



# St. Anne's

Primary School

## **2019 School Education Board AGM Principal's Presentation**

In 2019 professional learning at St Anne's has again addressed strategies linked to the 5 spheres of school improvement;

*Leadership and Management*

*Education in Faith*

*Learning and Teaching*

*Student Wellbeing*

*School Community*

In 2019 we used our School Improvement Survey data and learning outcomes data such as NAPLAN to inform our focus areas.

I congratulate and thank the following members of the School Leadership Team for their commitment and outstanding contributions towards School Improvement;

<b>P-2 Literacy Leader</b>	Julie McLachlan
<b>3-6 Literacy Leader</b>	Paige Burney
<b>Religious Education Leader</b>	Jane Weekes
<b>Numeracy Leader</b>	Janet Dame
<b>E-Learning ICT Curriculum Leader</b>	Lauren Rennison

<b>Learning &amp; Teaching/Inquiry Leader</b>	Julie Mclachlan
<b>Student Wellbeing Leader</b>	Jane Weekes

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I would also like to acknowledge the work of the school Administration Team. Once again this group has met every fortnight before school to discuss and plan day to day organisational matters that ensure the effective running of the school. The team empowers all staff to have a voice in decision-making at St Anne's which aims to continue to refine and improve the way we do things at St Anne's.

<b>Level 1 Leader</b>	Frances Owen
<b>Level 2 Leader</b>	Dean De Rooden
<b>Level 3 Leader</b>	Gabrielle Jury
<b>Level 4 Leader</b>	Jane Weekes
<b>Specialist Leader</b>	Kay Livingstone
<b>Principal and Deputy Principal</b>	Michael Edmonds and Jane Weekes

Thank you to all members of the School Education Board (SEB). Your commitment to this role is a reflection that you are invested in the St Anne's school community and our consistent pursuit towards improvement.

I appreciate the contributions that you make and the wide representation of the parent community that you bring through your considered input.

I feel very well supported by the SEB and believe that you have continued to provide sound advice and feedback in discussions around policy and school improvement this year. Each of you has brought a different perspective and varied experiences that has enabled decision making to be balanced and considered.

I would also like to extend my thanks to Philippa Tolme who is completing her term as a member of the SEB. Philippa has made significant contributions to our community at both

SEB level and as a chairperson and member of the Strawberry Fair committee over many years. We have been most fortunate to have Philippa on the SEB. Philippa has always been community minded and dedicated to our community.

**Michael Edmonds,**

PRINCIPAL

### **EDUCATION IN FAITH – JANE WEEKES**

**Intended Outcome addressed from AAP:**

That students' understanding of our Catholic faith story will be deepened and connected to life.

**Key Improvement Strategy:**

Make explicit connections between our Catholic traditions and our lives.

**Relevant targets from Annual Action Plan;**

A Catholic culture Index score of 90 by 2019

**The key areas of focus for our professional learning in 2019 has included;**

- Further development of staff knowledge of the renewed Religious Education Curriculum Framework. Staff had the opportunity to work in teams at Professional Learning Meetings to plan units of work using the learning focus and assessment standards in the framework.
- Trialled a new resource to engage students, To Know Worship and Love Digital. Staff were involved in professional learning about how to best use the new resource with their level. This digital resource has a variety of interactive scripture stories and other resources such as a liturgical calendar.
- Deepened the staff understanding of some of the history of our local Catholic Culture through a guided tour of St Patrick's Cathedral in East Melbourne and a visit to the Mary Glowrey Museum in Fitzroy
- Participated in Class Masses and School Masses throughout the year
- Facilitated Sacramental Programs for students in Year 3, 4 and 6. Students involved Reconciliation, First Eucharist and Confirmation Sacramental Programs participated in a parent-student workshop evening with Ingrid Green, a

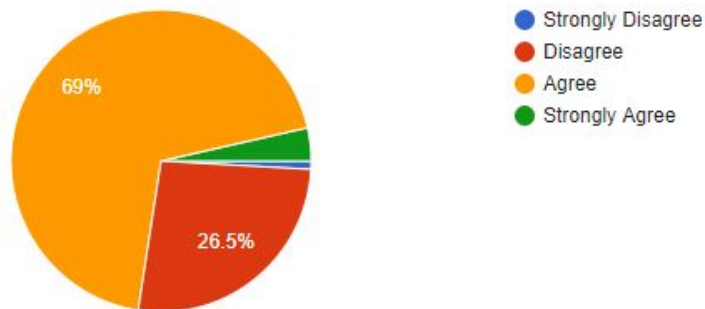
Commitment Mass and were involved in a unit of work in the classroom preparing the students for the sacrament

