



Melbourne Archdiocese  
**Catholic Schools**

# 2024

## Annual Report to the School Community



### St Andrew's School

110 Greaves Street North, WERRIBEE 3030

Principal: Michael Gavaghan

Web: [www.saweribee.catholic.edu.au](http://www.saweribee.catholic.edu.au)

Registration: 338, E Number: E1035

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## Principal's Attestation

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I, Michael Gavaghan, attest that St Andrew's 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 27 Mar 2025

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## About this report

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St Andrew's 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](#).

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## Governing Authority Report

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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

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## Vision and Mission

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**At St. Andrew's School, we believe that we are a community centred in Christ, working in partnership in the education of each child.**

- The school strives to develop within the child the fundamental beliefs and values of the Catholic Church in a Gospel based environment
- St. Andrew's is a school of rich history immersed in the culture of the school, parish and wider community. The school endeavours to provide opportunities for the children to be part of this tradition, so they embrace it as part of their heritage.
- We believe that the years in primary school should be happy, allowing each child to feel successful and develop skills and talents supported by the pastoral care of the staff and parish community.
- We believe that primary school education helps prepare the child for challenges in life. This preparation will enrich the spiritual, intellectual, physical and emotional growth of each individual.

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## School Overview

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St Andrew's Primary School is a Catholic primary school located in Werribee. The school serves students from Foundation to Year 6 and is committed to providing a quality education that fosters academic achievement, spiritual growth, and the development of each student's full potential.

Key facts and statistics about the school include a current enrolment of approximately 290 students, a staff of 35 teachers and support staff, and a diverse student population that reflects the local community. The school has a strong focus on student wellbeing and offers a range of co-curricular activities, including music, sport, and leadership programs.

The School Improvement Plan and Annual Action Plan outline the school's key priorities and strategies for achieving its goals. The school's vision is to provide a learning environment that promotes academic excellence, spiritual growth, and social responsibility. To achieve this, the school is focused on improving student outcomes in literacy, numeracy, and student wellbeing, as well as enhancing the use of digital technologies in the classroom.

The school also aims to strengthen partnerships with parents and the wider community, provide targeted support for students with diverse learning needs, and develop a culture of continuous improvement that fosters innovation and collaboration among staff and students. Through these efforts, St Andrew's Primary School aims to prepare its students for success in a rapidly changing world and to equip them with the knowledge, skills, and values they need to make a positive contribution to society.

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## Principal's Report

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The 2024 school year at St. Andrew's Primary School was a year of significant change and achievement. Our unwavering commitment to improving student learning outcomes was demonstrated through a strengthened focus on evidence-based teaching practices. In 2024, we introduced key elements of the Science of Learning across the school, supporting more effective, research-informed classroom instruction through participation in the MACS regional program, Flourishing Learners West facilitated by The Knowledge Society. At the same time, we deepened our whole-school approach to the Science of Reading, ensuring consistency in how foundational literacy is taught and supported. These shifts represent significant progress in aligning our teaching with what we know works best for student learning..

Recognizing the importance of mental health we took significant steps to strengthen our support for student wellbeing by embedding a more coordinated and holistic approach across the school. As part of the Mental Health in Primary Schools initiative, we appointed a dedicated Mental Health and Wellbeing Leader (MHWL), providing expert guidance and proactive support for the social and emotional needs of our students. We also established a Student Engagement Team, integrating an allied health perspective to better respond to individual student needs through early intervention and targeted support. This focus on wellbeing was complemented by a broad range of extracurricular opportunities that encouraged creativity, physical activity, and meaningful connection—supporting the development of confident, engaged, and well-rounded learners.

Throughout the year, we celebrated numerous milestones and events that brought our community together. From the Beginning of the Year Welcome Picnic to the thrilling Footy Day, each occasion fostered a sense of unity and camaraderie. Embracing diversity, our inclusive Harmony Day parade showcased the richness of our community's cultural tapestry, while our Graduation awards ceremony honored the remarkable achievements of our students.

As we reflect on the successes of 2024, we look forward to building upon our achievements and embracing new opportunities for growth and learning in the year ahead. Together, let us continue to inspire excellence, nurture resilience, and create a brighter future for all.



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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### School Improvement Goal

To further develop and promote the Catholic identity of our school by actively involving teachers, students and families in their faith formation.

#### Intended Outcomes

That staff, student and parent knowledge, understanding and appreciation of a lived Catholic faith is deepened through participation in liturgy, prayer and social justice activities.

