



REGISTERED SCHOOL
NUMBER 524



ANNUAL REPORT

TO THE SCHOOL COMMUNITY

2019

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Minimum Standards Attestation

I, Kerrie Campagna, attest that St John's School 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)*

1st May 2020

Our School Vision

School Vision Statement



ST. JOHN'S
CLIFTON HILL

Preparing the Way
as a learning and faith community by
celebrating our Catholic identity
setting high standards
honouring the dignity of all
and
supporting diversity.
We are Preparing the Way
so that all can succeed and embrace the fullness of life.
At St John's School, we are Preparing the Way.

School Overview

Founded in 1886, St John's Catholic Primary School enjoys a long, proud tradition as a family- and community-centred school in Clifton Hill parish. It is a school valued for its commitment to student wellbeing, its dedicated, caring staff and very positive partnerships with parents and the wider community.

Students at St John's enjoy the benefits of studying in a small school. All the children know each other right across the years and develop strong bonds with classmates. The school has firmly focused on student wellbeing and has developed a number of programs to support a culture of acceptance, caring and inclusiveness. St John's also has an active parent community, who add very positively to the life of the school.

As a Catholic school, we are committed to the integration of faith, life and culture in the education of the whole child. We aim to nurture all aspects of students' physical, social, emotional, intellectual and spiritual wellbeing.

St John's vision for education celebrates our Catholic identity based on the fundamental belief that life is sacred. We strive to live as Jesus taught us as we pass on our Catholic tradition. 'The love of Christ urges us on' is the motto of our founders, the Sisters of Charity, and it is still very much at the heart of the school ethos today.

Enhancing Catholic School Identity (ECSI) data demonstrates that the school community is supportive of our catholic identity. It is valued and the community engages in the religious life of the school. Post Critical belief is the dominant believing style for staff and students. Both stakeholder groups lean towards a symbolic believing style.

In keeping with our Catholic ethos, St John's celebrates the diversity of its small community. Fundamental to the Catholic tradition is the belief that all life is sacred. An understanding of different cultures and life situations helps us to appreciate the sacredness of each person we encounter.

As a parish primary school, we play a vital role within the Parish of Our Lady of the Southern Cross, Collingwood and Clifton Hill. The school looks to the teachings of Jesus by honouring the values of respect and responsibility, courage and compassion, service and loyalty that lie at the heart of our community.

Through the current learning approach, we are responsive to each child's needs and our desire is that all our students will achieve success in their learning. The school is

proud of its very responsive teaching and learning program and its integrated use of Information and Communication Technology (ICT) in the classroom through initiatives such as classroom blogs. The school also meets each child's needs by using enabling and extending strategies in open-ended lessons.

St. John's School accepts children from Clifton Hill, Fitzroy North, Carlton, Carlton North and parts of Northcote. Our enrolment numbers at the August census were 96.6 and this year our school was organised into five classes – one Prep/1 class, one Grade 2/3 class, one Grade 3/4 class, one Grade 5/6 class and one Grade 6 class.

Principal's Report

During 2019, we continued to work to implement recommendations of the 2016 School Review and to strive for the best outcomes for the children enrolled in the school. Our class structure this year comprised one Prep/1 class, two Grade 2/3 classes, a Grade 4/5 class, and one Grade 5/6 class. We provided specialist classes in the areas of Performing Arts, Visual Arts, Mandarin, and Physical Education. We also provided small group and individual intervention classes in the form of the Fontus and Pinnell Program for Grade Prep to Grade 3 students and continued to extend and enable children in Mathematics to ensure individual needs were met. A focus for students in Grade 6 continued to be on providing opportunities for them to develop their leadership skills.

This year all teaching staff attended Professional Development in the THRaSS (Teaching Handwriting, Reading and Spelling Skills) Program. The THRaSS Program focuses on teachers teaching and the students *"knowing the 44 sounds of English and the various spelling choices that can represent these sounds, enables the learner to understand the spelling system (orthography) of our language. By explicitly teaching these basic building blocks of English orthography, THRaSS® reduces reading and spelling to their basics."* We believe that this will give us a structure to address needs in classes with mixed abilities and mixed levels as well as being able to assist children with language delay or EAL (English as an Additional Language) needs. Teachers have begun implementing some of these strategies and this implementation will continue in 2019.

