

# St Catherine's School Performance Report 2015



# Performance Information Report 2015

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# St Catherine's School

## Performance Information Report 2015

### 1. Key Student Outcomes

#### 1.1 Student Attendance

In 2015, there was an average of approximately **14** students absent on any one day which comprises **3%** of our students and an average of **6.6** days per student.

Reasons for absence are collected and stored in the School's database and followed up. Liaison between School and home takes place in the event that an unexplained absence occurs.

#### 1.2 Value Added

##### 1.2.1 Facilities

The Senior School building renewal largely undertaken in the previous year had its final stage completed in time for the start of Term 1.

Stage 2 of the renewal of the Mary Davis Centre, was similarly completed over the Christmas break in time for the students' return in 2015.

Major expenditure for significant repairs, maintenance and painting works was incurred for the exterior verandahs of Illawarra, the School's Boarding House. In addition, interior works have included the ongoing upgrade of bathrooms, painting and new chairs for the dining room.

The major projects in prospect include the Barbreck project, the building of a new Junior School, which it is hoped will start construction late 2016/early 2017 depending on the satisfactory resolution of planning permit issues. Extensive and attractive landscape plans have also been finalised to upgrade the Early Learning Centre playground.

A number of other buildings, gardens and grounds initiatives have occurred throughout the year, including the following:

- Electrical and air conditioning works are additional improvements to Sherren House.
- Classroom furniture has been purchased, carpet has been replaced and roof works completed on the Clocktower.
- Replacement of the chiller and boiler and the installation of new hall lights have been completed in the Dorothy Pizzey Centre.
- Plumbing rectification together with new floor coverings have been completed for the Frank Osborn Centre.
- There have also been numerous painting, repair and maintenance works together with grounds and garden improvements undertaken at the School.

## 1.2.2 Junior School and ELC

Literacy and Mathematics continue to be emphatically taught in a sequential delivery of skills, using direct, explicit teaching. Gazetted assessment periods using ACER Tests are set, with additional data obtained through pre and post tests for each unit taught. Classroom tests are also part of the regular assessment program. Data is electronically recorded and available to all relevant staff. The School's focus is to have staff utilise test results to inform teaching and maintain regular feedback with parents. The AUSVELS requirements in Mathematics, English, History, Science, Geography and all core subjects were satisfied in 2015.

Set programs are in place in the areas of reading, grammar, writing, comprehension and Mathematics. Prime Mathematics, an innovative program based on the Singapore approach centered on sequential skill delivery, academic rigour and with a focus on problem solving, was introduced in Prep to Year 6 during 2015. Accompanying each of the areas listed above are professional learning and reading opportunities.

In Literacy areas, special focus continues to be placed on professional learning (both outside and within the Junior School) in the mastery of the three major pursuits in each area – specifically Jolly Phonics (P-2), Spalding (Years 3 and 4) and Spelling Mastery (Years 5 and 6). Daily work in Mathematics emphasises the use of 'FASTT MATHS' (Prep to Year 6 where appropriate), the Elementary Maths Mastery Program (Years 5 and 6) and the Junior Elementary Maths Mastery Program (Years 3 and 4).

An area of featured emphasis across all levels is found in the problem solving activities in Mathematics. Further programs of higher order and further expectation are being pursued for 2016.

'Units of Investigation' in Science, Geography and History are documented in detail and well resourced. Depth and detail, as well as the need to allocate appropriate time frames per subject area, are well discussed and solution focused. All adhere to the AUSVELS requirements. Time permitting, all aspects are well covered.

The appointment of a Junior School Curriculum Coordinator and a Curriculum Resource Coordinator has continued to enhance the opportunities for curriculum development and alignment with the ACARA requirements.

### **ELC**

The Early Learning staff follow the Early Years Learning Framework (National Early Learning Curriculum) through the use of the Reggio Emilia approach. ELC staff continue to refine their writing of the 'Transition Statements' from Kindergarten to Prep. The Quality Improvement Plan has been recently revised and updated.

Transition Statements are provided at the end of each year for students moving to Prep. The Statements are given to parents and with their permission, to Prep teachers for each student.

### **Student Welfare**

Student welfare continues to be managed initially by classroom teachers and specialist staff in the first instance. Regular communication is made with the Head of Junior School and Early Learning Centre and often, the Head of Extension and Learning Support. Communication is made with parents on a regular and 'needs' basis. The School Counsellor is involved in student welfare matters when required. Case management meetings were initiated in order for staff to discuss any student, academic or behavioural concerns. Specialist staff meet once a fortnight to discuss programs and students.

ELC staff communicate student welfare matters to the ELC Coordinators who, in turn, communicate with the Head of Junior School and Early Learning Centre. Parents are always contacted if deemed necessary. Together with the Head of the Junior School and ELC, staff continue the commitment to consistently review the Quality Improvement Plan as required by the National Quality Framework and strive towards ongoing and situational change and improvement.

### 1.2.3 Senior School

2015 continued to be a year where learning with and through technologies was a focus. With the appointment of a Head of Digital Learning and Practice, staff further immersed themselves in the Learning Management System and wider educational technologies. The year also saw two overnight Staff Learning with Technology Conferences which provided much needed time for staff to fully immerse themselves in this exciting new arena. Both conferences were well attended with colleagues from both the Junior and Senior School sharing learning time together.

The Academic Honours Program was established for Year 7 students. Students were identified by a range of internal and external data sources and were then invited into an Honours Program. In 2015 the Academic Honours Program covered the subject areas of English, Humanities, Mathematics and Science. The cross-focus in all is to ensure selected students are challenged further and encouraged to engage in critical and creative thinking by being at the forefront of problem-solving learning.

2015 also witnessed the introduction of a STEM (integrated Science, Technology, Engineering and Mathematics) program at Years 7 and 8. Understanding that in fact Science and Mathematics are integral to both Technology and Engineering, the Senior School named the new subject area TIDE (Technology, Innovation, Design, Engineering). Students in both Year levels were introduced to simple drag and drop coding, utilising MITs Scratch program, as well as using HeavyM software to create their own video mapping scenarios.

As the use of data for evidence becomes more prevalent, 2015 also witnessed tremendous progress in creating a teacher dashboard that displays and interacts with student assessment data. This unique St Catherine's data management system has been called PANDA (Performance and Assessment). Data on the dashboard includes NAPLAN data, internal assessment and Academic Assessment external data. The full roll out of the PANDA dashboard is scheduled for Semester 2 2016.

One of the key focus areas in curriculum was a review of the Elective program at Years 9 and 10. The Better Learning and Teaching Committee spent approximately eight months on reviewing the current elective system, including the contemporary relevance of electives offered, and also conducted a review of other options for electives, including the Trimester rather than Semester model.

As well as the Continual Professional Development undertaken by staff, a particular innovation in 2015 was St Catherine's inaugural Festival of Better Learning and Teaching, which was held on Saturday 10 October. The Festival attracted three world-class speakers in Vice-Provost (Monash) Professor Darrell Evans, Pro-Vice Chancellor (Melbourne) Professor Gregor Kennedy and Vice Chancellor (Deakin) Professor Beverley Oliver. The staff were also able to attend workshops in areas as diverse as Music through to Learning communities.

Curriculum at St Catherine's is a moving selection of choice and challenge. Constantly developing and evolving, our curriculum is designed to develop the knowledge and skills students need to succeed. St Catherine's offers a broad, balanced and relevant curriculum, taught with both rigor and inspiration and 2015 was no exception.

## **Student Wellbeing**

Student Wellbeing is managed by the Director of Student Wellbeing and the pastoral care team in the Senior School which includes the Year Level Deans, the Year Level Program Co-ordinators and the Form teachers. In keeping with the 2020 Vision Strategic Intent 2, staff aim to provide an enriching and vibrant Student Wellbeing Program. Students have participated in a number of activities and presentations regarding emotional intelligence, positive thinking, resilience, growth mindset, mindfulness, cyber safety and alcohol education.

It is clear that 2015 was a highly successful year as the whole school as we introduced weThrive:Wellbeing@St Catherine's program which was implemented from ELC to Year 12. The program has provided for a sequential and integrated approach to wellbeing. All Junior School students now receive a timetabled 30 minute Wellbeing lesson each week as part of this new focus.

Another key initiative in 2015 was investigating a partnership with Swinburne University's Emotional Intelligence Unit which has since been formalised and will provide evidence based resources to the program.