Teachers create time and space in the classroom environment for conversation and dialogue, encouraging diverse views to be explored in relation to the Catholic tradition

### Achievements

#### Religious Leadership

St Andrew's School has an appointed Catholic Identity Leader (CIL) who is also Deputy Principal and a member of the Core Leadership Team. Together with the principal, the CIL provided and nurtured professional development in personal faith formation, prayer, teaching and learning. Teachers were provided opportunities throughout the year to maintain accreditation in Religious Education. The school engaged Rina Maddern from Catholic Theological College, to facilitate a whole-staff professional learning exploring faith and witness and the dialogical classroom. Graduate teachers and sacrament-class teachers were strategically chosen to participate in the Fanning the Flame workshops, providing both practical resources for teaching and inspiring witness. Experienced teachers participated in the two-day Mary MacKillop Colloquium which guided participants to focus on personal faith formation, and the Principal and Deputy Principal: Wellbeing participated in the five-day Pilgrimage: A Journey with St Mary of the Cross MacKillop. Both these experiences connected with the Josephite Charism that contributes to St Andrew's culture. The school promoted, encouraged and sponsored teachers to participate in MACS approved accreditation external providers including: Catholic Theological College's Engaging Your Faith series, Little Earthies Laudato Si program, Yarra Theological College's Lent series and Advent series. The School supported a teacher in their completion of sponsored study to attain Accreditation to teach RE in a Catholic school in Victoria. The CIL was a successful applicant to the Inspired to Lead faith formation program, a 12-day international pilgrimage to Rome, Siena and Assisi providing an immersion into the principles of discipleship, Christian leadership, prayer and evangelisation. The program included pre and post pilgrimage

professional development and presentations of experiences of encounter to the school, School Advisory Board and both the Western Region's, RE Leaders and Deputy Principals networks.

The CIL also participated in the four days RE Leaders Western Region Network.

### **Praying and Celebrating**

The partnership with St Andrew's Parish and St Joseph's School Werribee continued. This partnership focused on preparing students from both primary schools to receive the sacraments of Reconciliation, Eucharist and Confirmation, through sacrament-specific activity days and CIL facilitated family formation sessions. During the year, students in Year 6 were confirmed by Bishop Martin Ashe in the Sacrament of Confirmation; students in Year 4 received the body and blood of Christ in the Sacrament of Eucharist and students in Year 3 received reconciliation in the Sacrament of Penance. To deepen understanding of Spirit-inspired mission, the Year 6 students participated in an excursion to the Mary MacKillop Heritage Centre. Prayer to begin each school day and staff meetings was a consistent practice and school-based prayer services to mark key liturgical events, e.g. Ash Wednesday, Holy Week etc, were opportunities for both personal and communal prayer and worship. Feast days and school-led Community Masses were celebrated with the parish and the introduction of regular Buddy-masses, supported students to participate in the mass.

### **Witness for Mission**

Catholic Social Teaching is the foundation and purpose of the student-led Mini-Vinnies team. The Mini-Vinnies team, supported by a teacher, met regularly to plan awareness of upholding the dignity of every human person and the common good by organising fundraising and donations to support the local St Vincent de Paul Society and Jesuit Mission globally. Social justice actions were shared with the school community at assemblies. Mini-Vinnies represented the school at the Catholic Education Week mass and participated in the local Social Justice conference. The Mini-Vinnies team is an example of Student-Voice in school decision making.

### **Learning**

A key improvement strategy was to continue to build the capacity of teachers in knowing what content and skills to teach, and understanding how to teach it through the Pedagogy of Encounter. The implementation of Learning Maps, as a strategy to organise and sequence RE concepts, knowledge and skills was through regular facilitated and collaborative planning. The Vision of Instruction and Science of Learning was gradually incorporated in RE through explicit instruction, retrieval practices and participation tactics, to engage students at their level.

## Value Added

Celebrated the Sacrament of Confirmation

Celebrated the Sacrament of Reconciliation

Celebrated the Sacrament of Eucharist

Social Justice - Minnie Vinnies student team

Student Leaders to Catholic Education Week Student Mass

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## Learning and Teaching

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### Goals & Intended Outcomes

#### School Improvement Goal

To develop leadership practices that enhance the performance and development culture for the professional growth of all staff.

#### Intended Outcome

Professional learning draws on a range of adult learning pedagogies and collaborative models (professional learning team, professional learning community, action research and disciplined inquiry) to develop staff across career progressions.

#### School Improvement Goal

To build data literacy by collecting, analysing, interpreting and responding to a range of data as part of a continuous improvement process.

#### Intended Outcome

Teachers use student evidence and data (embedded in cycles of inquiry), focused on improving their practice and the outcomes of students.

