



**ANNUAL
REPORT**
TO THE SCHOOL
COMMUNITY

2019

St Agnes' Catholic Primary School
Highett



Light in Darkness

REGISTERED SCHOOL NUMBER: 1503

Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal's Report	5
School Education Board Report	6
Education in Faith	7
Learning & Teaching	8
Student Wellbeing	11
Child Safe Standards	133
Leadership & Management	144
School Community	166
Future Directions	177
School Performance Data Summary	20



Contact Details

ADDRESS	Peterson Street, Highett, VIC, 3190
PRINCIPAL	Lachlan Foott
PARISH PRIEST	Rev. Fr. John O'Reilly
SCHOOL BOARD CHAIR	Myles Whelan
TELEPHONE	(03) 95320344
EMAIL	principal@sahighett.catholic.edu.au
WEBSITE	www.sahighett.catholic.edu.au
E NUMBER	E1167

Minimum Standards Attestation

I, Lachlan Foott, attest that St Agnes Catholic Primary School (Highett) 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

3rd June, 2020

Our School Vision

St. Agnes' School is a welcoming Catholic Parish Primary School. As a Faith community, we encourage all within our care to grow in their relationship with Christ and with others.

As educators, we encourage lifelong learning.

We provide the skills, knowledge, values and attitudes that will empower all within our community to become participating and caring members of society.

In a spirit of co-operation, we will develop a willingness to contribute, a respect for others, and responsibility for self.

A Vibrant Faith Community Growing Together



School Overview

St Agnes' School is a co-educational parish primary school in the Melbourne bayside suburb of Highett. The school was first established in 1951 under the leadership and guidance of the Sisters of Our Lady of the Sacred Heart. Since 1983, the school has been under the educational leadership of lay principals. The school was initially located in a hall on Worthing Road, Highett before the current school site was established on Peterson Street in Highett.

We have a current enrolment of about 130 students, in seven straight classes of varying sizes. Current enrolment projections indicate that student numbers will grow to around 200 students in coming years. We have fantastic educational facilities, with 8 classrooms, Library, Art Room, Specialist Classroom and Multipurpose Hall. In 2009/10, the school embarked on a building program that saw substantial improvements to buildings and the grounds. During 2014 and 2015, some refurbishment was completed in classrooms and the Administration Area. The school has well developed plans to complete further refurbishments in these areas, which we aim to complete by the end of 2021.

St Agnes' School promotes gospel values and develops knowledge and understanding of Catholic faith, doctrine and tradition. We provide a comprehensive and inclusive curriculum built on essential skills and authentic contemporary learning that is interactive and innovative, allowing students to think critically, work creatively, analyse information and solve problems. We cater for a variety of learning styles, backgrounds, perspectives and interests through a range of extra-curricular programs such as Visual and Performing Arts, Italian, Sport and Camps.

The school is located on a hectare of land bound by four neighbouring streets. The enclosed site includes the school, the parish centre, church and tennis courts. The physical dynamics of the parish complex contribute to a real sense of community that exists in our parish and school. The children in Years 3, 4 and 6 celebrate the sacraments of Reconciliation, First Eucharist and Confirmation throughout the year.

Our school comprises a diverse school community. Students come from a range of social and cultural backgrounds and Highett remains an area that is undergoing change with many new families moving into the area and the rebuilding of residential housing. As such, students' individual needs are central to our focus at St Agnes'. Our teachers are extremely supportive of all students and are focused on delivering high quality teaching and learning programs which are driven by assessment. Late in 2019, a Co-Teacher model was introduced into the school where we have additional, expert teachers working in classrooms to ensure there can be regular small group learning occurring. The school has significantly invested in ICT infrastructure recently, with all students in Year 3-6 allocated a Chromebook and 30 iPads spread throughout Prep to Year 2.

The families in our school are extremely supportive and committed to seeing our students and school flourish. There is significant parental involvement in activities such as after school sausage sizzles, special celebrations such as the Mother's Day Mass and Breakfast and even the school Walkathon.

Principal's Report

This Annual Report summarises what has been a challenging, but transformational year for St Agnes' Primary School, Highett. The school endured significant change throughout 2019, with a number of Acting Principal's throughout the first three terms, before the appointment of a Principal in Term 4. I wish to thank Acting Principals Therese Stewart, Carmel Purdey and Margaret O'Donnell for their steady leadership and dedication to St Agnes' during their time at the school in 2019. I would also like to acknowledge Fr John O'Reilly, the Leadership Team and Education Advisory Board for their efforts and leadership through this period.

