored as a means to improve outcomes
- Continued roll-out of LLI in Years 3, 4 and 5
- Continued involvement in the Collective strategy with middle leaders playing a key role
- Three middle leaders completed a Master of Clinical Teaching



STUDENT LEARNING OUTCOMES

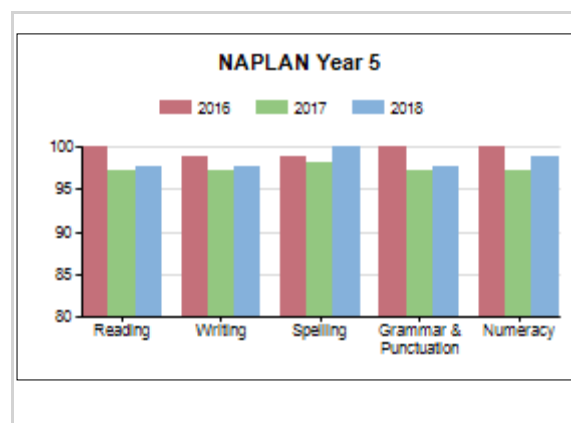
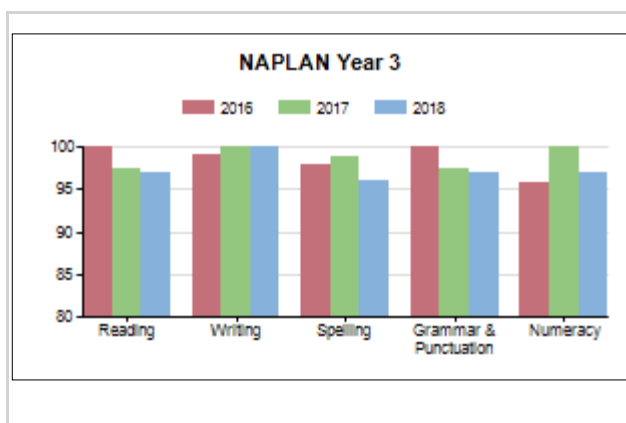
The Year 3 NAPLAN results indicated Writing as showing 100% of students reaching minimum standard for the past two years. There was a slight decline in Grammar & Punctuation and Reading (-0.5%), with a decline also in Numeracy of -3.0% and Spelling -2.8%.

The Year 5 NAPLAN results showed a consistent upward trend in all areas: Grammar & Punctuation, Reading and Writing (0.5%); Numeracy (1.6%) and Spelling (1.8%).

The school will continue its work of strengthening the learning of its students beyond minimum expectations of NAPLAN results.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	97.5	-2.5	97.0	-0.5
YR 03 Numeracy	95.8	100.0	4.2	97.0	-3.0
YR 03 Reading	100.0	97.5	-2.5	97.0	-0.5
YR 03 Spelling	98.0	98.8	0.8	96.0	-2.8
YR 03 Writing	99.0	100.0	1.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	97.3	-2.7	97.8	0.5
YR 05 Numeracy	100.0	97.3	-2.7	98.9	1.6
YR 05 Reading	100.0	97.3	-2.7	97.8	0.5
YR 05 Spelling	98.8	98.2	-0.6	100.0	1.8
YR 05 Writing	98.8	97.3	-1.5	97.8	0.5



School Community & Student Wellbeing

Goals & Intended Outcomes

- The leaders and teachers of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships across the school community
 - That there is consistent practice and language around enhancing positive relationships

Achievements

- Wellbeing approaches supported the development of the whole child as identified in the Intervention Framework.
- Staff developed A Whole School Approach to Positive Behaviour Support – Universals featuring:
 - Active supervision
 - Consequences
 - Effective communication
 - Explicit teaching
 - Physical environment
 - Positive relationships
 - Routines
 - School wide expectations
 - Students as active contributors
- Five key school-wide expectations established:
 - S – Stay safe
 - H – Have respect
 - I – Interact appropriately
 - N – Notice and own your actions
 - E – Engage in learning



VALUE ADDED

- Students demonstrated their service to others with confidence and commitment throughout the year, including their involvement in the Buddies Program, Peer Activity Leader Program, Community Action Days and ANZAC Day celebrations.
- Our Story Dogs Program supported students who have challenges in both academic and social interaction.
- Students participated in many extra curricula activities to develop positive involvement in their school community through participation in:
 - Swimming Carnivals
 - Student Leaders Reception
 - Family Movie Night
 - First Aid in Schools Program
 - School representation at the Berwick ANZAC Day Commemorative Service
 - Interschool Sports Program and Lightning Premierships
 - Book Fair
 - Book Week
 - National Simultaneous Story Time
 - Life Education

- Hooptime Competition (Basketball)
- Interschool Netball
- Art Walk
- Mothers and Fathers Day Stalls
- Camps and overnight stays for Years 3, 4, 5 & 6
- Various excursions and incursions

These activities occurred due to the efforts and hard work of dedicated staff and the enthusiastic support of students and parents. They are vital in building the vibrant, engaging and exciting educational environment that is St Catherine's Primary School.

