



St Catherine's School

PERFORMANCE REPORT

2021

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1. KEY STUDENT OUTCOMES

1.1 Student Attendance

In 2021, there was an average of approximately 13.94 students absent on any one day which comprises 2.62% of our students and an average of 12.90 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 Added Value

1.2.1 Facilities

Our 2021 plans were again significantly impacted by the COVID-19 pandemic, supply chain issues and labour shortages. That said the School continued to undertake some minor projects over the year. In addition, we commenced works on the conversion of the School's gymnasium into a high-end black box theatre. This project faced delays for reasons noted earlier, but we were able to open the theatre officially early in 2022. Significant donations were received from the School community and this enabled us to invest more in the fit-out of the theatre. As always, the School is extremely grateful to all our donors, not least of which were Jamie and Rebecca Gray, after whom the theatre was named. The theatre was officially opened on 19 May by the Honourable Julie Bishop.

A number of other buildings, gardens and grounds initiatives occurred throughout the year, including painting, repair and maintenance works together with grounds and garden improvements undertaken at the School. The School is now focusing on refurbishing the hall into a sports complex. This project is expected to commence in late 2022 and will be completed over a twelve-month period.

1.2.2 Junior School

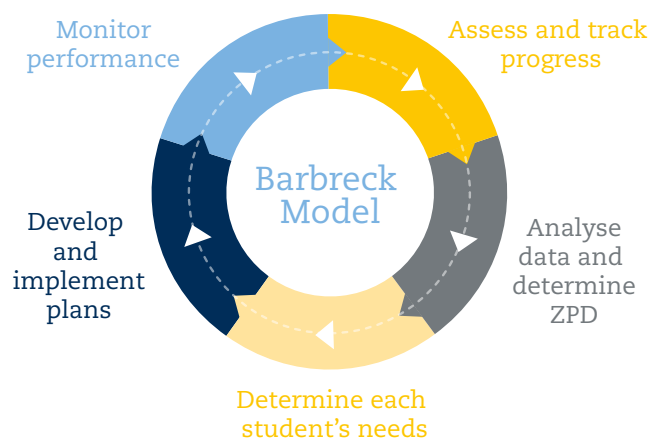
The Australian Curriculum is followed in the Junior School (Barbreck) with students engaging in the following subjects: English, Mathematics, Humanities and the Social Sciences, French, Art, Music, STEM and Health and Physical Education, and the supplementary subjects of Thinking, Choir and Band Program (Years 5 and 6).

Literacy and Mathematics continues to be at the core of teaching in the junior years and are taught through the sequential delivery of lessons, using the Gradual Release of Responsibility Instructional Model (I do, You do and We do). This model, along with learning intentions and success criteria, is recognised as key to good teaching in the Junior School.

A Junior School Curriculum Committee was formed to oversee curriculum design and implementation to ensure a sequential and developmental approach to

learning. The Barbreck Pedagogical Model of Teaching was developed to ensure a unified approach to teaching and that best practice strategies such as data analysis, determining each student's instructional level was targeted and that feedback was given in a timely and specific format.

Barbreck Pedagogical Model of Teaching for Personalised Learning



ACER Tests are administered annually to provide data for analysis at school, grade and individual student levels. The analyses provide information about strengths and areas for improvement and inform planning. Results from ACER PAT assessments:

- 43.2% of students in the Junior School attained a Stanine 8 or 9 in PAT Reading in the October 2021 assessments
- 28.8% of students in the Junior School attained a Stanine of 8 or 9 in PAT Maths in the October 2021 assessments
- Indicated the need for the continuation of extension classes in the key areas of Writing and Reading, and Number and Algebra

During COVID-19, the Junior School provided the full timetable of live lessons when in lock down, using the MS Teams program. Each student in Prep to Years 3 was provided with an iPad and students in Years 4 to 6 with a laptop. This enabled a full timetable of lessons (40 per week) to be delivered and as a result, student learning progress was maintained.

Professional Development of staff is key to enhanced learning and a number of teachers undertook the Sounds-Write Course (a comprehensive system with which to teach reading, spelling and writing based on phonics) to be implemented in Prep to Year 2. Junior School staff, as part of their Professional Review

researched areas of formative assessment and feedback to enhance their teaching skills.

The Barbreck Strategy was developed as part of the School Strategic Plan and focuses on providing improved outcomes for students. It is based on six intents:

- Academic Achievement
- Student Wellbeing and Leadership
- Co-curricular Engagement
- Exemplary Staff
- Embracing Community
- Equip Her Future

The Junior School Timetable was adjusted to include a dedicated Health Lesson per week with a specialist Health Teacher.

The Co-curricular offerings were also expanded to include a Dance Program offering Ballet for Prep to Year 2 and Jazz Ballet for Years 3 to 6. A St Catherine's Netball Club was developed as part of the Prahran Netball Association providing training and competition for girls in Years 4 to 6.

1.2.3 Early Learning Centre

The Early Learning staff implement the Early Years Learning Framework (EYLF) for Australia (National Early Learning Curriculum). This is underpinned by elements of the Reggio Emilia approach, inquiry-based learning and nature pedagogy. The curriculum is holistic and rich in learning opportunities, including early literacy, numeracy and STEM, with a focus on school readiness.

ELC Teachers plan for and support the learning needs of individual children and work towards the five learning outcomes set out in the EYLF with each child. Teachers report back to parents on the children's learning and development at parent-teacher interviews twice per year. Teachers also complete the 'Transition, Learning and Development Statements' at the end of the year for each child transitioning into Prep. These statements are passed on to the child's Prep Teacher to support and inform the child's transition into Prep.

The Quality Improvement Plan is regularly reviewed and updated in accordance with the National Quality Framework and Standards. Plans and goals are set in each of the seven quality areas. This is an ongoing process for quality improvement and informs the assessment and rating process. St Catherine's ELC is rated as 'Exceeding National Quality Standard' across all seven quality areas.

Student Welfare

The Deputy Principal: Student Wellbeing (ELC to Year 12) leads a committee of staff in a committed adherence to the School's carefully crafted and age and stage appropriate weThrive: Wellbeing @ St Catherine's Program.

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 Head of Early Learning Centre and the Head of Learning Plus as appropriate. 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 are held in order for staff to discuss student, academic or behavioural concerns.

ELC staff communicate student welfare matters to the Head of the Early Learning Centre. Parents are always contacted if deemed necessary. The School Counsellor and Deputy Principal: Student Wellbeing are available for advice and consultation when required. Together with the Head of the 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.

1.2.4 Senior School

Following on from the 2017 School Review and subsequent focus and actions implemented since then, the school has developed the Strategic Plan Towards 2025 with Key Strategic Objectives for 2021. Intent number one of these objectives is Academic Achievement: Embed an unwavering focus on intellectual curiosity through a rigorous academic program, sensitive to the needs of individual pursuits.

St Catherine's is committed to:

- Implementing a Learning and Teaching Framework
- Undertaking a systematic approach to data inquiry
- Achieving strong alignment of curriculum with ACARA
- A whole-school approach to literacy and numeracy
- Incorporating research and technology into learning and teaching
- Fostering a culture of curriculum innovation via research and reflection

2021 was a uniquely challenging year due to the COVID-19 pandemic. St Catherine's students only had about ten weeks on the school Campus. Classes were conducted online in the St Catherine's Learn@Home program. The school was extraordinarily successful in conducting classes in this format. This was largely due

to previous years' work in developing a robust online learning management platform and extensive work done by teachers in developing resources and placing them online. Staff had the requisite skills and capacity to move relatively seamlessly to the online environment. Our students' levels of academic achievement were outstanding seen particularly in the 2021 VCE Results and the school being the number one girl's school in VCE results.