A range of other programs have continued to be run throughout the school with the aim of ensuring high quality learning and teaching and optimal outcomes, these have included: Jolly Phonics, Smart Spelling, Spelfabet, the Fontus and Pinnell Literacy Intervention Program, Oral Language with EAL students, and speech programs for children with this identified need. The introduction and use of the Essential Assessment package for reading and mathematics has also enabled teachers to better tune their teaching using the pre and post testing functions as well as allowing children to see clearly what they can do presently and what their individual learning goals and priority areas are.

The emphasis of our social and fundraising functions changed this year, with the introduction of a Family Bush Dance to encourage more of our community to gather, and the combining of our regular Auction Night with a Comedy for a Cause event with an emphasis on attracting people from outside the St John's Community into the school. Both of these events were highly successful and will be built upon in the coming year. We have also continued to promote the social functions organised by the parish and some of our families have taken up the opportunity to join the wider parish community at these.

Our senior students this year travelled to Phillip Island for their annual camp at the beginning of the year. This is always an exciting time for the children although one that comes with a good deal of nerves for children and parents alike. The attractions of our outdoor camp program and the learning that is related to this camp certainly make the event most worthwhile.

This year we also celebrated the Sacrament of Confirmation with our senior students. Bishop Terry Curtin, Auxiliary Bishop for the Northern Region of the Melbourne Archdiocese, was our principal celebrant and conferred the sacrament. Bishop Terry was very complimentary of the way the children were prepared for the Mass and of the understanding that they brought to this significant event in their faith journey.

This year we engaged with the G.A.T.E.WAYS organisation to be a host school for programs aimed at Gifted and Talented children. This initiative was designed to ensure that as many of our children as possible could access these programs and with the hope that our school could be promoted to a broader range of people from across our local and wider community.

In the same vein, we have also engaged with a wider network of local kindergarten and Early Learning Centres to publicise our school and have initiated library sessions and nursery rhyme sessions as a way of inviting the children attending these centres into the school.

Our Biennial School Production this year took the form of a review entitled St John's Goes to Broadway. Classes took on the challenge of song and dance numbers from a number of musicals from the 60s to the present day and a large part of the Performing Arts program was devoted to preparation and rehearsal for this event. For the first time we gratefully utilised the Performing Arts facilities of the Academy of Mary Immaculate to stage this event which was attended and enjoyed by a large cross section of our extended school families.

Promoting our school has been a large focus across 2019. As part of these efforts, we engaged Shon Productions to showcase our school through a promotional video to enable potential parents to see inside our school and get a glimpse of what is on offer. We have also adopted a new motto or point of difference, "Preparing the Way" to enable us to promote the school as a welcoming community that educates the whole child and enables them to succeed, not only while here but also in the years after they leave us. In marketing our school, we have developed new stationery and ensured that all advertising will have a consistent look so that we can attain greater brand recognition, promoting our current good work to the wider community, and keeping our school the strong and vibrant place of learning that it is presently.

Education in Faith

Goals & Intended Outcomes

- **To strengthen the Catholic Identity of St John's School as a faith community.**
- 1. All members of our community develop authentic and meaningful connections between self, the Catholic faith and the contemporary world.

Achievements

At St John's, we continue to enjoy a constant and supportive relationship with our Parish Priest, ensuring that both staff and student wellbeing are being considered and cared for. This involvement has led to a warm connection between the priest and the students, as well as promoting discussion between our staff. We have enhanced our school Masses with greater participation and ownership by the students and support of the parent community. We carry out fundraising throughout the year in support of charities, e.g. Caritas and Catholic Mission, in order to highlight the ongoing Mission of the Church. There is a strong link between Parish and School in the preparation for the sacraments and the ongoing faith development of the children.

