St John Vianney's MULGRAVE

2017

REGISTERED SCHOOL NUMBER: 1613
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Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>23 Police Road Mulgrave VIC 3176</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Andrew Mullaly</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Father John McGinty</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Andrew Mullaly</td>
</tr>
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<td>TELEPHONE</td>
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<td>WEBSITE</td>
<td>sjvmulgrave.catholic.edu.au</td>
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<tr>
<td>ABN</td>
<td>38 286 799 784</td>
</tr>
<tr>
<td>E NUMBER</td>
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<tr>
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Minimum Standards Attestation

I, Andrew Mullaly, attest that St John Vianney’s 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 2007 (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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

25 May 2018
Our School Vision

St John Vianney’s Catholic Primary School, working in partnership with our Parish, lives out the Gospel values of diversity, mutual respect and tolerance providing a high quality, student Centred education to help ensure that every child experiences success in an inclusive classroom.
School Overview

St John Vianney’s school is part of the Parish of Mulgrave. It was established in 1960 as part of the community of Springvale North. Presently the Parish is run by the Oblate Fathers.

It has an enrolment of 404 students according to the 2017 August census. The school makes decisions annually based on school policy about the organisation of class groupings into either straight or composite classes, except at Foundation level to best maximise learning.

The school population is highly multicultural, with over forty nationalities being represented in the school. This trend continues to be constant. Many of the students have English as an Additional Language backgrounds. While learning English is a necessity and a high priority, the school strongly encourages the families to ensure their children remain proficient in their mother tongue and celebrate their multi-lingual abilities.

The school is serviced by 3 main buildings. The administration block houses the school’s reception, staff areas and offices, library and computer lab, meeting rooms. In 4th term a building program was began to refurbish the administration block and was completed by the end of Term 1 in 2018. Two separate classroom blocks accommodate the schools current enrolment of 17 classrooms. Of these classroom blocks the Scanlon Centre was completed in 2010 as part of the Building the Education Revolution. There are 7 junior classes, student facilities, Reading Recovery/Maths Intervention rooms, and withdrawal rooms and staff facilities in this learning area. The Brigidine Learning Centre was completed in 2015 and it contains 10 learning areas, 2 shared areas, tuck-shop and staff and student amenities. The school is also well served by a large oval space as well as asphalt areas for passive and active pursuits.

Religious Education and its Catholic Christian principles are central to the life of the school and are strongly reflected in our programs, policies and curriculum.

The school curriculum is based on the Victorian Curriculum and the CEM Horizons of Hope Learning and Teaching documents. Religious Education is central to our curriculum and integrated with inquiry using the Pedagogy of Encounter process.

The school enjoys a close relationship with the parish community. This is reflected in the different individuals and groups from the parish who work alongside the educators within the school on some of our programs. Our annual Community Fun Day, held each October, brings the Parish and school community together in a spirit of co-operation to raise funds that contribute to the aims and vision of the school and parish.

In May 2017 the Principal Simon Fitzpatrick took up a position at Catholic Education Melbourne and Julie Cooke became Acting Principal with Marg Klupacs as Acting Deputy. In 4th term Andrew Mullaly took up the appointment as the new Principal of our school.
Principal’s Report

St. John Vianney’s school makes a commitment to provide a Catholic education for our students where the learning needs of our students are met within the Catholic tradition of faith. The school motto, *Walking with Families in Faith and Knowledge*, is evident in the close relationships that exist between school, parish and home. The Catholic identity of the school has been drawn into sharp focus with the school’s involvement in the Enhancing Catholic School Identity Project.

It was another productive year for St. John Vianney’s school. Central to our mission as a Catholic school was to educate the students in the life of Christ. This was evident in our ongoing Prep – 6 Religious Education Program and Sacramental Programs.