### Achievements

The following Curriculum Leaders were in place for 2024

Beth Du Plooy - Literacy

Brittany Holland - Numeracy Leader

Carolyn Martin & Primola Afribo - Inquiry Learning Leaders

Steven Dalton, Janelle Candusso & Bianca Corvo - Learning Diversity Leaders

Carolyn Martin - Italian Language & Learning and Teaching Leader

Laura Chamberlain- Digital Ambition Leader

Teachers were provided with an average of 3 hours of release time per week to plan collaboratively with fellow teachers at the same level. Usually 1 hour of the release time was spent with a Learning Leader focussing on Literacy, Mathematics, Inquiry based learning (Play based learning in Junior classes) and Religious Education.

Teachers took part in the first year of the Flourishing Learners West program run by MACS in conjunction with The Knowledge Society, which focussed on understanding and implementing High Impact Teaching Strategies in the areas of behaviour, reading, spelling and writing consistently across the school.

Our Literacy and Numeracy Leader engaged in termly network meetings.

A Phonics and Spelling approach was strengthened across all F-4 classrooms using the Sounds-Write program, with a dedicated time allocated daily.

Cohorts of teachers also participated in the Masterclass Series, sponsored by MACS and facilitated by Teachwell, designed to develop high impact instruction for schools.

### **Student Learning Outcomes**

Growth was experienced in most of the Year 3 & Year 5 English NAPLAN results. Some particularly pleasing outcomes were;

#### **Year 3**

56% of students meeting proficient standard in Reading, up from 52% in 2023

54% of students meeting proficient standard in Spelling, up from 50% in 2023

42% of students meeting proficient standard in Grammar & Punctuation, up from 36% in 2023

#### **Year 5**

76% of students meeting proficient standard in Reading, up from 57% in 2023

79% of students meeting proficient standards in Writing, up from 58% in 2023

64% of students meeting proficient standard in Spelling, up from 61% in 2023

48% of students meeting proficient standard in Grammar & Punctuation, up from 39% in 2023

Numeracy remains our challenge with 50% of Year 3 students and 51% of Year 5 students meeting proficient standard, stable according to 2023 results

In 2024, the school adopted an explicit teaching approach for Numeracy and is now using the full range of Ochre numeracy resources, and expects to see improvement over the next few years.

The school continued to provide robust Intervention programs throughout the year for students at risk of not meeting standards for both Literacy and Numeracy.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	328	42%
	Year 5	473	48%
Numeracy	Year 3	378	50%
	Year 5	462	51%
Reading	Year 3	366	56%
	Year 5	479	76%
Spelling	Year 3	365	54%
	Year 5	470	64%
Writing	Year 3	383	63%
	Year 5	491	79%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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.

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## Student Wellbeing

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### Goals & Intended Outcomes

#### **School Improvement Goal**

To build, in partnership with parents and caregivers, an inclusive and relational culture that develops confident, empowered, successful and capable learners.

#### **Intended Outcome**

Teachers design learning activities that use peer feedback and self-reflection as a regular part of practice to empower students.

### Achievements

St. Andrew's Catholic Primary School is committed to nurturing a safe, inclusive, and supportive environment where every student can thrive academically, socially, and emotionally. Central to this mission are initiatives like Positive Behaviour for Learning (PBL) and the Berry Street Education Model, which are integral to enhancing students' social-emotional development and promoting values such as safety, respect, and responsibility across the school community.

This year, the Student Engagement Team, in collaboration with the Teaching and Learning team, developed a Social and Emotional Learning (SEL) Scope and Sequence. The Social and Emotional Learning (SEL) Scope and Sequence provides a clear, structured framework that supports the explicit teaching of social and emotional skills across all year levels.

Leading these efforts is Lisa Black, who plays a pivotal role as Wellbeing Leader. Her leadership in implementing the PBL framework—through collaboration with Melbourne Archdiocese Catholic Schools (MACS) and peer institutions—demonstrates the school's ongoing dedication to refining its approach in response to evolving student needs.

The school's commitment to wellbeing is further reinforced by the implementation of the Response to Intervention (RTI) Framework. This ensures that all students receive timely, targeted support tailored to their individual requirements, strengthening both academic outcomes and emotional resilience.

To strengthen the connection between school and home, St. Andrew's Catholic Primary School continues to build meaningful parent partnerships through initiatives such as the Parent Cuppa and Chat. This informal gathering provides a welcoming space for parents to engage with school staff, share feedback, and learn more about the school's wellbeing and learning initiatives. By fostering open communication and trust, these sessions aim to create

a supportive community where families feel heard, valued, and actively involved in their child's educational journey.

