



2024

Annual Report to the School Community



St Alipius' Parish School

106-108 Victoria Street, BALLARAT EAST 3350

Principal: Emily Clarke

Web: www.saballarat.catholic.edu.au

Registration: 30, E Number: E2003

Principal's Attestation

I, Emily Clarke, attest that St Alipius' Parish 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 2024 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 20 Mar 2025

About this report

St Alipius' Parish 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

Reflecting on 2024, we have much to be proud of, with DOBCEL demonstrating our dedication to ensuring the highest quality student outcomes in a safe, affordable, faith-based and nurturing environment. There was significant ongoing investment in new learning facilities and refurbishments through the Australian and state Government Capital Grants Program and school community funding continued across our schools, enhancing learning spaces and amenities for the benefit of students and staff.

In 2024, I visited all our Diocese of Ballarat Catholic Education Limited (DOBCEL) schools from the Murray to the Sea. DOBCEL governs 51 primary schools, one F-8 school, and five secondary colleges, educating approximately 13,500 students and employing over 2,200 teachers and staff across the diocese. These visits highlighted the spirit of harmony and sense of community, along with the cultures of care for students and staff.

During 2024, I had the privilege of meeting with all Principals along with leadership colleagues and staff. Demands on schools continue to grow, as the communities they service undergo change and face challenges such as devastating bushfires and cost of living challenges.

During the year DOBCEL commenced the development of its future DOBCEL Strategy 2035. Our strategy is focused on ensuring fullness of life for all in our school communities and particularly our students. With our Catholic Identity foundational to our mission our focus will be on

- Collaborative Cultures
- Engagement & Belonging
- School as Community
- Rich Pedagogical practices for deeper learning and wellbeing
- Sustainable Stewardship

I recognise the extraordinary work, exceptional dedication and professionalism of staff in our schools and offices in providing education services to the families and communities they serve. I particularly acknowledge the commitment of our school leadership teams and their staff in nurturing and empowering the students in our care, as together we work to bring to life our vision: As partners in Catholic Education and open to God's presence, we pursue the fullness of life for all.

Tom Sexton

Executive Director DOBCEL

Vision and Mission

VISION

Open to God's presence, St Alipius Parish School is a Catholic Learning community of Excellence, Equity and Empowerment.

MISSION

As a Christ-centered educating community, St Alipius Parish School:

Ensures that child SAFETY pervades policy and practice.

Celebrates a rich TRADITION of Catholic beliefs, values, practices and history.

Nurtures the WHOLE PERSON identifying and developing individual competencies to ensure we all aspire to be the best we can be.

Develops and nurtures strong RELATIONSHIPS that give witness to the Good News of Jesus.

Provides a curriculum that is INCLUSIVE, relevant, stimulating and challenging.

Promotes EMPATHY as the lens through which we encounter each other and members of our wider communities.

Leads students into deep inquiry; rigorously seeking the WISDOM that makes a positive difference in their world.

Is a CELEBRATING community, inspired by hope and a positive vision for the future.

School Overview

St Alipius Parish School was founded in 1853 on the Goldfields of Ballarat - the thirteenth non-government school formally registered in the state of Victoria. From these humble beginnings grew the school that we know today - a school that is recognised for its commitment to nurturing the growth of all children within a warm and welcoming, faith-filled community.

At St Alipius Parish School, we are committed to providing quality education that nurtures the whole child; spiritually, academically, socially, physically and emotionally, in an authentic Catholic community. An awareness and deep respect of 'difference' is embedded in the inclusive culture of our school where our students, parents and staff enjoy a very strong sense of belonging.

Our core task is education. We deliver a rich and engaging curriculum where thinking is valued, visible and actively promoted through the lens of Visible Learning and an inquiry-based approach to teaching and learning. Our highly qualified teachers are committed to ongoing Professional Learning which is imperative for learning and teaching in the 21st century. We aim to develop the capacity of all students to be empowered visible learners with aspirational expectations of learning, progress and achievement.

We pride ourselves on the family and community atmosphere that permeates throughout our school. We acknowledge the vitally important role of parents and carers. The staff and parents work as partners in nurturing faith filled, curious children who will become creative contributors and innovative problem solvers for a changing world.