It was the first year of the School Improvement Plan developed as result of the review process conducted in 2016. Priorities identified were:

- Enhancing the Catholic identity of the school
- To cultivate and sustain a learning community that is engaged in purposeful and contemporary learning and teaching.
- To improve the wellbeing of all students and to enhance engagement in their learning and their relationships.
- To develop a staff culture characterised by a shared vision, trust and a strong sense of team work for continuous school improvement.
- To further promote and strengthen the involvement of all families and community groups in the life of the school.

The school continues to make effective use of data to inform the teaching and learning in the school. This is most evident in the excellent coverage that is provided to students with their learning. The intervention programs provided in the school are targeted to students in need of additional support. The staff has excellent coverage of the students and is able to respond to this through wellbeing and intervention programs.

Our relationship with school families continues to grow. Opportunities to bring our parents together in smaller forums like focus groups could be a focus for the future. A greater emphasis on capturing student voice in the school is also a recommendation for the future.

We offer a comprehensive curriculum based around the Victorian Curriculum which has been fully implemented with a future focus on the capabilities. The school also has a strong focus on literacy and numeracy in the school. The use of ICT coaches and mentors has allowed staff to develop their capacity in the use of ICT tools for contemporary learning.

The seventeen classes of the school are supported by the following specialist teachers and support staff:

- Leadership Team (Deputy Principal, Religious Education Leader, Student Wellbeing Leader, Student Services Leader, Literacy Leader, Maths Leader, Level Leaders)
- Maths Intervention Teacher 0.5
- 2 Reading Recovery Teachers
- Specialist Teachers (Indonesian, Performing Arts, Sport/PE, Library)
- Information Communication Technology Leader
- Information Technology Maintenance personnel
- Learning Support Officers
- Administration Staff and an appointed Business Manager

Student Wellbeing is a main priority in the school. This is evident in the programs that are offered to students and the philosophy of the school. Restorative practices adopted by all staff are central to the wellbeing of our students. The school provides access to school counsellors and a psychologist. The school also engages with external agencies to support the work in this area when appropriate.
Capital works have provided more contemporary learning environments across each area including the library area. The successful completion of Stage 3 of the Schools Master Plan will result in more flexible learning spaces for all students.
Education in Faith

Goals & Intended Outcomes

To strengthen our school as a contemporary Catholic community.

That students are able to understand and make meaningful, relevant connections between the Catholic story and their own lives.

That staff continue to develop their capacity to design and implement a contemporary RE curriculum.

Achievements

The School was involved in a number of activities which related to the Catholicity of our school and added to the spiritual development and Catholic Identity of its students. Whole school liturgical celebrations were held at the beginning and end of year, Holy Week, Easter, Family Week and St John Vianney’s Feast Day.

All classes from Prep to 6 prepared and participated in Class Masses at the Parish Mass on Friday mornings in Term 2 and 3 and were attended by all students. The parishioners of St John Vianney’s value the students’ participation and reflections at these masses. These are very important and special occasions for the students as they deepen children’s understanding of the Mass and their connection with the wider Parish Community. Students celebrated with a morning tea after the mass which was attended by their families and the parish priests.

Family Week was another opportunity for the School to strengthen its links to the community. The school celebrated Family Week with a special liturgy followed by a shared lunch. This was a very well attended celebration with many families considering it important enough to make it a priority.

The School continued to support a number of fundraising and social justice initiatives such as Mini Vinnies and Caritas. As part of Family Week, the School raised funds for Centacare to assist them with the important work they do in so many areas, including the area of social disadvantage.

The Feast of the Sacred Heart was used as an opportunity for the students to understand how important it is to reach out to those in need in our community. The students provided donations of food and clothing and worked in partnership with The St Vincent De Paul Society to ensure these goods were distributed to the needy. As well as forging deeper connections with the Parish and broader community, the school strove to raise student awareness of the needs of others and their responsibilities to support others.

Our Mini Vinnie’s group, under the leadership of Mrs Dawn Heldt, the Religious Education Leader continued to lead and support this social justice initiative.