Upon arrival at the school in November, it became clear that the core of the St Agnes' School community was and is, extremely resilient and positive. This positivity was clearly evident at the school Fete which occurred in November. This was a wonderful example of the strength of school community that we have at St Agnes'. Their commitment to the school was on full display in the way they supported, organised, attended and donated to the fete. Families from all over Highett and neighbouring suburbs came along in their droves to partake in the fun rides, activities and stalls. For a school of just over one hundred families, to put on an event like that was simply outstanding and I for one, cannot wait for the 2021 Fete.

As a school, we are very proud of the children in our school and they continue to do well, inside the classroom and outside. The focus for our school is on continued improvement, ensuring all students are experiencing academic growth and progress across the curriculum from year to year. We have a clear plan in place, some of which is outlined in this document, for continued focus on improvement in our teaching and learning practices.

During the school year, many sets of data are collected and analysed by the school, particularly student achievement levels at all year levels in English and Mathematics. To gain a full understanding of how our key stakeholders feel we are performing, parents, students and staff are surveyed to ascertain how each of these groups perceive the school is operating. A summary of this data is contained within the Annual Report.

Lachlan Foott
Principal

Education Advisory Board Report

What a year we have had in 2019. The school community has faced significant change this year. We have welcomed and farewelled 3 acting Principals and 2 Parish Priests, despite all this the school has continued to move forward.

We thank Therese Stewart, Carmel Purdy and Margaret O'Donnell for their efforts in ensuring, that despite the changes, our children were continued to be educated without feeling the impacts of change. We farewelled Father Stephen and welcomed Father John. We are thankful to Father John for the passion he has for future school developments and his mission in bringing the Parish and School together. As a final and most pleasing note on this, we welcomed Lachlan Foott as our Principal. We are very pleased with Lachlan's appointment and look forward to working with him as your representatives in 2020.

The key items to come out of the year for the Board were the changes to the uniform shop and suppliers and the finalisation of the Master Plan and how this could be implemented. While I mention the uniform changes, whilst the Board was used as a sounding and approval process, the work was all done by Leanne Cooke and Sophie Franet. Upon taking on the shop last year it was quickly evident to this team that there was a better way of doing things. Getting a new supplier on board is no easy task and there was a significant amount of work undertaken in getting this completed. Our thanks to both Leanne and Sophie for their efforts in delivering a more convenient and flexible outcome to meet our uniform needs.

Finalising the Master Plan is a significant step. Without this document our ability to apply for any funding is limited. As you may have noted for the earlier correspondence on this, this is a concept plan and demonstrates how the school may look and operate in the future. We have continued to work with Father John and Lachlan on the short and longer term implementation of the plan. At this point we still have no update on the current funding application, however despite this it is anticipated that some smaller improvements may be implemented in the short term. We will continue to keep you up to date on this.

Now to thank a few. I would like to thank the outgoing board members. To Daniel Bunnett, Sophie Franet, Sarah Attree and Michelle Biddick, on behalf of the School community we are very grateful for your efforts and input into your roles on the Board. Thank you to Martin Forbes and Jacinta Whelan for their involvement on the Principal Appointment Panel. This was a vital piece of work for the School community moving forward and we thank you for your efforts.

To Shannon Shine and Carlyn Villani, our fete coordinators, thank you for the day. Put simply it just showed what a great community we have here at St Agnes to be able to pull this off despite the leadership changes. To all stallholders, we say thank you; it was a great day to demonstrate our community here at St Agnes, to the broader Highett Community. You can't buy that.

Our thanks to the teachers and staff. Thankyou on behalf of the whole community for your efforts this year. Change is always hard in a workplace, but uncertainty even more so. Throughout the year you have not waived on your dedication to our children despite this.

Myles Whelan

Chair – Education Advisory Board 2019

Education in Faith

Goals & Intended Outcomes

To further develop a living and authentic Catholic culture which encourages all individuals within our community to come closer to God and to live out Gospel values in the contemporary world.

