



St Catherine's School

# PERFORMANCE REPORT

2022

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# 1. KEY STUDENT OUTCOMES

## 1.1 Student Attendance

In 2022, there was an average of approximately 9.1 students absent on any one day which comprises 1.38% of our students and an average of 16.37 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 if an unexplained absence occurs.

## 1.2 Added Value

### 1.2.1 Facilities

Our 2022 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. The most notable being the successful conversion of the School's old gymnasium space located in the Frank Osborn building into a high-end black box theatre. This project faced delays for reasons noted earlier, but we were able to open the theatre officially in early 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 Rebecca and Jamie Gray, after whom the theatre is named. The theatre was officially opened on 19 May 2022 by the Honourable Julie Bishop.

Several 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 by May 2023.

### 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 (Year 5) and Performing Arts (Year 6).

Literacy and Mathematics continue 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, are 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.

ACER Tests are administered annually to provide data for analysis at School, grade and individual student levels. The analysis provides information about strengths and areas for improvement and informs planning. Results from ACER Progressive Assessment Test (PAT) assessments:

- 30% of students in the Junior School attained a Stanine 8 or 9 in PAT Reading in the October 2022 assessments;
- 35.5% of students in the Junior School attained a Stanine of 8 or 9 in Progressive Assessment Test (PAT) Mathematics in the October 2022 assessments;
- Indicated the need for the continuation of extension classes in the key areas of Writing and Reading, and Number and Algebra.

Professional Development of staff is key to enhanced learning and more teachers from lower primary area 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 analysed the PAT to determine areas of strength, areas of focus at the year level, class and individual student levels.

Years 4-6 moved to continuous reporting firstly in Mathematics and specialist subjects to provide greater feedback and guidance to students about their learning. Feedback was delivered in the format of a rubric and comment at regular intervals across the semester. Continuous reporting for English and Humanities and the Social Sciences (HASS) will begin in 2023.

The Co-curricular Program continued to offer a broad range of activities and expanded with the introduction of the Barbreck Club on Thursday afternoons.

### 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 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

ELC staff are committed to the adherence to the School's and age and stage appropriate weThrive:Wellbeing@St Catherine's Program.

Student welfare continues to be managed 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. 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 Counsellors are available for advice and consultation when required. Together with the Head of the ELC, staff continue the commitment to 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 2022. Intent #1 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 our Learning and Teaching Framework;
- Developing and actioning our Academic Care Model;
- Cultivating the Thinking Classroom;
- Continuing to develop our Senior Years Learning Model;
- 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.

A key priority for 2022 was to develop and foster onsite academic care for student learning and wellness after so much online learning for students during COVID-19 lockdowns. A key goal was to forge and develop our community connections and offer students a diverse range of campus activities both within and outside the classroom. Once again, our students' level of academic achievement was outstanding, seen particularly in the 2022 VCE Results and the School recognised once again as the No 1 girls' school in Victoria for our median ATAR score.

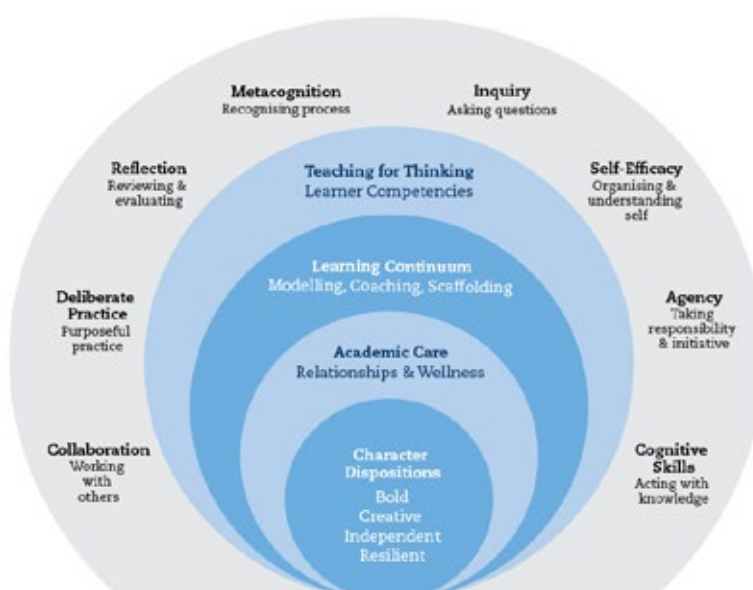
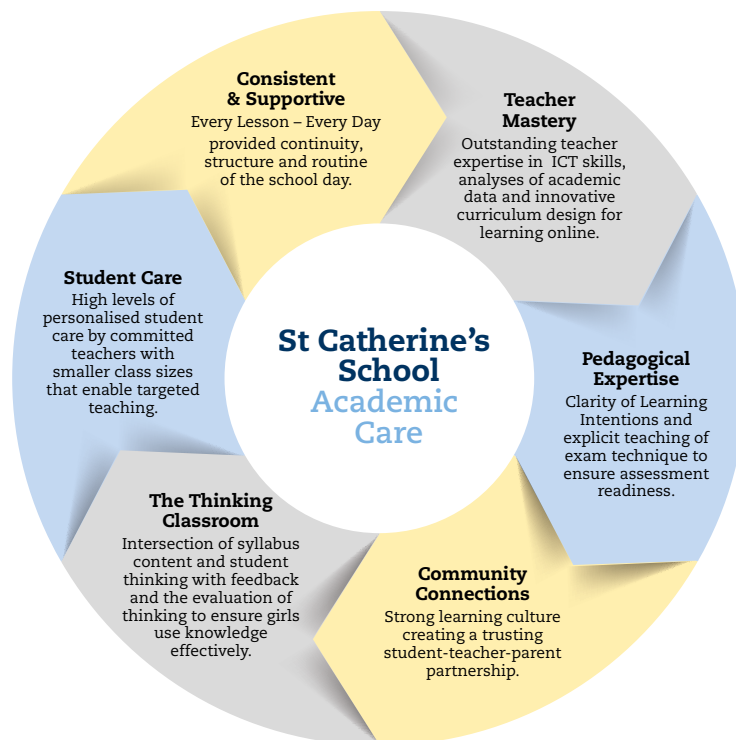
St Catherine's School set the following objectives for 2022:

1. Develop the agency of Middle Leaders;
2. Maintain our VCE Targets;
3. Focus on student and teacher wellbeing;
4. Implementation of our Teaching and Learning Framework;
5. Continued focus on our Academic Care Model;
6. Develop our Year 9 Signature Programs led by our Harkness Humanities program;
7. Continue our Professional Learning Teams (PLTs);
8. Independent Learning Tutorials (Masterclasses).



In 2022 specific focus was given to:

- Development and continued focus on our **Academic Care Model 2022** (see diagram);
- Implementation of our **Teaching and Learning Framework 2022** which is aligned to the character dispositions of Bold, Independent, Resilient and Creative and linked to our learner competencies and learner behaviours (see diagram);
- **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;
- 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 the Deputy Principal, Teaching & Learning and Pedagogical Coach, teachers in Year level groups developing their mastery in teams;
- Continued development of our **Senior Years Learning Model** in Years 10-12 which delivers multi-faceted learning platforms including masterclass lectures, traditional classroom teaching and digital platforms;
- Commenced work on a new **Academic Advisory Program** for Years 7-12 for implementation in 2023;
- Continued development of our **Independent Learning Tutorials** which incorporate Flexi-Tutes and Masterclasses in a hybrid model of synchronous and asynchronous teaching;
- Development of Middle Leaders Team and focus on middle leadership professional development.





