



# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

**St Catherine of Siena Primary School**  
Melton West

2018

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 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)*

4<sup>th</sup> April 2019

## Our School Vision

**“Be who God meant you to be...**

- Living the message 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. Substantial growth within the surrounding area and the establishment of new suburbs are testament to the fact that the school 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 pre and post assessment data and student achievement to date. Classroom spaces are flexible to allow learning to occur in a variety of settings and class groupings.

Students have access to a variety of extra-curricular activities and specialist subjects. Visual Arts, Performing Arts, LoTE 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, choir, drumming ensemble 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 many cultures represented within the student population. Particular support for our new arrivals and refugees was facilitated throughout 2018 by the provision of a new arrivals teacher and Syrian Student Support Officer who were able to assist students and families transitioning into the school.

## Principal's Report

2018 was characterised by the installation of the Homeless Jesus statue outside the church. Once installed, the statue was blessed by Bishop Terry Curtain. This statue has quickly become a focal point for all who visit the church and school and offers each visitor the opportunity for a moment of quiet reflection in what is often a busy day. In 2018 we again celebrated St Catherine of Siena feast day. This year all classes entered a horse and rider in our version of the famous Paleo, which is held in Siena each year. I was actually in Siena at the time and missed the festivities here, but by all accounts it was a fantastic day.



We have wonderful parents who continue to support the school in a variety of 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 and guessing which teacher contributed which art piece has quickly become a favoured activity. The school sports day was another much anticipated event, this was held offsite in 2018 and was a great success. Other activities which provided opportunities to come together as a community and build relationships included Grandparents Day, 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.



A major event for us in 2018 was the 100-year anniversary of the ending of World War 1. We had commemorative bears, all of whom told a different service person's story, which helped the children gain an understanding of this important time in our country's history. On Remembrance Day we all wore a touch of red or purple and gathered on the oval in the outline of 100. The children all received a copy of this photo to help them remember this occasion.

As always the students are the reason why we do what we do. Throughout 2018 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. In 2018 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. They represented the school at a number of events, in particular the ceremony at the cenotaph in Melton on Remembrance Day where they laid a wreath on our behalf. 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 for your contributions in 2018. Your support is greatly appreciated and we look forward to continuing to work with you all throughout 2019.

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 2018 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 class rooms 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 prepare ourselves to encounter Christ more deeply in the seasons of Easter and Christmas and become more like Christ in our daily lives



- The re-enactment of the Stations of the Cross was led by the students in Years 5 and 6. In 2018 this took place in different locations throughout the school grounds and parents and family members moved through the school to view and pray at the different stations
- Attendance of students preparing for Sacraments at the Wednesday parish Mass at St Catherine's Church. During these Masses, Father Michael took the opportunity to interact with students and engage them in reflecting on the Scripture or aspects of the Sacrament that the children were preparing for
- Staff attending weekend parish Masses and participating in a commissioning ceremony
- The invitation to our Year 3s, 4s and 6s to celebrate the Sacraments of Penance (Year 3), First Eucharist (Year 4) and Confirmation (Year 6). Both parents and students were supported in their preparation through faith formation evenings and retreat days facilitated respectively by Paul Spence, Maria Forde and the National Evangelisation Team
- The blessing of the 'Homeless Jesus' statue which is located in the garden in front of the church. This is an interactive art work, giving students and parishioners the opportunity to 'sit' with Jesus in prayer and reflection



#### Religious Education Curriculum

In 2018, the significant focus on professional learning in Religious Education continued. This learning was 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 2018 included:

- several staff members attending programs on 'Scripture in the classroom' and 'Sacraments and sacramentality'
- several staff members beginning or continuing their studies to gain accreditation to teach RE
- staff meetings to support staff understanding about the liturgical year, sacraments and prayer

- staff meetings focusing on aspects of the religious education curriculum, including moderation and assessment.
- Throughout 2018, we continued to implement the renewed RE curriculum, strengthening our focus on integrating Faith and Life inquiries and on rigorous assessment in RE. We have been working on this integration for some years at St Catherine's, however in the past two years, we have taken 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 Faith and Life Inquiry planning.