Value Added

Unpack Catholic Social Teaching

- Staff continued to develop their understanding of Catholic Social Teachings through reflection and moderation
- Staff used the Caritas website and related units and resources relating to Catholic Social Teachings to enhance the learning of students

Increase number of accredited staff

- One staff member completed accreditation studies, opportunities for other staff were advertised promoting studies for accreditation to teach RE and they have been encouraged to apply.

RE Pedagogy

- Use of rubrics explored with staff to facilitate meaningful; assessment of learning.

Faith Life Connections

- We have continued to encourage active participation in a life of faith by holding regular School Masses and Liturgies, including inviting families to specifically assigned Sunday Masses.
- There are regular displays in classrooms and public spaces to emphasise the celebration of sacraments or the relevant season of the Church's year. There is a daily focus on prayer with prayer used to begin our weekly assemblies and all meetings.
- Members of the school community remain involved in the Parish Council with the aim to strengthen the link between school and parish.
- Parent information meetings held during the preparation for sacraments explained the sacrament in ways that apply to family life and that prompt discussion and engagement between the children and their parents.

- Units of work in RE intentionally linked to Inquiry units in others areas so that children could begin to see explicit links between the faith teaching and their ordinary lives.

Sacraments

- This year we celebrated the Sacrament of First Eucharist with 18 children in Grade 3. Later in the year 37 children from Grades 5 and 6 celebrated the Sacrament of Confirmation in a Mass presided over by Bishop Terry Curtin, Auxiliary Bishop for the Northern Region of the Archdiocese.

Learning & Teaching

Goals & Intended Outcomes

- **To empower students to take ownership of their learning, and improve outcomes in all learning areas across the school.**
- 1. Students will be increasingly engaged, motivated and confident to take responsibility for their learning.
- 2. Student learning growth will improve across the curriculum, with a focus on improved literacy and numeracy outcomes.

Achievements

- THRaSS (Teaching Handwriting, Reading and Spelling Skills) Training for all teaching staff and introduction into classroom programs.
- Numeracy Workshops became a standard part of the learning program in classes from Prep through Grade 3.
- Jolly Phonics, Smart Spelling, and Spelfabet incorporated into Literacy programs under the THRaSS umbrella to ensure rigorous teaching in this area.
- The Essential Assessment program introduced across the school, used for pre- and post-testing as well as some learning activities to bridge gaps in knowledge; the resulting “I can” statements were used in goals setting discussions with children.
- PAT-R and PAT-Maths used as summative assessments to track growth over time.
- The Fontus and Pinnell Literacy Intervention Program employed in the junior school to assist students with gaps in reading to bridge these and experience success.
- Reciprocal Reading continued as a strategy in small groups to assist in the breaking open of stories and written information.
- Oral Language with EAL students facilitated through classroom practice and volunteer lead programs.
- Speech Programs in association with CEM staff and external providers used to assist children with specific needs in this area.
- ABLES Program used to assist with learning and assessment where required.
- Release days each term enabled teaching teams to plan collaboratively.
- Yearly curriculum mapping used to monitor coverage across the school and several staff meetings on designing assessment rubrics ran with staff now familiar with how to develop these and implement them into classroom practice.
- All staff used the Victorian Curriculum to plan and implement classroom and individual programs.
- Differentiated learning occurred through grouping and the planning of enabling and extending prompts particularly in Literacy and Numeracy.
- Goal setting and learning progressions differentiated all students’ individual needs.
- Staff PLT meetings continued to focus on embedding visible learning strategies with an emphasis on transferring Literacy and Numeracy strategies into multiple contexts.
- Consistent use of learning intentions and success criteria for all areas of learning.

- Data analysis and a range of learning strategies such as EAL strategies drove planning for student learning.
- Staff recorded adjustments made to standard programming as per expectations under the NCCD; staff were also in-serviced in the new model and requirements to meet funding criteria.
- Staff PLT meetings referenced the AITSL standards.
- G.A.T.E.WAYS Program used for children benefiting from extension activities and further challenge in a range of learning areas across the school.

