



St Catherine's School



PERFORMANCE REPORT

2023



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1. KEY STUDENT OUTCOMES

1.1 Student Attendance

In 2023, there was an average of approximately 18.3 students absent on any one day which comprises 2.8% of our students and an average of 9.8 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

The redevelopment of the Dorothy Pizzey Centre was completed Term 2, 2023, creating the St Catherine's Sports Centre. Three dynamic spaces for teaching, learning, playing, and training were delivered through this project:

- The Ashley Siswanto Tumbling Studio, designed for our younger ELC and Barbreck students;
- The Strength and Conditioning Studio, designed for Senior School girls; and
- The Sports Court, which doubles as a venue for our weekly Assemblies, and annual House Arts performances with a new tiered electronic seating system installed.

The contribution of many community members to the 'She is Strong' Campaign stands as a testament to our collective investment in the physical wellbeing of every young girl, today and into the future at St Catherine's. As always, the School is extremely grateful to all our donors, including the Siswanto Family.

With the successful completion of Phase 2 and 3 of the Dorothy Pizzey Centre Redevelopment, our focus shifted to the redevelopment of the Wintergarden and Frank Osborn Centre. After a competitive design process, McIldowie Partners were appointed as the School's architect for this exciting project. Plans are underway to build a new, purpose-built Music School on the St Catherine's House site. This Music School will sit proudly at the heart of our School, with entry via St Catherine's Walk. This redevelopment will transform the streetscape of St Catherine's along Heyington Place. Construction is expected to commence in early 2025.



PHASE 1 COMPLETED

Redevelopment of the Epstein and Myer Studio in the Frank Osborn Centre.



PHASE 2 COMPLETED

Construction of The Jamie & Rebecca Gray Theatre.



PHASE 3 COMPLETED

Redevelopment of the Dorothy Pizzey Centre to create the St Catherine's Sports Centre.



PHASE 4

Redevelopment of the Wintergarden servicing the new Sports Centre and Performing Arts precinct.



1.2.2 Junior School

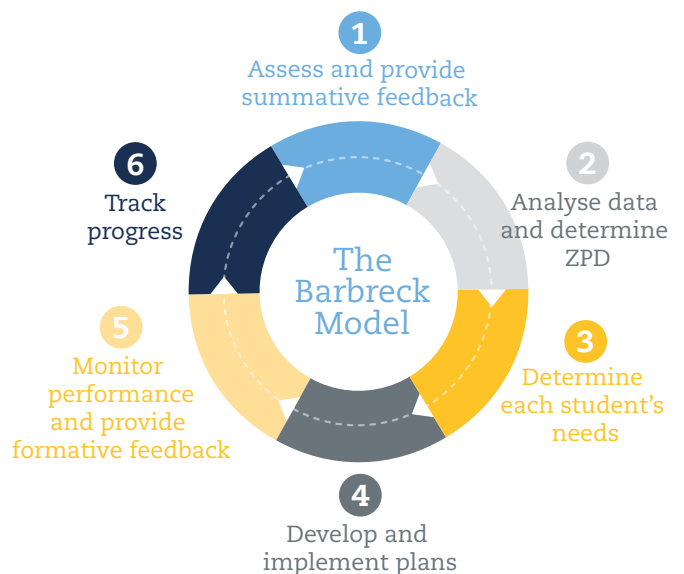
The Australian Curriculum is adhered to in the Junior School (Barbreck) with students engaging in the following subjects: English, Mathematics, Humanities and the Social Sciences, French, Art, Music, STEM and Health and Physical Education, and the supplementary subjects of Thinking Skills, Choir and Band Program (Year 5), Performing Arts (Year 6) and the Ambassador Program (Years 5 and 6), focusing on leadership, managerial, and school and community engagement skill development.

Much work was undertaken in 2023 to ensure alignment and synergy between:

- the Australian Curriculum Achievement Standards;
- St Catherine's school-based curriculum programs;
- Teacher planning;
- School-based assessments;
- Reporting practices.

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. The Junior School Curriculum Committee continued to analyse data and oversee curriculum design and implementation to ensure a sequential and developmental approach to learning. The Barbreck Pedagogical Model of Teaching continued to ensure a unified approach to teaching and that best practice strategies, such as data analysis, determining each student's instructional level 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:

- 33.3% of students in the Junior School attained a Stanine 8 or 9 in PAT Reading in the October 2023 assessments;
- 38% of students in the Junior School attained a Stanine of 8 or 9 in Progressive Assessment Test (PAT) Mathematics in the October 2023 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 remains key to enhancing student learning. The focus in 2023 was Mathematical Problem Solving with a professional development session given by Anita Green, Monash University.

Years 4 to 6 moved to continuous reporting across all Australian Curriculum subjects, providing feedback and guidance to students about their learning. Feedback was delivered in the format of a rubric with an accompanying comment at regular intervals across each semester.

The Co-curricular Program continued to offer a broad range of activities, inclusive of physical, cultural and academic interest areas spanning across every day of the school week.

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. Together with the Head of the ELC, staff 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 2023. 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.

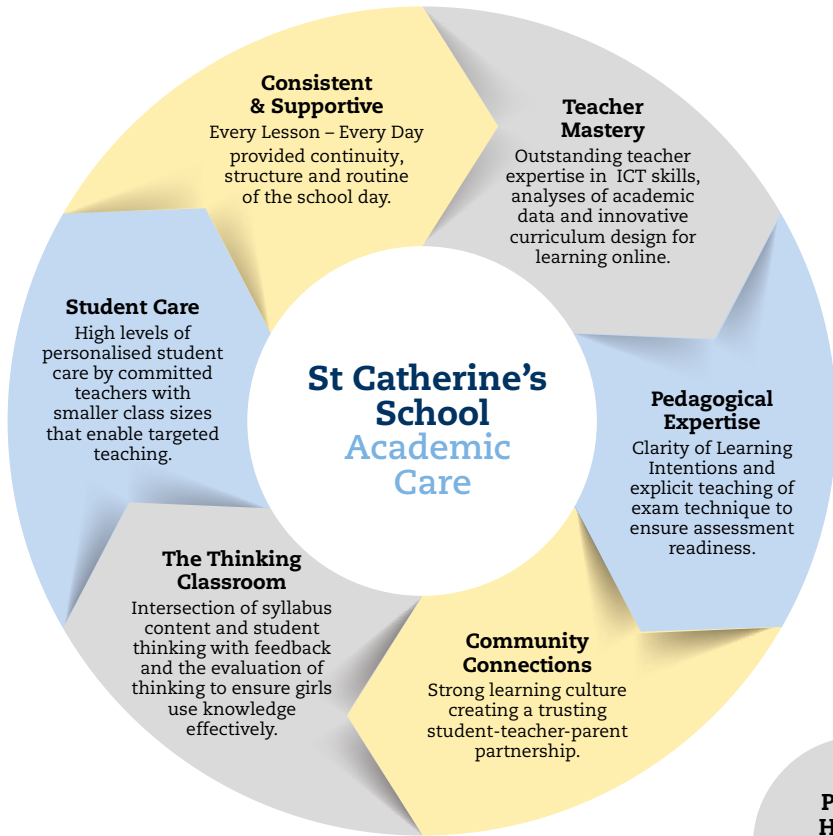
A key priority for 2023 was to develop and foster academic care for student learning and wellness. Through the Teaching and Learning and Wellbeing Frameworks, a key goal was to forge and develop our community connections and offer students a diverse range of campus activities both within and outside the classroom. Once again, our students' level of academic achievement was outstanding, seen particularly in the 2023 VCE Results and the School performing in the top 10 girls' schools in Victoria for our median ATAR score.

St Catherine's School set the following objectives for 2023:

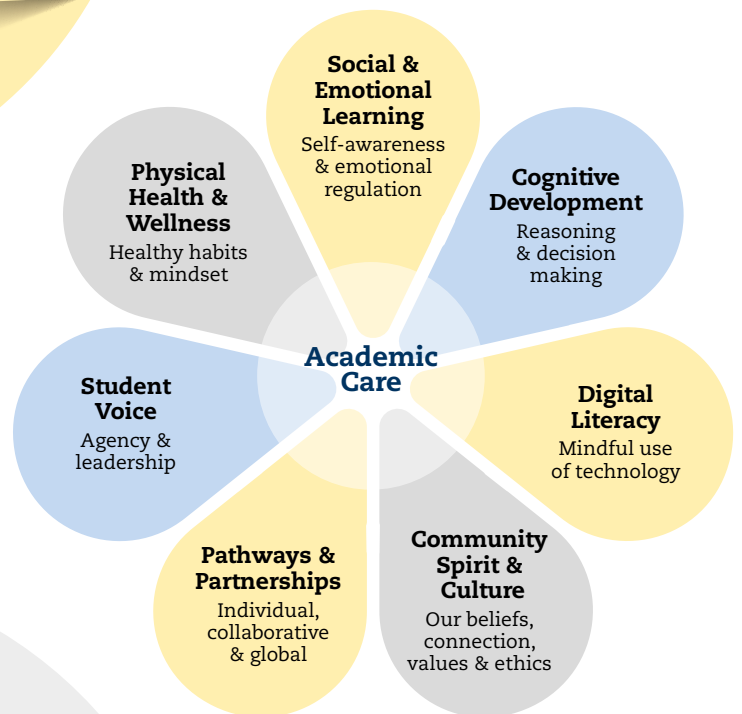
1. Develop the agency of Middle Leaders;
2. Maintain our VCE targets;
3. Focus on student and teacher wellbeing;
4. Implementation of our Teaching and Learning Framework;
5. Continued focus on our Academic Care Model;
6. Develop our Year 9 Signature Programs led by our Harkness-inspired Critical Conversations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

In 2023 specific focus was given to:

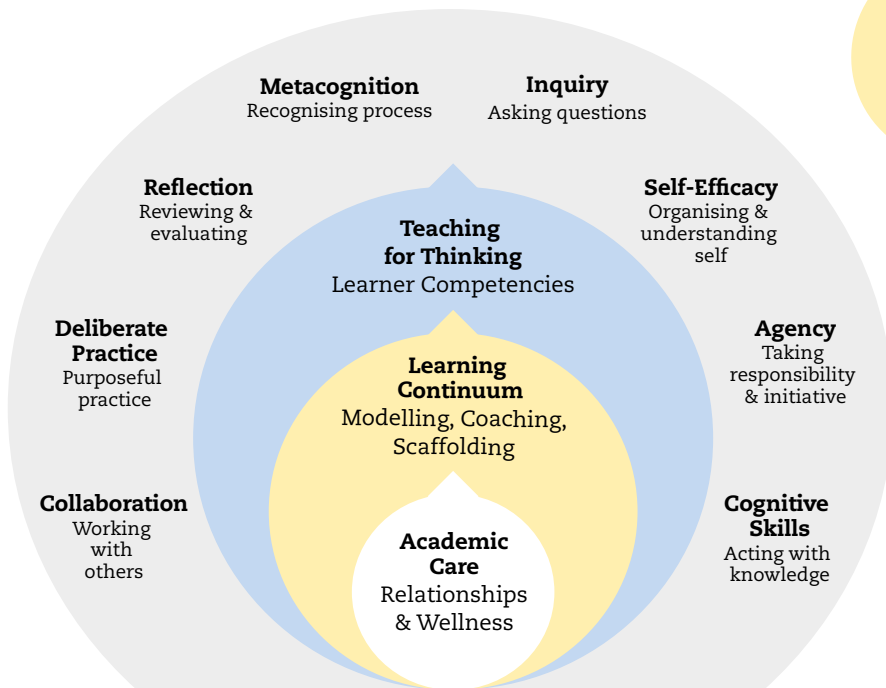
- Development and continued focus on our **Academic Care Model 2022** (see diagram next page);
- Implementation of our **Teaching and Learning Framework 2022** which is aligned to the character dispositions of Bold, Independent, Resilient and Creative and linked to our Learner Competencies and Learner 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 to 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 to 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
Wellbeing Framework