### Social Justice Education

In 2018 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 (CST) in supporting Catholic organisations such as Caritas, St. Vincent de Paul Society (SVDP) and Catholic Missions in their work through awareness raising and fundraising.
- The CST planned and organized our most successful blanket drive to date for the annual SVDP winter appeal coinciding with the Feast of the Sacred Heart of Jesus

### VALUE ADDED

- Student Christian Service Team assisted 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 all areas of the curriculum
- Facilitated planning to assist teachers in developing knowledge of the RE curriculum, including assessment and moderation strategies and linking Religious Education to all 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 2018 the learning and teaching at St Catherine's:

- was aligned to the Victorian Curriculum
- was personalised and based on students' individual needs
- was driven by the purposeful use of relevant data
- involved a variety of resources both material and human
- focused on maximising students' growth
- aligned with the reporting requirements of the school
- was adapted as needed to ensure all students had accessibility
- was injected with new ideas and approaches, through staff attending a variety of external professional development programs



We continued to emphasise and apply a whole school approach to curriculum by:

- allocating significant resources to facilitated planning in year level teams in Literacy, Numeracy, Religious Education and Integrated Faith and Life Inquiry
- using data to design targeted teaching across the curriculum, at student point of need
- regularly auditing curriculum plans against the Victorian Curriculum to ensure the requirements of the Victorian Curriculum were addressed
- using a common and explicit language for learning (i.e. learning intentions and success criteria) to ensure students and staff had a clear understanding of the purpose and expected outcomes of the learning
- as a whole staff, developing a school specific reporting program to meet the needs of our school and community needs
- participating in whole school professional development in the area of teaching reading skills
- beginning to discuss the development of a more explicit whole-school approach to learning and teaching in the area of Reading

In 2018, the need for specific focused language programs continued for students who were not meeting grade level expectations in Reading. Additionally, a number of students from backgrounds other than English require further exposure to oral language and speaking experiences, as well as Reading and Writing intervention.

The interventions provided in 2018 included:

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

The major focus in Numeracy for 2018 was on improving growth in student performance, most specifically in the area of Number (i.e. place value and the four mathematical operations). As a whole school we:

- continued to implement a series of pre/post assessments at each year level based on the Victorian Curriculum level expectations and moderated the assessments across year levels for consistency and relevance to the expected achievement levels
- post-assessed students and analysed growth data for trends, successes and areas for improvement in teaching.

Other whole school Numeracy initiatives in 2018 were:

- the Numeracy Leader working with staff to analyse data to develop relevant units of work, measure student growth and assess the effectiveness of the teaching
- a dedicated Numeracy Intervention teacher who worked with students well below benchmark to improve their outcomes and also to extend those who were performing well above benchmark.
- the implementation of strategies gained from professional development programs, such as strategies developed by Rob Vingerhoets

Some specific initiatives that were utilised in the areas of learning and teaching in 2018 include:

- Whole school NAIDOC PEP (personalised elective program) Day in Term 2
- Mathematics Anxiety Study through ACER (Australian Council for Educational Research)
- STEM unit planning with Catholic Education Melbourne
- Year 6 student presentation at the Catholic Education Northern Region Showcase of Learning and Teaching
- Swimming Program at Paul Sadler Swimland, Years 5 and 6
- St John's First Aid Program for Students, Years Prep-6
- Life Education van visited (Years 3 and 5)
- Body Safety program across the whole school Term 4



### Extra-Curricular Activities

In addition to the 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 and 6 Camp to Healesville; Year Prep/One/Two Junior Jamboree
- 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 – met weekly and these students performed at key events during the year including Grandparents Day, St Dominic's Feast Day and the opening of the Art Show

### Assessment and Reporting

The focus in 2018 was to develop a new reporting format that was individualised for students, met the Australian Education Regulation (2013) requirements, and that was responsive to feedback about the prior reporting program. In creating this new reporting format, the whole school staff collaboratively created a set of checklists of achievement skills in the areas of Religious Education, Reading & Viewing, Writing, Speaking and Listening, Mathematics Number and Algebra, Mathematics Measurement and Geometry, and Mathematics Statistics and Probability. A generous list of Work Habits and Behaviour Comments were also created. Staff Meetings and Whole School Closure Days were utilised to work through the writing of all these. The report format and report content we created is completely unique to St Catherine of Siena.