## St Catherine's School Teaching Charter

### Mission:

Our singular purpose as teachers is to support and nurture the girls at St Catherine's 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

<b>EXPERT</b>	in the fields in which we teach
<b>COLLABORATIVE</b>	in planning, delivery and evaluation of our teaching
<b>EFFECTIVE</b>	in planning and organising lessons which engage and challenge all girls
<b>ACCOUNTABLE</b>	for our actions as teachers
<b>DILIGENT</b>	in building and maintaining positive and caring relationships
<b>DRIVEN</b>	by a deep belief that every girl is capable of successful learning
<b>REFLECTIVE</b>	of teaching practice with a commitment to improvement
<b>TIMELY</b>	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
<b>AUSTRALIAN CURRICULUM SUBJECTS</b>						
English	English	English	English	English	English	English
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
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	Humanities and the Social Sciences
Health: Bodyworks	Health: Bodyworks	Health: Bodyworks	Health: Bodyworks	Health: Bodyworks	Health: Bodyworks	Health: Bodyworks
French	French	French	French			
Library	Library	Library	Library	French	French	French
Music	Music	Music	Music	Library	Library	Library
Physical Education	Physical Education	Physical Education	Physical Education 3/4 Sport	Music	Music	Music, Dance and Drama
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
<b>SUPPORT PROGRAMS</b>						
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
			Extension Maths	Extension English and Maths	Extension English and Maths	Extension English and Maths
<b>SUPPLEMENTARY PROGRAMS</b>						
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 – 3 nights

### 1.3.2 Senior School Subjects Offered

<b>CORE SUBJECTS</b>					
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 VCE Unit 1 & 2 Subjects	YEAR 12 VCE Unit 3 & 4 Subjects
English or English Language Support	English or English Language Support	English or EAL	English or EAL	English or EAL	English or EAL
Mathematics	Mathematics	Mathematics	Mathematics		
Health & Physical Education	Health & Physical Education	Health & Physical Education	Must select one each Semester from list below: <ul style="list-style-type: none"> <li>• Personal Fitness (including elite sports programs)</li> <li>• GSV (including Rowing)</li> <li>• HPE Semester 1 &amp; / or 2</li> <li>• VCE HHD 1 &amp; 2 or VCE PE 1 &amp; 2</li> </ul>		
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
<b>Languages</b> <ul style="list-style-type: none"> <li>Chinese (Non-Heritage)</li> <li>Chinese (Heritage)</li> <li>French</li> <li>Japanese</li> </ul>	<b>Languages</b> <ul style="list-style-type: none"> <li>Chinese (Non-Heritage)</li> <li>Chinese (Heritage)</li> <li>French</li> <li>Japanese</li> </ul>	<b>Languages</b> <b>MUST SELECT FOR WHOLE YEAR (COUNTS AS TWO)</b> <ul style="list-style-type: none"> <li>Chinese (Non-Heritage)</li> <li>Chinese (Heritage)</li> <li>French</li> <li>Japanese</li> </ul>	<b>Languages</b> <b>MUST SELECT FOR WHOLE YEAR (COUNTS AS TWO)</b> <ul style="list-style-type: none"> <li>Chinese SL &amp; SLA (Advanced)</li> <li>French</li> <li>Japanese</li> </ul>	<b>Languages</b> <ul style="list-style-type: none"> <li>VCE Chinese SL &amp; SLA (Advanced) 1 &amp; 2</li> <li>VCE French 1 &amp; 2</li> <li>VCE Japanese 1 &amp; 2</li> </ul>	<b>Languages</b> <ul style="list-style-type: none"> <li>VCE Chinese SL &amp; SLA (Advanced) 3 &amp; 4</li> <li>VCE French 3 &amp; 4</li> <li>VCE Japanese 3 &amp; 4</li> </ul>
<b>Academic Honours Program (by invitation)</b> <ul style="list-style-type: none"> <li>English</li> <li>Maths</li> <li>Science</li> <li>Humanities</li> </ul>	<b>Academic Honours Program (by invitation)</b> <ul style="list-style-type: none"> <li>English</li> <li>Maths</li> <li>Science</li> <li>Humanities</li> </ul>	<b>Accelerated Science</b> <ul style="list-style-type: none"> <li>Advanced Science</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>Psychology</li> <li>VCE Biology 1 &amp; 2</li> <li>VCE Psychology 1 &amp; 2</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>VCE Biology 1 &amp; 2</li> <li>VCE Chemistry 1 &amp; 2</li> <li>VCE Physics 1 &amp; 2</li> <li>VCE Psychology 1 &amp; 2</li> <li>VCE Biology 3 &amp; 4</li> <li>VCE Psychology 3 &amp; 4</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>VCE Biology 3 &amp; 4</li> <li>VCE Chemistry 3 &amp; 4</li> <li>VCE Physics 3 &amp; 4</li> <li>VCE Psychology 3 &amp; 4</li> </ul>
<b>Learning Plus (Teacher Selected)</b> Learning Plus classes are offered at Years 7-12. Selection is based on academic testing, specialist reports, teacher recommendations and a defined learning need.		<b>The Arts</b> <b>Visual Arts</b> <ul style="list-style-type: none"> <li>Art</li> <li>Media</li> <li>Visual Communication Design</li> </ul>	<b>The Arts</b> <b>Visual Arts</b> <ul style="list-style-type: none"> <li>Art</li> <li>Media</li> <li>Visual Communication Design</li> <li>VCE Media 1 &amp; 2</li> </ul>	<b>The Arts</b> <b>Visual Arts</b> <ul style="list-style-type: none"> <li>VCE Art Creative Practice 1 &amp; 2</li> <li>VCE Media 1 &amp; 2</li> <li>VCE Visual Communication Design 1 &amp; 2</li> </ul>	<b>The Arts</b> <b>Visual Arts</b> <ul style="list-style-type: none"> <li>VCE Art Creative Practice 3 &amp; 4</li> <li>VCE Media 3 &amp; 4</li> <li>VCE Visual Communication Design 3 &amp; 4</li> </ul>
		<b>Performing Arts</b> <ul style="list-style-type: none"> <li>Music</li> <li>Theatre Studies</li> </ul>	<b>Performing Arts</b> <ul style="list-style-type: none"> <li>Music</li> <li>Theatre Studies</li> <li>VCE Theatre Studies 1 &amp; 2</li> </ul>	<b>Performing Arts</b> <ul style="list-style-type: none"> <li>VCE Music 1 &amp; 2</li> <li>VCE Theatre Studies 1 &amp; 2</li> </ul>	<b>Performing Arts</b> <ul style="list-style-type: none"> <li>VCE Drama 3 &amp; 4</li> <li>VCE Music Repertoire Performance 3 &amp; 4</li> </ul>
		<b>Humanities</b> <ul style="list-style-type: none"> <li>Financial Literacy &amp; Entrepreneurship</li> <li>Australian Politics &amp; Economics</li> <li>Philosophical &amp; Critical Thinking</li> </ul>	<b>Humanities</b> <b>Pure Humanities</b> <ul style="list-style-type: none"> <li>Geography</li> <li>History</li> <li>Philosophy</li> <li>Globalisation</li> <li>VCE Geography 1 &amp; 2</li> <li>VCE Legal Studies 1 &amp; 2</li> <li>VCE Australian &amp; Global Politics 1 &amp; 2</li> <li>VCE Modern History 1 &amp; 2</li> </ul>	<b>Humanities</b> <b>Pure Humanities</b> <ul style="list-style-type: none"> <li>VCE Geography 1 &amp; 2</li> <li>VCE Geography 3 &amp; 4</li> <li>VCE Legal Studies 1 &amp; 2</li> <li>VCE Legal Studies 3 &amp; 4</li> <li>VCE Australian &amp; Global Politics 1 &amp; 2</li> <li>VCE Global Politics 3 &amp; 4</li> <li>VCE Modern History 1 &amp; 2</li> <li>VCE History Revolutions 3 &amp; 4</li> <li>VCE Philosophy 1 &amp; 2</li> </ul>	<b>Humanities</b> <b>Pure Humanities</b> <ul style="list-style-type: none"> <li>VCE Geography 3 &amp; 4</li> <li>VCE Global Politics 3 &amp; 4</li> <li>VCE History Revolutions 3 &amp; 4</li> <li>VCE Philosophy 3 &amp; 4</li> <li>VCE Legal Studies 3 &amp; 4</li> </ul>
			<b>Commerce</b> <ul style="list-style-type: none"> <li>Globalisation</li> <li>Commerce (Business Management/Accounting)</li> <li>VCE Accounting 1 &amp; 2</li> <li>VCE Business Management 1 &amp; 2</li> <li>VCE Economics 1 &amp; 2</li> </ul>	<b>Commerce</b> <ul style="list-style-type: none"> <li>VCE Accounting 1 &amp; 2</li> <li>VCE Accounting 3 &amp; 4</li> <li>VCE Business Management 1 &amp; 2</li> <li>VCE Business Management 3 &amp; 4</li> <li>VCE Economics 1 &amp; 2</li> <li>VCE Economics 3 &amp; 4</li> </ul>	<b>Commerce</b> <ul style="list-style-type: none"> <li>VCE Economics 3 &amp; 4</li> <li>VCE Business Management 3 &amp; 4</li> <li>VCE Accounting 3 &amp; 4</li> </ul>
		<b>English</b> <ul style="list-style-type: none"> <li>Literature</li> </ul>	<b>English</b> <ul style="list-style-type: none"> <li>Literature</li> </ul>	<b>English</b> <ul style="list-style-type: none"> <li>VCE Literature 1 &amp; 2</li> </ul>	<b>English</b> <ul style="list-style-type: none"> <li>VCE Literature 3 &amp; 4</li> </ul>
		<b>Health &amp; Physical Education</b> <ul style="list-style-type: none"> <li>Advanced HPE (Sports Science)</li> </ul>	<b>Health &amp; Physical Education</b> <ul style="list-style-type: none"> <li>HPE (Semester 1)</li> <li>HPE (Semester 2)</li> <li>VCE Health &amp; Human Development 1 &amp; 2</li> <li>VCE Physical Education 1 &amp; 2</li> </ul>	<b>Health &amp; Physical Education</b> <ul style="list-style-type: none"> <li>VCE Health &amp; Human Development 1 &amp; 2</li> <li>VCE Health &amp; Human Development 3 &amp; 4</li> <li>VCE Physical Education 1 &amp; 2</li> <li>VCE Physical Education 3 &amp; 4</li> </ul>	<b>Health &amp; Physical Education</b> <ul style="list-style-type: none"> <li>VCE Health &amp; Human Development 3 &amp; 4</li> <li>VCE Physical Education 3 &amp; 4</li> </ul>
		<b>Mathematics</b> <ul style="list-style-type: none"> <li>Algorithmics</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>VCE General Mathematics 1 &amp; 2</li> <li>VCE Mathematical Methods 1 &amp; 2</li> <li>VCE Foundation Mathematics 1 &amp; 2</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>VCE Foundation Mathematics 1 &amp; 2</li> <li>VCE General Mathematics 1 &amp; 2</li> <li>VCE General Mathematics 3 &amp; 4</li> <li>VCE Mathematical Methods 1 &amp; 2</li> <li>VCE Mathematical Methods 3 &amp; 4</li> <li>VCE Specialist Mathematics 1 &amp; 2</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>VCE General Mathematics 3 &amp; 4</li> <li>VCE Mathematical Methods 3 &amp; 4</li> <li>VCE Specialist Mathematics 3 &amp; 4</li> </ul>
			<b>VET (Vocational Education Training)</b> <ul style="list-style-type: none"> <li>Eg. Hospitality, Fashion, IT, Carpentry, etc.</li> </ul>	<b>VET (Vocational Education Training)</b> <ul style="list-style-type: none"> <li>Eg. Hospitality, Fashion, IT, Carpentry, etc.</li> </ul>	<b>VET (Vocational Education Training)</b> <ul style="list-style-type: none"> <li>Eg. Hospitality, Fashion, IT, Carpentry, etc.</li> </ul>

