

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



St Andrew's Catholic Primary School
Clayton South

2017

REGISTERED SCHOOL NUMBER: 1821



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Minimum Standards Attestation

I, Phillip Tierney, attest that St Andrew's Catholic Primary School 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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

12 May 2018

Our School Vision

St Andrew's is a community of learners where teachers work with current trends in education to foster in all students the life skills necessary for their future.

- We aim to motivate the students with realistic goals that will assist academic, spiritual and social achievements.
- As stewards of God's creation, through the pastoral care displayed by teachers, we will continue to create a strong commitment to cultural acceptance, respect of self and others, responsibilities and care of the environment throughout the community.
- Our Catholic Identity is visible through our involvement with the parish community and participation through worship and liturgy.
- We welcome parish, parents and the wider community to assist with the development of all students.
- We will empower students to learn and grow in a safe and vibrant environment based on the teachings of the Gospels according to the Catholic Church.

Australian society is defined, among other aspects, by a belief in elected Government; by a commitment to the rule of law, to equal rights for all before the law; and by a belief in freedom of religion, freedom of speech and freedom of association. Our society is also tolerant of a range of religious, political, social and cultural beliefs and values in the context of the fundamental principle of our democracy.

The 'Education and Reform Act 2006' requires all education providers to operate in a manner consistent with this set of Australian democratic principles.

In accordance with the Act we will deliver our programs and teaching in a manner that supports and promotes the principles and practice of Australian democracy. This includes a commitment to:

- *Elected government*
- *The rule of law*
- *Equal rights for all before the law*
- *Freedom of religion*
- *Freedom of speech and association*
- *The values of openness and tolerance*

School Overview

School History

Originally the present Parish of St Andrew's belonged to St Peter's, Clayton. Numbers at St Peter's indicated the need for another school to be built on the land owned by the Clayton Parish located in Bunney Road, South Clayton. St Andrew's School opened in 1981 with an enrolment of 191 students. On 25th September 1982 St Andrew's, South Clayton became a Parish in its own right. At present there are 401 students enrolled at the school.

School Facilities

Since opening, St Andrew's has undergone various stages of development. The school is located on a large property that consists of three permanent school buildings, a relocatable building and the Parish Church. One of the permanent buildings is the Multi-Purpose Hall / Gymnasium completed in 2010. This excellent facility has added to the student's participation in physical education and sporting activities and is an outstanding venue for our school performances, assemblies and is currently used by a number of community sporting groups.

A large multi-purpose playing field occupies the west boundary of the site and another multi-purpose playing area is situated at the front of the school grounds. Adequate play equipment is available for both the junior and senior students. These are covered with shade sails.

Progressively over the past twelve years all areas of the school have been refurbished providing students and staff with attractive and comfortable learning spaces and outdoor play areas.

Enrolments

St Andrew's School is located in a suburb of diverse cultural backgrounds. The 2006 Census data indicated that 61.1% of the population of Clayton was born in non-English speaking countries with a total of 51% of the population born overseas.

These statistics are reflected in the school enrolment. 84.7% of the students were born in Australia; 4.15% - India; 2.45% - Philippines; 1.15% - Mauritius; 1.13% - Sri Lanka; 1.13 – United Arab Emirates. Another 5.29% of students were born in 18 other countries including Cambodia, Korea, Norway, Saudi Arabia and Vietnam. The different backgrounds brings to St Andrew's a rich cultural diversity.

This diversity is heightened when we study the language backgrounds of the students. 23.4% of students have an English speaking background. The other prominent language backgrounds are Vietnamese – 7.0%; Chinese – 5.5%; Greek – 4.3%; Cambodian – 4.3%; Tagalog – 2.8%. A further 23.4% of the students come from 33 other language backgrounds including Assyrian, Chaldean, Filipino, Hindi, Khmer, Tamil and Korean. 29.2% of the students come from an English As an Additional Language or Dialect (EAL/D) background.