In 2018 we also began to use a digital tool to support assessment and reporting, Seesaw. Teachers sent photographs, videos, work samples and learning statements to parents and caregivers through this program. Parents are able to access Seesaw using a device or computer. Parents are able to like and comment on posts, and to be informed about student progress more regularly. The significant positive parent response to Seesaw has ensured that this program will continue to be used in 2019.



**National Assessment Program - Literacy and Numeracy (NAPLAN) 2018**

Students in Year 3 and Year 5 participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2018. Areas assessed are Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS						
NAPLAN TESTS	2016 %	2017 %	2016–2017 Changes %	2018 %	2017–2018 Changes %	
YR 03 Reading	95.5	95.2	-0.2	93	-2.2	
YR 03 Writing	95.2	98.4	3.1	99	0.6	
YR 03 Spelling	95.4	95.2	-0.2	95	-0.2	
YR 03 Grammar & Punctuation	100.0	88.7	-11.3	95	6.3	
YR 03 Numeracy	93.7	95.2	1.6	100	4.8	
YR 05 Reading	88.2	91.3	3.1	91	-0.3	
YR 05 Writing	92.0	95.7	3.7	91	-4.7	
YR 05 Spelling	82.4	87.0	4.6	94	7.0	
YR 05 Grammar & Punctuation	92.2	89.9	-2.3	91	1.1	
YR 05 Numeracy	88.2	92.6	4.4	90	-2.6	

**STUDENT LEARNING OUTCOMES**

For 2016-2017 Year 3 data showed increases in students meeting minimum standards in Writing and Numeracy, areas that we had put particular focus on improving in recent years. There were decreases in the percentage of students meeting minimum standards in Reading, Spelling and Grammar and Punctuation, although the changes in Reading and Spelling were very small at 0.2% change. For our Year 5 cohort in the same period there were increases in all areas except Grammar and Punctuation. As this Year 5 cohort included 54% of students from a LBOTE this growth and the result of over 90% of Year 5 students meeting or exceeding the minimum standards in Reading, Writing and Numeracy was a positive outcome.

For 2017-2018 our Year 3 data shows a decrease in those students meeting minimum standards in Reading of 2.2%. There were good increases in students meeting minimum standards in Grammar and Punctuation (6.3% increase) and Numeracy (4.8% increase). Our Year 5 cohort data shows decreases in the number of students meeting minimum standards in Writing, with a 4.7% decrease, and Numeracy, with a 2.6% decrease. Year 5 data also shows a strong increase in students meeting minimum standards in Spelling (7% increase).

The 2018 Year 3 data includes 50% of students from language backgrounds other than English. The 2018 Year 5 data includes 43% of students from language backgrounds other than English.

## 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.

### Achievements

#### Learning Diversity

The Nationally Consistent Collection of Data on School Students with a disability (NCCD) is a process that all schools undertake, counting the number of students who receive extra adjustments to 'help' at school because of disability, as defined by the Disability Discrimination Act 1992 (DDA). In 2018 both Federal and State governments indicated that NCCD will be used to inform funding. In order to collect evidence and documentation for NCCD eligibility we:

- Implemented Personal Learning Plans (PLP); making appropriate adjustments for students with individual needs.
- Made student referrals for assessment by CEM student services and implemented recommendations.
- Supported students who receive CEM speech pathology services.
- Provided 9 Student Support Officers (SSO) to support staff and students.
- Provided opportunities for staff to participate in professional development to further develop a better understanding of various disorders that may impact on the learning of a child.
- Upskilled teachers in documenting adjustments made for students such as: teacher work plans, monitoring sheets, support timetables.
- Completed Disability Standards of Disability online modules.
- Provided Professional Development for staff to build knowledge about NCCD.
- Provided an hour a fortnight for teachers to meet with Learning Diversity Leader.
- Developed a NCCD staff team to moderate and upskill staff.
- Implemented Student Support Plans to support children with their behaviour.
- Provided Indoor Play for students who require support when in playing situations.
- Provided SSO to support the South Sudanese families.
- Provided SSO to support Syrian families.