**Data that indicates some evidence of our success in this sphere area;**

**Student Pedagogy Reflection Tool**

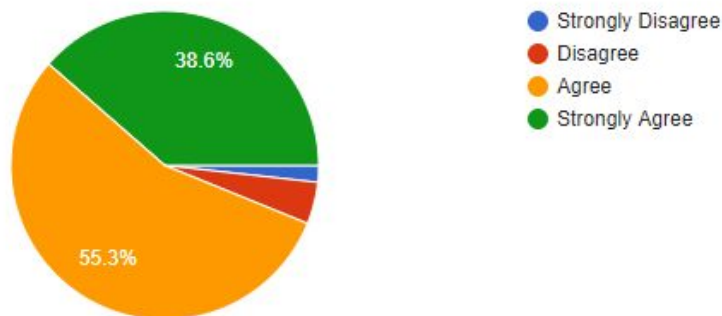
Religious Education challenges me in my thinking

113 responses



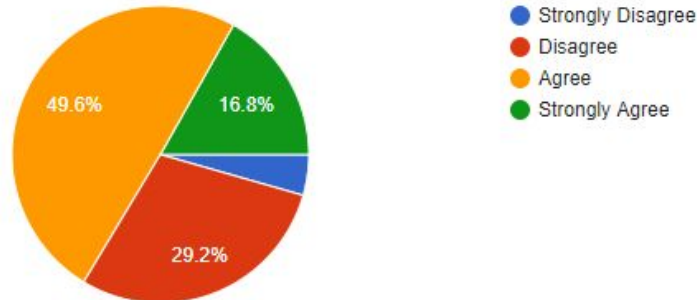
Religious Education helps me understand what the Catholic Church teaches and why

114 responses



Religious Education helps me to understand who I am and how I live in the world

113 responses



### **LITERACY: JULIE MCLACHLAN and PAIGE BURNEY**

#### **Intended Outcome addressed from AAP:**

That students' learning growth in Literacy and Numeracy is maximised for all cohorts

**Key Improvement Strategy:** Further develop a shared understanding of personalised learning pedagogy, ensuring a commitment to improved instructional practice and student achievement

#### **Relevant targets from Annual Action Plan;**

Improve rates of learning growth over 2 years in Literacy

#### **The key areas of focus for our professional learning in 2019 has included;**

- Audited, revised and clarified our Foundation - Year 6 Spelling program to ensure our approach to spelling is consistent across the school
- **The Learning Collaborative:** With St. Anne's continued commitment to the professional development model 'The Learning Collaborative (TLC) in 2019, this has seen the leadership team consistently work together to implement strategies for best practice across domains. Thus, several professional learning meetings have been facilitated by a number of staff members working together towards building staff capacity in personalised learning pedagogy and instructional practises. Through TLC, the areas covered in PLMs have been collaborative

Inquiry, Case Management, Learning Walks, the Third Teacher, Accountable Talk and data analysis including the introduction of the SPA program and examining NAPLAN data.

Professional learning in Literacy in 2019 has focused on the analysis of data, writing and spelling instruction and moderation in reading and writing across the school.

- **Data Analysis:** Building staff's capacity to collect and deeply analyse Literacy data, professional learning focused on staff's capacity to use longitudinal data, including PAT-Reading and NAPLAN results, to inform starting points for students learning, as well as more formative approaches such as revisiting the conventions of running records. Further to this teaching staff engaged in 'Data Chats' which involved leaders meeting with each staff member and discussing areas of need for their students. These chats allowed teachers to create personalised professional learning goals, varying from implementing new strategies to develop programs for highly able students, allowing teachers to learn and get assistance from leaders at their point of need.
- **SPA:** Continuing the accessibility and capacity of data analysis for teacher, this year the SPA program has been utilized for data collection and analysis. The introduction of a central system for data collection has allowed staff easier access for data across students lifetime at the school, including their growth data.
- **Moderation:** Making consistent, reliable and valid decisions across different points in time is important when reporting student progress, and the process of moderation supports this. In order to ensure that we were able to achieve this, we revisited the descriptors which we had developed in 2018 about the characteristics of a student "at standard" to moderate both student writing samples and student reading performances. Moderating reading and writing helped the teachers to increase the dependability of the assessment information they had gathered. This in turn improved the decisions they made about student learning.
- **Case Management:** This year staff embedded their reflective practise within Case Management (parameter 6) meetings which ran throughout the year. The initial 'Data Chats' at the beginning of the year initially influenced teachers selection of their 'Child of Wonder' for case management meetings, then as they gathered more formative data, they were able to select students using testing scores, observations and behavioural data. Teachers once again used the process of Sprints (as introduced in 2018), where teachers identify a short term goal for a student, implement suggested teaching strategies and then come back to reflect on the progress, share successes and create further goals for teaching. This practise has allowed teachers to learn with and from each other, sharing knowledge of students, knowledge of best practise and allowing staff to uphold TLC parameter 14: 'shared responsibility and accountability' for all students at St Anne's. The focus on data analysis and using the data to impact teaching will continue into 2020.