The families from the various religious backgrounds seek an education at St Andrew's to provide their children with a religious education. The percentage breakdown of the religious background of the students is as follows: - Catholic – 63.09%; Greek Orthodox – 11.75%; Buddhist – 4.33%; Hindu – 3.51% and Other Christian – 2.68%. We have 14.64% of students who have no religious affiliation.

The school families give education a high priority and seek the best for their children. Over recent years the school has performed well on State and National Testing as reflected by the National Assessment Program – Literacy & Numeracy (NAPLAN) Testing.

St Andrew's School implements an Enrolment Policy. Siblings of enrolled students and Catholic families are given preference for entry.

Principal's Report

A long term goal has been to provide school facilities of which the school community can be proud and in which staff and students can engage in learning in comfortable and attractive surroundings. Over the past years a number of refurbishment projects have been completed continuing the task of refurbishing the school both internally and externally. They have included:

- The 2015 refurbishment of Rooms 1 – 7, currently the Year 5 and 6 classrooms and the EAL Room, the upgrade of the Junior School toilets, and the replacement of the soft fall under the Junior Play equipment with a rubberized fall zone.
- At the conclusion of the 2016 school year the hard surfaced area at the front of the school was re-asphalted and the Prep and Year 3 and 4 classrooms were refurbished along with the Prep Open Space.
- All rooms are now air conditioned and, importantly, the security of both the property and premises is of a high level.
- A major garden upgrade at the front of the school incorporating garden and lawn areas, a pergola and fixed barbecue was completed in 2017. This facility replaces a dilapidated garden shed and will be able to be used by Parish and School for a multitude of functions and events.



These recent improvements follows the major project of the construction of the School Hall in 2010, an upgrade of internal facilities including office areas, teacher preparation area, meeting

rooms, library and staff room refurbishment occurred. The upgrade of the school oval took place with the installation of a synthetic surface and the landscaping of the surrounding gardens in early 2012. At the conclusion of the 2012 school year the relocatable classrooms were refurbished to accommodate the Music Room and the Art and Craft Rooms. The stand-alone building that currently houses the Year 2 and LOTE rooms and Conference Area were refurbished and developed in 2013. Each of these improvements have gone a long way to achieving the goals set for the physical development of the school facilities.

The school has taken on a number of major curriculum projects including the introduction of a 1-to-1 iPad Program from Year 3 to 6. The development and implementation of this technology across the curriculum has been steady with level teams now incorporating work flows particularly in their Inquiry Units. This enables greater ownership by the students leading them to the stage of undertaking their own inquiry. The staff are further using the Hapara Program to present and monitor student work taking teaching and learning into a contemporary space.

A major focus has been the attention to improved results in Reading and Mathematics. In 2013 the school was selected to work on a two year Schools Improving Schools pilot project with three other schools from the Southern Region. After undertaking a Change2 Process the Collective worked towards improving Reading outcomes for all students by improving the teaching capacity of staff. The pilot project resulted in improvements in reading comprehension results for students across the school. This works continued through 2016/2017 with the attention to improvement in reading with a structured reading hour being mandated. This hour block incorporated Tier 2 Intervention Programs for the students in need of additional support. The MiniLit and MacqLit Programs are being used as the primary interventions delivered by teaching staff and Learning Support Officers.

The school has continued the employment of Learning Support Officer attached to each Year Level to further support students with specific needs and to assist with the implementation of specific programs to achieve our school goals particularly in the area of reading. The LSO staff have played a key role in supporting students requiring support in reading with the use of the MiniLit and MacqLit programs across the school.

The school implemented a number of the strategies used as a part of the School Wide Positive Behaviour Support Framework. This framework is a model used to organize Tier 1, 11 and 111 teaching across all areas of the curriculum for all students. Following a trial of a number of the strategies the school was successful in being accepted into the professional development project sponsored by CEM entitled School Wide Positive Behaviour Support. The framework has resulted in changes to our approach to managing student behaviour from the assertive discipline model to the approach whereby we teach the appropriate behaviours and provide support for students dependent upon the level of intervention required.

