



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St. Kevin's

St Kevin's School

120 Hallam Road, HAMPTON PARK 3976

Principal: Jason Micallef

Web: www.skhamptonpark.catholic.edu.au

Registration: 1918, E Number: E1349

Principal's Attestation

I, Jason Micallef, attest that St Kevin'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 01 Jun 2025

About this report

St Kevin'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](#).

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

As a faith community...

At St Kevin's, we are a Christ centred Catholic school. We endeavour to be a welcoming faith community that accepts all people and acknowledges the richness that we all bring to our community through a kaleidoscope of ethnic, cultural and linguistic influences. We enact the Gospel values and strive to be a community where people can experience the compassion and love of Christ. We support our students to integrate their faith and life, nurturing a love of justice and peace

As a learning community...

At St Kevin's we aim to develop the whole person and to foster a culture of learning where all children reach their potential. We strive to be a learning community where everyone can experience success in an inclusive, safe and respectful environment. Our focus on teaching and learning aims to prepare our students with knowledge, skills and attitudes for lifelong learning in a complex and rapidly changing world.

As an inclusive community...

We promote a culture of relationships that uphold the dignity of each person. We strive to ensure that all have a sense of belonging to our school community, which is a place where teachers, parents and students work together to collectively maximize learning opportunities for all.

School Overview

St Kevin's School is situated in the suburb of Hampton Park which is 36 km south-east of Melbourne's Central Business District and located within the City of Casey. Historically, the lands around Casey were inhabited by the Bunurong/Boonwurrung Peoples. The school is one of two schools in the parish. St Kevin's School embraces its community which is diverse in both its cultural and faith backgrounds. More than 50 different ethnic/cultural groups are represented. The major groups represented are: India, Sri Lanka, Mauritius, Philippines, Samoa, Sudan, Chile, Croatia and Australia.

There is a strong connection with the parish and St Kevin's Church is adjacent to the school.

The physical composition of the school and its buildings have undergone considerable growth and change over the years, with major refurbishments and building projects undertaken to improve the learning environment. There are eight main buildings that include classrooms, administration areas, shared facilities such as a library and a large multipurpose hall.

Playground areas feature three separate adventure playgrounds, two sand pits, an athletics track, a long jump pit, five basketball courts, a combined soccer/football field and a large, grassed area. Outside spaces also contain a sustainable garden with fruit trees and vegetables. The school is very well resourced to ensure the children have access to modern learning technologies and are able to work in collaborative and engaging environments.

There are 22 classes. There are four classes at Foundation (Prep); three classes in Year 1, 2, 3, 4, 5, 6 respectively. Specialist classes are offered in Physical Education (PE), Indonesian, Visual Arts, Performing Arts, Science/Technology/Engineering/Maths (STEM) and Critical and Creative Thinking. Out of school hours care is available. The staffing profile is mixed and reflects a balance of experienced and graduate levels. The school also employs a chaplain and a school nurse.

Principal's Report

It's a privilege to reflect on the year that was—2024—a year marked by momentum, growth, and an unwavering commitment to our shared mission at St Kevin's: to nurture the whole child in faith, learning, and wellbeing.

Emerging from the renewal cycle of our School Improvement Plan, we embarked on the first year of our four-year strategy with purpose and clarity. Grounded in our vision as a Christ-centred Catholic school, we focussed on four key priorities: improving student outcomes through explicit instruction, building teacher capacity, cultivating student agency, and aligning our school charism with sustainability and Catholic social teaching.

Our learning and teaching journey this year has been anchored by a commitment to evidence-based practice. The structured literacy approach gained momentum across all year levels, supported by targeted professional development and the ongoing work of our Literacy Coach and Learning and Teaching Leader. NAPLAN and PAT data indicated encouraging growth trends in both literacy and numeracy, with cohorts showing strong movement between benchmarks. We also saw tangible gains in phonics acquisition, comprehension, and mathematical fluency, thanks to our embedded use of systematic instruction.

