

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY



**St Catherine of Siena**  
MELTON WEST

2016

REGISTERED SCHOOL NUMBER: 1878



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## Minimum Standards Attestation

I, Carmel Marantelli attest that St Catherine of Siena is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

## Our School Vision

Our school vision reflects a well-known message from St Catherine of Siena and also incorporates our particular approach to learning and teaching and what we wish for all children entrusted to our care.

*“Be who God meant you to be...*

- Living the mission of Jesus
- Nurturing relationships with God, self, others and the world
- Inspiring learning through creativity, curiosity and passion
- Empowering independence and growth to wholeness for all

*...and you will set the world on fire.”*

## School Overview

St Catherine of Siena is one of 2 Catholic Primary Schools in the parish of St Dominic's. This area is currently experiencing huge growth and is within one of Melbourne's growth corridors. Housing developments to the North, South, East and West of Melton are all in the process of establishing themselves and this has resulted in a gradual increase in student enrolments with the expectation that this will begin to increase at a greater rate in future years.



Our Learning and Teaching philosophy is one that is centred on achieving the best outcomes for all students. This is facilitated in an environment which is flexible to the needs of the students and the diverse range of learning experiences offered to them. Learning is personalised to the needs of the students so that their next step in the learning process can be accommodated in small group workshops and teaching moments. Activities and focussed teaching are both determined by an analysis of assessment data and student achievement to date. Classroom spaces are flexible to allow for learning to occur in a variety of settings and class groupings.

Students have access to a wide variety of extra-curricular activities and specialist subjects. Visual Arts, Performing Arts, LoTE (Yr3-6) and Physical Education are weekly subjects for all students and enrich the curriculum. Children have the opportunity to showcase skills in these areas which may otherwise not be evident. Other activities such as our PEP elective program, Prep/Year 6 buddies, CRC/Prep program, sporting events, Student Leaders program, Art Show, Stephanie Alexander Kitchen garden program, Camp program and many others also enrich the curriculum and expose children to activities they may otherwise not engage in.

The school is a multi-cultural one with a wide variety of cultures represented within the student population. Particular support for our new arrivals and refugees was facilitated throughout 2016 by the provision of a new arrivals teacher and a South Sudanese Student Support Officer who was able to assist with translations, interpreting and also provide an insight for staff into the Sth Sudanese culture in order to strengthen our awareness of the specific needs of this community.

## Principal's Report

The spiritual life of St Catherine of Siena was enhanced in 2016 with the addition of Fr Charles Belnaves, for a short while, and then Fr Geoff McIlroy to provide additional support and guidance for all within the Parish. Their presence in the school and at weekly class masses has provided the children with a real opportunity to develop a positive relationship with Fr Michael as their Parish Priest as well as Fr Charles and Fr Geoff; and through these relationships, to come to know God more fully. Fr Michael is always available to support the children, families and staff of St Catherine of Siena and I thank him for his time and dedication to us all.

Our parent community continue to support the school in so many different ways. Our PEP program was widely supported with parents sharing their skills and knowledge with the children in a range of activities. The Art show, was a great success with many families attending over the length of the show to view the range of skills on display. Grandparent's Day in July saw extended families sharing the day with us and thoroughly enjoying the concert the children put on for them. Other activities which provided opportunities to come together as a community and build relationships included Mother's Day, Father's Day, the Christmas concert, buddy picnic, and the end of year school picnic which has quickly become a fixed event on the school calendar.

The staff of St Catherine of Siena are an amazingly dedicated group of people who have a great passion for their work and a deep dedication to the children. Ongoing reflection on practice provided opportunities to engage in professional dialogue and constantly refine and improve practice; facilitated planning, supported by both the Religious Education and Learning and Teaching Leaders, ensured that these conversations were purposeful and geared towards ongoing improvement. At the end of 2016 several staff moved on and I wish them all the best as they move on to new settings and challenges.

The students are the very heart and soul of our community and central to all we do. Throughout 2016 they continued to develop as caring and considerate people, welcoming visitors to our school, showing respect to others and learning how to navigate relationships in a fair and collegial manner. Our student leaders worked hard to model the values of compassion, respect, tolerance and responsibility to all, in particular to the newest and youngest members of our community. Our students are generous and always thinking of ways to support others; it is not unusual for one group of students to run clinics, dance groups or singing groups at lunchtime to engage and entertain children from younger year levels. We can all be proud of their civic understanding, commitment and eagerness to learn and their friendliness and welcome to others.

Thank you to all within our school community who contributed in 2016. Your support is greatly appreciated and we look forward to continuing to work with you all throughout 2017.

