

ANNUAL REPORT TO THE SCHOOL COMMUNITY



ST. MARY'S CATHOLIC PRIMARY SCHOOL ALTONA

2018

REGISTERED SCHOOL NUMBER: 1273



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Contact Details

| | |
|---------------|---|
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Minimum Standards Attestation

I, David Kelly, attest that St. Mary's Catholic primary School, Altona is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

Date:10/05/2019

Our School Vision

**ST. MARY'S SCHOOL,
ALTONA**

**We are a welcoming and
supportive Catholic Community.**

**We proclaim the presence of
Jesus Christ in all people.**

**We value and celebrate our faith,
diversity, individuality and life-
long learning.**

In the Spirit of Mary MacKillop.

School Overview

St Mary's has been an integral part of the Altona community since the Sisters of St Joseph opened the first school in 1928. We have continued to build on this rich educational foundation to maintain its place as a significant part of the wider Altona community. We proudly proclaim ourselves as a "Caring Catholic Community in the Spirit of Mary MacKillop."

Since its beginning St Mary's has experienced a range of achievements, changes and challenges. The strong sense of community within our school and the local area has endured to assist us with building the positive outcomes we currently demonstrate. St Mary's is in the western suburbs of Melbourne, approximately 16 kilometres from the city, and Altona is situated within the City of Hobsons Bay which is a municipality that includes a wide range of cultural and socio-economic groups. Our school reflects and celebrates this diversity of cultures and traditions. We have a large multicultural cohort within our School Community. While only 8 of our current students were born outside of Australia and only 11 families in our school report to speak a language other than English in their home, the majority of our students are either second or third generation of their families living in Australia. 78% of all students are Catholic with another 5% Orthodox.

We currently have 285 students in 12 classes. These classes are organised into groupings that support our strong focus on multi-age philosophy. We have two Prep classes, four Year 1/2 classes, three Year 3/4 classes and three Year 5/6 classes.

Our classrooms and facilities are spread across three separate buildings which are regularly maintained and upgraded. We have a large grassed area which is supported by five 30,000 litre water tanks, two Adventure Playgrounds with shade sails, a large sandpit, basketball and netball courts as well as some synthetic grass playing areas and passive recreation areas. While it is managed and organised by an outside agency, we make space available for Out of School Hours Care.

We have a strong interest in preparing our students for the global world with their use of technology. We therefore place a major focus on providing adequate access to digital technologies. We have interactive whiteboards and at least 4 computers in each classroom from Prep - Year 4. All computers are networked and the school has wireless capability throughout. 23 computers are located in our Technology and Research Information Centre (TRI Centre) as well as a laptop trolley containing 16 laptops. Prep – 6 classes have access to iPads, Year 3/4s have access to 29 desktops in their building as well as iPads and 15 Chromebooks per class, while our Year 5/6 Students are part of a 1:1 Chromebook program and access to iPads to ensure seamless use of technology in all learning areas.

We are a G Suite for Education (GAPE) School. Students have a Gmail address. Through google drive students share documents with each other and teachers. We can share documents enabling multiple students and teachers to be working on the one

document simultaneously. In Years 3-6 homework is completed online through Google Classroom.

At St. Mary's we believe that a purposeful learning environment in which students are engaged and experience success is vital. Our recent focus has been on personalising learning and clearly articulating learning intentions and success criteria.

Overall we have continued to place a major focus on Literacy Intervention Programs to support students who are at risk in their learning behaviours. We have a FTE teaching allocation for a Learning Diversity Leader and Literacy Intervention Teacher. Our nine Education Support Officers work in various classrooms with children who are on NCCD funded programs and with those who have learning or behavioural needs. They also supervise our "Stop And Have A Rest Awhile" (SAHARA Program), which operates inside for half of lunchtime as a respite for those children who struggle in the general playground environment.