Principal's Report

Principal's Report 2024

As we conclude the 2024 school year, I take this opportunity to reflect on a year that has brought immense growth, profound challenges, and a deeper sense of community at St Alipius Parish School. This year has been marked by significant achievements, but also by the tragedy of losing a precious member of our school family, a Year 1 student, Kiara. The heartbreak of her passing tested the resilience and compassion of our community in ways we could never have imagined. I am deeply proud of how our staff, students, and families came together to support one another, holding space for grief while continuing to nurture hope and connection.

This year, we continued to strengthen our Catholic identity, embedding faith into every aspect of school life. The Laudato Si Action Group inspired students to act on ecological justice, while the scope and sequence for Religious Education provided consistency and depth in faith-based learning. Student-driven social justice initiatives and meaningful liturgical events, such as the Grade 6 cluster mass celebrating 150 years of St Alipius Church, highlighted the integration of faith, service, and tradition within our community.

The power of connection was evident in our many community-focused events, including the Welcome Picnic, Grandparents and Special Friends Day, and our festive Christmas Fest. These gatherings brought families together, reinforcing the importance of shared celebration and belonging. Programs like Peaceful Parents, curriculum evenings, and parent volunteer opportunities strengthened the partnership between school and home, ensuring our families remained active participants in their children's learning journey.

Leadership and stewardship were key focuses in 2024, with significant emphasis on professional growth and resource allocation to support school priorities. Structured feedback and walkthrough cycles and Annual Review Meetings enabled staff to reflect and grow, while targeted investments, such as engaging more deeply in a Structured Literacy program, reinforced our commitment to evidence-based teaching practices. These efforts underscore our dedication to fostering a culture of continuous improvement and shared responsibility.

Our dedication to academic excellence was demonstrated through the school-wide implementation of Structured Literacy, supported by expert guidance from Maddy Goto. This approach, combined with tools like DIBELS testing and collaborative planning, enabled us to provide tailored interventions and track student progress effectively. Students showed notable growth in reading, writing, and spelling, reflecting the impact of these evidence-based practices.

Wellbeing remained at the heart of our mission, especially in a year that tested the emotional resilience of our community. Programs like Peaceful Parents and initiatives inspired by Laudato Si principles created spaces for healing and connection. Whole-school activities and classroom initiatives focused on fostering relationships, belonging, and care, ensuring that every member of our community felt supported and valued.

As we prepare for 2025, we carry forward the lessons and strengths gained this year. While we grieve the loss of Kiara, we honor her memory by continuing to build a school culture rooted in compassion, faith, and hope. I am deeply grateful to our staff for their unwavering dedication, to our families for their partnership, and to our students for their resilience and joy. Together, we have built a stronger, more connected community, and I am confident that we will continue to grow in the years ahead.

Emily Clarke
Principal
St Alipius Parish School

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To continue to deepen staff learning in theology, scripture and spiritual capabilities.

Intended Outcomes:

- Confident usage of recontextualised vs modernised Scripture
- Shared whole school approach to assessing and reporting in RE
- To provide inspiration and practical structures to strengthen our Catholic Culture and to make Religious Education visible.

Achievements

The RE program at St Alipius has continued to grow in strength, intentionality, and connection to our Catholic identity in 2024. Key developments and achievements include:

Reflective Practice and Planning:

Staff engaged in the ECSI Reflection process with Gina and Jo-Anne in February, deepening our shared understanding of the Catholic dialogue school and informing future directions.

Laudato Si' Focus:

Our commitment to ecological justice continues to thrive through fortnightly student and staff Laudato Si' Action Group meetings with Kaylah. Initiatives include a comprehensive bin audit, classroom sustainability resourcing, Nude Food promotion, and ongoing involvement with the Ballarat East Community Garden. A Junior Landcare Grant has also been submitted to further support this important work.

Professional Learning and Collaboration:

Staff participated in targeted RE PLT sessions, including a session with Jim Waight on "Fullness of Life: R&S," and a moderation session focused on assessment and reporting. Coaching and mentoring structures have been refined to align with individual staff PLPs and support ongoing RE growth.