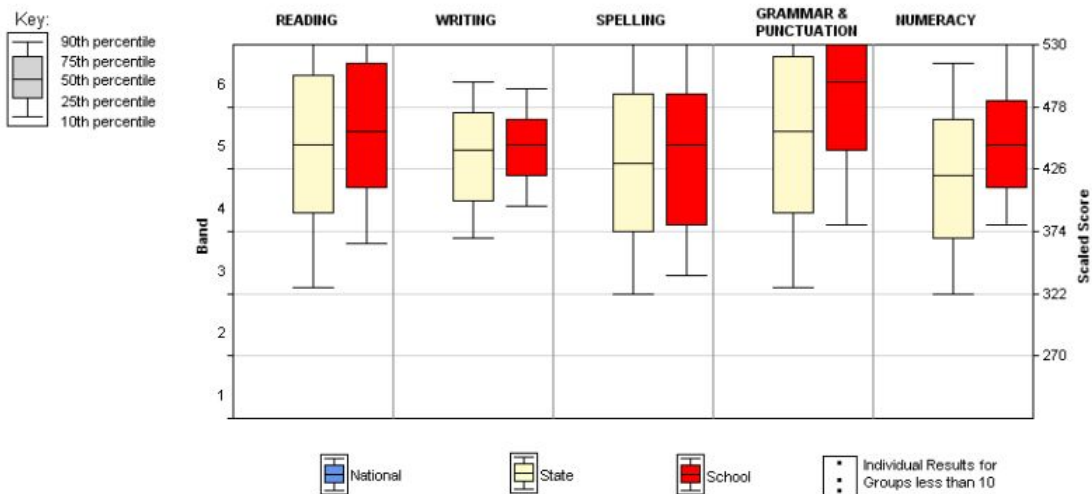
Data that indicates some evidence of our success in this sphere area;

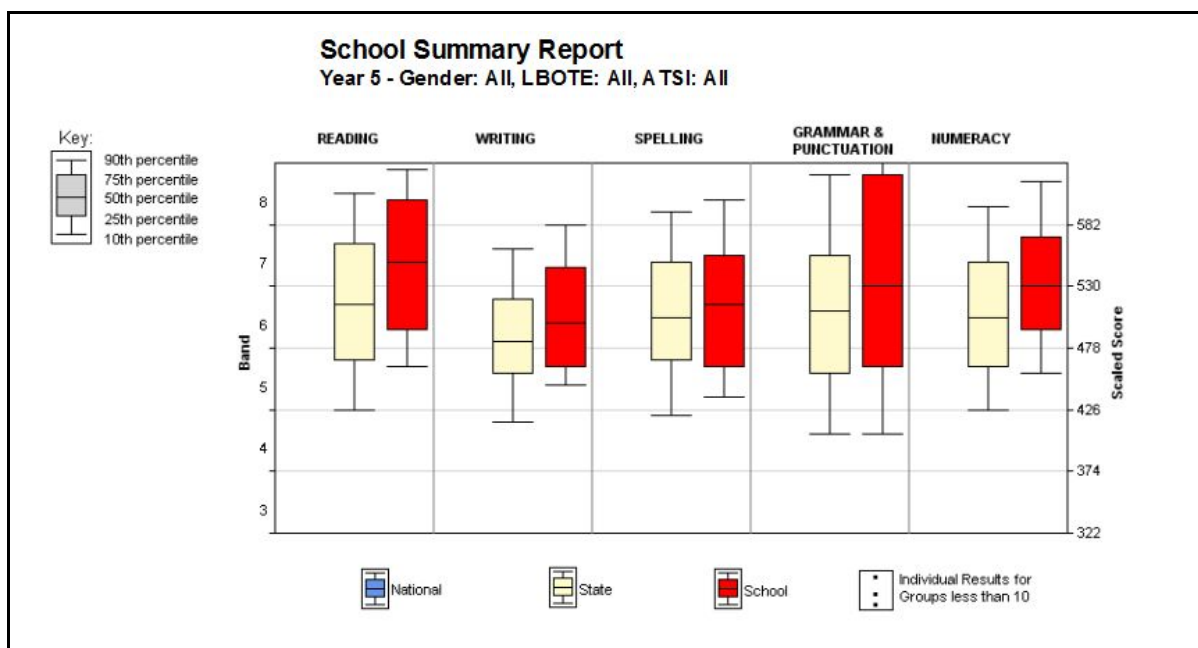
### Year 3 - Year 5 Growth Analysis during 2017 - 2019 in NAPLAN

Name	Reading 1	Reading 2	Reading Difference	Writing 1	Writing 2	Writing Difference
School Growth	464.07	548.99	84.92	438	504.49	66.49
State Growth	445.9	515.6	69.7	427.6	486.8	59.2
Growth Difference	18.17	33.39	15.22	10.4	17.69	7.29
Students	40	39	37	42	40	40
Percentage of matched students			94.87			100

### School Summary Report

Year 3 - Gender: All, LBOTE: All, A TSI: All





## **NUMERACY – JANET DAME**

### **Intended Outcome addressed from AAP:**

That students' learning growth in Literacy and Numeracy is maximised for all cohorts