St Mary's School supports The Arts. Two-thirds of our specialist teaching allocation is directed to The Arts: Performing Arts (Music) and Visual Arts (Art). These areas showcase the creative ventures of students through displays and performances in a range of settings. The students are given the opportunity to undertake a private instrumental music program (keyboard or guitar) by sessional Music teachers. Children are exposed to our community language which is Italian every fortnight for a semester. St Mary's School supports the social & emotional and physical well-being of our students through our Student Wellbeing and Physical Education / Sport programs. We have a history of policy development and initiatives in both of these areas and have a Teacher Reference sub-library dedicated to Wellbeing for staff and parent use. We have a strong student leadership program consisting of; four School Captains, eight House Team Leaders, two Social Justice Leaders, two Wellbeing Leaders, a Choir Leader and Junior School Council Representatives.

The staff at St Mary's are dedicated and hardworking. We have a broad range of levels of experience within our teaching staff and we believe this to be a strength. Our retention of staff is high which is another positive.



Principal's Report

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 centre of all we do and all we are.

In 2018:

- We welcomed 3 new teachers to our staff. One a graduate, one with three year's experience and one with ten years plus experience.
- In January 2018, St. Mary's celebrated 90 years of Catholic Education in Altona. This culminated on Mary Help of Christians Feast Day with special 90th Birthday cup cakes and holy cards for each student, families and parishoners. Whole school photos were taken to commemorate the day as well as a display of St. Mary's history and culture.
- A whole school prayer was develop by students to be said in class daily and at each school assembly.
- A Staff Spirituality Reflection Day was held facilitated by Fr Richard Leonard on "Lights! Camera! Action! How can Catholic Education form believers in a media saturated world?"
- School purchased subscription to Essential Assessment to enhance our Maths data analysis.
- There was a differentiation focus in Maths through PLTs, professional reading and professional sharing.
- A whole school closure day was facilitated by Michael Ymer on Maths.
- There was a Growth Mindset focus in Maths - encouraging persistence and maintaining challenge.
- Staff implemented Benchmark Assessment System (BAS) across the whole school.
- School purchased the Fountas and Pinnell Classroom Guided Reading set for year one and year two at a cost of \$9000.
- CEM Literacy Leaders ran staff meetings on using data to inform targeted teaching. Then followed up with year 5/6 and year 3/4 teachers in their planning.
- Ipads purchased for use in year three/four and year five/six.
- Cybersafety workshops were conducted by Mount St. Joseph College students.
- A Bully Zero Parent Information night was very successful and well attended.
- A Science, Technology, Engineering and Maths (STEM) night was held showcasing a variety of STEM activities for families to participate in.
- Class teachers trialled Seesaw as an online means of parents accessing the children's work.
- The school was successful in obtaining a Mobil grant of \$4000 to purchase STEM resources.

- Student Wellbeing Leader successfully ran the Peaceful Kida program with a group of year three/four students and extended the program into year five/six.
- An extra teacher and two learning support officers were trained in running the Peaceful Kids program resulting in more children having access to the program.
- Classroom teachers included mindfulness practices in their Circle Time sessions and at other times during the day.
- All class teachers include at least one Circle Time session in their week to enhance class relationships and build Social & Emotional Literacy.
- Initiated a 'Moving Up Day' to improve our Transition program for our prep to year five students enabling students to see what it was going to be like in their new year level.
- Implementation of an SMS Notification of Unknown Absence to parents.
- Introduction of Library lunch time activities



Education in Faith

In 2018 St. Mary's celebrated 90 years of Catholic Education in Altona. Education in Faith is a key component of everyday life at St. Mary's, being embodied through sacrament, prayer, liturgy and social justice. Most importantly, excellence in religious education is highly valued and the religious dimension is embraced through the Faith Life inquiry across the curriculum.

The analysis of the data collected from the School Improvement Survey (2018) show that staff and parents believe that St. Mary's has a strong catholic culture within our school community. Parents recognise that there are significant opportunities provided to them to be involved in their child's faith journey with actual scores for Opportunity rated in the top 25% of Victorian Catholic Schools with an increased actual score at 91. The actual score for Opportunity for staff showed an increase to 84.

Staff, students and parents rated Compassion with actual scores of 90, 80 and 86 respectively. Social Justice continues to be seen as an important focus within the school curriculum with actual scores for staff, students and parents at 85, 83 and 89 respectively. This places Social Justice in the top 25% of Victorian Catholic Schools. Overall the breakdown of the actual scores for Catholic Culture data shows that scores have maintained or improved in several areas.