St Catherine's School set the following objectives for 2021:

1. VCE Targets
2. Increased Faculty & Teacher Accountability
3. Implementation of Effective Support Actions to improve learning
4. Teaching for Thinking
5. Professional Learning Teams (PLTs)
6. Independent Learning Tutorials (Masterclasses)

In 2021 specific focus was given to:

- Teaching for Thinking project through a partnership with the University of Queensland. Our Thinking Classroom Framework builds from foundation 'thinking routines' in the ELC to higher order critical thinking skills in the Senior School, developing our girls into confident and self-motivated learners.
- Consultant: Phil Cummins engaged for the development of the Teaching and Learning Framework.
- Revision and redevelopment of staff Professional Review which is closely linked to the teaching for Thinking project and emphasises classroom practice and reflective action by teachers. Development of the Professional Learning Teams (PLTs) led by Director of Teaching & Learning and Pedagogical Coach, teachers in year level groups developing their mastery in teams.
- We have established a Senior Years Learning Model 10 to 12 which delivers multi-faceted learning platforms including masterclass lectures, traditional classroom teaching and digital platforms.
- We have commenced work on our Teaching & Learning Framework aligned to the character dispositions of bold, independent, resilient and creative linked to our learner competencies.
- We have introduced Independent Learning Tutorials which incorporate Flexi-Tutes and Masterclasses in a hybrid model of synchronous and asynchronous teaching.
- Greater use of academic data to support Academic Advisory Model in House Tutor Groups.



St Catherine's School Teaching Charter

Mission

Our singular purpose as teachers is to support and nurture the girls at St Catherine's School through teaching which is characterised by expertise, passion and commitment at the highest levels of excellence.

Vision

To be recognised as a leading girls' school.

Charter

We hold a deep belief that teachers at St Catherine's are:

1. **Expert** in the fields in which we teach and hold very high levels of contemporary pedagogical knowledge and skill, including expert knowledge of evidence-based teaching strategies.
2. **Collaborative** in planning, delivery and evaluation of our teaching, within a culture that is collegial and where very high levels of trust and respect are apparent across the school community; establish strong professional learning communities and lead ongoing efforts to improve teaching practices .
3. **Effective** in planning and organising lessons which engage and challenge all students and allows progressive development of students' deep understandings of concepts and principles within learning areas.
4. **Accountable** for our actions as teachers at St Catherine's School by taking personal responsibility for driving improvements in teaching and learning throughout the school.
5. **Diligent** in building and maintaining positive and caring relationships between staff, students and parents in a culture of mutual trust and support.
6. **Driven** by a deep belief that every student is capable of successful learning.
7. **Reflective** of teaching practice with a commitment to improvement which includes modelling, evaluating and providing feedback.
8. **Timely** in the provision of feedback to the students which enables them to understand and know the actions needed for further improvement in their learning.



ST CATHERINE'S SCHOOL TEACHING CHARTER

Our promise as teachers is to support and nurture you through teaching which is characterised by expertise, passion and commitment at the highest levels of excellence.

OUR COMMITMENT IS TO REMAIN

EXPERT	in the fields in which we teach
COLLABORATIVE	in planning, delivery and evaluation of our teaching
EFFECTIVE	in planning and organising lessons which engage and challenge all girls
ACCOUNTABLE	for our actions as teachers
DILIGENT	in building and maintaining positive and caring relationships
DRIVEN	by a deep belief that every girl is capable of successful learning
REFLECTIVE	of teaching practice with a commitment to improvement
TIMELY	in the provision of feedback to the girls

1.3 Curriculum

1.3.1 Junior School Subjects Offered

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AUSTRALIAN CURRICULUM SUBJECTS						
English	English	English	English	English	English	English
Maths	Maths	Maths	Maths	Maths	Maths	Maths
Units of Investigation – Humanities	Humanities and the Social Sciences	Humanities and the Social Sciences	Humanities and the Social Sciences	Humanities and the Social Sciences	Humanities and the Social Sciences	Humanities and the Social Sciences
Health: Bodyworks	Health: Bodyworks	Health: Bodyworks	Health: Bodyworks	Health: Bodyworks	Health: Bodyworks	Health: Bodyworks
French	French	French	French	French	French	French
Library	Library	Library	Library	Library	Library	Library
Music	Music	Music	Music	Music	Music	Music
Physical Education	Physical Education	Physical Education	Physical Education 3/4 Sport	Physical Education 3/4 Sport	Physical Education 5/6 Sport	Physical Education 5/6 Sport
Science and STEM	Science and STEM	Science and STEM	Science and STEM	Science and STEM	Science and STEM	Science and STEM
Visual Arts	Visual Arts	Visual Arts	Visual Arts	Visual Arts	Visual Arts	Visual Arts
SUPPORT PROGRAMS						
Educational support and enrichment	Educational support and enrichment	Educational support and enrichment	Educational support and enrichment	Educational support and enrichment	Educational support and enrichment	Educational support and enrichment
English Language Support	English Language Support	English Language Support	English Language Support	English Language Support	English Language Support	English Language Support
SUPPLEMENTARY PROGRAMS						
Thinking	Thinking	Thinking	Thinking	Thinking	Thinking	Thinking
	Outdoor education – evening	Outdoor education – 1 night	Outdoor education – 2 nights	Outdoor education – 2 nights	Outdoor education – 3 nights	Outdoor education – 3 nights
					Study Tour – 2 nights	Study Tour – 4 nights

1.3.2 Senior School Subjects Offered

CORE SUBJECTS					
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 VCE Unit 1 & 2 Subjects	YEAR 12 VCE Unit 3 & 4 Subjects
English	English	English EAL Learning +	English EAL Learning +	English EAL	English EAL
Mathematics	Mathematics	Mathematics	Mathematics		
Health & Physical Education	Health & Physical Education	Health & Physical Education	Semester from list below: • Personal Fitness (including elite sports programs) • GSV (including Rowing) • HPE Semester 1 & / or 2 • VCE HHD 1 & 2 or VCE PE 1 & 2		
Humanities (History & Geography)	Humanities (History & Geography)	Humanities (History & Geography)			
Science	Science	Science			
The Arts (Visual & Performing Arts)	The Arts (Visual & Performing Arts)				