The school’s Sacramental Program in partnership with the parish allowed for Catholic Identity and spirituality to be nourished for parents and students. For all three sacraments Faith Formation Nights for parents and Family Workshop nights for families were conducted.

The Year 6 students who received Confirmation participated in a whole day of reflection. These activities complemented the program being taught through the new RE renewed framework.

Staff continue to teach Religious Education as part of our inquiry process. In 4th term all staff participated in a school closure day which supported teachers understanding of using the Pedagogy of Encounter to enhance our Teaching and Learning and Religious Education curriculum.
VALUE ADDED

1. Sacramental programs and family nights engaged the families of sacrament students as part of their faith formation.
2. Weekly school masses in Terms 2 & 3 were well attended and supported by parents and parish community
3. Strong attendance at Sacrament Information Nights and Workshops.
4. Social justice initiatives to raise monies
5. Mini Vinnies participation grew in the past year

Results from the annual insight SRC surveys in the area of Catholic Culture show on a percentile ranking against all Victorian Catholic schools. The strengths identified were:

- 92% Staff ranking on Behaviour of students
- 91% Parents ranking on Social Justice
- 75% Students ranking on Social Justice
- 74% Students ranking on Opportunity
- 69% Students ranking for compassion
Learning & Teaching

Goals & Intended Outcomes
To cultivate and sustain a learning community that is engaged in purposeful and contemporary learning and teaching.

To improve student learning outcomes through personalised, effective and stimulating teaching that builds student ownership and engagement in all areas of the curriculum.
That student learning outcomes will continue to improve.

Achievements
In 2017 the area of Teaching and Learning was led by a team of curriculum leaders including the Teaching and Learning Leader, Religious Education leader, Literacy leader, Numeracy Leaders and the 3 Level Leaders who lead teacher teams. These leaders work in close collaboration directed by the outcomes outlined in the Annual Action Plan. Each leader also writes an annual action plan for their curriculum area.

The main outcomes outlined in the teaching and learning Plan was the full implementation of the Victorian Curriculum and the integration of the inquiry concept with the Pedagogy of Encounter framework. The CEM Horizons of Hope Learning and Teaching framework document is the main support document that guided this approach. The school sought advice and collaboration with the Southern Region teaching and learning advisors. In Literacy there was an identified focus to support the students who were highly able in reading.
In Numeracy the school continued to implement rich assessment tasks and be part of the Choose Maths Project to support the development of rich tasks in mathematical teaching.

At the start of the school year each teacher and leader developed their own Professional Learning Goals. As part of this process they set their learning intentions and the success criteria for those goals so they can monitor how the goals are progressing. Throughout the year and during the ARMS process, staff were able to meet with different curriculum leaders and the principal to reflect on how their goal was progressing. This was used as part of the decision making processes to decide levels of support they would need to achieve their goal.

A significant amount of time, effort and resources were committed to intervention in the school. A range of data was collected for leaders to identify students at risk with their learning. Following this identification, programs and strategies that best supported these students were discussed, developed, implemented and reviewed. Under the direction of Kate Purdam, Student Services leader, our Learning Support Officers worked closely with students at risk with their learning. This was implemented in either small group activities, individually or support for the teacher in the classroom. A speech pathologist works 3 days a week to support the intervention program.

The school recognises the need to implement specific intervention programs to further support students with their learning. These programs include:

1. Reading Recovery
2. Learning Framework in Number
3. LLI (Levelled Literacy Intervention)
4. Maths Intervention
5. Speech Pathology Programs
6. Modelled Reading

To support these programs the school allocates considerable staffing resources. Two Reading Recovery teachers work .5; a Maths Intervention Teacher, 7 Learning Support Officers and a Speech Pathologist were employed to support the intervention programs.

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Student Wellbeing

Goals & Intended Outcomes
To develop further our school-wide approaches which value diversity, respond to individual needs and foster positive relationships between all members of the community.
That the wellbeing of all students at St John Vianney’s School will be enhanced.
That opportunities for student voice will be increased.