The final significant organizational change to be highlighted is the structure of the Leadership Team. The need to build leadership capacity amongst members of the Leadership Team was prioritized. We dispensed with Year Level Leaders and Subject Based Leaders for a model whereby the leaders are expected to lead across each of the sphere areas and across all aspects of leadership. Each leader is also responsible for the professional development of a

team of 7 to 8 staff members across the school from Prep to Year 6 including Specialist Staff. This structure is into its second year of its implementation and continues to challenge and evolve.

St Andrew's School has a strong relationship with the broader Parish Community. This is evident in the working relationship between staff of both the school and parish; the participation of the school in parish celebrations including weekday and weekend Masses; and the involvement in committee structures and social activities. The students, families and staff of the school are a vital part of the parish not just the school.

Fr Raju Jacob was appointed Parish Priest in 2016 and is a great supporter of our Parish School. The close relationship between Parish and School has continued with numerous joint projects and programs being undertaken.

St Andrew's School has undergone many physical and educational changes throughout the current School Improvement Cycle. It continues to provide an excellent education for this diverse community.

Education in Faith

Goals & Intended Outcomes

To employ contemporary pedagogical strategies to strengthen student engagement in Religious Education.

Achievements

Religious Education maintains a very high profile at St Andrew's School. Our Catholic Identity is clearly witnessed by providing an environment which nurtures and deepens our relationship with God.

There is a clear link between the Gospel Values and St Andrew's Be Respectful, Encourage Others, Strive to do your Best, Think Safety (BEST) Values as shown in the parents' survey responses regarding behaviour of staff and students.

Our current data indicates the high level of satisfaction parents have regarding the importance of the Catholic Culture in our school and the opportunity given to participate in our faith. The scores on the Parent Catholic Culture Index illustrate the continuing support of our parents in our current practices -

- The opportunity to participate (93/100),
- Social Justice (86/100).
- Compassion (90/100)

St Andrew's School is perceived as a compassionate school where opportunities for social justice are provided and acted upon. There is alignment in the responses by parents/staff/students that people in our school show compassion.

VALUE ADDED

Although St. Andrew's School welcomes and is inclusive of families from many diverse backgrounds the Catholic Identity is strong. There is a general agreement amongst all members of the school community that there are many opportunities to display practise, and celebrate our faith. There is a strong Catholic culture at St Andrew's which permeates throughout the school.

This is evidenced by

- Purposeful opportunities are provided for staff and students to pray together regularly and engage in meaningful well planned liturgical experiences within the wider St Andrew's Parish community.
- Students participate in daily prayers, attend rostered weekly Parish Mass at the class level as well as hosting a Sunday Parish Mass. During Advent and Lent, year levels organise prayer sessions to which parents are invited. These have been very well supported
- The establishment, and election by the students, of the Liturgy and Social Justice Student Leaders, who take a leadership role and teach others through a model akin to the 'Kids Teaching Kids'. Prominence is also given to this group to promote their importance in public ways such as the school assembly

The school has very strong links with the Parish Community.

This is evidenced by:

- Each term, and for special liturgical celebrations, the whole school attends Mass. Different classes/students with the assistance of the Liturgy and Social Justice Student Leaders, take turns to assist in the preparation and participation in these celebrations which are enhanced by the presence of the school choir. The students participate in a prayerful and respectful manner, joining in with the Mass and Prayer responses
- As part of the Confirmation Sacramental preparation the Year 6 students host three Anointing Masses for the sick in the Parish. For this Mass, the students provide and serve morning tea and chat with the Parishioners. The Parish Friendship Group also visits the school and spends time with our Year 4s during their Eucharist preparation

The school based Sacramental Program is highly valued and whole-school focused.

