

ST ANNE'S PARK ORCHARDS

ANNUAL
REPORT
TO THE SCHOOL
COMMUNITY

2018



St. Anne's
Primary School

REGISTERED SCHOOL NUMBER: 2497

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Minimum Standards Attestation

I, Michael Edmonds attest that St Anne'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 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)*

May 2019

Our School Vision

Our vision for St Anne's is to be inspired by the Gospel to live meaningful lives that shape and transform our world.

Our Mission

Our aim is to enable all students' access to learning by:

- Supporting students to be resilient and to develop healthy relationships with themselves and others
- Providing visionary, proactive and compassionate leadership
- Implementing personalised, collaborative and innovative teaching
- Supporting an inclusive faith community
- Developing a welcoming community, which values supportive partnerships

Our Values

Honesty - Strive to be truthful

Compassion - Demonstrate kindness, understanding and a willingness to help others

Forgiveness - Accept the mistakes of others

Respect - Regard the feelings, wishes and rights of others

School Overview

3. *Data and School Improvement:*

All professional learning is linked to our School Improvement Plan (SIP) and subsequent Annual Action Plan (AAP). There is a constant focus on reviewing performance and setting future goals and strategies using both learning outcomes data and School Improvement Survey data. The strategies delivered through our weekly Professional Learning meetings are linked to the goals, intended outcomes and targets within our SIP.

4. *Professional Learning:* Leaders deliver both whole staff professional learning through our Professional Learning Meetings and personalised professional learning for individual staff members in their instructional leadership time. The personalised learning is linked to school improvement, however is the outcome of the Cycle of Inquiry conversation that is held between leadership team members and teaching staff. This conversation is based on Helen Timperley's (Teacher Inquiry and Knowledge Building Cycle). As part of the Annual Review Meeting (ARM) the Principal meets with all staff to evaluate their professional learning plans and the impact they have had on their performance. Most recently evaluation is linked to the Australian Institute of Teaching and Leadership Standards (AITSL).

School Overview

1. Enrolments:

Enrolments and %CSEF	2015	2016	2017
Actual Enrolments	298	294	289
% CSEF Diocesan Target	25.0%	0.0%	0.0%

2. Catholic Prep Enrolment:

% Catholic PREP students	2015	2016	2017
Actual Enrolments	44	43	33
% Catholic Target	93.0%	0.0%	0.0%
% Catholic All Schools	71.9%	71.0%	69.6%
% Catholic This School	88.6%	86.0%	84.8%

3. Data and School Improvement:

All professional learning is linked to our School Improvement Plan and subsequent Annual Action Plan. There is a constant focus on reviewing performance and setting future goals and strategies using both learning outcomes data and School Improvement Survey data. The strategies delivered through our PLMs are linked to the goals, intended outcomes and targets within our SIP.

4. Professional Learning: Leaders deliver both whole staff professional learning through our Professional Learning Meetings and personalised professional learning for individual staff members in their instructional leadership time. The personalised learning is linked to school improvement, however is the outcome of the Cycle of Inquiry conversation that is held between leadership team members and teaching staff. This conversation is based on Helen Timperley's (Teacher Inquiry and Knowledge Building Cycle). As part of the Annual Review Meeting (ARM) the Principal meets with all staff to evaluate their professional learning plans and the impact they have had on their performance. Most recently evaluation is linked to the Australian Institute of Teaching and Leadership Standards (AITSL).

5 National Consistent Collection of Data; In 2018 there were 32 children receiving funding under the National Consistent Collection of Data program. The funding was for children receiving varied adjustments to enable them to access the curriculum

6. School Improvement Plan

<i>Sphere</i>	<i>Goal and Intended Outcome</i>
<i>Leadership and Management</i>	<p><u>Goal;</u> To strengthen the staff professional learning climate</p> <p><u>Intended Outcome;</u> That staff learning and professional growth improve</p>
<i>Education in Faith</i>	<p><u>Goal;</u> To strengthen the Catholic culture of the school community.</p> <p><u>Intended Outcome;</u> That student engagement in religious education will be enhanced</p>
<i>Learning and Teaching</i>	<p><u>Goal;</u> To improve student learning</p> <p><u>Intended Outcomes;</u> That student outcomes in Literacy be improved for all cohorts with a particular focus on Writing</p> <p>That students became more actively engaged in their learning</p>
<i>Student Wellbeing</i>	<p><u>Goal;</u> To build a culture which is conducive to highly effective student learning</p> <p><u>Intended Outcome;</u> That students become more actively engaged in their learning through a whole school approach to student wellbeing</p>

School Community	<p><u>Goal</u>; To build authentic and ongoing connections between the school, local and global communities</p> <p><u>Intended Outcome</u>; That explicit links will be strengthened between students' learning and the local and wider community</p>
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Principal's Report

In 2018 professional learning at St Anne's has again focused on the 5 spheres of school improvement;

Leadership and Management

Education in Faith

Learning and Teaching

Student Wellbeing

School Community

Each year we identify areas that require further focus. In 2018 we used our School Improvement Survey data and learning outcomes data such as NAPLAN to inform our focus areas.

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

P-2 Literacy Leader	Julie McLachlan
3-6 Literacy Leader	Katie Schroder / Paige Burney
Religious Education Leader	Jane Weekes
Numeracy Leader	Janet Dame

E-Learning ICT Curriculum Leader	Lauren Rennison/Molly Morgan
Learning & Teaching/Inquiry Leader	Katie Schroder / Molly Morgan
Student Wellbeing Leader	Jane Weekes

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.

Level 1 Leader	Frances Owen
Level 2 Leader	Dean De Rooden
Level 3 Leader	Adrian Mcalister
Level 4 Leader	Jane Weekes
Specialist Leader	Kay Livingstone
Principal and Deputy Principal	Michael Edmonds and Katie Schroder/Jane Weekes

Michael Edmonds,
PRINCIPAL

School Education Board Report

St Anne's School Education Board (SEB) is pleased to present to the School Community, its report on the activities of the SEB for the 2018 school year.