Carmel Marantelli  
Principal



## Education in Faith

### Goals & Intended Outcomes

To continue to develop and enact the authentic Catholic Identity of St Catherine of Siena Primary School for the contemporary world

### Achievements

#### Liturgy and Sacraments

In 2016 the celebration of Liturgy and Sacraments continued to be an essential and rich part of our identity as a Catholic school community. These celebrations have included:

- masses to celebrate the major milestones of school life including celebrations for the beginning and end of the school year and graduation of Year 6 students
- masses to celebrate major feast days including St. Catherine of Siena's feast day, Sacred Heart and St. Mary of the Cross MacKillop's feast day. Grandparents Day with Mass for the feast of St Joachim and St Anne was once again a memorable celebration. We celebrated and acknowledged the important role that Grandparents play in our lives by inviting them into the classrooms for a shared family morning tea followed by a concert with items performed by all year levels
- whole school prayer services during Lent and Advent to offer prayers and reflections on Scripture during these key liturgical seasons. These liturgies supported the school community to reflect on how we can be the people God wants us to be and to prepare ourselves to encounter Christ in the seasons of Easter and Christmas
- the re-enactment of the Stations of the Cross led by the students in Years 3 and 4. In 2016 this took place in different locations throughout the school and parents and family members moved through the school to view the different stations
- attendance of classes at the Wednesday parish Mass at St Catherine's Church. During these Masses, Father Michael and Father Geoff take the opportunity in their homilies or at the conclusion of Mass to interact with students and engage them in reflecting on the Scripture of the day or deepen their understanding about topics relating to their classroom RE program
- staff attending the weekend parish Masses and participating in a commissioning ceremony
- continuing the tradition begun in 2014 of coming together as two parish schools to celebrate the Feast of the Assumption. The entire staff and students of St. Dominic's and St. Catherine's spent the day together, participating in activities in the classrooms, celebrating Mass and sharing morning tea and lunch. A definite highlight for the students was to catch up with old kinder and sporting club friends and the St Catherine's v St Dominic's football match during lunch time
- the arrival in July 2016 of an Assistant Priest, Father Geoff McIlroy. We look forward to getting to know Father Geoff and working with him to support and enliven the faith life of the school through the celebration of liturgy and visits to the school
- the invitation to our Year 3s and 4s to receive the Sacraments of Penance and Eucharist. 130 candidates prepared for and celebrated these sacraments over several ceremonies. Both students and parents were supported in their preparation through a retreat day and faith formation evenings facilitated by Ms Maria Forde.



### **Religious Education Curriculum**

In 2016, there was a significant focus on professional learning in Religious Education. This learning is supported through facilitated planning of RE units by the Religious Education Leader and through on-site and offsite learning opportunities. Staff professional learning opportunities in 2016 included:

- three staff members attending a three day program on 'Scripture in the classroom'
- four staff members attending a three day program focusing on the teacher as witness, specialist, moderator, co-inquirer and designer of learning. This program focused on introducing the new curriculum framework for the Archdiocese of Melbourne, Horizons of Hope, and the renewed RE curriculum
- staff meetings and prayers for the year of Mercy
- staff meetings focusing on aspects of Catholic Identity: 'What is Catholic Identity?', 'Prayer and liturgy' and 'Catholic Curriculum'
- the opportunity taken up by seven of our teachers to complete studies to gain accreditation to teach RE.



The renewed RE curriculum which is due to be implemented during 2017, includes a major focus on integrating Faith and Life inquiries. We have been working on this integration for some years at St Catherine's, however in 2016, we took further steps in achieving this by re-writing our Inquiry nutshell statements to include a faith perspective and by having both the REL and L&T leader facilitate Integrated Inquiry planning.

### **Social Justice Education**

In 2016 we continued to demonstrate our commitment to Social Justice and Social Justice Education through:

- school wide exploration of the four main principles of Catholic Social Teaching: Dignity of the human person, the Common Good, Stewardship and Preferential Option for the Poor. One principle was explored and linked with the RE program each term throughout every class in the school. The intention being to develop the understanding that we can contribute to a just society as much through our everyday interactions as we can by reaching out to the wider community.
- the work of the student Christian Service Team in supporting Catholic organisations such as Caritas, St. Vincent de Paul Society and Catholic Missions in their work through awareness raising and fundraising.
- the CST ran a 'World Day of Prayer' assembly
- the CST invited Kevin Meese, director of Catholic Missions Melbourne to speak to classes and at Assembly about the work of Catholic Missions
- the Mission Fete raised several hundred dollars for Catholic Missions.



### **VALUE ADDED**

- student Christian Service Team assist with social justice activities and supported faith development of students
- a whole school approach to Social Justice Education focusing on knowledge of the principles of Catholic Social Teaching and on developing understanding of these through religious education and the general curriculum.
- facilitated planning to assist teachers in developing knowledge of curriculum and linking Religious Education to other curriculum areas.



## Learning & Teaching

### Goals & Intended Outcomes

To strengthen a contemporary learning environment in which learning is personalised and all students and staff are challenged and supported to achieve ongoing improvement, success and engagement. The intended outcome of this goal is that all students will achieve targeted levels of growth in all areas of the curriculum.

### Achievements

#### Curriculum

In 2016 the curriculum focus continued to be on ensuring that the planning and delivery of teaching and learning at St Catherine's

- was data driven
- met and reflected the needs of all of our students
- addressed the AusVELS curriculum requirements
- was regularly reviewed for areas of improvement
- strived for best outcomes and performance from our students.