## 1.4 Student Academic Performance

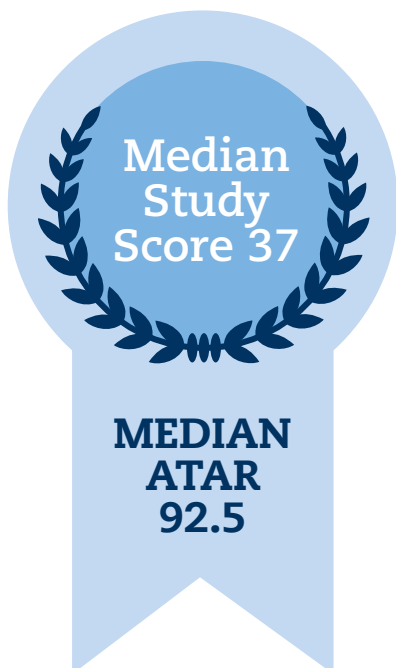
### 1.4.1 VCE

The 2022 VCE Results show the School's ability to maintain consistency with a median ATAR of 92.5, 36% of students achieved an ATAR of 95+. A median Study Score once again of 37 which ranked St Catherine's as the No 1 girls' school for the second year and No 2 in the overall ranking across all independent schools. This is a significant achievement and a testament to the School's focus on academic care in the areas of wellness and developing personalised pathways for students in the Senior Years.

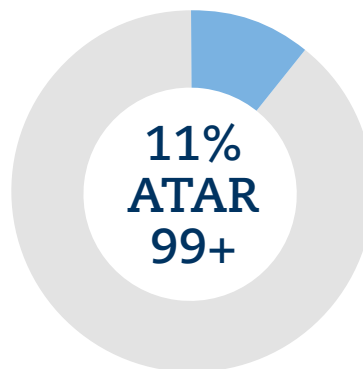
St Catherine's School has an open entry policy and does not screen students prior to VCE examinations; all students sit VCE Examinations.

The academic performance by the class of 2022 highlights the consistency of our VCE results:

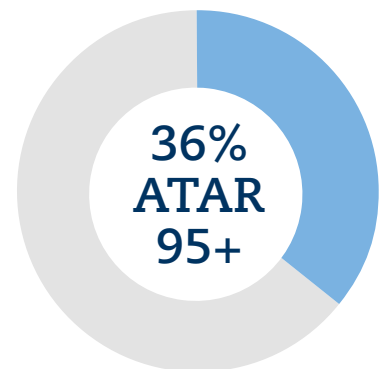
- 2022 ATAR Median ..... 92.5 (2021: 92.1)
- 2022 Median Study Score ..... 37 (2021: 37)
- 2022 % 40+ Study Scores ..... 33.16 (2021: 32.14%)