In my role as Chair of the SEB it has been a privilege to collaboratively work with the school's leadership, teachers, and fellow parents whose passion and commitment to the school and its students' success, is exceptional. The experience, skills and diversity which the parent representatives bring to the SEB are of significant value when deliberating on matters brought to the committee for consideration. These attributes compliment the professional abilities of the Principal and teacher representatives creating an effective school leadership group.

The SEB has been formed as an advisory board with its objective being to provide a forum for discussion between the school's leadership, teachers and parents. Members of the SEB represent the broader views of the school community with the composition of the SEB being formed to ensure that all year levels are represented. It is the responsibility of the SEB to provide informed and considered advice to the Parish Priest and Principal. The SEB provides an opportunity for St Anne's leadership to access and leverage from the extensive experience and community capital which is derived from the members of the SEB.

This year, the SEB moved to hold 5 meetings per year, one meeting in each school term and the AGM at the conclusion of the school year.

The agenda for each meeting has included a rotational review of school policies, updates on facilities maintenance and improvement, presentations from the school's accountant and Principal, outcomes from NAPLAN testing and strategies for staff professional learning based on research and the collection of evidence and data. The SEB has contributed to decisions regarding the use of funds raised by the Parents' Association and the Strawberry Fair. The objective being for these funds to improve the social and educational experiences for our children during their primary school years at St. Anne's.

This year, a goal for the SEB was established to;

"Include parents and teachers in the process of reviewing and refining our Parent Teacher Interview and Reporting procedures to ensure that they are highly effective."

(Mark Duffy SEB Chair 2017)

An independently chaired focus group was established to obtain parent feedback and develop strategies for improvement. Many of these strategies have already been rolled out into the school's reporting and communication procedures. This process highlights the ability of the leadership to reflect on feedback and explore beneficial change.

It is evident to all on the SEB that the Principal and teachers at St Anne's are committed to continuous improvement and translating these improvements to the classroom which ultimately enriches our children's educational experiences.

We extend our sincere thanks to Deputy Principals, Katie Schroder, and Jane Weekes and teacher representative, Julie McLachlan for their insightful guidance to the SEB. Katie, Jane and Julie have represented the teachers' perspectives which have greatly assisted the SEB when considering issues and has improved the overall quality of the decision-making process. Katie's dedication to the well-being of students and to the development of teachers has been inspirational. Julie McLachlan has brought to the SEB significant expertise in primary teaching which has helped the SEB navigate the education landscape. We know that Jane will also bring many qualities to the SEB as Deputy Principal.

We would also like to thank our Principal, Michael Edmonds. Michael continues to exemplify consistent, fair, efficient and effective leadership which is guided by the values embraced by St Anne's. Michael's dedication to his role, the staff and students is demonstrated not by what we see at meetings, but by what we hear from the staff and our children in their day-to-day experiences with Michael. Michael is commended for his considered approach in managing the school and for providing such a positive, happy, nurturing and inspirational environment for our teachers, students, families and all those who connect with St Anne's.

One of the most substantial roles on the SEB is that of Secretary. Kate Kennedy has provided great support to the SEB and has continued the streamlined approach to communication and correspondence. The approach to how we operate and communicate has resulted in the policy review process encompassing the thoughts, ideas and expertise of all SEB members, ultimately improving the quality of these policy positions. We give our sincere thanks to Kate for the time she has invested in the role of Secretary.

The SEB reviewed and ratified 9 policies in 2018, these include;

- Anti – Bullying Policy
- Discipline Policy
- Asthma Policy
- Internet Access Policy
- Assessment Policy
- Transition from Kindergarten to School Policy
- Transition to Secondary School Policy
- School Supervision Policy
- Writing of Policies Policy

In 2018, the school's financial position remained robust. This is the result of thorough and practical financial management by the Principal and the school's accountant, Bernard Negline. Sound financial management has ensured that fees are controlled, the school retains access to government funding opportunities and expenses are managed conservatively. We thank Bernard for the great support he provides to the Principal and the school.

Ingrid Ross has represented the Parents Association on the SEB this year. We commend Ingrid and the Parents' Association for the tireless work they do raising funds and improving resources for St Anne's students. It's the Parents' Association who actively build on the social capital of the school which enriches the primary school experience for students, teachers and families alike.

It has been an honour to serve on the SEB again in 2018, each of my four years on the Board has highlighted just how impressive the St Anne's school community is. My children have greatly benefited from the values, education, friendships and community spirit that is inherent in a St Anne's primary education. There is a true partnership between the school, teachers, parents, caregivers and students. This partnership builds trust, respect and a culture which embodies our Catholic values. This is the last year of my term on the SEB. I would like to thank Michael, the staff and committee members over that time who I have enjoyed working with and gained so much from. I am completely confident that the school will continue with its great success throughout 2019 and I wish the SEB well in their ongoing support of the school.

2019 Goal:

To embed the strategies identified that address improvement in the area of assessment and reporting through continued consultation and collaboration between teachers and the SEB.

With kindest regards,

Josephine Haste

Chairperson, St Anne's Education Board 2018

Education in Faith

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 following actions have been implemented to help meet our key improvement strategy:

The main focus for staff in Professional Learning Meetings this year has been the Renewed Religious Education Curriculum Framework. Staff have had the opportunity to work together to unpack the document which supports teachers with the planning and teaching of religious education. The staff explored the content areas as well as the assessment standards and had the opportunity to plan together for each new unit of work.

The staff participated in a Faith Development day which was facilitated by Sam Clear. Sam shared with us on this day his incredible journey of walking around the world for unity. He used his experiences along his walk to provoke discussion and personal reflection for the staff. It was an engaging day for all the staff and positive feedback was received.

The faith development of both staff and students has been supported through prayer, liturgies and sacramental experiences.

Student participation in liturgies has again been a focus for 2018. Students have had the opportunity to participate in school masses, class masses, level masses and lead prayer at our school assembly.