Achievements

Our Foundation students participated in the 'Foundation Fun with Jesus' faith evening, students in Year 2 participated in a Baptism reflection evening. The Year 3 students received the Sacrament of Reconciliation, Year 4's received the Sacrament of the Holy Eucharist and Year 6's received the Sacrament of Confirmation as part of the Sacramental Program. This further strengthened the partnership between home, school and parish as all were involved in the preparation of the students. Our Sacramental Program was embedded in the Religious Education lessons in the classroom.

In 2019 we continued to work on the process of Inquiry Learning through the lens of our Catholic Faith. Consequently, within units of learning throughout the curriculum, students were invited to reflect upon their life's experience in the context of our Catholic faith.

Our students were provided with opportunity to further develop their own faith, appreciate others and participate more fully as members of a global community. Our Student Social Justice team helped us to maintain a strong focus on the needs of others in our world. Our families continued to be exceedingly generous in donating to appeals for St. Vincent De Paul, Caritas and other charities in line with our Catholic Social Teaching and social justice initiatives.

St Agnes' staff again participated in a RE Collective involving two other schools in the area. This has provided an opportunity for shared learning for staff and connections with other schools. The RE collective allowed staff to develop units of work and assessments using the new Religious Education curriculum in collaborative teams.

The importance of Catholic Education and the opportunity for students to be involved in prayer and faith development were seen as essential elements by students, parents and staff. St. Agnes' is a proud Catholic School that is inclusive, welcoming and compassionate.

CEMSIS Data

<u>Catholic Identity</u>	2019	2019 CEM average
Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.	53% positive	78% positive
Families' perceptions of and engagement with the overall Catholic identity of the school.	60% positive	70% positive
Student perceptions about the Catholic identity of the school.	43% positive	62% positive

Overall, this data is an indication that we have a strong approach to learning, teaching and living our faith, however we have the opportunity to improve.

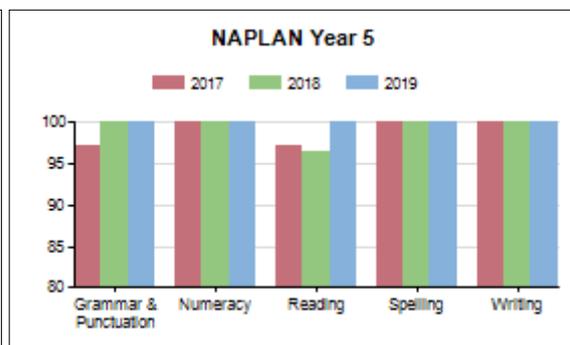
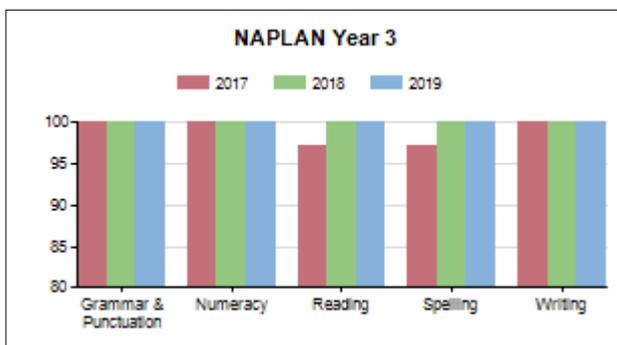
Learning & Teaching

Goals & Intended Outcomes

To further develop a contemporary learning culture in which students are challenged and supported to achieve ongoing success.

Achievements

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	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	97.1	100.0	2.9	100.0	0.0
YR 03 Spelling	97.1	100.0	2.9	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	97.1	100.0	2.9	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	97.1	96.4	-0.7	100.0	3.6
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



NAPLAN Mean Scores 2019

	Year 3		Year 5	
	2019 School Mean	2019 All Schools Mean	2019 School Mean	2019 All Schools Mean
Reading	437	432	505	506
Writing	430	423	486	474
Spelling	405	419	494	501
Grammar	433	440	488	499
Numeracy	403	408	516	496

As you can see from the data sets above, the students in our school continue to achieve pleasing results across the board in NAPLAN testing. We had 100% of our students meeting the minimum standards in all areas of the national testing program in 2019. The achievement of our students in 2019 is comparable with the achievement of students in 'All Schools' and in some areas such as Writing, our students have excelled.