We continued to strengthen a whole school approach to curriculum to ensure teachers interacted across year levels and developed their understanding of good teaching pedagogy in all curriculum areas along the P-6 continuum. We dedicated resources to regular facilitated planning time for year level teams in Literacy, Numeracy, Religious Education and Integrated Inquiry so teachers could participate in detailed dialogue with the curriculum leader in the planning of strategies, content and activities to be delivered. During these sessions curriculum area leaders led regular and detailed analysis of data to assist teachers in designing targeted teaching in all areas of the curriculum. It also enabled us to conduct regular audits of all the domains to ensure the requirements of the AusVELS Curriculum were addressed across all year levels.



As a school we designed and implemented a whole school Writing Assessment Rubric based on the AusVELS Curriculum standards and other supporting descriptor documents (e.g. NAPLAN Writing Marking Guide) to improve student writing performance across the school. This document is now used for the moderation and assessment of regular timed writing pieces by students (every 5 weeks). The data is recorded electronically and used for delivering targeted teaching and making consistent assessments.

As the number of EAL students in our school community continued to increase, we ensured the teaching of literacy emphasized oral language and language development from P-6. Literacy support programs continued for children across the school and the results showed an increase in these children's skills in these areas. Literacy intervention was provided to students who were below benchmark levels in a combination of withdrawal model and in-class instruction and helped most children participating in them achieve measurable and sustainable growth in their learning. The interventions provided included:

- Reading Recovery through 2 Reading Recovery teachers
- targeted Literacy using the Fountas and Pinnell Levelled Literacy Program
- New Arrivals support
- PERI strategies used in the classroom
- GREEAD Reading Program for fluency



The major focus in Numeracy for 2016 was to continue to embed the professional development undertaken in previous years through the CEOM 'Strategic Support in Mathematics' program. We built on this in 2016 through our work on using pre and post assessment data to drive the design and teaching of Mathematics units that meet both student needs and AusVELS Curriculum requirements. We continued a whole school focus on Mathematics teaching and pedagogy through Professional Learning Team sessions, Staff Meetings and facilitated planning time. The Numeracy Leader worked with staff to analyse pre-testing data to develop relevant units of work and post testing data to measure student growth and assess the effectiveness of the teaching. This data is now being captured regularly and stored electronically for analysis to drive teaching, and students are now also being tracked against the AusVELS Mathematics Continuum electronically.

Numeracy Intervention continued with a dedicated teacher in this role who worked with students who were at risk in Mathematics from Years P-6. The Mathematics Intervention teacher worked with students who were below benchmark levels and also to extend students who were performing well above benchmark.

We continued to deliver Integrated Inquiry units of work focused on knowledge, skills and dispositions. The learning intentions in these units were carefully selected to ensure well-rounded experiences for our students and were explicitly aligned with the requirements of the AusVELS curriculum for all relevant areas including Science, History, Geography, Design and Creative Technology, ICT, Thinking, Interpersonal and Personal Learning. During these units, students had the opportunity to express their learning in a variety of engaging ways and participate in a wide range of excursions and incursions to support this learning. Some examples of the excursion our students participated in included CERES Community Environment Park, Ecolinc Science and Technology Innovations Centre, Scienceworks Museum, Donaghan's Farm and Ballarat Wildlife Park.



We also had a strong emphasis on thinking strategies and thinking culture within the classroom and continued to explicitly use the language of thinking with students, including introducing Growth Mindset concepts and dispositions. We emphasised reflective and meta-cognitive thinking when learning by explicitly assigning time and tasks to this during teaching activities. Teachers and students continued to use explicit Learning Intentions and Success Criteria for all key areas of the curriculum and teachers developed rubrics based on these to support students in achieving the specific success criteria.

Use and integration of contemporary technologies occurred in learning across all areas of the curriculum. We continued to develop purposeful and efficient ways to use the GAFE (Google Apps for Education) platform as a tool in both teaching and learning within the school. All of our middle and senior students in Year 3-6 now have access to the GAFE platform and it is actively being used for collaborative learning and sharing.

### **Extra-Curricular Activities**

In addition to the provision of the required core curriculum content, we were able to provide students with a wide range of extra-curricular learning opportunities, including:

- SAKG (Stephanie Alexander Kitchen Garden) for all Year 3-4 students
- Outdoor Education Program – Year 5&6 Camp to Candlebark Farm Healesville; Year 2 School Dinner and Movie Evening; Year Prep/One Dinner



- 2 x PEP Days – PEP Cultural Day in Term 2 and PEP Science Day in Term 3 – these were cross-age, whole-school Personal Elective Program days linked to the Term 2 & 3 **integrated curriculum Civics & Citizenship and Science units**
- during our Book Festival Year 5 Reading to Kinder Kids – a group of Year 5 students attended Arnold's Creek Kindergarten to share their love of reading during Book Festival
- school Choir – meets weekly to engage our students who have a love of music and singing; these students performed at key events during the year including Grandparents Day, St Dominic's Feast Day and the opening of the Art Show.