Student Learning Outcomes

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN Tests	2017	2018	2017–2018 Changes	2019	2018–2019 Changes
YR 03 Grammar & Punctuation	100.0%	100.0%	0.0%	100%	0%
YR 03 Numeracy	90.9%	100.0%	+9.1%	100%	0%
YR 03 Reading	100.0%	100.0%	0.0%	100%	0%
YR 03 Spelling	100.0%	100.0%	0.0%	100%	0%
YR 03 Writing	100.0%	95.5%	-4.5%	100%	0%
YR 05 Grammar & Punctuation	100.0%	95.2%	-4.8%	89%	-6.2%
YR 05 Numeracy	100.0%	100.0%	0.0%	100%	0%
YR 05 Reading	100.0%	95.2%	-4.8%	100%	4.8%
YR 05 Spelling	100.0%	100.0%	0.0%	100%	0%
YR 05 Writing	100.0%	100.0%	0.0%	100%	0%

The results above attest to a continued drive to attain the best outcomes for our students with 100% of students in Grade 3 and Grade 5 attaining the minimum standards last year with the exception of the Grade 3 performance in Writing. In the senior area, particularly, implementing a sustained and ongoing focus on ensuring best practice has resulted in sound results across three areas that have been a particular focus throughout the year. There has been sound growth in the same cohort from their Grade 3 results in 2016.

Student Wellbeing

Goals & Intended Outcomes

- To develop a culture that fosters positive interaction, engagement in learning, resilience and a sense of wellbeing.
1. That student learning engagement and connectedness increases, enhancing responsibility, motivation, resilience and learning outcomes.

Achievements

School Wide Positive Behaviour Support

At different stages of the year, all staff reviewed the school's SWPBS Policy and Procedures. The emphasis of the program is on ensuring positive feedback outweighs the negative. It also requires the explicit teaching of expectations, including how they look, sound and feel. Consequences are consistent and misbehaviour becomes a learning opportunity in the same way that mistakes in academic performance are an opportunity to learn – this fits in with the work undertaken around establishing a positive or growth mindset around learning.

Support Staff and Volunteers

We are fortunate to have a range of retired professional volunteers assisting us from Mercy Connect in the areas of Literacy and Mathematics, as well as continued support from our former staff member, Lorenza Nolan, who voluntarily ran an oral language program for EAL students. A number of parents and grandparents have also assisted in the junior classrooms with reading and small group work.

"Gotcha" Awards

Each week we recognise students at our weekly Assembly "caught" enacting our school values and demonstrating adherence to school expectations through the awarding of tokens that can later be exchanged for rewards. The intent of this system is to reinforce the notion of positive contribution for the students and to remind staff of the importance of positive recognition.

Resilience, Rights and Respectful Relationships

Staff implemented elements of the State Government program Resilience, Rights and Respectful Relationships. This program responds to the Parliamentary Inquiry into Domestic Violence; it complements the work we are already undertaking in developing positive relationships in line with our School Vision.

Value Added

- Several staff meetings were held on SWPBS expectations and strategies.
- The Friendship Chair was organised by the Wellbeing Leader in cooperation with the SRC President and members of the SRC.

- Zones of Regulation again used in all classes. The Zones enable the children to identify how they are feeling, to name this, and suggests strategies that enable the children to move from a heightened state back to a state where learning and relating to others positively is again possible.
- Christian Meditation is taking place in all classes in addition to mindfulness activities as settling activities/transition activities after each major break

Student Satisfaction

Student responses to School Improvement Surveys show that the children at St John's continue to be engaged in their learning with scores across these variables increasing steadily over the course of three years. The increase in Student Motivation is particularly large and may be connected to children being involved in goal setting conversations with teachers and parents. The variables dealing with social cohesion show a dip on the previous year's growth indicating that further work in this area is required to ensure levels of respect and empathy are increased across the school.