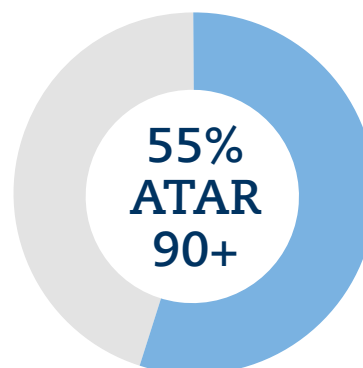
**TOP 1%  
in the state**



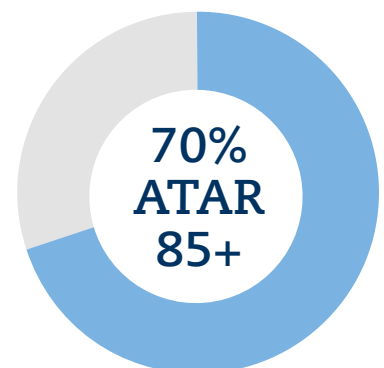
**TOP 5%  
in the state**



**TOP 10%  
in the state**



**TOP 15%  
in the state**



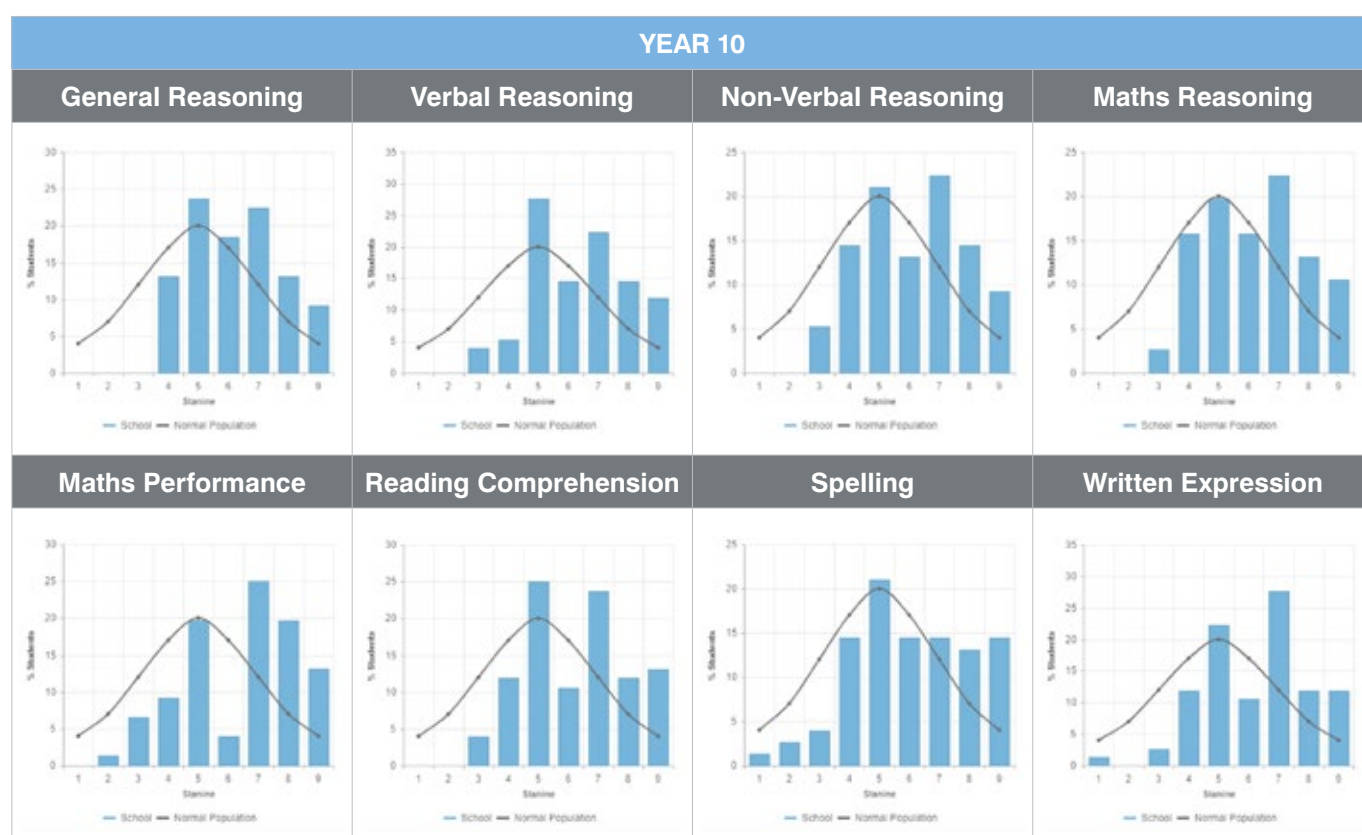
## 1.4.2 Average Standardised Testing: Years 9 and 10 Core Subjects Testing

In 2022, we contracted Academic Assessment Services (AAS) to conduct external benchmark testing on students in the non-NAPLAN testing years of Year 6, Year 8, and Year 10.

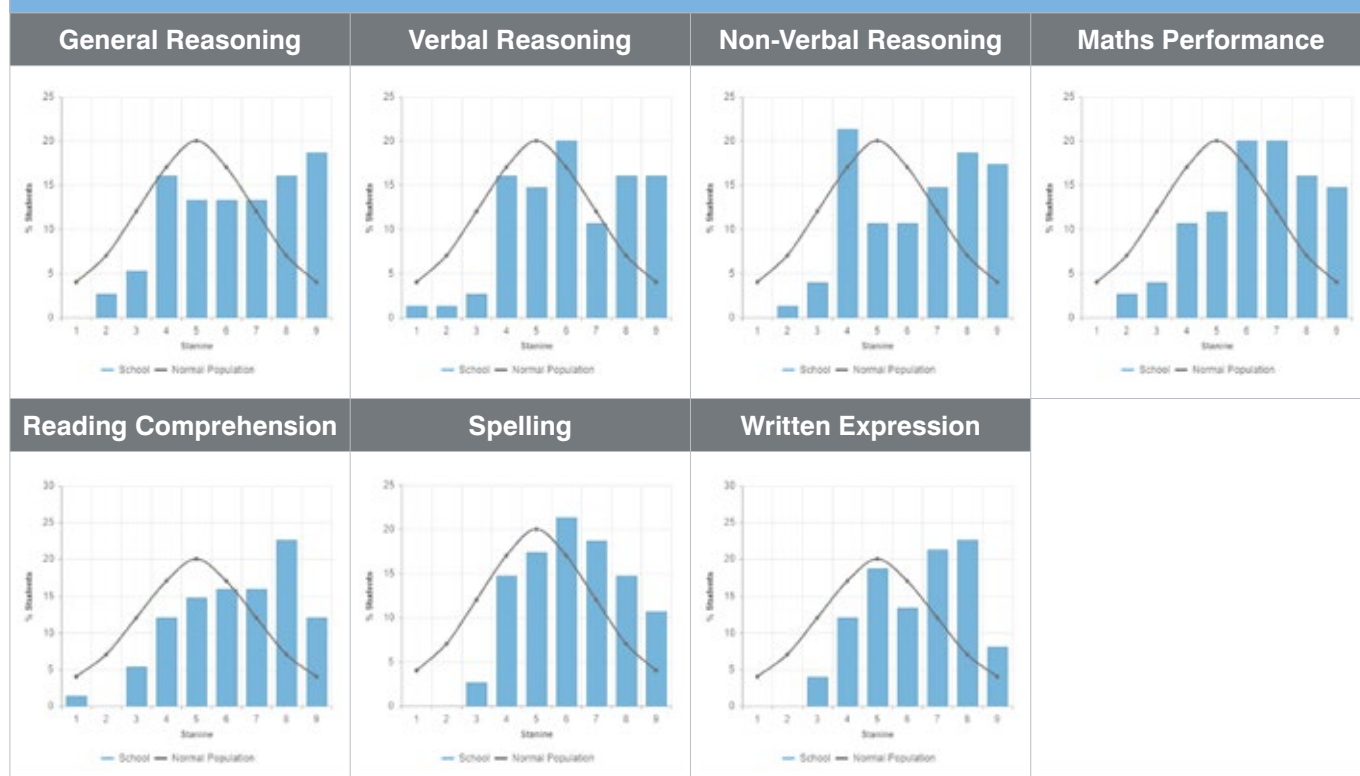
Academic Assessment Services (formerly Robert Allwell and Associates) was established in 1974. They are independent consultants specialising solely in the assessment and analysis of educational performance and progress. They work with Independent, Catholic, and State schools in New South Wales, Victoria, Queensland, the ACT, Western Australia, South Australia, and the Northern Territory. They also work with schools internationally. AAS currently works 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 value-added student performance scales. They tailor the reporting of assessment data to the School's specific needs.