Curriculum Development:

Significant progress has been made in aligning our Scope and Sequence with year levels. A priority has been to ensure that core RE concepts form the foundation of planning, with other curriculum areas stemming from this central Catholic narrative.

Reporting and Communication: In response to parent feedback, updates have been made to the SIMON RE reporting template, enhancing clarity and relevance for families. Semester 1 RE reports have now been completed using this updated framework.

Partnership and Mission: Staff have attended key diocesan and network events, including REL Network meetings and the “A Current of Grace” conference. Our engagement with Mercy Place continues to provide students with valuable experiences of service and connection. Whole school prayer and learning community liturgies remain central to school life, nurturing the faith of our community.

These achievements reflect our ongoing commitment to providing rich, relevant, and hope-filled Religious Education experiences for all members of our community.

Value Added

- Review of ECSI Survey with staff
- Implementation of Scope and Sequences and the continued improvement and evolution of our RE Website for staff.
- Weekly Laudato Si Student Action Group meetings
- Twice Termly PLTs focusing on Religious Education
- Improvement of RE Assessment and Reporting processes.
- Individual Coaching/Mentoring in RE offered to staff (Initial meeting, goal setting and progress monitoring)

Learning and Teaching

Goals & Intended Outcomes

Goal:

To begin to develop an integrated and sequential approach to teaching reading, spelling and writing across the school, using a structured literacy approach.

Intended Outcomes:

Enhanced Teacher Knowledge:

Better training and understanding of effective literacy instruction

- Improved ability for educators to address the diverse needs of their students.

Improved Reading Skills

- Development of strong decoding skills to read words accurately
- Enhanced reading comprehension through the mastery of phonemic awareness, phonics, and fluency.

Improved Spelling and Writing:

- Proficiency in encoding skills to spell words correctly
- Better writing skills, with an understanding of language structure and grammar.

Parent and Caregiver Involvement:

- Increased awareness among parents and caregivers about structured literacy and its importance.
- Opportunities for parents to support their children's literacy development at home.

Achievements

Throughout 2024, our Literacy work at St Alipius has been focused, collaborative, and aligned with our ongoing commitment to Structured Literacy. Key achievements include:

Professional Learning and Staff Capacity Building:

Staff engaged in a valuable seminar with Maddy Goto on Oral Language and Vocabulary during our Term 1 school closure day. The session was highly regarded and has informed classroom practice, especially in the early years. Staff PLTs have focused on the Principles of Instruction and Structured Literacy Roadmaps, supporting a shared understanding of evidence-based practice across the school.

Curriculum and Assessment Implementation:

The No Nonsense Phonics Starter Kit was purchased and was implemented in the junior school, with positive feedback from staff. Other teaching teams have shown interest and have taken part in walkthroughs to observe the program in action. We will continue to review this ahead of 2025. DIBELS testing has been introduced for all Foundation–Year 2 students identified as needing literacy intervention. This has helped target support more effectively. While technical issues have delayed uploads to Intellischools, this is being followed up with DOBCEL support. Literacy leaders and staff are building confidence and expertise in using DIBELS to inform teaching, especially for students identified as below standard or at risk.

Collaborative Practice and Peer Learning:

Some teachers have begun observing one another in the classroom, learning from colleagues who are implementing Structured Literacy practices effectively.

The Literacy Leader role has been extended by an additional day per week to accommodate the strategic priority placed on Structured Literacy in 2024 and beyond.

Family Engagement:

A whole-school book swap event helped promote reading for enjoyment and connected families with our school-wide literacy goals.

Strategic Planning and 2025 Directions:

Staff have engaged in collaborative decision-making around the future direction of Scaffolding Literacy, with a clear commitment to align this work with our participation in the FLARE project in 2025.

These initiatives reflect a strong, school-wide commitment to structured, intentional, and inclusive literacy practices, and are building the foundations for sustained improvement in student outcomes.

Student Learning Outcomes

Our 2024 NAPLAN Literacy results reflect the focused work our staff and students have undertaken as part of our whole-school commitment to evidence-based literacy practices.

Across the assessed areas of Reading, Writing, Spelling, and Grammar and Punctuation, our students demonstrated pleasing growth and resilience.