### **Professional Development - Enhancing Teacher Capacity**



Professional development continued to be a focus in 2016 and the school dedicated significant resources to the professional development of teachers. Over 95% of classroom teachers attended external professional learning in areas specifically targeted at meeting the current needs of our students. These included learning in specific areas of Literacy, Numeracy, Religious Education, behaviour management, special needs and teaching learners of English as an Additional Language. Teachers who attended this professional learning then shared it with their colleagues through teacher led workshops during Professional Learning Team meetings.

A major focus in achieving our goal of improving student outcomes was to develop skills in using data to identify teacher effectiveness and drive growth in outcomes for our students. A key action from our Annual Action Plan was to use external educational experts to drive improvements in Learning and Teaching and we began an ongoing working relationship with Philip Holmes-Smith and the SREAMS organisation, who specialise in helping schools improve student outcomes through data analysis, identification of teacher effectiveness and strategic improvements. We initially conducted a whole school professional development day during which we analysed our student performance data in detail and identified strategic actions we could take to improve outcomes. Classroom teachers then participated in ongoing year level based professional development in using data for growth, designing and delivering effective pre and post-tests, creating common assessment rubrics and analysing the data from these. Members of the school leadership team also worked with Philip to develop strategic actions for 2016 and 2017 to support improved student outcomes.

As well as the external professional development opportunities, internal Professional Learning Team sessions focussed on developing teacher skills, knowledge and effectiveness. A large proportion of these sessions focused on developing teacher capacity in how to accurately assess student performance using rubrics. These rubrics were then used to moderate student writing across the P-6 continuum. The use of rubrics for assessment was also applied to Numeracy. Several Professional Learning Team sessions in Term 4 were dedicated to developing more efficient electronic methods of recording, tracking and analysing student data and growth. Staff feedback on these sessions was very positive in relation to the depth of professional learning and how it contributed to their ongoing pedagogical development.

### **Assessment and Reporting**



tools in 2017.

Throughout the year the Literacy and Numeracy Leaders reviewed the 2016 Assessment Schedule to ensure it met the needs of our student cohort and our assessment accountability requirements. We looked at external providers for more efficient electronic tools for assessment and as a result have implemented the SPA Markbook Tool for short term assessment management. We are also more effectively using the SPA Standard Platform for tracking long term student performance and have contracted with ACER to use online Reading Comprehension, Spelling and Mathematics Assessment

Standardised, formative assessment continued to be administered throughout the school in February, June and November. This testing helped teachers keep track of children's learning and determine whether there was growth. Teachers used facilitated planning time, Professional Learning Teams and Staff Meetings to work together to analyse this student data and plan for the next stage in the teaching and learning cycle.

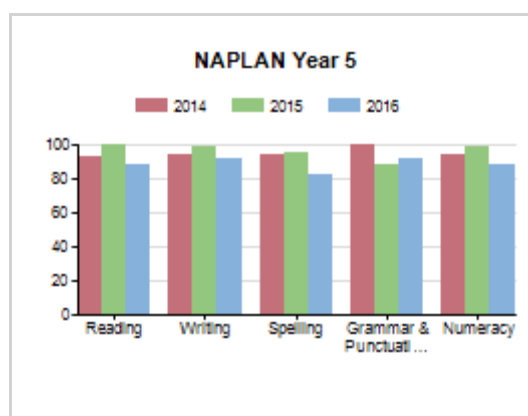
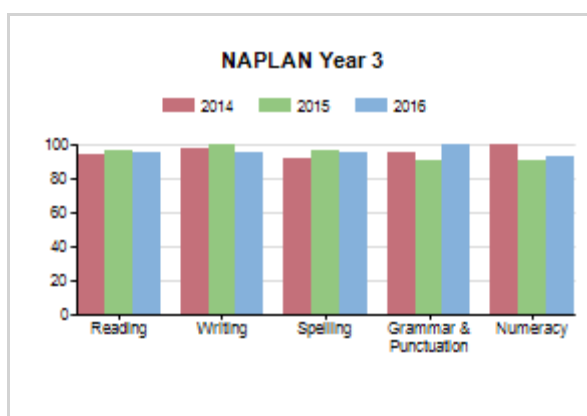
We continued to refine our use of the EAL (English as an Additional Language) assessment and reporting processes which were introduced in 2015. Staff became more proficient in the use of the EAL descriptors for assessment and we increased the number of students who are now receiving this more appropriate form of English assessment. As with our Literacy and Numeracy data, this data is now recorded and stored electronically and provides a much more efficient and consistent way for teachers to assess students in these areas. We also continued to foster and support communication with our EAL community through the provision of interpreters at our Parent/Teacher Interviews in Term 1 and Term 3.

We introduced a new version of our school reporting package, *N-Forma N-Reports*, in anticipation of the new Victorian Curriculum and the corresponding revised reporting guidelines that will be introduced in 2017. This system was trialled and implemented in Term 3 and our Semester 2 reports in December were successfully generated from this system.