### Academic Assessment Services (AAS) Summary of 2022 DATA

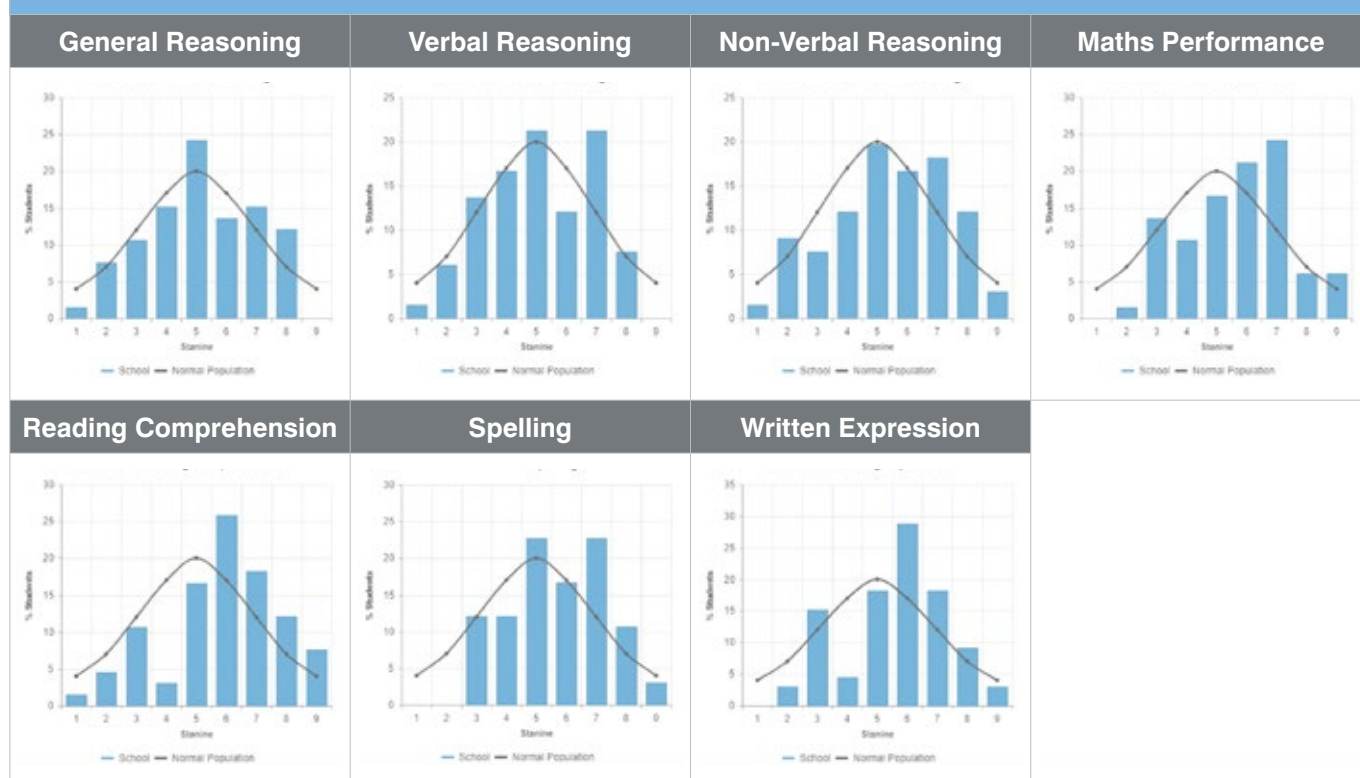
The charts below show that St Catherine's students in Years 6, 8 and 10 are performing significantly above the general student population in Australia. This was also the case in 2021.



## YEAR 8



## YEAR 6



### 1.4.3 National Assessment Program – Literacy and Numeracy (NAPLAN) Data

In 2022, the NAPLAN testing was delivered in an online format at the School. A focus was on student familiarisation with the online components and the skills required for online testing. This allowed for a 'tailored test' design that adapts to correct and incorrect student responses providing a more precise understanding of student achievement; innovative use of technology, including a more engaging test design and a wider range of item types. Our 2022 NAPLAN results showed that we were above or well above the State Mean in all tests.



## 1.5 Student Participation

### 1.5.1 Co-curricular Activities Offered

Beyond Boundaries (Experiential Learning)	Choirs & Instrumental Ensembles (JS)
<ul style="list-style-type: none"> <li>Sovereign Hill Study Tour (Year 5)</li> <li>Canberra Study Tour (Year 6)</li> <li>Introductory Camp – St Catherine's School (Year 1)</li> <li>Camp – St Catherine's School (Year 2)</li> <li>Camp – Gundawindi (Years 3-4)</li> <li>Camp – Marysville (Years 5-6)</li> </ul>	<ul style="list-style-type: none"> <li>Barbreck Choir (Years 5-6) (Classroom)</li> <li>Heyington Choir (Years 3-4) (Classroom)</li> <li>Langley Choir (Prep-Year 2) (Classroom)</li> <li>Epstein Singers (Years 4-6)</li> <li>Ukulele Ensemble (Years 3-6)</li> <li>Percussion Ensemble (Years 3-6)</li> <li>Barbreck Strings Ensemble (Year 3)</li> <li>Petite Strings Ensemble (Year 3)</li> <li>Strings Classroom Program (Year 2)</li> <li>Quartet (Years 5-6)</li> <li>String Trio (Year 6)</li> <li>Instrumental Recitals</li> </ul>
Brass & Woodwind	Choirs & Instrumental Ensembles (SS)
<ul style="list-style-type: none"> <li>Recorder (Years 3-4) (JS) (Classroom)</li> <li>Instrumental Music Program (Years 5-6) (JS) (Classroom) (Woodwind, Brass, Percussion)</li> <li>Barbreck Flute Ensemble (JS)</li> <li>Flute Ensemble (Year 7-8) (SS)</li> <li>Chamber Flute Ensemble (SS)</li> <li>Concert Band (Years 7-8) (SS)</li> <li>Semi Breves Quartet (SS)</li> <li>Clarinet Ensemble (Years 7-12) (SS)</li> <li>Senior Saxophone Ensemble (SS)</li> <li>Senior Concert Band (SS)</li> <li>Double Reed Ensemble (SS)</li> </ul>	<ul style="list-style-type: none"> <li>Jorgensen Orchestra</li> <li>Jazz Band</li> <li>House Arts</li> <li>Senior Strings</li> <li>Jazz Band</li> <li>Violin Quartet</li> <li>Strings (Years 7-8)</li> <li>Senior School Instrumental Recitals</li> <li>Sherren Singers</li> <li>Viva Voci</li> </ul>