Elective subjects listed on next page >

ELECTIVE SUBJECTS					
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 (Units 1 & 2)	YEAR 12 (Units 3 & 4)
AUTOMATIC SELECTION (ONE PER SEMESTER)	SELECT ONE (ONE FOR WHOLE YEAR)	SELECT SIX (THREE PER SEMESTER)	SELECT EIGHT (FOUR PER SEMESTER) (MAY SELECT ONE OR TWO VCE UNITS 1 & 2 ON APPROVAL)	SELECT SIX (MAY SELECT ONE VCE UNIT 3 & 4 ON APPROVAL)	SELECT FIVE
Languages	Languages	Languages	Languages	Languages	Languages
<ul style="list-style-type: none"> Chinese French 	<ul style="list-style-type: none"> Chinese French 	MUST SELECT FOR WHOLE YEAR (COUNTS AS TWO) <ul style="list-style-type: none"> Chinese (SL & SLA) French Japanese 	MUST SELECT FOR WHOLE YEAR (COUNTS AS TWO) <ul style="list-style-type: none"> Chinese (SL & SLA) French Japanese 	<ul style="list-style-type: none"> VCE Chinese (First language, SL & SLA) 1 & 2 VCE French 1 & 2 VCE Japanese 1 & 2 	<ul style="list-style-type: none"> VCE Chinese (First language, SL & SLA) 1 & 2 VCE French 1 & 2 VCE Japanese 1 & 2
Academic Honours Program (by invitation)	Academic Honours Program (by invitation)	Accelerated Science	Science	Science	Science
<ul style="list-style-type: none"> English Maths Science Humanities 	<ul style="list-style-type: none"> English Maths Science Humanities 	<ul style="list-style-type: none"> Advanced Science 	<ul style="list-style-type: none"> Biology Chemistry Physics Psychology VCE Biology 1 & 2* VCE Psychology 1 & 2* <small>*2021 only</small>	<ul style="list-style-type: none"> VCE Biology 1 & 2 VCE Chemistry 1 & 2 VCE Physics 1 & 2 VCE Psychology 1 & 2 VCE Biology 3 & 4 VCE Psychology 3 & 4 	<ul style="list-style-type: none"> VCE Biology 3 & 4 VCE Chemistry 3 & 4 VCE Physics 3 & 4 VCE Psychology 3 & 4
		The Arts	The Arts	The Arts	The Arts
		Visual Arts <ul style="list-style-type: none"> Art Media Visual Communication Design 	Visual Arts <ul style="list-style-type: none"> Art Media Visual Communication Design VCE Media 1 & 2 	Visual Arts <ul style="list-style-type: none"> VCE Studio Arts 1 & 2 VCE Media 1 & 2 VCE Visual Communication Design 1 & 2 VCE Media 3 & 4 	Visual Arts <ul style="list-style-type: none"> VCE Studio Arts 3 & 4 VCE Media 3 & 4 VCE Visual Communication Design 3 & 4
		Performing Arts <ul style="list-style-type: none"> Music Drama 	Performing Arts <ul style="list-style-type: none"> Music Drama VCE Drama 1 & 2 	Performing Arts <ul style="list-style-type: none"> VCE Music Performance 1 & 2 VCE Theatre Studies 3 & 4 VCE Drama 1 & 2 	Performing Arts <ul style="list-style-type: none"> VCE Theatre Studies 3 & 4 VCE Music: Solo Performance 3 & 4
		Humanities	Humanities	Humanities	Humanities
		<ul style="list-style-type: none"> Financial Literacy & Entrepreneurship Australian Politics & Economics Philosophical & Critical Thinking 	Pure Humanities <ul style="list-style-type: none"> Geography History Philosophy Globalisation (Legal/Economics) VCE Geography 1 & 2 VCE Legal Studies 1 & 2 VCE Australian & Global Politics 1 & 2 VCE Twentieth Century History 1 & 2 	Pure Humanities <ul style="list-style-type: none"> VCE Geography 1 & 2 VCE Geography 3 & 4 VCE Legal Studies 1 & 2 VCE Legal Studies 3 & 4 VCE Australian & Global Politics 1 & 2 VCE Global Politics 3 & 4 VCE Twentieth Century History 1 & 2 VCE History Revolutions 3 & 4 VCE Philosophy 3 & 4 VCE Legal Studies 3 & 4 	Pure Humanities <ul style="list-style-type: none"> VCE Geography 3 & 4 VCE Global Politics 3 & 4 VCE History Revolutions 3 & 4 VCE Philosophy 3 & 4 VCE Legal Studies 3 & 4
			Commerce <ul style="list-style-type: none"> Globalisation (Legal/Economics) Commerce (Business Management/Accounting) VCE Accounting 1 & 2 VCE Business Management 1 & 2 VCE Economics 1 & 2 	Commerce <ul style="list-style-type: none"> VCE Accounting 1 & 2 VCE Accounting 3 & 4 VCE Business Management 1 & 2 VCE Business Management 3 & 4 VCE Economics 1 & 2 VCE Economics 3 & 4 	Commerce <ul style="list-style-type: none"> VCE Economics 3 & 4 VCE Business Management 3 & 4 VCE Accounting 3 & 4
		English	English	English	English
		<ul style="list-style-type: none"> Literature 	<ul style="list-style-type: none"> Literature 	<ul style="list-style-type: none"> VCE Literature 1 & 2 	<ul style="list-style-type: none"> VCE Literature 3 & 4
		Health & Physical Education	Health & Physical Education	Health & Physical Education	Health & Physical Education
		<ul style="list-style-type: none"> Advanced HPE (Sports Science) 	<ul style="list-style-type: none"> HPE (Semester 1) HPE (Semester 2) VCE Health & Human Development 1 & 2 VCE Physical Education 1 & 2 	<ul style="list-style-type: none"> VCE Health & Human Development 1 & 2 VCE Health & Human Development 3 & 4 VCE Physical Education 1 & 2 VCE Physical Education 3 & 4 	<ul style="list-style-type: none"> VCE Further Mathematics VCE Mathematical Methods VCE Specialist Mathematics
		Mathematics	Mathematics	Mathematics	Mathematics
		<ul style="list-style-type: none"> Algorithmics 	<ul style="list-style-type: none"> VCE General Mathematics 1 & 2 VCE Mathematical Methods 1 & 2 VCE Foundation Mathematics 1 & 2 	<ul style="list-style-type: none"> VCE General Mathematics 1 & 2 VCE Further Mathematics 3 & 4 VCE Mathematical Methods 1 & 2 VCE Mathematical Methods 3 & 4 VCE Specialist Mathematics 1 & 2 	<ul style="list-style-type: none"> VCE Further Mathematics VCE Mathematical Methods VCE Specialist Mathematics
			VET (Vocational Education Training)	VET (Vocational Education Training)	VET (Vocational Education Training)
			<ul style="list-style-type: none"> Eg. Hospitality, Fashion, IT, Carpentry, etc. 	<ul style="list-style-type: none"> Eg. Hospitality, Fashion, IT, Carpentry, etc. 	<ul style="list-style-type: none"> Eg. Hospitality, Fashion, IT, Carpentry, etc.

1.4 Student Academic Performance

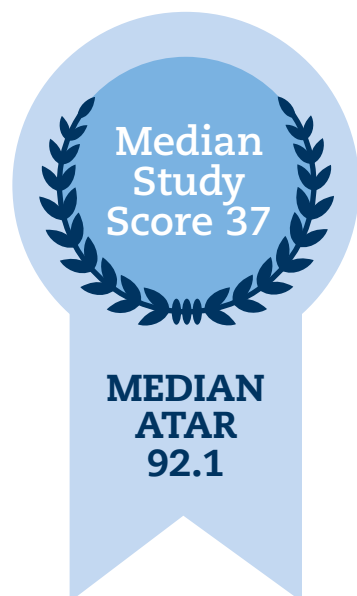
1.4.1 VCE

Our Class of 2021 will be remembered for their enthusiasm and eagerness during the COVID-19 pandemic to achieve their best in all aspects of life at St Catherine's. This success is testament to the fortitude, diligence and perseverance shown by each student during a demanding and most challenging of years.

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

St Catherine's VCE results have shown a significant rise in 2021:

- The academic performance by the class of 2021 highlights the success of the Learn@Home program during the extraordinary year impacted by the COVID-19 pandemic.
- St Catherine's 40+ study scores have moved from 20% in 2019 to 25% in 2021.
In terms of the school state rankings published, we have moved from 42nd in 2019 to 19th in 2021.
- 2021 ATAR Median 86.53 (2019: 86.3)
- 2021 Median Study Score 35.5 (2019: 35)
- 2021 40+ Study Scores 25% (2019: 20.1%)