Staff have increased their actual scores in most areas of the 2018 Catholic Culture data; Behaviour of Staff as perceived by staff has increased from 69 in 2017 to 80 in 2018. Social Justice as seen by staff has increased from 76 in 2017 to 85 in 2018. Staff Compassion has increased from 83 in 2017 to 90 in 2018.

Parent scores have also increased in most areas of the 2018 Catholic Culture data; Behaviour of Staff as perceived by parents has increased from 81 in 2017 to 85 in 2018. Social Justice as seen by parents has increased from 82 in 2017 to 89 in 2018. Parent Compassion has increased from 86 in 2017 to 88 in 2018. Social Justice, Compassion, Opportunity and Behaviour of Staff as rated by students have been maintained at notable scores of 83, 80, 81 and 82 respectively.

School Prayer

Loving God
At St Mary's we proclaim your presence
through justice, love and peace for all.
Thank you for guiding us in
our love of learning and play.
Bless everyone in our
school community and
help us work together
to serve you and serve one another.
AMEN.
Mary, Help of Christians. Pray for us
St. Mary of the Cross MacKillop. Pray for us

VALUE ADDED

The Education in Faith sphere expresses who we are as a Catholic school and is committed to fostering a culture of inclusive practice, respectful and responsive to our community and the diversity of our learners. We focus on nurturing the religious, spiritual and faith development of our students.

Curriculum:

- Embed new RE Curriculum Framework and Standards within a Faith Life Inquiry model.
- Unit planning incorporating links to Horizons of Hope - an educational framework for the Diocese of Melbourne.
- 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
- Religious Education planning incorporated into regular Professional Learning Teams and Staff Meetings
- Providing staff opportunities to attend RE professional development

Social Justice Initiatives:

- Year 6 Social Justice Leaders
- Senior students work with local *St Vincent de Paul Society* to help plan Social Justice unit
- Christmas hampers donated from every class towards local *St. Vincent De Paul Society, Joseph's Corner* and our Josephite sisters in our parish community.
- Coin Trail fundraiser for *CatholicCare* as part of Family Week activities
- Whole school support of sponsor child – Win Naing, (*World Vision*)
- Involvement in Project Compassion during Lent through *Caritas Australia*
- Social Justice Leadership Day for Year 6 leaders - informal reporting back to parent group
- Kids View Conference - Selected Year 6 student leaders - informal reporting back to parent group and class groups

Sacraments & Prayer:

- Supporting students and families to celebrate the sacraments of Penance, Eucharist and Confirmation through sacramental workshops
- Visual representations of our faith throughout the school; classroom prayer spaces, prayer cloths, candles, Mary MacKillop statues, class sets of bibles, prayer books, Sacramental displays in corridors & school foyer
- Education in Faith section in weekly School Newsletter
- Religious Education component on School Website
- School Vision statement on prominent display in school foyer and on school website
- Fr Richard Leonard: Staff Spirituality Reflection Day –
- 'Lights! Camera! Action! How can Catholic Education form believers in a Media saturated world?'
- All year levels to plan and lead a Prayer Assembly

- Timetabled regular class masses with invitation for parents, family & friends to attend
- Daily prayer time in each classroom
- Regular opportunities for experiencing prayer and celebrating liturgy involving the whole school community:
 - Opening School Mass and family picnic
 - Ash Wednesday
 - School/Parish Mother's Day Mass
 - School Feast Day - Mary, Help of Christians –Special 90th Birthday cupcakes and holy cards for each student, families & parishioners.
 - Feast of Sacred Heart of Jesus
 - Grandparent's Day Mass, open classrooms and morning tea.
 - Feast of Saint Mary of the Cross MacKillop
 - Feast of the Assumption
 - School/Parish Father's Day Mass
 - Graduation Mass – Year Six students
 - End of Year Mass
- Special celebrations for significant Liturgical seasons of the year.
E.g. Lent, Advent
- Student volunteers trained to become Altar Servers
- School Choir's participation in major liturgical events and in the local community at Christmas time.
- New Altar Gowns bought and blessed
- Whole school prayer developed by students; To be said at each school assembly
- 90th Birthday Celebration of St. Mary's history and culture – including a foyer display