Early Years Literacy Prep & Year 1

These assessments are completed at the end of the year and measure students' accuracy rate of oral reading of unsighted text, which have been levelled according to difficulty. The following is a summary of data from Catholic Education Melbourne and outlines the percentage of students to have reached each of these levels. The target levels for students in Victoria for each year level are:

Prep - Level 5
 Year 1 - Level 20
 Year 2 - Level 28

Percentage of Students at Text Level Benchmark – Prep December 2019

Prep Text Levels	Level 1+	Level 5+	Level 15+	Level 20+	Level 26+	Level 28+
Our School 2019	95.45	90.90	36.36	27.27	9.09	0
All Schools 2019	90.57	61.32	6.60	4.72	1.89	1.89

Percentage of Students at Text Level Benchmark – Year 1 December 2019

	Level 1+	Level 5+	Level 15+	Level 20+	Level 26+	Level 28+
Our School 2019	100	100	76.15	61.34	38.90	23.45
All Schools 2019	99.29	95.71	77.14	63.57	42.14	31.43

Percentage of Students at Text Level Benchmark – Year 2 December 2019

	Level 1+	Level 5+	Level 15+	Level 20+	Level 26+	Level 28+
Our School 2019	100	100	100	100	94.44	88.23
All Schools 2019	100	99.23	94.62	92.31	76.15	63.08

Results in 2019 indicate that our students are achieving high levels of reading accuracy, especially in Prep and Year 2.

Achievements

- PLT 's /staff surveys to evaluate School Literacy Assessment tools, Literacy Policy and main elements of The Daily 5/ CAFE Reading Program
- Expert external teacher/mentor support in classrooms to implement Daily 5 as a Literacy teaching platform
- Whole school Literacy Learning Walks
- Premiers Reading Challenge
- Book Week/National Simultaneous StoryTime/Literacy and Numeracy Week celebrated
- Staff professional Reading and discussion focused on Literacy
- Expert external teacher/mentor support in classrooms to action use of school Literacy Assessment to target Literacy needs
- SMART Spelling Professional Development undertaken by staff
- SMART Spelling feedback and PLT for all staff
- Introduction, monitoring and evaluation of SMART Spelling Program in Term 4
- Adaptation of Literacy Planner to incorporate CAFÉ/Daily 5 in Literacy
- Being a part of the SWIF cluster
- Continuation of Literacy Assessments ARCOTS, P.A.T, C.A.P., R.O.L. and On Demand to inform teaching
- Professional learning for staff focused on Nationally Consistent Collection of Data
- Purchase/training YARK Tier 2 assessment.
- LSO training ERIK Tier 2 intervention.
- Implementation SPA analyser for data

CEMSIS Data - Students

Student	2019	2019 CEM average
Rigorous Expectations	71% positive	78% positive
School Engagement	44% positive	58% positive
Teacher - student relationships	61% positive	73% positive
Learning Disposition	73% positive	78% positive
Student Voice	46% positive	60% positive

There are areas of this data which reflect well on our student's perception of the learning environment in which they are in and there are areas which need to be a focus for us moving forward. Positively, the students perceive that there are high or rigorous expectations set for them by the staff at this school. This is a key strategy in driving learning forward for students.

CEMSIS Data - Families

Families	2019	2019 CEM average
School Climate	59% positive	86% positive

After what was a challenging year for the school, to have more than almost two-thirds of our families perceiving that our school is a positive social and learning environment for their child is a satisfactory result. We will be striving to improve this key indicator moving forward.

Student Wellbeing

Goals & Intended Outcomes

To ensure a safe, caring and collaborative environment, that respects and celebrates diversity and supports student connectedness to their peers and their learning.

Achievements

CEMSIS Data - Students

Students	2019	2019 CEM average
School Engagement	44% positive	58% positive
Teacher - student relationships	61% positive	73% positive
Student Safety	45% positive	55% positive
Student Voice	46% positive	60% positive

This data indicates that our students perceive their relationships with their teachers to be relatively strong and we have opportunities for improvement in student voice and school engagement.

CEMSIS Data - Staff

Staff	2019	2019 CEM average
Student Safety	59% positive	65% positive

This data indicates that our staff perceive our students to be safe and well behaved in their interactions in the classroom and playground.

CEMSIS Data - Families

Families	2019	2019 CEM average
Student Safety	64% positive	73% positive

This data indicates that our parents perceive our students to be safe and well behaved at school.