A number of trends emerged from this year's data:

Reading:

Students in Years 3 and 5 showed solid progress, with results indicating that our focus on structured literacy and oral language development is supporting stronger comprehension skills. The majority of students met or exceeded expected proficiency levels, particularly in Year 3.

Writing:

While many students performed at or above the national minimum standard, writing remains a key area for continued growth. This aligns with our school-wide focus on explicit teaching of sentence structure and genre-specific writing conventions, which we will continue to prioritise in classroom planning and professional learning.

Spelling and Grammar:

Results in Spelling were encouraging, especially among students in the junior years where the introduction of No Nonsense Phonics and daily practice routines have had a clear impact. Grammar and Punctuation results were more varied, and further targeted teaching in these areas is already part of our literacy planning for Semester 2.

Importantly, the NAPLAN results provide us with valuable insights to support and inform our teaching. They are just one piece of a broader assessment picture that includes ongoing classroom-based formative assessment, DIBELS data, and teacher observation.

The results reaffirm the direction we are taking as a school and highlight the positive impact of our Structured Literacy approach. We will continue to monitor student progress closely and ensure all students receive the support and challenge they need to thrive in literacy.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	384	52%
	Year 5	509	73%
Numeracy	Year 3	409	61%
	Year 5	483	69%
Reading	Year 3	413	74%
	Year 5	502	76%
Spelling	Year 3	395	58%
	Year 5	497	67%
Writing	Year 3	415	77%
	Year 5	489	70%

*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

Goal:

- To strengthen and develop further opportunities to engage parents in their child's learning and our school community.

Intended Outcomes:

- Increased parent participation in school events and activities.
- Increased sense of belonging and wellbeing amongst students due to parent presence and interest.
- Improved parent understanding of the curriculum and educational goals.
- Development of workshops/seminars/newsletters to educate parents on topics relevant to their child's education and well-being.
- Strengthened partnerships with community organisations to support educational initiatives.
- Increased volunteerism among parents for school-related projects and events.

Achievements

In 2024, our community has continued to prioritise authentic connections, student wellbeing, and meaningful family engagement. Across the year, we've offered a range of rich opportunities to build relationships between families, staff, students and the wider community.

Community Connections and Family Engagement:

We began the year with our Welcome Picnic at Eureka Park and our Getting to Know You Conferences, both well-attended and valued opportunities to build strong foundations with families. Our Parent Information was shared via Seesaw and family learning letters to ensure communication was timely and accessible.

Throughout the year, we offered structured events such as the SAC Dinner and Meeting, Fundraising Committee Meetings, and a Term 2 Parent Engagement Plan, co-designed through staff PLT time. Parent Induction processes were strengthened, with new invitations for parents to be present and engaged in classrooms.

Other successful events included Grandparents and Special Friends Day, Father's Day Liturgy, and a Children's Prayer Vigil, even amidst a significant school event in Term 3 — reflecting our resilience and commitment to keeping community connection alive.

Our Playgroup continues to be a much-loved part of the week, supported by various staff members and strengthening ties with younger siblings and future families. Peaceful Parents ran successfully in Term 1, while our Parent Education Session with Jess Sewell ('Flipping their Lids') provided families with meaningful strategies to support children at home.

Faith & Cultural Engagement:

Whole school prayer remained a valued rhythm, with Opening Mass, weekly WSPs, and special liturgies such as NAIDOC Week and Christmas Fest building our shared spiritual identity. Our Creating Connections Afternoon Tea provided a respectful space for interfaith dialogue and was warmly received by families.

Aboriginal and Torres Strait Islander Engagement:

We welcomed feedback from our First Nations families on the new Covenant Document and continued to prioritise cultural safety. Helen Christensen met with Aboriginal families and new students for 2025, continuing to nurture strong relationships and cultural pride.

Student Support and Wellbeing:

Our SSG meetings have consistently high family uptake, reflecting trust in the personalised support provided to students. Student wellbeing was supported by regular data-informed conversations, and our upcoming analysis of Insight SRC and Tell Them From Me survey results will further guide future actions as we prepare for our 2025 School Review.