## 1.3 Curriculum

### 1.3.1 Junior School Subjects Offered 2015

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>English</b>	English	English	English	English	English	English	English
<b>Mathematics</b>	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
<b>History</b>	Units of Investigation on Humanities	Units of Investigation Humanities	Units of Investigation Humanities	Units of Investigation Humanities	Units of Investigation Humanities	Units of Investigation Humanities	Units of Investigation Humanities
<b>Geography</b>							
<b>Science</b>	Units of Investigation on Science	Units of Investigation Science	Units of Investigation Science	Units of Investigation Science	Units of Investigation Science/ CREST	Units of Investigation Science/ CREST	Units of Investigation Science/ CREST
<b>Health</b>	Health / Physical	Health / Physical Ed	Health / Physical Ed	Health / Physical Ed	Health / Physical Ed	Health / Physical Ed	Health / Physical Ed
<b>Physical Education</b>	Physical Ed	Physical Ed	Physical Ed	Physical Ed and Sport	Physical Ed and Sport	Physical Ed and Sport	Physical Ed and Sport
<b>Music</b>	Music	Music	Music	Music	Music	Music	Music
<b>Art</b>	Art	Art	Art	Art	Art	Art	Art
<b>Information Communication Technology</b>	Technology/ iPad Program	Technology/ iPad Program	Technology/ iPad Program	Technology/ Notebook Program	Technology/ Notebook Program	Technology/ Notebook Program	Technology/ Notebook Program
<b>Drama</b>	Literature Based	Literature Based Drama	Literature Based Drama	Literature Based Drama	Literature Based Drama	Literature Based Drama	Literature Based Drama
<b>LOTE</b>	<b>French</b>	<b>French</b>	<b>French</b>	<b>French</b>	<b>French</b>	<b>French</b>	<b>French</b>
<b>Outdoor Education</b>	NA	Introduction to Beyond Boundaries	Introduction to Beyond Boundaries	Sunnystones (Bacchus Marsh)	Angahook (Aireys Inlet)	Gundiwindi (Wandin)	Iluka (Shoreham)
<b>Educational Support</b>	Early Identification	Intervention/ Educational Support	Intervention/ Educational Support	Intervention/ Educational Support	Intervention/ Educational Support	Intervention/ Educational Support	Intervention/ Educational Support
<b>Thinking Skills</b>	Research & Thinking Skills	Research & Thinking Skills	Research & Thinking Skills	Research & Thinking Skills	Thinking Skills Philosophy Crest Science	Thinking Skills Philosophy Crest Science	Thinking Skills Philosophy Crest Science
<b>Current Events</b>	Current Events/ Incidental	Current Events/ Incidental Teaching	Current Events/ Incidental Teaching	Current Events/ Incidental Teaching	Current Events/ Incidental Teaching	Current Events/ Incidental Teaching	Current Events/ Incidental Teaching
<b>Library</b>	Library	Library	Library	Library	Library	Library	Library
<b>Welfare / Safety</b>	Pastoral Care/ Counselling/ Support	Pastoral Care/ Counselling/ Support	Pastoral Care/ Counselling/ Support	Pastoral Care/ Counselling/ Support	Pastoral Care/ Counselling/ Support	Pastoral Care/ Counselling/ Support	Pastoral Care/ Counselling/ Support
<b>Practices (Communication)</b>	Practices/ Assembly	Practices/ Assembly Program	Practices/ Assembly Program	Practices/ Assembly Program	Practices/ Assembly Program	Practices/ Assembly Program	Practices/ Assembly Program

Figure 1: Junior School Subjects Offered 2015

### 1.3.2. Senior School Subjects Offered 2015

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<b>English</b>	English	English	<b>English</b> EAL (ESL) Literature* ELS*	<b>English</b> EAL (ESL) Literature* ELS*	<b>English</b> Literature* EAL (ESL)	<b>English</b> Literature* EAL (ESL)
<b>Mathematics</b>	<b>Mathematics</b> Maths Support*	<b>Mathematics</b> Maths Support*	<b>Mathematics</b> General Maths* Maths Support*	<b>Mathematics</b> General Maths*	General Maths Further* Maths Methods* General Maths Specialist*	Further Maths* Maths Methods* Specialist Maths*
<b>History (Humanities)</b>	History	History	<b>History</b> Philosophy*	<b>History</b> Philosophy*	Twentieth Century History*	Revolutions* Global Politics*
<b>Geography (Humanities)</b>	Geography	Geography	<b>Geography</b> Geography of Terrorism*	Geography of Terrorism*		
<b>Commerce (Humanities)</b>			Dollars & Sense* Business Initiative Program*	Dollars & Sense* Business Initiative Program*	Accounting* Economics* Business Management*	Accounting* Economics* Business Management*
<b>Science</b>	Science	Science	<b>Science</b> Clinical & Forensic Psychology*	<b>Science</b> Clinical & Forensic Psychology*	Biology* Chemistry* Physics* Psychology*	Biology* Chemistry* Physics* Psychology*
<b>Health</b>	Health & PD	Health & PD	Health & PD	Health & PD	<b>Pastoral / Level Program</b>	<b>Pastoral / Level Program</b> Health & HD* PE*
<b>Physical Education</b>	Physical Education	Physical Education	<b>Physical Education</b> Sports Recreation & Leadership* Peak Performance in Sport*	<b>Physical Education</b> Sports Recreation & Leadership* Peak Performance in Sport*	Physical Education* VET Sport and Recreation*	Physical Education* VET Sport and Recreation*
<b>Music</b>	Music	Music	Music *	Music *	Music*	Music*
<b>Art</b>	Art	Art	Art & Design*	Art* Visual Communication*	Studio Arts* Visual Communication*	Studio Arts* Visual Communication*
<b>Technology</b>	<b>Notebook Program</b>	<b>Notebook Program</b>	<b>Notebook Program</b> Media*	<b>Notebook Program</b> Media*	<b>Notebook Program</b> Media Studies*	<b>Notebook Program</b> Media Studies*
<b>Drama</b>	<b>Drama</b>	<b>Drama</b>	Drama*	Drama*		
<b>LOTE</b>	French* Japanese* Mandarin*	French* Japanese* Mandarin*	French* Japanese* Mandarin*	French* Japanese* Mandarin*	French* Japanese* Mandarin*	French* Japanese*
<b>Outdoor Education</b>	Camping	Rafting	<b>Water Based (Rafting and Sea Kayaking)</b>	<b>Choice (Rafting, Climbing, Walking, Surfing)</b>	Duke of Ed*	Duke of Ed*
<b>Educational Support</b>	Educational Support*	Educational Support*	Educational Support*	Educational Support*	Educational Support*	Educational Support*
<b>Assemblies</b>	Level and School Assemblies – Pastoral and Social Issues	Level and School Assemblies – Pastoral and Social Issues	Level and School Assemblies – Pastoral and Social Issues	Level and School Assemblies – Pastoral and Social Issues	Level and School Assemblies – Pastoral and Social Issues	Level and School Assemblies – Pastoral and Social Issues

\* = Elective

**Bold = Compulsory**

EAL = English as an Additional Language

ESL = English as a Second Language

**Figure 2: Senior School Subjects Offered 2015**



## 1.4 Student Academic Performance

### 1.4.1 VCE

The Year 12 cohort of 2015 were frequently described as cohesive, creative and enthusiastic. Their outstanding academic results has completed a fulfilling year for the girls. Their willingness to uphold the School Values of Integrity, Curiosity, Perseverance and Empathy has culminated in the following exceptional results:

- 9.5% achieved ATAR scores of 99 and above which places them in the top 1% of the State;
- 28% achieved ATAR scores of 95 and above which places them in the top 5% of the State;
- 53% achieved ATAR scores of 90 and above which places them in the top 10% of the State;
- 77% achieved ATAR scores of 80 and above which places them in top 20% of the State;
- Study Scores of 45 or above (top 2% of State) were attained in 60% of the subjects taught at St Catherine's School: Biology, Business Management, Chemistry, Economics, English, English as an Additional Language, History: Revolutions, Literature, Specialist Mathematics, Mathematical Methods (CAS), Media, Physical Education, Global Politics, Studio Arts, Visual Communication Design;
- Perfect Study Scores of 50 were achieved in 24% of subjects taught at St Catherine's School: English, History: Revolutions, Specialist Mathematics, Physical Education, Global Politics and Studio Arts.

St Catherine's School has an open entry policy and does not screen students prior to VCE examinations; all students sit VCE Examinations.

### 1.4.2 Average Standardised Testing: Years 9 and 10 Core Subjects

Average standardised testing has been prepared in the areas of English, Mathematics and Science. Student assessment performance is accumulated to a single raw score which includes the weighting of different assessments tasks. The results below indicate the average score in these subjects. Differences between Years 9 and 10 are the result of a number of factors but show an overall consistency in the standard of assessment.

	English	Mathematics	Science
Year 9	77.1%	74.7%	75.2%
Year 10	78.8%	71.1%	78.8%

**Figure 7:** Average raw scores as a percentage for English, Mathematics and Science for 2015

### 1.4.3 National Assessment (NAPLAN) Testing Data

The National Assessment Program Literacy and Numeracy (NAPLAN) Assessment, introduced in 2008, is administered in Victoria by the Victorian Curriculum Assessment Authority (VCAA) for students in Years 3, 5, 7 and 9 with its stated aim being to provide a comparative measure of student numeracy and literacy skills at School, state and national level.

The results obtained from these tests ostensibly provide diagnostic information for parents and teachers about a child's performance in literacy and numeracy. The NAPLAN test results are also used as the basis for the achievement levels displayed on the myschool website, where St Catherine's School results appear relative to, firstly, statistically similar schools (SIM) and then in addition, all Australian schools (ALL). This information can be used to support teaching and learning programs and improve student achievement.

NAPLAN tests are conducted over three mornings and incorporate the following range of tests as part of the program: Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. In reporting the students' results on these tests relates to a minimum standard as defined by bands that operate on a continuum basis. NAPLAN data enables the School to track the progress of our students in the areas of literacy and numeracy and, consequently, the efficacy of our programs. While it is envisaged the NAPLAN tests are likely to have an increasingly important role to play as part of the Australian Curriculum at St Catherine's School, they are currently, and will continue to be, complemented by other more regular and substantial testing opportunities already in place.

Student results were mapped on a ten band continuum. In 2015, St Catherine's students in Years 3, 5, 7 and 9 continue to exceed the state and national means across all five areas reported: Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, as evidenced by the box and whisker graphs provided.