### **Key Improvement Strategy:**

Further develop a shared understanding of personalised learning

pedagogy, ensuring a commitment to improved instructional practice and student achievement

### **Relevant targets from Annual Action Plan:**

Improve rates of learning growth over 2 years in Numeracy,

### **The key areas of focus for our professional learning in 2019 has included;**

- Continued support and focus on 'The 14 Parameters of System and School Improvement,' (Lyn Sharratt) with a particular focus on Parameter 3- "Quality Assessment Informs Instruction." As a member of The Collaborative team continued presenting and supporting Case Management meetings, with a particular focus on improving student outcomes, activating learning sprint cycles to support the learning of the chosen 'student of wonder' . Teachers pedagogical practices are enhanced from this process.

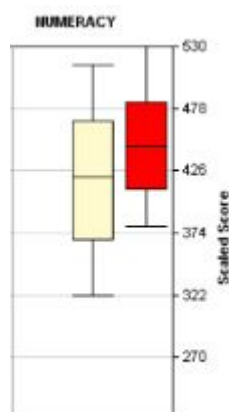


- Introduced a new assessment for Maths called the 'Maths Growth Point Interview' to gather more evidence of student learning that can be used to inform future teaching.
- Used Maths data to inform our planning /teaching and feedback. Data sources used - PATM, Growth Point Interviews, Pre, Ongoing and Post Maths unit testing, SPA data.
- Curriculum focus on Fractions. Level Leaders each attended two days of Professional Learning with the CEM on Fractions. The learning was shared and teams worked on sequenced learning on Assessment practices to inform teaching.
- The Formative 5 Assessment Practices- Observation,Interviews,Show Me, Hinge Questions and Exit Tasks. (Fennell,Kobett,Wray)
- Continued support of the school's shared understanding of the use of data and associated evidence to differentiate starting points for learning to monitor learning growth to personalise learning with a particular focus on more highly able students. ( programs include Maths Talent Quest, Maths Olympiad, Maths Games, Manga-High and Hapara Learning Space )

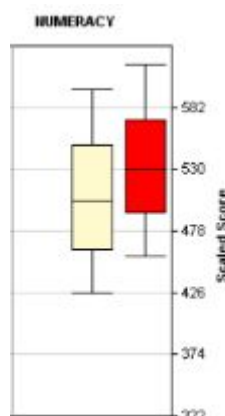
**Data that indicates some evidence of our success in this sphere area:**

#### **Year 3- 5 Growth Analysis during 2017 - 2019 in NAPLAN**

	<b>Numeracy 1</b>	<b>Numeracy 2</b>	<b>Numeracy Difference</b>
<b>School growth</b>	<b>458.65</b>	<b>531.85</b>	<b>73.2</b>
<b>% of matched students</b>			<b>97.5</b>

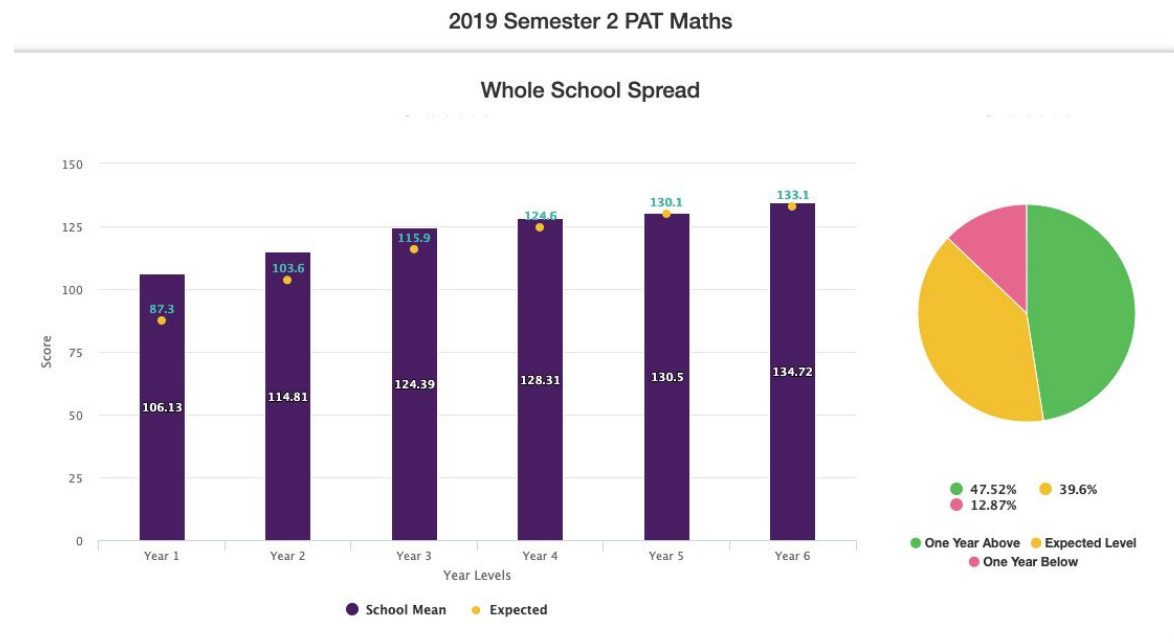


**Year 3**



**Year 5**

## Whole School Spread PAT data



## **LEARNING AND TEACHING – JULIE McLACHLAN**

### **Intended Outcome addressed from AAP:**

That students' learning growth in Literacy and Numeracy is maximised for all cohorts