Staff capacity building has been another hallmark of 2024. Across the year, we deepened our coaching and mentoring approach through five Professional Development (PDP) sprints, aligned with the MACS Vision for Instruction. Teams engaged in peer observation, feedback protocols, and the practice of professional reflection, underpinned by a growing culture of trust. This work was supported by structured learning walks, coaching in explicit teaching, and leadership investment in growth coaching and Crucial Conversations training.

In the sphere of student agency and wellbeing, we re-established a whole-school approach, revisiting our behaviour matrix, consequence pathways, and pastoral care systems. Student voice was amplified through renewed leadership structures and a blossoming array of lunchtime clubs and inquiry-based learning projects. In classrooms, students were supported to co-design their learning goals, take ownership of their progress, and reflect on how their choices shape our school climate. Our termly value foci (such as Respect, Service, and Love) were celebrated in newsletters and assemblies, with many students acknowledged for embodying these in their daily actions.

Our Catholic identity remained the heart of school life. From the sacredness of Ash Wednesday and weekly Gospel reflections to our joyous celebration of the Feast of St Kevin, students and staff alike were invited to encounter Christ in meaningful and personal ways. The Sacramental program continued to flourish in partnership with our parish, and it was a joy to gather with families at Sacramental Formation Evenings, Commitment Masses, and community liturgies. In alignment with our fourth strategic goal, sustainability and Catholic

social teaching were interwoven into curriculum and stewardship initiatives—supported by our newly appointed Stewardship Leader.

2024 was also a year of vibrant community engagement. We held successful family events such as the Prep BBQ, Working Bees, and our joyous Book Week Parade. Our parent community generously supported learning through classroom volunteering, event organisation, and their visible presence in school life. The transition to the SIMON Everywhere app helped streamline communication and improve access to student data for families. Visits from community figures such as Cassandra Fernando MP and representatives from the Melbourne Football Club gave our students the chance to engage with broader issues around leadership, wellbeing, and resilience.

Behind the scenes, none of this would be possible without the professionalism and passion of our staff. I wish to acknowledge our classroom teachers, LSOs, specialist staff, admin team, and leadership group. Thank you to our leaders Andrew Butler (Operations & Community Engagement), Rebecca Gage (Learning & Teaching), Megan de Reus (Literacy), Denise McMaster (Numeracy), Louise Broadhurst (Student wellbeing) and Hana Bruhin (Learning Diversity) for their expertise and wholehearted commitment. I also acknowledge our new staff members and those who stepped into new roles—your contribution has added to the richness of our collective story.

As we look to 2025, I do so with deep gratitude and steady confidence. The “St Kevin’s Effect”—our belief that every child can thrive when surrounded by compassion, clarity, and high expectations—continues to guide our daily work. I thank every student, staff member, and family for being part of that effect.

May we continue to walk together in hope, curiosity, and faith.

Jason Micallef

Principal

St Kevin’s Catholic Primary School, Hampton Park

Catholic Identity and Mission

Goals & Intended Outcomes

In 2024, our goal was to align St Kevin's school charism more closely with a deepened focus on sustainability and Catholic social teaching, strengthening our mission as a Christ-centred learning community. We aimed to embed faith into everyday school life in ways that were meaningful, invitational, and grounded in Gospel values. This included fostering a greater sense of environmental stewardship, social justice, and spiritual formation, ensuring students, staff, and families encountered the presence of Christ through action, reflection, and connection.

We sought to:

- Deepen student and staff understanding of Catholic social teaching and its application in daily life.
- Promote practices of ecological conversion through sustainability initiatives.
- Strengthen partnerships with the parish and enhance liturgical life across the school.
- Support students in developing a personal and collective sense of spiritual purpose and responsibility.