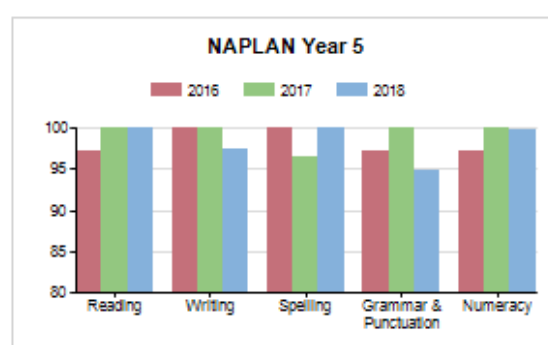
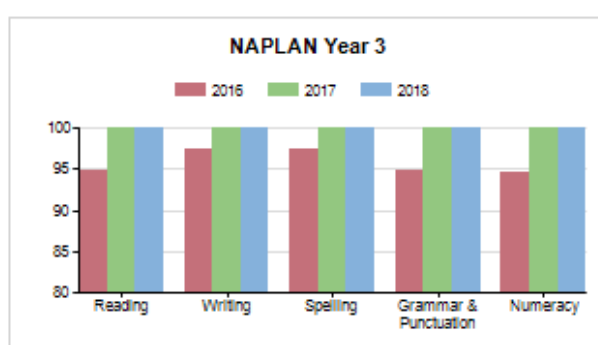
Learning & Teaching

Achievements

- Weekly School Leadership Team meetings and Curriculum Team Meetings
- Learning and Teaching Leader, Religious Education Leader and Wellbeing Leader allocated time to attend classroom teacher's term planning sessions.
- Allocation of one day per term for teachers in all year levels to do 'Big Picture' planning and goal setting for Curriculum areas.
- Further embedded inquiry and personalised based learning approaches and provided rich tasks that have challenged and extended students.
- The Learning and Teaching Leader attended all Western Region Network meetings, providing concise feedback and professional development at regular staff meetings.
- Whole School Closure day – presented by Michael Ymer
- School Purchased subscription to ESSENTIAL ASSESSMENT
- Mathematics Primary Network meetings attended and feedback to staff at PLT level
- Differentiation focus in Maths through PLTs, professional reading, professional sharing
- Growth Mindset in Maths - Encouraging Persistence, Maintaining Challenge.
- Cognitive activation during Maths investigations
- iPads purchased for use in 3/4 and 5/6 area
- Cybersafety workshops with MSJ students
- Cybersafety focus at staff meeting and planning
- Bully Zero Parent Night
- STEM night showcasing a variety of STEM activities for families to participate in
- Digital Technology Leader attend zone network meetings
- Class teachers trialled Seesaw
- The school was successful in obtaining a Mobil monetary grant to purchase STEM resources
- Participation in WeSTEM professional development
- Participation in Design Sprint facilitated by Scienceworks
- Digital Technology Staff Meetings to help skill staff on use of Digital Technology Curriculum.
- Staff implemented the BAS across the whole school
- Leaders involved in forming a Collective with other schools to explore the use of Data for targeted teaching
- School purchased the Fountas and Pinnell Classroom Guided reading set for Year 1 and 2-cost \$9000
- Purchased guided reading sets for middle (3/4) school cost - \$800
- Whole school focus on using the Literacy Continuum to guide our teaching
- Visits from other schools to see how LLLL has been implemented here
- Staff meetings focused on the structure of a Guided reading session
- CEM Literacy Leaders (Elisabeth Clifton and Rikki Borg) ran a staff meeting on using data to inform targeted teaching
- Elisabeth Clifton was involved in planning with 5/6 team
- Rikki Borg was involved in planning with 3/4 team
- A number of staff attended professional development in the following areas: Reading to Learn, SMART spelling and THRASS
- A second round of testing using BAS was undertaken
- Data from this testing was analysed and used for forward planning
- Literacy Leaders attended Literacy Network meetings as well as a twilight workshop on Facilitated Planning