### **Key Improvement Strategy:**

Further develop a shared understanding of the personalised learning pedagogy, ensuring a commitment to improved instructional practice and student achievement

### **Relevant targets from Annual Action Plan;**

A Teaching Climate Index score of 90 for 2019

**The key areas of focus for our professional learning in 2019 has included;**

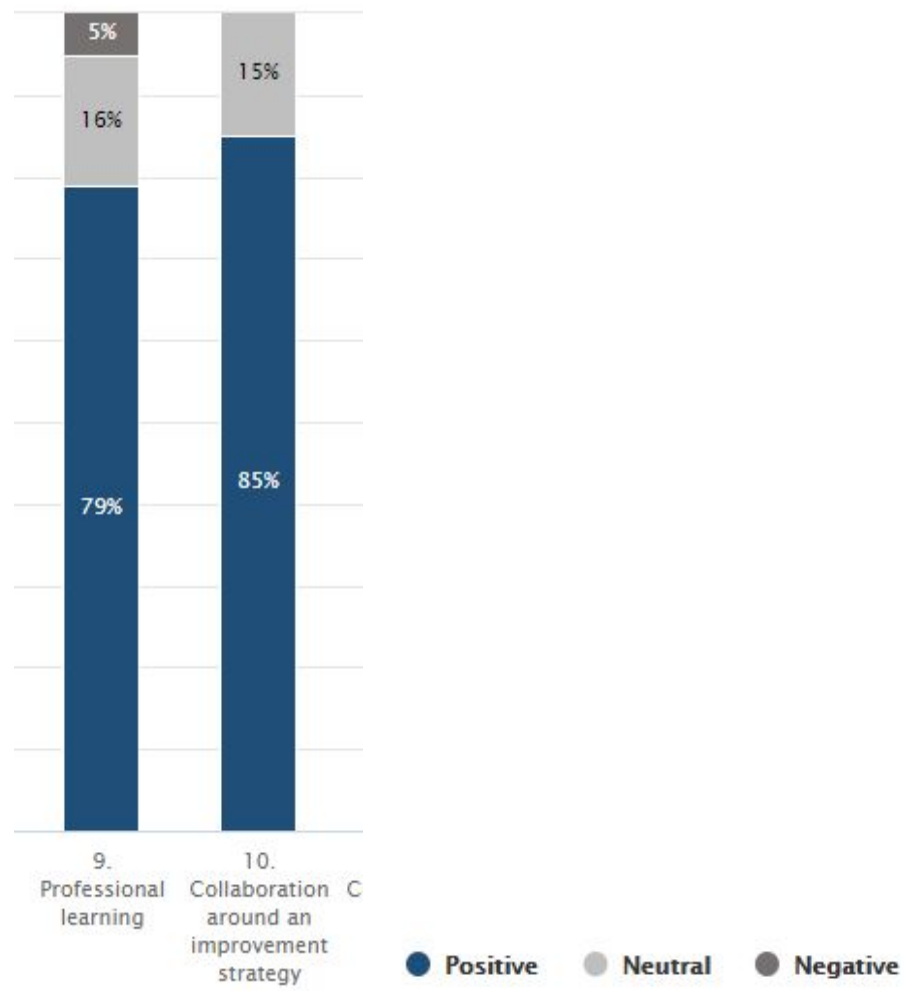
- Audited the Whole School Two Year Inquiry plan and embarked on the process to develop a new structure for the future in this area.
- Supported teachers in the planning of Inquiry units, especially developing big questions worthy of inquiry, and also reviewed design technology processes and design thinking.
- Explored with staff the role of Learning Dispositions in shaping student approaches to their own learning
- Reviewed the Learning and Teaching Policy in order to determine the essential work program elements for effective planning
- Further developed the teachers' knowledge of the way in which the students can become more independent learners by refining the role of the "Third Teacher" in the classroom. *"After parents and teachers, the classroom environment is the THIRD TEACHER. Paying attention to the teaching and learning environment is a crucial first step. The learning space becomes a strategic tool in promoting creativity, originality, problem solving, resolving conflict, collaboration and critical thinking."*
- Addressed the role of Accountable talk in lifting student outcomes. By incorporating accountable talk in the primary grades, we are creating a foundation for future rigorous learning and everyday social interactions. Talking with others about ideas and work is fundamental to learning. Not all talk sustains learning. In order for classroom talk to promote learning, it must be accountable to the learning community, to accurate and appropriate knowledge and to rigorous thinking.
- Continued to conduct Learning Walks to gain a deeper understanding of the way in which personalized learning processes are being implemented
- Collaborative Inquiry was introduced as a process for professional development in which participants come together to examine their own educational practice **systematically** and **carefully** using the techniques of research. This process may include as few as two educators or a group of several educators interested in addressing a school or classroom issue driven by the consideration of student learning needs. Teams work together to narrow the question, gather and analyze evidence, determine action steps, and share their findings and recommendations.
- Embed a Case Management approach. Teachers use a variety of assessment tools to keep abreast of learner progress and to prepare for purposeful instruction. Yet there will still be students for whom teachers may find it difficult to develop just the right instructional strategies to move their learning ahead. A Case Management approach supports teachers to select these strategies for instruction with the support and guidance of their colleagues in a structured and organised way. The follow-up meetings invite teachers to feedback about the effectiveness of the intervention strategies utilised and to then receive further guidance as to how best to proceed in working with their child of wonder.