Our Year 3, 4 and 6 students have been involved in Sacramental programs throughout the year. This involved class preparation as well as a parent/child workshop night with Frank Servello.

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

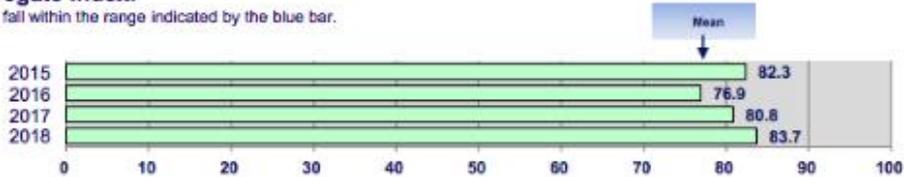
Indicator Title	2017 Actual Score	2018 Actual Score
Staff – Importance	78.79	83.39
Staff – Opportunity	83.28	84.19
Staff – Behaviour of Staff	78.79	85.65
Staff – Behaviour of Students	73.10	76.77
Staff – Compassion	86.64	90.73
Staff – Social Justice	82.33	81.05
Students – Importance	71.67	66.43
Students – Opportunity	85.96	85.29
Students – Behaviour of Staff	84.42	83.50
Students – Behaviour of Students	66.56	61.71
Students – Compassion	85.42	86.07
Students – Social Justice	81.01	85.71
Parents – Importance	74.32	72.55
Parents – Opportunity	89.50	87.79
Parents – Behaviour of Staff	83.31	83.90
Parents – Behaviour of Students	62.42	65.59
Parents – Compassion	87.08	86.54
Parents – Social Justice	78.81	81.50

VALUE ADDED

- Grandparents Day and Mass
- Feast of the Assumption
- Whole School Thanksgiving Mass
- St Vincent de Paul Mass
- Graduation Mass for Grade 6
- First Eucharist
- Family Workshop Evening
- First Eucharist Commitment Masses
- Parent Information Evening
- Group Leaders/Hosts, Information/Resources Meeting
- Reflection Day
- Parent/Candidate Information Evening
- Confirmation
- Family Parent Information Evening
- Workshop Evening
- Group Leaders/Hosts, Information/Resources Meeting
- Reflection Day
- Sacrament of Confirmation – Celebration
- Reconciliation
- Parent Information Evening / Family Workshop Evening and Sacrament of First Reconciliation

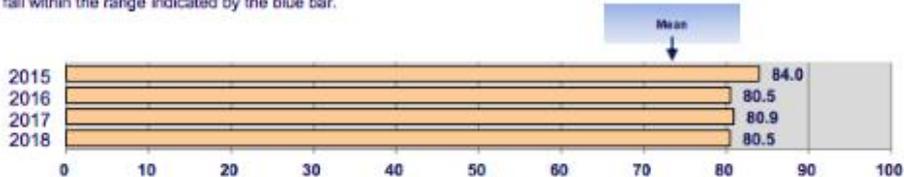
Staff Catholic Culture Aggregate Index:

68% of Australian Catholic schools fall within the range indicated by the blue bar.



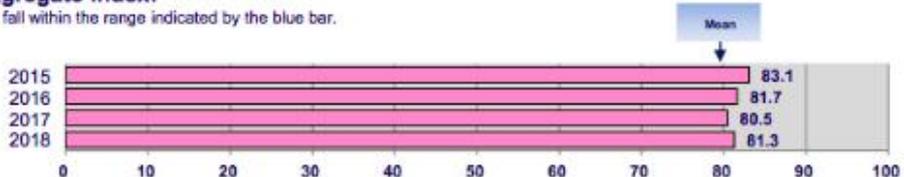
Student Catholic Culture Aggregate Index:

68% of Australian Catholic schools fall within the range indicated by the blue bar.



Parent Catholic Culture Aggregate Index:

68% of Australian Catholic schools fall within the range indicated by the blue bar.



St Anne's School (E1313)

Learning & Teaching

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 following actions have been implemented to help meet our key improvement strategy:](#)

A major focus for professional learning in Literacy in early in 2018 was the introduction of Learning Sprints. A Learning Sprint is a powerful and simple process to help educator teams continually improve their practice. The process is as follows:

FOCUS - *What learner outcome area should we seek to deliberately improve next? What evidence supports this focus?* The teachers analysed and then selected a focus based on their beginning of the year assessments in Literacy.

DEFINE - *What outcomes do we want to improve, and for which learners?* The teachers identified the specific students with whom they would work to target improvement in the identified area of need.

UNDERSTAND - *Why aren't these students making the desired progress?* We then examined possible reasons for the selected students' results and identified in detail the specific areas of need.

DESIGN/CONDUCT THE LEARNING SPRINT - *How can we better design learning to support student engagement and progression?* A sequence of lessons was then planned for this group of students and was implemented by the teachers.

ASSESS - *How will we know if it is working?* Tools for measuring student progress throughout the sprint were determined.

REVIEW - *What did we learn? What should we focus on next?* Teachers reflected on their professional learning and the student progress and determined one of four options - a new sprint with new students, a new sprint with the same students, continue the same focus with the same group, or continue the same focus with a new group.

We found that Learning Sprints:

- Support every educator to continually enhance their professional practices
- Develop high-trust teacher teams that take collective action and help each other improve
- Embed the use of research-informed practice and evaluate impact through formative assessment
- Accelerate momentum through engaging in short, focused cycles of impactful work
- Gain more impact from the collaboration time you already have available
- Support educators to collectively plan, act and evaluate their impact

This year, we also revisited the instructional strategies used during the whole class mini lesson at the beginning of the daily Reading Workshop. We then investigated an additional approach, namely Close reading. Close reading refers to the thoughtful and critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc. We investigated a technique for teaching students to 'read with a pencil' using a variety of annotations in order to deepen their comprehension of the texts they read.

