



ST. MARY'S SCHOOL, ALTONA

SCHOOL EDUCATION BOARD

ANNUAL GENERAL MEETING - MAY 2018

PRINCIPAL'S REPORT:

This Principal's Report is taken from the 2017 Annual Report to the School Community which will be ratified by the Catholic Education Office, Melbourne and will be uploaded to the State Register in a couple of weeks and is part of our compliance requirements to the State Government.

At St. Mary's we value each child as a unique gift from God, something to cherish, to love and to respect. We hope that each child who enters St. Mary's experiences a unique education, one filled with great adventures in learning, and one where Jesus Christ is the center of all we do and all we are.

Below is a snapshot of some of the happenings in 2017:

- Implementation of the new RE Curriculum Framework and Standards within a Faith Life Inquiry model.
- Expanding the use of CEM 'Coming to Know, Worship and Love' curriculum framework to develop school-based units - including the implementation of a whole school Social Justice unit.
- Staff Spirituality Reflection Day: 'A Survival Guide to Sane Spirituality in Catholic Education' facilitated by Fr Richard Leonard.
- Our Year 6 Leaders attended a Social Justice Leadership Day as well as the Kids View Conference.
- Prep teachers and Special Needs teacher attended Professional Learning on Systematic Synthetic Phonics - "Little Learners Love Literacy" program. This was implemented in 2017 and was supported with a Parent Information session.
- Cathy Sims (Prep - 2 Literacy Leader) employed by ACER to educate staff from other schools re implementing 'Little Learners Love Literacy' program.
- Teachers trialled the PAT R Resource Centre and then decided to purchase the Resource as well as the testing license.
- Staff were introduced to the Fountas and Pinnell 'Benchmark Assessment System' (BAS) and revisited the skill of taking and interpreting a Running Record.
- School purchased 3 BAS Kits which are used to assess the reading and comprehension skills of students.
- Literacy Leaders began working with the Fountas and Pinnell 'Literacy Continuum' with the aim of including the resource in all year level planning in 2018.
- Student Wellbeing Leader implemented Peaceful Kids Program with a select group of Year 3/4 children and introduced Mindfulness practices to staff with a view to implementing them in their classrooms.
- Continued the implementation of Social & Emotional Learning into our curriculum through staff meetings and PLT's. Further curriculum development using Victorian Curriculum enabled greater emphasis on the General Capabilities.
- Consolidation of CareMonkey. The ultimate online contact details and medical information system to improve school / parent communication including permission forms for Excursions/Incursions
- Continued our consistent approach to Positive Behaviour Management. We ran PD for staff and parents on Restorative Practice facilitated by Therese Sheedy (Psychologist).
- Purchased new SEL/Wellbeing resources in particular Circle Time resources that have direct links to Restorative Practice.

- Junior School Council became more project based: Members worked in teams to improve things around the school that were identified during the Welcome Walks, in particular our Friendly Meeting Place.
- Enhanced our Buddy Program. We had regularly fortnightly contact between Year 6 & Prep buddies in class time. Activities were completed and displayed.
- Used the Hobsons Bay Vibrant Community & Equipment grant to develop Student Leadership skills in Year 5/6. This involved sessions with the STRIDE foundation and resulting classroom activities.
- Implementation of 1:2 Chromebook program for Year 3/4 students.
- iPads purchased for use in the Year 3-6 classes.
- Digital Technology Staff Meetings to help skill staff on use of Digital Technology Curriculum.
- Digital Technology Leader attended Level Planning as well as team teaching in classrooms to ensure digital technologies are embedded across the curriculum.

The Annual Report to the School Community also reports on our achievements in each of the five spheres: Education in Faith, Learning & Teaching, Student Wellbeing, Leadership & Management and School Community.

Below is a brief summary of some of the results reported in the 2017 School Improvement Surveys involving Staff, Students and Parents in each of the five Spheres:

Education in Faith:

Parents recognize that there are significant opportunities provided to them to be involved in their child's faith journey with actual scores for Opportunity at 91. The actual scores for Opportunity for staff, students and parents were 81, 85 and 91.

Compassion as seen by staff, students and parents in 2017 are worthy highlights and rated in the top 25% of Victorian Catholic Schools with increased actual scores of 83, 81 and 86 respectively.

Learning & Teaching:

In Year 3, 97.4% of all students are meeting or above the National Minimum Standard in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. This is a 2.5% improvement in Reading and Grammar & Punctuation from 2016 and a 2.7% improvement in Numeracy from 2016. Spelling and Writing remained the same from 2016.

In Year 5, 96.7% of all students are meeting or above the National Minimum Standards in Reading, Writing, Grammar & Punctuation and Numeracy which was maintaining our 2016 results. There was a slight decrease in Spelling with 93.3% at or above the National Minimum Standard.

Student Wellbeing:

In terms of 'Engagement in Learning' we have seen an increase in all of the following: Learning Confidence (77 in 2016 to 79 in 2017), Student Motivation 88 in 2016 to 89 in 2017) and Connectedness to Peers ((82 in 2016 to 83 in 2017). Our Student Wellbeing Aggregate Index sits at 79.7, an increase from 77.2 in 2016.

Leadership & Management:

In the School Climate - actual scores we saw improvement in: Supportive Leadership from 68 in 2016 to 73 in 2017. Role Clarity from 66 in 2016 to 70 in 2017 and Teamwork from 63 in 2016 to 70 in 2017.

School Community:

The analysis of the data on Parent Opinion demonstrated increases of between 1 to 3 points in the following areas: Connectedness to Peers, Parent Partnerships, Social Skills, Connectedness to School, Stimulating Learning, Parent Input to name a few.

Conclusion:

Parents will be informed in our school newsletter that they can access the entire Annual Report to the School Community 2017 on our school website and there will be a couple of copies available in the school office.

I would like to take this opportunity to thank the members of the School Education Board for their co-operation, contribution and support over the past twelve months. Particularly Diane Howell, Paul Kruger & Paul Moore who are resigning after completing their 4 year involvement on the School Education Board.

I would also like to thank Fr. Shabin for his support and guidance over the 2017 school year.

David Kelly - PRINCIPAL.