STUDENT LEARNING OUTCOMES

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|-----------|-----------|-----------------------------|-----------|-----------------------------|
| NAPLAN TESTS | 2016 % | 2017 % | 2016 - 2017 Changes % | 2018 % | 2017 - 2018 Changes % |
| YR 03 Grammar & Punctuation | 94.9 | 100.0 | 5.1 | 100.0 | 0.0 |
| YR 03 Numeracy | 94.7 | 100.0 | 5.3 | 100.0 | 0.0 |
| YR 03 Reading | 94.9 | 100.0 | 5.1 | 100.0 | 0.0 |
| YR 03 Spelling | 97.4 | 100.0 | 2.6 | 100.0 | 0.0 |
| YR 03 Writing | 97.4 | 100.0 | 2.6 | 100.0 | 0.0 |
| YR 05 Grammar & Punctuation | 97.2 | 100.0 | 2.8 | 94.9 | -5.1 |
| YR 05 Numeracy | 97.2 | 100.0 | 2.8 | 100.0 | 0.0 |
| YR 05 Reading | 97.2 | 100.0 | 2.8 | 100.0 | 0.0 |
| YR 05 Spelling | 100.0 | 96.6 | -3.4 | 100.0 | 3.4 |
| YR 05 Writing | 100.0 | 100.0 | 0.0 | 97.4 | -2.6 |



The above table shows that in 2018:

- 100% of Year 3 reached National Minimum Standard in Reading.
- 100% of Year 3 students reached the National Minimum Standard in Writing.
- 100% of Year 3 students reached the National Minimum Standard in Spelling.

- 100% of Year 3 students reached the National Minimum Standard in Grammar and Punctuation.
- In Year 5, 100% of students reached National Minimum Standard in Reading.
- In Year 5, 97.4% of students reached the National Minimum Standard in Writing, a slight 2.6% drop from 2017.
- 100% of Year 5 students reached the National Minimum Standard in Spelling, a 3.4% improvement from 2017.
- 94.9% of Year 5 students reached the National Minimum Standard in Grammar and Punctuation, a slight drop of 5.1% from 2017.



Student Wellbeing

Achievements

VALUE ADDED

Leadership:

- Student Wellbeing Leader successfully ran the Peaceful Kids program with a group of Year 3/4 students and extended the program into Year 5/6
- Student Wellbeing Leader continued working with the staff in relation to mindfulness practices during staff meetings and PLTs
- Fortnightly School Leadership Team meetings and Curriculum Team Meetings support our actions in Wellbeing.
- Audited our policies and procedures in light of the Child Safety Standards and developed a Code of Conduct and Child Safety Policy.
- Student Wellbeing Leader attended planning sessions to enable greater emphasis being placed on the General Capabilities.
- Student Wellbeing Leader regularly attended CE Western Office Network Meetings

Curriculum / Building Capacity and Knowledge:

- One teacher and two LSOs trained in running the Peaceful Kids program resulting in more children having access to the program
- Staff member attended the Berry St PL and shared knowledge with the whole staff during Staff Meetings / PLTs and planning sessions
- 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.
- Made provision for good practice sharing in the area of Wellbeing during staff meetings and PLT's
- Classroom teachers included mindfulness practices in their Circle Time sessions and at other times during the day.
- All class teachers include at least one Circle Time session in their week to enhance class relationships and build Social & Emotional Literacy.
- Continued our consistent approach to Positive Behaviour Management including the promotion of Restorative Practice
- Continued the process of making links between Learning & Teaching integrated units, General Capabilities and Religious Education through the Faith/Life approach in planning.
- Purchased new SEL / Wellbeing resources in particular Circle Time resources.
- Set up of classrooms to promote collaborative learning opportunities.