This is evidenced by:

- The school community supports those students who are on their preparation journey. The children are highlighted at assembly and presented to the Parish at a Commitment Mass. The Program is strongly supported by the parents and school community as indicated by the high number of parent attendance at information evenings and their

feedback. These evenings are conducted by an external presenter

- Parents are always invited to attend any celebration. This is done via personal invitations by the students, posters, school newsletter and the school app. As a result we have a number of parents in attendance. It is likely that this support has contributed to the increase in the scores for parent catholic culture index. The high score for opportunity indicates parents feel more engaged in the program

We are employing contemporary pedagogical strategies in Religious Education

This is evidenced by:

- In Religious Education, the goal to employ contemporary pedagogical strategies to strengthen student engagement has been implemented through rigorous planning using an inquiry approach
- A whole school approach to team planning and evaluation has led to purposeful and meaningful units of work making explicit links between the Religious Education key concepts and those being taught in Inquiry. This makes the learning deeper and more authentic. Teaching of RE content is not in isolation - It is integrated in all learning areas
- The emphasis when planning learning sequences has changed to allow students the opportunity to make connections to their own personal experiences and faith traditions and respond in their own way
- Learning Intentions and Success Criteria are clearly articulated and displayed in the classroom

We are a compassionate school with Social Justice Values.

This is evidenced by:

- Encouragement and opportunities are provided for Social Action to be embedded in the learning. This has led students to a greater understanding of the meaning and purpose of Social Justice Actions and the message proclaimed in the Gospel Stories that call us to action. The response to Social Justice has been very positive and each service by year level has a focus that enables the students to demonstrate the Catholic teachings through undertaking various actions and projects at the community, local and global level. Social Justice will continue to be an ongoing focus
- The data also suggests that although this is well supported there is opportunity for further improvements which will serve to strengthen this area

We pray together

This is evidenced by:

- Prayer is an essential part of the development of our relationship with God and therefore time and space is provided daily for prayer in each classroom
- Prayer is part of our culture, and all staff gather in prayer before each staff meeting or gathering
- Prayer is also an integral part of our Catholic Identity which is instantly visible through the Catholic symbols displayed on our buildings, in the classroom and the Church which stands prominently in our school grounds and can be accessed at any time by the school community.
- It is also highly evident in the positive, respectful interactions between staff, students and parents. This closely aligns to the message in the Gospels and our BEST values – Be Respectful, Encourage Others, Strive to do Your and Think Safety
- The children's participation in Eucharistic Celebrations shows more reverence and understanding of the Catholic Traditions

Learning & Teaching

Goals & Intended Outcomes

To improve student learning outcomes in Reading (comprehension) and the number dimension of Mathematics.

Achievements

St. Andrew's School provides a number of school activities that have a positive effect on the wellbeing of our children, impacting directly on their academic results. Following is a list of curricula and extra-curricula activities that have been successful at our school.

Wellbeing Programs:

- Student Wellbeing Program and Coordinator
- School Counsellor & Psychologist
- Student Leadership Program
- Senior & Junior School Buddy Program (Alannah & Madeline Foundation Better Buddies Program)
- Extra-Curricula Clubs – eg. gardening club, skipping club, digital technologies club
- Wellbeing initiatives as implemented within classroom programs – eg. Berry Street Initiative

Health & Fitness Program:

- Athletics Carnival
- Prep-6 Swimming Program
- Inter School Sports
- Gr 5/6 Sports Program – Cross Country, Athletics, Swimming
- PE Program P-6
- Links to community partnerships, including St Andrew's Parish

School Camps & Excursions:

- Year 4 & Year 6 Camp
- Class Excursions
- Class/School Incursions

Specialist Teacher Programs:

- Prep - 6 Music Program
- Prep – 6 Visual Arts Program
- Prep – 6 Italian Program
- Prep – 6 Physical Education Program
- Prep – 6 Information and Communication Technologies Strategy
- Choir performing internally and for community groups.