Indicator Title	2017 Score	2018 Score	2018 % Favourable	2019
Student Morale	74.07	74.79	88.21	
Student Distress	80.83	77.21	88.03	
Connectedness to School	85.00	85.00	90.77	
Teacher Empathy	85.28	84.52	94.51	
Purposeful Teaching	84.38	84.49	94.87	
Stimulating Learning	79.88	80.13	92.31	
Learning Confidence	76.37	78.37	96.15	
Student Motivation	85.98	91.51	98.08	
Connectedness to Peers	81.25	80.61	94.23	
Student Safety	85.12	76.54	83.08	
Classroom Behaviour	62.20	53.21	72.65	

Student Attendance

Absences are recorded on the electronic roll and parents are asked to provide correspondence detailing reasons for non-attendance, where this correspondence is not received the school office will contact the parent by phone on the day of the absence to ensure the parent is aware of the absence and to seek the reason. Discussions with parents happen when patterns of non-attendance appear to be excessive. As a check, absences appear on mid-year and end of year reports. Reports also include a key that indicates whether the recorded attendance is satisfactory for optimal learning and social progress. Overall attendance is slightly up on last year's figures with notable increases in the junior grades in particular.

2019 AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	
Overall average attendance	

Child Safe Standards

Goals and Intended Outcomes

- To develop awareness of student safety in all stakeholders in our community – children, parents, visitors and staff members
1. All members of the school community are aware of and adhere to child safety policies and procedures to ensure the care, safety and wellbeing of all of our children.

Achievements

As part of the work achieved so far we have:

- Ensured that all staff, whether Mandatory Reporters or otherwise, have completed an online module detailing what needs to be reported under this legislation, the duty to act, and the procedures for doing so.
- Adopted, published and advertised the Commitment to Child Safety formulated by the Catholic Education Commission of Victoria (CECV) as our own commitment.
- Consulted our parent community about policies and other associated documents and sought their feedback.
- Published the relevant documents on our school website with a short explanation accompanying each.
- Discussed the policies and procedures with all staff and have had all staff sign the Code of Conduct
- All staff have completed the online training modules around Mandatory Reporting and Discrimination

When recruiting and selecting employees, contractors and volunteers involved in child-connected work, we have made all reasonable efforts to:

- Confirm the applicant's Working with Children Check and National Police Check status and/or professional registration (as relevant).
- Obtain proof of personal identity and any professional or other qualifications.
- Verify the applicant's history of work involving children.
- Obtain references that address the applicant's suitability for the job and working with children

We have processes for monitoring and assessing the continuing suitability of school staff to work with children, including regular reviews of the status of Working with Children Checks and staff professional registration requirements such as Victorian Institute of Teaching (VIT) registration.

We have begun to implement the Rights, Resilience and Respectful Relationships program to develop children's awareness of issues relating to child safety and to equip

them with the knowledge, skills and ability to name problems and seek help if required.

Leadership & Management

Goals & Intended Outcomes

- To develop a learning culture characterised by a clear vision, strengthened clarity, ownership and accountability where all members of staff are empowered to raise student outcomes.
- 1. To improve Clarity and Ownership across the school so that staff are empowered to raise student outcomes.

Achievements

Professional Learning opportunities were less than in previous years but still occurred within the school through English, Mathematics, Religious Education, and Wellbeing Professional Learning Team Meetings. Professional Learning in line with the research driven methods outlined by Professor John Hattie's work in Visible Learning also continued and all teaching staff attended a two-day in-service into the THRaSS (Teaching Handwriting, Reading and Spelling Skills) program and methodology.

Ongoing dialogue and communication between the school's accountant, finance officer, principal and parish priest occurred. This dialogue ensured that adequate budgeting took place and that the financial resources of the school were utilised to the benefit of the school community.

Clear organisational structures such as rosters and timetables were in place. Release time for classroom teachers was consistent with extra time provided for those with extra responsibilities. The Staff Handbook, Role Descriptions and in general communication provided clarity in relation to staff roles and expectations.

The Leadership Team assessed work programs and planners to ensure that teachers were planning for and using Learning Intentions and Success Criteria with their students, differentiating their teaching to allow for differing entry points, skills and abilities, and that data drove future learning for all students.