Other Performing Arts	Debating & Public Speaking
<ul style="list-style-type: none"> <li>• Stage Skills (Year 3)</li> <li>• Perform Program (Year 4)</li> <li>• Co-curricular Junior School Dance Programs (ELC-Year 6)</li> <li>• Play – <i>Curious Comedies</i> (Years 7-8)</li> <li>• Play – <i>Urinetown</i> (Years 9-12)</li> <li>• Drama Club (SS)</li> <li>• House Arts (SS)</li> <li>• Private Lessons: Speech &amp; Drama (Years 5-11)</li> <li>• VCE Music Performance</li> <li>• VCE Theatre Studies Performance</li> </ul>	<ul style="list-style-type: none"> <li>• DAV Senior Debating Program (SS)</li> <li>• DAV Junior Secondary Debating Program (SS)</li> <li>• VCAA Plain English Speaking Competition</li> <li>• DAV Junior Public Speaking Competition (SS)</li> <li>• Rostrum: Voice of Youth (SS)</li> <li>• Bond University, High School Mooting (SS)</li> <li>• British Parliamentary Competition (SS)</li> <li>• DAV Senior Public Speaking</li> <li>• DAV Public Speaking</li> <li>• DAV Intermediate Public Speaking</li> <li>• Debating Program (Year 6)</li> </ul>
Junior Sport	Senior Sport
<ul style="list-style-type: none"> <li>• House Athletics</li> <li>• House Cross Country</li> <li>• Years 5-6 Aerobics</li> <li>• Prep-Year 6 Chess</li> <li>• Afterschool Sport (Years 3-4 and Years 5-6)</li> <li>• Netball (St Catherine's Club)</li> <li>• Soccer</li> <li>• T-Ball</li> <li>• Swimming</li> <li>• Diving</li> <li>• Athletics</li> <li>• Tennis</li> <li>• Hockey</li> <li>• Cross Country</li> <li>• Basketball</li> <li>• Snowsports</li> <li>• Handball</li> <li>• Junior Joggers (Years 3-6) (optional) Private Lessons: Tennis</li> <li>• District Sport (Year 6); examples include AFL, Soccer, Netball, Volleystars</li> </ul>	<ul style="list-style-type: none"> <li>• Rowing (Years 9-12)</li> <li>• Lunchtime Badminton</li> <li>• Girl Sail Event</li> <li>• Boot Camp</li> <li>• Sports Development Academy</li> <li>• Rugby 7s</li> <li>• Junior Soccer</li> <li>• Senior Badminton</li> <li>• Senior Soccer</li> <li>• Track &amp; Field</li> <li>• Rowing Nationals</li> <li>• Henley Royal Regatta, UK</li> <li>• Learn to Row (Year 8)</li> <li>• Snowsports</li> <li>• Run Group</li> <li>• Swim Group</li> <li>• Walking Group</li> <li>• Yoga</li> </ul>
GSV Sport (Senior School)	
<ul style="list-style-type: none"> <li>• GSV AFL</li> <li>• GSV Badminton</li> <li>• GSV Basketball</li> <li>• GSV Cricket</li> <li>• GSV Cross Country</li> <li>• GSV Athletics</li> <li>• GSV Diving</li> <li>• GSV Hockey</li> <li>• GSV Netball</li> <li>• GSV Soccer</li> <li>• GSV Softball</li> <li>• GSV Swimming</li> <li>• GSV Tennis</li> <li>• GSV Triathlon</li> <li>• GSV Water Polo</li> </ul>	

Community Service/Service Learning	Extension & Enrichment
<ul style="list-style-type: none"> <li>• Aboriginal Literacy Foundation</li> <li>• Australian Conservation Foundation (Climb it for Climate)</li> <li>• Breast Cancer Network Australia</li> <li>• Denim Day</li> <li>• FIGHTMND</li> <li>• Off Your Back (Coats on the Catwalk)</li> <li>• Rare Cancers Australia</li> <li>• Share the Dignity</li> </ul>	<ul style="list-style-type: none"> <li>• Alliance Française Berthe-Mouchette Poetry Competition (SS French students)</li> <li>• Writers' Club</li> <li>• Melbourne Writers' Festival Competition (SS)</li> <li>• Writing Competitions (SS)</li> <li>• Academic Honours Program: Science, Maths, English &amp; Humanities</li> <li>• RACI International Chemistry Quiz (VCE Chemistry students, Selected Years 9-10 students)</li> <li>• Olympiad (Chemistry – selected Year 11 students) and selected Year 9 and 10 students (junior Olympiad)</li> <li>• Big Science Competition (Years 8-9)</li> <li>• RACI Titration Competition (Year 12 Chemistry)</li> <li>• Australian Geography Competition</li> <li>• Education Perfect World Series – Social Sciences</li> <li>• Future Problem-Solving Years 8-9</li> <li>• Melbourne Writers Festival short story writing competition,</li> <li>• The Higgins ANZAC poetry competition,</li> <li>• The Write a Book in a Day prize</li> </ul>
Co-curricular Camps	Clubs – Senior School
<ul style="list-style-type: none"> <li>• Rowing Camp</li> <li>• Music Camp</li> </ul>	<ul style="list-style-type: none"> <li>• Environment Club</li> <li>• Cultural Diversity Club</li> <li>• Writers Club</li> <li>• Art &amp; Design Club</li> <li>• Media Club</li> <li>• Maths Club</li> <li>• GSA Club</li> <li>• Coffee and Culture Club</li> <li>• Outdoor Ed Club</li> <li>• Chess Club</li> <li>• A Team</li> <li>• STEM Club</li> <li>• Latin Club</li> <li>• Dungeons and Dragons</li> <li>• Future Problem-Solving Club</li> <li>• Human Rights Club</li> </ul>
Exchanges and Study Tours	Camps and Study Tours (SS)
<ul style="list-style-type: none"> <li>• Year 9 Exchange Program – Ascham, NSW</li> <li>• Year 9 Exchange Program – Buffalo, USA</li> <li>• French Language Exchange, Cours De Fenelon</li> </ul>	<ul style="list-style-type: none"> <li>• Year 7 Wellbeing and Orientation Camp – Phillip Island</li> <li>• Year 8 Central Australia Camp</li> <li>• Year 9 Far North Queensland and Western Australia Camp</li> <li>• Year 10 Wellbeing Camp – Far North Queensland</li> <li>• Year 12 Leadership Camp – Trinity College Melbourne University</li> </ul>

## 1.6 Student Wellbeing

The management of Student Wellbeing is a collaborative effort between the Director of Senior Years, the Director of Middle Years, and the Wellbeing Team in the Senior School, which comprises the Heads of Year, the Head of Boarding, the Student Leadership and Mentoring Project Leader, and the House Tutors. Together, these staff members strive to offer an engaging and dynamic Student Wellbeing and Leadership Program, which aims to enrich the students' experiences. Students have participated in several 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 2022 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 2022 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	Wellbeing activity afternoons or days	Wellbeing activity afternoons or days	Wellbeing activity afternoons or days

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	Swinburne 'Aristotle EI Program'	House Activities
	eSmart Digital Licence – Digital Safety Program	Personal Development Activities
	Wellbeing activity afternoons or days	Swinburne 'Aristotle EI Program'
		eSmart Digital Licence – Digital Safety Program
		Wellbeing activity afternoons or days

Year 7	Year 8	Year 9
Year 7 Induction Service	SMART Goals	Leadership Diploma Introduction
Transition Activities	Mental Health Fitness Challenge and Kindness Queens activity	Resumé/CV writing skills
Personal Development Activities	Exploration of personal identity: academic, emotional, and social	Study Techniques and Time Management workshops
Homework Strategies, Study Skills, and Goal Setting	Time Management and Organisation	House activities
Student Reflections in Semester Reports	Student Reflections in Semester Reports	Subject Selection and Careers session with ePortfolio collation
Orientation Camp including preparation and debrief	House Challenges including lunchtime Competitions	ePortfolio SMART goals and reflections
Cyber Safety Presentation and follow up activities	Cyber Safety Presentation	Duke of Edinburgh Presentation
Academic Advisory/Wellbeing check-ins	House Arts Preparation	Cybersafety Seminar and discussion
Gratitude Fridays	ePortfolio Development	Resilience Presentations
Beyond Boundaries (outdoor education) preparation and debrief	Leadership and Team Building, Role Modelling, Values	Exam Preparation, Protocols & Revision
Careers presentation	Thinking Traps Toolbox presentation	Safe use of Public Transport and Travel
Strengths and Values mapping	Learning behaviours presentation	Student Reflections in Semester Reports
House Activities and House Arts Preparation	House challenges	Diversity Dash
Activities emphasising values of empathy, perseverance, gratitude, integrity, curiosity	Academic Advisory/Wellbeing check-ins	Wellbeing Day
Emotional Intelligence sessions	Brainstorm Productions	Minus 8 Gender Diversity Presentation
Year 7-8 Soirée	Anti-Bullying Presentation	Healthy Eating presentation
Cross year-level activities	Career and Goal Setting presentation	Brainstorm Productions
Diversity Dash	Year 7-8 Soirée	Gratitude activities
Wellbeing Day	Student-led presentations	Old-girl mentoring session
Brainstorm Productions	The Resilience Project	
Walk-a-thon for Cystic Fibrosis	Cross year-level activities	
Safe use of Public Transport and Travel	Duke of Edinburgh Presentation	
Anxiety management presentation and workshop	Walk-a-thon for Cystic Fibrosis	
Mindfulness meditations	Diversity Dash	
Friendship activities	Wellbeing Day	
House Activities	Safe use of Public Transport and Travel	