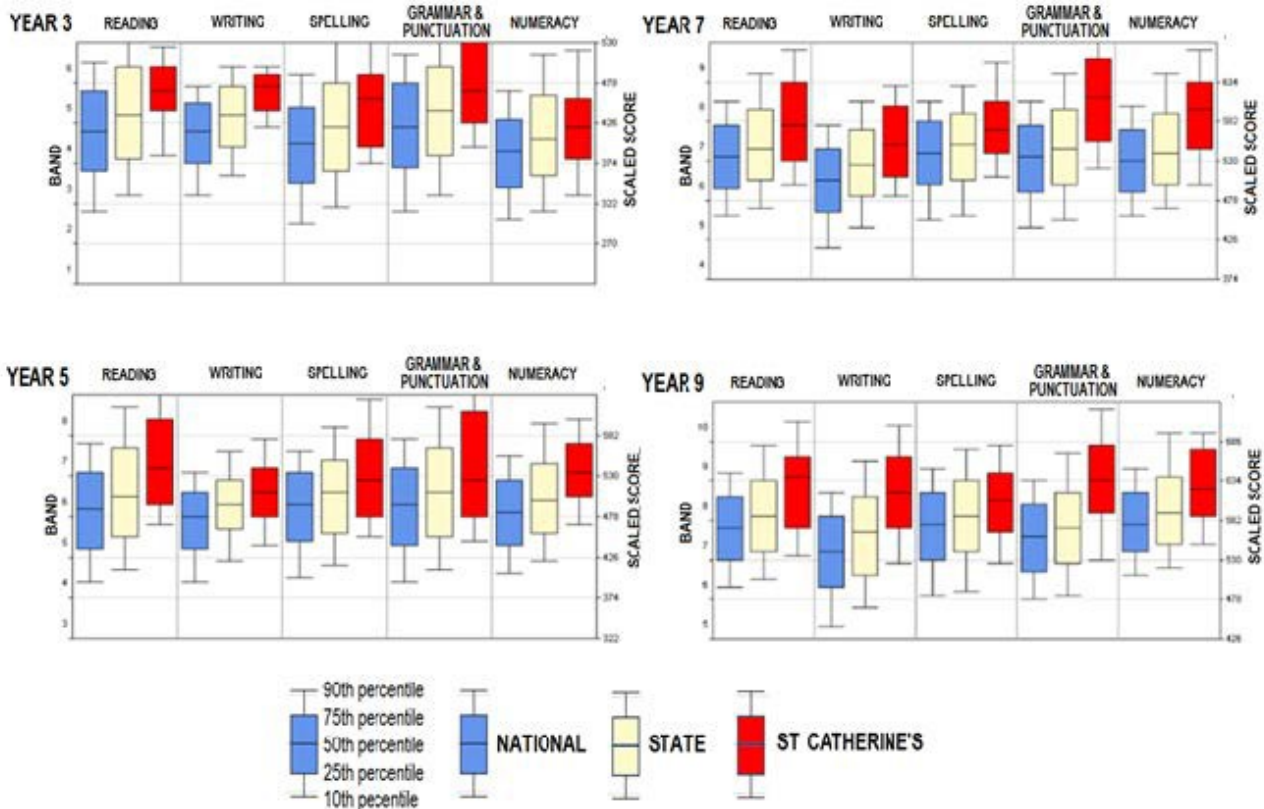


Figure 5: NAPLAN results for Year 3, 5, 7 and 9 2015

## 1.5 Student Participation

In both the Junior and Senior School in 2015, students participated in one or more of the School's House activities and many represented the School in interschool sport. Although participation is not compulsory, nearly all students took part in a range of co-curricular activities.

### 1.5.1 Co-curricular Activities Offered in 2015

#### Choirs

Barbreck Choir (Years 5 & 6)  
(Classroom) Heyington Choir (Years 3 & 4) (Classroom) Langley Choir (Prep to Year 2) (Classroom) Epstein Singers (Years 4 – 6)

Sherren Singers (Years 7 & 8)  
Years 7 & 8 Choir (Classroom) Handbells, Guitar, Instrument Making, Looping, Taiko Drums Cantanti Belli (Years 11 – 12)  
Viva Voci (Years 9 – 12)  
Years 9 and 10 Singers – Vocal Maria

#### Brass and Woodwind

Senior Brass Ensemble  
(SS) Junior Brass Ensemble (JS) Year 4 Recorder (Classroom)  
Year 5 Instrumental Music Program (Classroom) (Woodwind, Brass, Percussion)  
Grade 5 Concert Band (JS) (Classroom)  
Grade 6 Concert Band (JS) (Classroom)  
Years 7 & 8 Flute Ensemble (SS) Barbreck Flute Ensemble (JS)  
Chamber Flutes (SS)  
Barbreck Double Reed Ensemble (JS) Clarinet Ensemble – Intermediate Clarinet Ensemble, Senior Clarinet Ensemble Barbreck Clarinet Ensemble (JS) Saxophone Ensemble  
Senior Double Reed Ensemble Year 10 Flute Quartet  
Senior Concert Band (SS) Wood Wind Quintet (SS) Years 7 & 8 Band (Classroom)

#### Strings

Year 2 Violin Program (Classroom) Junior String Orchestra (JS)  
Year 6 String Ensemble  
Years 7 & 8 String Program (Classroom) Years 11/12 Strings Trio

Years 10/12 Strings Quartet Years 8/9  
String Trio  
Senior Strings (SS) Cello Ensemble (SS)

#### Other Ensembles

Jorgensen Orchestra (SS)  
Intermediate Percussion Ensemble (SS) Advanced Percussion Ensemble (SS) Junior School Percussion Ensemble  
Soul Power (SS)  
Jazz Band (SS)  
Instrumental Lessons - up to 484 enrolments for the majority of 2015

#### Other Performing Arts

Stage Skills Year 4 - Terms 1 – 4 (one group per term)  
Music Camp (SS)  
Year 7 Production  
Year 8 Play  
Senior School Musical, *Sweet Charity*  
Gala  
Concert  
House Arts (SS)  
Junior School Theory Class Theory Club  
Private Lessons: Jazz and Ballet (JS) Private Lessons: Speech and Drama VCE Music Performance  
Annual Church Service 120<sup>th</sup>

#### Beyond Boundaries (Outdoor Education)

Year 1 (Junior School) Year 2 (Junior School)  
Year 3 **Camp Sunnystones** (Bacchus Marsh) – multi activity  
Year 4 **Angahook Holiday Camp** (Aireys Inlet) – multi activity

Year 5 **Gundiwindi Lodge** (Wandin) – multi activity  
 Year 6 **Iluka Camp** (Shoreham) – multi activity  
 Year 7 **Camp Jungai** (Rubicon Valley) – multi activity  
 Year 8 **Goulburn River** (Eildon) & **Mitchell River National Park** (Gippsland) – rafting and bushwalking  
 Year 9 **Cathedral Range State Park** (Taggerty) – bushwalking and rock journey and **Lake Eildon National Park** (Eildon) – bushwalking and sea kayaking  
 Year 10 **Mt Arapiles** – rock climbing  
**Murray River** – horse riding and canoeing  
**Snowy River** – rafting  
**Overland Track** ‘Odyssey’ – bushwalking. Students selected one program

### **Community Service Activities**

Aboriginal Literacy Foundation (Book Drive) AFRipads  
 Ballarat Lions Club (toys and gifts) (JS) BlueCross Darnlee  
 FareShare (Meals cooked) Friday  
 Night School  
 Heart Kids Australia (Gifts for children) International Club (SS)  
 John Macrae Centre  
 Visits (JS) Junior School  
 Chess Club  
 Knitting Squares for Nepal (JS and SS) Leadership Diploma Program (Years 9 & 10) Lunchtime Maths Club  
 Malvern Emergency Food Collection  
 Orange Sky Laundry (T shirts for homeless)  
 Pens for Schools in Cambodia and Sierra Leone Quiz Challenge  
 Red Bag Superstars Collection – Reuse and Recycle (JS)  
 Sacred Heart Mission (Items for the homeless) Shoebox Donations (gifts for children overseas) St Kilda Mums (infant and baby clothing drive) Starlight Children’s Foundation  
 Student Environment Club (SS) The Smith Family (toy drive) Toy and Book Appeal  
 White Ribbon Awareness Program

### **Fundraising for various charities including:**

40 Hour Famine  
 Australia’s Biggest Morning Tea – Cancer Council Australian Red Cross  
 Birthing Kit Foundation  
 Australia Cancer Council  
 Christmas Bowl  
 Destination Dreaming  
 FareShare  
 Jeans for Genes  
 Legacy Luke Batty Foundation  
 Pink Ribbon Day Poppy Appeal  
 The Royal Children’s Hospital Foundation The Salvation Army  
 Red Shield Appeal World Challenge

### **Oratory**

*DAV Senior Debating Program (SS)*  
*DAV Junior Secondary Debating Program (SS)*  
*DAV Junior Public Speaking (SS)*  
*VCAA Plain English Speaking Competition (SS)*  
*Rotary Ainger Public Speaking Award (SS)*

### **2015 Exchanges**

United Kingdom Exchange (SS) USA Exchange (SS)  
 Year 8 Exchange - Hobart, Adelaide, Sydney (SS) French Exchange (SS)  
 Japanese Exchange (SS)

### **2015 Extended Trips**

Sovereign Hill Study Tour (Year 5) Canberra Study Tour (Year 6)  
 Fiji Netball and Service Trip (SS)  
 World Challenge Expedition to Peru (SS) Japan Cultural Tour (SS)  
 Outback Australia (Years 7 and 8) Global Young Leaders’ Conference USA

## **Academic Extension**

Ainger Rotary Public Speaking (SS)  
Australian Mathematics Competition (SS)  
Australian Mathematics Competition (JS)  
Australian National Chemistry Quiz (SS)  
Boroondara Cluster Activities including:  
    United Nations Debating Day (SS)  
    Centre for Youth Literature Writing Workshops (SS)  
CSIRO Crest Science (JS Years 4 – 6)  
D.A.V Junior Public Speaking Competition (SS)  
Global Young Leaders' World Conference ICAS Mathematics Competition (JS)  
ICAS English Competition (JS)  
In-class Extension and Differentiated Activities: Morning Maths Group (JS)  
Write on Wednesday Workshop (JS)  
Writers Workshop (SS)  
Future Problem Solving Global competition (SS)  
Future Problem Solving Scenario writing competition (SS)  
Legacy Junior Public Speaking (SS)  
Maths Olympiad (JS)  
Melbourne Writers' Festival Competition (SS)  
National Constitutional Convention (SS)  
Plain English Speaking Competition (SS)  
Premier's Spirit of Anzac Prize (SS)  
Public Speaking including:  
    Rio Tinto Science Competition (SS)  
    Rostrum Voice of Youth (SS)  
    The Evatt UN Mock Debating (SS)  
Schools' Constitutional Convention (SS)  
Science @ Work Program (SS)  
Somerset Novella Competition (SS)  
State Constitutional Conventions (SS)  
Tournament of Minds – Regional (SS)  
Writing Competitions (JS)  
Year 12 University Enhancement Philosophy (SS)  
Year 8 City Experience (SS)  
Years 3 to 6 Public Speaking Competition (JS)  
The National History Challenge (SS)  
The Simpson Prize (SS)  
Australian Geography Competition (SS)  
Alliance Francaise Berthe-