#### Behaviour Management

We continued to implement a positive and consistent approach to behaviour management by:

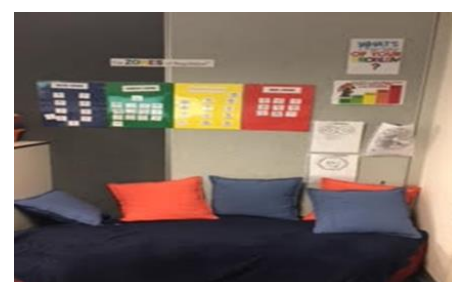
- Maintaining a common consistent language throughout the whole school.
- Reviewing our Behaviour Management Policy. (Consequence hierarchy reviewed and implemented)
- Designing banners stating our school expectations and consequence hierarchy. These were displayed in all areas of the school.
- Implementing a "child friendly" reflection sheet that coincide with "Zones of Regulation" and School expectations to the whole school.
- Upskilling teachers in providing a positive approach to challenging behaviour.
- Consolidating and teaching "Zones of Regulation" as a whole school strategy to support students to self-regulate and manage behaviour
- Implementing proactive strategies to encourage positive behaviour. EG. Brain breaks; Sensory supports; reward charts, social stories



#### Social and Emotional Learning

Our ongoing commitment to supporting and nurturing our students to achieve their full potential in faith-filled learning environments that are safe, inclusive and respectful was developed by:

- Exploring the eXcel guide through Staff meetings and network meetings.
- Introduce eXcel guide (Wellbeing for learning in Catholic school communities) to planning sessions as an explicit, practical guide to inform pedagogical practice, curriculum design and policies to strengthen children and young people's wellbeing and learning outcomes.





- Circle time used to begin the day, enforce positive relationships and voice.
- Mindfulness in classrooms
- Provided professional reading and PD for staff through PLT and staff meetings.
- Timetabled wellbeing planning session with Wellbeing Leader.
- Incursions with wellbeing focus.
- Targeting cohorts of children to attend “Stress Busters” Program
- A wellbeing team to lead staff.
- Weekly article in school newsletter to inform parents to develop consistency between home and school.
- Staff attending Professional development.

### School Counselling

We were able to address the number of children who required school counselling by:

- Providing the consistency of one school counsellor,
- Maintaining the number of days counselling is provided (3 times a week)
- Conversing with parents and staff in order to meet the needs of student.
- Regular meetings between Student Wellbeing Leader and Counsellor.
- Providing an easy referral process



### Indigenous Students

We continued to be an Indigenous focused school by:

- Accessing support from CEM; in order to assist children in Literacy and Numeracy
- Whole school NAIDOC day
- Recognition and acknowledgement at each assembly
- Celebration of Harmony Day
- Prayer service acknowledging country
- Transition
- In 2018 we have continued to facilitate a smooth transition for students by:
- Working closely with both the secondary colleges and local kindergartens
- Visiting schools and kindergartens to observe and engage in professional discussion with colleagues from both the pre-schools and secondary colleges, about individual student needs.
- Meeting and conversing with external agents, where intervention has occurred prior to school.
- Providing a transition day for children to meet and adapt to following year's teacher.
- Providing a grade 6 buddy to assist in providing a safe and happy environment for Prep children.
- Providing multiple visits to secondary school for students who require additional transition.
- Providing an opportunity for new prep families to attend a 'story time'.



### VALUE ADDED

Visual & Consistent Expectations and Consequences Displayed

Structured/Supervised Indoor Play

Timetabled Wellbeing Planning Sessions

Bully No Way! Day

PSG Meetings

Student Leaders

Year Prep – Year 9 CRC Program

Wellbeing/NCCD staff team

Consistent Onsite Counselling

NAIDOC Day

Network meetings with CEM

Prep – Year 6 buddies

SRC

SSO Weekly Meetings

### STUDENT SATISFACTION

Student feedback from the 2018 School Improvement Surveys shows that students feel connected to their peers and that there has been an improvement in classroom behaviour. Indicating they feel reasonably safe in the school and more confident in their learning.

### STUDENT ATTENDANCE

Classroom teachers follow up unexplained student absences and if unresolved bring this to the attention of leadership. When absences are of several days duration, parents/guardians are contacted to assist with transition back to school and to enquire the wellbeing of the student.