Achievements

2024 was a year of renewed energy in Catholic identity and mission. A Stewardship Leader was appointed to guide the integration of sustainability and Catholic social teaching into classroom practice and whole-school initiatives. Religious Education was consistently approached through an inquiry lens, aligned with the To Live in Christ Jesus curriculum, and planned with the 9-step model to ensure spiritual formation was woven into each term's integrated learning units.

Students actively engaged in sacred moments and faith celebrations throughout the year, including Ash Wednesday, Lent, and Holy Week. Whole-school Masses and class liturgies were planned with student involvement and linked to real-world themes such as kindness, responsibility, and stewardship.

Our sacramental life remained vibrant. The Sacramental Commitment Mass, as well as Eucharist and Confirmation formation evenings, were well-attended and spiritually enriching. These were supported through strong collaboration with our parish team and framed within the family-school-parish partnership model.

Staff participated in regular prayer gatherings, including our morning staff prayer, which became a valued space for collective grounding and spiritual renewal, especially in response to grief and personal hardships experienced across our community this year.

The school community also participated in outreach and awareness events such as Caritas Australia's Project Compassion, where students learnt about global justice issues through classroom inquiry and fundraising initiatives. Social justice themes were explored in age-appropriate ways, and students were encouraged to consider how their everyday actions could become acts of service.

Value Added

- Feast of St Kevin was celebrated as a joyful and unifying event, with a special liturgy and whole-school activities that honoured our patron and his connection to nature, solitude, and spiritual courage.
- Our sustainability efforts took visible form in curriculum planning and student action, from garden projects to waste minimisation, supported by our new Stewardship Leader.
Class and whole-school liturgies continued to be authentic and student-centred, often connected to values such as compassion, peace, and justice.
- Families were regularly engaged through liturgical invitations, newsletter reflections, and social media posts that highlighted the Catholic character of our school.
- The Year 6 Confirmation candidates displayed maturity and depth in their preparation, supported by a refreshed family formation model that included dialogue, prayer, and active participation.
- Visual symbols and sacred spaces, including prayer tables and the Lent/Easter Stations, were revitalised in learning spaces, supporting the spiritual culture of the school.
- The continued use of values-based awards and termly themes encouraged students to live out the Gospel in practical, relational ways.

Learning and Teaching

Goals & Intended Outcomes

In 2024, St Kevin's deepened its commitment to delivering a coherent, consistent, and high-impact instructional model across the school. Our primary aim was to embed effective explicit teaching strategies in English and Mathematics while building staff capability and student ownership of learning.

Our goals were:

- To ensure all students experience targeted, explicit instruction aligned with the Victorian Curriculum and adapted to their point of need.
- To build teacher capacity through collaboration, data-informed practice, and structured coaching.
- To prepare for the implementation of Victorian Curriculum 2.0 in 2025.
- To maintain our commitment to curriculum clarity and fidelity while enriching learning with real-world connections and family partnerships.

Achievements

2024 marked a significant year of alignment, refinement, and innovation in teaching practice. Key achievements include:

1. **Straight Grades for Years 3–6**
Based on positive outcomes from past years, the straight grade structure was extended across all Years 3–6. This decision supported more consistent planning, more focused data analysis, and improved clarity for students and staff, resulting in smoother transitions and better targeted teaching.
2. **Targeted Instruction and Precise Assessment**
The CUBED Framework was introduced as part of our literacy assessment suite to diagnose comprehension challenges. Combined with ongoing use of DIBELS, NWF, PSF, ORF, and the Mental Computation Strategy continuum, teachers were equipped to plan with greater precision and intervene more effectively.
3. **Victorian Curriculum 2.0 Readiness**
As part of proactive preparation, staff were provided with resources, planning time, and guided discussions to support understanding of curriculum changes. A smooth transition is anticipated in 2025, as staff are already well-versed in the principles underpinning the update.
4. **Sector Leadership and External Recognition**
St Kevin's was invited to share its curriculum journey with over 60 primary schools at a regional leadership event. We hosted multiple school tours and were visited by MACS

consultants and external educators interested in our success with explicit instruction. Our work continues to influence broader system-level practice.