In summary, 2024 has been a year of meaningful connection, responsive engagement, and strong family-school partnerships — all of which contribute to a safe, nurturing and vibrant school community for our students.

Value Added

- Parent Engagement Strategy- Increased classroom engagement
- Growth of our playgroup program
- Creation of Fire Carrier Covenant
- Partnership created with Jess Sewell- Director of Blossomtree Psychology (staff and parent professional learning)

Student Satisfaction

The 2024 Insight SRC data highlights a good sense of engagement and connection among students at St Alipius.

Students reported positively on social and emotional wellbeing, with high scores in areas such as *student-teacher relationships*, *peer relationships*, and *school connectedness*. These results reflect the school's commitment to building a safe and supportive environment where every child feels valued and heard.

Notably, students feel that their teachers genuinely care about them and support them in their learning. Motivation and effort remain strong across year levels, and many students expressed a sense of belonging and pride in their school community.

While overall engagement is high, the data also suggests ongoing opportunities to further enhance *student voice and agency*, ensuring learners feel empowered and confident to take an active role in shaping their school experience.

Student Attendance

At St Alipius, we take student attendance seriously as it is crucial to wellbeing, academic growth, and connectedness to the school community. Our proactive and supportive approach includes:

Daily Monitoring:

Unexplained absences are followed up with an automated text message sent to parents at 9:30am each day, encouraging prompt communication with the school.

Transparency Through SIMON:

We have activated the attendance percentage feature in SIMON, allowing both staff and families to easily track each student's attendance over time.

Parent Communication:

To build awareness and shared responsibility, we have sent home a helpful document outlining how attendance percentages are calculated and what levels of attendance are considered at risk. This document also outlines our tiered response to attendance concerns, including early communication, support meetings, and referrals if needed.

Supportive Conversations:

When patterns of low attendance emerge, our approach is compassionate and supportive. We meet with families to identify barriers, work through challenges, and put appropriate supports in place so students can engage fully in school life.

Average Student Attendance Rate by Year Level	
Y01	89.9
Y02	90.1
Y03	91.2
Y04	89.8
Y05	91.6
Y06	89.2
Overall average attendance	90.3

Leadership

Goals & Intended Outcomes

Goal:

To continue developing and refining a feedback culture at St Alipius that encourages open communication and continuous improvement among all members of our school community.

Intended Outcomes:

- Enhanced professional growth for educators
- Improved teaching and learning through data-driven decision making and feedback/appraisal systems
- Increased collaboration and development of stronger collegial relationships
- Higher staff and student engagement, satisfaction and wellbeing
- Positive shift towards a feedback culture - systematically embedded

Achievements

This year, staff at St Alipius have engaged deeply in reflective practice, using feedback as a tool for growth, with a strong emphasis on student engagement and improving classroom practice.

- There was intention in continuing to develop shared leadership in 2024, with many of our PLTs being run and delivered by various staff members, not solely leadership.
- Shane Crawford's input provided valuable insight into the concept of behaviour as feedback, particularly through our work on the disengagement scale. This perspective has shifted thinking around student needs and has prompted meaningful conversations about how we respond to student behaviour and learning readiness.
- Staff walkthroughs have evolved in 2024, with a shift from leadership-led observations to peer-led walkthroughs. These are now built into the meeting schedule, providing opportunities for staff to visit each other's classrooms, observe practice, and share insights in a collaborative and respectful way.
- Our analysis of the Tell Them From Me (TTFM) survey was a key driver for improvement. Staff engaged in a celebration PLT to acknowledge successes and strengths emerging from the data. In response to the survey, we introduced Action Teams to form part of an ongoing feedback cycle, creating structures that empower staff voice and support continual reflection.

- Annual Review Meetings were successfully completed and served as an affirming process for both staff and leadership. These conversations highlighted the professional dedication across the school and reinforced our shared direction.
- Our PLT sessions have included targeted work on Shane Crawford's frameworks, with differentiated learning options focused on feedback and reflective practice. The Student Behaviour Dashboard was also introduced, giving staff another tool to reflect on student needs and respond with intentional, explicit feedback.