### **National Assessment Program - Literacy and Numeracy (NAPLAN) 2015**

Students in Year 3 and Year 5 participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2016. Areas assessed are Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	94.2	96.9	2.7	95.5	-1.4
YR 03 Writing	98.0	100.0	2.0	95.2	-4.8
YR 03 Spelling	91.8	97.0	5.2	95.4	-1.6
YR 03 Grammar & Punctuation	95.9	90.9	-5.0	100.0	9.1
YR 03 Numeracy	100.0	90.8	-9.2	93.7	2.9
YR 05 Reading	92.7	100.0	7.3	88.2	-11.8
YR 05 Writing	94.5	98.6	4.1	92.0	-6.6
YR 05 Spelling	94.5	95.7	1.2	82.4	-13.3
YR 05 Grammar & Punctuation	100.0	88.4	-11.6	92.2	3.8
YR 05 Numeracy	94.3	98.6	4.3	88.2	-10.4



## STUDENT LEARNING OUTCOMES

For 2014-2015 Year 3 data showed increases in students meeting minimum standards in Reading, Writing and Spelling while there were decreases in those students meeting minimum standards in the Grammar and Punctuation and Numeracy. For our Year 5 cohort in the same period there were increases in all areas, with the exception of Grammar and Punctuation, and the positive growth resulted in the range of 96-100% of our Year 5 students meeting or exceeding the minimum standards in Reading, Writing, Spelling and Numeracy.

For 2015-2016 Year 3 data showed decreases in those students meeting minimum standards in Reading, Writing and Spelling in the range of 2-4%. There were increases in Numeracy of 3% and Grammar and Punctuation of 9%. Our Year 5 cohort data showed decreases in the number of students meeting minimum standards in all areas in the range of 6-13%, except for Grammar and Punctuation which showed an increase of 3%. The decline in the Year 5 cohort data needs to be viewed in the context of the 2016 Year 5 cohort including over 58% of students from a Language Background Other than English (LBOTE)



## Student Wellbeing

### Goals & Intended Outcomes

To foster a culture that will engage all students at their point of need in a contemporary learning environment to enable them to achieve their full potential as resilient, empowered and motivated people.

*That all students are able to voice how they feel so as to improve their wellbeing and relationships*

*That physical, social, spiritual, mental and emotional health and wellbeing of students is enhanced.*

### Achievements

In 2016 we had 22 students funded through the Students with Disabilities (SWD) program and continued to support our students who have required additional support. Throughout this year we have:

- made many student referrals for assessment by CEM Student Services and implemented recommendations and support strategies
- supported a number of students who continue to receive CEM speech pathology services
- accessed psychology and school advisor services to support staff and students through assessments, staff professional development and student programming support
- provided 8 Student Support Officers (SSO's) to work throughout the school to support the academic and social and emotional needs of students
- formulated and reviewed Personal Learning Plans each term in conjunction with Program Support Group Meetings (PSG's) to identify student needs and implement best teaching strategies
- provided professional learning for staff focussing on writing long and short term goals for students to meet personal learning goals
- worked in partnership with outside agencies such as SCOPE, paediatricians, psychologists and the Royal Children's Hospital
- provided opportunities for staff to participate in professional learning to develop a better understanding of various disorders that may have an impact on a child's learning; such as Autism Spectrum Disorder, language disorders.



### School Counselling Program

In 2016 we identified an increase in the number of students and families requiring the school counselling service and we were able to address this by increasing the number of days we offer counselling, weekly, through CatholicCare. Many students and families have accessed this service and staff continued to seek the guidance of the counsellors to assist them in better understanding students in their care.

### Behaviour Management

This year our goal was to continue to embed a consistent approach to behaviour management. We aimed to use a common language within the whole school framework that was used by all teachers and students. We aimed to continue to upskill teachers and assist students and parents to develop a better understanding of the social and emotional behaviours that assist us to make better choices and aide us to feel safe and thus impact on our wellbeing. This was developed by:

- formalising our whole school Behaviour Management Policy and informing parents



- displaying our school expectations throughout the school and explicitly teaching each expectation every term
- using a range of strategies to promote positive behaviour eg. Reward charts, Passive Play, social stories
- supporting students by devising individual Behaviour Management Plans where needed
- providing opportunities for staff to participate in offsite professional learning in dealing with behaviour management.

### Social Emotional Learning

Throughout 2016 we continued to enhance the physical, social, spiritual, mental, and emotional health and wellbeing of students by implementing a holistic approach. One of our key improvement strategies was to implement a shared understanding and language of Social and Emotional Learning (SEL). This year we

- provided opportunities for children to demonstrate, practice and promote social skills through the Buddy Program, PEP days, recess/lunchtimes, Sports days, camp, excursions and incursions
- provided professional reading and professional development for staff focussing on Social and Emotional Learning
- implemented a SEL program in the curriculum
- increased the availability of the Wellbeing leader to 5 days a week to support teachers, parents and students
- provided opportunities for children and staff to attend incursions with a wellbeing focus – managing emotions and self regulation
- provided opportunities for staff to attend Professional Development and implement strategies.



### Indigenous Students

This year we continued to be an Indigenous Focus School and received support students of Indigenous background. As a result of this additional funding we have continued to provide additional support for our Indigenous students in Literacy and Numeracy and to develop and embed Indigenous awareness into our school curriculum.

