



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Mary's School

Myrtle Street, ALEXANDRA 3714

Principal: Kathryn Anne Stuart

Web: www.smalexandra.catholic.edu.au

Registration: 1512, E Number: E1170

Principal's Attestation

I, Kathryn Anne Stuart, attest that St Mary'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 30 Apr 2024

About this report

St Mary'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

At St Mary's school we encourage an inclusive, learning community that values safety, love and faith.

We aim to strengthen:

Clarity

Consistency

Collaboration

Capacity

Communication

St Mary's will engage in the process of strategic thinking and planning, manifesting in the development of a School Improvement Plan for the next four years, to:

- enhance the role of leadership across the school in driving an explicit improvement agenda
- clarify and strengthen the learning and teaching approach
- continue to develop the Catholic Identity of the school

School Overview

St Mary's enrolment was slightly down in 2023 with 147 students enrolled and the number varying throughout the year with students leaving and new students coming to the school. We see this stability in numbers being a result of our school providing the local community with a supportive and successful learning environment. The school operated with 7 class groupings, one Foundation, two 1/2 classes, two 3/4 classes and two 5/6 classes.

The 2023 Annual Action plan and School Improvement centred on:

Staff, students and parents continue to work closely together to ensure that every student is given the opportunity participate in an engaging curriculum which enhances the children's learning outcomes. Data analysis has continued to be a focus for our Teaching and Learning and provides us with information which supports improvement and growth in student learning and outcomes. This year saw the school working with MACS on an Intensive Literacy Partnership, with a specific focus on spelling. The data is beginning to show some improvement in this area.

The parish/school community continued to work together to Catholic Identity. Opportunities for the parish and school to interact, learn and grow together were planned to support the growth of our faith community.

The focus of student well-being continues to be a focus, as is enhanced by the Zones of Regulation Framework. St Mary's began the journey with Zones of Regulation began in 2022 and this has enabled the staff, students and parents to work together to ensure that students feel not only safe and secure but also have voice in their learning journey, as well as developing a common language across school community. We have also introduced classed based wellbeing focuses based on the work of Berry St. These areas will continue as a focus into 2024 This initiative has also contributed to our capacity to meet the Child Safety Standards set out in the Ministerial Order no 1359.

Social and Emotional Learning is a key component of each classroom's learning environment. Lessons focused on specific social skills have proven to be beneficial.

Continuing into 2023 our school implemented programs and developed resources to support our commitment to the National Consistent Collection of Data. We have a Learning Diversity Leader who coordinated our approach and assisted the school with scaffolding and differentiating learning to meet government and systemic requirements. We were able to meet accountabilities through, professional learning for staff, adjustments in programming and ongoing evidence in collection. Our school has over 40 children who are supported by this approach. 2023 saw the children in years 3 to 6 continuing to use Chromebooks 1:1 and Junior classes sharing iPads and notebook computers. We also continued to have an

Information Technology co-ordinator to co-ordinate the school's programming and policy development, as well as the purchasing and repair of any ICT.

Principal's Report

This past year of schooling has continued to be impacted by significant issues that see schools having to focus on the impact of past issues such as COVID which have impacted the learning and wellbeing of students. The community has continued working together to manage and deal with the issues that have arisen as a result of this. As we continue to have the impact of COVID-19 behind us, I take this opportunity to report on our achievements and reflect on the way in which St Mary's Catholic Primary School community has responded to supporting the children and their families. The staff have been strong in their determination and support of each other and this is underpinned by Christian values, our school has continued to thrive on our school's core values of "Respect, Compassion, Responsibility and Excellence".

As Catholic educators working in partnership with parents, the school has continued to inspire in our young children a relationship with Jesus and that by making a positive contribution to society, we express our faith and give life to our community. It is in times like these, especially the last few years, where the St Mary's Catholic Primary School community has been at its strongest, banding together to ensure that the students in our care continue to be nurtured and to grow academically, physically and spiritually. It has continued to build strong partnerships, network building and quality relationships with Melbourne Archdiocese Catholic Schools, staff, families, parish and the wider community that continue to support this wonderful school.

Catholic Identity

2023 has seen us being able to include our school community more and more than in previous years. We were again able to offer our Sacramental programs to those who had not been able to take part previously.