St Catherine's School
Teaching & Learning Framework





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; establishing strong professional learning communities and leading ongoing efforts to improve teaching practices.
3. **Effective** in planning and organising lessons which engage and challenge all students and allow 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
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	Health	Health	Health	Health	Health	Health
French	French	French	French	French	French	French
STEM	STEM	STEM	STEM	STEM	STEM	STEM
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Visual Arts	Visual Arts	Visual Arts	Visual Arts	Visual Arts	Visual Arts	Visual Arts
Music	Music	Music	Music	Music	Music	Music
Library	Library	Library	Library	Library	Library	Library
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
			Extension Maths	Extension English and Maths	Extension English and Maths	Extension English and Maths
SUPPLEMENTARY PROGRAMS						
Thinking Skills	Thinking Skills	Thinking Skills	Thinking Skills	Thinking Skills	Thinking Skills	Thinking Skills
	Outdoor Education Evening	Outdoor Education – one night	Outdoor Education – two nights	Outdoor Education – two nights	Outdoor Education – two nights	Outdoor Education – three nights
					Study Tour – two nights	Study Tour – two nights
					Ambassador Leadership Program	Ambassador Leadership Program

1.3.2 Senior School Subjects Offered

CORE SUBJECTS					
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 VCE Units 1 & 2 Subjects	YEAR 12 VCE Units 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"> • Personal Fitness (including elite sports programs) • GSV (including Rowing) • HPE Semester 1 &/or 2 • VCE HDD 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 <ul style="list-style-type: none"> Chinese (Non-Heritage) Chinese (Heritage) French Japanese 	Languages <ul style="list-style-type: none"> Chinese (Non-Heritage) Chinese (Heritage) French Japanese 	Languages MUST SELECT FOR WHOLE YEAR (COUNTS AS TWO) <ul style="list-style-type: none"> Chinese (Non-Heritage) Chinese (Heritage) French Japanese 	Languages MUST SELECT FOR WHOLE YEAR (COUNTS AS TWO) <ul style="list-style-type: none"> Chinese SL & SLA (Advanced) French Japanese 	Languages <ul style="list-style-type: none"> VCE Chinese SL & SLA (Advanced) 1 & 2 VCE French 1 & 2 VCE Japanese 1 & 2 	Languages <ul style="list-style-type: none"> VCE Chinese SL & SLA (Advanced) 3 & 4 VCE French 3 & 4 VCE Japanese 3 & 4
Academic Honours Program (by invitation) <ul style="list-style-type: none"> English Maths Science Humanities 	Academic Honours Program (by invitation) <ul style="list-style-type: none"> English Maths Science Humanities 	Accelerated Science <ul style="list-style-type: none"> Advanced Biology 	Science <ul style="list-style-type: none"> Biology Chemistry Physics Psychology VCE Biology 1 & 2 VCE Psychology 1 & 2 	Science <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 	Science <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 	Visual Arts <ul style="list-style-type: none"> VCE Art Creative Process 1 & 2 VCE Media 1 & 2 VCE Visual Communication Design 1 & 2 	Visual Arts <ul style="list-style-type: none"> VCE Art Creative Process 3 & 4 VCE Media 3 & 4 VCE Visual Communication Design 3 & 4
		Performing Arts <ul style="list-style-type: none"> Music Theatre Studies 	Performing Arts <ul style="list-style-type: none"> Music Theatre Studies VCE Theatre Studies 1 & 2 	Performing Arts <ul style="list-style-type: none"> VCE Music 1 & 2 VCE Theatre Studies 1 & 2 	Performing Arts <ul style="list-style-type: none"> VCE Drama 3 & 4 VCE Music Repertoire Performance 3 & 4
		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 VCE Geography 1 & 2 VCE Legal Studies 1 & 2 VCE Politics 1 & 2 VCE Modern 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 Modern History 1 & 2 VCE History Revolutions 3 & 4 VCE Philosophy 1 & 2 	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
		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 VCE Geography 1 & 2 VCE Legal Studies 1 & 2 VCE Politics 1 & 2 VCE Modern 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 Modern History 1 & 2 VCE History Revolutions 3 & 4 VCE Philosophy 1 & 2 	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 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 <ul style="list-style-type: none"> Literature 	English <ul style="list-style-type: none"> Literature 	English <ul style="list-style-type: none"> VCE Literature 1 & 2 	English <ul style="list-style-type: none"> VCE Literature 3 & 4
		Health & Physical Education <ul style="list-style-type: none"> Advanced HPE (Sport Science) 	Health & Physical Education <ul style="list-style-type: none"> HPE (Semester 1) HPE (Semester 2) VCE Health & Human Development 1 & 2 VCE Physical Education 1 & 2 	Health & Physical Education <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 	Health & Physical Education <ul style="list-style-type: none"> VCE Health & Human Development 3 & 4 VCE Physical Education 3 & 4
		Mathematics <ul style="list-style-type: none"> Algorithms 	Mathematics <ul style="list-style-type: none"> VCE Mathematical Methods 1 & 2 	Mathematics <ul style="list-style-type: none"> VCE General Mathematics 1 & 2 VCE General Mathematics 3 & 4 VCE Mathematical Methods 1 & 2 VCE Mathematical Methods 3 & 4 VCE Specialist Mathematics 1 & 2 	Mathematics <ul style="list-style-type: none"> VCE General Mathematics 3 & 4 VCE Mathematical Methods 3 & 4 VCE Specialist Mathematics 3 & 4
			VET (Vocational Education Training) <ul style="list-style-type: none"> Eg. Hospitality, Fashion, IT, Carpentry, etc. 	VET (Vocational Education Training) <ul style="list-style-type: none"> Eg. Hospitality, Fashion, IT, Carpentry, etc. 	VET (Vocational Education Training) <ul style="list-style-type: none"> Eg. Hospitality, Fashion, IT, Carpentry, etc.

Learning Plus (Teacher Selected)

Learning Plus classes are offered at Years 7 to 12. Selection is based on academic testing, specialist reports, teacher recommendations and a defined learning need.

1.4 Student Academic Performance

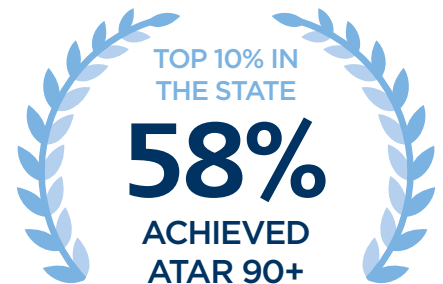
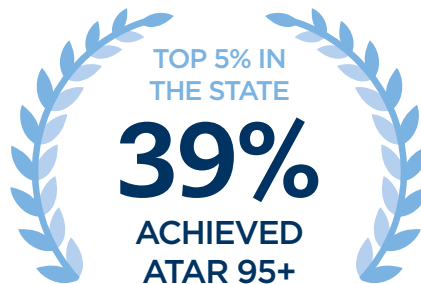
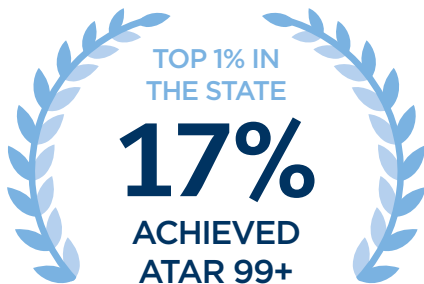
1.4.1 VCE

The 2023 VCE results demonstrate the School's ability to maintain consistency with a median ATAR of 93.7 and 39% of students achieving an ATAR of 95+. A median Study Score once again of 36 which ranked St Catherine's in the top 10 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 2023 highlights the consistency of our VCE results:

- 2023 ATAR Median 93.7 (2022: 92.5)
- 2023 Median Study Score 36 (2022: 37)
- 2023 % 40+ Study Scores 29.07 (2022: 33.16%)



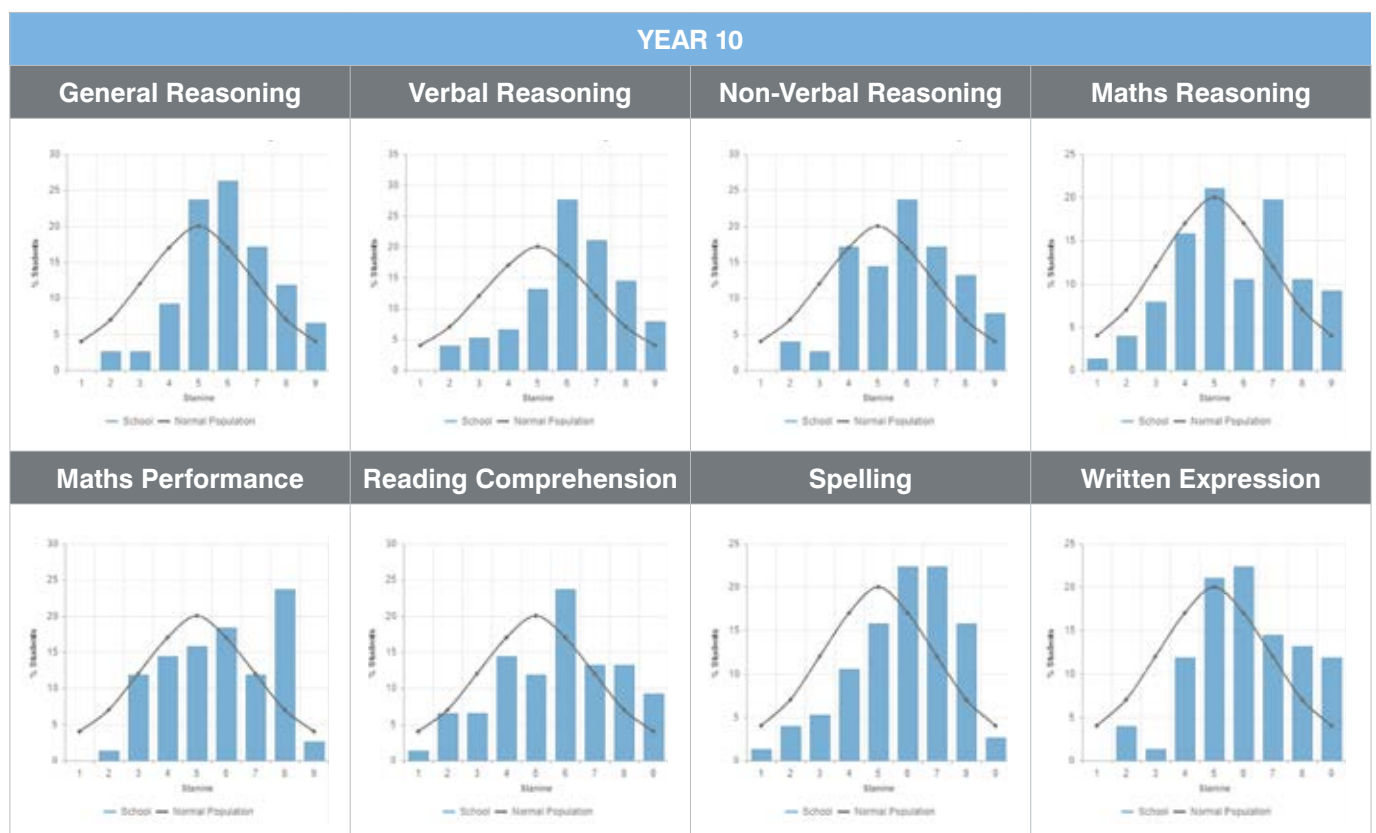
1.4.2 Average Standardised Testing: Years 6, 8 and 10 Core Subjects Testing

In 2023, 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.

