



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Richard's Primary School

672 Mount Dandenong Road, KILSYTH 3137

Principal: Marcus Gill

Web: www.srkilsyth.catholic.edu.au

Registration: 1891, E Number: E1339

Principal's Attestation

I, Marcus Gill, attest that St Richard's Primary School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 23 May 2024

About this report

St Richard's Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision

Living the Gospel, Learning Together, Creating our Future

Living the Gospel - Our vision is to be a welcoming and safe Catholic school that inspires community members to live out the gospel messages through their actions in everyday life.

Learning Together - We aspire to achieve excellence in all areas of school life. We empower our community to learn together to develop mind, spirit and body.

Creating our Future - We encourage our students to critically reflect on our world and become active global citizens who strive to create positive change for future generations.

Mission

At St. Richards, our mission is to inspire our school community with the words of our patron saint, St. Richard of Chichester.

Know Thee More Clearly:

We are dedicated to helping our students foster a deep understanding of God's presence in their lives through comprehensive religious education nurturing our students' knowledge of God.

Love Thee More Dearly:

We create a nurturing and faith-filled environment that fosters a profound love for God that is unwavering and passionate. Through prayer, worship, and acts of kindness, we encourage our students to cultivate a deep and abiding love for God, embracing His love as a cornerstone of their lives and sharing that love with others.

Follow Thee More Nearly:

We instill in our students a strong commitment to live according to the teachings of Christ in their daily actions. Through service, social justice activities and outreach programs, we empower them to translate their faith into compassionate and purposeful deeds, becoming true disciples of Christ who strive to make a positive impact on the world and live out their faith in all they do.

School Overview

St. Richard's School began in a relocatable building at the rear of the 1.94 hectare school site in 1985. The new central building that was to be the new St Richard's school administration and library was opened in 1986 by Bishop Eric Perkins. Fr James Wall was the Parish Priest and the inaugural Principal was Mr Gavin Murphy.

In January 2008, St. Richard's school, formerly of the Sacred Heart Parish, Croydon, had a change of parish boundaries. St. Richard's school is now part of the St. Peter Julian-Eymard Parish of Mooroolbark, Kilsyth and Montrose. The Parish Priest is Fr. Joseph Lu Xin. Fr. Joseph is based at the presbytery at our sister school and parish church – St. Peter Julian Eymard, Mooroolbark.

The majority of St. Richard's Year Six graduates attend Mt. Lilydale Mercy Catholic Regional College, Lilydale or Aquinas Catholic Regional College, Ringwood,

The school comprises attractive classrooms, an Arts Building, a multi-purpose building and the administration / library/STEM building. The multi-purpose building and four of the classrooms were last upgraded in 2011 through the BER (Building Education Revolution) grant and the National School's Project grant. The school completed its most recent Building Project of which a State Government grant of 2.28million in July 2022. The Arts Building was relocated and refurbished along with landscaping works in the school grounds. The Junior Learning Area was extended and refurbished and a new Administration Office area and Library and STEM classroom were completed as part of the project. The school is situated in a natural environment, with extensive grounds that include two basketball courts, an adventure playground/sandpit, a large synthetic grass sports field, a spacious grass area, and a central landscaped tiered seating area and quiet shaded area.

We have a growing population of students from non-English speaking homes and value the cultural diversity they bring to our school community. The staff group is composed of male and female classroom teachers. We are fortunate to have a gender mix to provide a variety of role models for our students. In 2023 there is one Prep class, two Year 1/2 classes, two Year 3/4 classes, and two Year 5/6 classes. We have specialist teachers for Performing Arts, Physical Education, Visual Arts and STEM. Intervention and Extension programs in Literacy and Maths are provided for students mainly targeted for Year 1 - 4 students. An EAL teacher is also employed to support our students from non-English speaking homes. We also have a Language Assistant in the area of Italian to support our students and staff in embedding the co-learner approach in learning this language. Team ethos is strongly supported by all staff and is a key feature of the school.