In addition to ongoing parent engagement initiatives, St. Andrew's Catholic Primary School held a South Sudanese Forum to strengthen relationships with families from South Sudanese backgrounds. This dedicated space allowed for open dialogue, cultural understanding, and collaboration between families and the school. By actively listening to community voices and responding to their unique needs, the forum aims to support inclusion, strengthen trust, and help ensure that all students, regardless of cultural background, feel a strong sense of belonging and support within the school community.

### **Value Added**

- Student Leadership Program - School Captains, Class Captains & House Captains
- Mini Vinnies Social Justice Student Team
- Year F - 6 camp
- Prep & Year 6 Transition/Orientation Programs
- New staff trained in Berry Street Education Model
- eSafety webinars for students
- Sustaining Positive Behaviour for Learning project
- Refugee Education Support Program (RESP) & South Sudanese forum
- Fortnightly whole school assembly

### **Student Satisfaction**

The overall student data positive endorsement percentage for 2024 was 55%, slightly down on the two previous surveys in 2022 and 2023.

The areas in which student data was most positive were;

Rigorous Expectations 73%

Catholic Identity 68%

Teacher-Student Relationships 64%

At 40%, School Engagement remains our greatest challenge.

### **Student Attendance**

At St Andrew's Catholic Primary School, we recognise that school attendance is essential to student wellbeing. Our Staff, with the Student Engagement team work closely with staff, families and students to ensure regular school attendance.

The attendance roll is marked electronically twice daily. For all unexplained absences, the school makes contact with parents/guardians about any unexplained absences as soon as is practicable. Unexplained absences that are more than two days without notification are



followed up with a phone call to parents initially by the classroom teacher but continued unexplained absence would be referred to the school's leadership.

Average Student Attendance Rate by Year Level	
Y01	89.3
Y02	91.4
Y03	87.8
Y04	90.6
Y05	88.3
Y06	89.3
Overall average attendance	89.5

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## Leadership

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### Goals & Intended Outcomes

#### School Improvement Goal

To develop and sustain a supportive professional learning culture focused on engaging all learners and improving their learning outcomes.

#### Intended Outcomes

That the professional learning culture incorporates shared responsibility and accountability for feedback, appraisal, individual and collective growth.

That the knowledge and capacity of leaders is improved, enabling them to lead effectively as instructional leaders.

### Achievements

In 2024, St Andrew's Primary School made meaningful progress toward our Leadership school improvement goal of developing and sustaining a supportive professional learning culture focused on engaging all learners and improving their outcomes.

A key achievement was the strengthening of our middle leadership capacity through active participation in the Instructional Coaching Collective facilitated by Trish Gooch, fostering shared responsibility and deeper dialogue around evidence-based practice. Our Core Leadership Team participated in the MACS regional School Improvement Network facilitated by Simon Breakspear and engaged in the Flourishing Learners leadership series, further deepening our capability to lead with clarity and purpose.

Consistent attendance at relevant Network meetings ensured all leaders remained aligned with system priorities and had regular opportunities for collaboration and professional reflection.

Strong parent and community partnerships were sustained through regular meetings of the School Advisory Committee and Parent Association, supporting shared ownership of our school's vision and direction.

These achievements reflect our commitment to fostering a culture of growth, feedback, and instructional leadership—building the collective capacity of our staff to meet the diverse learning needs of every student.

<b>Expenditure And Teacher Participation in Professional Learning</b>
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List Professional Learning undertaken in 2024
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## Expenditure And Teacher Participation in Professional Learning