Student Leadership:

- Continued our work in Student Leadership: Junior School Council, Hobsons Bay Junior Council, Student Leaders including School Captains, House Captains, Wellbeing, Social Justice and Choir Leaders.
- JSC 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 Student Leadership program as we worked more effectively with our Wellbeing and Social Justice Leaders for the fifth year.
- Our WB Leaders were more actively involved in preparation for our 4 Colour days: Bullying & Violence (Orange), Better Buddies (Purple), Kindness and Happiness (Yellow) and Child Safety (Red).
- Attended a Year 6 Leadership Day.
- Enhanced our Buddy Program by having regular fortnightly contact between Year 6 & Prep buddies in class time. Year 6s and their Buddies planted and maintained the small garden in the Friendly Meeting Place
- Applied for the Hobsons Bay Vibrant Community & Equipment grant to run Yoga sessions with our Year 5/6 students in 2019 to enhance our Mindfulness program

Parent Engagement:

Encouraged parent engagement through:

- Parent Information
- Classroom Helpers
- Parents & Friends Association
- Education Board
- Regular communication through newsletters, Facebook, Care Monkey, School website, email, phone calls, school yard chats
- Involvement in school initiatives such as Walking School Bus, Mother's Day & Father's Day stalls, Vegetable Garden.
- Bully Zero Parent Night

Intervention:

- Parent Support Group meetings: Individual (students & parents) and Group (ASD parents).
- Sessions with our school psychologist from OnPsych for students with special Social & Emotional needs.

School Community Programs and Initiatives:

- Staff Photos displayed in the office foyer
- Improved Transition program: Year 1 – 6 by initiating a Moving Up Day for students going into Years 1 – 6 enabling students to see what it was going to be like in their new year level.
- CEM Wellbeing Cluster: Year 6 Transition Day.
- Prep / Year 6 Buddy which includes a family Buddy night.
- Termly "Colour Days" – National Day of Action against Bullying (Orange), Buddy Day (Purple), Kindness Day (Yellow) and Child Safety (Red).

- Lunchtime & After School Activities: Library (open every day), SAHARA, Choir, Kelly Sports.
- Physical Activity Initiatives: Active Transport, Before School Fun & Fitness and Sport Training.
- Grandparents Day, Footy Fun Day, Walkathon.

STUDENT SATISFACTION

In terms of 'Student Behaviour' we saw a huge increase in scores in Classroom Behaviour from the Students' perspective (52 in 2017 to 65 in 2018) taking us into the Top 25% of Australian Primary Schools and a small increase in scores from the Staff Perspective (80 in 2017 to 83 in 2018). Student Safety also showed an increase from the Student perspective (76 in 2017 to 78 in 2018) and from the Parent perspective (74 in 2017 to 81 in 2018). We credit some this to our work in Restorative Practice in Terms 3 & 4 2017 and our constant efforts in maintaining consistency in our Positive Behaviour Management approach.

'Teacher Relationships' also saw an overall increase from the Students' perspective – Teacher Empathy (82 in 2017 increased to 86 in 2018), Purposeful Teaching (78 in 2017 increased to 82 in 2018) and Stimulating Learning (66 in 2017 increased to 71 in 2018). Our emphasis on Visible Learning and Growth Mindset may have played a part.

In 'Engagement in Learning' we maintained our scores in Learning Confidence (79) and in Connectedness to Peers (83).

Parent Opinion scores for Social Skills (80 in 2017 to 82 in 2018), Connectedness to Peers (83 in 2017 to 85 in 2018) and Connectedness to School (77 in 2017 to 78 in 2018) have all shown an increase indicating to us their approval of the work we do in these areas.

Our Student Wellbeing Aggregate Index sits at 79.4 well within the range for 68% of Australian schools.



STUDENT ATTENDANCE

The Attendance Roll is completed twice daily and all non-attendances are recorded accurately as well as late arrivals, early dismissals and morning and afternoon absences. The Roll is completed by the teacher in charge of the class.

The Electronic Attendance Roll is linked to the N-Forma Reporting Package and automatically calculates and records attendance information on the child's June and December Reports.

The Attendance Roll and Examination Register is a record of the School and shall be kept at school at all times.

An absence form is to be completed by parents/guardians of students who will be absent for a whole or part of a day, prior to 8.45am on the day of or prior to the absence. Failure to do this will result in the parent/guardian receiving an SMS Notification of Unknown Absence.

Upon receiving this notification parents/guardians are requested to complete the Absence Form.

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | % |
|---|------|
| Y01 | 93.2 |
| Y02 | 94.5 |
| Y03 | 91.7 |
| Y04 | 93.0 |
| Y05 | 92.1 |
| Y06 | 91.2 |
| Overall average attendance | 92.6 |

Child Safe Standards

Achievements

Made a whole school commitment to Child Safety and all that it entails.