Achievements
At St John Vianney’s we understand a student’s wellbeing has a significant impact on their learning and development outcomes.
Leadership has adopted strategic and collaborative approaches to address the academic, social and emotional needs of our students. We take a proactive whole-school approach to developing effective wellbeing practices and policies and have a clearly defined process for identifying and monitoring students’ wellbeing needs. We have rigorous and evidence based intervention support programs with additional support based on the Response To Intervention model. RTI integrates assessment and intervention within a Multi-level prevention system to maximise student achievement. We use data to identify students at risk in learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities.

We have embedded Restorative Practices as a whole school approach to behaviour management and problem solving conflicts. The Restorative Practice program promotes mutual respect and tolerance within our school which is a key to our School Vision statement. There is a focus on who was affected, how they feel about it and how to prompt wellbeing in the future.

There is a focus on reaffirming relationships through developing social and emotional skills and repairing relationships in the classroom rather than a punitive approach. It provides processes for holding students accountable for their choices, actions and behaviour while at the same time building and repairing relationships within a nurturing school environment.
We provide our students with a range of programs which support student wellbeing such as, intervention programs, games club, specialist programs, garden club, wellbeing programs, restorative practices and the introduction in 2017 to the Respectful relationship program.
Wellbeing is proclaimed to a high extent given the social and emotional diversity of our students. We feel it is essential to celebrate difference within our school. The School Vision statement addresses Social Justice “in partnership with our Parish to live out the Gospel Values”. Social Justice is encouraged in our school through a number of local Parish and ministry initiatives such as Mini Vinnies, Parish Fete, Project Compassion, and Fair for Fairness and Hostel Visits.
Non-attendance We adhere to our Attendance Policy
The Principal has a responsibility to ensure that attendance records are maintained and monitored at the school. All student absences are recorded twice a day on the electronic attendance. If a student has an unexplained absence the parent or caregiver is contacted by 9.30 by the administrative staff.
Staff are asked to inform the Principal if a student is away for more than 2 days.
The Class Teacher and Principal have a further responsibility to ensure that unexplained absences are investigated and that high levels of absenteeism are adequately explained.
The Principal will contact parents of students with high levels of unexplained absences, with a view to developing a plan to return to school and implementing strategies to minimize absences.
Ongoing unexplained absences or lack of cooperation regarding student attendance may result in a formal conference being organized. Unresolved attendance issues may be referred to Child First.
Student absences are noted on the formal school report – Semester 1&2

VALUE ADDED
Students have opportunities to participate in extra-curricular activities such as
- Games Club at recess which was introduced for the senior school in 2013 and extended for the junior school in 2015. This has a focus on social emotional learning strategies and is facilitated by the Learning Support Officers.
- There is choir practice one afternoon a week for grade 2’s to 6’s where the students prepare liturgical songs for masses providing a connectedness to school and the parish.
- The grade 3 and 4 students also have opportunities to join the Garden Club which is facilitated by members of the Parish Community.
- Senior students have the opportunity to apply for a variety of leadership roles and be mentored in their role by a member of staff.
- Performing Arts has provided options for students to engage in creative curriculum whereas Visual Arts is limited to the classrooms with no allocated space for visual arts.
- Some clubs are provided at lunch time breaks e.g Dancing club
- Student Enrichment Programs
- Violin lessons for 4-6 boys
- Maths Olympiad
- Public Speaking sessions for senior students with public speaking competition
- Indonesian Club
- Visits to John Hannah Hostel

STUDENT SATISFACTION
• 75% ranking for learning confidence
• 88% ranking for student motivation
• 79% ranking for connectedness to school
• 72% ranking for student morale
• 82% ranking for purposeful teaching

Student motivation, connectedness to school, student morale, purposeful teaching all showed growth since last year. Purposeful teaching rose from 68% to 82%.