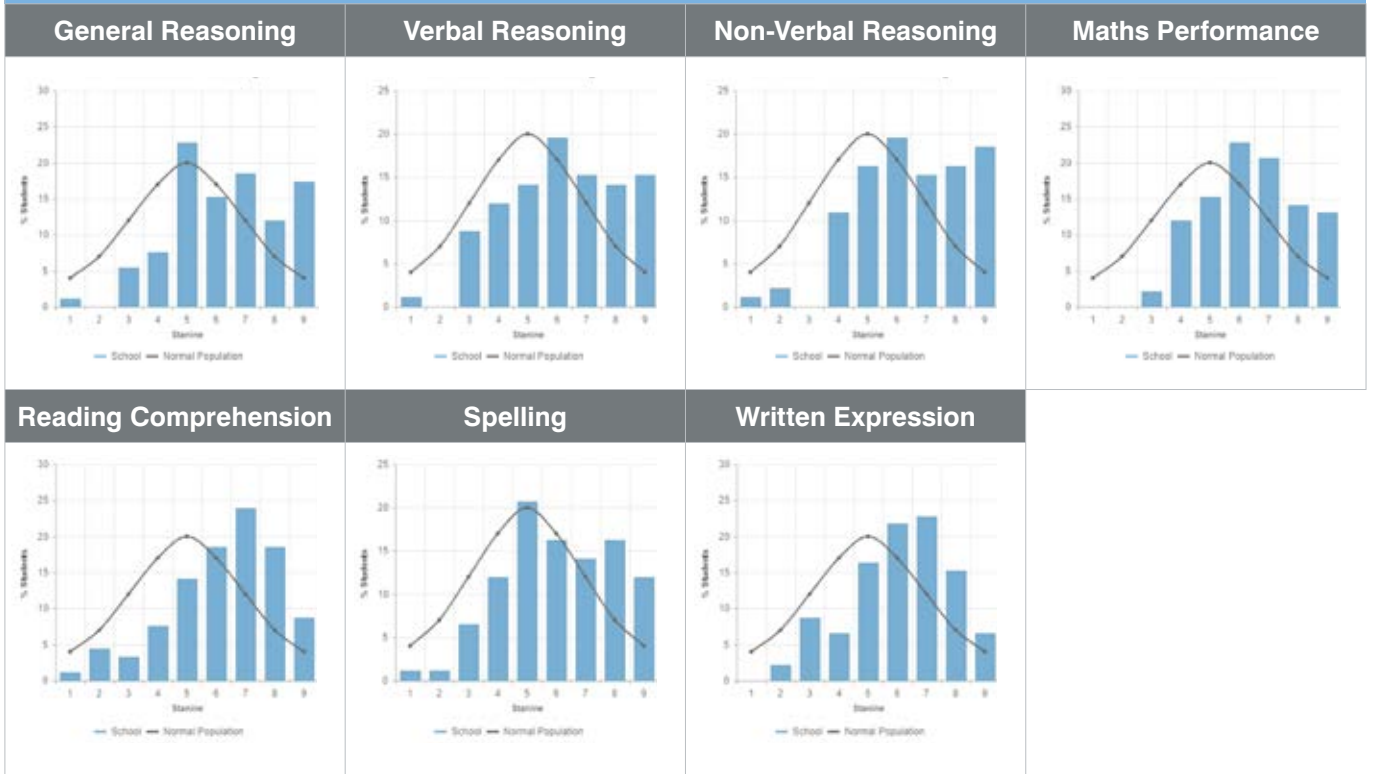
Academic Assessment Services (formerly Robert Allwell and Associates) was established in 1974. They are independent consultants specialising solely in the assessment and analysis of educational performance and progress. They work with Independent, Catholic, and State schools in New South Wales, Victoria, Queensland, the ACT, Western Australia, South Australia, and the Northern Territory. They also work with schools internationally. AAS currently works nationally with over 200 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 2023 DATA

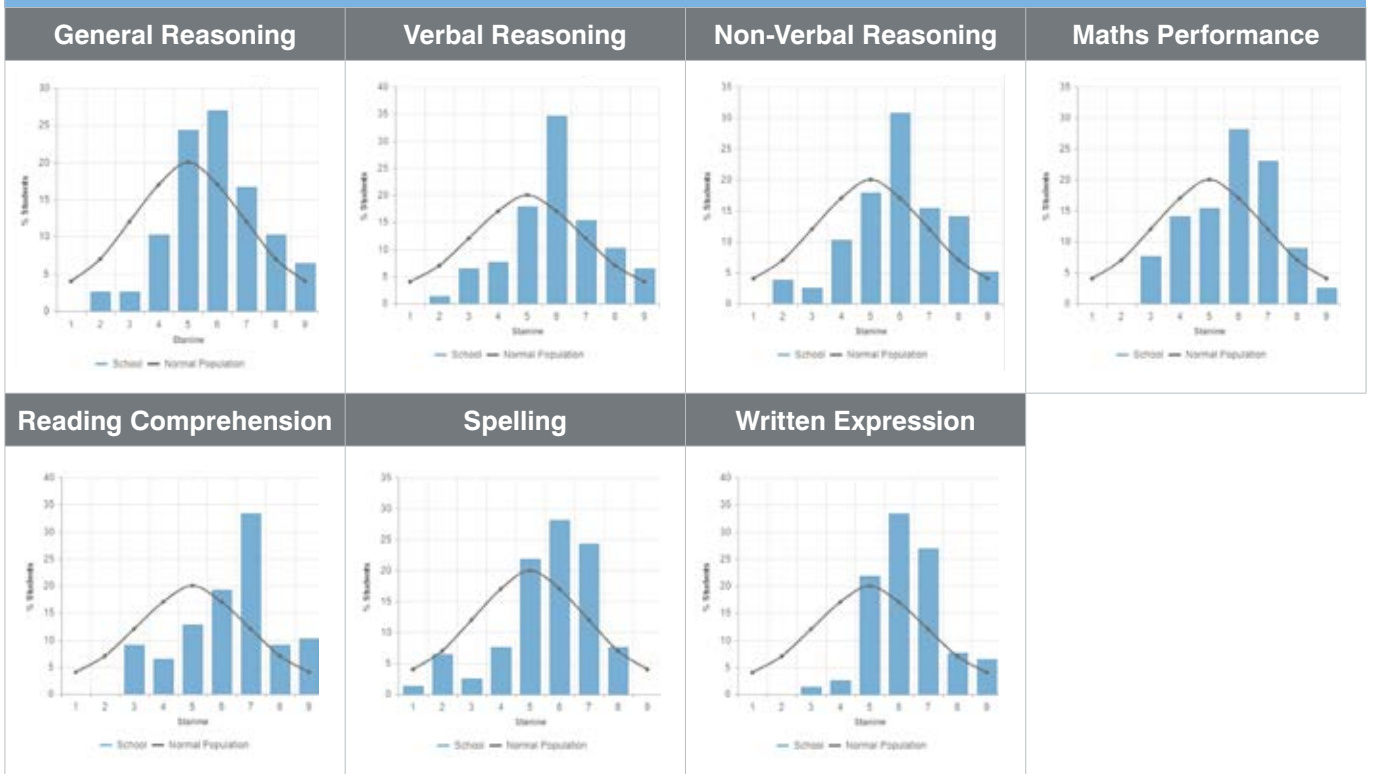
The charts demonstrate that St Catherine's students in Years 6, 8 and 10 are performing significantly above the general student population in Australia.