- The STEM Leadership team (Janet, Lauren and Julie) continue to meet regularly and plan the next steps for STEM at St Anne's. The STEM Leadership have been working closely with Andrew Khaw (BoM Ambassador) to embed STEM into the 3-6 classrooms. Our Inquiry topic for Term Four was Science, and this allowed teachers to incorporate more lessons with a STEM focus. Thursday lunchtime "Maker Space" and "Labspace" sessions raised the profile of STEM learning and students from all levels were invited to participate. A team of students from Year 6, supported by Lauren Rennison, participated in a STEM MAD program.
- SPA platform

**Data that indicates some evidence of our success in this sphere area;**

<b>Domain 9: Professional learning</b>	<b>School Positive % (n=30)</b>	<b>CEM average school comparison (n=13,985)</b>
	79%	57%
9.1 How closely connected have your professional learning experiences this year been to your school's improvement plan?	89%	60%
9.2 To what extent have professional learning experiences in the past year improved your teaching practice?	68%	59%
9.3 To what extent have professional learning experiences in the past year improved teachers' practice in your school?	84%	55%
9.4 To what extent have professional learning opportunities this year been designed in response to teachers' learning needs?	74%	52%

<b>Domain 10. Collaboration around an improvement strategy</b>	<b>School Positive % (n=30)</b>	<b>CEM average school comparison (n=13,985)</b>
	85%	58%
10.1 How aware are the teachers at your school of your school's improvement plan?	79%	53%
10.2 How clear are the steps of your improvement plan?	84%	55%
10.3 How achievable is your school's improvement plan?	89%	62%
10.4 How well-coordinated are your curriculum, instruction, and learning materials with your school improvement plan?	84%	58%
10.5 How clearly do the programs and initiatives you implement in your school connect to your school improvement plan?	89%	63%



## **DIGITAL TECHNOLOGY - LAUREN RENNISON**

**Intended Outcome addressed from AAP:** That student engagement is increased.

**Key Improvement Strategy:** In line with the introduction of the Digital Technologies Domain within the Victorian Curriculum, review and refine current technology structures, practices and resources.

**Relevant targets from Annual Action Plan:** A Teaching Climate Index score of 90 for 2019

**The key areas of focus for our professional learning in 2019 has included;**

- Devising personalised learning plans for individual year levels with a focus on a specific area of digital technologies that each level will be teaching for the term.
- Upskilling staff in the use of CareMonkey, SPA and other programs that are incidental to teaching and administration workloads.
- Using PLMs to make connections between the Digital Technologies curriculum, the Design Technologies curriculum, our Inquiry units and STEM areas. This culminated in some of our Year 5/6 students participating in the CEM-hosted STEM MAD Showcase.
- Moving from whole-staff PLMs to level-based PLMs to focus more specifically on the digital technologies that are being used in different areas across the school. This has led to many teachers going on to continue their own learning about technology in a variety of styles ('self-paced' after some initial guidance, one-on-one refresher sessions or team-teaching lessons).
- Long-term planning to ensure our current technology resources remain sustainable and in line with future teaching and learning needs. in regards to maintenance, upgrades and replacements.

## **STUDENT WELLBEING – JANE WEEKES**

### **Intended Outcome addressed from AAP:**

That the management of student behaviour is strengthened.