The school features a networked computer system and is proficient in its use of Google Apps for Education. Teachers make use of personal laptops and ipads for teacher planning and reporting. There are laptop computers, Chromebooks and LCD televisions in use in all classrooms, with connection to the internet. In 2017 a number of devices were purchased to support the teaching and learning of our staff and students. 100 hundred chromebooks were purchased which ensures 1:1 devices in Year 3-6. In 2023 Chromebooks are available for Prep - Two classes with approximately 1 device per 2 students. New Ipads have also been purchased for use mainly in the Prep - Two classes but will also be made accessible for all students.

The school focuses on sustainability. The grounds are well maintained and students are actively involved in caring for the environment. The school promotes rubbish free lunch boxes, in addition to cardboard recycling and composting. There are two Working Bees scheduled each school year when the school community works together to improve the school environment as well as forging stronger community links.

Students participate in a variety of educational opportunities facilitated through programs which include: Social & Emotional Learning, Supportive Well-being Programs, Inter-school Sport representation in Summer and Winter sports, Cross Country and Athletics carnivals. Running Club, Buddy Programs, Senior Leadership positions and Student Representative Council. Rotary Speech Competition, Social Justice Activities and Transition Programs (Pre- and Post-Primary school). Students also have the opportunity to contribute to the school's Visual Arts Exhibition and the School Performance in alternate years. Incursions and excursions are provided at all year levels. The Year 5/6 and Year 3/4 Camps provide exciting and challenging educational experiences for our students.

St. Richard's school strives to provide an atmosphere of caring support through the collaboration and mutual respect of students, teachers and Families. Parents support the school by being involved in the classrooms, on excursions, on the Parent Association or the School Advisory Council committee groups or at a variety of social or liturgical occasions.

The Principal of St Richard's is Mr Marcus Gill and there are 27 other staff members. The enrolment is 143 students from Prep to Year Six.

Principal's Report

It was a privilege to lead the school community as Principal of St. Richard's Primary School during the 2023 school year. In 2023 we were delighted to complete our State Government granted Building Project of 2.28 million dollars in August. The Building Project has provided for the school community a newly refurbished Arts Building for Performing & Visual Arts lessons, a newly refurbished and extended Junior learning Building and a refurbished and upgraded Administration/ Office entry to the school and Library/STEM space. As well as this, significant improvements to the school grounds were completed which included a new shaded area, improved landscaped gardens, and play spaces.

During the 2023 school year we were able to enjoy many school community events such as; Year 3-6 Camping Program, Ride2School Day, Year 6 Fun Day & Graduation, House Cross Country & Athletics, Sacramental Program, School Disco, Parents Association Barefoot Bowls evening, Easter Raffle Draw & a Mother's Day stall and evening & Father's Day Breakfast.

St Richard's in the past few years has maintained a steady enrolment throughout Year 1 - 6 and taken in a Prep enrolment on average of about 25 students in the past few years. In 2023 we once again capped our Prep enrolment to approximately 25 students, with a waiting list of families outside our zone or non catholic. The structure of seven classes with a straight Prep (Foundation) class and 2 x 1/2 , 3/4 & 5/6 composite classes best meets the learning, social and wellbeing needs of our students. This structure has seen an increase in enrolments climbing from 135 to approximately 143 students in 2023. With an expected growth of approximately 155 in 2024 and then to approximately 170 in 2025.

Our NAPLAN results for 2023 again highlight the significant growth and improvements made with our learning and teaching. In the Year 3 cohort of 17 students, they were above the state mean in Reading and Writing. 100% of students fell into the 'Developing', 'Strong' and 'Exceeding' proficiency levels. 95% of students fell within these levels in Grammar and Punctuation and Numeracy. 89% of students were classified as not requiring 'Additional Assistance' in Numeracy and Spelling. The Year 5 cohort of 17 students maintained their pleasing results from 2021. The school mean was above the state mean in all areas of NAPLAN, especially out performing the state in the areas of Writing, Reading and Grammar and Punctuation. 100% of students were in the proficiency standards of 'Developing', 'Strong' and 'Exceeding' in the areas of Reading, Writing and Spelling. 95% of students were within these ranges in Numeracy and Grammar and Punctuation.