- Continued to audit and review our practices in terms of the Child Safety requirements.
- Staff completed the Mandatory Reporting module.
- Principal provided PD for staff at Staff Meetings on Reportable Conduct / PROTECT.
- Raised awareness of the importance of Child Safety with the parents via the school newsletter.
- Promoted child empowerment and participation through our 'Standards of Behaviour for Students', our focus on 'Healthy and Respectful Relationships', 'Resilience' and 'Child Abuse and Prevention' and by "Empowering Student Voice". This is evident in our whole school approach to Positive Behavior Management, Circle Time practices, involvement in the National Days of Action: Bullying and Violence, Better Buddies, Daniel Morcombe and our own Kindness and Happiness Day, Junior School Council and student leadership programs and our focus on Personal and Social Learning within our curriculum.
- Regularly update our Working with Children Check register and ensure that the guidelines are adhered to
- Ensured that staff, volunteers and contractors had received and acknowledged receipt of our Child Safety Code of Conduct
- Purchased new fluorescent vests for staff and volunteers to wear on excursions



Leadership & Management

Achievements

- Continued to review and implement a revised Annual Review Meeting form and process with a focus on personal and school goals. The school goals originated from our School Annual Action plan.
- Whole school assembled outside hall to raise the Australian and Aboriginal flags and sing the National Anthem prior to weekly school assembly.
- Code of Conduct (Child Safety)
This continued to be a focus during 2018 involving many School Leadership Meetings, Staff Meetings and School Education Board Meetings. Details of the specific achievements are outlined in the Child Safe Standards section of this report.
- Targeted teaching and data analysis was a major focus throughout 2018. Details of the specifics of this are outlined in the Learning and Teaching section of this report.
- Introduced regular review and updating of School Policies and Procedures at School Leadership Team meetings and Staff meetings.
- Occupational Health & Safety listed as an Agenda item at Staff meetings.
- Introduced a more detailed Risk Analysis requirement as part of our Excursion / Incursion forms.
- School purchased a Student Performance Analytics Platform (SPA) to assist with our data collection and analysis of learning outcomes.
- Transition Procedures
Initiated a "Moving Up Day" for students going into year one to six, enabling students to see what it was going to be like in their new level.
Continued to review and implement new transition procedures.
For Students: Teachers created a Shared document in google drive with all teachers adding relevant details about all children in their class. This document was crucial in assisting us with our groupings of children for next year as well as a great source of information for teachers of their new class.
For Staff: Reviewed and updated expectations of teachers, POLs and Level Teams when staff transition to a new level.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018**

| |
|--|
| SMART Spelling Course |
| Graduate and Beginning Teachers Network |
| VIT: Supporting Provisionally Registered Teachers |
| THRASS |
| Mary MacKillop Colloquium |
| Graduate and Beginning Teachers Network - Mentor |
| Administrative Officers Summer Forum |
| New Admin Officers Induction |
| Western Literacy Leaders Network Days |
| Learning Diversity Leaders Network |
| Inclusion Leaders Network |
| Levelled Literacy Intervention |
| Facilitated Planning |
| Fontas & Purnell PD (St. Pauls West Sunshine) |
| Western NCCD Network Meeting |
| NCCD: Briefing |
| Past Legacy Present Tense (Aboriginal Perspective with Archie Roach) |
| Learning Diversity Leaders Conference |
| Driving Performance |
| Symposium on Psychological Wellbeing |
| 2019 Review Process |
| 2019 School Review using NSIT |
| Students with ANXIETY - Build Confidence and Improve Achievement |
| Maths Leaders Network Mtg |
| Agile Learning Sprints Network |
| Developing a Whole School Annual Action Plan |
| Learning and Teaching Network |
| Deputy Principal Network |
| Student Wellbeing Cluster Mtgs |
| OHS for School Leaders |
| Student Wellbeing: Enable, Connect, Engage, Learn (Berry St) |
| Little Learners Love Literacy |
| Learning and Teaching Network |
| Digital Technologies and STEM Conference |
| WE-STEM |
| Western NCCD Network Meeting |
| Peaceful Kids Training |
| Reading to Learn |

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

28

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2,762.00

TEACHER SATISFACTION

Our Teaching Climate Aggregate Index has risen from 79.8 in 2017 to 86.8 in 2018 and our Organisational Climate Aggregate Index has risen from 66.5 in 2017 to 72.8 in 2018.