The school leadership, with assistance from staff from Catholic Education Melbourne conducted a number of parent consultation sessions in the areas of community engagement, communication, and marketing of the school

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning Undertaken In 2019

- THraSS Training for all teaching staff
- Increased familiarisation with the Jolly Phonics, Smart Spelling and Spelfabet programs
- Familiarisation with Essential Assessment components to be used in pre- and post-testing
- Documenting adjustments for students under the NCCD (replacing SWD – Students with Disabilities).
- Continued training in the Fountas and Pinnell reading program for junior primary teachers
- Learning and Teaching – Visible Learning and Leadership for Learning
- Networks and Clusters in RE, Literacy, Mathematics, Deputy Principal and Principal

Number of teachers who participated in Professional Learning	20
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Average expenditure per teacher for Professional Learning	\$1058
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Teacher Satisfaction

Staff morale over the course of the year was affected by the downsizing of staff at the end of 2017 and less release time being available for leaders to meet with staff for planning and development, all of the above due to financial constraints. The percentage of favourable responses remains reasonably good but all variables dropped from the previous years' results. Despite these figures, most staff members continued to pull together and work for the best outcomes for the students in the school.

Indicator Title	2017 Score	2018 Score	2019 Score	2019 % Favourable
Individual Morale	76.67	68.52		
School Morale	80.50	63.89		
Supportive Leadership	87.50	76.67		
Role Clarity	73.75	65.97		
Teamwork	77.08	66.67		
Empowerment	77.50	65.28		
Ownership	79.75	67.78		
Appraisal & Recognition	69.11	56.75		
Professional Growth	70.50	58.13		
Work Demands	59.69	42.36		
Classroom Behaviour	63.10	63.33		

Student Management	69.00	60.56		
Curriculum Processes	75.00	77.98	61.67	80.00
Student Motivation	68.33	82.50	66.00	92.00
Respect for Students	82.69	86.67	73.15	88.89
Parent Partnerships	72.22	72.77	58.75	85.00
Teacher Confidence	81.25	85.71	75.00	90.00
Engaging Practice	74.07	81.55	66.67	93.33
Quality Teaching	73.61	80.80	62.50	95.00
School Improvement	84.38	86.88	75.00	91.67

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.2%

STAFF RETENTION RATE	
Staff Retention Rate	73.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	44.4%
Graduate	55.6%
Certificate Graduate	0.00%
Degree Bachelor	88.9%
Diploma Advanced	22.2%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	18
FTE Teaching Staff	13.2
Non-Teaching Staff (Head Count)	9
FTE Non-Teaching Staff	4.4
Indigenous Teaching Staff	0

School Community

Goals & Intended Outcomes

- To strengthen partnerships with the Parish, families and the wider community to foster lifelong student learning and the skills and qualities to contribute in a local and global context.
1. All members of our community are engaged in fostering a respectful, welcoming and inclusive Catholic learning community.
 2. Partnerships strengthened between home, school and the broader community in order to benefit student learning, wellbeing and faith development.

Achievements

Parents were involved in a wide range of activities throughout the school. Literacy and Numeracy Program helpers, appropriately trained at the beginning of the year, were involved in the classrooms during the two-hour Literacy block. Parents also participated as excursion partners, were enthusiastic viewers of and participants in the Art Exhibition (curated by a team of senior students under the guidance of the Visual Arts Teacher), and were an invaluable assistance with our Annual House Sports. Parents also demonstrated support through their attendance at assemblies, liturgical celebrations and special celebration days.

Parents attended information sharing sessions at the beginning of the year during which there was discussion of curriculum for the year, timetables presented and issues of concern to parents raised and addressed. Following these meetings at the end of Term 2 were formal Parent/Teacher meetings to discuss children's progress and learning goals. Teachers and the Principal were available to meet with parents on request and remained open to parental concerns.

The Parents and Friends held a variety of activities to raise money towards the refurbishment of the school playground including submitting a successful application for funding from the Bendigo Bank. As a result, we replaced the senior playground equipment as well as the junior equipment, along with associated landscaping and plating to soften the areas.