5. MACS Vision for Instruction

Staff engaged deeply with the MACS Vision for Instruction, including a whole-school closure day attended by returning staff and regular CRTs. This work provided a shared pedagogical language, aligning well with our current model and strengthening instructional coherence across classrooms.

6. Engaging Families as Partners

A highlight was the well-attended Prep parent workshop on phonics and decodable texts, equipping families to support early reading at home. Regular newsletter updates also served to demystify our instructional model and highlight the evidence base behind our teaching choices.

7. Enriched Curriculum and Student Experience

Our commitment to real-world and meaningful learning was reflected in events such as:

- Excursions to Caldermeade Farm, Moonlit Sanctuary, and NGV.
- City Camp for Grades 5/6 and a Grade 4 sleepover.
- The school production *The Colour of Friendship*, bringing arts and storytelling into focus.
- A Christmas Carol theatre experience, capping off a rich literature study.

Student Learning Outcomes

Key Highlights:

- Year 5 results were above or well above similar schools in all domains. Particularly strong were Grammar (529) and Spelling (500).
- Year 3 results were close to average for similar schools across all areas, with modest performance in Numeracy (408).
- These results demonstrate strong growth over time, particularly between Years 3 and 5, which affirms the impact of consistent instructional practices.

Participation was high:

- NAPLAN participation rate at St Kevin's: 99% (compared to 95% nationally).

Our focus for 2025 will be to:

- Strengthen early numeracy in Prep–2.
- Continue embedding structured literacy through early years.
- Track student growth with fidelity using our whole-school assessment schedule and CUBED data.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	422	61%
	Year 5	529	76%
Numeracy	Year 3	408	65%
	Year 5	489	69%
Reading	Year 3	411	70%
	Year 5	500	79%
Spelling	Year 3	419	70%
	Year 5	500	75%
Writing	Year 3	419	86%
	Year 5	495	81%

*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.

Student Wellbeing

Goals & Intended Outcomes

2024 Student Wellbeing Goals: Annual Action Plan Summary

The primary focus for student wellbeing in the 2024 Annual Action Plan was to strengthen student engagement in learning by increasing student voice and agency in decision-making.

Student engagement in learning refers to the degree of attention, curiosity, interest, optimism, and passion students showed while learning. This encompasses students active participation (behavioral engagement), emotional responses to school and learning (emotional engagement), and deep investment in understanding and self-regulation (cognitive engagement).

Student voice refers to giving students opportunities to express their ideas and opinions on matters affecting them. Student agency aims to empower students to act on their voice and genuinely influence decisions, fostering ownership over their learning and school experience.

This new emphasis built upon the following continued ongoing goals:

Fostering a safe and inclusive learning environment.

Promoting positive learning habits.

Developing student resilience.

Engaging families and the wider community.

Implementing child safe standards.

Achievements

Achievements Towards Strengthening Student Engagement, Voice, and Agency

In alignment with our goal to strengthen student engagement in learning through increased student voice and agency in decision-making, the past year saw significant advancements across various initiatives.

We made substantial progress in empowering students, with notable changes to student leadership structures and the Better Buddy program's evolution to involve Year 5s and cultivate leadership skills. A greater emphasis was placed on students taking part in decision-making processes, particularly through a renewed approach to our Social Emotional Learning (SEL) program, which was redesigned to better align with student voice and foster problem-solving abilities. Further enhancing student ownership, we introduced student-selected learning pieces to be shared on SeeSaw and encouraged teachers to plan opportunities for students to choose how their work was presented.

Our commitment to a holistic and positive learning environment was underscored by a renewed approach to whole school wellbeing, including a scheduled closure day dedicated to wellbeing focus and the establishment of scheduled interdisciplinary wellbeing team meetings. The Mental Health in Primary Schools Program was successfully implemented, further bolstering student support.