We were able to attend Masses together in class groups or as a school at the beginning of the year. Our parish priest, Father Jose Mathew has continued to build relationships with our school community and has celebrated a number of significant events such as our Grandparents/Special Person Mass. We look forward to class, school and parish masses in 2024.

In 2023 we continued our faith formation and growth opportunities offered to staff, as part of the Rural COP, with Peta Goldberg. Peta's insightful and engaging work with all our staff teams created a real impetus for our work in our classrooms to include more scripture, and to include it in ways that created greater dialogue, and understanding. We look forward to continuing this work with Peta in 2024.

The AAP has continued to support staff needs to improve student understanding of Catholic Identity through strategies such as unpacking the data gathered from all areas of our school community. MACSIS data has highlighted that continuing to improve Catholic Identity is a high priority. This was a success that we were able to celebrate this year, with an upward trend in all participant data related to Catholic Identity.

Education

The impact that COVID-19 has had in education has seen us continually moving and changing the way that we have undertaken the education of our students. We continued to work on our Annual Action Plan priority of pedagogical practice to improve student learning and outcomes. This will support and build the capacity of staff in our school, and see improved student data. This was particularly evident in the Literacy Intensive Partnership that was undertaken in 2023 and will continue to participate in throughout 2024.

A continued need was seen in the area of mental health and wellbeing, and was a priority area in 2023. Supporting the SEL lessons that happen in classrooms, staff facilitated Wellbeing days by introducing the Zones of Regulation. This was introduced to support students understanding their own feelings and emotions, as well as that of their peers and families. This will be continued in 2024. During 2023 we also undertook the work of Berry St, which is program to support students and teachers with enabling all children in the endeavours to be successful learners. A staff member was trained in this program and then trained all members of staff to support their classroom practices. These practices will continue to be developed throughout 2024.

Catholic Identity and Mission

Goals & Intended Outcomes

- To strengthen the Catholic Identity of the school.
- That student engagement in RE is strengthened.
- That staff capacity to engage students in a rich and relevant RE program is strengthened.
- Improved capacity of staff to engage students in their faith development through prayer.

Achievements

- Staff planning RE units collaboratively, using facilitated planning.
- Whole staff participation in PD each term with Peta Goldberg.
- Scope and Sequence developed.
- Continue to embed New Vision Statement developed with whole school community.
- Staff participation in Spirituality Day

During 2023 contemporary teaching practices were used to engage children in learning about

the Catholic Faith. Within our school the teaching and modelling of the gospel values is paramount. Through our daily teaching practices and the relationships with the children we endeavour to instil the values of safety, love and faith, as well as respect and responsibility. Throughout the school there is evidence of our Catholic identity.

This can be seen through:

- The school newsletter, Masses and Sacramental Programs
- The inclusion of student led prayers and whole school assemblies

Our faith and Catholic Identity is taken out to the broader community through involvement in local and global issues.

The school continues to build the relationship with the Parish through various activities including sacramental and family celebrations and community events.

In the 2023 MACSSIS School Improvement Survey Data staff at St Mary's showed improved Catholic identity in school life data, which is evidenced throughout the school.

We continue to work on the importance of Catholic Identity in our school as it is a crucial part of who we are as a school community.

Value Added

- Children in years 3 - 4 received the Sacrament of First Reconciliation and Eucharist
- The children participated in classroom activities to build awareness of social issues both local and global
- Whole school participation in social justice projects e.g. Project Compassion
- School celebrations including Liturgy and prayer
- Celebrating Feast days, Holy week celebrations and Advent reflection
- Connecting RE across the curriculum: Ask big questions; explore big concepts; take action that matters, explore the Pedagogy of Encounter with staff.
- Godly Play used F-2.
- Continued to update RE resources as required.
- Participation in Rural COP and staff spirituality days

Learning and Teaching

Goals & Intended Outcomes

- Build shared beliefs, understandings, responsibility and accountability for the growth, and progress of all learners at St Mary's
- Enhance the Catholic Identity and integrate faith, culture and life across the school community
- Strengthen leadership capacity to lead and improve student outcomes
- Build upon staff capacity in contemporary approaches to teaching & learning
- Support and improve the planning of spelling based on student data

LITERACY

- Provide facilitated planning to classroom teaching staff, based on student literacy data
- Assess Spelling through authentic writing samples
- Develop explicit structured spelling lessons
- Engage with 'knowledgeable other' to improve leadership skills and content knowledge, particularly in the area of spelling, through the Literacy Intensive Partnership
- Integrate oral language as an assessment tool for R.E assessment