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<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
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<td>Y02</td>
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<td>Y06</td>
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<tr>
<td>Overall average attendance</td>
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Child Safe Standards

Goals and Intended Outcomes

At St. John Vianney’s Mulgrave we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.

• All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.

• Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.

• All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.

• All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse.

• The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.

• Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.

• All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.

• Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.

• Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

Achievements

St John Vianney’s has continued to broaden its comprehensive suite of Child Safe Policies. We advocate that all adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse. Any personnel working within the vicinity of the school are expected to have a Working with Children check. This is collected and kept as a record through our induction processes.

Our policies and practices are constantly being updated to meet the compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.

Key staff have been trained in the PROTECT protocols and understand the duty of care obligations outlined in the document. When necessary agencies such as Child First and DHS are contacted and a follow up phone call is made to the Wellbeing team in James Goold House.
Any current and new employed staff must read and agree to the school’s Child Safety Policy. This covers the Principles of:

- Child safety
- Policy commitments
- Responsibilities to students, leadership, parents and school staff
- Expectations around code of conduct
- Student safety and participation
- Reporting and Responding
- Risk management
- Relevant legislation
- CEM Policies

All staff must also read, agree and sign the SJV Safeguarding Children and Young People Code of Conduct before employment.

We are committed to providing regular opportunities to clarify and confirm policy and procedures in relation to child safety and young people’s protection and wellbeing. This includes annual training in the principles and intent of the Child Safety Policy and Child Safety Code of Conduct, and staff responsibilities to report concerns. All staff are professionally developed in Reportable Conduct and completes the Mandatory reporting modules annually. Current and relevant information is communicated to parents and families through the Parish Education Board, Parents and Friends Association and newsletters.

Leadership & Management

Goals & Intended Outcomes

To grow and sustain a professional culture that is characterised by integrity, shared vision, effective teamwork and a focus on continuous improvement.

That Organisational Climate will improve.
That Teaching Climate will improve.

Achievements

We have established a leadership structure that develops middle leadership.
Choose Maths project - whole staff
Rich Assessment Tasks - whole staff
Thrass Training – whole staff including Learning Support Officers
First Aid Training – whole staff
ICT - key personnel for mentoring
Victorian Curriculum - whole staff
Religious Education – whole staff
LSO’s- Edutraining
Graduates network – 2 teachers
Leading Practice in Family School Partnerships – Principal and DP
PROTECT PROTOCOL - 2 staff
Phonics PL (CEM) – 4 teachers with Literacy leader x 3 days
Child Safety – Reportable Conduct - whole staff
Mandatory Reporting – whole staff
First Aid – CPR Anaphylaxis – whole staff
Leaders who participated in networks
Literacy and numeracy leader in middle leadership programs x4 days
Teaching and Learning leader and level leaders in T and L network x4 days
Digital network leader x 4 days
Student services leader, literacy leader, T and L leader – Inclusion network x4 days
Specialists in cluster groups
Principal in Principal networks every term
Reading Recovery teachers – networks and conference

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<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
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TEACHER SATISFACTION
Professional Culture and Performance and Development Focus

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<th>Morale</th>
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<td>63</td>
<td>70</td>
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The cultural pillar of Empathy has increased since 2014 and more than doubled since 2016. This pillar is about supportive leadership so it shows that behaviours that support staff have improved considerably. Role clarity decreased in 2016 but increased to 18.9 in 2017.
**TEACHING STAFF ATTENDANCE RATE**

| Teaching Staff Attendance Rate | 94.28% |

**STAFF RETENTION RATE**

| Staff Retention Rate | 93.75% |

**TEACHER QUALIFICATIONS**

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**STAFF COMPOSITION**

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**School Community**

**Goals & Intended Outcomes**

To enhance the partnerships between the school and the community.
That parents will have a greater understanding of the learning process and will be more engaged in their children’s learning.
That opportunity for parent and wider community involvement in the life of the school will be optimised.