Education Programs:

- Student Services Program
- Learning Support Staff provision
- Reading Recovery Program

Use of Information and Communication Technology (ICT)

- Computers in Classrooms
- One to one IPad initiative in levels 3 to 6
- Bank of IPad available to Year Prep-2
- Interactive Whiteboards
- ICT Student Leaders
- Ipods
- School Intranet – Google Platform
- Student access to email and internet

NAPLAN DATA

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	98.6	97.1	-1.5	90.2	-6.9
YR 03 Numeracy	98.7	98.5	-0.2	100.0	1.5
YR 03 Reading	100.0	95.6	-4.4	98.0	2.4
YR 03 Spelling	100.0	95.6	-4.4	96.1	0.5
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	97.1	92.1	-5.0	100.0	7.9
YR 05 Numeracy	100.0	98.4	-1.6	100.0	1.6
YR 05 Reading	100.0	96.7	-3.3	100.0	3.3
YR 05 Spelling	100.0	96.8	-3.2	97.2	0.4
YR 05 Writing	98.5	98.4	-0.1	98.6	0.2

Grade 5 NAPLAN results:

The NAPLAN results highlight that our 100% of our Grade 5 students meet the minimum standards in the curriculum areas of Reading, Numeracy, and Grammar and Punctuation. The results of the curriculum area of Spelling is at a 97.2% success rate and Writing is at 98.6 success rate. We are particularly pleased to see the consistency of the results of these 5 curriculum areas. It is also pleasing to note the consistency of student data across the 3 year period, 2015 to 2017.

Grade 3 NAPLAN results:

The NAPLAN results of our 2017 Grade 3 student body also demonstrates a positive outcome. The NAPLAN results highlight the following curriculum achievement levels: Grammar and Punctuation is at 90.2%, Numeracy 100%, Reading 98%, Spelling 96.1% and Writing displays a success rate of 100%. As noted in the Grade 5 results, our Grade 3 student data is positive across the period 2015 to 2017.

Reading:

We have implemented various Literacy Intervention programs such as the Maquarie Intervention Programs MiniLit, MultiLit and MacqLit and the Levelled Literacy Intervention Program (Fountas and Pinnell) to assist us in achieving our goal.

The staff have worked consistently throughout the period 2015 to 2017 to improve Literacy outcomes for all students. A number of developments have included:

- Collaborative Learning Team professional development and dialogue relating to best practice for teaching reading leading to a revised Reading Planner to reflect the structure of the Reading Session
- Assessment and monitoring has been implemented across the school to ascertain student learning needs
- Linking Reading and Writing to our Inquiry Learning
- Implementation of Learning Intentions and Success Criteria for Literacy
- The use of contemporary learning tools to enhance learning
- Parent Literacy Helpers Program
- Development of the St Andrew's Spelling Program
- Staff including Learning Support Officers have been trained to deliver the Intervention Programs.
- A focus on oral language
- The CAFÉ and Daily 5

Numeracy

The staff have worked consistently throughout the 3 year period of 2015 to 2017, and specifically following the strategies from the school's 2017 Annual Action Plan, to improve Numeracy outcomes for all students. The developments have included:

Mathematics

- Implementation of Learning Intentions and Success Criteria for Numeracy
- Implementation of the Number Intervention Program
- Numeracy Intervention strategies shared at level planning, staff meetings and CLTs
- Whole School Professional development
- The development of the Mathematics Scope and Sequence
- Mental Mathematics Strategies are taught daily
- Implementation of Learning Intentions and Success Criteria for Mathematics including enabling and extending prompts
- Westwood Minute Mathematics completed at the beginning and end of the year
- Pre/Post testing for each topic taught

- A variety of strategies including open-ended and hands-on tasks are planned to engage all students
- Prep-4 Number Intervention Program

Student Engagement strategies recognised by staff as significant were as follows:

- Whole school planning and assessment
- Extra curricula activities
- Learning Expos to celebrate student achievements
- Providing learning opportunities to engage students in a more personalised way
- Students take responsibility for their learning by setting and monitoring goals with teacher and peer feedback
- Our 'BEST' Program promotes and encourages a positive learning environment
- The 'meet and greet' time each morning to promote student-teacher relationships
- Students are provided with the opportunity to develop leadership through the Student Leadership Program
- Contemporary technologies are used to enhance student engagement. An ICT coach has been working with staff and students to improve pedagogy.

Student Wellbeing

Goals & Intended Outcomes

To develop strategies to strengthen student connectedness to school and their learning.

Achievements

Our School Survey results in Student Wellbeing, as gained through the annual Insight SRC School Surveys, have shown strong progress.