YEAR 8

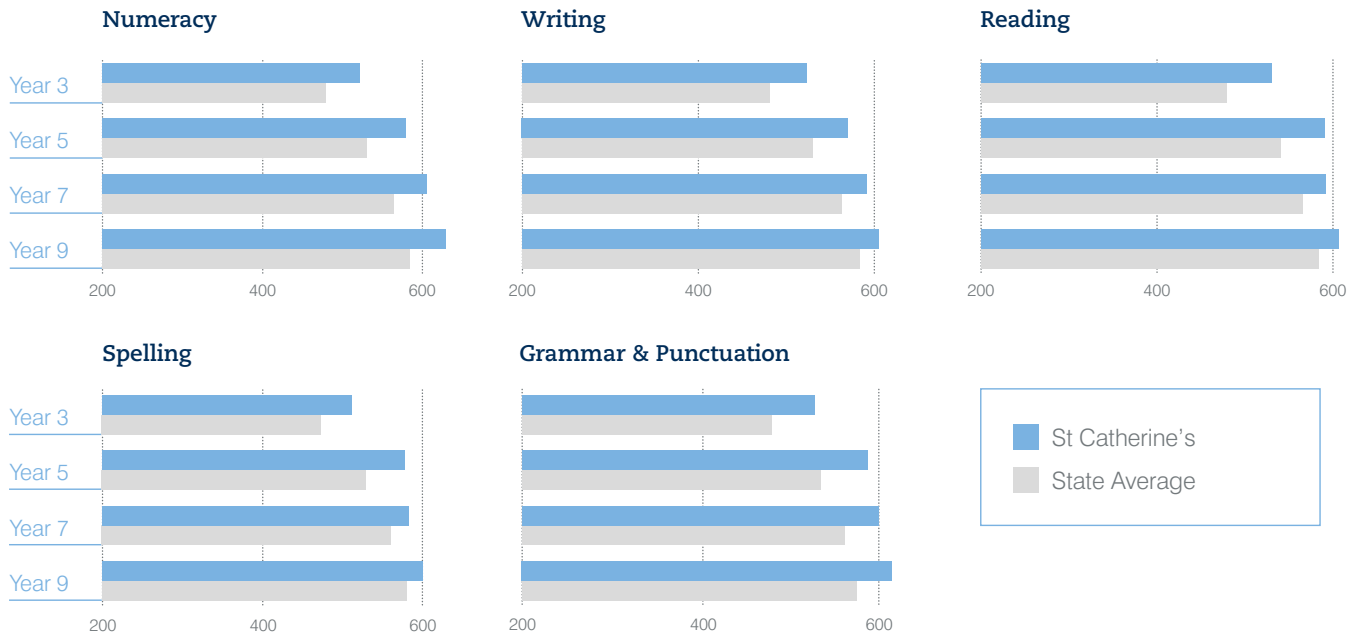


YEAR 6



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

In 2023, 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 2023 NAPLAN results demonstrate 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"> Sovereign Hill Study Tour (Year 5) Canberra Study Tour (Year 6) Introductory Camp – St Catherine's School (Year 1) Camp – St Catherine's School (Year 2) Camp – Gundiwindi (Years 3-4) Camp – Marysville (Years 5-6) 	<ul style="list-style-type: none"> Barbreck Choir (Years 5-6) (Classroom) Heyington Choir (Years 3-4) (Classroom) Langley Choir (Prep-Year 2) (Classroom) Epstein Singers (Years 4-6) Ukulele Ensemble (Years 3-6) Percussion Ensemble (Years 3-6) Barbreck Strings Ensemble (Year 3) Petite Strings Ensemble (Year 3) Strings Classroom Program (Year 2) Quartet (Years 5-6) Instrumental Recitals
Brass & Woodwind	Choirs & Instrumental Ensembles (SS)
<ul style="list-style-type: none"> Recorder (Years 3-4) (JS) (Classroom) Instrumental Music Program (Years 5-6) (JS) (Classroom) (Woodwind, Brass, Percussion) Barbreck Flute Ensemble (JS) Flute Ensemble (Years 7-8) (SS) Chamber Flute Ensemble (SS) Concert Band (Years 7-8) (SS) Semi Breves Quartet (SS) Clarinet Ensemble (Years 7-12) (SS) Senior Saxophone Ensemble (SS) Senior Concert Band (SS) Double Reed Ensemble (SS) 	<ul style="list-style-type: none"> Jorgensen Orchestra Jazz Band House Arts Senior Strings Violin Quartet Strings (Years 7-8) Senior School Instrumental Recitals Sherren Singers Viva Voci

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

Community Service/Service Learning	Extension & Enrichment
<ul style="list-style-type: none"> • Very Special Kids • St Kilda Mums • The Humane Society • The National Breast Cancer Foundation • Do it for Dolly – Dolly’s Dream • Daffodil Day • Stonnington Toy Library • St Vincent’s • Portsea and Anglesea Surf Lifesaving Clubs • Zooniverse • Red Cross Appeal • Unicef 	<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: Science, Mathematics, English & Humanities • RACI International Chemistry Quiz (VCE Chemistry students, Selected Years 9-10 students) • Olympiad (Chemistry – selected Year 11 students) and selected Years 9-10 students (junior Olympiad) • National Youth Science Forum • Monash Engineering Girls • Australian Geography Competition • Walter & Eliza Hall School Work Experience Program • Year 9 Science Experience • Melbourne Writers’ Festival short story writing competition • The Write a Book in a Day prize
Co-curricular Camps	Clubs – Senior School
<ul style="list-style-type: none"> • Rowing Camp • Music Camp 	<ul style="list-style-type: none"> • Environment Club • Cultural Diversity Club • Writers’ Club • Art & Design Club • Media Club • Maths Club • Outdoor Ed Club • Chess Club • STEM Club • Latin Club • Human Rights Club
Exchanges and Study Tours	Camps and Study Tours (SS)
<ul style="list-style-type: none"> • Year 9 Exchange Program Domestic – NEGGS, NSW and St Mary’s Anglican Girls’ School, Perth • Year 9 Exchange Program USA – Buffalo Seminary, USA • Year 9 Exchange Program UK – Culford School, St George’s and St Catherine’s School • Year 9 Exchange Program Canada – Crofton House and Shawnigan Lake School • French Language Exchange, Cours Fénélon • Japan Study Tour • USA Cultural Tour 	<ul style="list-style-type: none"> • Year 7 Wellbeing and Orientation Camp – Phillip Island • Year 8 Central Australia Camp • Year 9 Far North Queensland and Western Australia Camp • Year 10 Wellbeing Camp – Far North Queensland • Year 12 Leadership Camp – Trinity College Melbourne University

1.6 Student Wellbeing

All staff are committed to implementing the St Catherine’s Wellbeing Program.

The weBelong@StCatherine’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 2023 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.

Student wellbeing continues to be guided by classroom teachers with support from early intervention specialists in some cases. Communication is made with parents on a regular and ‘needs’ basis. Meetings are held with parents in order for staff to discuss student, academic or behavioural matters.

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.

In the Senior School, 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.

1.6.1 Pastoral Care

The St Catherine's Wellbeing Framework is founded on the central intent of *weBelong*. A sense of belonging is crucial for students' wellbeing as it fosters a supportive, connected and inclusive environment. When students feel connected and valued within their school community, it enhances their overall sense of purpose and contributes significantly to their emotional and psychological resilience.

St Catherine's aim is to equip all students with the necessary knowledge, understanding and skills to develop their resilience, independence, creativity and boldness.

The Framework prioritises seven **Wellbeing Pillars** that encompass the key dimensions that contribute to students' overall wellbeing. They are the skills, knowledge, abilities, attitudes and values that are required to maintain and improve students' physical, emotional, social and mental wellbeing. These Pillars form the basis for the development and implementation of our student wellbeing strategies and programs.



1.6.2 Student Pastoral Care Activities

In 2023 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
		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
Years 7-8 Soirée	Anti-Bullying Presentation	Healthy Eating presentation
Cross Year-level activities	Career and Goal Setting presentation	Brainstorm Productions
Diversity Dash	Years 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 Boarding House

Our boarding students reside in the National Heritage Trust building, Illawarra, located on campus. Accommodating up to 50 boarders, Illawarra provides a homely residential environment for boarders from both Australia and abroad. Our boarders in 2023 hailed from rural and regional Victoria and New South Wales and as far afield as Japan, Macau, Malaysia, Singapore, Hong Kong and China.

Our focus in Illawarra is to provide the highest level of care we can to each individual young woman. We aim to instil within our boarders the values of respect, tolerance, consideration, trust and honesty, which complement the values of St Catherine's School, Empathy, Perseverance, Integrity, Curiosity and Gratitude.

In 2023 Illawarra underwent some refurbishment with the removal of the carpeting in the downstairs common spaces. This recarpeting project will continue in 2024 to include all bedrooms and spaces on both levels of the building. The staff reception area was also revitalised and extended. Accommodation for the Head of Boarding, when residing overnight in Illawarra, was upgraded.

In Semester Two, several new initiatives were implemented to enhance the lives of our boarders with a focus on both wellbeing and duty of care. Orah, a purpose-built online system for managing a boarding house, was rolled out in full. This ensured a more streamlined process when managing leave and attendance, as well as communicating with staff and monitoring the wellbeing of our boarders. We reintroduced a weekend activities calendar, which included trips to the theatre and botanic gardens, ice skating and opportunities to socialise with boarders at other Melbourne schools. Themed dinners and in-house craft activities helped foster and strengthen the sense of community in Illawarra.

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

In 2023, 79 students completed Year 12. Tracking the 63 Year 9 students who were enrolled in 2019:

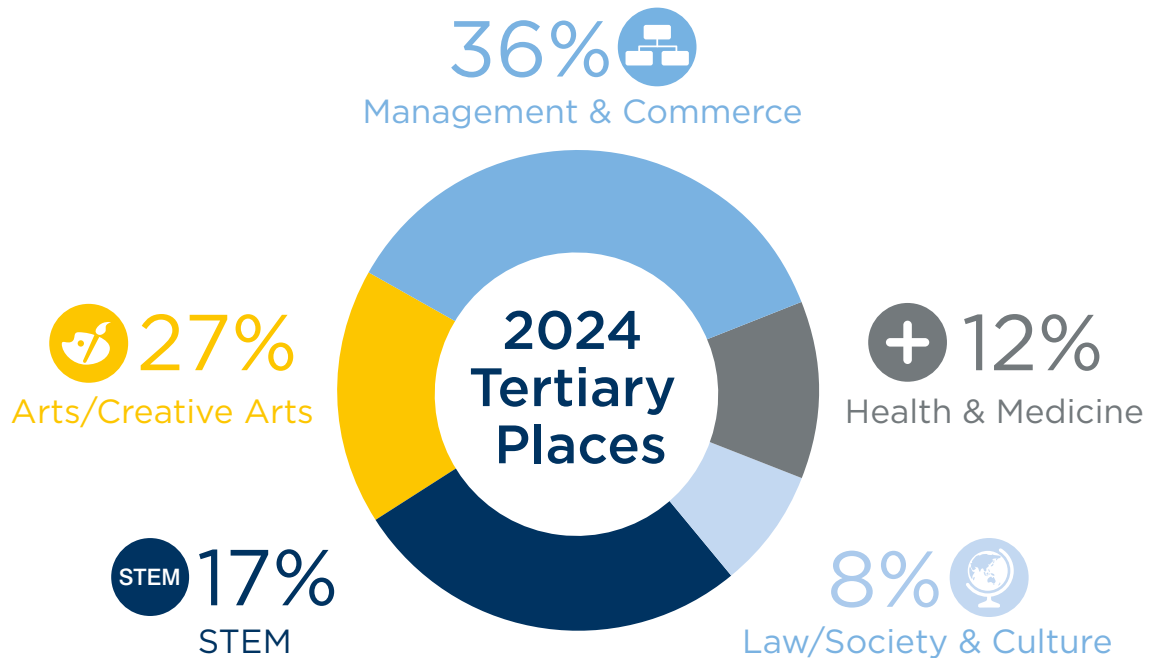
Year	New	Left	Total enrolled
2020 – Year 9	24	19	68
2021 – Year 10	15	8	75
2022 – Year 11	5	5	76
Total	44	32	

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

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

1.9 Post School Pathways

Our graduating students will be represented in institutes both nationally and internationally. Australian institutes include The University of Melbourne, Monash University, RMIT, The Australian Catholic University, Deakin University, La Trobe University, Victoria University, JMC Academy and the Australian College of the Arts, and internationally in the US at Ohio State University, Northeastern University, University of Pennsylvania, Syracuse University, and in the UK at King's College London.



2024 Tertiary Institutes

- The University Of Melbourne AUS
- Monash University AUS
- RMIT University AUS
- Deakin University AUS
- Australian Catholic University AUS
- Collarts AUS
- JMC Academy AUS
- La Trobe University AUS
- Victoria University AUS
- Ohio State University USA
- Northeastern University USA
- University of Pennsylvania USA
- Syracuse University USA
- King's College London UK



2. PROFESSIONAL ENGAGEMENT

2.1 Staff Attendance

In 2023, the absentee rate for teaching staff at St Catherine's School was 3.7%, indicating that 3.7% of the total teaching days available in 2023 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 reduced by 0.9%% from the rate reported in 2022.

The absence rate for general staff at St Catherine's School in 2023 was 1.89%% which decreased by 0.85%% compared with 2022.

2.2 Staff Retention

The overall staff turnover rate for St Catherine's was 16% in 2023 (comparable to the 16% staff turnover in 2022). 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 2023, Professional Development expenditure at St Catherine's School totalled \$91,190.75.

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.