Mouchette Poetry Competition (SS)  
French students)  
Alliance Francaise Berthe-Mouchette Poetry Competition (JS – all Years 5 and 6)  
Dorothy Walker Poetry Competition (SS)  
IT@ work project NAB (SS)

## **House Events**

Athletics  
Cross Country  
Gymnastics  
Rowing (Years 9 – 12)  
Snowsports  
Swimming  
Years 7 Soccer and Netball  
Years 5 and 6 Netball  
Years 5 and 6 Soccer  
Years 5 and 6 T-Ball  
Years 5 and 6 Table Tennis  
Years 5 and 6 Volleystars  
Years 5 and 6 Swimming  
Years 5 and 6 Hockey  
Years 5 and 6 Orienteering  
Years 5 and 6 Basketball  
Years 5 and 6 Handball  
Years 5 and 6 Aerobics  
Years 5 and 6 Chess

## **Sport (JS)**

Afterschool Sport Years 3 to 4 (optional)  
Afterschool Sport Years 5 to 6 (compulsory)  
Netball  
Soccer  
T-Ball  
Table Tennis  
Interschool Gymnastics  
Volleystars  
Swimming  
Diving  
Athletics  
Tennis  
Hockey  
Cross Country  
Orienteering  
Basketball  
Snowsports  
Handball  
Junior Joggers Years 3 to 6 (optional)  
Private Lessons: Tennis  
Private Lessons: Gymnastics  
Private Lessons: Jazz

**GSV Sport (SS)**

GSV AFL  
GSV Athletics  
GSV Badminton  
GSV Basketball  
GSV Cricket  
GSV Cross Country  
GSV Diving  
GSV Golf  
GSV Hockey  
GSV Netball  
GSV Soccer  
GSV 5 A Side Soccer

GSV Softball  
GSV Swimming GSV Tennis GSV  
Triathlon GSV Water Polo

**Other Sport**

Interschool  
Gymnastics  
Rowing (Years 9  
– 12)  
Snowsports  
Years 7–12  
Fitness

## 1.6 Pastoral Care

The weThrive: Wellbeing @ St Catherine's program is designed to facilitate age-appropriate personal, social and emotional development. The program addresses the ACARA and Victorian Curriculum Strands with a strong focus on Self and Social Awareness and Management. The sub-strands of Recognition and Expression of Emotions, Appreciation of Diversity and Understanding Relationships, Developing Resilience and Working Collaboratively underpin the program. There is a strong focus on Empathy and Gratitude which is complimented by the Community Service components of the program.

### 1.6.1 Student Pastoral Care Activities 2015

In 2015 the following activities were included within the School Pastoral Care program:

#### Prep

- Infant Level Assembly
- Junior School Assembly
- Bodyworks
- St Catherine's School Values
- Transition activities for step from ELC
- Prep – Year 6 Buddy Support Program

#### Year 1

- Infant Level Assembly
- Junior School Assembly
- Bodyworks
- St Catherine's School Values
- Beyond Boundaries Afternoon Program

#### Year 2

- Infant Level Assembly
- Junior School Assembly
- Bodyworks
- St Catherine's School Values
- Beyond Boundaries Overnight Program

#### Year 3

- Junior School Assembly
- Bodyworks
- St Catherine's School Value's
- Beyond Boundaries Program

#### Year 4

- Junior School Assembly
- Bodyworks
- St Catherine's School Values
- Beyond Boundaries Program

#### Year 5

- Junior School Assembly
- Bodyworks
- St Catherine's School Values
- Year 5 Leadership Preparation
- Beyond Boundaries Program

#### Year 6

- Junior School Assembly
- Bodyworks
- St Catherine's School Values
- Prep - Year 6 Buddy Support Program
- Year 6 Leadership Program
- Philosophy and Ethics
- Beyond Boundaries
- House Activities
- Community Service Fundraising
- Personal Development Activities

#### Year 7

- Extension Activities
- Year 7 Assemblies
- Personal Development Activities
- Homework Strategies, Study Skills and Goal Setting
- Study Skills and Homework Activities
- Assistance with Personal Organisation
- Orientation Camp including preparation and debrief
- Cyber Safety Presentation
- GSV Sports Day
- Safe use of Public Transport and Travel
- Friendship Activities and Anti-Bullying role-plays
- Year 7 Induction Service
- Beyond Boundaries (outdoor education) preparation and debrief
- House Activities
- Learning@Home Program

- Activities emphasising values of empathy, kindness and respect
- Sex Ed Talk
- The Biggest Morning Tea Fundraising for Cancer
- Project Rocket

### **Year 8**

- Beyond Boundaries (outdoor education) including preparation and debrief
- Learning about Personal Organisation
- Exploration of personal identity: academic, emotional and social
- ePortfolio Development
- Goal setting, Time Management and Organisation
- Presentation on National Exchange Opportunities (not international)
- House Activities and Competitions
- Cyber Safety Presentation by Project Rockit
- House Arts Preparation
- Reflections of Year 8
- Encouragement Program – Leadership and Team Building, Role Modelling, Values
- Careers/subject selection
- Year 8 Experience – Pastoral Exchange Sydney, Adelaide, Hobart Melbourne City Experience, The Pitch, I Love Melbourne Experience
- Alcohol Education Presentation Warner Youth Education Alcohol Education Presentation

### **Year 9**

- Leadership Diploma Introduction
- Community Service participation
- Study Techniques and Time Management workshops
- United Nations Forum
- Alcohol Education Seminar
- Subject Selection
- Careers session with ePortfolio collation
- ePortfolio SMART goals and reflections
- Careers Day
- Duke of Edinburgh Presentation
- Cybersafety Seminar and discussion
- Beyond Boundaries (outdoor education) preparation, including self-catering and environmental issues briefings
- Beyond Boundaries Cook-offs – self catering preparation
- Resilience Presentations ('Changing

Minds', 'Growth Mindset', 'Grit')

- Examination Preparation
- Introduction to Work Experience
- Organisation of FareShare Shout a Lunch Day – BBQ Fundraiser
- Volunteering in the FareShare Schools in the Kitchen Program
- Volunteering in Darnlee Residential home
- Body Image Health Education Sessions
- Self-Defence

### **Year 10**

- Leadership Diploma planning sessions
- Goal Setting – SMART GOALS
- Time Management and Prioritising Tasks
- Careers Day
- DAT Testing
- International Women's Day
- 'Keys Please' Driver Education Workshop
- Community Service Participation
- Constitutional Convention
- Beyond Boundaries (outdoor education) preparation
- "The Great Trangia Challenge"
- Leadership Diploma Presentation
- Completion of the Leadership Diploma
- Drugs and Alcohol Presentation with Mr Paul Dillon
- Study Skills Session
- Balance Life / Study Session
- Nutrition with Melissa Whitelaw
- Friday Night School
- Knitting for Nepal Winter Knitting Program
- Urban Seed – City Walks and Awareness (Homelessness in Melbourne)
- Mindfulness-Meditation Sessions
- Examination Preparation Session

### **Year 11**

- Mentor Program (visiting professionals in the workplace)
- VCE Panel Interviews
- 'Meet the Principal' Sessions
- Introductory Year 12 Classes
- Individual Career Planning Sessions
- Form and House Activities
- University Information Forums
- Drugs and Alcohol Presentation with Mr Paul Dillon
- VCE Strategies to Success
- Careers – Coaching Young People for Success
- GAT Preparation Session
- Study Skills Sessions (Study Techniques/Time



- Management/Memory and Mnemonics)
- Victoria Police Presentation on Risks & Safety
- Yoga Boot Camp
- Cyber Mishaps
- ePortfolio Development
- Goal Setting
- Leadership Sessions with Old Girls
- Guest Speakers on Gap Year opportunities
- Women's Health and Women's Business

### Year 12

- Leadership Conference
- Advice on Health and WellBeing for a Year 12 student with School nurses
- Motivational Careers Presentation
- Careers advice sessions including individual counselling as required
- University Information Forums
- The Power of Sleep with Mr Brad Felstead
- Study Calm with Mr Brad Felstead

- Study Skills Sessions
- Interview Skills Program with James Lynch
- House Activities
- Years 6 and 12 Lunch
- Drugs and Alcohol Presentation with Mr Paul Dillon
- Examination Techniques
- Session on Cadetships
- CV Writing Session
- Managing Stress Sessions
- GAT Preparation Sessions
- VCE Examination Preparation Sessions
- Relationships Session
- Year 12 Careers Expo
- Old Girls' Panel (Transition to Tertiary Study)
- USA Sports Scholarships and SAT preparation
- Applying to the UK
- Careers Breakfast
- Change of Preference session
- Information Session on SCOGA

## 1.7 Proportion of students in Year 9 moving through to Year 12

In 2015, 75 students completed Year 12. Of the 66 Year 9 students enrolled in 2012, three left during or before the commencement of Year 12 in 2015 and 12 new students arrived during this time, resulting in a 14% net increase in numbers for that Year group over the four years. Of the students commencing Year 9 in 2012, there was a 95.5% retention rate from Year 9 to Year 12.

## 1.8 Post School Pathways

### YEAR 12 RESULTS

The significant leadership and commitment to academic excellence of our Year 12 students has been a proud and uplifting narrative for St Catherine's School. This year, the Year 12 cohort have continued our School's excellent tradition of academic success with outstanding performances across a wide range of subjects. As a School, we are extremely proud of all their achievements.

The Year 12 cohort of 2015 were frequently described as cohesive, creative and enthusiastic. Their outstanding academic results has completed a fulfilling year for the girls. Their willingness to uphold the School Values of Integrity, Curiosity, Perseverance and Empathy has culminated in the following exceptional results:

9.5% achieved ATAR scores of 99 and above which places them in the top 1% of the State;  
28% achieved ATAR scores of 95 and above which places them in the top 5% of the State;  
53% achieved ATAR scores of 90 and above which places them in the top 10% of the State;  
77% achieved ATAR scores of 80 and above which places them in top 20% of the State.