**Achievements**

There are many examples in the school that indicates that we promote and strengthen the involvement of all families and community groups in the life of the school. They are:
Parish Education Board: The PEB is an advisory body that meets every term to provide a structure for discussion and policy development for the school. There are parent representatives on that board. Several new members became part of the PEB in 2017.

The Parents & Friends Association: The P&F meet regularly throughout the term to organise activities that develop community and raise finances for the school.

Parent Education Programs: Parent nights are conducted throughout the year to inform and educate families about the teaching and learning that is happening in the school. In term 1 we provided an information night where each level of the school provided information about the curriculum. In term 2 we ran a very successful evening on our approach to spelling.

Social Events: Nights are organised which bring families together to celebrate events in the life of the school. These include the Family Fete, Student Disco, Twilight Sports and Christmas concert and BBQ.

The successful development and implementation of the School Master Plan is evident in the school. Along with the completion of the Brigidine Learning Centre as part of Stage 1 and 2 of the School Master Plan Stage 3 has also been completed. This involved the administration building including the library and outside area.

<table>
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<th>Parish/School Program/Activities</th>
<th>School Program/Activities</th>
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<tr>
<td>Parish Fun Day</td>
<td>Term 1 Family Information nights</td>
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<td>Friday class masses Term 2 and 3</td>
<td>Family/Teacher Meetings</td>
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<td>Weekly visits to the John Hannah Hostel</td>
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<td>Sacramental program</td>
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<td>Senior Citizens lunch</td>
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<td>Garden Club</td>
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<td>St. Vincent de Paul Society</td>
<td>Christmas Carols/BBQ night</td>
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<td>Year 6 Graduation</td>
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There are a variety of reasons why these programs and activities are well attended by our families. Firstly, through the use of the Parent portal and the community calendar the events are well publicised and advertised well in advance of the event. Secondly, students are always invited to attend these events and on some occasions babysitting is supplied. Finally, the school and the parish enjoy a close relationship so we are able to be a part of existing Parish groups and activities.

Throughout the year the school sought feedback from the parents through Survey Monkey about aspects of the life of the school. Examples of this have included the schools swimming program, homework policy, twilight sports and school reports. We consulted with the parent community about the Twilight sports and the feedback overwhelmingly stated that they want sports day during school hours. Consequently in 2018 it will be held during the day.

Feedback is also sort through formal groups like the Parish education Board and the Parents & Friends Association.

The communication between home and school has been enhanced. The recently rebuilt web site has a parent portal where school information is regularly posted for parents and students to access. The use of text messages, SMS, electronic school newsletters and regular notes home have allowed the school families to be better connected with the school.

In 2017 we first introduced CDFPay Cash-free Solution for anything that requires payment from parents. This product, an online platform through the Catholic Development Fund (CDF). This is allows families to order 24 x 7 from any device with payment via their credit card or bank account.
PARENT SATISFACTION

Survey results indicated high levels of parent satisfaction with the school. Results from the annual Insight SRC surveys show the following actual scores. Parent engagement over the last 3 years has remained consistent 76% of the parents found the school approachable and 72% valued parental partnerships with the school. The following scores from Student Engagement indicates that the parents are satisfied with the learning of their children. Connectedness to school 77%, Student motivation 73% and learning focus 72%. Strong participation in parent forums like the Education Board and the Parents & Friends also indicate strong parent participation in the school. The Parents & Friends are vital to the life of the school because they organised a range of community and fundraising activities throughout the year.
Future Directions

- Fully implement the Pedagogy of Encounter in our termly planning and explicitly state the key understandings for the unit with evidence of contemporary teaching and learning in Inquiry and RE.

- Develop student assessments to inform planning and for reporting purposes by engaging staff and students in meaningful tasks (rich tasks) social justice actions

- Develop parental engagement because developing relationships with the primary caregivers of students empowers them to be active partners in their child’s learning

- Improve pedagogies and practices which enhance student voice.

- Integrate and incorporate social emotional learning for students to empower student learning

NOTE:

The School’s financial performance information has 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