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

Top Performers STUDY SCORES OF 50



Top 2% in the State STUDY SCORES OF 45+



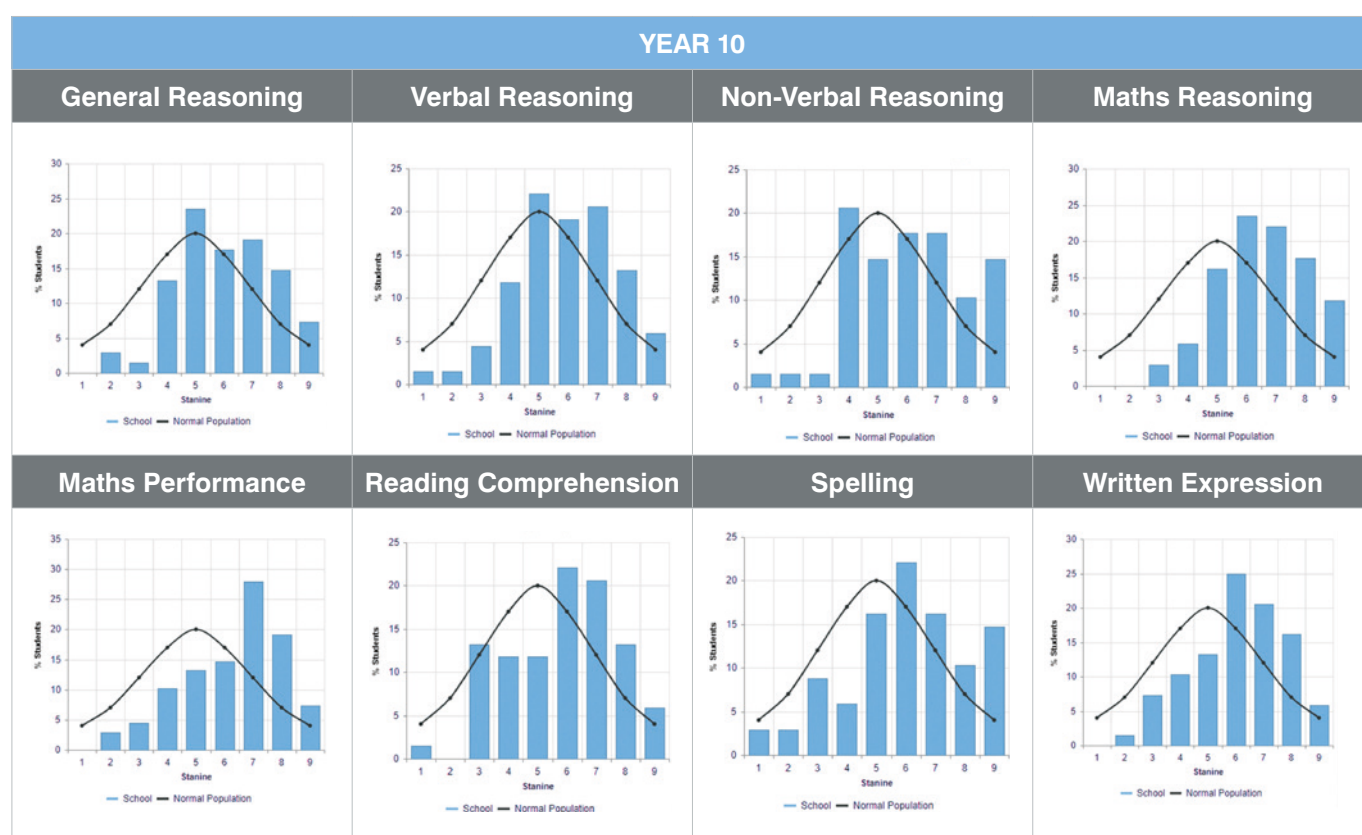
1.4.2 Average Standardised Testing: Years 9 and 10 Core Subjects Testing

In the absence of NAPLAN in 2021, we contracted Academic Assessment Services (AAS) to conduct external benchmark testing on students in Years 7 through to Year 10.

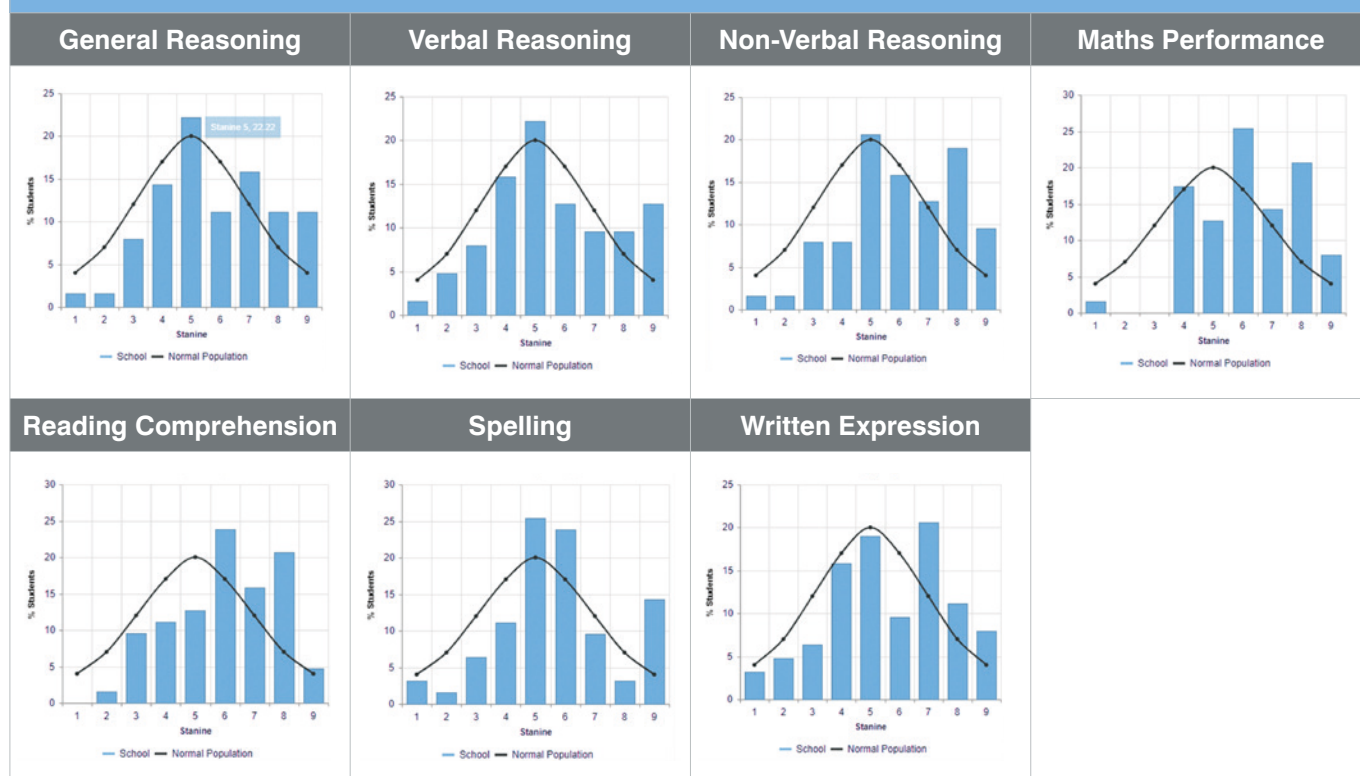
Academic Assessment Services (formerly Robert Allwell and Associates) was established in 1974. They are independent consultants specialising solely in the assessment and analysis of educational performance and progress. They work with Independent, Catholic and State schools in New South Wales, Victoria, Queensland, the ACT, Western Australia, South Australia and the Northern Territory. They also work with schools internationally. AAS currently work nationally with over two hundred schools. Their specialist services offer a diversity of testing using a suite of assessments of ability and achievement. They offer a variety of reporting services, from making more meaningful use of NAPLAN results to offering schools the opportunity to access our value-added student performance scales. They tailor the reporting of our assessment data to the School's specific needs.