- Study Scores of 45 or above (top 2% of State) were attained in 60% of the subjects taught at St Catherine's School: Biology, Business Management, Chemistry, Economics, English, English as an Additional Language, History: Revolutions, Literature, Specialist Mathematics, Mathematical Methods (CAS), Media, Physical Education, Global Politics, Studio Arts, Visual Communication Design
- Perfect Study Scores of 50 were achieved in 24% of subjects taught at St Catherine's School: English, History: Revolutions, Specialist Mathematics, Physical Education, Global Politics and Studio Arts.
- 100% of international students received a Tertiary offer in Victoria in the early round.
- 100% of domestic students were offered Tertiary places in Victoria during the main round.
- Nine girls were also offered an additional place for a course in Victoria during the second round of offers.

We had a number of girls apply interstate to either Bond University, Sydney University or ANU. All were offered a place, and most have accepted these and will be studying interstate rather than taking their 'home state' offer.

Courses they will be studying range from Bachelors of Philosophy, Media and Communications, Architecture, Hotel and Tourism Management, Law/ PPE, Flexible double degrees incorporating Commerce, Arts or PPE.

Within our home state students secured places in Medicine and Surgery at Monash and a traineeship with Ernest & Young, whilst studying commerce at the University of Melbourne majoring in Accounting.

Our largest interest area this year was in Business and Commerce related courses.

We also had an increase in girls enrolling in male dominated fields of ICT, Engineering and Construction.

We have a high portion of students offered places in degrees with honors or masters and just over 30% of the girls offered places in double degrees.

During the application and change of preference cycle, a number of girls looked specifically at the opportunities available for work placements and IBL (industry based learning) in their course preferences, as well as chances to participate in the study abroad options. They structured their preferences around such opportunities.

There are several students who were offered scholarships based on their academic results, because they are in male dominated courses, or to assist with accommodation costs at college.

Some of the 2015 cohort are taking a gap year where they will be working abroad or travelling. One of St Catherine's students, who had commenced a business traineeship with the school in 2015, has continued along this path and is now working full time in real estate.

Our 2015 Year 12 graduates have paved a range of pathways for themselves. For each of them they are beginning to understand the individual journey they will all be taking and have made some very informed and sound decisions that will position them with wonderful opportunities in their first chapter of 'life beyond the gates at Heyington Place.'

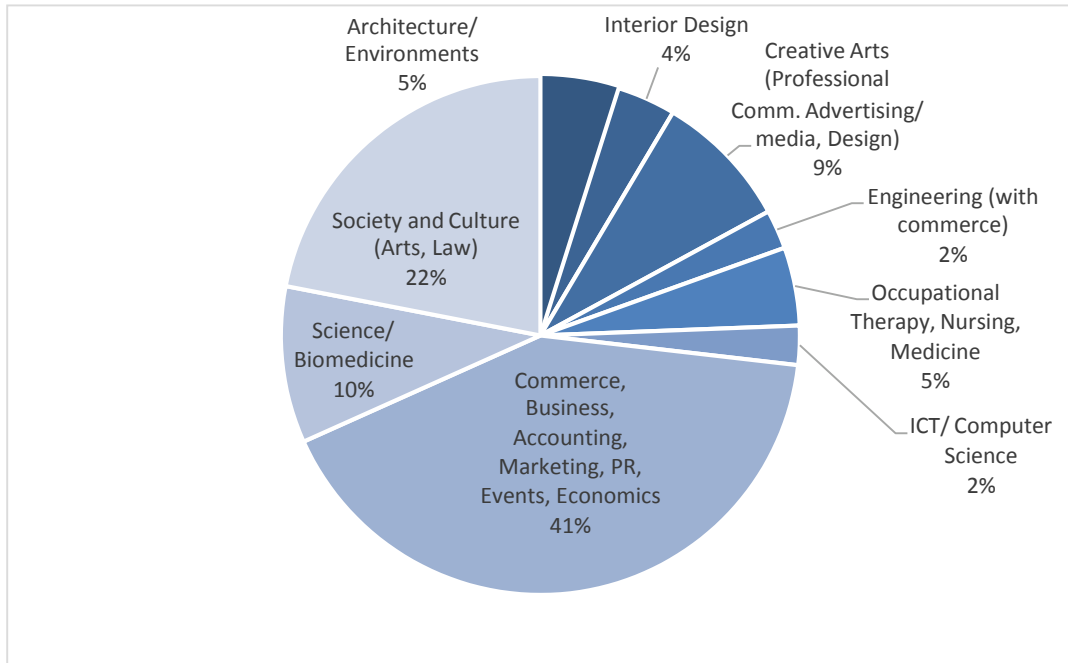


Figure 7a 2015 VTAC offers by Course Interest area 2015/16

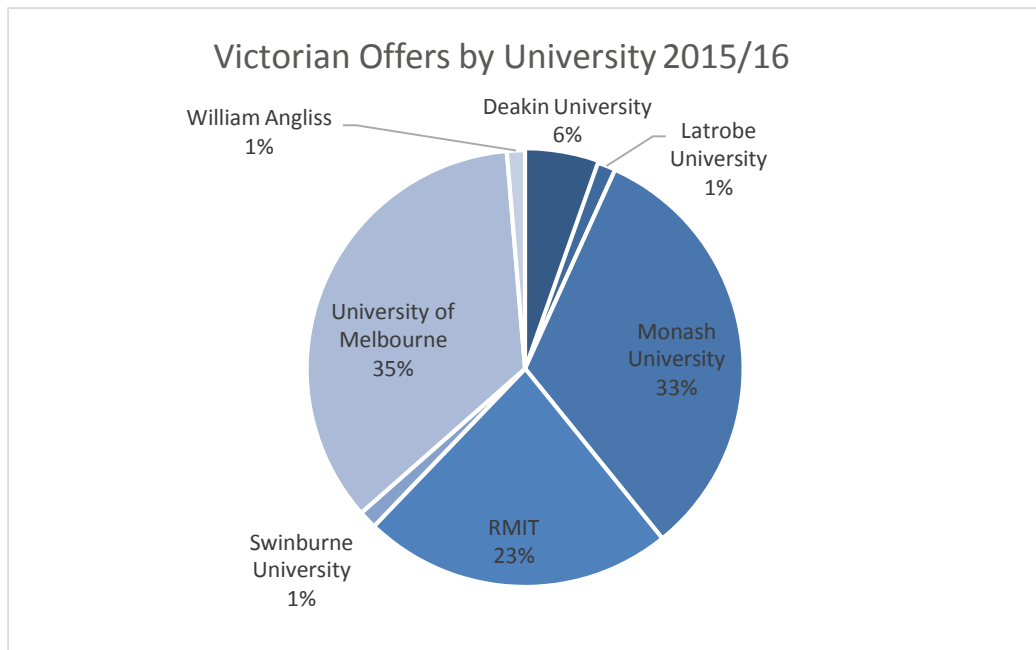


Figure 7b 2015 VTAC offers by Institute

## 2. Professional Engagement

### 2.1 Staff Attendance

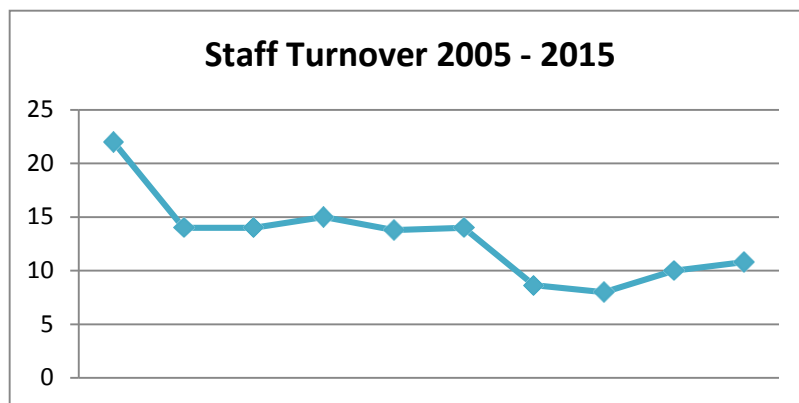
In 2015 the absentee rate for teaching staff at St Catherine's School was 3%, indicating that only 3% of the total teaching days in 2015 were missed by staff due to absence from work. This figure does not include days when staff were absent as a result of attending professional learning activities.

General staff at St Catherine's School sustained an absenteeism rate in 2015 of 2%, which is the same as the previous year.

### 2.2 Staff Retention\*

St Catherine's had a total staff turnover rate of 10.79% in 2015. This figure was consistent with the turnover rate for 2014.

There was a 12.5% turnover rate for teaching staff and a 9.5% turnover rate for general staff in 2015, demonstrating a slight increase in the turnover of teaching staff compared to the 2014 data. General staff turnover decreased by 2.5%.



**Figure 8:** Total staff turnover 2005 to 2015

\* Staff turnover figures are calculated on the basis of the number of staff members and are not linked to the nature of whether staff are part time or full time. It includes permanent staff only and does not factor in casuals. Staff turnover calculations include all new positions that have occurred during the course of the year.

## 2.3 Expenditure & Teacher Participation: Professional Learning

In 2015, Professional Development expenditure at St Catherine's School totalled \$116,455.79. This corresponds to an average spend of \$483.22 per staff member.

Staff at St Catherine's regularly attend staff meetings within their Faculties and as a whole staff conduct a range of informal and formal Professional Development activities.

## 2.4 Staff Qualifications

Staff qualifications are recorded on the Human Resources database when a new staff member commences employment at St Catherine's School. These are then updated on a regular basis to account for staff completing additional qualifications throughout the course of their employment. A report detailing staff qualifications can be produced from the database upon request.

Staff qualifications are published in the annual School Magazine. At the beginning of each year a list of all new staff and their qualifications is included in the School newsletter.

A full list of staff qualifications can be found in Appendix A.