We continued to have a focus on Writing in professional learning in Literacy this year. We have investigated what it means to build a community of writers in each classroom by focussing on the techniques and strategies that support writer's craft. Craft is the art of writing. It is the writer's intentional use of e.g figurative language, word choice, word placement, sentence structure etc to create an effect on the reader. We particularly considered the authorial aspects of writing. Authorial writing skills are those involving understanding how to create a particular kind of written text (e.g. a business letter or a report), how to construct sentences in an appropriate way for the particular text and how to choose the best words to make your intended message clear to the reader.

Another focus for the Year 3-6 teachers this year was to expand our understanding of the Literacy Assessment Project. The L.A.P is an initiative between our school, hundreds of other primary schools and Melbourne University. We have been working with Melbourne University for thirteen years. It has been a very successful research project into how children learn reading comprehension. A comprehension skills continuum has been identified and the teachers at St Anne's use this to guide and focus their teaching for each individual student. The data is tracked so that teachers can see the growth of each student and can intervene at the child's point of need. During Term One and Two, the Years 3-6 teachers created some success criteria, planned lessons and gathered resources for each level in the continuum. This work enables the teachers to plan effective lessons that target each child to move them forward in reading comprehension.

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 used the descriptors which we had developed in 2017 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.

LEARNING AND TEACHING – 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 following actions have been implemented to help meet our key improvement strategy:

- Collaborative assessment of student work.
- Looking at data and planning at point of need.
- Accessing, revising and developing our Mathematics Assessment practices using
 - PAT (Progressive Assessment Tests), ACER
 - SINE (Success in Numeracy Education), CEM
 - Mathematics Assessment Interviews (2011 Australian Catholic University) ACU
 - Victorian Curriculum Numeracy Learning Progressions
 - Victorian Curriculum Descriptors and Elaborations
 - Moderation processes
- Developing rich performance tasks that directly relate to the assessment data
- Place Value, a range of activities, assessment practices and references have focussed on this area.
- Explicit teaching of skills and content through timely descriptive feedback. Descriptive feedback is a response to the work done that reflects the effort against the success criteria. It is most beneficial to students when it is clear, timely and useful information regarding their next steps for learning.

Working with colleagues we developed, evaluated and revised a range of comprehensive assessment strategies to analyse student learning that is accurate, informative and complies with curriculum requirements. (AITSL 5.1)

Collaboratively we monitored our student progress, planned, used success criteria worked on pre and post assessment and used our assessment to drive our teaching and learning.

More specifically our assessment used was:

PAT data to make informed teaching decisions, using a Scale Score to determine the differentiated needs of each student in all areas of the Mathematics Curriculum. Scale scores enable the tracking of students' development in skills as measured by the test from year to year. Testing is administered in February and September online.

SINE data gives a raw score in the Counting and Place Value written format. Testing is administered in February and September, pencil and paper.

Mathematics Assessment Interviews are conducted one to one with the classroom teacher observing how each student engages with the task and records the data. A Growth Point is recorded which describes a student's current knowledge in reference to a set of research informed progressions in children's developing knowledge in Counting and Place Value. Our goal is by the end of term one 2019, each student will be assessed in Counting and Place Value. Further Assessment interviews in Addition and Subtraction and Multiplication and Division will be assessed in Levels 5 and 6 during 2019.

Moderation processes involve collaboration of teachers of student work to develop deeper and shared understandings of curriculum expectations as they apply to instruction. **John Hattie** would ask us as teachers: "What feedback about our teaching does the work sample give us as teachers and what descriptive feedback can we give this student to help with the next steps in learning?" **Lyn Sharratt** follows on this discussion with - "If collaborative assessment of student work is done on a regular basis coherence is strengthened and consistency across classrooms is more likely." Both Hattie and Sharratt have been our main resources for 2018, which links with the Collaborative Project our school has been involved in. We have consulted closely with Jo Adams, Mathematics consultant, from the CEM, as part of the Collaborative Project our school has been part of.

Our assessment practices are strengthened with a deep content knowledge of:

- **Victorian Curriculum Numeracy Learning Progressions** outline a sequence of indicators of increasingly sophisticated understanding and skills in numeracy. They support teachers to understand individual student's numeracy development in developing targeted teaching and learning programs
- **Victorian Curriculum Descriptors** VCAA The curriculum sets out what students are expected to learn and is designed as a continuum of learning. The curriculum is organised by the three strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies of Understanding, Fluency, Problem Solving and Reasoning are fundamental to learning mathematics and working mathematically and are applied across all three strands Number and Algebra, Measurement and Geometry, and Statistics and Probability.

STUDENT LEARNING OUTCOMES

Our NAPLAN data over the 3 years 2016, 2017 and 2018 has been consistently 97% or more above the minimum standards as a direct result of our professional learning focus on continuing to build teacher efficacy.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016	2017	2016 - 2017	2018	2017 - 2018
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	100.0	97.6	-2.4	97.7	0.1
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	97.6	100.0	2.4	97.7	-2.3
YR 05 Grammar & Punctuation	97.8	97.3	-0.5	100.0	2.7
YR 05 Numeracy	100.0	100.0	0.0	97.7	-2.3
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	97.8	100.0	2.2	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0

Student Wellbeing

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 following actions have been implemented to help meet our key improvement strategy;

This year we have had a focus on classroom management strategies. Staff have participated in Professional Learning Meetings in which they have explored best management practices. They have revisited strategies previously learnt from the Berry Street Education Model and Glen Pearsall, who we worked with last year. They have had the opportunity to work together to share known and successful strategies and learn from one another.

Another focus in our Professional Learning Meetings this year has been the assessing and reporting of the Personal and Social Capability. Staff has participated in meetings where they have unpacked the curriculum and planned relevant assessment tasks in teams. They have also had the opportunity to use a variety of resources to plan explicit Social Emotional Learning units of work.