## 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 2018 we reaffirmed our commitment to the Child Safe Standards and ensured that they are an integral part of our policies and practices. Among these were:

- the continuation of a Wellbeing Tem to maintain a focus on all aspects of Student Wellbeing as well as assisting in the implementation of our Child Safe Policy
- incorporating content into our Social Emotional Learning program aimed at empowering student voice and giving students strategies to speak to trusted adults if they feel their personal safety or wellbeing is threatened
- displaying the 'Protect' protocol posters throughout the school and revisiting these regularly so that all staff are aware of these
- briefing teaching staff about the four critical actions that schools must undertake to respond to disclosures and incidents of abuse
- working with CEM, DHHS and Victoria Police to respond to disclosures and incidents of abuse and to proactively put in place strategies for responding to suspicions, disclosures and incidents of abuse
- providing ongoing counselling through the School Counsellor to students who have experienced abuse or trauma
- revisiting the Child Safe Standards with Parish Priest, all members of staff and parent community emphasising our continued commitment to them
- providing time, particularly at the beginning of the year, to review the Child Safe Standards with all staff
- discussion and re-commitment to the Staff Code of Conduct which has been signed off each year by all staff as a condition of continued employment
- maintenance of a Staff and Visitor Register to keep track of all records pertaining to Child Safety (e.g. WWCC, Mandatory Reporting training module and certificate, VIT registration etc.)
- ensuring that all staff applying for work at St Catherine of Siena complete an Application for Employment which asks key Pre Employment Disclosure questions pertaining to Child Safety and their suitability to work in a child related area of employment.
- continuing to review protocols around reference checking and interviewing for new staff regarding Child Safety and modifying this as and when appropriate to ensure best practice
- providing all new staff with copies of the St Catherine of Siena Child Safety Policy and Code of Conduct, as part of 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.
- members of leadership have regular time to meet with the principal to discuss varying aspects of their role.

### Staff

During 2018 financial resources and personnel were deployed to ensure that we were maximizing 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 use resources to respond to this need. We have;

- employed a Syrian Student Support Officer
- continued to engage a Numeracy intervention teacher 0.7 FTE
- continued the provision of two Reading Recovery teachers
- provided the Fountas and Pinnell Levelled Literacy as an intervention strategy
- continued to employ a new arrivals staff member.

An ongoing priority was the continued professional development of all staff. This began with 2 days prior to the students commencing the year, where the focus was on embedding a shared and consistent understanding of basic school expectations and protocols. All classroom teachers attended some external professional learning specifically targeted at meeting the needs of our students. Teachers who attended this professional learning then shared it with their colleagues through teacher led workshops during Professional Learning Team meetings. Along with these external professional development opportunities, internal Professional Learning Team sessions focused on developing teacher skills, knowledge and effectiveness. Other professional development was facilitated in the following ways;

- access to both onsite and offsite professional development for all staff
- facilitated weekly planning for all teams
- classroom staff were rostered on to meet fortnightly with the Wellbeing Leader
- staff teams met regularly – Religious Education, OH&S, Wellbeing, Learning & Teaching and Policy
- weekly staff meeting for non-teaching staff with the Wellbeing Leader
- a weekly staff memo and Learning and Teaching memo.

### Resource Management

We continued our commitment to a non-interrupted start to the week this year so all specialist programs were timetabled for Tuesdays through Friday. This enables all students to begin the week with their own teacher and anecdotal evidence shows that this results in a more settled start to the week. We have also;

- retro fitted the tiered seating to an automated system
- upgraded the computer servers
- installed air conditioners in the junior classrooms and corridors

### Student Leaders

In 2018 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



- organised and run our weekly assemblies
- were buddies for our Year Prep students
- 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 2018

- |   |  |
|---|--|
| • Principal, Deputy, Religious Education, Learning and Teaching, Admin and ICT Networks |  |
| • Admin, Finance, Maths Leadership and Wellbeing Clusters                               |  |
| • CPR training  | Seven Steps In Writing                 |
| • Inquiry Planning days   | Engaging in Sacraments                 |
| • EALD in Catholic Schools  | Prayer                                 |
| • Annual Action Plan reflection and draft   | STEM PD by CEM                         |
| • Zart Art  | Behaviour Management                   |
| • Reading Recovery Contact days   | Phonological Early Reading Instruction |
| • Supporting New Arrivals Teachers  | NCCD Briefing                          |
| • Understanding Dyslexia  | Engaging with Scripture                |
| • nForma Briefing   | Making Literacy Visible                |
| • Autism Spectrum   | Review with the NSIT tool              |

### NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

35

### AVERAGE EXPENDITURE PER TEACHER FOR PL

\$825

## TEACHER SATISFACTION

2018 data from the SIS Surveys shows that

- there has been a maintenance of, or improvement in, all areas of the Staff Surveys on all indicators with the exception of Student Behaviour – School. This indicator fell slightly below the 2017 level
- the area of greatest growth was for the Empowerment indicator
- while responses for these indicators are on an upwards trajectory, the response rate generally still sits within the lower end of the middle 50% of all Australian Primary 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

In this section schools should describe and/or illustrate their achievements in a manner appropriate to the school community.

#### Communication

- We have continued to develop various ways to communicate with the school, parish and local community and this year we have successfully implemented additional modes of electronic communication.
- 2018 saw the successful school-wide rollout of CareMonkey with 486 out of 489 students having a profile. This allowed families to upload important information about the student that is able to be accessed by any authorised staff member electronically, anywhere at any time. The use of CareMonkey has also removed the need for paper permission forms as these, along with other important reminders were only sent via the app for parents to electronically 'sign'.
- We have experienced success with the implementation of the 'Seesaw' app with all year levels using the program to showcase student learning experiences. Parent engagement is evident by the consistent responses and 'likes' to various learning tasks that have been posted by both the students and the teachers.
- The electronic sign at the front of our school remains a useful tool for communicating school and parish dates and reminders to the local community in addition to our school website that continues to provide current and prospective families with valuable information.

#### Events

Throughout the year we celebrate many special occasions that truly bring us together as a school community. Annual events we hosted this year included:

- Our annual 'Buddy Picnic' provided an opportunity for the new Prep students and their Year 6 Buddies to get to know each other outside of school hours. Time was spent playing various games and participating in lots of fun activities whilst parents, carers and siblings got to mingle with each other and the staff too.
- The annual Book Week Festival was celebrated in style at St Catherine of Siena with two famous authors, Brian Nankervis and Elise Hurst visiting the students to share their writing and illustrating crafts with us. Visits to the local kindergarten were made by year 5 and year 1 students who went to read picture story books to the younger children and to participate in various activities with them, thus strengthening our ties with the local community and prospective future students. We concluded the week with our whole school parade where students, staff and younger sibling all dressed up as their favourite book character.
- Our Father's Day breakfast was a huge success in 2018 with the community turn out estimated to be in excess of two hundred people. Each person enjoyed a sausage sizzle and a hot cuppa before posing for the camera on our indoor 'footy field'. This early morning event also coincided with Footy Day whereby students, staff and families were invited to dress in their favourite sporting team attire, parade around the yard to their team's anthem and then partake in a hotdog lunch before showing off their footy skills in various activities on the oval.
- Our Art Show in October was another event that enhanced our strong partnerships with families in our community. This event showcased every single students' Visual Arts talents as part of a Gallery Walk and it was officially opened by an enjoyable performance by The St Catherine of Siena School Choir.
- Other community events held this year included our Mother's Day breakfast, the Junior Jamboree and our inaugural Grandparents Day. Yet again, this event proved to be a favourite by the amazing turn out of families



that shared a beautiful Mass with us in the morning, fun activities in classrooms with their grandchildren and was concluded by heartfelt performances by each grade that thanked these special people for being a big part of their lives.

- The year was concluded with not one, but two Christmas Concerts. The additional concert was a necessity due to the large number of attendees in previous years and to ensure that no family member or friend missed out on this Performing Arts extravaganza. The theme for 2018 was 'Belong'; demonstrating that we are all unique, yet are all part of one big family. This concert was the mastermind of our Performing Arts teacher in addition to the hard work and support provided by all staff members and students.



### Community Support

At St Catherine of Siena, we were lucky enough to have a local keyboard player to come in once a week to work with our Choir students in order to prepare them to sing for Masses and other performances. One such performance was at the local shopping centre where they performed a one hour set during the busy Christmas period. There was a great turn out by family and friends of the choir members in addition to a large crowd that gathered to hear the passionate singers.