St. Richard's is a caring, welcoming and closely connected community where staff, students and parents work collaboratively in a united and supportive environment. Our staff are

committed and focussed to supporting our students to reach their full potential in their primary school years.

As Principal, it gives me great pleasure seeing the development and growth academically, spiritually and emotionally of all of our students.

'Growing together in Mind, Spirit and Body'

Best Wishes

Mr Marcus Gill

Catholic Identity and Mission

Goals & Intended Outcomes

To enhance our Catholic identity to be visible and enacted.

That there are explicit links between our living actions (social justice) and Catholic Scripture and Traditions.

That there are symbols and actions that represent the Catholic Traditions within our school.

Achievements

In 2023, St Richard's continued to create explicit links between the actions shown through Social Justice and the connection to Catholic scripture. Each term a different year level was responsible for organising, promoting and sharing why we might support particular Social Justice initiatives. The Social Justice initiatives students and teachers chose to support in 2023 were; Project Compassion, St Vincent De Paul, Walk for Water (Kadasig) and Socktober (Catholic Mission). Throughout these initiatives, teachers ensured they made connections to these Social Justice events and the learnings in their classrooms by looking for opportunities to connect the Social Justice cause to their inquiry learning. For example, our Foundation students were exploring what humans need to survive. They connected to those who struggle to have fresh clean water available and highlighted this to others in the school with their Walk for Water campaign.

Developing a visible Catholic presence within our school community has been an ongoing focus. Through our recent building project, it was important to include iconography of our Catholicity by ensuring that a cross was included on the building facade highlighting that St Richard's is a Catholic school. This area of explicitly displaying iconography to highlight the catholic nature in our school is something that will continue to be developed in 2024. We have looked for opportunities to display student work from Religious Education Learning at our school to highlight our students' understandings.

Throughout 2023, to assist in developing teachers' knowledge and understanding of scripture and traditions in the Catholic faith all teaching staff have had the opportunity to complete the online courses through ICON Ministry (formally FRG Ministry). Teaching staff have completed courses such as Knowing Mary, Introduction to the Bible and The Mass. Through building teacher capacity teachers grow in confidence when delivering lessons to our students.

Value Added

Activities that added value to our achievement in Catholic Identity & Mission;

Iconography has been further enhanced throughout the school to enhance the Catholic Identity of our school.

Social justice activities were planned and organised by each Year level to make explicit links with Catholic scripture and through the actions of social justice activities.

Teachers were provided with further access to the FRG Encounter online courses to gain religious accreditation hours.

Learning and Teaching

Goals & Intended Outcomes

To embed a shared vision and strategic improvement plan

That leaders/all staff will work collaboratively with the school community to enact a shared vision for improvement.

That agreed and consistent pedagogical approaches are evident from Foundation - Year 6.

Achievements

Developing a Culture of Feedback

The entire Leadership Team were released to attend Simon Breakspear's sessions about developing a feedback culture in schools. The team worked together to develop some consistent language that would be used throughout the school when referring to feedback and appraisal and planned some key learnings to share with the entire staff. All staff, including Educational Support Staff, were invited to attend a Professional Learning Team Meeting to ensure we had a consistent and whole school approach.

We continued to trial our observation and coaching modelling from 2022. Each teacher was supported with two hours of release over Term 2 and Term 3 to work with a knowledgeable other that could help them to achieve their personal learning goal. Teachers were supported to observe teaching in practice, engage in facilitated planning and rich discussions and receive feedback on their own teaching practices. The feedback from teaching staff was that it was a beneficial and positive process.