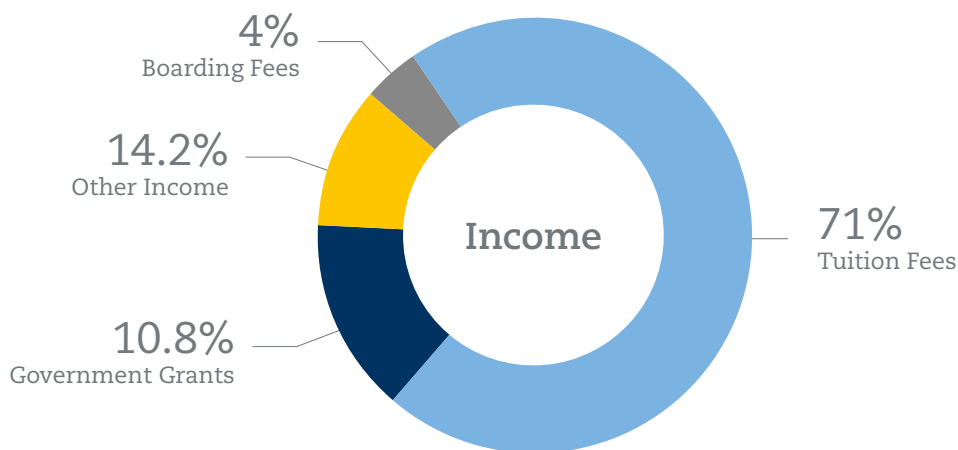
Qualification	% of staff
Masters	30%
Graduate Diploma	12%
Graduate Certificate	3%
Degree – Bachelor	44%
Diploma	8%
Certificate	3%



3. SCHOOL FINANCIAL INFORMATION

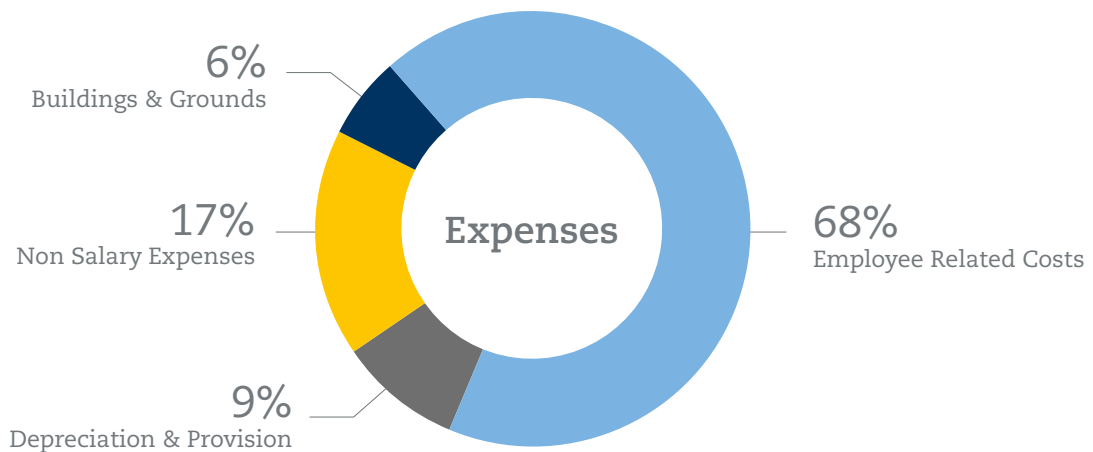
3.1 School Income by Funding Source

As an independent school, St Catherine's obtains much of its funding through tuition fees. In 2023 only 10.8% of the School's income came from Government grants.



3.2 School Expenditure

St Catherine's expenditure is primarily on employee and related costs (68%).





4. FEEDBACK FROM KEY STAKEHOLDERS

As part of our ongoing commitment to improving the School, St Catherine's engaged the services of the Centre for Innovation, Research, Creativity and Leadership (CIRCLE), to support the School in the mapping of its culture and the progress of its strategy. The retrospective survey was conducted at the beginning of 2024. During this process, CIRCLE engaged all St Catherine's School stakeholders, including parents, staff, students, alumnae and the Council, to seek feedback on the state of the School today and the opportunities that might be presented over the coming years.

A survey comprising 21 questions covering domains and drivers of School performance, specific program performance, and overall stakeholder satisfaction were used to assist us to gather data, receive evaluative feedback and make recommendations to the School to improve its performance. The same survey was used previously in 2021 which has enabled CIRCLE to make observations and findings as to progress in school performance from 2021 to 2024.

Participation rates over 2021 and 2024 were similar: 597 respondents in 2024, of whom 425 were students; 656 respondents in 2021, of whom 397 were students.

4.1 Overview: Headline Findings

There is a strong positive trend of perceived improvement in many of the fundamentals of school performance by St Catherine's. This affirms the energy and initiative that have been given towards strategic development of the School since 2021. The appreciable lift in mood also acknowledges the way that the School helped its community manage and move beyond the challenges of the COVID pandemic. There is greater confidence about the administration and operations of

the School. This demonstrates confidence in the new leadership structures and the way that key role-holders are going about their work.

Academics and the impact these have on the overarching culture of achievement and results continue to be the backbone of stakeholder confidence in the School. The educational framework and signature initiatives of recent years that promoted increased student agency and self-regulation are part of the fabric now.

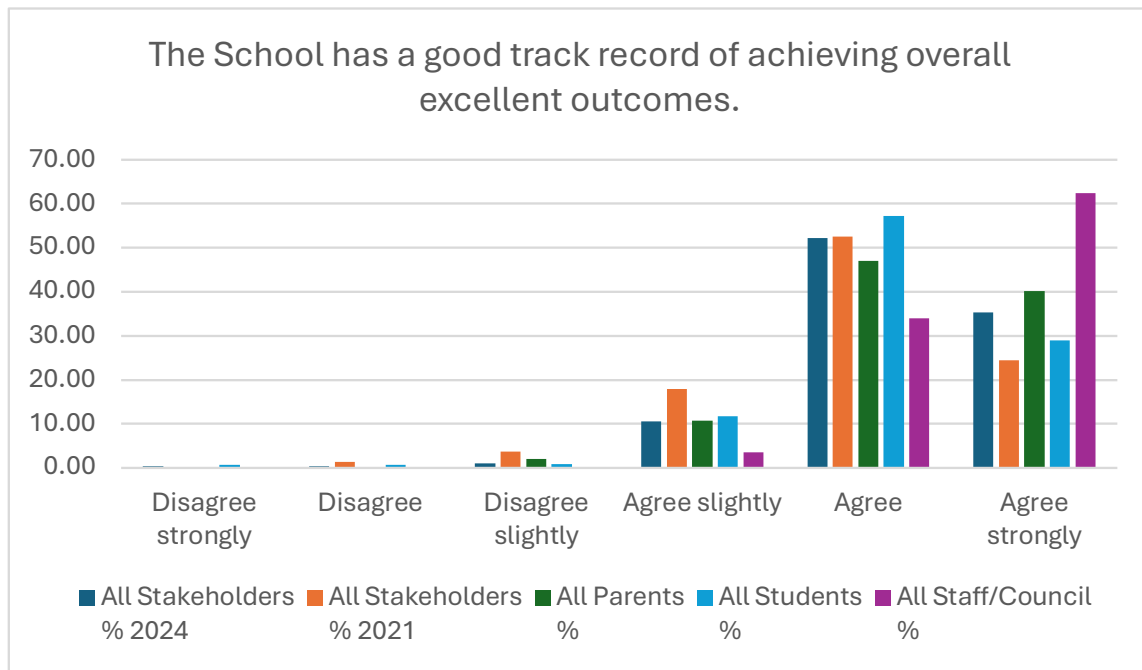
There are some areas of the School that require attention to ensure stakeholder confidence is maintained. Sport, while still performing well in the eyes of adults, is perceived to be slightly on the wane with students – no one is particularly happy with boarding while grounds and facilities need a refresh. New thinking about different actions for the better is required. In other areas, the commentary of stakeholders in the survey open questions provides insight into the range of granular concerns that impact on confidence more generally. The School should develop a plan to consider all feedback more thoroughly in this respect.

Adults have grown significantly in confidence across the board. The staff experience of life at the School has improved significantly. The School is to be congratulated for this. At the same time, the School should be concerned at a continued disparity between perceptions of the staff experience and perceptions of the student experience. Questions arising from this might be asked: are staff becoming too comfortable with the new status quo? Are staff ready for a stronger culture of continuous improvement? Are parents and students looking for the next initiative to drive academics further? Is the School doing enough to listen and respond adequately to the voices of students?

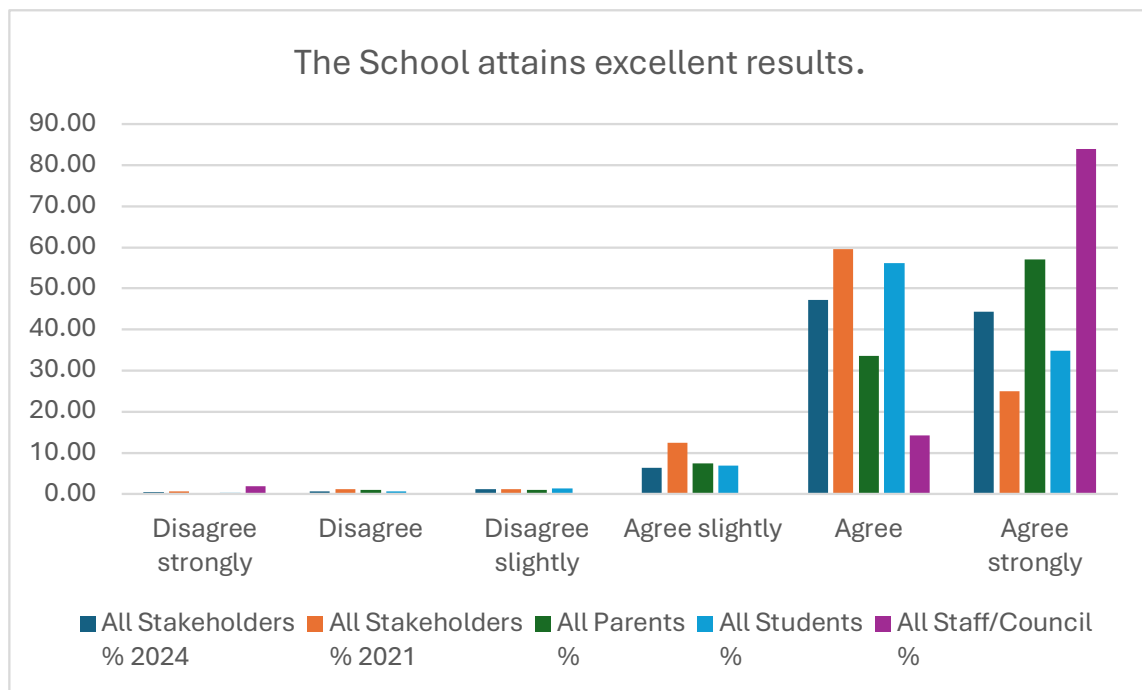
Fundamentals of School Performance: Achievement & Results

Observations: The School has established a formidable track record in the eyes of its stakeholders. The School will need to be mindful that there has been a blend of both improvement and innovation that has led to this high level of accomplishment; both improvement and innovation need to be seen as normal parts of the staff and student culture that lies at the heart of these achievements. The School also needs to take note that perceptions about the need to maintain and improve these standards have also risen concurrently.