It was also inspiring to have so many parents and carers in 2018 regularly coming into the school to assist wherever possible. Many of our programs would not happen without extra hands on deck. Our families helped with:

- volunteering as classroom helpers - assisting with small group activities and listening to children read.
- attending excursions - assisting with supervision and mentoring.
- our NAIDOC Day Celebrations - where our Indigenous parents ran authentic workshops and networked with staff to organise outside organisations to visit our school.
- organising our various fundraisers, including raffles, the Mother's and Father's Day gift stalls and our Junior and Senior school discos.



### PARENT SATISFACTION

According to our 2018 Community Engagement SRC survey we achieved a score of 73.7 and our goal was 74.4. We have shown an upwards trajectory during the current 4-year cycle and are in good stead to achieve our Community Engagement goal in the last year of our Annual Action Plan in 2019, providing we continue to maintain the effective communication practices implemented this year.

Current parent opinion data also indicates that parents find staff at our school approachable, they feel a sense of connectedness to our school and that parent/student/teacher partnerships are valued and encouraged. We expected this trend to continue in the following years and will work hard as a community towards it doing so.

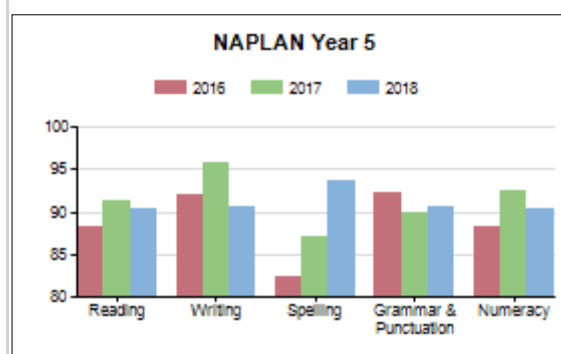
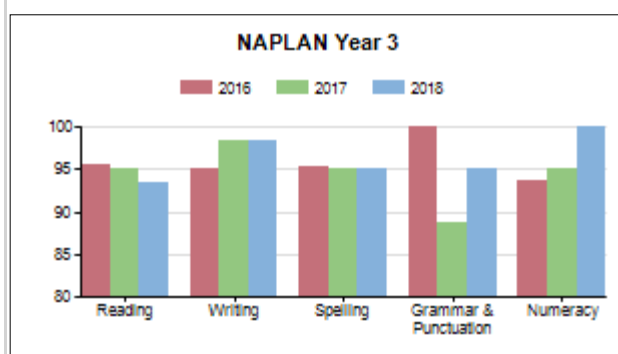
## School Performance Data Summary

E1334

St Catherine of Siena School, Melton West

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	% 2016	% 2017	% 2016 - 2017 Changes	% 2018	% 2017 - 2018 Changes
YR 03 Grammar & Punctuation	100.0	88.7	-11.3	95.2	6.5
YR 03 Numeracy	93.7	95.2	1.5	100.0	4.8
YR 03 Reading	95.5	95.2	-0.3	93.5	-1.7
YR 03 Spelling	95.4	95.2	-0.2	95.2	0.0
YR 03 Writing	95.2	98.4	3.2	98.4	0.0
YR 05 Grammar & Punctuation	92.2	89.9	-2.3	90.6	0.7
YR 05 Numeracy	88.2	92.6	4.4	90.3	-2.3
YR 05 Reading	88.2	91.3	3.1	90.3	-1.0
YR 05 Spelling	82.4	87.0	4.6	93.8	6.8
YR 05 Writing	92.0	95.7	3.7	90.6	-5.1



### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

	%
Y01	91.4
Y02	90.9
Y03	92.0
Y04	93.0
Y05	92.8
Y06	90.9
Overall average attendance	91.8

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	77.3%

STAFF RETENTION RATE	
Staff Retention Rate	91.9%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	13.3%
Graduate	16.7%
Graduate Certificate	10.0%
Bachelor Degree	96.7%
Advanced Diploma	16.7%
No Qualifications Listed	3.3%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	44
Teaching Staff (FTE)	36.8
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	9.4
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](http://www.acnc.gov.au)