Our school's work in understanding and using 'Learning Walks' effectively continued to be developed in 2023. The Leadership Team created a timetable of Learning Walk visits to ensure there was a balance across the school. As the year progressed, teachers were able to set a particular focus they would like the leaders to observe when they entered the room. Data from the learning walks was shared on the whole school level and discussed at Leadership Team Meetings, as well as with the staff. Additionally, teaching staff were given the option to also receive personalised feedback too.

As a culmination of our learning in this area, our school presented at the School Improvement Learning Collaborative meeting for the Easter Region, alongside many of the

other schools from this area. The Principal, Deputy Principal and Learning and Teaching Leader shared with other schools our processes around feedback and achievements.

Shared Vision for Improvement

As part of developing a shared vision at St. Richard's staff set whole school foci for Learning Walks to ensure that they were using consistent language and had similar expectations across the school. Professional Learning Team Meeting Agendas used language from the Annual Action Plan and School Improvement Plan to form part of their Learning Intentions and Success Criteria to build shared language and accountability across the school.

SMART Spelling

After investigation of the SMART Spelling program in 2022, it was decided that St. Richard's would use the program from Foundation - Year 6. All teaching staff were invited to participate in online learning modules in small groups at a school closure day. Teachers were encouraged to join in the practice activities, complete the workbook and discuss the learning strategies with their colleagues. They were encouraged to trial the program for the next term and discuss successes, challenges and wonderings as a staff at the conclusion of this time. An action plan for implementation was developed and regular reviews and check-ins were scheduled to ensure consistent approaches, practices and language were being used.

6 +1 Writing Traits

Consistent language and use around mentor text
Writer's craft- seed writing to build engagement

Student Learning Outcomes

Provide a description and analysis of student learning outcomes in NAPLAN for the year of this ARSC. Include any support strategies or special programs which have improved student achievement and growth. Provide an explanation of trends.

As the reporting style of NAPLAN changed in 2023, the trends were difficult to monitor. However some key points about our 2023 NAPLAN data can be made.

In Year 3, our school mean exceeded the state mean in Reading, Writing and Grammar Punctuation.

In Year 5, our school mean exceeded the state mean in all areas of NAPLAN with particular strengths being in Grammar and punctuation, Reading and Writing.

Over five years the following observations can be made:

Our Year 3 and Year 5 Reading results have either been close to or exceeded the mean.

Our results have remained consistent in Year 5, with Writing remaining a strength and an area where the school mean is higher than the state mean.

In both Year 3 and Year 5, our school has been closing the gap between our school and state mean in the area of Grammar and Punctuation.

In 2022 and 2023, early and ongoing interventions within the school were prioritised as part of budgeting. St. Richard's support staff included Literacy Intervention teachers to work with students below the expected standard, as well as students with English as an additional language to build their knowledge of the English language in Reading, Writing and most importantly Speaking and Listening. A tutor was also employed in the senior school and a Maths Intervention teacher to work across all year levels in Foundation - Year 6. These intervention teachers used the modes of explicit teaching and regular retrieval to build student confidence and capacity.

Data Analysis was pivotal in the selection of students and design of the programs. Through analysis of student data at Case Management meetings and the creation of Data Walls, teachers discussed the strengths and challenges of the individual students, as well as the cohorts. This information was used to plan and inform teaching programs.

Through the continuation of the Teachers as Co Learners Approach in learning languages, specifically Italian, it is believed that teachers have developed more explicit teaching strategies around teaching grammar and punctuation. As a result, our school has had an upward trend of improvement in both Year 3 and Year 5 in the area of Grammar and Punctuation.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	413	53%
	Year 5	534	76%
Numeracy	Year 3	402	59%
	Year 5	512	82%
Reading	Year 3	423	76%
	Year 5	543	88%
Spelling	Year 3	393	53%
	Year 5	507	82%
Writing	Year 3	426	76%
	Year 5	529	88%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

To enhance our Catholic identity to be visible and enacted.

That there are explicit links between our living actions (social justice) and Catholic Scripture and Traditions.