Year 10	Year 11	Year 12
Leadership Diploma planning and completion sessions	Buddy Program	Leadership Conference
Goal Setting	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	Careers – Coaching Young People for Success	Examination Techniques
Constitutional Convention	GAT Preparation Session	Managing Stress Sessions
Blue Ribbon Spirit Activities	Study Skills Sessions (Study Techniques/Time Management/Memory and Mnemonics)	GAT Preparation Sessions
Student Reflections in Semester Reports	Blue Ribbon activities	VCE Examination Preparation Sessions
Community Service and Charity work	Subject selection and Acceleration conversations	Rights and Responsibilities
Study Skills Session	VCE Strategies to Success	Student Reflections in Semester 1 Report
Subject selection and Acceleration conversations	Digital Citizenship	Year 12 Careers Expo
Academic Advisory/Wellbeing check-ins	Yoga and Meditation	USA Sports Scholarships and SAT preparation
Balance Life / Study Session	ePortfolio Development	Careers Breakfast
Body Image Health Education Sessions	Goal Setting	VTAC Change of Preference session
Mindfulness-Meditation Sessions	Leadership Sessions with Old Girls	Wellio Mental Health programs
Examination Preparation Session	Student Reflections in Semester Reports	Positive Mindset
Wellio Mental Health programs	Wellio Mental Health programs	
Salvation Army Christmas Hampers	House Arts Leadership	
	Salvation Army Christmas Hampers	

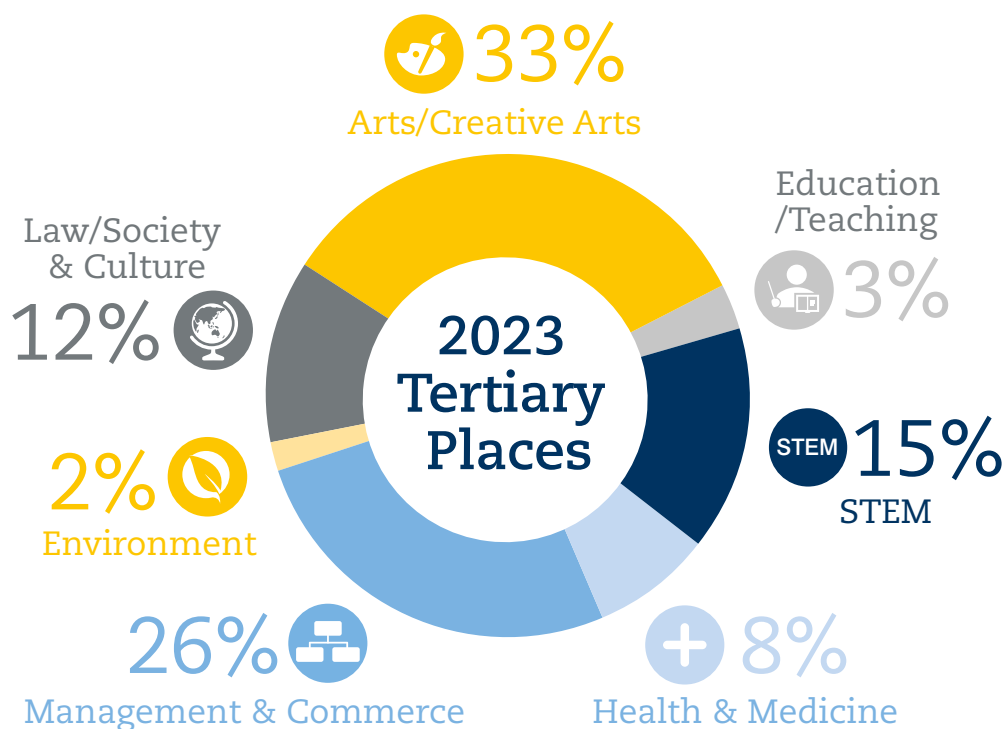
## 1.7 Transition of students from Year 9 moving through to Year 12

In 2022, 82 students completed Year 12. Tracking the 67 Year 9 students who were enrolled in 2018:

Year	New	Left	Total enrolled
<b>2019 – Year 9</b>	12	8	71
<b>2020 – Year 10</b>	15	11	75
<b>2021 – Year 11</b>	3	3	77
<b>Total</b>	<b>30</b>	<b>22</b>	

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, Deakin University and Swinburne University. Our students also received global opportunities from universities across the world including Oxford, Stanford, Brown, Michigan, Bristol, and Manchester.

## 2023 Tertiary Institutes

- The University Of Melbourne
- Monash University
- RMIT University
- Deakin University
- Swinburne University of Technology
- Australian National University
- Brown University (USA)
- University of Michigan (USA)
- University of Oxford (UK)
- Stanford University (USA)
- Monash College
- Box Hill Institute
- Australian Catholic University



## 2. PROFESSIONAL ENGAGEMENT

### 2.1 Staff Attendance

In 2022, the absentee rate for teaching staff at St Catherine's School was 4.6%, indicating that 4.6% of the total teaching days available in 2022 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 increased by 3.55% from the rate reported in 2021. This increase is attributed to the COVID-19 pandemic and isolation rules that existed in 2022.

The absence rate for general staff at St Catherine's School in 2022 was 2.74% which increased by 1.42% compared with 2021.

### 2.2 Staff Retention

The overall staff turnover rate for St Catherine's was 16% in 2022 (comparable to the 15% staff turnover in 2021). Staff turnover figures are calculated based on the number of staff members who departed versus the total number of staff employed and are 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 2022, Professional Development expenditure at St Catherine's School totalled \$64,608. This corresponds to an average spend of \$382 per staff member. This depicts an average spend increase, compared to 2021, which is reflective of the

increased professional learning opportunities available again to staff following the COVID-19 pandemic.

Staff at St Catherine's regularly attend whole staff, faculty, and professional learning team meetings where staff are involved in 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 qualifications are published in the annual School Magazine and a report detailing staff qualifications can be produced upon request.

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

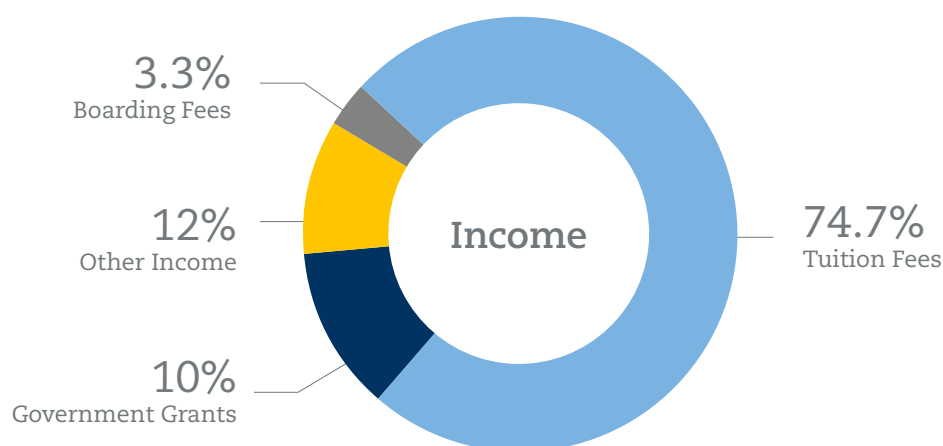
Qualification	% of staff
Masters	25%
Graduate Diploma	12%
Graduate Certificate	2%
Degree – Bachelor	49%
Diploma	10%
Certificate	2%