Academic Assessment Services (AAS) Summary of 2021 DATA

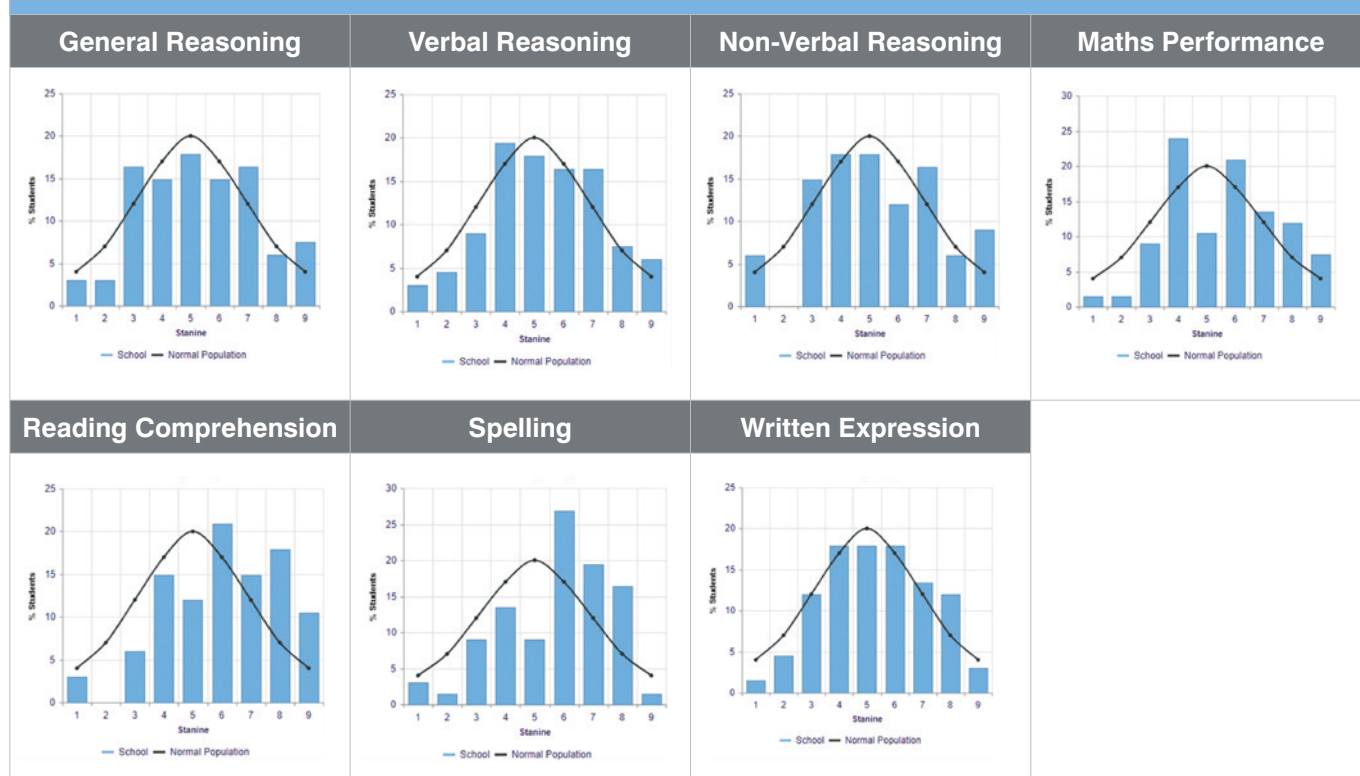
The charts below show that St Catherine's students in Years 7 to 10 are performing significantly above the general student population in Australia.



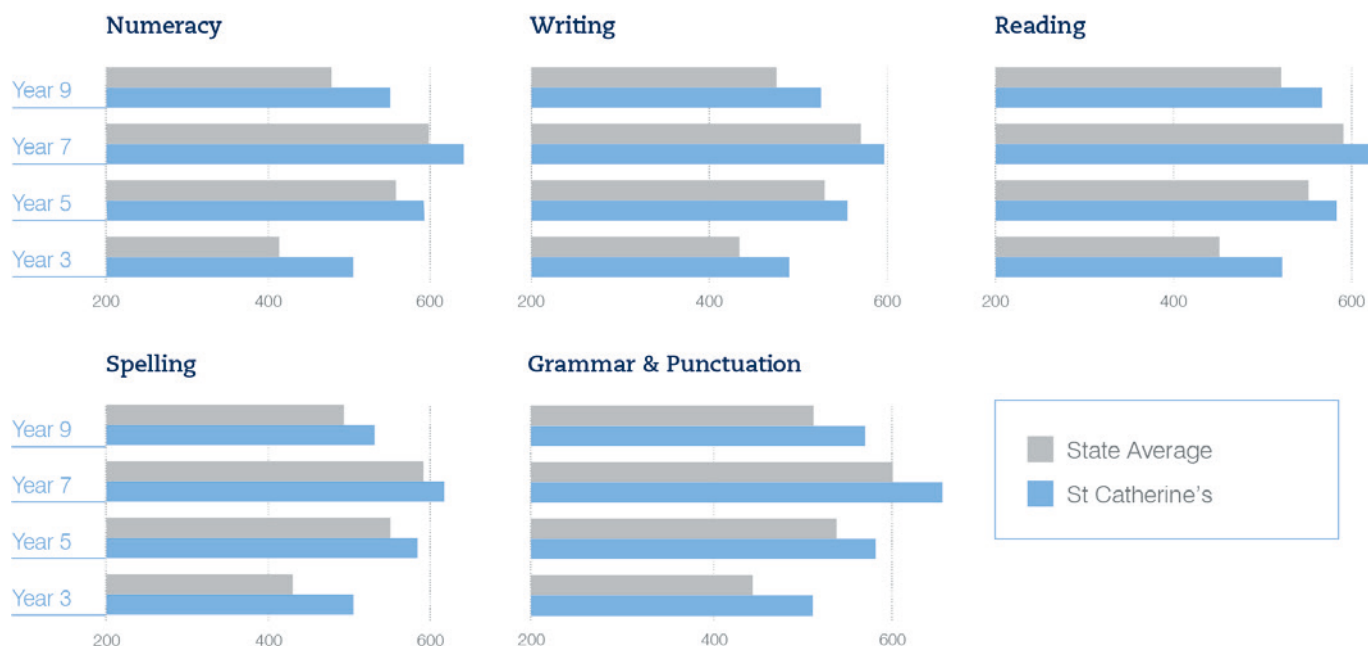
YEAR 8



YEAR 6



1.4.3 National Assessment (NAPLAN) Testing Data



1.5 Student Participation

1.5.1 Co-curricular Activities Offered

Beyond Boundaries (Experiential Learning)	Choirs Term 1 and online
<ul style="list-style-type: none"> Due to COVID-19, there were no JS and SS Camps from May to December 2021 Year 5 Study Tour to Sovereign Hill did proceed Year 10 – Wellbeing Camp (Warburton) Year 7 Orientation Camp (Philip Island) – multi activity Year 12 Leadership Conference (Ormond College) Year 8 Central Australia Camp 	<ul style="list-style-type: none"> Barbreck Choir (Years 5 & 6) (Classroom) Heyington Choir (Years 3 & 4) (Classroom) Langley Choir (Prep to Year 2) (Classroom) Epstein Singers (Years 4-6) JS Instrumental Recitals Sherren Singers and Viva Voci were combined during Learn@Home Years 7 & 8 Choir (Classroom) Handbells, Guitar, Instrument Making, Looping, Taiko Drums Viva Voci (Years 9-12) Learn@Home included Voice Gym with Juliana Learn@Home – Term 2, 3 Breakfast with Epstein
Brass and Woodwind Term 1 and online	Other Ensembles Term 1
<ul style="list-style-type: none"> Year 4 Recorder (Classroom) Years 5 and 6 Instrumental Music Program (Classroom) (Woodwind, Brass, Percussion) Barbreck Flute Ensemble (JS) Clarinet Ensembles – SS Clarinet Ensemble Year 9 Flute Quartet Senior Concert Band (SS) Year 10 Woodwind Years 7 & 8 Band (Classroom) Year 7 and 8 Quartet Year 2 Violin Program (Classroom) Years 7 & 8 String Program (Classroom) Years 9 Violin Quartet Senior Strings (SS) Year 8 Semi Breves Quartet Year 7-12 Clarinet Ensemble Year 9-12 Jazz Band Senior Sax Ensemble Senior Wind ensemble <p>Learn@Home included Fun with notes and Jazz and Voice Gym with Juliana</p>	<ul style="list-style-type: none"> Jorgensen Orchestra (SS) Jazz Band (SS) House Arts (SS) Theory Club (SS) Lessons: Speech and Drama VCE Music Performance – Top Acts (Keyboard percussion)