MATHEMATICS

- Focus on the number strand of Mathematics and how we assess this school wide
- Build shared beliefs, understandings, responsibility and accountability for the growth and progress of all learners of Mathematics at St Mary's
- To develop clarity and consistency in classroom instruction F-6 through developing a consistent whole school approach to planning and assessing Mathematical units of learning
- To build staff capability in effective assessment practices to inform student learning
- Provide Mathematics intervention for students in a variety of targeted ways

Achievements

LITERACY

- Spelling remained the main literacy focus through participation in the Literacy Intensive partnership

- Spelling assessment CoST 3-6 continues to provide excellent student data for targeted teaching groups
- Foundation, Year 1 and 2 implemented a synthetic phonics approach in reading to provide a consistent approach to learning and teaching in junior levels
- Learning Intentions and Success Criteria are embedded to improve student and teacher understanding of what is being taught and how to achieve success in each lesson
- Data Plan developed, evaluated and reviewed and shared with staff
- Reading intervention supported phonics approach to reading for students at risk
- Facilitated planning implemented with a spelling focus to support staff with planning, resources and goal setting through Literacy Intensive Partnership
- Junior and Senior Leader engaged in region network meetings and Simon Breakspear Professional Learning

MATHEMATICS

- Data revisited and students reassessed to measure growth
- Continued development of yearly overviews for the teaching of Mathematics across all year levels
- Learning Intentions and Success Criteria embedded in classrooms for improved student learning
- Data Plan developed, evaluated and reviewed and shared with staff
- Mathematics intervention supported at risk and high achieving students
- Purchase of focussed resources for classrooms and whole school use as required
- Continue to develop clarity and consistency in classroom instruction F-6
- Continue to engage in Simon Breakspear Agile Schools online PL
- Provide facilitated planning to classroom teaching staff, based on student Literacy and Mathematics data

Student Learning Outcomes

In 2023, the reporting of NAPLAN was changed from reporting in Bands to providing the NAPLAN data as Exceeding, Strong, Developing and Needs Additional Support. This has made it more challenging to compare previous results for our Year 5 students but still

enables us to see where they are at standard or above or where students need further development or support.

As a result of this data as well as looking at PAT Data and other class data, it has been identified that spelling is still area of need moving forward into 2024. The AAP has a focus on spelling for 202, as well as Numeracy and resources are being sort to assist with school's development in this area. There has also been Professional Learning in this area to build the capacity of teachers and in 2023 the school will continue to undertake the Literacy Intensive Partnership to improve writing and in particular spelling as identified by the data.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	359	35%
	Year 5	490	70%
Numeracy	Year 3	388	59%
	Year 5	500	90%
Reading	Year 3	362	41%
	Year 5	514	90%
Spelling	Year 3	340	41%
	Year 5	442	45%
Writing	Year 3	379	65%
	Year 5	477	65%

*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

- Build a key focus on enhancing Emotional Regulation as a school-wide approach using the Zones of Regulation model and the Berry St model
- Enhance the SEL (Social and Emotional Learning) curriculum across all learning areas – looking at how to promote this learning in all subjects, not just as a stand alone
- Continuation towards linking our SEL curriculum with our Catholic Faith outcomes
- Enrich students' resilience, responsibility and confidence as learners, both at school and remotely

Achievements

- Student Wellbeing Leader, Mental Health in Primary School Leader and Learning Diversity Leader and worked alongside teachers to support differentiation and continued PSG meetings
- Regular focus on Student and Staff Wellbeing in Leadership Meetings this was supported by both Student Wellbeing Leader and the Mental Health in Primary Schools Leader
- Zones of Regulation resources available to staff, with key PLT focus, to support Wellbeing in our school, as well as the introduction of Berry St resources to support whole class wellbeing in the classroom. Peaceful Kids was a program that was introduced to support student wellbeing in the Foundation classroom and will be utilised more widely in other grade levels in 2024.
- Building consistent data collection surrounding wellbeing to accurately track and measure
- Whole School Wellbeing Days were continued in 2023 to facilitate Emotional Regulation Learning and support the Health curriculum

Value Added

- Wellbeing activities throughout the year to promote student connections and engagement – colour run, challenge day, dress up/free choice clothes days, etc
- Consistent data collection enabling for staff to identify key behaviours and areas for explicit teaching – behaviour tracking data and general wellbeing data of students and staff
- The introduction of programs such as Zones of Regulation, Berry St and Peaceful Kids to develop a common language and understand of wellbeing and social emotional learning.