Achievements

Wellbeing Tools for Check In

Across all levels, agreed practices were developed to enhance student wellbeing. Students would complete regular well being check ins and data was collected at designated times to look for patterns. When required, student wellbeing concerns were acted upon. Students In the Foundation - Year 2 Year Levels used a physical 'Thermometer' wall display as their check in procedure and the students in Year 3- Year 6 used the Life Skills Go platform to record their feelings.

Student Voice and Student Agency

In 2023, there was a focus on developing Inquiry Learning Units that were action focused to build student voice and agency. Teachers began to unpack some of the Kath Murdoch's - Art of Inquiry (10 Learning Habits for Inquiry Learning) and put these into practice when planning their units of work. From some of the Inquiry units, students identified real issues in the school or community and planned ways to take action. Our Year 1/2 students used the driving concept of 'Sustainability' to design a truck pit area for the school away from the garden beds. This was constructed in our school grounds with the support of parent volunteers. Other year levels made information books about our school history or shared their learning with others during learning expos.

One member of staff attended three professional learning sessions about using student voice in the classroom to enhance teaching and learning practices. This was run by Dr. Andrea Truckenbrodt. Students in Year 5/6 were given a student voice and a short Google Survey into our Italian Language Program. The results of this were shared with the teachers, the students and the leadership team. The results were used to develop our 2024 School Improvement Plan in Italian and our Italian Vision.

School Values

Staff voice was used and valued in our review of our School Philosophy Statement. Our mission and vision were both more closely aligned to our school context and our school saint, Saint Richard. Teachers brainstormed and decided upon five school values which we endeavour to instill in all of our students. These were Respect, Responsibility, Resilience, Integrity and Compassion. These will be launched to the school community in 2024.

Student Wellbeing Support

In 2023, resources funds were allocated to ensure a member of staff was available to support student wellbeing two afternoons a week. The staff member supporting the students has a wealth of experience in supporting students with needs such as anxiety, change in family circumstances, school refusal or friendship issues. Through referrals from teachers and/or parents, students were able to seek support on social challenges and personal challenges at school or at home.

Social Justice and Living Actions

In 2023, We began to create explicit links between the actions shown through Social Justice and the connection to the Catholic scripture. This was a way students could make connections to Social Justice activities and live out the messages from Jesus. Social Justice initiatives we supported in 2023 were Project Compassion, St Vincent De Paul, Walk for Water (Kadasig) and Socktober (Catholic Mission).

Value Added

Activities that added value to our achievement in Student Wellbeing;

- Regular student check-ins using online resources in Year 3-6 and consistent processes in P-2 provided teachers with real time data to support student wellbeing.
- Student Voice continued to be utilised in different forums but particularly through the Student Representative Council (SRC) where students were able to share ideas and raise awareness. New initiatives such as Special Treat Monday came through student voice.

Student Satisfaction

The MACSIS survey data which receives responses from students in Year 4 the following;

In the School Climate Domain the students' responses in Year 4 were up from 2022 in 3 of the 4 areas.

In the School Teacher- Student Relationships Domain the students' responses in Year 4 were above the MACS average in all of the Domain with an average of 73.25% well above the MACS average of 64.5%.

In the learning disposition Domain in Year 5 from the girls we were above the MACS average in all 7 areas and above the responses in 2022 in 6 of the 7 areas. The response average in the Domain was 87.7% well above the MACS average of 72%.

Student Attendance

At St. Richard's students non- attendance is managed accordingly;

Staff at St. Richard's will;

Mark the roll electronically before 9.15am and at approximately 2.00pm each school day when practicable.

Record all absences from school or class.

Will follow up three consecutive days of unexplained absences by telephone (classroom teacher).

The school will;

Advise parents/guardians of unexplained absences, on the same day as soon as practicable by text message.

Record all absences and keep all notes/emails from parents and guardians for archiving at the end of the school year.

Notify parents when a student's attendance becomes irregular or is deemed to be concerning.

Record student attendance on the student's report twice a year.

When student absence/truancy is ongoing and is affecting the wellbeing of the student concerned the school will put in place support systems and be in contact with appropriate agencies to further support the wellbeing of the student.