In 2016 we have continued to work closely with both the secondary colleges and local kindergartens to ensure that transition for all is as smooth as possible. Many activities and opportunities are provided for students to become familiar with their new environment, meet staff and other students that support their transition. Staff have visited schools and kindergartens to observe visits and engaged in professional discussion with colleagues from both the kinders and secondary colleges, about individual student needs. In order to make the Prep students feel safe and happy and become familiar with school life, our Year 6 students have acted as buddies.

### Absences

- Classroom teachers follow up student absences and if unresolved bring this to the attention of leadership. When absences are of several days duration and the reason is unknown parents/guardians are contacted.

### VALUE ADDED

Passive Play	Increased Onsite Counselling	PEP electives program
Prep – Year 6 buddies	Student Leaders	SRC
Yr Prep – Yr 9 CRC Program	Regular SSO Meetings	SWSG Meetings      PSG Meetings
SEL curriculum	Professional Development	Behaviour Management Policy

### STUDENT SATISFACTION

- *Student feedback from the 2016 School Improvement Surveys shows that students feel safe in the school and they feel understood by their teachers.*

## Child Safe Standards

### Goals and Intended Outcomes

To foster a culture of Child Safety where:

- a strong commitment to the care, safety and wellbeing of all students at our school is evident and a part what we all do; not just leadership
- listening to children and young people and empowering them by taking their views seriously, and addressing any concerns that they raise with us is embedded in what we do
- we teach children the necessary skills and knowledge to understand and maintain their personal safety and wellbeing
- we uphold high principles and standards for all staff, clergy, volunteers, and contractors
- due diligence is attached to the recruitment and induction of staff

### Achievements

In 2016 we took steps to address the item in the Ministerial Order. Among these were:

- the establishment of a Wellbeing Tem to assist in the implementation of our Child Safe Policy
- informing the Parish Priest, all members of staff and parent community about the Child Safe Standards and our commitment to them
- the writing of a Child Safety Policy which has been presented to the PP, staff and parent community
- the development of a Staff Code of Conduct which has been signed off by all staff as a condition of continued employment
- A Register has been implemented to keep all records pertaining to Child Safety (e.g WWCC, signed agreements)
- providing time, particularly at the beginning of the year, to review the Child Safe Standards with all staff
- incorporating new protocols around reference checking and interviewing for new staff regarding Child Safety
- providing new staff provided with copies of the St Catherine of Siena Child Safety Policy and Code of Conduct with their Letter of Appointment.



## Leadership & Management

### Goals & Intended Outcomes

To build a leadership climate characterised by inclusion, collaboration and respect where all members of the community are responsible for becoming active contributors to the life of the school

### Achievements

The parish and school leaders have continued to build a strong partnership; the primary principals and parish priest meet regularly to ensure this relationship flourishes in a collegial and collaborative manner. This has had a positive impact on the community by ensuring there is consistency across the schools in matters such as financial accountability and enrolment procedures and that Gospel values permeate all policies and programs.



### Staff

During 2016 financial resources and personnel were managed to maximize learning outcomes for all students. The ongoing needs of new arrivals and refugees as well as students who have already attended multiple schools has required an ongoing commitment to deploy resources to respond to this need. The employment of a South Sudanese aide throughout the year has enabled more efficient and effective communication with many of these families. Other adjustments to support the needs and learning outcomes of students were:

- a variation to the Wellbeing Position of Leadership to a 1.0 FTE
- the continued employment of a Numeracy intervention teacher 0.7 FTE to work with small groups of students across the school
- the continued provision of two Reading recovery teachers in the 2016 school year
- the provision of the Fountas and Pinnell Levelled Literacy program for students in Year two and the middle years of schooling
- a new arrivals staff member to work 1-1 with many of our most at risk students
- an increase of onsite counselling from 2 to 3 days a week.

An ongoing priority is the continued professional development of all staff. The opportunity for collegial conversations and the development of a team charter to facilitate these conversations were valued by all staff. Professional development for non-teaching staff has continued to flourish with weekly meetings with the Wellbeing Leader; this has provided a forum for concerns to be addressed and successful strategies to be shared amongst all Student Support Officers. A weekly staff memo ensures that all staff have access to relevant school information.

We have had four graduate teachers on staff this year. Both the Deputy Principal and Learning and Teaching Co-ordinator have provided mentoring for these staff members. Resources have been allocated to release these staff regularly to meet with their mentors and to visit other classrooms to observe experienced teachers go about their craft. These opportunities have provided an avenue for reflection, dialogue and professional development.

Several teachers participated in formal study throughout the year:

- 6 working towards their Accreditation to teach Religious Education
- 1 staff member attending regular New Administration Staff PD
- 2 staff members in Reading Recovery training
- 2 Graduates applying for Full Registration

The consistent numbers of staff committed to ongoing formal learning is a reflection of the learning community and provides rich learning for all as a result of their contributions to their planning teams.