Student Satisfaction

Our 2023 MACSIS Survey Data informs us that:

- 67% of students feel that teachers understand their effort, persistence and performance
- 71% of our students feel that teacher/students relationships are positive.
- Our students safety rating by our children is below the MACS average and area where we are looking to improve but we were slightly above the MACS average for enabling safety.
- 69% of our students have a positive mindset about themselves as learners.
- 60% of our students believe that they have a caring adult who they can seek within our school.
- 53% of our students rate our student voice and student leadership as positive.

Student Attendance

Procedures for monitoring school attendance

1. Notification of an absence can be made by phone or via email on 5772 1500 (message can be left out of hours) or email at admin@smalexandra.catholic.edu.au Parents can also notify the school via Operoo or Seesaw.
2. Parents, guardians and/or carers are required to notify the school by 9.20am of the reason for any absence from school on the day of absence.
3. Where the reason for absence is known, the reason is recorded by administration and the teachers are notified of the absence and reason for this.
4. Attendance at the school is checked twice daily by admin/ reception officer and records are printed and filed.
5. The attendance reports are accessed by admin/reception officer to follow up students who are absent without explanation.
6. If a student is absent without explanation, the school admin / reception officer will send an SMS notification to the parent/guardian for an explanation as soon as possible on the day of absence.
7. Information about the number of days of absence are recorded electronically on the Nforma program and on student reports that are sent to parents twice yearly.
8. Where the rate of absenteeism is of concern, the school will follow up with the parents/ guardians by a phone call or email from the principal, deputy principal or a member of leadership.

9. Parents are required to provide up-to-date contact details and notify the school of any changes to contact details or address. This can be done via Operoo, phone call or face to face.

Procedure for late arrival at school

When a child/ren arrive late for school at St Mary's they are required to be signed in at the office prior to going to the classroom.

Procedure for leaving school before the normal departure time

Students who leave school prior to the scheduled finishing time, must be signed out at the office prior to leaving by their parent or guardian.

Procedures for communicating about attendance expectations to parents/guardians

All parents are informed as required about the importance and expectations of attending school via an email or phone call.

Attendance record keeping

Records about attendance, including records about students who have been absent from school without reason for long periods of time are printed and filed in the reception office and leadership are notified by admin / reception officer.

Attendance improvement strategies

Leadership and classroom teachers work with families and students where school attendance is irregular. This includes opening communication with families, notifying MACS Student Wellbeing for further support and possible inclusion of outside agencies such as Family First.

Average Student Attendance Rate by Year Level	
Y01	89.4%
Y02	89.8%
Y03	89.9%
Y04	87.4%
Y05	85.3%
Y06	88.1%
Overall average attendance	88.3%

Leadership

Goals & Intended Outcomes

- To create and sustain a school culture based on shared vision, effective teamwork and continuous improvement.
- Promote a collective, faith based leadership grounded in the teachings of Jesus Christ.
- That the feedback and appraisal practices be strengthened.
- Ensure staff's commitment to our Catholic School Vision, and understand their role in the provision of an engaging and inclusive learning and teaching environment.
- Continue the development of strategies to build the leadership capacity of all staff members and teams.