VALUE ADDED

- Introduction of a new psychology company working within the school
- School Captains attended the Young Leaders Day PD, who then shared what they learnt with the school during an assembly.
- SRC working to arrange Harmony Day and Biggest Morning Tea .
- Youth Resilience Survey (Y5-6s)
- A new location of Wellbeing boxes in Sandpit Area for students who like to play quiet games
- Fortnightly SRC Meetings
- Fortnightly meetings with Wellbeing Leader and Learning Diversity Leader to discuss playground concerns and students who require extra support
- Respectful Relationships Program being taught in classrooms during SEL
- Smiling Minds used as a meditation tool in classrooms
- Implementation of dental van

STUDENT ATTENDANCE

In the Parent Handbook, procedures are outlined to parents as to expectations for absent children.

- If children are sick, parents are required to phone or email the school.
- If children are absent for more than two days without notice the school will contact parents.
- If there is a pattern of non-attendance, the Principal and Student Wellbeing Leader will meet with the parents.
- The school monitors school absences and attendance by sending out text messages at 10.00am each day.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.7
Y02	93.8
Y03	95.2
Y04	93.5
Y05	92.5
Y06	92.7
Overall average attendance	93.2

Child Safe Standards

Goals and Intended Outcomes

To provide a safe and supportive learning and social environment at St Agnes'

- To bring about cultural change in understanding about child safety and child safety protocols and procedures in our school community
- To be fully compliant with Victorian requirements in relation to Child Safe School requirements

Achievements

- St Agnes' has developed a St Agnes' Code of Conduct for all our community, a school child safety policy and child protection obligations document
- St Agnes' adheres to expectations in the 7 Child Safety Standards
- The staff have been trained in understanding the Child Safe Schools requirements and aspects of this. Updated information and feedback were provided at regular staff meetings and memos
- The community have been informed and consulted at the Advisory Education Board, at various parent meetings and in newsletters
- There is extensive information and support about St Agnes' as a Child Safe Schools on the school website
- New human resources practices such as more extensive document recording and sign in procedures for parents and visitors have been implemented
- **There has been a strong focus on:**
 - The embedding of policies and commitments into every day practice
 - Training of teachers, non-teaching staff and volunteers
 - Consultation with the community
 - Human Resources practices
 - Student participation and empowerment strategies
 - Child safety - Risk Management approaches

Leadership & Management

Goals & Intended Outcomes

To further develop and sustain a supportive and healthy school culture characterised by collaborative teamwork, positive staff morale and a commitment to continuous improvement.

Achievements

CEMSIS Data - Staff

Staff	2019	2019 CEM average
School Climate	58% positive	76% positive
School Leadership	44% positive	57% positive
Staff-Leadership Relationships	68% positive	76% positive
Instructional Leadership	36% positive	56% positive
Collaboration around an improvement strategy	47% positive	58% positive

CEMSIS Data - Families

Families	2019	2019 CEM average
School Climate	59% positive	86% positive
Communication	44% positive	72% positive

CEMSIS Data - Students

Families	2019	2019 CEM average
School Climate	49% positive	65% positive

This data reflects the significant changes in leadership that occurred during 2019, with a number of Acting Principals throughout the first three terms. The most positive aspect of the data set is Staff-Leadership relationships. It is expected that growth will be evident following the appointment of a long term Principal.

Leadership and Management Actions

- Emergency Management Training
- Staff completed Disability Standards Training
- 2019 Annual Action Plan developed
- Update of School ICT infrastructure
- Parent information evenings
- New role descriptions for leadership positions
- Employ and induct new staff members
- Election of student leaders
- New Student Representative Council
- Review and acceptance of Child Safe Standards and Policies, and Code of Conduct
- All staff completed Mandatory Reporting Modules
- Updated school website with mandated policies
- Updated OHS Guidelines for Staff Booklet

- Annual Review Meetings held for teaching and non-teaching staff
- Staff, Parent, Student CEMSIIS survey on School Climate completed
- Attending and further develop improvement plans at School Wide Improvement Forum
- Leadership planning day to work on AAP
- Members of Leadership Team attended Emerging Leaders professional learning to support their introduction into Leadership
- PLTs in the different spheres to focus on needs of the staff

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- School Governor's Briefing
- Southern Digital Education Network
- Southern Region Principal Network Meetings
- Southern Region Religious Education Leaders Network
- School Wide Improvement Forum
- Southern Region SWPBS/PBL Network
- Deputy Principal Networks
- ICON principal briefing
- PAT data analysis
- Emerging Leaders Professional Learning
- Behaviour Support Plans Professional Learning
- Berry Street Model
- Out of Home Care
- Child Safety Standards
- Reading Recovery Network
- Southern Literacy Leaders Network
- CEM Smart Goal session
- ARCOTS Briefings
- Mandatory Reporting
- Reportable Conduct Scheme
- Learning Diversity Network Meetings

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

24

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$958

School Community

Goals & Intended Outcomes

To strengthen the collaborative partnership between home, school, parish and the wider community to support student learning and wellbeing.