### **Key Improvement Strategy:**

Embed a whole school approach that cultivates Student Wellbeing, recognising that it is central to improved student learning outcomes

### **Relevant targets from Annual Action Plan;**

A Student Wellbeing Index score of 90 by 2019

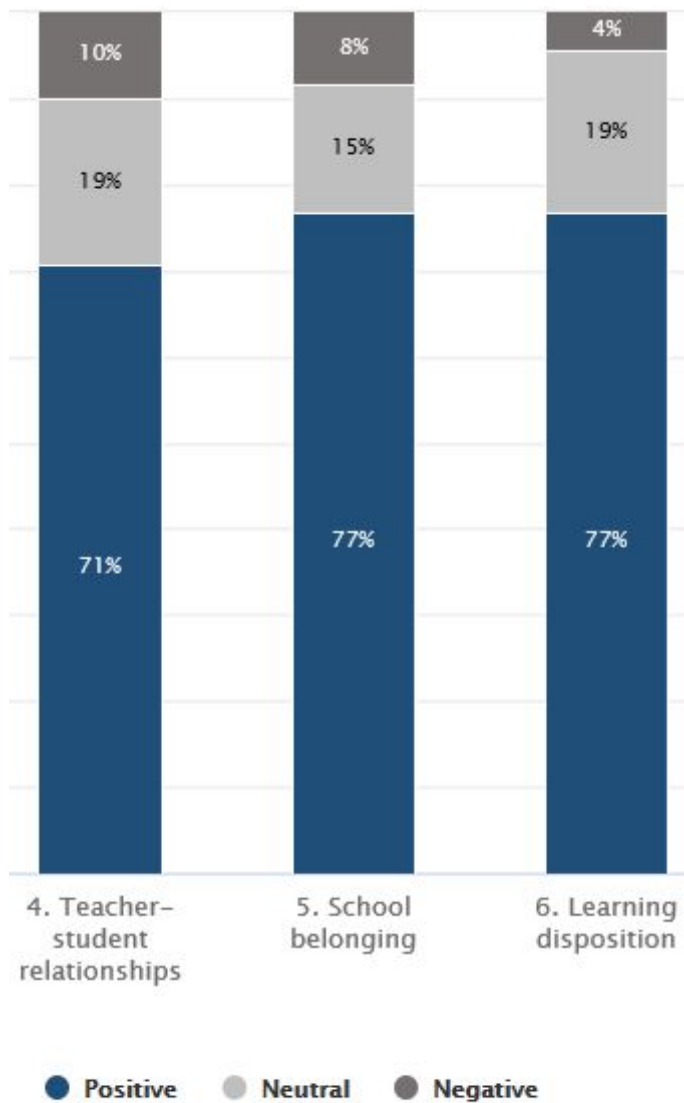
### **The key areas of focus for our professional learning in 2019 has included;**

- Revisited classroom management strategies to ensure staff had the opportunity to reflect on classroom management strengths and set a personal goal for improvement
- Revisited the principles and strategies of the Restorative Practices model to ensure all staff are consistently implementing preventative, intervention and postvention strategies in student relationships and classroom management
- Revisited our Pastoral Care Discipline Policy as a staff to ensure consistent behaviour management across the school
- Revisited the Peaceful Kids Program with staff to ensure staff were able to identify students showing signs of stress and anxiety who would benefit from participating in the program
- Continued to plan and implement multi age activities once or twice a term to ensure students had the opportunity to build relationships with peers across different levels in the school. These sessions included a focus on the National Day of Action Against Bullying and Violence, Footy Fun Day, learning about our sponsor child Rameses and completing an activity together on Italian Day.



Data that indicates some evidence of our success in this sphere area;

CEMSIS STUDENT SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=115)	CEM average PRI school comparison % positive (n=29,768)
3. School climate	Perceptions of the social and learning climate of the school.	68%	65%
4. Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school.	71%	73%
5. School belonging	How much students feel they are valued members of the community.	77%	75%
6. Learning disposition	Students' mindset about themselves as learners.	77%	76%



## **LEADERSHIP AND MANAGEMENT – MICHAEL EDMONDS**

### **Intended Outcome addressed from AAP:**

That staff will work collaboratively to build capacity in expert teaching to improve student engagement and achievement.

### **Key Improvement Strategy:**

Embed a staff culture of challenge and support to strive for continual improvement