- A School Nurse from the City of Casey completed confidential assessments and worked with families to support identified student needs.
- Teachers and Education Support Officers participated in various professional learning opportunities aimed at ensuring necessary compliance such as child safety and anaphylaxis, as well as other initiatives, to strengthen capacity to enhance student learning.
- A reference group continued to support the data implementation of the Nationally Consistent Collection of Data (NCCD).

STUDENT SATISFACTION

Analysis of the 2018 Insight SRC data, highlighted that the way in which students are assisted to build upon their strengths and improve their weaknesses was ranked highly by our students with the collective student response placing St Catherine's close to the top 25% of all Victorian primary schools in this focus area. Another area identified as a strength by our students was collaboration. Collaboration supports the development of problem solving skills, inspires critical thinking, as well as aids the development of social skills, interpersonal relationships and oral language.

Students at St Catherine's viewed Purposeful Teaching highly indicating that teachers deliver their teaching in planned and effective ways to provide rich positive learning experiences.

STUDENT ATTENDANCE

Monitoring Daily Attendance

St Catherine's has implemented the following systems and procedures in order to monitor daily attendance of students and identify absences from school or class:

- Parents are responsible for ensuring that they notify the School to explain the absence of their children on any particular school day. Notification may be provided via email or by telephoning the school and should be made prior to the start of School. Alternatively, parents may also submit a notification of student absence via the Skoolbag App.
- Class teachers take the class roll twice a day.
- All absences are recorded using our reporting package.
- Office staff print off and file roll records.
- In the event that no explanation is received, it is now a requirement that the school contacts parents (or emergency contacts where parents cannot be contacted) as soon as practicable on the day of absence.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.8
Y02	93.4
Y03	94.0
Y04	92.9
Y05	94.1
Y06	93.5
Overall average attendance	93.5

PARENT SATISFACTION

In the area of Student Engagement and Peer Relations, parent opinion survey results placed St Catherine's close to the top 25% of all Victorian primary schools.

The parents believe their children are both enjoying and wanting to be part of the learning at St Catherine's. This result is testament to the dynamic and spirited community of the school. St Catherine's provides many opportunities for all students to build positive relationships with other students; through modelling of positive and respectful interactions, implementation of social skill programs, School Wide Positive Behaviour expectations, and the Victorian Curriculum Capabilities, all of which are underpinned by our faith and Catholic Values.

Parent data indicates that parents hold the strong belief that children are provided with rich learning opportunities to further develop effective social skills, grow their personal and interpersonal skills so that they can be actively contribute to an ever changing world.

Child Safe Standards

Goals and Intended Outcomes

Our faith identity as a Catholic school emphasizes a particular moral, mission driven and legal responsibility to uphold and actively promote the wellbeing and safety of every student entrusted in our care. Our commitment is driven by Christ's message of love and the innate dignity of each human person.

"I have come so that they may have life and have it to the full."
John 10:10

At St Catherine's, we acknowledge and understand that child safety is the responsibility of every person and is an integral aspect of student wellbeing. We have once again continued to work collaboratively with parents, students and community members to remain proactive in our efforts to enhance and improve a child safety focus as well as ensure a safe school environment for every student.

In 2018, our priorities with regard to Child Safe Standards were:

- Embedding of the Child Safe Standards
- Broadening of ongoing cultural shift
- Developing practices that enhance capacity to maximize child safety

Achievements

- Embedding of policies and commitments into every day practice
- Compliance by all staff with their legislative responsibilities by completing online mandatory reporting eLearning modules
- Utilisation of the modules contained within the Child Protection Internal Training Program on Complispace to educate and reinforce with staff, members of P&F and School Advisory Committee our school's child safe policies and procedures
- First aid training of staff
- Frequent inclusion of child safety matters in weekly newsletter and regular meeting forums such as the Leadership Team, staff, P&F and School Advisory Committee
- Regular advice and input on child safety matters through various forums such as meetings of the school Leadership Team, staff, P&F and School Advisory Committee
- Child Safety Standards remains a regular agenda item at meetings of the School Advisory Committee where the school's child safety strategy, risk management processes and their effectiveness are reviewed
- Staff participation in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student management, duty of care, and reporting requirements
- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website
- Ongoing review of position descriptions for employee roles with a specific commitment to child safety requirements being embedded
- St Catherine's continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to engage in child related work. To achieve this the school implements rigorous screening processes which have a child safety focus and include:
 - Position advertisements
 - Position descriptions
 - Referee Checks

- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.
- Child safety is included as part of induction of any new staff
- Commitment to ensuring volunteers, contractors and visitors to hold a Working With Children Check Card, sign in through the office and wear appropriate lanyards
- Process for monitoring currency of Working with Children Checks and National Police Records held by staff and volunteers



Leadership

Goals & Intended Outcomes

- Effective leadership structures and practices are in place to ensure growth and performance of expert teacher practice.
 - That the School agenda, in alignment with the Diocesan agenda, is delivered through an effective leadership structure
 - That there is clarity around a culture of expectations for teachers with respect to their work and student learning
 - That there is consistent practice and language around enhancing positive relationships
 - That the capacity of all leaders is enhanced
- Resources are linked to priority teaching goals
 - That the school master plan is implemented
 - That the school maintains ongoing compliance with VRQA minimum standards
 - That high impact learning environments are effectively utilised

Achievements

- Review of all leadership roles to better support teaching and learning agenda
- Review of leadership structure
- Establishment of a Teaching and Learning Team
- Establishment of Positive Behaviour Support (PBS) leadership role
- Establishment of PBS team
- Development and commencement of whole school implementation plan with a focus on staff
- Development of professional development for Teaching staff at the Targeted & Intensive levels to 'Understand & Support Behaviour'
- Participation of all members of the school leadership in Learning and Teaching Networks
- Participation of middle leaders in the Diocesan Collectives strategy
- Finalisation of Educational Brief for Stage 2 building project
- Finalisation of concept design and plans for new administration, building of eight learning spaces and refurbishment of the MacKillop Building (12 learning spaces)

At St Catherine's we SHINE!

S *STAY SAFE*
H *HAVE RESPECT*
I *INTERACT APPROPRIATELY*
N *NOTICE AND OWN OUR ACTIONS*
E *ENGAGE IN LEARNING*

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.3%
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STAFF RETENTION RATE

Staff Retention Rate	84.4%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	15.9%
Graduate	18.2%
Graduate Certificate	2.3%
Bachelor Degree	81.8%
Advanced Diploma	22.7%
No Qualifications Listed	4.5%

STAFF COMPOSITION

Principal Class (Headcount)	5
Teaching Staff (Headcount)	56
Teaching Staff (FTE)	42.2
Non-Teaching Staff (Headcount)	29
Non-Teaching Staff (FTE)	23.5
Indigenous Teaching Staff (Headcount)	0

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018**

During 2018, all staff continued to undertake significant professional learning to build and improve their own professional knowledge according to their specific areas of responsibility. Professional learning activities included, but were not limited to:

- Learning and Teaching Networks
- Collectives
- Primary Religious Education Leaders Conference
- Fr Chris Monaghan
- Certificate of RE
- Annual Staff Retreat
- RE – Jesus in the Gospels
- Principal Meetings (GCPPA)
- Extending Mathematical Understanding (EMU)

- EMU Ongoing PL
- Levelled Literacy Intervention
- Implementing Effective Guided Reading: For school leaders
- The Fountas & Pinnell Continuum
- NCCD Workshops
- NAPLAN Workshop
- Primary Graduate Induction Planning
- Graduate Mentor Program
- Effective Mentoring
- Understanding and Supporting Behaviour
- nForma Reports
- Administration Officers PL
- First Aid Training
- Designated Teacher Training (Out of Home Care)
- Country Diocese Leadership Program
- 2018 Teach Tech Play Conference
- Making Maths and STEM Digital, Authentic and Accessible with G-Suite
- Masters of Clinical Teaching

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	42.2
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$508

TEACHER SATISFACTION

School Improvement Surveys are highly reliable and valid tools for assessing strengths, challenges and opportunities for improvement.

The results of the survey indicate that teachers value collaboration. Teamwork has improved as the school has promoted and provided opportunities for level teachers to work together and collaborate. Professional learning communities or PLCs are timetabled weekly and designed to provide teachers the opportunity to use data to identify student needs, craft targeted learning opportunities, explore strategies, provide opportunity for professional dialogue to ensure progress of all students in all areas of the curriculum but with a particular focus being on Literacy and Mathematics.

As a result of the intensive work in this planning space, the survey area with responses around, Curriculum Processes has significantly improved which is testament to the energy and focus of the Learning and Teaching Team at St Catherine's.

NOTE: The School's financial performance information has 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