The staff continue to work with the Child Safety Standards as well as two wellbeing documents from Catholic Education Melbourne; Horizons of Hope Wellbeing Foundation Statement and the 'Enable, Connect, Engage, Learn- eXcel'. Both of these documents from Catholic Education Melbourne provide staff with a framework to guide their teaching and nurturing of student wellbeing in catholic schools.

We have continued to have a focus on building and maintaining relationships throughout the school. Each term we have a Multi Age Activity which focuses on the students building relationships with peers from other year levels.

VALUE ADDED

Extra Curricular / Enrichment Programs at St Anne's 2018

	TERM 1	TERM 2	TERM 3	TERM 4
Category 1 A Optional Ongoing Activities	Choir	Choir	Choir	Choir
Category 1B Optional Annual Activities	<ul style="list-style-type: none"> Year 5/6 Camp <p>Year 5/6 teachers and volunteers</p> <ul style="list-style-type: none"> School / Parish Strawberry Fair <p>All Teaching Staff</p> <ul style="list-style-type: none"> Staff Commissioning <p>All Staff</p> <ul style="list-style-type: none"> Prep Welcome Mass District Cross Country District Football District Netball District Soccer District Basketball District Swimming 	<ul style="list-style-type: none"> Math's Talent Quest Math's Olympiad Mother's Day Breakfast/Stall Parents Association Children's Disco <p>Michael or Katie</p>	<ul style="list-style-type: none"> Math's Talent Quest A.A.M.T.maths competition Gennazano Year 6 Games Maths Competitio Maths Olympiad Hoop Time Basketball District Athletics University of New South Wales Competitions Italian Poetry Competition Father's Day Breakfast/Stall Netball Victoria Schools Championships 	<ul style="list-style-type: none"> Community Christmas Carols at Domeney <p>At least one representative from each level and a specialist</p>
Category 2 All Children in designated classes	<ul style="list-style-type: none"> Buddies Assemblies Excursions Incursions Auskick Clinic F-2 	<ul style="list-style-type: none"> Interschool Sport Buddies Assemblies St Anne's Cross Country Excursions Incursions 	<ul style="list-style-type: none"> Interschool Sports Finals St Anne's Athletics Carnival Assemblies Excursions Incursions <p>Performing Arts Show TBA</p>	<ul style="list-style-type: none"> Assemblies Excursions Incursions Twilight Sports (All Children) <p>All Staff</p> <ul style="list-style-type: none"> Year 6 Graduation <p>All Staff</p>
Category 3 Optional External Providers	<ul style="list-style-type: none"> Keyboard / Piano / Guitar Lessons 	<ul style="list-style-type: none"> Keyboard / Piano / Guitar Lessons 	<ul style="list-style-type: none"> Keyboard / Piano / Guitar Lessons 	<ul style="list-style-type: none"> Keyboard / Piano / Guitar Lessons
Special Celebrations	<ul style="list-style-type: none"> Young Leaders Day (Year 6 Leaders) St Patrick's Day Mass (Year 6 Leaders) 	<ul style="list-style-type: none"> Anzac Ceremony 	<ul style="list-style-type: none"> St Anne's Feast / Grandparents Day Footy Fun Day 	<ul style="list-style-type: none"> Italian Day
Sacramental programs	<ul style="list-style-type: none"> Reconciliation (Year 3) 	<ul style="list-style-type: none"> Confirmation (Year 6) 	<ul style="list-style-type: none"> First Eucharist (Year 4) 	

STUDENT SATISFACTION

Indicator Title	2018 Percent Favourable
Student Morale	92.29
Student Distress	93.10
Connectedness to School	92.00
Teacher Empathy	94.29
Purposeful Teaching	93.14
Stimulating Learning	84.64
Learning Confidence	95.71
Student Motivation	97.14
Connectedness to Peers	92.86
Student Safety	88.00

STUDENT ATTENDANCE

Attendance Rolls

St Anne's implements electronic roll marking. The Deputy Principal will oversee this. Roll marking is a legal requirement.

Early Dismissal of Students

The procedure for student attendance/unexplained absence from school is described below;

Nforma – Unexplained Absences Notification

Roll Marking (Teachers/Office Staff)

Teachers are to mark the Nforma roll by 9.10am

If there are no adjustments to your roll, you must still click on "Save/Update Roll"

Emergency Teachers - Mark hard copy of the class roll and return it the school office for data entry by 9.10am

Skoolbag/Voicemail Notifications – Office staff will forward message to teachers prior to 9am. The office staff will record all notifications received to cross check against the report before the SMS are sent to parents

After 9am the office staff will forward the message onto the teacher for their records and update the roll after 9.15am if required.

VPass – (Office Staff)

Login to VPass

On the Dashboard it will show if any students have been signed in late

Or

Click on Reports

Select Late Pass

Select current day

Review late children and cross check against Unexplained Absences Report

Nforma - Unexplained Absences Report Generation (Office Staff)

Login to Nforma

Click on NRoll (top headings)

Click on Unexplained Absences Notification

Contact any teachers who have not marked their roll – as advised on the report

Review report and cross check Vpass/Skoolbag/Voicemail notifications

Amend class roles if required

- Click on NRoll (top headings)

- Check if you have the required date (defaults to current day)

- Select Required Home Group (drop down box)

- Find Student

- Update the required fields (3 x drop down boxes)

- Click on Save/Update Roll

Re-run report if changes have been made

Select Tick box against the required parent to receive the SMS notification

Click on Send All Selected Notifications

Any absence notifications received through the office after the SMS has been sent to parents, the roll will be adjusted by the office staff

Advise the Deputy Principal if you have no response/explanation from parents by 11.30am

Child Safe Standards

- **Goals and Intended Outcomes**

To demonstrate the strong commitment of St Anne's to the care, safety and wellbeing of all students at our school. It provides an outline of the policies, procedures and strategies developed to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

This policy takes into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in [Ministerial Order No. 870](#).

This policy applies to school staff, including school employees, volunteers, contractors and clergy.