This is reflected in increases of between 1 and 12 percent in every area of our School Improvement Survey data.

We see this as a huge positive. It is wonderful to see that our staff are working hard to create a climate that engages staff, students and parents in meaningful ways.

Most significant are rises in Engaging Practice (77 in 2017 to 86 in 2018).

Quality Teaching (75 in 2017 to 87 in 2018).

School Morale (68 in 2017 to 78 in 2018).

Team Work (70 in 2017 to 82 in 2018).

Parent Partnerships (75 in 2017 to 84 in 2018).

Respect for Students (85 in 2017 to 88 in 2018).

Professional Growth (64 in 2017 to 74 in 2018).

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

90.1%

STAFF RETENTION RATE

Staff Retention Rate

82.6%

| TEACHER QUALIFICATIONS | |
|---------------------------------------|-------|
| Doctorate | 0.0% |
| Masters | 15.8% |
| Graduate | 26.3% |
| Graduate Certificate | 0.0% |
| Bachelor Degree | 73.7% |
| Advanced Diploma | 26.3% |
| No Qualifications Listed | 10.5% |
| STAFF COMPOSITION | |
| Principal Class (Headcount) | 2 |
| Teaching Staff (Headcount) | 27 |
| Teaching Staff (FTE) | 21.0 |
| Non-Teaching Staff (Headcount) | 17 |
| Non-Teaching Staff (FTE) | 14.8 |
| Indigenous Teaching Staff (Headcount) | 0 |



School Community

Achievements

- Continued to review, use and improve our communication methods – newsletter, updated app, Facebook and the School Website.
- Parent discussion groups on a range of school initiatives.
- Intensive Transition program from Kinder to Prep (incorporating Parent Information nights, Kinder visits, open mornings and our Getting a Good Start (GAGS) program).
- Open mornings for current and prospective parents to visit classrooms.
- Family involvement in Sacramental Program.
- Support group for parents of children with ASD.
- Parent Classroom Helper course.
- Parent courses in Reading, Spelling and Writing.
- Grandparents Day involving mass, classroom visits and scones and morning tea.
- Footy Fun Day.
- Mary Help of Christian's Feast Day
- Parents and Friends events eg. Beginning of the school year mass & family picnic, Family Film night, school disco, Walkathon to name a few.
- Student attendance and participation in Hobsons Bay Junior School Council.
- Kelly Sports Dance Activities at lunchtime and Games after school.
- Library lunchtime activities.
- Fun & Fitness before school
- Walk or Ride to School Days & Walking School Bus.
- Termly "Colour Days" – National Day of Action against Bullying (Orange), Buddy Day (Purple), Kindness Day (Yellow) and Child Safety (Red).

PARENT SATISFACTION

The analysis of the data on Parent Opinion demonstrated rises of between 1 to 11 points in the following areas:

Parent Partnerships (67 in 2017 to 77 in 2018).
 Approachability (78 in 2017 to 82 in 2018).
 School Improvement (69 in 2017 to 75 in 2018).
 Learning Focus (71 in 2017 to 75 in 2018).
 Extra-Curricular (46 in 2017 to 56 in 2018).
 Homework (63 in 2017 to 67 in 2018).
 Stimulating Learning (75 in 2017 to 80 in 2018).
 Teacher Morale (74 in 2017 to 85 in 2018).
 Connectedness to School (77 in 2017 to 78 in 2018).
 Social Skills (80 in 2017 to 82 in 2018).
 Connectedness to Peers (83 in 2017 to 85 in 2018).
 Student Safety (74 in 2017 to 81 in 2018).

We consider this very positive growth. Most significant for us are the rises in Parent Partnerships, Student Safety, School Improvement, Approachability, Stimulating Learning and Learning Focus.

We believe it shows our commitment to ensuring positive Parent / School relationships and the importance we place on them.