# 3. School Financial Information

## 3.1 School Income by Funding Source 2015

As an independent school, St Catherine's obtains much of its funding through Tuition Fees. In 2015 only 7% of the School's income came from Government grants.

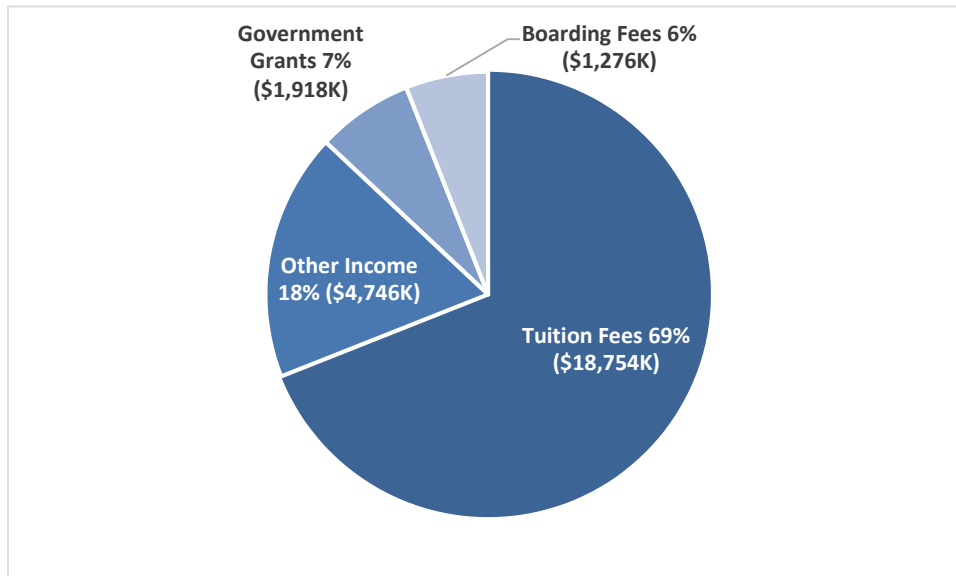


Figure 9a: School Income by Funding Source 2015

## 3.2 School Expenditure 2015

St Catherine's expenditure is primarily on payroll and associated on costs (57%).

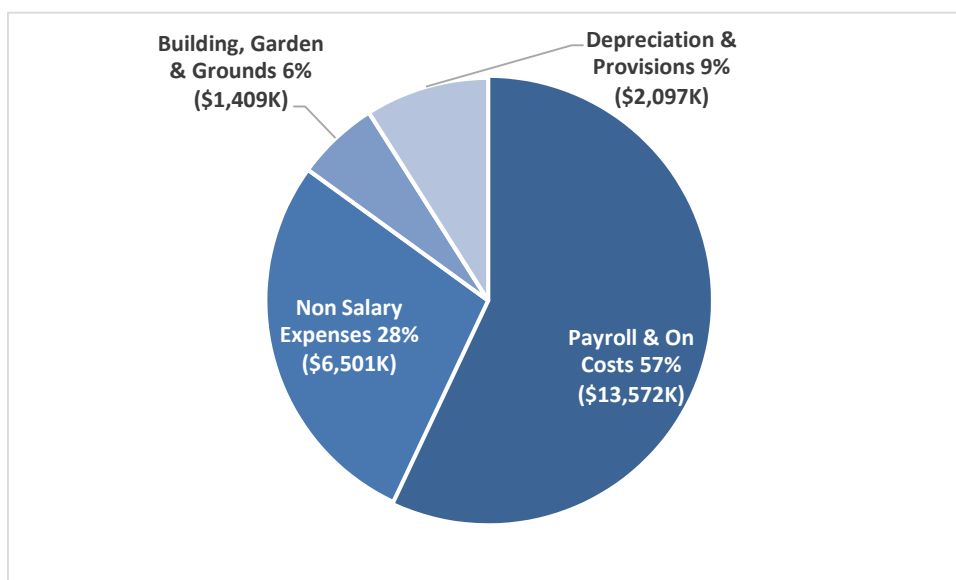


Figure 9b: School Expenses 2015

## 4. Feedback from Key Stakeholders

In 2015, St Catherine's School engaged MYP Corporation to conduct surveys of students, staff and parents. This company was selected as they were able to compare the School's results with a large number of similar schools as well as schools across other educational sectors. This ensured that results were presented for St Catherine's School and also as a comparison with 'Like Schools' as well as 'All Schools' who participated in the survey in 2015.

Respondents completed surveys anonymously online by ranking a range of statements using the following:

**Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1) NA (-)**

### 4.1 PARENT SURVEY RESULTS

#### Areas of feedback included:

Values and Culture	School Communication	Student Transition
Leadership and Direction	Co-curriculum	Learning and Extension
Learning Environment	Reporting	Pastoral Care/Wellbeing
Student Engagement	Resources and Facilities	General
Teaching Standards	Curriculum	
Parent Engagement	Homework	

**St Catherine's School achieved an overall Parent Satisfaction score of 83% (4.18 out of 5).**

'Comparable' schools obtained on average 4.12 and all schools surveyed received an average of 4.07 out of 5. Of the 16 categories, 13 were classified by MYP Corporation as 'Excellent' and three as 'Good'.

Key Area	Satisfaction	MYP Description
Value & Culture	4.37	Excellent
Learning Environment	4.34	Excellent
Co-curriculum	4.29	Excellent
Leadership & Direction	4.28	Excellent
Resources & Facilities	4.28	Excellent
Student Engagement	4.22	Excellent
Teaching Standards	4.19	Excellent
Parent Engagement	4.18	Excellent
School Communication	4.17	Excellent
Reporting	4.13	Excellent
Student Transition	4.11	Excellent
General	4.09	Excellent
Pastoral Care/Wellbeing	4.06	Excellent
Homework	3.99	Good
Curriculum	3.95	Good
Learning & Extension	3.93	Good

## 4.2 STAFF SURVEY RESULTS

The survey contained two components, **School Strategies** and **Staff Engagement**

**Areas of staff feedback included:**

Organisation	Team Leadership	Workplace Health & Safety
Teamwork	Empowerment	General
Staff Engagement	Communication	Recognition
Procedures	Work/Life Balance	Resources
School Leadership	Equality	Training/Professional



**St Catherine's School achieved an overall Staff Satisfaction score of 82% (4.12 out of 5)**

'Comparable' schools obtained on average 3.97, with all schools surveyed receiving on average 3.95 out of 5.00. Of the 16 categories, 10 were classified by MYP Corporation as 'Excellent' and six as 'Good'.

Key Area	Satisfaction	MYP Description
Team Leadership	4.36	Excellent
Organisation	4.36	Excellent
Workplace Health and Safety	4.33	Excellent
Resources	4.30	Excellent
Teamwork	4.26	Excellent
Staff Engagement	4.25	Excellent
Procedures	4.18	Excellent
Empowerment	4.17	Excellent
General	4.09	Excellent
Equality	4.06	Excellent
Training	4.00	Good
School Leadership	4.00	Good
Work/Life Balance	3.91	Good
Recognition	3.80	Good
Communication	3.76	Good
Career	3.65	Good

## 4.3 STUDENT SURVEY RESULTS

Student surveys contained two components: **School Strategies** and **Student Engagement**.

**Areas in which student feedback was sought included:**

Values and Culture	Reporting	School Communication	Curriculum
Environment	Student Transition	Resources & Facilities	Parent Engagement
Co-curriculum	Leadership and Direction	Teaching	Homework
Student Engagement	Learning	Behaviour	General

St Catherine's School achieved an overall **Student Satisfaction score of 82% (4.09 out of 5)**.

'Comparable' schools obtained on average 3.89 with all schools involved in the survey averaging 3.85 out of 5. Of the 16 categories, 10 were classified by MYP Corporation as 'Excellent' and six as 'Good'.

Key Area	Satisfaction	MYP Description
Student Engagement	4.50	Excellent
Co-curriculum	4.47	Excellent
Values & Culture	4.30	Excellent
Leadership & Direction	4.26	Excellent
Reporting	4.26	Excellent
Student Transition	4.23	Excellent
Resources & Facilities	4.11	Excellent
General	4.10	Excellent
Learning	4.07	Excellent
School Communication	4.03	Excellent
Environment	3.96	Good
Behaviour	3.86	Good
Teaching	3.85	Good
Curriculum	3.81	Good
Homework	3.43	Good
Parent Engagement	3.39	Good

## 5. INTERSCHOOL COMPARISONS

Results were presented with 'Comparable Schools' as well as 'All Schools' who participated in 2015.

### 5.1 PARENT PERCEPTIONS – INTERSCHOOL COMPARISON

Of the 15 areas, St Catherine's School performed **higher than** 'Comparable' schools in 11 areas and also in 14 areas when compared with 'All Schools' surveyed.

Key Area	St Catherine's		Comparable Schools			All Schools		
	Score	%	Score	%	Var %	Score	%	Var %
Values & Culture	4.37	87.4%	4.28	85.6%	2%	4.20	84.0%	4%
Learning & Environment	4.34	86.8%	4.33	86.6%	0%	4.31	86.2%	1%
Co-curriculum	4.29	85.8%	4.23	84.6%	1%	4.18	83.6%	3%
Leadership & Direction	4.28	85.6%	4.23	84.6%	1%	4.15	83.0%	3%
Resources & Facilities	4.28	85.6%	4.29	85.8%	0%	4.23	84.6%	1%
Student Engagement	4.22	84.4%	4.12	82.4%	2%	4.04	80.8%	4%
Teaching Standards	4.19	83.8%	4.14	82.8%	1%	4.07	81.4%	3%
Parent Engagement	4.18	83.6%	4.10	82.0%	2%	4.06	81.2%	3%
School Communication	4.17	83.4%	4.07	81.4%	2%	4.07	81.4%	2%
Reporting	4.13	82.6%	4.13	82.6%	0%	4.03	80.6%	2%
Student Transition	4.11	82.2%	3.97	79.4%	4%	3.92	78.4%	5%
Pastoral Care/Wellbeing	4.06	81.2%	4.01	80.2%	1%	3.99	79.8%	2%
Homework	3.99	79.8%	3.94	78.8%	1%	3.81	76.2%	5%
Curriculum	3.95	79.0%	4.09	81.8%	-3%	4.10	82.0%	-4%
Learning & Extension	3.93	78.6%	3.90	78.0%	1%	3.84	76.8%	2%

### 5.2 STAFF PERCEPTIONS – INTERSCHOOL COMPARISON

St Catherine's scored **higher for all categories** (positive variance) when compared with 'Comparable Schools' and higher in all categories when aligned with 'All Schools'.