- **Achievements**

The implementation of the following policies;

1. *Child Safety*
2. *Child Protection and Reporting*
3. *Code of Conduct*
 - *All staff have completed the online Mandatory Reporting Manual. This will be an annual expectation.*
 - *Consultation with the School Education Board regarding policy development, ratification and implementation steps.*
 - *Attendance of Principal and Student Wellbeing Leader at professional learning / briefings regarding Child Safety*
 - *Implementation of an updated sign in and out system to increase accountability for all visitors.*
 - *Child safety – Implementation of Risk Management practices*

Leadership & Management

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 following actions have been implemented to help meet our key improvement strategy;

Action 1; Further refine professional learning practices, for example, Cycle of Inquiry Chats, formal feedback processes.

Through our work in The Learning Collaborative project we have now included Case Management meetings (see Learning and teaching) as part of our professional learning. This has enabled teachers to engage with colleagues to deepen their understanding of strategies that need to be implemented to support students learning, particularly those students who have not made expected growth over a 2-year period.

Action 2; Improve our professional learning plans

Our professional learning plans now include our case management meeting notes. These notes maintain records of;

- Student work analysis
- Important areas relevant to student learning
- Future learning goals
- Instructional teaching strategies
- Evidence of success

Action 3; Strengthen the capacity of all Leaders to lead highly effective teams

This year we have had some change in our leadership team due to Katie being successful in her application to teach in Tokyo for the next two years. This has enabled Paige Burney and Molly Morgan to move into new roles. As part of this transition I have been able to work with Paige and Molly on a goal linked to their leadership. Both Molly and Paige have made significant contributions to ongoing improvement at St Anne's. The feedback from staff regarding their leadership has been very positive and appreciative.

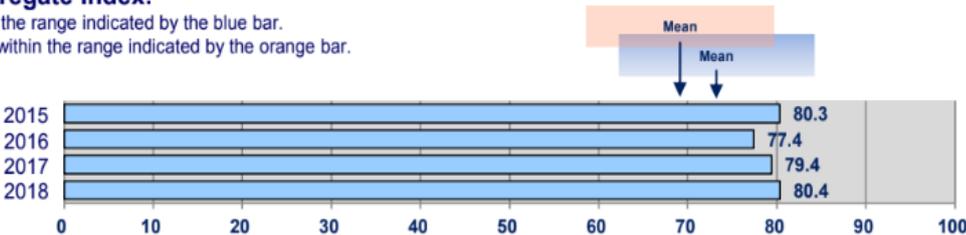
Action 4; Provide role clarity for all staff / Ensure that teamwork and feedback structures are developed for non-teaching staff

This year the Learning Support Officers (LSO) have participated in formal professional meetings as a team. This recommendation came from feedback at their Annual Review Meeting last year. Ann Aleksandrov (Learning Diversity Leader) has facilitated these meetings. The primary focus of the meetings has been to share strategies and learning to build the capacity of one another to be able to support all of the children funded for specific learning needs. Further to this we have begun providing Professional Learning for the LSO team each term. This has included staff from Catholic Education Melbourne resourcing and upskilling the LSO team with programs that they can use to support children with specific learning needs.

Data that supports the effectiveness of the Leadership and Management sphere at St Anne's

Organisational Climate Aggregate Index:

- 68% of Australian schools fall within the range indicated by the blue bar.
- 68% of Australian organisations fall within the range indicated by the orange bar.



Indicator Title	2017 Actual Score	2018 Actual Score	Percentage Favourable
Supportive Leadership (empathy)	85	86	99
Clarity (role clarity)	80	81	96
Teamwork (engagement)	78	80	95

Empowerment (engagement)	78	80	97
Ownership (engagement)	86	86	99
Appraisal and Recognition (learning)	70	72	90
Professional Growth (learning)	77	79	95