## 3. SCHOOL FINANCIAL INFORMATION

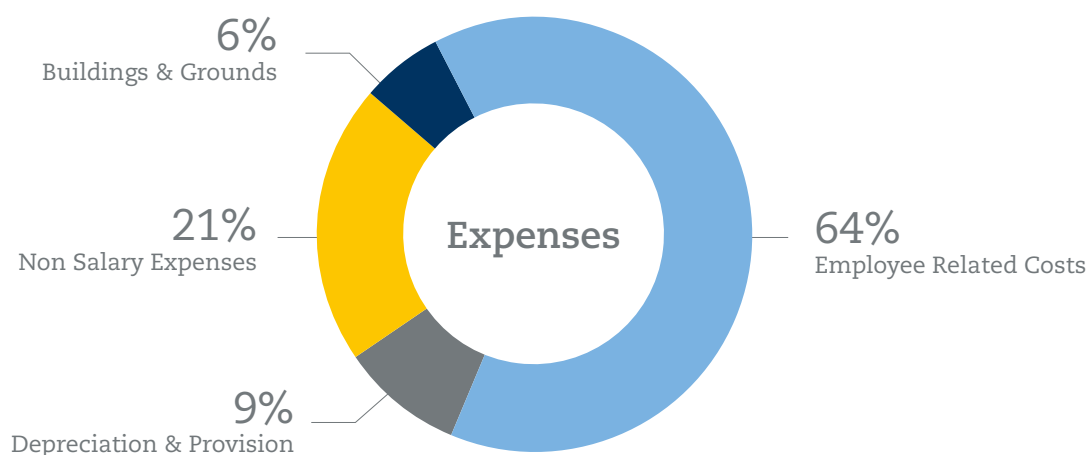
### 3.1 School Income by Funding Source

As an independent school, St Catherine's obtains much of its funding through Tuition Fees. In 2022 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 (64%).



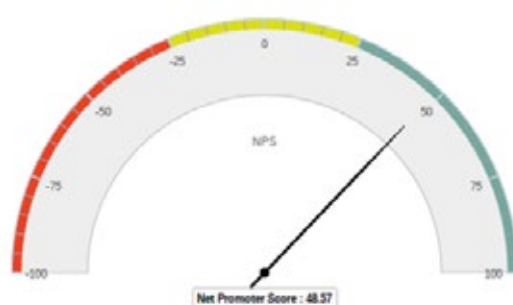
## 4. FEEDBACK FROM KEY STAKEHOLDERS

As part of our ongoing commitment to continuously improving the School, St Catherine's School engaged Question Pro to conduct two surveys. Years 6, 8, 10, and 12 students, staff and parents participated in the Discovery Survey and Year 5, 7, 9 and 11 students participated in the Thriving Students Survey.

Question Pro was able to compare the School's results with a large number of similar schools as well as schools across other educational sectors. Results for St Catherine's School were then also able to be presented in comparison with other schools that participated in the survey in 2022.

### 4.1 Discovery Survey – Parent Results

(43) Please provide a rating for the following statement: On a scale from 0-10, how likely are you to recommend the school to someone who may be looking for a school for their child?

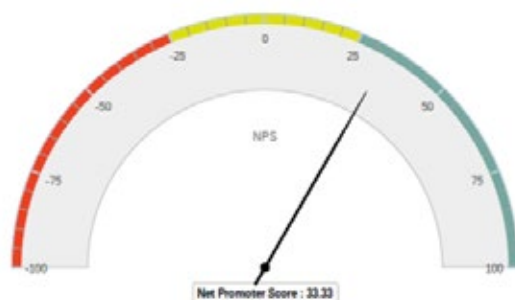


Question	Count	Score	Disagree Strongly	Disagree	Disagree Slightly	Agree Slightly	Agree	Agree Strongly
(1) The school supports its ethos and values and enhances its reputation through its culture.	91	5.23						
(2) The purpose, core values, and aspirations for student character and achievement are clearly defined, well communicated and known by everyone in the school community.	92	5.23						
(3) Members of the school community share vocabularies that strengthen the values, vision, strategy, and desired culture required to enact the educational purpose of the school.	87	4.99						
(4) The mission and values of the school live in tangible and accountable ways across all programs, activities and interactions that impact upon all students' learning and development.	89	5.08						
(5) Members of the school community take responsibility to support one another to live out the core values of the school and to represent the school with honour.	88	4.92						
(6) Artefacts in the spaces and on the walls of the school symbolise the school's purpose, values and aspirations student character and achievement across many endeavours.	77	5.01						
(7) The school has a positive reputation that is well regarded in the wider community.	90	5.21						
<b>Average</b>		<b>5.1</b>						



## 4.2 Discovery Survey – Staff Results

(43) Please provide a rating for the following statement: On a scale from 0-10, how likely are you to recommend the school to someone who may be looking for a school for their child?

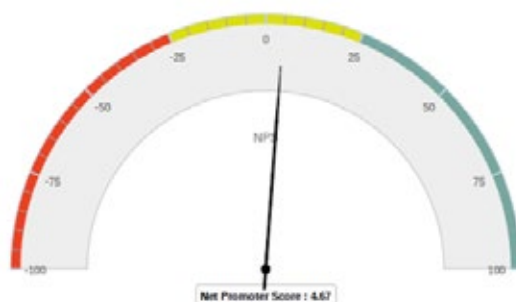


Question	Count	Score	Disagree Strongly	Disagree	Disagree Slightly	Agree Slightly	Agree	Agree Strongly
(1) The school supports its ethos and values and enhances its reputation through its culture.	39	4.87						
(2) The purpose, core values, and aspirations for student character and achievement are clearly defined, well communicated and known by everyone in the school community.	37	5.19						
(3) Members of the school community share vocabularies that strengthen the values, vision, strategy, and desired culture required to enact the educational purpose of the school.	37	4.84						
(4) The mission and values of the school live in tangible and accountable ways across all programs, activities and interactions that impact upon all students' learning and development.	38	4.87						
(5) Members of the school community take responsibility to support one another to live out the core values of the school and to represent the school with honour.	38	4.66						
(6) Artefacts in the spaces and on the walls of the school symbolise the school's purpose, values and aspirations student character and achievement across many endeavours.	37	4.95						
(7) The school has a positive reputation that is well regarded in the wider community.	38	5.32						
<b>Average</b>		<b>4.96</b>						



### 4.3 Discovery Survey – Student Results

(43) Please provide a rating for the following statement: On a scale from 0-10, how likely are you to recommend the school to someone who may be looking for a school for their child?



Question	Count	Score	Disagree Strongly	Disagree	Disagree Slightly	Agree Slightly	Agree	Agree Strongly
(36) The school builds relationships that are focused on improving outcomes for its students' growth, achievement, success and thriving at school and beyond.	103	4.51						
(37) There is a high standard of professionalism that supports improved outcomes for students and the pursuit of excellence at the school.	105	4.69						
(38) Members of the school community take the initiative and step up in the face of challenges, seeing these as opportunities to improve practices for the benefit of student growth, achievement, success and thriving.	104	4.38						
(39) Teachers partner effectively with students and their families to improve their outcomes.	102	4.33						
(40) Teachers, staff, and school leaders never give up on students and instead go the extra mile to support them.	105	4.42						
(41) Teachers routinely discuss and share practices and feedback about how to be effective in improving outcomes for students.	104	4.42						
(42) The school uses technology to enrich its systems for engaging with its community and bringing people together to collaborate to improve outcomes for students.	104	4.63						
<b>Average</b>		<b>4.48</b>						



St Catherine's School

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