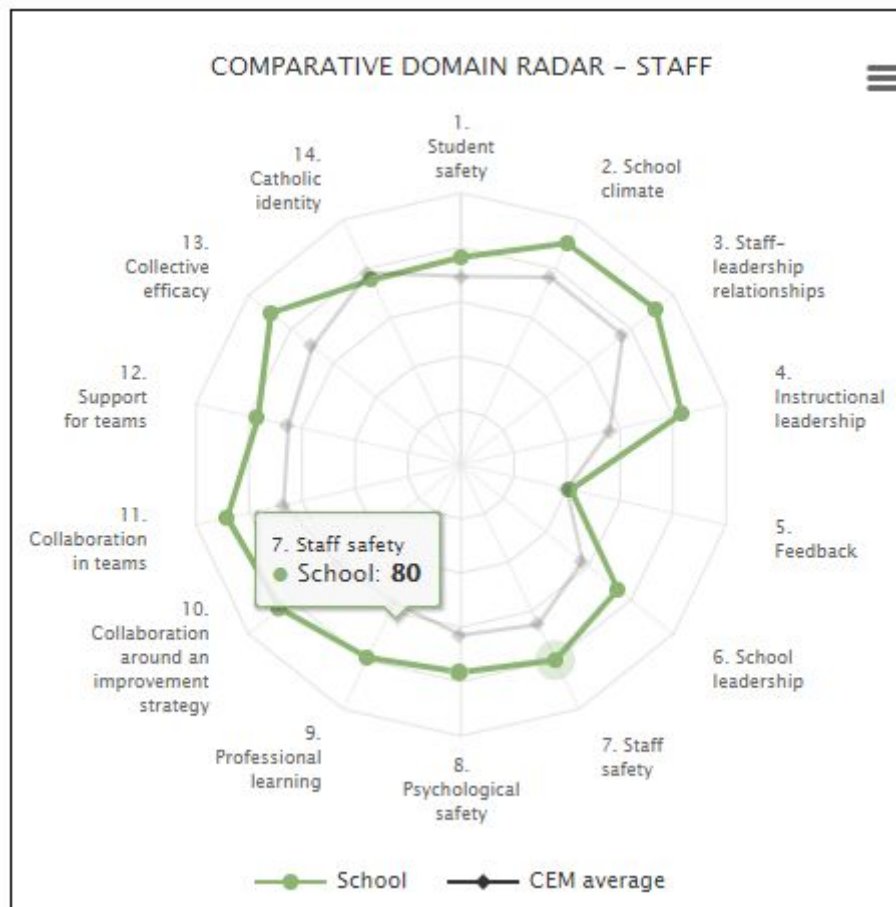
### **Relevant targets from Annual Action Plan;**

In the Staff Climate Survey an Organisational Climate Index score of 90

### **The key areas of focus for our professional learning in 2019 has included;**

- Further refine and clarify professional learning practices. This has been achieved through a revised approach to goal setting. Leaders have used student assessment data and a process where a conversation based on the data has supported teachers to develop a learning focus that is related to their data.
- Strengthen the capacity of all staff to understand and contribute to highly effective teams. Our data indicated that more work needed to be done with non teaching staff in this area. A day of professional learning was delivered for all non-teaching staff on the 8 Habits of Highly Effective People by Stephen Covey.
- Broaden professional learning practises to be diverse and personalised. Through the implementation of Case Management meetings referred to in the Learning and Teaching report we have been successful in developing another level of professional learning for teaching staff that is referenced by student learning outcomes.
- Ensure that teamwork and feedback structures are developed for non-teaching staff. Teamwork has been the major focus for non-teaching staff. They have had regular meetings with Jane Weekes with a focus on sharing learning and building role clarity. Our next challenge is to develop meaningful feedback structures for all non teaching staff.

### **Data that indicates some evidence of our success in this sphere area;**



Professional Learning, Collaboration, Support for Teams and Collective Efficacy are all well above the Catholic Education Melbourne average.

## **SCHOOL COMMUNITY – JULIE McLACHLAN**

### **Intended Outcome addressed from AAP:**

That the building of connections between the school and the wider community will improve student learning

### **Key Improvement Strategy:**

Build on the collaborative partnerships with families, outside agencies and the wider community

### **Relevant targets from Annual Action Plan;**

In the Parent Opinion Survey a Community Engagement Index score of 90 for 2018

The mean score in the 'Connection to Community' indicators of the Pedagogy Reflection Tool to be above 3.7

### **The key areas of focus for our professional learning in 2019 has included;**

- During 2019, our main area for development within the School Community Sphere was to engage the parent community in the teaching and learning process.
- Our Outreach programs continue to be a strong focus in the school community sphere. Most of these opportunities are linked to the Inquiry based learning in the classroom, which help the children to 'make a difference as a result of their learning.
- Rameses, our sponsor child in the Philippines, has continued to be a focus for outreach and the Community Outreach Team in Year 5/ 6. A multi-age activity this term focussed on the importance of our school's support to Rameses and awareness of the poverty and injustices that Rameses' family faces was raised.
- Implemented the Assessment, Reporting and Parent teacher Interview strategies developed by the parent sub committee of the School Education Board.

### **Data that indicates some evidence of our success in this sphere area;**

<b>Domain 1: Family engagement</b>	<b>School Positive % (n=36)</b>	<b>CEM average PRI school comparison (n=8,679)</b>
	63%	57%
1.1 How often do you communicate with teachers at your child's school?	36%	59%
1.2 How involved have you been with a parent group(s) at your child's school?	53%	37%
1.3 In the past year, how often have you visited your child's school?	91%	82%
1.4 In the past year, how often have you discussed your child's school with other parents from the school?	71%	58%
1.5 How involved have you been in fundraising efforts at your child's school?	50%	36%
1.6 How well does the school support you to engage in your child's learning?	68%	67%
1.7 In the past year, how often have you helped out at your child's school?	44%	34%
1.8 Based on your experience with the school, how likely are you to recommend the school to prospective families?	88%	84%