To foster a more inclusive and positive school culture, the buddy system and lunchtime clubs were revitalised, and displays were introduced to highlight key wellbeing team members and students. We also developed a Positive Choices Matrix to guide student behaviour and conducted a cybersafety session for staff with implications for student wellbeing. Additionally, parent/teacher/student goal-setting meetings were conducted, reinforcing a collaborative approach to student progress and agency.

In pursuit of our goal to strengthen student engagement in learning through increased student voice and agency in decision-making, the past year saw a significant expansion of opportunities for students to lead and contribute.

We notably enhanced student voice and agency through direct involvement in school operations. Student leaders were invited to participate in SDC Meetings to discuss key issues like playground access and decision-making on matters such as carpark use. They actively ran lunchtime clubs and buddy activities and took charge of leading and coordinating assemblies. Our commitment to understanding student perspectives was further demonstrated through the implementation of student-driven surveys, which provided valuable insights. These initiatives fostered an increased number of students expressing interest in leadership roles. The rollout of student leadership applications and the Better Buddies program was strategically timed using our newly developed transition unit for Grade 4 and 5s, preparing them for leadership roles in the following year. Furthermore, students were empowered to take ownership of their learning by selecting work samples to share with families and actively contributing to the school performance's costumes and choreography.

To underpin these efforts, our wellbeing team met regularly, ensuring consistent support structures. The whole school buddy program was strengthened, specifically building student voice and agency from Grade 3 as they buddied with younger students. We continued to review our SEL Program and approach to ensure it aligned with student voice, and school values and an action focus were introduced. Comprehensive support systems were developed, including a Behaviour Support Pathway and an Attendance Support Pathway, alongside the implementation of restorative conversations to address conflicts constructively. Student wellbeing was also monitored through a safety survey and PAT Wellbeing assessments.

Value Added

Our school enthusiastically offered a diverse array of activities that significantly enriched student learning and fostered a vibrant community throughout the year. These initiatives consistently added value by providing practical experiences, promoting social-emotional growth, and enhancing engagement.

Students benefited immensely from experiential learning opportunities. This included the Year 5/6 City Camp, curriculum-linked excursions for all levels supporting Inquiry units, and enriching incursions. Our strong performing arts program was showcased through the annual school concert, complemented by opportunities for students to learn musical instruments. Special engagements, such as collaborating with RE musician Andrew Chinn for St. Kevin's Feast Day and working with our Sister School, St. Francis de Sale, further broadened student horizons.

To cultivate social development and community spirit, we implemented whole-school SEL activities focused on key calendar days like Reconciliation Week and 'Bullying, No Way! Day.' Student-led initiatives, such as the impactful 'Do it for Dignity' Christmas Market, empowered students to contribute to charitable causes. Family engagement was strong, evidenced by the Prep BBQ and family week movie night, alongside successful fundraising via the Colour Fun Run. Students also actively participated in interschool and district sports, fostering teamwork and sportsmanship.

Furthermore, we strategically utilized ICT to support student access and engagement across the entire curriculum. These varied and purposeful activities collectively enhanced the educational journey, preparing students for success and active participation in their community.

Student Satisfaction

The 2024 MACSSIS student survey data from St Kevin's reveals a generally positive picture of student satisfaction, with several domains performing above the MACS average and maintaining steady performance across the past three years. Students expressed strong

confidence in areas like Rigorous Expectations (73% positive) and Learning Disposition (73%), suggesting that they feel challenged and supported as learners. Relationships with teachers also remain a strength, with 70% of students affirming positive connections. These results reflect a school culture that values academic effort, learning growth, and supportive relationships. The radar chart confirms that St Kevin's 2024 student responses are closely aligned with the MACS average, showing consistency and competitiveness across domains.