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

First Name	Surname	Code ↓	Activity Name	Current Status	Start Date
Ann	Aleksandrov	18DIV187D	CEOM - Enhancing Reading Intervention Knowledge - ERIK	Successful	19/11/2018
Dawn	Will	18DIV700Q	CEOM - Learning Support Officer Symposium	Successful	10/05/2018
Teresa	Lanza	18DIV700Q	CEOM - Learning Support Officer Symposium	Successful	10/05/2018
Ann	Aleksandrov	18DIV701Q	CEOM - Learning Diversity Symposium	Successful	30/08/2018
Jane	Weekes	18DIV835I	CEOM - Eastern NCCD Network Meeting 2	Successful	30/05/2018
Michael	Edmonds	18DIV835I	CEOM - Eastern NCCD Network Meeting 2	Successful	30/05/2018
Jan	Kozak	18DIV835J	CEOM - Eastern NCCD Network Meeting 2	Successful	23/05/2018
Jan	Kozak	18DIV900D	CEOM - 2018 NCCD Full Day Briefing - Northern/Western Regions	Successful	04/06/2018
Jane	Weekes	18DIV900D	CEOM - 2018 NCCD Full Day Briefing - Northern/Western Regions	Successful	04/06/2018
Michael	Edmonds	18DIV900D	CEOM - 2018 NCCD Full Day Briefing - Northern/Western Regions	Successful	04/06/2018
Jan	Kozak	18DIV900D	CEOM - 2018 NCCD Full Day Briefing - Northern/Western Regions	Withdrawn	04/06/2018
Jane	Weekes	18DIV900D	CEOM - 2018 NCCD Full Day Briefing - Northern/Western Regions	Withdrawn	04/06/2018
Jane	Weekes	18ERO050A	CEOM - Religious Education Leader Eastern Region Network Term 4	Successful	14/11/2018
Jane	Weekes	18ERO050B	CEOM - Religious Education Eastern Region Network Term 2	Successful	31/05/2018
Ann	Aleksandrov	18ERO251B	CEOM - Eastern Region Learning Diversity Network Meeting Term 1B	Successful	07/03/2018
Jan	Kozak	18ERO251C	CEOM - Eastern Learning Diversity Leaders Network Meeting Term 2A	Withdrawn	23/05/2018
Ann	Aleksandrov	18ERO252E	CEOM - Eastern Primary: Admin of YARC and SPAT-R Assessments	Successful	13/11/2018
Ann	Aleksandrov	18ERO256B	CEOM - Eastern Primary Learning Diversity Network Meeting Tm. 4	Successful	21/11/2018
Janet	Dame	18ERO350A	CEOM - Learning & Teaching Network Eastern Region Term 1	Successful	15/03/2018
Katie	Schroder	18ERO350A	CEOM - Learning & Teaching Network Eastern Region Term 1	Successful	15/03/2018
Michael	Edmonds	18ERO350A	CEOM - Learning & Teaching Network Eastern Region Term 1	Successful	15/03/2018
Janet	Dame	18ERO350B	CEOM - Learning & Teaching Network Eastern Region Term 2	Successful	07/06/2018
Michael	Edmonds	18ERO350B	CEOM - Learning & Teaching Network Eastern Region Term 2	Successful	07/06/2018
Grace	Carrick	18ERO350C	CEOM - Learning & Teaching Network Eastern Region Term 3	Successful	30/08/2018
Molly	Morgan	18ERO350C	CEOM - Learning & Teaching Network Eastern Region Term 3	Successful	30/08/2018
Janet	Dame	18ERO350D	CEOM - Learning & Teaching Network Eastern Region Term 4	Successful	22/11/2018
Michael	Edmonds	18ERO350D	CEOM - Learning & Teaching Network Eastern Region Term 4	Successful	22/11/2018
Molly	Morgan	18ERO350D	CEOM - Learning & Teaching Network Eastern Region Term 4	Successful	22/11/2018
Molly	Morgan	18ERO375A	CEOM - Eastern Region eLearning Network Term 1	Successful	22/02/2018
Molly	Morgan	18ERO375B	CEOM - eLearning Network Eastern Region term 2	Successful	28/06/2018
Lauren	Rennison	18ERO375D	CEOM - Eastern Region eLearning Network Day Term 4	Successful	08/11/2018
Katie	Schroder	18ERO395A	CEOM - Eastern Region Deputy Principal Network Term 1	Successful	08/03/2018
Jane	Weekes	18ERO395C	CEOM - Eastern Region Deputy Principal Network Term 3	Successful	23/08/2018
Jane	Weekes	18ERO395D	CEOM - Eastern Region Deputy Principals Network	Successful	01/11/2018
Jane	Weekes	18ERO400A	CEOM - The Learning Collaborative	Successful	13/02/2018
Janet	Dame	18ERO400A	CEOM - The Learning Collaborative	Successful	13/02/2018
Julie	McLachlan	18ERO400A	CEOM - The Learning Collaborative	Successful	13/02/2018
Michael	Edmonds	18ERO400A	CEOM - The Learning Collaborative	Successful	13/02/2018
Molly	Morgan	18ERO400A	CEOM - The Learning Collaborative	Successful	13/02/2018

Molly	Morgan	18ERO400A	CEOM - The Learning Collaborative	Successful	13/02/2018
Bronwyn	Green	18FIN003B	CEOM - Finance Clusters Meeting - East	Successful	31/07/2018
Elaine	Griffin	18FIN003B	CEOM - Finance Clusters Meeting - East	Successful	31/07/2018
Elaine	Griffin	18FIN004A	CEOM - Finance Clusters Meeting - East	Successful	01/03/2018
Elaine	Griffin	18FIN013B	CEOM - Finance Clusters Meeting - East	Withdrawn	05/09/2018
Bronwyn	Green	18FIN200A	CEOM - Administrative Officer Summer Forum	Successful	24/01/2018
Bronwyn	Green	18FIN200B	CEOM - 2018 Administrative Officers' Conference	Successful	11/09/2018
Elaine	Griffin	18FIN200B	CEOM - 2018 Administrative Officers' Conference	Successful	11/09/2018
Elaine	Griffin	18FIN404A	CEOM - OSR Workshop - East	Successful	08/02/2018
Elaine	Griffin	18FIN404B	CEOM - Pro Rata Holiday Pay & Leave Loading Workshop – East	Successful	01/11/2018
Elaine	Griffin	18FIN500B	CEOM - 2018 SAS End of Year Processes	Withdrawn	06/12/2018
Lisa	Maron	18ICO135B	CEOM - Getting established with Hapara	Successful	27/04/2018
Maria	Cannarozzo	18ICO135B	CEOM - Getting established with Hapara	Successful	27/04/2018
Jan	Kerr	18ICO140C	CEOM - Are you Ready for Hapara?	Successful	31/10/2018
Jan	Kozak	18IST201D	CEOM - OHS FOR SCHOOL LEADERS	Withdrawn	19/10/2018
Jan	Kozak	18IST201E	CEOM - OHS for School Leaders	Successful	15/11/2018
Julie	McLachlan	18LIT100A	CEOM - Eastern Region Literacy Leadership Network	Successful	06/03/2018
Katie	Schroder	18LIT100A	CEOM - Eastern Region Literacy Leadership Network	Successful	06/03/2018
Paige	Burney	18LIT100A	CEOM - Eastern Region Literacy Leadership Network	Successful	06/03/2018
Janet	Dame	18MAT301A	CEOM - Eastern Region Mathematics Leadership Network	Successful	28/02/2018
Jane	Weekes	18REL400A	CEOM - Introduction to the Renewed Religious Education Framework - Day 1	Successful	20/02/2018
Lauren	Rennison	18SCI200A	CEOM - STEM MAD Showcase Visitors	Successful	25/10/2018
Michael	Edmonds	18SIM450A	CEOM - Renewed School Review 2019 - Principal/School Leader Briefing	Successful	29/08/2018
Jane	Weekes	18SIM452A	CEOM - 2019 School Review using the National School Improvement Tool	Successful	28/11/2018
Michael	Edmonds	18SIM452A	CEOM - 2019 School Review using the National School Improvement Tool	Successful	28/11/2018
Jane	Weekes	18SWB019P	CEOM - An exploration of Identity and Growth: Primary schools	Successful	13/08/2018
Jane	Weekes	18SWB301B	CEOM - Leading wellbeing for learning & growth: What lies ahead? (2) S/E	Withdrawn	15/11/2018
NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018				32	
AVERAGE EXPENDITURE PER TEACHER FOR PL				\$2812	

TEACHER SATISFACTION

As shown in the following tables the results from the School Improvement Surveys (i.e. Insight SRC) Teacher surveys indicate a very high level of teacher satisfaction again in 2017.