Achievements

- Staff meeting and PLT agendas continue to be created for each term so that staff are aware of what is being discussed and addressed at each meeting. This has occurred to address Learning and Teaching needs across the school and to develop Pedagogical practices.
- To reinforce a team approach through Level teams and School leadership team.
- Continuation of a Whole School Learning and Teaching Guide to support Staff and our student learning.
- Leadership Team meetings weekly with a planned agenda for the term this also correspondence with what will be discussed in whole school staff meetings and PLT sessions.
- Budget's organised to facilitate student learning and engagement.
- Professional Practice and Development introduced as a way of setting personal goals for all staff in the school aligned with system, school and team goals. The Principal meets with each staff member at the beginning of the year mid-year and end of year to discuss how successful the goals are in being achieved and what support can be offered to continue the working towards achieving these goals. This will continue in 2024.
- Regular meetings with the principal consultant from MACS.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Mental Health First Aid
Principal Forum
Crucial Conversations
Team Teach training in Positive Behaviour Support
Eastern Region SILC Network 2023 - Dr Simon Breakspear
Eastern Region Principal Breakfast
30/8 Model for CEMEA 2023
TIL CEMEA 2023
Managing Conduct & Performance Concerns
Master Planning Seminar 2023
Literacy Intensive Partnership PD Days
Reset to Resilience PD
Peta Goldberg 2 sessions per term
Essential Assessment
What Works: Primary Mathematics
Buxton PS Maths day
Literacy Intensive Partnership PD Days
Mental Health in Primary schools
First Aid - CPR & Anaphylaxis
SILC - Simon Breakspear
DP Network Meeting
online Warden training
OHS online training
2023 MHIS conference
online MACS PD Behaviour Plans
Peaceful Kids PD online
Online Mandatory Reporting
Online Disability Standards Part 1 & Part 2
Dan Petro -Introduction to Student Safety/Escalation Cycle Management Plans Copy
Team Teach Level 1 Accredited training in positive behaviour support Copy
Little Learners Love Literacy
Little Learners Love Literacy
Resilience First Aide Certificate
English Online
Achper Primary School P.E PD
Consultative Committee Training
Autism and Anxiety

Expenditure And Teacher Participation in Professional Learning	
Number of teachers who participated in PL in 2023	16
Average expenditure per teacher for PL	\$1162.00

Teacher Satisfaction

Our 2023 MACSIS Survey data reflected the following staff responses:

- 73% of our staff gave our school positive endorsement.
- 85% of staff gave a positive endorsement for leadership/staff relationships. This is above the MACS average.
- 70% endorsed the schools leaderships as effective.
- 74% of the staff felt that they were able to take risks and learn through making mistakes.
- 73% of staff felt that they worked well together in teams to improve teaching and learning. This down slightly on the previous year but still above the MACS average.

Teacher Qualifications	
Doctorate	0.0%
Masters	11.8%
Graduate	5.9%
Graduate Certificate	0.0%
Bachelor Degree	76.5%
Advanced Diploma	0.0%
No Qualifications Listed	5.9%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	12.8
Non-Teaching Staff (Headcount)	13
Non-Teaching Staff (FTE)	13.8
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

- To develop dynamic family, parish and community partnerships.
- Ensure that the actions of the school community reflect and connect to Catholic social teachings.

Achievements

- Continue improving our two-way communication with school families and the parish community communicated online.
- Develop and implement an ongoing process to capture a variety of formal and informal feedback from parents and students.
- Develop a range of resources to inform parents and support them to become more involved in their child's learning at all levels e.g. Information packs, Family Learning Engagement Nights etc.
- Parent Teacher Interviews twice a year. At the beginning of the year and start of Semester 2.
- Teachers are tireless in their support of parents/families to engage students and to support student wellbeing.

We continue to strengthen our school community through involvement within and outside the school. Within the school there are many opportunities for coming together and celebrating as a community. Parents and friends are invited to join the children for whole school assemblies

which are held twice weekly. The assemblies are organized by the Student Leaders on a Monday and by various nominated classes on a Friday. All classes have the opportunity to contribute work or performances. Student awards are also presented at assemblies.

In 2023 the children were involved in community projects and built relationships with different

community groups. We have strong links with local schools and various other community groups. There is always excellent school participation in the ANZAC day ceremony, ELF Reading Day and Remembrance Day ceremony.

Articles are also regularly placed in the local newspaper to highlight student achievements.

In 2023 family partnerships were further strengthened throughout the year, with opportunities for parents to regularly communicate with the classroom teacher.

Teachers meet and greet families at the conclusion of each day, providing opportunity to build

parent/teacher relationships.

The many religious celebrations throughout the year have also given families the opportunity to join with the school community in prayer and strengthen the Catholic Identity of the school.

Parent Satisfaction

Our 2023 MACSIS data reflects the following:

- 66% of parents give a positive endorsement of our school. This is down slightly on the previous years data but on the positive we did have a 50% increase in the number of families participating in MACSIS Survey.
- 66% of parents endorse our school's ability to meet their child's need.
- 81% of parents endorse our school's social and learning climate.

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.smalexandra.catholic.edu.au