Key Area	St Catherine's		Comparable Schools			All Schools		
	Score	%	Score	%	Var %	Score	%	Var %
Team Leadership	4.36	87.2%	4.01	80.2%	9%	4.00	80.0%	9%
Organisation	4.36	87.2%	4.28	85.6%	2%	4.18	83.6%	4%
Work Health & Safety	4.33	86.6%	4.16	83.2%	4%	4.13	82.6%	5%
Resources	4.30	86.0%	4.09	81.8%	5%	4.02	80.4%	7%
Teamwork	4.26	85.2%	4.03	80.6%	6%	4.01	80.2%	6%
Staff Engagement	4.25	80.0%	4.14	82.8%	3%	4.13	82.6%	3%
Procedures	4.18	83.6%	4.02	80.4%	4%	4.05	81.0%	3%
Empowerment	4.17	83.4%	4.01	80.2%	4%	4.01	80.2%	4%
Equality	4.06	81.2%	3.74	74.8%	9%	3.75	75.0%	8%
Training PD	4.00	80.0%	3.90	78.0%	3%	3.79	75.8%	6%
School Leadership	4.00	80.0%	3.97	79.4%	1%	3.96	79.2%	1%
Work/Life Balance	3.91	78.2%	3.80	76.0%	3%	3.89	77.8%	1%
Recognition	3.80	76.0%	3.60	72.0%	6%	3.64	72.8%	4%
Communication	3.76	75.2%	3.54	70.8%	6%	3.54	70.8%	6%
Career	3.65	73.0%	3.59	71.8%	2%	3.51	70.2%	4%

### 5.3 STUDENT PERCEPTIONS – INTERSCHOOL COMPARISON

St Catherine's scored **higher for all categories** when compared with 'All Schools' and when aligned with 'Comparable Schools' also scored higher.

Key Area	St Catherine's		Comparable Schools			All Schools		
	Score	%	Score	%	Var %	Score	%	Var %
Student Engagement	4.50	90.0%	4.32	86.4%	4%	4.15	83.0%	8%
Co-curriculum	4.47	89.4%	4.15	83.0%	8%	4.12	82.4%	8%
Values & Culture	4.30	86.0%	4.15	83.0%	4%	4.08	81.6%	5%
Leadership & Direction	4.26	85.2%	3.96	79.2%	8%	3.88	77.6%	10%
Reporting	4.26	85.2%	4.15	83.0%	3%	4.18	83.6%	2%
Student Transition	4.23	84.6%	4.09	81.8%	3%	4.07	81.4%	4%
Resources & Facilities	4.11	82.2%	3.93	78.6%	5%	3.83	76.6%	7%
Learning	4.07	81.4%	3.93	78.6%	4%	3.93	78.6%	4%
School Communication	4.03	80.6%	3.87	77.4%	4%	3.93	78.6%	3%
Environment	3.96	79.2%	3.83	76.6%	3%	3.67	73.4%	8%
Behaviour	3.86	77.2%	3.72	74.4%	4%	3.60	72.0%	7%
Teaching	3.85	77.0%	3.59	71.8%	7%	3.68	73.6%	5%
Curriculum	3.81	76.2%	3.62	72.4%	5%	3.63	72.6%	5%
Homework	3.43	68.6%	3.29	65.8%	4%	3.24	64.8%	6%
Parent Engagement	3.39	67.8%	3.20	64.0%	6%	3.31	66.2%	2%

## Appendix A: Staff Qualifications 2015

36	BA
26	DipEd
20	BEEd
12	BA(Hons)
12	BMus
10	MEd
9	BSc
8	DipTeach
8	GDipEd
8	GradDipEd
7	BEEd(Prim)
7	DipTeach(Prim)
7	MTeach
6	MA
6	MMus
5	BEEd(Sec)
5	BMus(Hons)
5	DipTeach(EC)
5	PGCertEd
4	BCom
4	BComm
4	BSc(Hons)
4	CertIII CS
4	CertIII Spt&Rec
4	WAG
3	BAppSc
3	BEEd(EC)
3	BTeach
3	CertIV TAE
3	DipECE
3	DipEd(Prim)
3	GDipEd(Sec)
3	LMusA
3	MSc
3	MTeach(Sec)
3	RGN
3	TESOL
2	AMusA
2	BAppSc(PE)
2	BExSc
2	BHealthSc(HM)
2	BHlthSc
2	BMusPerf
2	BTeach(Hons)
2	CertGiftEd

2	CertIIICarpGenG
2	CertIVTAA
2	CPA
2	DipLang
2	DipMusPerf
2	GDipEd(EC)
2	MAPS
2	MSPPath
2	PGDipEd
2	PGradDipES(SW)
1	AdvDipBus
1	AdvDipInt&Trans
1	AdvDipTrans&Int
1	AFAIM
1	AssDipSS(LIS)
1	BA (FL)
1	BA(Design)
1	BA(Drama)
1	BA(Ed)
1	BA(Eng)
1	BA(Fine Art)
1	BA(Global)
1	BA(LA)
1	BA(MusicTheatre
1	BA/BBus
1	BA/BEEd
1	BA/BEEd(Sec)(Hon
1	BA/BMus
1	BA/LLB
1	BAppSc(HM)
1	BAppSc(HumMove)
1	BAppSc(PhyslEd)
1	BBCom
1	BBus(Acc)
1	BBusAcc
1	BCI
1	BCom(Bus)
1	BCom(Hons)
1	BComm(ProfComm)
1	BDes
1	BEco
1	BECS
1	BEEd (Art/Craft)
1	BEEd (Mus Sec)
1	BEEd(HPE)

1	BEEd(PE)
1	BES
1	BExcScHM/BSpRec
1	BFA
1	BFineArt
1	BFL
1	BHealthPE
1	BHS(Nursing)
1	BLaws
1	BLaws/BA
1	BMedSci(Hons)
1	BMID
1	BMus(Compositi)
1	BMusEd
1	BMusPerf(Hons)
1	BNur/BAppSc
1	BNurs
1	BNursPubHlth
1	BPE
1	BPsych (Hons)
1	BSc(Biomed)
1	BSc(Nursing)
1	BScApp
1	BSocSc(Lib)
1	BSpecEd
1	BTeach(Prim)
1	BTeach(PrimSec)
1	BTRP(Hons)
1	BUrbPlan
1	BVA
1	Cert Audiometry
1	Cert OH
1	CertA
1	CertAdvEng
1	CertEU Studies
1	CertIIHosp
1	CertIIIFitnes
1	CertIIIPlum&Gas
1	CertInt/Trans
1	CertIV Fitness
1	CertIVAWT
1	CertIVCarpGenCo
1	CertIVFMI
1	CertIVSpt&Rec
1	CertIVTAE

1	CertIVYouthWork
1	COGE
1	Dip.ChildServ
1	DipAppSc
1	DipAppSc(Phsyio
1	DipBus
1	DipBusMgmt
1	DipCommServ
1	DipEd(ArtCraft)
1	DipEd(Sec)
1	DipFineArts
1	DipFinPlan
1	DipFMI
1	DipInfoTech
1	DipLib/IS
1	DipMus
1	DipMusTeach
1	DipOutdoorEd
1	DipPeHlth
1	DipSecretarial
1	DipShortTyp
1	DipSportDev
1	DipSpRec
1	DipVisArt
1	FAICD
1	GCertHR
1	GCertInfTech
1	GCertRE
1	GCertVocalPed

1	GDipAdd&MH
1	GDipAppChildPsy
1	GDipCh&AdGriefC
1	GDipChildLit
1	GDipIS
1	GDipMus
1	GDipMuseumSt
1	GDipSpCoach
1	GDipSpecEd
1	GDipTeach
1	Grad Dip HR
1	GradCertEd
1	GradDipCE&D
1	GradDipEd(IT)
1	GradDipEd(Mus)
1	GradDipEd(Prim)
1	GradDipEd(Sec)
1	GradDipEdCouns
1	GradDipLib
1	GradDipM
1	GradDipMathEd
1	GradDipMus
1	GradDipPW
1	GrDipHealth
1	JD
1	MA(Perf)
1	MACE
1	MAHRI
1	MArch

1	MBBS
1	MClinPsych
1	MEd(DigLearn)
1	MEd(TESOL)
1	MEdLship
1	MEdLshipMgmt
1	MInt.Stud
1	MIT
1	MMusPerf
1	MSportCoach
1	MTC SOL
1	MTeach(EC)
1	OHS
1	PGCertEd(Sec)
1	PGradDipACN(CH)
1	PGradDipCA
1	PGradDipEd
1	PGradDipEd(Prim
1	PGradDipES
1	PhD
1	QTS
1	REG MIDW
1	SUZUKI
1	T.DSpeech&Drama
1	TSTC
1	TTC (NZ)