Drivers of School Performance: Achievement



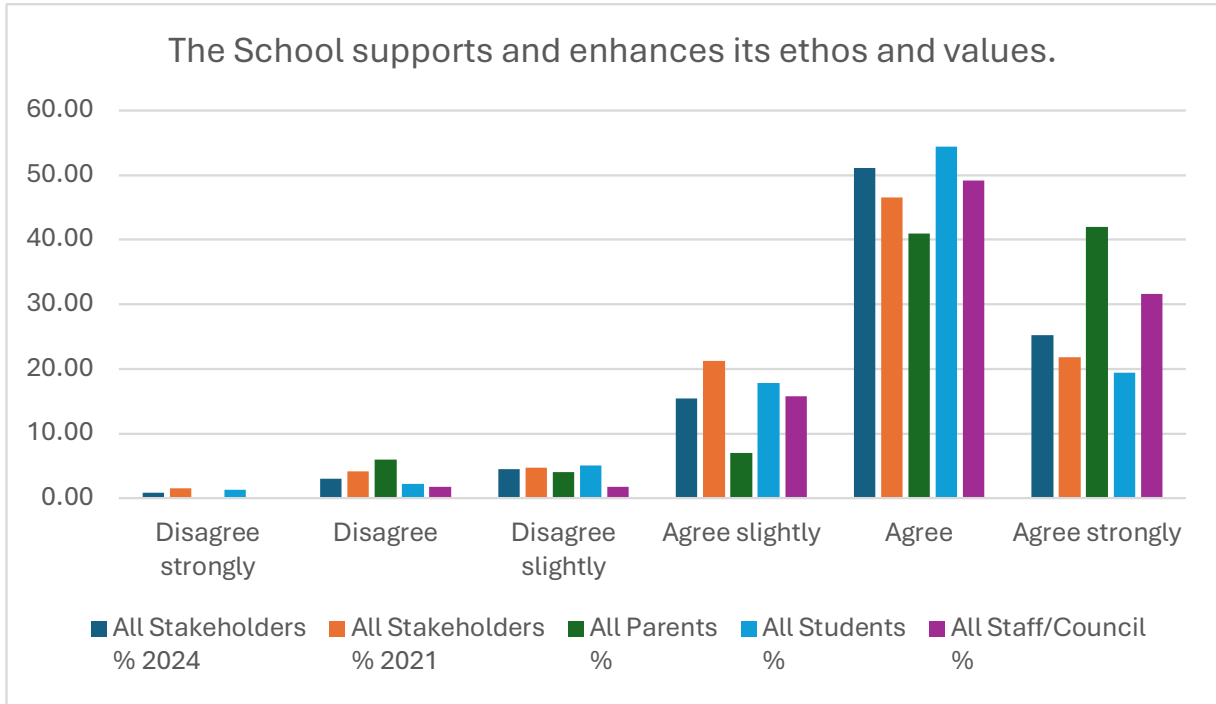
Drivers of School Performance: Results



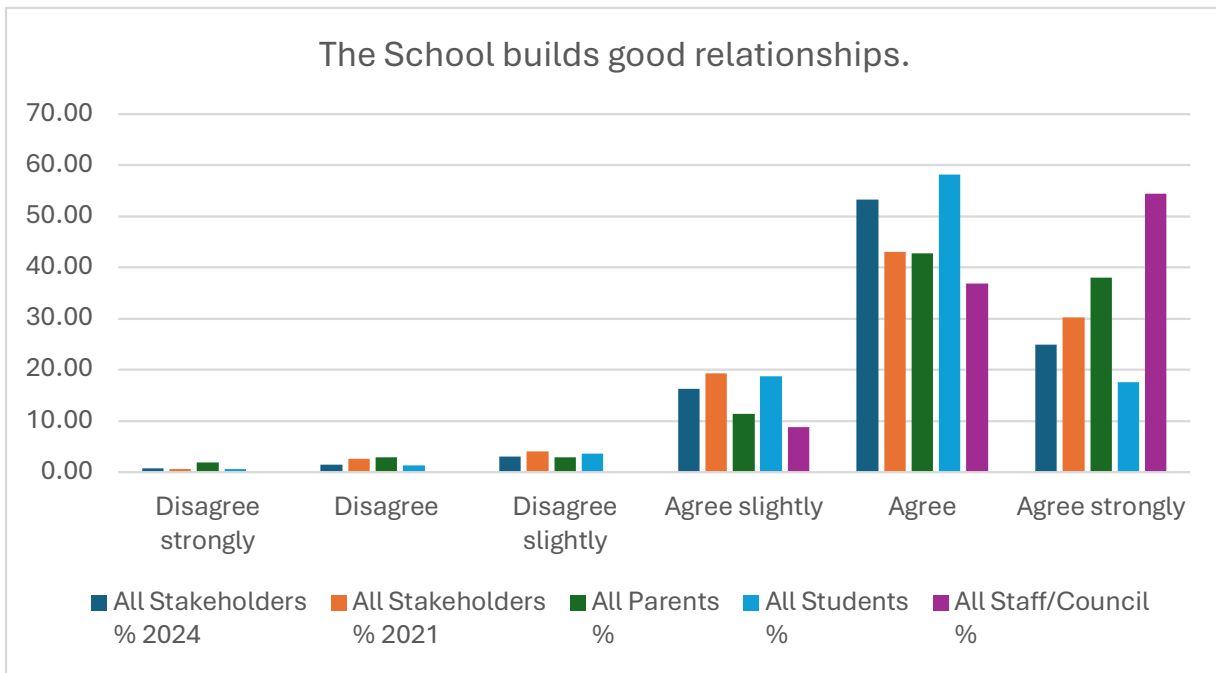
Fundamentals of School Performance: Ethos & Relationships

Observations: The rise in perceptions about ethos and relationships at St Catherine's over the survey period are most pleasing, given the significant efforts made by the School to identify and communicate its Values on a broad level. The ethos-based rationale for the School's educational program and strategic development more generally has been received well and support is gathering for it more widely.

Fundamentals of School Performance: Ethos



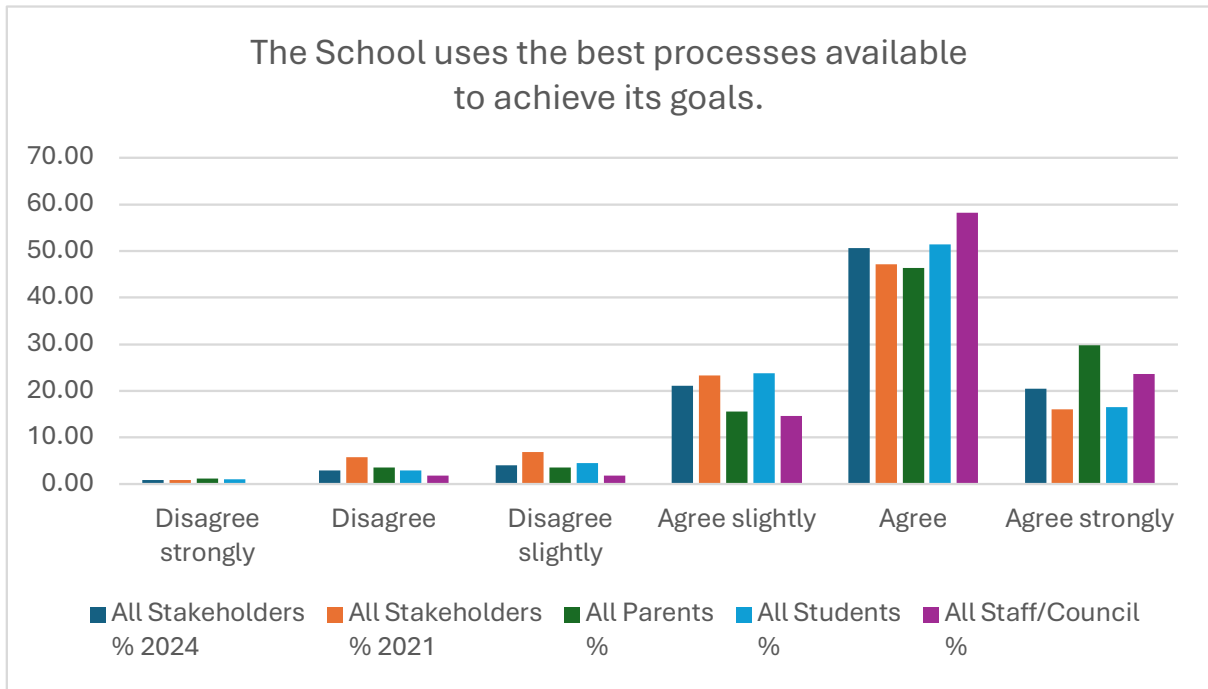
Drivers of School Performance: Relationships



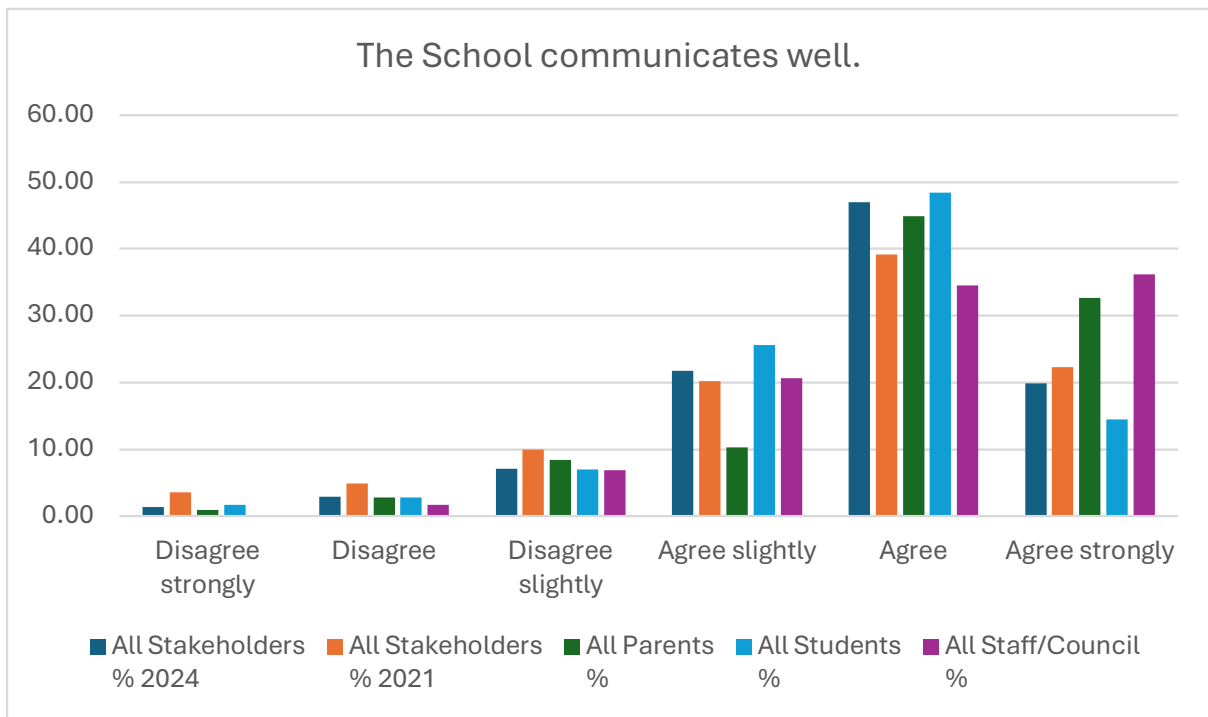
Fundamentals of School Performance: Processes & Communication

Observations: The improvement in staff perceptions in both these areas speaks to a very significant rise in staff confidence about management of the School over the survey periods. A similar rise in parent perception is also very encouraging. Student perceptions have held.