Looking ahead to our 2025 School Review, we have been more strategic in considering how our surveys and internal data can shape our planning and evaluation processes. Staff are increasingly seeking opportunities to receive and apply feedback that meaningfully impacts their teaching and supports improved student outcomes.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Structured Literacy Focus:</p> <ul style="list-style-type: none"> • Ongoing PLTs across all terms on Structured Literacy Roadmaps • Differentiated sessions on Sounds-Write, No Nonsense Phonics, and assessment tools like DIBELS • Moderation sessions focused on assessment and reporting in literacy <p>Visible Learning and Feedback Practices:</p> <ul style="list-style-type: none"> • Sessions incorporating Shane Crawford’s work on disengagement and behaviour as feedback • Introduction of walkthroughs as peer observation, with reflective sharing built into PLT time <p>Student Voice and Data-Informed Practice:</p> <ul style="list-style-type: none"> • PLT time allocated to unpack Tell Them From Me (TTFM) and Insight SRC data • Development of Action Teams and collaborative structures in response to student feedback • Focus on setting goals and strategic questioning to support the 2025 School Review <p>Wellbeing and Inclusion:</p> <ul style="list-style-type: none"> • Whole staff PLT sessions on understanding and responding to student behaviour • Use of student behaviour dashboards for more explicit, supportive behaviour strategies <p>RE and Catholic Identity:</p> <ul style="list-style-type: none"> • Team planning sessions with a focus on RE Scope and Sequence alignment • Engagement with Laudato Si’ and First Nations perspectives • Preparation for Reconciliation Week and religious reporting updates in SIMON <p>Collaborative Practice and Professional Goal Setting:</p> <ul style="list-style-type: none"> • Annual Review Meetings and Professional Learning Plan support • Peer feedback structures embedded in meeting schedules • Opportunities for teacher-led PLTs and cross-team collaboration (Numeracy, Japanese, Literacy, Wellbeing) 	
Number of teachers who participated in PL in 2024	23

Expenditure And Teacher Participation in Professional Learning	
Average expenditure per teacher for PL	\$1347.00

Teacher Satisfaction

The 2024 Insight SRC data indicates a positive level of satisfaction among teaching staff at St Alipius Parish School, with several key indicators showing improvement and strength:

Overall Staff Morale:

Staff morale remains high, with a strong sense of collegiality and team spirit. The Staff Morale Index sits at 84, well above the mean for similar schools, reflecting a connected, respectful, and supportive workplace culture.

Supportive Leadership:

The Supportive Leadership dimension scored 82, suggesting staff feel valued by leadership and confident in the direction and vision of the school. This reinforces the impact of recent initiatives around feedback, annual review conversations, and greater shared decision-making.

Professional Growth:

The Professional Growth score of 79 reflects staff confidence in the opportunities they are provided to learn, improve, and collaborate. The investment in PLTs, structured literacy training, and peer walkthroughs is clearly having a positive effect on teacher development.

Teamwork:

The Teamwork dimension is notably strong, with a score of 87, indicating that staff feel well supported by their colleagues and value working collaboratively. This supports the school's movement toward more embedded Action Teams and teacher-led initiatives.

Role Clarity & Empowerment:

While Role Clarity scored 78, indicating strong awareness of expectations, the Empowerment score of 74 suggests room for continued growth in building staff autonomy and voice in decision-making processes.

Workload & Stress:

The Work Demands score sits at 64, and Individual Distress at 60, showing that workload and work-related stress remain areas to monitor. While not concerning, these scores

highlight the importance of ongoing support, realistic planning structures, and wellbeing focus.

Teaching staff at St Alipius report a strong sense of connection, professional purpose, and satisfaction in their work. The data validates the positive impact of recent initiatives and highlights key focus areas for future planning — particularly around staff empowerment and workload balance as the school heads into its 2025 School Review.

Teacher Qualifications	
Doctorate	0
Masters	2
Graduate	2
Graduate Certificate	0
Bachelor Degree	16
Advanced Diploma	2
No Qualifications Listed	4

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	23
Teaching Staff (FTE)	18.17
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	10.21
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal:

To strengthen and develop further opportunities to engage parents in their child's learning and our school community.