Indicator Title	2018 Percent Favourable
Individual Morale	93.55
School Morale	98.06
Individual Distress	85.81
School Distress	97.42
Supportive Leadership	98.71
Role Clarity	95.97
Teamwork	95.16
Empowerment	96.77
Ownership	98.71
Appraisal & Recognition	89.86
Professional Growth	94.84
Work Demands	92.74
Student Behaviour (Classroom)^	97.10
Student Behaviour (School)	95.70
Student Management	97.42
Curriculum Processes^	98.55
Student Motivation^	100.00
Respect for Students	100.00
Parent Partnerships^	100.00
Teacher Confidence^	100.00
Engaging Practice^	100.00
Quality Teaching^	100.00
School Improvement Focus	100.00

School Community

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

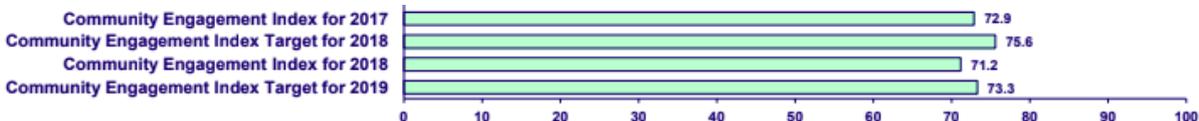
The mean score in the 'Connection to Community' indicators of the Pedagogy Reflection Tool to be above 3.7

The following actions have been implemented to help meet our key improvement strategy:

During 2018, our main area for development within the School Community Sphere was to engage the parent community in the teaching and learning process. We have also continued to offer learning experiences with special guest speakers from our parents, grandparents and friends of parents in our community.

Our Inquiry topics have allowed more opportunities for parents to share their expertise with the students. We have had parents come in to share their experiences with students and this allowed students to ask questions of people in the many different fields. The Inquiry topic 'Story' opened the doors to students to investigate their history and connect the events of their lives with the people around them. Grandparents Day allowed students to ask their grandparents about their story.

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 5/6 have written letters, raised money for his education and have raised awareness of the poverty and injustices that Rameses' family faces. This year students were involved in a Multi-age activity where they learnt more about Rameses through a presentation put together by the Community Outreach Team. Students recorded further wonderings about Rameses.



The mean score in the 'Connection to Community' indicators of the Pedagogy Reflection Tool to be above 3.7 by 2019

2016- 3.3

2017- 3.7

2018- 3.3

PARENT SATISFACTION

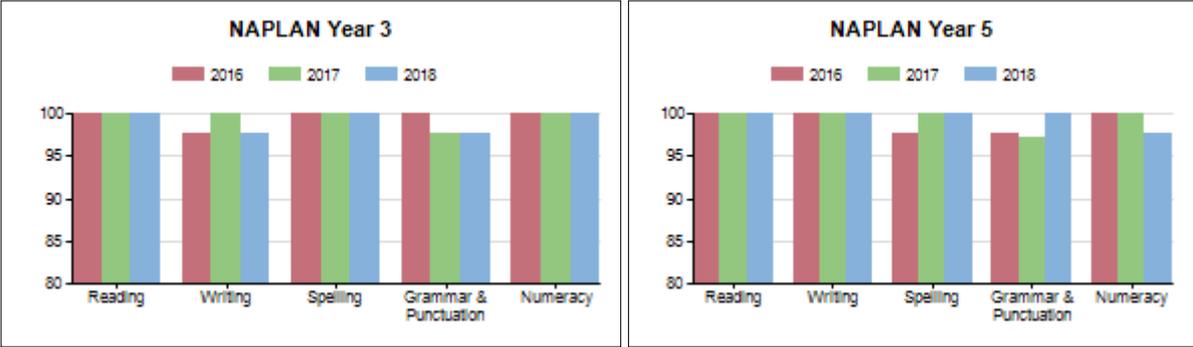
As shown in the following tables the results from the School Improvement Surveys (i.e. Insight SRC) Parent surveys indicate a very high level of teacher satisfaction again in 2017.

Indicator Title	2018 Percent Favourable
Parent Partnerships	93.75
Approachability	93.75
Parent Input	93.59
Reporting	67.31
School Improvement	95.67
Learning Focus	93.75
Extra-Curricular	71.29
Transitions	96.08
Homework	78.43
Behaviour Management	91.03
Stimulating Learning	98.08
Teacher Morale	98.85
Connectedness to School	98.08
Student Motivation	91.35
Social Skills	93.59
Connectedness to Peers	91.67
Student Safety	73.55
Classroom Behaviour	71.15
Attitude to Survey [#]	89.89

School Performance Data Summary

The School Performance Summary reports on data in the following areas:

- Average Student Attendance Rate by Year Level
- Teaching Staff Attendance Rate
- Staff Retention Rate
- Teacher Qualifications
- Staff Composition



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	94.2
Y02	93.6
Y03	93.3

Y04	95.0
Y05	92.4
Y06	93.2
Overall average attendance	93.6
TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.4%
STAFF RETENTION RATE	
Staff Retention Rate	87.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	13.0%
Graduate	17.4%
Graduate Certificate	13.0%
Bachelor Degree	73.9%

Advanced Diploma	52.2%
No Qualifications Listed	4.3%
STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	30
Teaching Staff (FTE)	21.0
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	8.0
Indigenous Teaching Staff (Headcount)	0

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