Achievements

- Parent information evenings for beginning of the school year
- Prep transition
- Whole School Welcome Drinks
- School Walk-a-thon
- St Agnes' School Fete
- St Patrick's Day Mass during Catholic Education Week
- Father's Day/Mother's Day Masses and breakfasts
- School Captains attended Highett RSL for active roles in Anzac Day and Remembrance Day services
- Italian Day
- Celebration of Catholic Education Week as a school, ending with a School Mass
- Classroom Helpers Program
- Parents & Friends Committee organisation and assistance in various events throughout the school year
- End of Year Carol's Night
- Greater use of school community and wider community to assist with incursions and excursions for Inquiry
- Choir performances at local nursing homes
- Prep 2020 Information Night
- Book Fair
- School Athletics Sports
- Interschool Sports – football, netball, softball, t-ball, soccer, athletics, cross country, swimming, cricket, rugby
- Sacramental Program

CEMSIS Data - Families

Families	2019	2019 CEM average
Overall School Positive Endorsement	62% positive	77% positive

As outlined above this data is reflective of the significant changes that occurred at St Agnes' in 2019. This is expected to improve, with a well communicated vision and steady leadership.

Future Directions

Moving into 2020, the focus for the school in the five spheres will be:

Education in Faith

Goal

Strengthening the faith of all members in our school community, to be witnessed in our everyday lives.

Intended Outcomes

- That staff, students and parents express their faith through their actions and behaviours
- That students are engaged in the Religious Education program

Key Improvement Strategies/Actions

- Father John to facilitate Faith enrichment sessions during Staff Meetings
- RE Leader to facilitate staff meetings around Curriculum development in RE
- Staff Meeting Prayer once a week
- RE Leader supporting and coaching staff on RE Curriculum during Planning Sessions
- Staff work together with the RE Leader to plan and implement liturgical celebrations for students
- Introduce Year Level Weekend Parish Mass
- Introduce End of Term Liturgies to be led by the students
- Implement Mini Vinnies Group through Social Justice
- Introduce a Social Justice Day at the end of Term 2, focused on Vinnies Winter Appeal
- RE Leader to work with Student Wellbeing Leader in developing Social Justice Initiatives
- Continue to offer Family Faith Nights

Learning & Teaching

Goal

To engage students through a differentiated and personalised approach to learning.

Intended Outcomes

- That student outcomes in Reading will improve.
- That student outcomes in Mathematics will improve.

Key Improvement Strategies/Actions

Reading:

- Professional Learning on the implementation of data driven, differentiated reading groups
- Regular running records to be completed at least fortnightly in Prep to Year 2
- Literacy Leader supporting and coaching classroom teachers during Planning Sessions
- Co-teacher in Reading 4 days a week in Prep-Year 2

- Uninterrupted, timetabled, 2 hour Literacy sessions
- Professional Learning around small group instruction approaches
- Continued Professional Learning on Daily 5, CAFÉ and SMART Spelling
- Implement Literature Circles in Year 5 and 6, with a focus on engagement
- Implement Guided Reading / Reciprocal Teaching in Year 3 and Year 4

Mathematics:

- Develop Scope Sequence for Mathematics units of work
- Co-teacher in Mathematics (Year 3-6) 4 days a week
- Strengthen the use of Essential Assessment to drive teaching in Mathematics
- Professional Learning on the implementation of data driven, differentiated Maths groups
- Mathematics Leader supporting and coaching classroom teachers
- Uninterrupted, timetabled Mathematics sessions 1 hour per day
- Introduce whole school units of work in Mathematics
- Introduce the structure in Number Tracking Tool and Westwood testing

General Curriculum:

- Implement new Inquiry Scope & Sequence to suit straight classes
- Investigate the suitability of Genius Hour in Year 5/6
- Refine assessment schedule
- Develop non negotiables and minimum expectations with regard to book work and classroom routines
- Revisit the structure of writing lessons
- The use of PAT Reading and PAT Maths to drive teaching early in the year
- Develop an Intervention (NCCD) team to identify and monitor students at risk
- Professional development on Learning Intentions and Success Criteria

Student Wellbeing

Goal

For students to feel a sense of safety and to be respectful, resilient and confident learners.