Intended Outcomes:

- Increased parent participation in school events and activities.
- Improved parent understanding of the curriculum and educational goals.
- Development of workshops/seminars/newsletters to educate parents on topics relevant to their child's education and well-being.
- Strengthened partnerships with community organisations to support educational initiatives.
- Increased volunteerism among parents for school-related projects and events.

Achievements

St Alipius Parish School remained committed to building strong, authentic partnerships with families and the broader community. By creating multiple entry points for engagement, improving communication, and listening deeply to feedback, the school continued to nurture a culture of trust and shared purpose.

- The school offered a wide range of opportunities for parent and family engagement, including events such as the Beginning of Year Picnic, Art Exhibition, Christmas Fest, , Ride to School Day, and Monday Morning Cuppas, all of which were well attended by current families, new families, and members of the wider community.
- We facilitated learning-focused family events, including Parent-Teacher Learning Conferences, Maths Games Nights, and Reading Nights, although attendance varied, particularly at curriculum-specific evenings.
- We created inclusive and culturally responsive opportunities, such as Whole School Prayer, significant Liturgies and Masses (including Holy Week, NAIDOC, Grandparents Day, and Graduation), as well as the introduction of a Cultural Connections Morning Tea in 2024.
- We continued to grow its weekly Wednesday Playgroup, providing a welcoming and engaging early connection for families with younger children.

- We made student learning visible to families through high-impact events, such as Science Day, Japan Day, Sports Day, Performing Arts Celebrations, and liturgical celebrations, with students often taking active leadership roles.
- We provided clear evidence of learning for families, through platforms such as Seesaw, student portfolios, and assessments shared at interviews, ensuring families could see and celebrate progress.
- We utilised open and effective communication strategies, including a monthly Principal email, weekly 'Week Ahead' memos, beginning-of-year letters with Specialist Learning Intentions and Success Criteria, an online newsletter, and active Instagram and Facebook pages.
- We conducted school tours and information sessions, ensuring families were well-informed and warmly welcomed into the school community.
- We communicated student learning and growth through multiple channels, including Seesaw, formal written reports, Student Support Group (SSG) meetings, and Parent-Teacher Interviews.
- We demonstrated a strong commitment to Reconciliation, through NAIDOC and Reconciliation Week celebrations, Indigenous community catch-ups, Fire Carriers initiatives, and actions linked to the school's Reconciliation Action Plan (RAP).
- We offered opportunities to build the capacity of staff and families, including information evenings, parent workshops (e.g. psychologist-led sessions), and structured support for parent helpers.
- We actively sought feedback from parents and carers, using tools such as Tell Them From Me, Awe, Insight SRC, and ECSI to guide school improvement.
- We responded to parent feedback with practical adjustments, including changes to event formats and communication methods, with a new 2024 structure in place reflecting community voice.

Parent Satisfaction

The 2024 Insight SRC data reflects a strong level of parent satisfaction at St Alipius Parish School, with responses showing a deep appreciation for the school's sense of community, teacher quality, and support for student wellbeing.

School Climate & Community:

Parents rated Social Skills (82) and Connectedness to School (80) particularly highly, indicating they believe their children feel safe, valued, and part of a caring school environment. School Improvement was also positively rated at 78, suggesting confidence in the school's direction and ongoing development.

Teaching and Learning:

Learning Focus scored 79, reflecting parent belief in the school's commitment to purposeful, engaging teaching. Teacher Morale and Stimulating Learning both scored 75, demonstrating confidence in staff professionalism and the engaging nature of classroom learning.

Wellbeing and Safety:

Scores in areas like Student Behaviour (73) and Classroom Behaviour (72) reflect a solid perception of how the school manages student wellbeing and behaviour expectations. Student Motivation scored 78, aligning with a broader belief that students are encouraged to try their best and take pride in their learning.

Communication and Feedback:

Parents feel well-informed and engaged in school life, as evidenced by solid ratings in Reporting (74) and Parent Input (70).

Overall, the 2024 results indicate a high level of trust and satisfaction from parents, particularly in the areas of wellbeing, teaching quality, and school connectedness. This provides a strong foundation as we look ahead to its 2025 Review.

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.saballarat.catholic.edu.au