# Appendix B: 2014, 2013, 2012 and 2011 NAPLAN results

## 2014 NAPLAN RESULTS

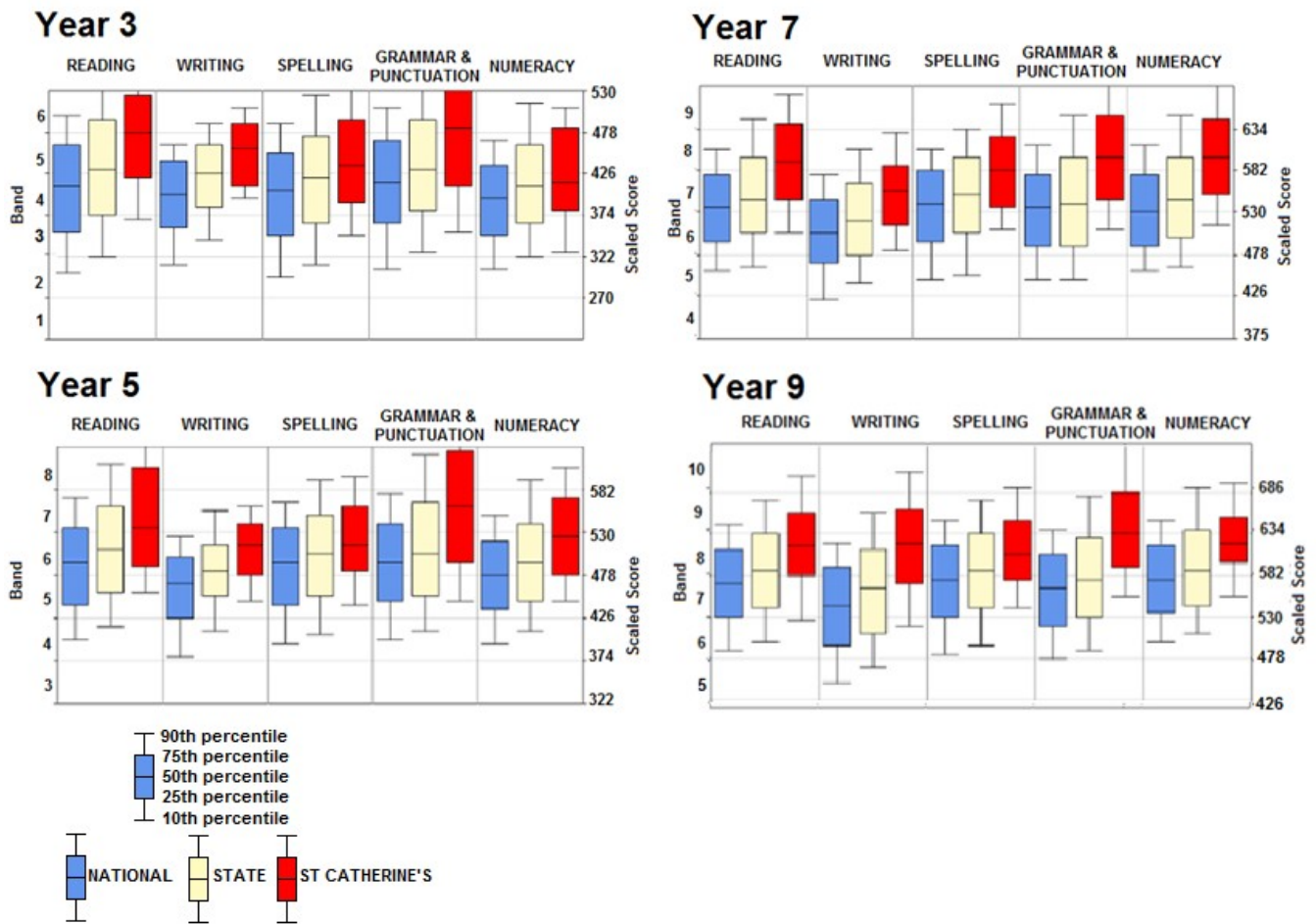
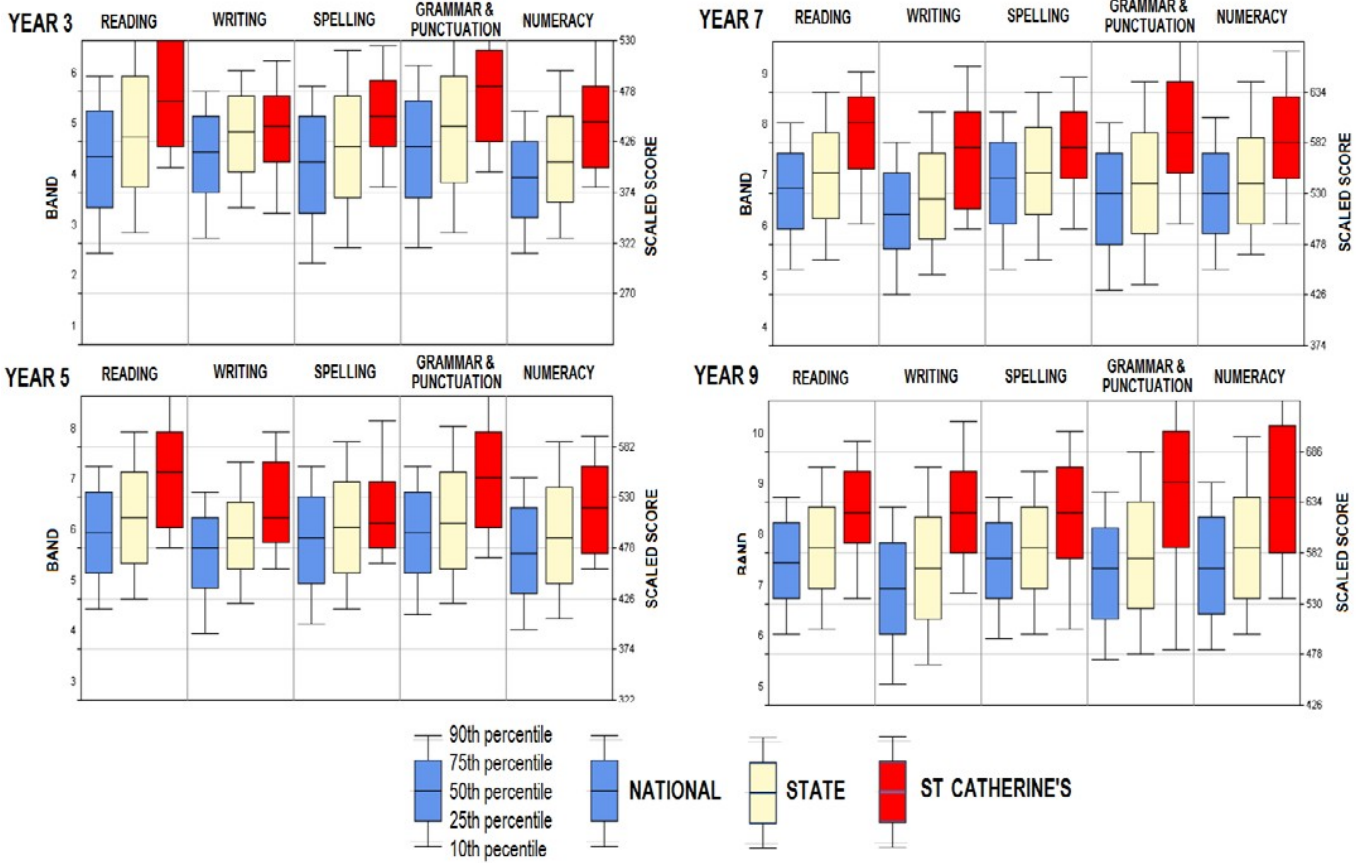
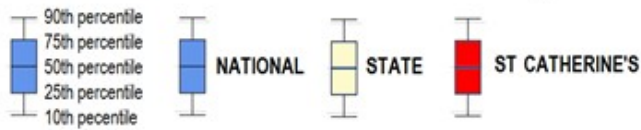
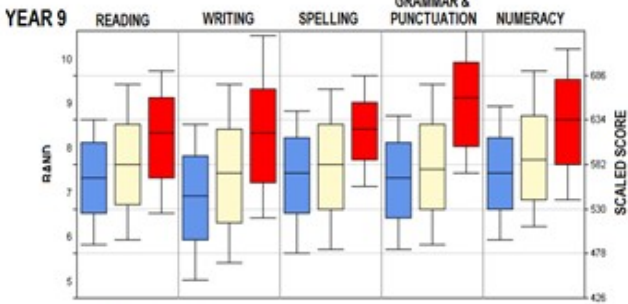
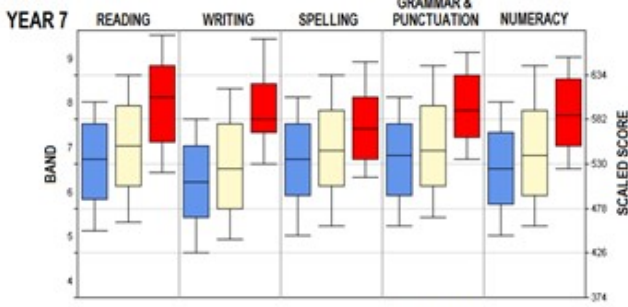
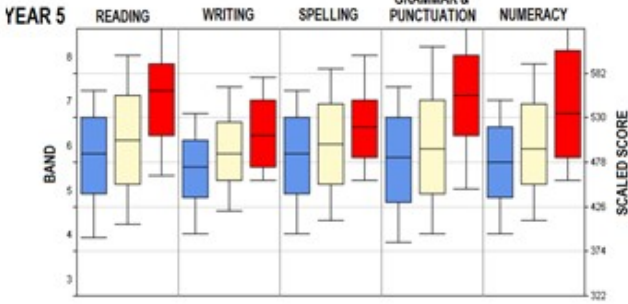
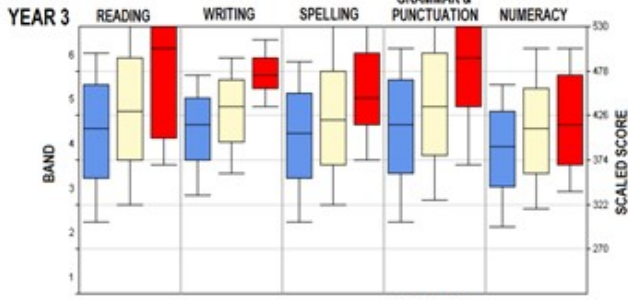


Figure 5: NAPLAN results for Years 3, 5, 7 and 9, 2014

## 2013 NAPLAN RESULTS



## 2012 NAPLAN RESULTS



## 2011 NAPLAN RESULTS