### Resource Management

We have continued to ensure careful resource management; this has enabled us to upgrade facilities throughout the year. In 2016 approximately \$44,000 was spent on the following upgrades

- installing a fence and gate across the yard to secure the children's playground and ensure that the only access to the school is via the office
- installing shutters and security doors on the portables to minimize the impact of criminal damage and secure these buildings
- installing CCTV cameras around the school as an additional security measure to deter unsolicited access to the site and malicious damage to school facilities
- in conjunction with the Year 4 students, installing Buddy Benches throughout the school.

### Student Leaders

In 2016 year the Student Representative Council (SRC) worked with both the Deputy Principal and the School Community Leader regularly and have developed several key roles. Many of these students attended regular sessions to develop their leadership skills and then worked in their role mentoring the younger SRC representatives. Students form the SRC and School Student Leaders Groups:

- attended the Catholic Education Week Mass, the Mission Mass and represented the school at the RSL Remembrance Day ceremonies and ANZAC Day for schools at the Shrine of Remembrance
- have put together a weekly radio show
- organised and run our weekly assemblies
- have organised paper free lunch days and fundraising activities throughout the year.

These students have been enthusiastic in carrying out these roles and have learnt much about the qualities of a leader.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2016

- |   |   |
|---|---|
| • Zart Art                                | <i>Reading Recovery Contact days</i>                |
| • Learning and Teaching Networks          | <i>Principal Networks</i>                           |
| • Deputy Principal networks               | <i>Maths Leadership Clusters</i>                    |
| • ICT Networks                            | <i>Wellbeing Clusters</i>                           |
| • Storytelling Professional Development   | <i>CPR training</i>                                 |
| • Admin Networks and clusters             | <i>Anaphylaxis training</i>                         |
| • Reporting Briefing                      | <i>Religious Education Planning</i>                 |
| • Inquiry and Numeracy Planning days      | <i>Introduction to the Sacraments</i>               |
| • ACU Maths Conference                    | <i>TEAL PD</i>                                      |
| • Phillip Holmes Smith Closure            | <i>Phillip Holmes Smith at facilitated planning</i> |
| • Annual Action Plan reflection and draft | <i>Vision Statement review and drafting</i>         |

### NUMBER OF TEACHERS WHO PARTICIPATED IN PL

41

### AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1369

## TEACHER SATISFACTION

2016 data from the SIS Surveys shows:

- a maintenance or increase across all descriptors in Staff Wellbeing, Empathy, Clarity, Engagement, Learning, Teaching and Learning and Overall Quality
- Outcomes, Team based Learning and Student Behaviour saw a decrease from 2015 in all but one indicator

The responses for all of these indicators fall within the Middle 50% of all schools.



## School Community

### Goals & Intended Outcomes

To achieve authentic and reciprocal partnerships with parents in a culture that supports and enables parent and family engagement in learning.

### Achievements

#### Communication

We have continued to develop the ways in which we communicate with the school, parish and the local community and this year we have developed our electronic means of communication.

Parents and the community can now gain information and communicate directly with the school through our 'Skoolbag' application, and they can also receive instant updates from the school regarding important information such as reminders and notices. The useability of this app has been extended to include the ability to download all school excursion notes, uniform shop order forms and canteen menus. Our electronic sign at the front of the school is used to communicate all important school and parish dates and reminders to the local community. Our school website continues to provide our current and prospective families with information also.

#### Community Celebrations

Every year we celebrate many special occasions during which we come together as a school community for a range of different reasons. Annual events we hosted this year included

- our 'Buddy Picnic'. This was a time for the Preps, their buddies and families to gather for a picnic, enabling families to meet their child's buddy and get to know each other. It was a great opportunity for students and new families to make new friends and begin to develop strong and positive relationships
- our Annual Art Show was held in September and brought many families into our school community. The opening ceremony involved a performance from our school choir as well as insights from our Art Monitors who spoke about their experience of Visual Arts and what it means to them. Many parents and family members took the opportunity to come and view the children's achievements in Visual Arts
- once again Footy Colours Day and our Father's Day Breakfast were held on the same day, providing us with an opportunity to don our team colours and share a sausage sizzle breakfast with our Dads. This was a great success, seeing many Dads don their team colours and come along for a BBQ breakfast before kicking the footy around with their children. We also had our annual Footy when students parade with their fellow supporters. We then served the children a hot dog lunch to celebrate Footy Colours Day and to raise money for the Fight Cancer Foundation
- this year we extended our Book Week to be a two week celebration; 'Book Festival'. This festival involved a range of activities which were designed to celebrate and encourage the joy of reading, and included a performance incursion, daily simultaneous story time presented by each grade, a competition in which the children had to guess which slippers belonged to which staff member, bedtime story time which saw children and staff come to school in their pyjamas and curl up with a good book and a snack of milk and cookies. We also had children from Grade One and Grade Five visit Arnold's Creek Kindergarten to share their love of reading with the kinder children by reading to them and taking part in some shared activities also. We concluded the festival with our whole school dress up parade in which the students and teachers dressed up as their favourite book character



- our year was brought to an outstanding close with the production of our Annual Christmas Concert. The theme was 'Stars' and explored the concept of allowing every individual to shine. The concert was produced and directed by our Performing Arts teacher and well supported by the hard work of all staff and students and as always was a huge success, having the hall at capacity with family and friends
- in a tradition we started two years ago as a part of our 30<sup>th</sup> Anniversary celebrations, we again had the whole school attend a picnic at Maddingley Park. This reflects one of the special days held in that first year when the whole school went on a picnic to Brimbank Park, and every year this picnic has proven to be a wonderful day in which the school and our families can spend a relaxed day out together
- other community events included the Mothers' Day breakfast, Grandparents' Day, an Easter Bonnet Parade and our Grade Prep One and Two Games and Dinner night. The attendance by families at these events gets bigger each year, and it is a very good reflection of our supportive school community seeing our families gathering and celebrating together.