Child Link - an introduction  
 Support for MACS Attendance Policy and Procedures  
 Western Region Primary Student Wellbeing Leaders Forum  
 Western Region Primary Learning Diversity Leader Network  
 Western Region Primary Learning Diversity Leader Network  
 New Arrival Teacher Network  
 Flourishing Learners West  
 Mathematics Webinar Series - Decimals Years 4-6  
 Mathematics Webinar Series - Symmetry and Transformation Years 4-6  
 Mathematics Webinar Series - Addition & Subtraction of Fractions Years 5 & 6  
 Mathematics Webinar Series - Angles Years 3-6  
 Mathematics Webinar Series - Equivalence Years 3-6  
 Mathematics Webinar Series - Decimals Years 4-6  
 Considering and Implementing Key Features of Schoolwide PBL: A Training for Schoolwide Teams  
 High Probability Practices for Maximizing Student Success with Behaviour in Schools  
 MACS Western Region Mathematics Network  
 Team Teach Level 1 Accredited training in positive behaviour support  
 Flourishing Learners West: Classroom Mastery  
 MACS NCCD Moderation and Quality Assurance  
 National Teacher Certification - Assessor Moderation Program  
 Leading TIMS Workshop F-8  
 Teaching for Impact in Mathematics Series F-2 Teacher and Leader Workshop  
 Graduate to Proficient Program  
 Know Your Agreement for School Admin  
 GenAI Forum  
 Mandatory Reporting Training  
 MACS Primary Literacy Leader Network 2024  
 TIM Series Primary & Secondary Teacher and Leader Workshop  
 Teacher Accreditation Platform (TAP)  
 Fanning the Flames 2024  
 Flourishing Learners West: High Impact Reading Instruction  
 Western Region Learning Diversity Leaders Connect Term 3 2024  
 Catholic Imagination - The Pilgrim's Progress with Fr Stephen Wang  
 ICON eSIS - Electronic Banking  
 Post TIMS Leader Support Meeting  
 Student Wellbeing Leaders Conference  
 MACS eSafety Summit  
 Team Teach Level 1 Accredited training in positive behaviour support  
 Catholic Imagination - When the saints go marching in, reflections on All Saints Day

Expenditure And Teacher Participation in Professional Learning	
Mental Health First Aid Western Region School Improvement Network Conflict of Interest including conflict of interest for responsible persons ICON eHR - Shared Service refresher digital onboarding forms Western Region Primary Student Wellbeing Leaders Forum Western Region 2025 Annual Action Plan (AAP) Planning Day Conducting the MOI (Counting & Place Value) Leading Wellbeing Flourishing Learners School Improvement Network with Dr Simon Breakspear Berry St Education Model training  SoundWrite training  Key Word Sign  Instructional Coaching with Trish Gooch	
Number of teachers who participated in PL in 2024	25
Average expenditure per teacher for PL	\$2425.00

## Teacher Satisfaction

The overall staff data positive endorsement percentage for 2024 was 68%, stable with 2023

The areas in which staff data was most positive were;

Staff-Leadership Relationships 83%

School Climate 76%

Collaboration 77%

Professional Learning 72%

According to the staff data, Feedback (50%) is our greatest challenge.

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	5
Graduate	7
Graduate Certificate	2
Bachelor Degree	22
Advanced Diploma	4
No Qualifications Listed	6

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	23.27
Non-Teaching Staff (Headcount)	20
Non-Teaching Staff (FTE)	13.83
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

#### **School Improvement Goal**

To build, in partnership with parents & caregivers, an inclusive and relational culture that develops confident, empowered, successful and capable learners.

#### **Intended Outcomes**

School leaders regularly consult with students and families to gain insight into different perspectives across the community by providing a variety of feedback mechanisms.

### Achievements

- Involvement in Refugee Education Support Program (RESP)
- Fortnightly whole school assembly
- Quality communication via Skoolbag app & Remind app
- Parent Association Meetings held regularly
- High engagement with 3 Way Learning Conversations
- The Huddle working weekly with the Grade 6 students
- ARDOCH working closely with our Grade 3-6 students
- F/T Multicultural Education Aide (MEA)

The school also has a highly functioning School Advisory Council (SAC). It consisted of the following members who gave of their time and expertise to support the school leadership through the 2024 school year;

Fr Albert Yogarajah,  
Glenn Mugavin,  
Matthew Majur,  
Kearan Gibaldi (Chairperson),  
Jenny Douglas,  
Stevin Carvalho,  
Richard Shortt and  
Anyieth Deng.

In 2024, the SAC actively engaged in a range of key areas to support school improvement and community engagement. Members were informed of and provided valuable feedback on the Child Safety Policy, ensuring it reflects the voices and concerns of families while aligning with legislative standards. The SAC also participated in the consultation process for the 2025 financial data and school fees, as well as the school's Capital Program, offering insights to help balance affordability and the delivery of quality educational programs.

The Council received regular updates on the Flourishing Learners project, tracking the positive impact of this initiative on student engagement and outcomes.

The SAC also received and discussed the Annual Report to the School Community, acknowledging the school's achievements and areas for future growth.

We thank all members for their thoughtful engagement, and the school leadership for their openness and collaboration. Together, we continue to foster a supportive and informed school community.

## **Parent Satisfaction**

The overall family data positive endorsement percentage for 2024 was 76%

The areas in which family data was most positive were;

School climate 92%

School Fit 95%

Student Safety 87%

Communication 87%

According to the family data, Family Engagement (51%) is our greatest challenge.

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.sawerribee.catholic.edu.au](http://www.sawerribee.catholic.edu.au)