Other Performing Arts	Oratory Some programs were combined into in-house Public Speaking competitions and kept the same name
<ul style="list-style-type: none"> • Co-curricular Drama: • Stage Skills Year 3 (alternating classes each Term) • Perform Program Year 4 • Co-curricular Junior School Dance Programs Prep to Years 6 • Year 8 and 9 Play Two weeks with the Queen • Year 7 and 8 Play – Junior Elf • Year 11 and 12 Play – Letters to Lindy • Drama Club (SS) • House Arts (SS) • Private Lessons: Speech and Drama (Years 5-11) • VCE Music Performance • VCE Theatre Studies Performance 	<ul style="list-style-type: none"> • DAV Senior Debating Program (SS) • DAV Junior Secondary Debating Program (SS) • VCAA Plain English Speaking Competition (SS) • Rotary Ainger: Public Speaking Award (SS) • DAV Junior Public Speaking Competition (SS) • Rostrum: Voice of Youth (SS) • Legacy Junior Public Speaking Award (SS) • Bond University, High School Mooting (SS) • Schools' Constitutional Convention (SS) • British Parliamentary Competition (SS) • DAV Senior Public Speaking • DAV Public Speaking • Rotary Public Speaking • DAV Intermediate Public Speaking
Junior Sport	Sport (Junior School)
<ul style="list-style-type: none"> • House Events JS: Cross Country, T ball, Soccer and Netball • Athletics • Cross Country • Years 5 and 6 Orienteering • Years 5 and 6 Aerobics • Years 5 and 6 Chess 	<ul style="list-style-type: none"> • Afterschool Sport Years 3-4 Afterschool Sport Years 5-6 • Netball (St Catherine's Club) • Soccer • T-Ball • Swimming • Diving • Athletics • Tennis • Hockey • Cross Country • Orienteering • Basketball • Snowsports • Handball • Junior Joggers Years 3 to 6 (optional) Private Lessons: Tennis • Dance
GSV Sport (Senior School)	Other Sport
<ul style="list-style-type: none"> • GSV AFL • GSV Badminton online • GSV Basketball • GSV Cricket • GSV Cross Country • GSV Athletics training online • GSV Diving • GSV Hockey • GSV Netball • GSV Soccer online • GSV Softball • GSV Swimming • GSV Tennis • GSV Triathlon • GSV Sailing 	<ul style="list-style-type: none"> • Rowing (Years 9-12)

Community Service/Service Learning	Extension
<p>COVID-19 had a significant impact on the Community service program due to the challenges of working with organisations. Many students have held their community service activities over until 2021 for their Dark Blue Leadership Diploma.</p> <ul style="list-style-type: none"> There were a variety of initiatives that occurred in person and online in 2021 	<ul style="list-style-type: none"> Alliance Française Berthe-Mouchette Poetry Competition (SS French students) Writers' Club Melbourne Writers' Festival Competition (SS) Writing Competitions (SS) Academic Honours Program Subject offering: Literature Elective & VCE Literature RACI Australian National Chemistry Quiz (SS) (Years 10-12) Australian Science Innovations Chemistry Olympiad Examination (Year 11) Australian Science Innovations Big Science Competition (Years 7-8) Year 7 Science Honours Program (SPECTRA award and RACI Crystal Growing Competition) Year 8 Science Honours Program (Simple machines and hydraulics) Australian Geography Competition Education Perfect World Series - Social Sciences Melbourne Writers Festival short story writing competition, The Higgins ANZAC poetry competition, The Write a Book in a Day prize Academic Honours Mathematics and Science
Co-curricular Camps	Clubs – Senior School
<ul style="list-style-type: none"> Rowing Camp Cross Country Camp 	<ul style="list-style-type: none"> Environment Club Cultural Diversity Club Writers Club Art & Design Club Media Club Maths Club Chess Club A Team Stem Club Latin Club Dungeons and Dragons
Exchanges	Extended Trips
<ul style="list-style-type: none"> Year 9 Exchange Program – Ascham 	<ul style="list-style-type: none"> Sovereign Hill Study Tour (Year 5)

1.6 Student Wellbeing

Student Wellbeing is managed by the Deputy Principal: Student Wellbeing and the Wellbeing team in the Senior School, which includes the Heads of Year, the Head of Boarding, the Student Leadership and Mentoring Project Leader and the House Tutors. Staff aim to provide an enriching and vibrant Student Wellbeing and Leadership Program. Students have participated in a number of activities and presentations regarding emotional intelligence, positive thinking, resilience, growth mindset, mindfulness, cyber safety and drug and alcohol and consent education.

The weThrive: Wellbeing @ St Catherine's program, which was implemented from ELC to Year 12 in 2015, has continued to provide a sequential and integrated approach to wellbeing.

A Key Strategic Objective for 2021 was a review of consent education in conjunction with the Health Faculty.

The Student Wellbeing Committee Scope and Sequence document outlines the ELC, Junior School and Senior School wellbeing programs in line with the ACARA Personal and Social Capabilities.

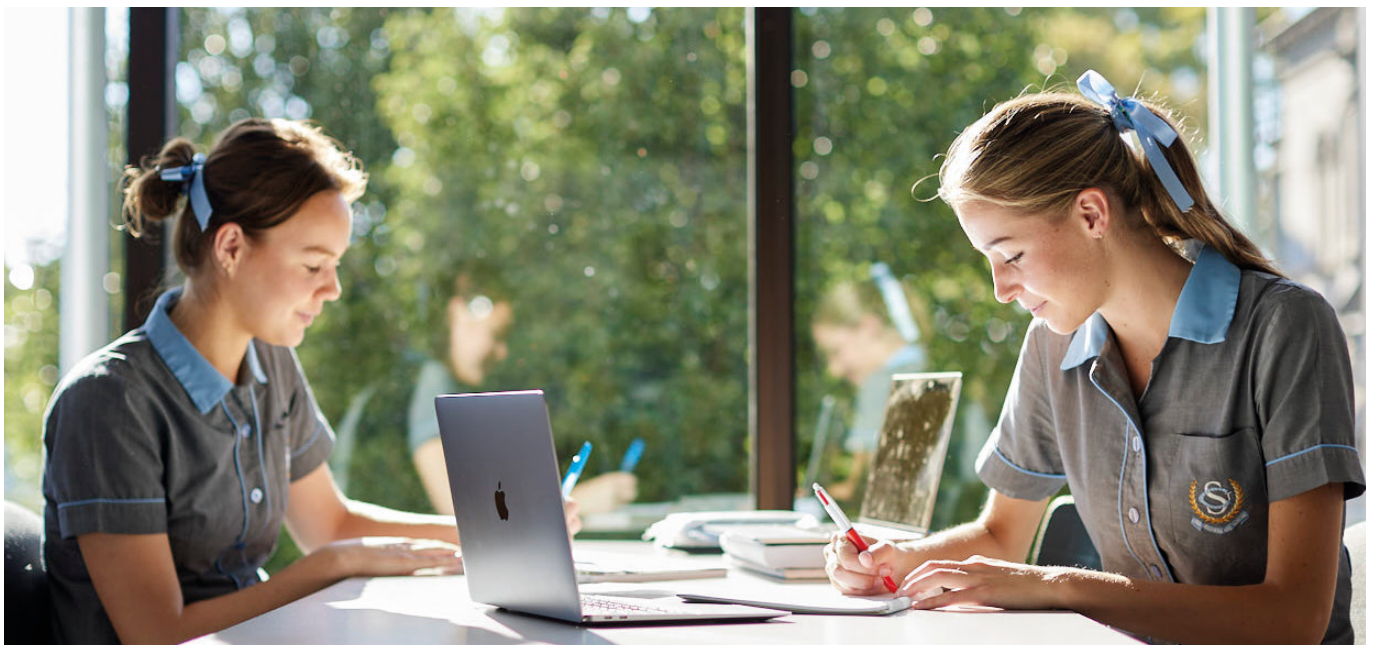
1.6.1 Pastoral Care

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 complemented by the Community Service components of the program.