### Community Support



This year we have had the amazing support of our parents, who have assisted us in many ways, allowing us to implement and run programs we may not otherwise have been able to. Our Personal Elective Program (PEP) continued to bring the community together. Parents, family and community members worked collaboratively with staff to ensure that all students had the opportunity to engage in an interest based electives program. Parents have volunteered as classroom helpers, assisted with small group activities and have heard children read. Parents attended excursions, assisting with supervision and ensuring that all had a great day.

The Parents and Friends Association are an important part of the St. Catherine of Siena school community. This group continued to organise many events that contributed to building a positive community. Events included a school disco, Easter Bonnet Parade, Easter raffle, Mothers' Day and Fathers' Day stalls and raffles, Christmas Raffle and Christmas dress up day.

### Community involvement

Once again Saint Catherine of Siena Primary School came together with Saint Dominic's Primary school to celebrate the Djerriwarrh Festival. We had a large number of students from both schools dress up and adorn our float for the street parade. The staff of the two schools came together to organise this event as well as decorate the truck for our float and all involved had a great experience being part of this community celebration.



### PARENT SATISFACTION

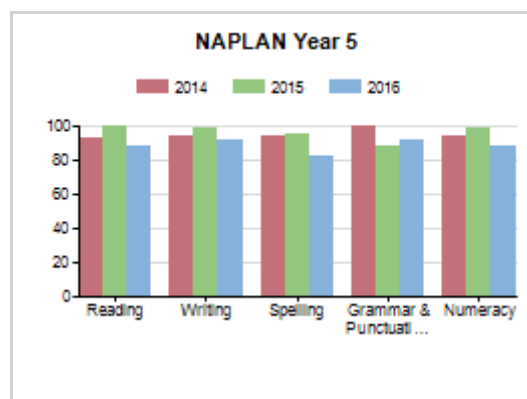
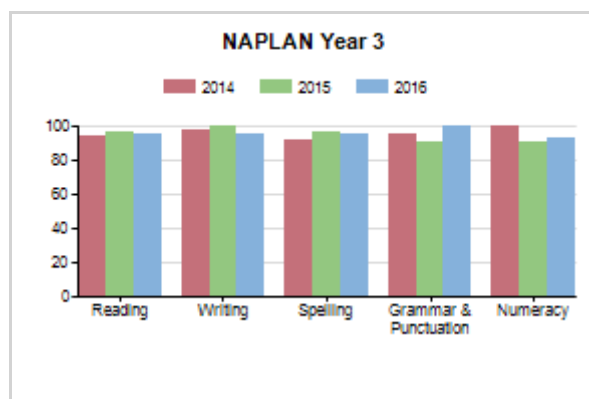
Our Goal was to attain a score of 74.4 in our Community engagement SCR Survey. In 2016 we achieved a score of 67.3. This aligns with an increasing trend over the past few years, including a significant jump of 10 points between 2014 and 2015, and it is predicted that this increase will continue over the coming years.

## VRQA Compliance Data

E1334

St Catherine of Siena School, Melton West

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	94.2	96.9	2.7	95.5	-1.4
YR 03 Writing	98.0	100.0	2.0	95.2	-4.8
YR 03 Spelling	91.8	97.0	5.2	95.4	-1.6
YR 03 Grammar & Punctuation	95.9	90.9	-5.0	100.0	9.1
YR 03 Numeracy	100.0	90.8	-9.2	93.7	2.9
YR 05 Reading	92.7	100.0	7.3	88.2	-11.8
YR 05 Writing	94.5	98.6	4.1	92.0	-6.6
YR 05 Spelling	94.5	95.7	1.2	82.4	-13.3
YR 05 Grammar & Punctuation	100.0	88.4	-11.6	92.2	3.8
YR 05 Numeracy	94.3	98.6	4.3	88.2	-10.4



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y06		91.59
Y04		93.22
Y05		94.09
Y01		91.76
Y03		92.78
Y02		93.43
Overall average attendance		92.81

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	80.67%

STAFF RETENTION RATE	
Staff Retention Rate	84.85%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	13.79%
Graduate	20.69%
Certificate Graduate	13.79%
Degree Bachelor	96.55%
Diploma Advanced	17.24%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	35
FTE Teaching Staff	31.136
Non-Teaching Staff (Head Count)	9
FTE Non-Teaching Staff	6.709
Indigenous Teaching Staff	0