However, there are some domains where improvement is needed. Enabling Safety (55%) and Student Voice (58%) continue to sit below the MACS average, with particular concern evident in the gender breakdown—female students reported significantly lower satisfaction in both areas, especially in Teacher–Student Relationships and School Belonging. Additionally, School Engagement remains a challenge at 54%, indicating a potential gap in how connected students feel to daily school life. These insights suggest a need to strengthen students' sense of agency and ensure that every child feels both safe and heard—especially our girls, who may not be experiencing school life as positively as their peers.

Student Attendance

At St. Kevin's, we are committed to closely monitoring student attendance to ensure their safety and engagement in learning. Our comprehensive approach includes:

- **Daily Attendance Monitoring:** We meticulously track student attendance each day.
- **Parental Notification:** Parents are required to inform the school promptly of any student absence, providing a clear reason for the non-attendance.
- **Efficient Notification System:** The Pass-Tab program is utilized to streamline notifications for late arrivals and early student pickups, ensuring accurate record-keeping and timely communication.
- **Renewed Support Pathway:** We recently developed and renewed the St. Kevin's Attendance Support Pathway. This initiative establishes a unified approach across the school, ensuring all staff are aware of their responsibilities and the consistent processes for supporting student attendance.

Average Student Attendance Rate by Year Level	
Y01	89.4
Y02	90.5
Y03	87.7
Y04	88.5
Y05	89.5
Y06	87.2
Overall average attendance	88.8

Leadership

Goals & Intended Outcomes

In 2024, St Kevin's sought to build staff capacity through systematic coaching, peer observation, and feedback, in alignment with our strategic intent to foster expert teaching and shared leadership. We aimed to deepen a culture of trust, collaboration, and reflective practice, while enhancing clarity of purpose through improved instructional leadership and professional learning design.

Our intended outcomes included:

- Strengthening protocols that reinforce a culture of psychological safety and open feedback.
- Providing targeted professional development aligned with individual PDP sprints and school-wide priorities.
- Empowering teams to collaborate effectively, supported by leadership structures and systems that encourage agency, voice, and growth.
- Embedding a responsive coaching and mentoring model through strategic leadership roles and cycles of observation and reflection.

Achievements

2024 saw the implementation of five Professional Development Plan Sprints across the year, driven by staff reflection, data, and coaching. Structured professional learning sessions were aligned with each sprint and supported by our Literacy and Numeracy Coaches, as well as Learning Diversity and Leadership Teams. Growth Coaching, Instructional Coaching and Crucial Conversations frameworks underpinned these efforts, contributing to shared language and enhanced trust across teams.

We re-established a dynamic CLT (Collaborative Learning Team) culture through targeted planning days and after school meetings. These built team efficacy and provided space for data analysis, moderation, feedback practices, and action research.

A renewed Staff Code of Cooperation was revisited and adapted at team levels to support clear expectations and relational accountability. The creation of a Wellbeing and Leadership Interdisciplinary Team also provided responsive structures to support behaviour, pastoral needs, and student agency development.

Through intentional design, we also increased visibility and support for non-teaching staff, enhancing their sense of contribution and belonging within the school culture. Leadership

roles across learning, diversity, and stewardship were defined with clarity, resourcing, and time allocation to foster impact.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Professional learning at St Kevin's in 2024 was designed to be practical, team-aligned, and impact-oriented. Across the year, some of the professional development activiteis that staff participated in included:</p> <ul style="list-style-type: none">• Goal Setting and Feedback Training: Emphasis on setting clear, measurable goals using SIMON and PDP structures.• Writing Moderation and Data Analysis: Training to support accurate assessment, benchmarking, and instructional response.• MACSSIS Data Review: Using climate data to shape school-wide and team-level improvement priorities.• SWANs and NCCD Protocols: Deep dives into inclusive practice and legal frameworks guiding adjustments and documentation.• Structured Literacy Implementation: Planning with fidelity to the 9-step inquiry model, supported by planning days and CLT sessions.• Instructional Leadership and Collective Efficacy: Team-based inquiry into how shared ownership can lift outcomes. <p>This professional learning was further enriched by in-house coaching, team-specific mentoring, and participation in MACS-led networks.</p>	
Number of teachers who participated in PL in 2024	63
Average expenditure per teacher for PL	\$600.00