Intended Outcomes

- For students to feel safe and valued at school.
- For students to demonstrate confidence and resilience in all aspects of their learning.
- For students to take responsibility for their learning and actions.

Key Improvement Strategies/Actions

- Implement a whole school approach to SEL, through the development of a Scope and Sequence
- Introduction of Respectful Relationships
- Revisit School Rules
- Investigate the possibility of a Prep Resilience Night, facilitated by external expert
- Creating a Respectful Relationships Wellbeing team to meet fortnightly to discuss students at risk
- Revisit practices on documenting playground and classroom student incidents
- Introducing Wellbeing time during PLTs

- Revisit and review Behaviour Management Policy
- Wellbeing leader to be trained in Restorative Practices and Circle Time
- Restorative Practices and Circle Time to be reintroduced in the classroom
- Professional Learning in PLTs around Restorative Practices and Circle Time
- Investigate Mindfulness Meditation practices and their suitability for our school
- Introducing School based Wellbeing Surveys
- Complete Year 3-6 Bayside Youth Services Survey and unpack the results
- Introduce a whole school Wellbeing Day at the end of Term 1 with a focus on Friendship
- A continued focus on NCCD adjustments in PLT and Staff Meetings
- Support staff in writing Behaviour Management Plans
- Engage in the eXcel Wellbeing framework through the new Scope and Sequence
- Introducing a Wellbeing Week to begin Semester 2

Leadership & Management

Goal

To create an environment characterised by a shared vision, focused on continuous improvement and a strong sense of leadership for all stakeholders.

Intended Outcomes

- That staff, parent and student empowerment will be strengthened through the decision making process
- That staff learning will be strengthened

Key Improvement Strategies/Actions

- Develop the leadership capacity of all staff
- Update and distribute the Staff Handbook
- Rewrite the school vision and mission
- Ensure a focus on evidence based professional learning
- Develop role descriptions/responsibilities for members of leadership and staff, including co-teacher
- Develop PLT and Staff Meeting Guidelines, regarding expectations and behaviours
- Participation in the School Wide Improvement Forum
- Strengthen the roles of the Student Leaders through leadership development opportunities
- Create an enrolment promotions team to build enrolments
- Manage the development of the school building project(s)
- Full review of our ICT infrastructure
- Manage whole school Performing Arts show
- Meetings once a term with teams of teachers to review/refine programs and student progress
- Build the capacity of members of Leadership through external professional learning
- Review all school communication (Email, Caremonkey, Skoolbag, SeeSaw, iNewsletter)
- Strengthen parent forums to allow for input through the SEB, P&F and parent exchange nights
- Adjusting routines and bell times to allow for optimal learning time and parent partnerships

School Community

Goal

To strengthen the relationships between the school community and the wider community.

Intended Outcomes

- That the school enhances the community connectedness and promotes an outward facing school culture.

Key Improvement Strategies/Actions

- Introduce Parish Class Masses and continue to strengthen Parish Sacramental Program
- Strengthen parent forums to allow for input through the SEB, P&F and parent exchange nights
- Links between our learning in Religious Education and Social Justice initiatives
- Partnering with local community groups to enhance Inquiry Learning in the school
- Plan and run family Maths night
- Plan and conduct Parent Information Nights to educate parents on school programs
- Explore opportunities to connect with other local schools with a focus on improving learning and teaching practices
- Continue to invite parents into classrooms for Learning Walks/Expos
- Communicate the school's vision, direction and action with the parent community
- Enhance links with local kindergartens
- Reintroduce Grandparents Day and continue to promote Mothers / Father's Day Masses and breakfasts
- Continuing to promote the Biggest Morning Tea and inviting families to share recess with us
- Welcome families into classrooms each morning

School Performance Data Summary

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	94.1%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	71.4%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	18.8%
Graduate	12.5%
Graduate Certificate	18.8%
Bachelor Degree	93.8%
Advanced Diploma	12.5%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	11.3
Non-Teaching Staff (Headcount)	6
Non-Teaching Staff (FTE)	3.9
Indigenous Teaching Staff (Headcount)	0