Average Student Attendance Rate by Year Level	
Y01	88.7%
Y02	88.6%
Y03	90.8%
Y04	88.8%
Y05	89.0%
Y06	91.8%
Overall average attendance	89.6%

Leadership

Goals & Intended Outcomes

To create and sustain a collaborative staff culture that is focused on continuous improvement.

That staff are open to a culture of feedback (follow the protocols / structured approach/ goals in ARM).

That leaders support staff through PLMs, facilitated planning meetings and Team or Modelled (coaching).

Achievements

Altered ARM Self Reflection Tool for staff

School Closure to unpack feedback and the importance of feedback.

Principal Immersion Cape York

Sustainable enrolments in Year 1 -6 and an intake of 25 Prep (Foundation) enrolments (maximum) for the last 2 years.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
Simon Breakspear- Developing a Culture of Feedback (Workshops 1-4) Feedback & Appraisal processes First Aid & CPR Ballarat Heritage Tour Language Collaborative Smart Spelling - Online modules Writing 6+1 traits Mandatory Reporting - E learning Modules Disability Standards Mathematics - F-6 Maths Webinar Series - 3D objects Mathematics - F-6 Maths Webinar Series - Length & Area Case Management - students of wonder Religious Education - Online Workshop Prayer- Expression of Faith, The Mass Wellbeing/NCCD - student safety plans Unpacking the 5 questions (Learning Walks) Language of Italian - Co-learner Approach ongoing learning Indigenous Perspectives Maths Online Interview & English Online Interview - Introduction to these assessments Teaching for impact in Maths - Introduction Assessment Schedule & Data Plan Moderation & Assessment and data Analysis	
Number of teachers who participated in PL in 2023	20
Average expenditure per teacher for PL	\$600.00

Teacher Satisfaction

The MACSIS survey data which receives responses from teaching and Non teaching staff demonstrated the following strengths.

In the School Climate Domain the staff responses improved in 2022 from an average of 73% to an average of 82% in 2023. St Richard's was above the MACS average in 9 of the 9 areas of this Domain.

In the School Feedback Domain the staff responses improved in 2022 from an average of 32% to an average of 35% in 2023.

In the Professional Learning Domain the staff responses improved in 3 of the 5 responses and maintained the same average of 39% in 2022 as in 2023.

Teacher Qualifications	
Doctorate	0.0%
Masters	26.3%
Graduate	10.5%
Graduate Certificate	5.3%
Bachelor Degree	42.1%
Advanced Diploma	15.8%
No Qualifications Listed	0.0%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	17
Teaching Staff (FTE)	12.5
Non-Teaching Staff (Headcount)	13
Non-Teaching Staff (FTE)	8.7
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To ensure that effective community engagement is maintained through positive relationships.

That we continue to strengthen dynamic, collaborative partnerships with families, parish and the wider community, in order to be an outward facing school.

Achievements

Parent Survey

As feedback was a focus for the school, the school embarked on getting feedback from the parent community about the school reporting process and the extracurricular activities. A Google Form was sent to parents inviting them to give voice into the reporting timeline, process and information that was presented, as well as the extracurricular activities that were offered within the school year and the school specialist programs. These results were used as the basis for our 2024 specialist timetable.

Parent Satisfaction

The MACSIS survey data which receives responses from parents demonstrated the following strengths.

In the School Climate Domain the parent responses improved in 2022 from an average of 83% to an average of 89% in 2023. St Richard's was above the MACS average in 9 of the 10 areas of this Domain.

In the School Communication Domain the parent responses improved in 2022 from an average of 62% to an average of 63.5 % in 2023. St Richard's was above the MACS average in 6 of the 10 areas of this Domain.

In the School Catholic Identity Domain the parent responses improved in 2022 from an average of 60% to an average of 62 % in 2023. St Richard's was above the MACS average in 4 of the 6 areas of this Domain.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.srkilsyth.catholic.edu.au