Teacher Satisfaction

The 2024 MACSSIS staff data indicates several areas of strength:

- Catholic Identity remains a strength (76%), affirming the impact of the Principal’s faith leadership and the school's charism-focused direction.
- Collective Efficacy (70%), Collaboration in Teams (73%), and Support for Teams (69%) were all above or close to MACS averages, indicating strong collegiality and shared purpose.

- Non-teaching staff consistently reported higher positive endorsement across domains, notably in Staff-Leadership Relationships (83%) and Psychological Safety (70%), showing that inclusion efforts are bearing fruit.

Teacher Qualifications	
Doctorate	0
Masters	6
Graduate	3
Graduate Certificate	2
Bachelor Degree	25
Advanced Diploma	5
No Qualifications Listed	14

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	54
Teaching Staff (FTE)	42.97
Non-Teaching Staff (Headcount)	21
Non-Teaching Staff (FTE)	15.26
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

In 2024, our goal was to strengthen the relationship between families, school, and parish through enhanced communication, meaningful involvement, and shared ownership of our school's Catholic identity and direction. We sought to promote a culture where families are seen—and see themselves—as partners in the education and formation of their children.

Key intended outcomes included:

- Increasing participation in school-based and parish-connected events.
- Reducing barriers to family engagement by offering flexible, inclusive approaches.
- Improving family understanding of the school's Catholic mission, learning practices, and wellbeing supports.
- Enhancing the frequency and clarity of communication between home and school.

Achievements

2024 was marked by a renewed vibrancy in family-school connection, supported by clear communication and authentic invitation. Among the year's highlights:

- The launch of the new SIMON Everywhere app significantly improved access to school communication, reports, and updates, offering a consistent and streamlined user experience.
- Our school events calendar was rich with opportunities for community engagement, including the Prep Welcome Picnic, Working Bees, Book Week Parade, Running Club, and St Kevin's Feast Day celebrations.
- Sacramental Formation Evenings and the Commitment Mass saw strong attendance, indicating the deep value our families place on shared faith formation and parish partnership.
- Termly goal-setting interviews, parent-teacher learning expos, and open mornings created purposeful points of contact where families could engage in learning dialogue.
- Social media and newsletters highlighted student voice, staff celebrations, and liturgical reflections—helping families stay connected to the daily rhythm and identity of school life.
- Special consideration was given to culturally responsive engagement, ensuring communications and events were accessible and inclusive to the diverse community we serve.

Parent Satisfaction

The 2024 MACSSIS Family Survey results paint a mixed but instructive picture. Overall school endorsement was 72%—slightly above the MACS average (69%) and an improvement from 68% in 2023.

Key Strengths:

- School Climate (89%) and School Fit (82%) showed consistently high endorsement, affirming that families perceive a welcoming, safe, and values-aligned learning environment.
- Student Safety (78%), Communication (80%), and Catholic Identity (73%) were all above MACS averages and highlight growing trust in the school's mission and pastoral care.

Improvement Areas:

- Family Engagement (45%) remains a growth point. While families value what's offered, only a minority feel they are true partners in decision-making. There is an opportunity to shift from communication to co-creation, where parent voice influences more than logistics.
- Barriers to Engagement (58%), although slightly up from 52% in 2023, still indicate that practical challenges—time, confidence, or understanding—impact some families' capacity to participate fully.

These insights will guide our continued work in 2025, with a particular focus on lifting family voice, addressing access barriers, and reimagining parent engagement as a shared mission rather than an invitation.

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.skhamptonpark.catholic.edu.au