1.6.2 Student Pastoral Care Activities

In 2021 the following activities were included within the School Pastoral Care program:

Prep	Year 1	Year 2	Year 3
Junior School Assembly	Junior School Assembly	Junior School Assembly	Junior School Assembly
St Catherine's School Values – Discussions and roleplays	St Catherine's School Values – Discussions and roleplays	St Catherine's School Values – Discussions and roleplays	St Catherine's School Values – Discussions and roleplays
Transition activities	Swinburne 'Aristotle EI Program'	Swinburne 'Aristotle EI Program'	Swinburne 'Aristotle EI Program'
Wellbeing activity afternoons or days (During lockdown)	Wellbeing activity afternoons or days (During lockdown)	Wellbeing activity afternoons or days (During lockdown)	Wellbeing activity afternoons or days (During lockdown)



Year 4	Year 5	Year 6
Junior School Assembly	Junior School Assembly	Junior School Assembly
St Catherine's School Values – Discussions and roleplays	St Catherine's School Values – Discussions and roleplays	St Catherine's School Values – Discussions and roleplays
Swinburne 'Aristotle EI Program'	House Activities	Year 6 Leadership Program
Wellbeing activity afternoons or days (During lockdown)	Swinburne 'Aristotle EI Program'	House Activities
	eSmart Digital Licence – Digital Safety Program	Personal Development Activities
	Bodyworks – Parent and daughter online session	Swinburne 'Aristotle EI Program'
	Wellbeing activity afternoons or days (During lockdown)	eSmart Digital Licence – Digital Safety Program
		Wellbeing activity afternoons or days (During lockdown)

Year 7	Year 8	Year 9
Year 7 Assemblies	SMART Goals	Learn@Home Program
Transition Activities	Blue Ribbon Spirit online activities	Leadership Diploma Introduction
Personal Development Activities	Exploration of personal identity: academic, emotional and social	Community Service participation
Homework Strategies, Study Skills and Goal Setting	Time Management and Organisation	Study Techniques and Time Management workshops
Student Reflections in Semester Reports	Student Reflections in Semester Reports	Blue Ribbon Spirit Activities
Orientation Camp including preparation and debrief	Learn@Home Program	Subject Selection and Careers session with ePortfolio collation
Cyber Safety Presentation	House Lunchtime Competitions	ePortfolio SMART goals and reflections
Academic Advisory/Wellbeing check-ins	Cyber Safety Presentation	Duke of Edinburgh Presentation
Safe use of Public Transport and Travel	House Arts Preparation	Cybersafety Seminar and discussion
Friendship Activities and Anti-Bullying role-plays	ePortfolio Development	Resilience Presentations
Year 7 Induction Service	Leadership and Team Building, Role Modelling, Values	Examination Preparation
Beyond Boundaries (outdoor education) preparation and debrief	Careers/subject selection introduction	Introduction to Work Experience
House Activities and House Arts Preparation	Leadership Activities	Student Reflections in Semester Reports
Learn@Home Program	House challenges online	Academic Advisory/Wellbeing Check-ins
Activities emphasising values of empathy, kindness and respect	Academic Advisory/Wellbeing check-ins	House activities – online and at school
Emotional Intelligence sessions	Care pack activities	Body Image Health Education Sessions

Year 10	Year 11	Year 12
Leadership Diploma planning and completion sessions	Learn@Home Program	Leadership Conference
Goal Setting – SMART GOALS	VCE Panel Interviews	Careers presentation and individual conferences
Time Management and Prioritising Tasks	Introductory Year 12 Classes	University Information Forums/Transition to Tertiary Study
Careers Day	Individual Career Planning Sessions	The Power of Sleep
DAT Testing	Tutor group and House Activities	Study Calm and Study Skills Sessions
International Women's Day	University Information Forums	House Activities
'Keys Please' Driver Education Workshop	Academic Advisory/Wellbeing check-ins	Academic Advisory/Wellbeing check-ins
Community Service Participation	VCE Strategies to Success	Blue Ribbon Spirit Activities
Constitutional Convention	Careers – Coaching Young People for Success	Examination Techniques
Blue Ribbon Spirit Activities	GAT Preparation Session	Managing Stress Sessions
Student Reflections in Semester Reports	Study Skills Sessions (Study Techniques/Time Management/Memory and Mnemonics)	GAT Preparation Sessions
Knitting Community Service	Blue Ribbon activities	VCE Examination Preparation Sessions
Academic Advisory/Wellbeing check-ins	Digital Citizenship	Year 12 Careers Expo
Study Skills Session	Yoga and Meditation	USA Sports Scholarships and SAT preparation
Balance Life / Study Session	ePortfolio Development	Careers Breakfast
Nutrition with Melissa Whitelaw	Goal Setting	Change of Preference session
Mindfulness-Meditation Sessions	Leadership Sessions with Old Girls	Student Reflections in Semester 1 Report
Examination Preparation Session	Student Reflections in Semester Reports	Rights and Responsibilities

1.7 Transition of students from Year 9 moving through to Year 12

In 2021, 82 students completed Year 12. Tracking the 67 Year 9 students who were enrolled in 2018

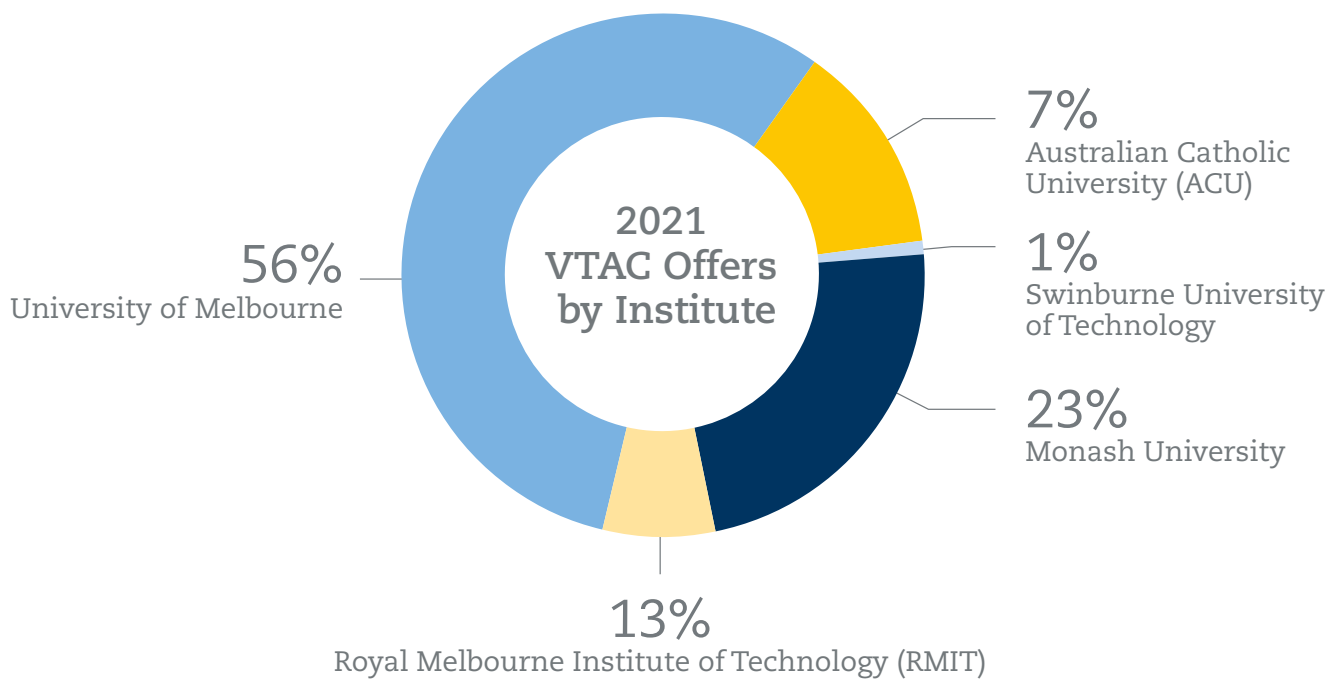
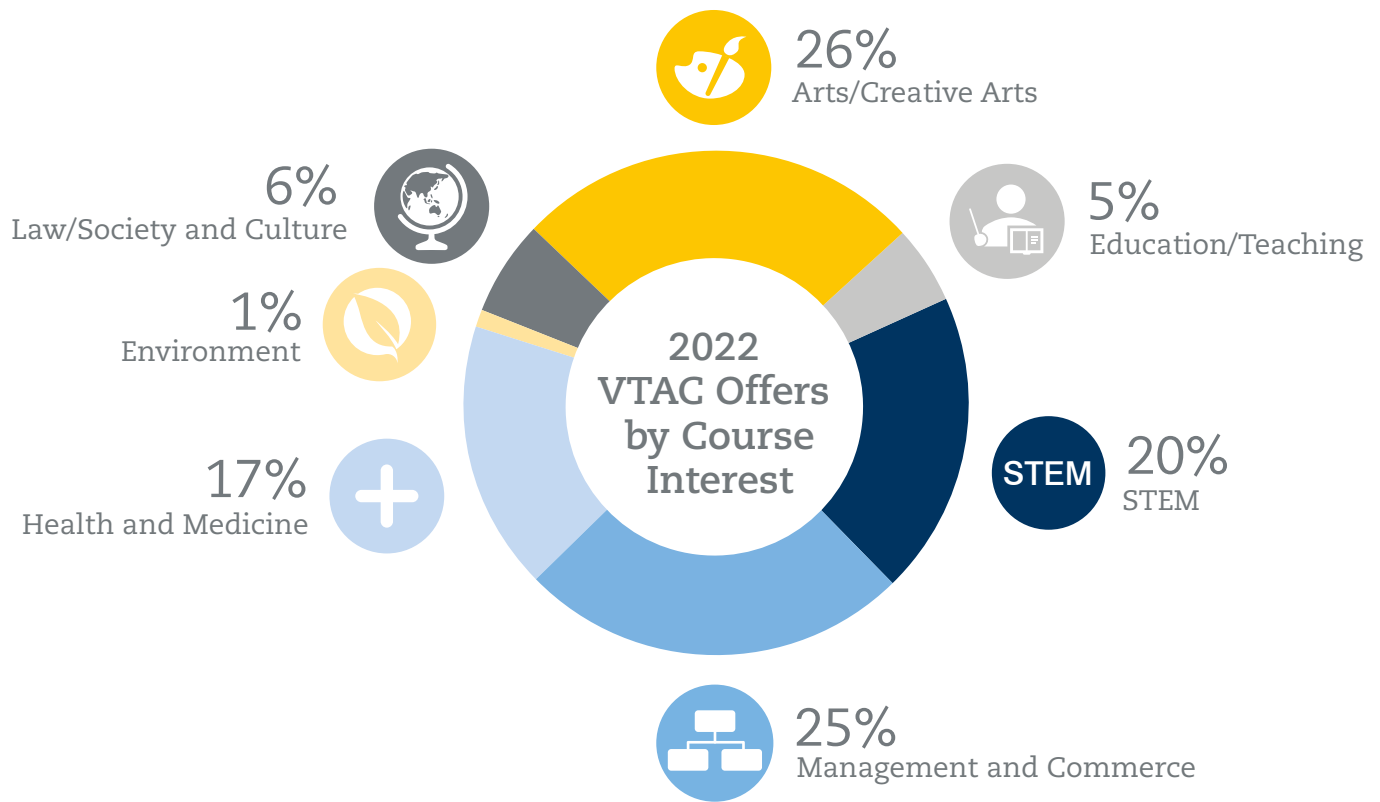
Year	New	Left	Total enrolled
2018 – Year 9	16	16	67
2019 – Year 10	17	6	85
2020 – Year 11	5	5	82
Total	38	27	