Drivers of School Performance: Processes



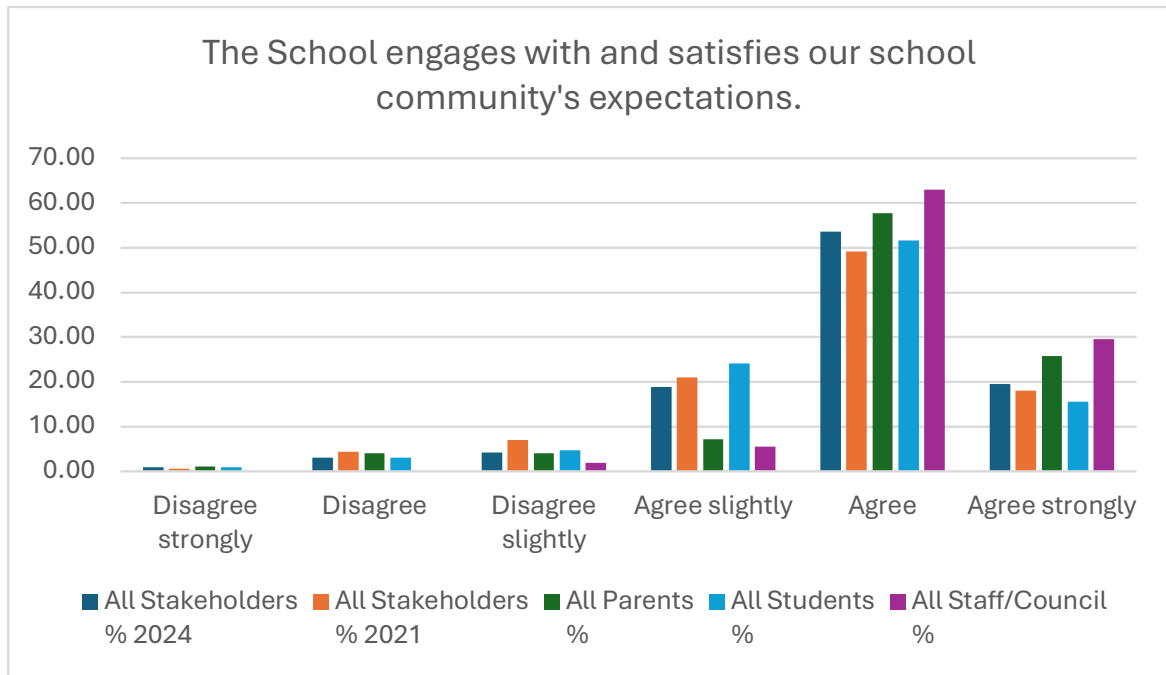
Drivers of School Performance: Communication



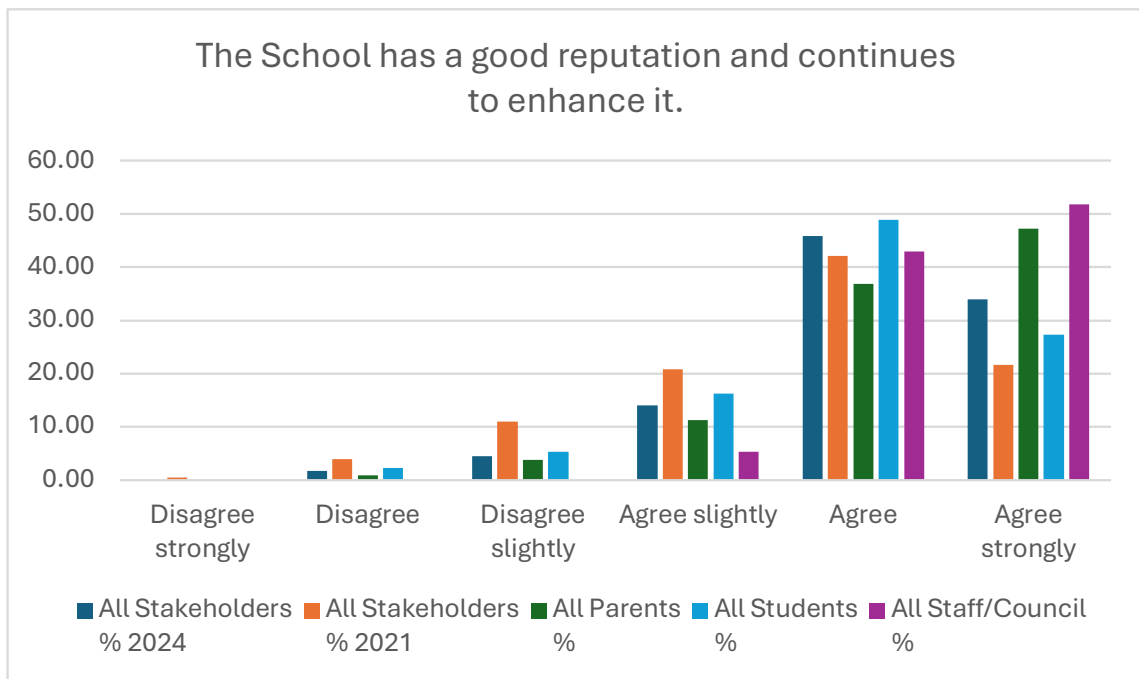
Fundamentals of School Performance: Expectations and Reputation

Observations: School leadership has been assiduous in listening to and responding positively to the concerns of stakeholders in so many areas over the survey period. The consequent rise in the driver of expectations and the domain of reputation affirms this approach.

Drivers of School Performance: Expectations

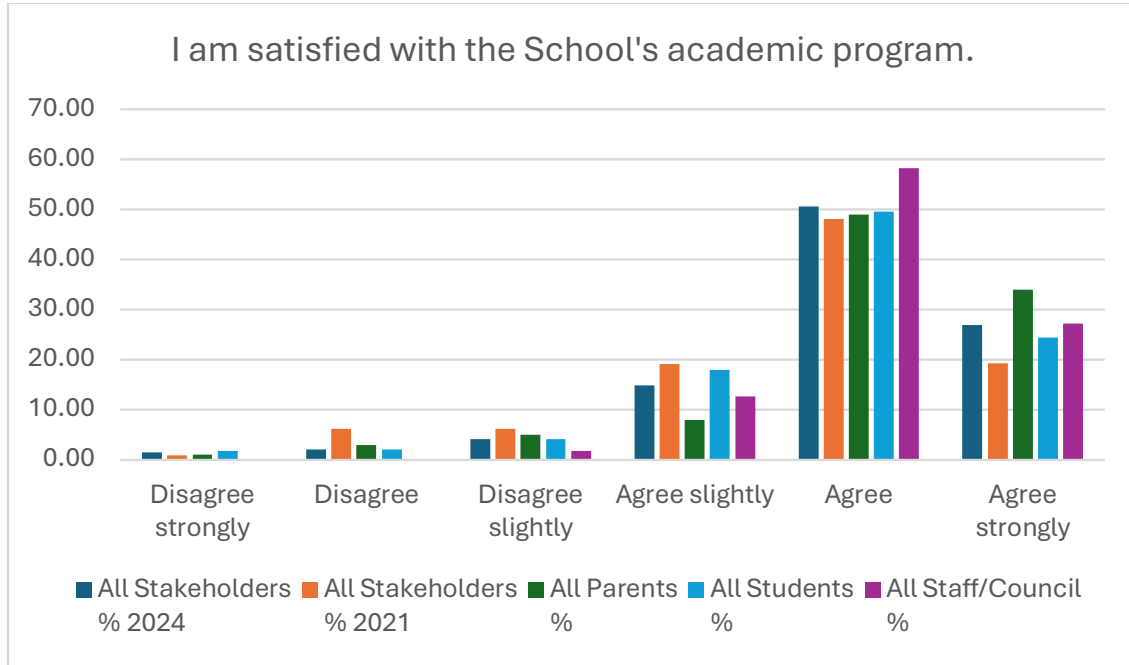


Drivers of School Performance: Reputation



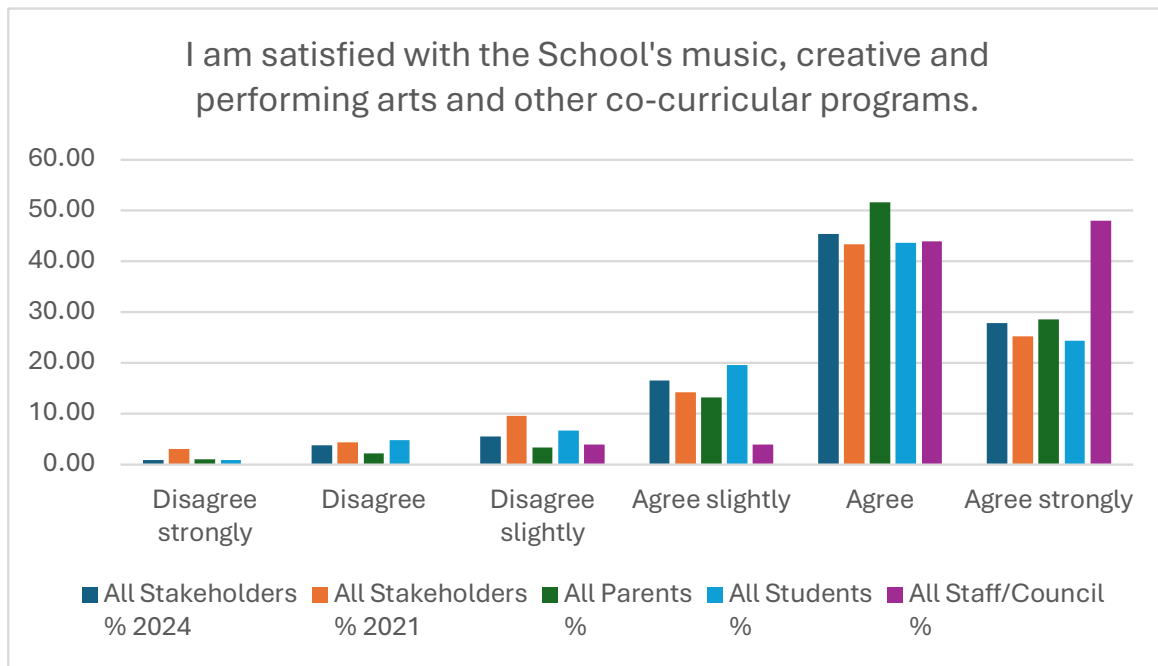
Specific School Performance: Academics

Observations: The School should be affirmed for the rise in perceptions about academics across the perceptions of all stakeholders. It is the most important part of school life in the eyes of parents and students (as it should be) and the hard work of staff and School leaders in addressing this through a variety of improvements and innovations in recent years is commendable. Of note is the way in which proposed innovations of a few years ago have been implemented and no longer feature as matters of concern in the minds of stakeholders. There is no great desire to return to the academic program of five to 10 years ago.