We again held a variety of community celebrations such as Mothers' Day and Fathers' Day Breakfasts, Grandparents and Special Persons Day, Interschool and House Sports – all of which parents attended to support their children and the school generally. We again invited families to participate in a successful multicultural night. Families brought a dish from their own culture to share with others in the community and a range of activities gave our children an insight into cultures other than their own.

The Parents and Friends also organised several social activities that enabled families from across our diverse community to attend, enjoy the activity, and socialise with newly made friends.

Parent Satisfaction

Parent responses to School Improvement Surveys indicate a reasonably high level of support when viewing the percentage of favourable responses although, overall, there has been a dip in perceptions from 2017. This is attributed in part to the downsizing of staff at the end of 2017, with those who left being popular members missed by all in the school community. It is pleasing to note small improvements in the parental perception of the learning focus and connectedness to peers variables as this is reflective of continued work and focus in these areas across the school.

Indicator Title	2016 Score	2017 Score	2018 Score	2018 % Favourable
Parent Partnerships	70.69	77.08	73.66	92.74
Approachability	81.18	84.55	79.97	92.74
Parent Input	68.58	64.81	73.66	88.17
Reporting	74.52	66.20	76.34	95.70
School Improvement	73.51	74.83	72.72	89.52
Learning Focus	73.56	74.83	75.94	91.94
Transitions	77.44	80.56	77.82	95.16
Homework	65.52	66.32	66.11	83.61
Behaviour Management	69.73	73.84	69.18	88.17
Stimulating Learning	77.59	85.59	77.02	95.97
Teacher Morale	78.45	88.33	80.11	97.42
Connectedness to School	79.02	79.02	76.11	91.80
Student Motivation	75.00	80.56	71.51	82.26
Social Skills	77.38	81.25	79.63	95.65
Connectedness to Peers	79.89	83.56	83.70	98.91
Student Safety	72.22	89.35	76.52	79.57

Future Directions

Education in Faith

To:

- Ensure that RE teaching is supported by Rich Assessment Tasks.
- Continue to make explicit links between RE topics, the school's Gospel values, and the children's lives.
- Make more explicit links between subjects
- Moderate work samples
- Engage with the Horizons of Hope Educational Framework to make religious education active and meaningful in our students lives
- For staff to engage with Pedagogy of Encounter to action faith in students lives in a contemporary context.

Learning and Teaching

To:

- Teach students how to articulate their learning journey, using tools such as rubrics from Years 2-6.
- Roll out the Essential Assessment package to support teachers in gathering formative data.
- Engage with ongoing professional learning in THRaSS for new staff unfamiliar with the concept – use THRaSS as an umbrella to ensure consistency across English programs.
- Develop and utilise Learning Journals – either hard or soft copies – for all students.
- Engage with PL around deeper thinking for staff of learning needs and curriculum delivery.

Student Wellbeing

To:

- Fully commit to the consistent use of RRRR Curriculum for all year levels.
- Ensure record keeping and data collection of minor and major behaviours to check effectiveness of strategies.
- Reinvigorate Better Buddies program.
- Attend initial PD day to inform leadership further about the Resilience, Rights and Respectful Relationships program and develop the RRRR core team.
- Implement a fair and consistent approach to Behaviour Management across P-6 to ensure that all students are aware of key school expectations.

- Implement Restorative Practices conversations with students as required
- Adjust and amend individual student programs to all for differences in learning capacities.

Leadership and Management

To:

- Examine General Capabilities and ensure understanding and planning expectations by all teaching staff.
- Engagement with our community through Parent Forums, on a range of parental needs.
- Actively market the school across other local suburbs to address enrolment levels; improving signage and accessibility in our area.
- Actively engage with more kinders to lift enrolments.
- Facilitate online training in understanding trauma and its implications for learning for all staff.
- Develop shared understanding of the new draft school vision.

School Community

To:

- Actively seek feedback from and be seen to respond to the needs of our school community
- unite our community around family needs
- Review family engagement model and plan for implementation.
- Implement Learning Celebrations for all levels every term.
- Survey parents about preferred school newsletter frequency and content.
- Revise means of reporting to parents.
- Series of Parent Forums focused on engaging with parents as partners and parent input.

Financial Performance

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.