Decisions around leaving St Catherine's comprise many complex motives including:

- Relocation
- Financial/family reasons
- Pastoral/curriculum offering

1.8 Post School Pathways

Our graduating students will be represented in institutes including The University of Melbourne, Monash University, RMIT, The Australian Catholic University and Swinburne University.





2. PROFESSIONAL ENGAGEMENT

2.1 Staff Attendance

In 2021, the absentee rate for teaching staff at St Catherine's School was 1.05%, indicating that 1.05% of the total teaching days available in 2021 were missed by teaching staff due to absence from work.

This figure does not include days when staff were absent when attending professional learning activities. The staff absentee rate for teaching staff has decreased by 1.35% from the rate reported in 2020.

The absence rate for general staff at St Catherine's School in 2021 was 1.32% which decreased by 3.68% compared with 2020.

2.2 Staff Retention

The overall staff turnover rate for St Catherine's was 15% in 2021. Staff turnover figures are calculated based on the number of staff members who departed versus the total number of staff employed, and is linked to the nature of whether staff are part time or full time. It includes permanent staff only and does not factor in casuals.

2.2.1 Expenditure and Teacher Participation in Professional Learning

In 2021, Professional Development expenditure at St Catherine's School totalled \$28,177.95. This corresponds to an average spend of \$137 per staff member. This depicts a decrease in the average spend compared to previous years due to extenuating circumstances associated with the COVID-19 operating environment with most professional development being delivered online.

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.

2.2.2 Staff Qualifications

Staff qualifications are recorded on the Human Resources database when a new staff member commences employment at St Catherine's School. All members of the teaching staff are registered with the Victorian Institute of Teaching and hold appropriate qualifications. Staff are able to update their qualifications via the Everproof system to ensure additional qualifications are reflected. Staff qualifications are published in the annual School Magazine and a report detailing staff qualifications can be produced upon request.

The following table summarises the qualifications held by teaching and general staff at St Catherine's School.

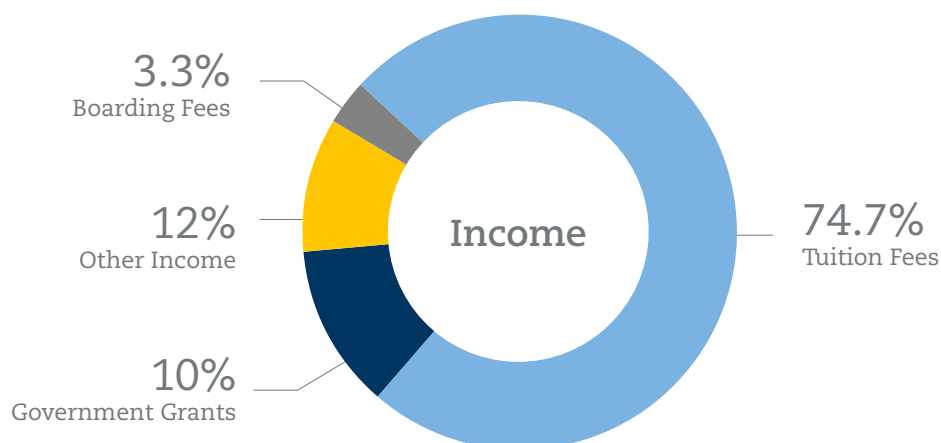
Qualification	% of staff
Masters	14%
Degree – Bachelor	67%
Graduate Certificate	4%
Graduate Diploma	22%
Diploma	26%
Certificate	8%
Other	3%



3. SCHOOL FINANCIAL INFORMATION

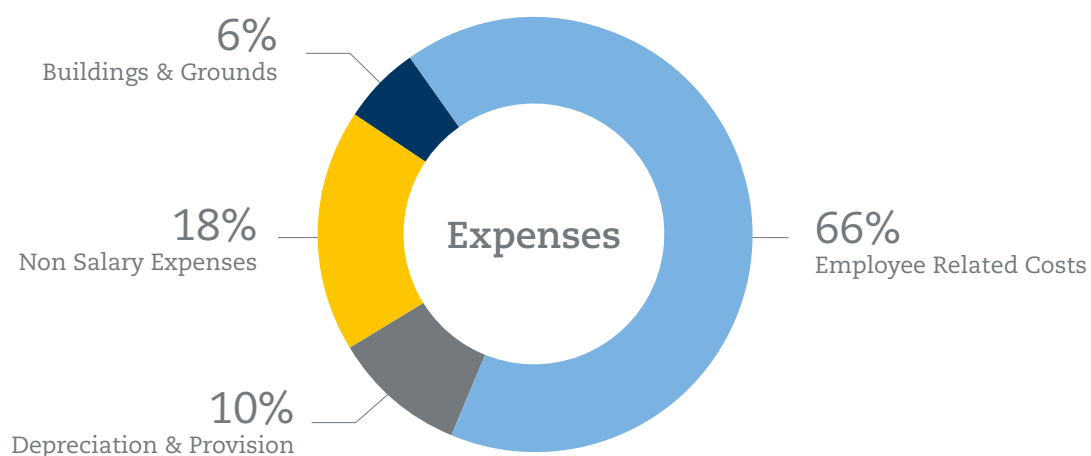
3.1 School Income by Funding Source

As an independent school, St Catherine's obtains much of its funding through Tuition Fees. In 2021 only 10% of the School's income came from Government grants.



3.2 School Expenditure

St Catherine's expenditure is primarily on employee and related costs (66.5%).





St Catherine's School

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