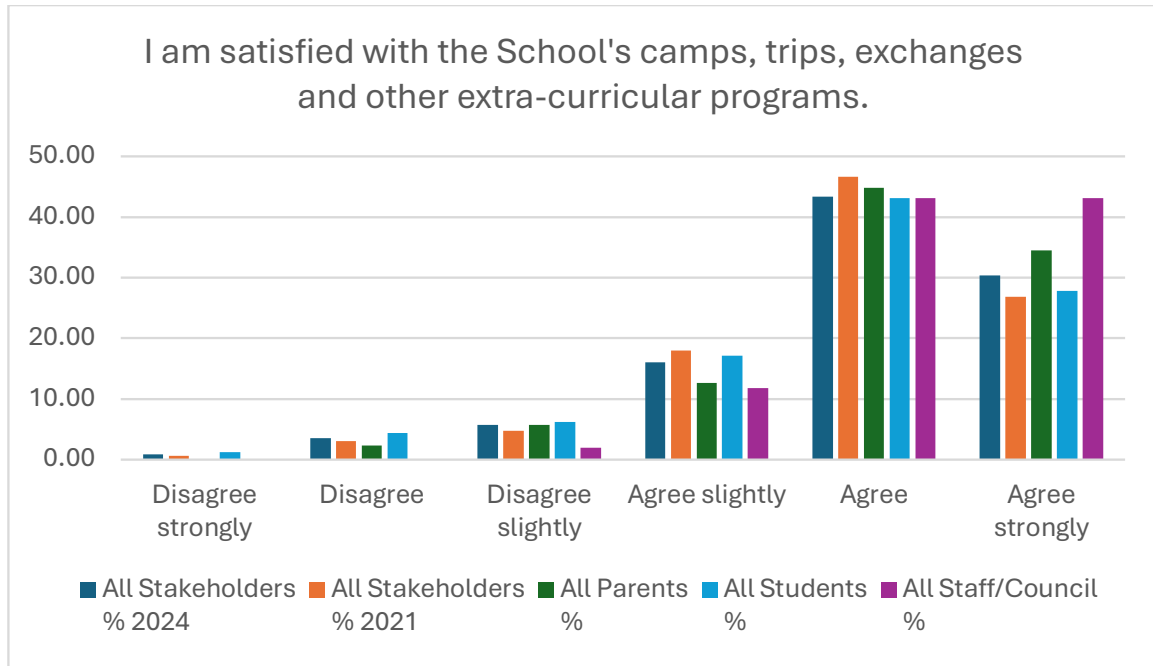
Specific School Performance: Music & Other Co-Curricular

Observations: Stakeholder perceptions in Music and other co-curricular have risen across the board. The School should be pleased with the way that parents and students recognise the value and quality of the program. Staff perceptions remain significantly in advance of other stakeholders.



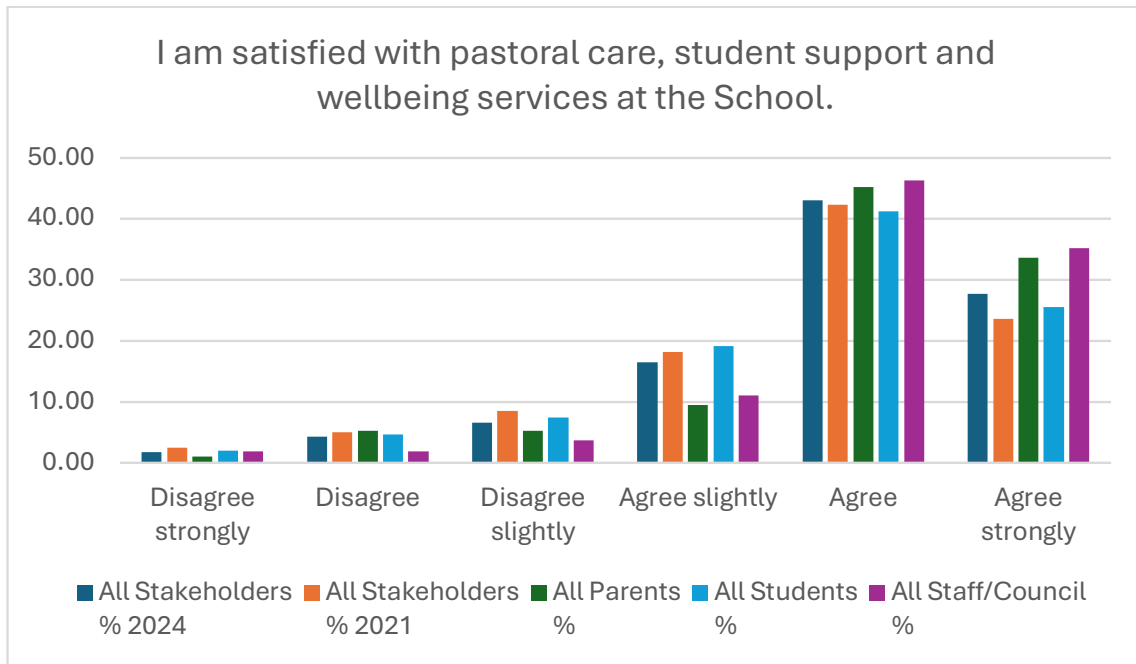
Specific School Performance: Camps & Other Co-Curricular

Observations: The School's camps and other co-curricular programs remain steadily positive in parent and student perceptions. Staff have grown in their appreciation of them. This is an important area for students and they indicate that this aspect of the School program is second only in their estimation to the academic program.



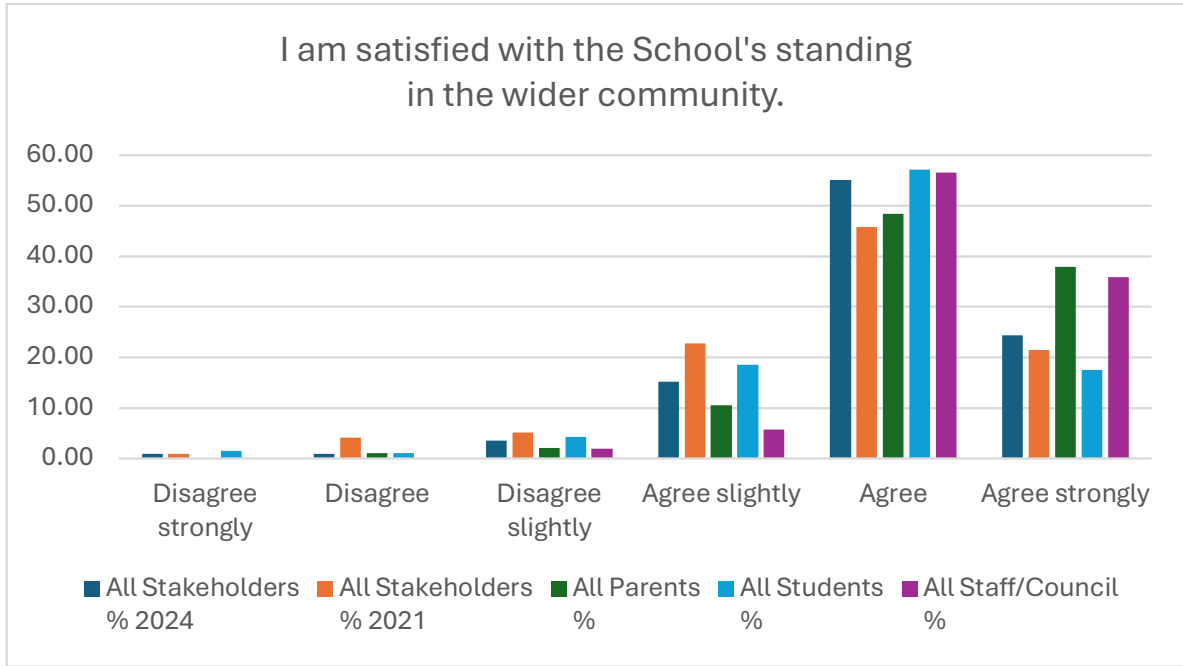
Specific School Performance: Pastoral Care

Observations: The disparity between adult and student perceptions that is evident throughout the 2024 survey results is also present within pastoral care and needs further interrogation. It may be that the School needs to accelerate its efforts to provide a level and quality of pastoral care that students recognise as meeting their needs.



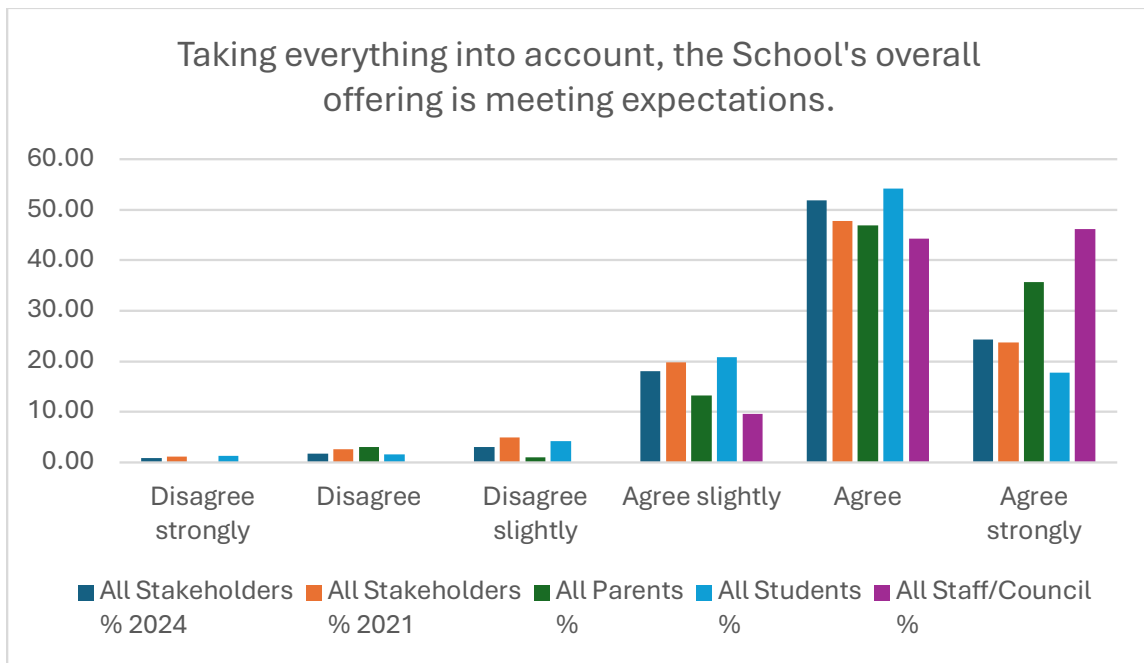
Overall School Performance: Standing In The Community

Observations: School standing has improved in the eyes of all stakeholders over the survey period. The perspective offered by parents is outstanding and the School should be very pleased with this development.



Overall School Performance: Value Proposition

Observations: Stakeholders appreciate the value proposition of the School at different levels. The perceptions of parents have risen, while students remain steady. The staff have very much lifted their perceptions.





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