Our most recent 2017 results demonstrate that Students' attitude to Student Safety showed a highly positive rating of 88 out of 100 points, exceeding the 2016 rating of 86 points.

The staff data on Student School Behaviour showed greatly development. In 2017 the staff rated Student School Behaviour at 90 points, a sharp rise from the 2016 figure of 71 points.

It is worth noting that these improvements reflect on our focus on a school wide focus on anti-bullying and Cyber safety, along with the implementation of School Wide Positive Behaviour Support.

It is interesting to note that the analysis of the Parent opinion data showed their perception of Classroom behaviour has shown a substantial improvement with a score of 71/100 in 2016 to 80/100 in the 2017 survey.

Student motivation and student connectedness to school remain strong with favourable percentages at 92/100 and 89/100 respectively.

Attendance

The school follows its Attendance Policy which states the procedures for non-attendance.

- School Attendance Roll is marked both morning and afternoon using an electronic register
- The Student Wellbeing Leader checks the attendance roll monthly for attendance
- Students who have a poor attendance rates are monitored weekly. In these cases, parents are contacted by phone, email or letter.
- Absent notes are required when students are away and parents have the option to do this in a variety of ways including via the schools app, by email or note.

The Wellbeing Leader also makes contact with parents who have not presented absent notes

VALUE ADDED

A number of initiatives we have put in place:

- Whole school Buddy Days with a focus on BEST
- National Buddy Day
- A&F Buddy Program
- Harmony Day
- Safe Internet Day
- The safe use of ICT supported through an ICT coach who works with staff and students
- Implementation of guidelines for safe, responsible use of all ICT devices
- The expansion of the Kitchen Garden and the teaching of healthy eating and lifestyles
- Support for individual students through *On Psych*
- Support for individuals and groups through the *Chaplaincy program* which provided Mindfulness and Meditation for those students
- Strong focus on student voice via SRC
- Student Leadership Training
- School Radio Station that provides all students an opportunity to be heard
- Walk to School days
- Strong links with the Parish elderly citizens
- SWEL Week

STUDENT SATISFACTION

Students in this school are highly motivated to learn, they feel connected to their school, teachers and peers and they look forward to going to school.

Child Safe Standards

Goals and Intended Outcomes

The school has worked strategically to implement the Child Safe Standards throughout the school community. The school participated in the VRQA Minimum Standards Review on 28 March 2017 which included the assessment of the school's compliance with the Child Safe Standards. The External Reviewer's Validation Summary indicated compliance with all seven Child Safety Standards following a thorough review of the implementation steps.

Achievements

The school entered into the process addressing the Child Safe Standards by developing the Child Safe Policy and the Child Safe Code of Conduct. At the same time that we addressed these documents with staff they were presented to the School Board. An overview of the Safe School's Standards was also presented to the School Board ensuring they had an understanding of the legislation and the raft of changes that were occurring in the school.

The school updated sign in procedures at the front office requiring all visitors and volunteers to register and display a photo ID while on the premises. A part of the electronic sign in process is to record your Working with Children number.

The school further implemented procedures for the engagement of volunteers. We introduced the requirement that all volunteers have WWC Check and that a role description be developed and a briefing session be held in advance of any activity involving volunteers including both school based and excursion activities.

A Child Safe School item is now placed on all school agendas including Staff Meetings, Leadership Team Meetings and School Board Meetings.

All procedures are elevating the awareness of all in the community that there is a cultural change around child safety.

All staff have participated in a professional development day on the Protect Resources and the identification and response to All Forms of Abuse in Victorian Schools.

Leadership & Management

Goals & Intended Outcomes

To further develop leadership capacity across the school with an emphasis on strategic leadership and enhanced communications.

Achievements

Developments:

- **Structure of Leadership Team**

Implementation of a six member Leadership Team has empowered teachers within year levels to discuss academic and organisational issues specific to their year level, increasing collegiality and teamwork. Feedback suggested that the Leadership Team had a greater presence around the school and were more available for support, in and out of the classroom. Staff made specific mention of the efforts of the Leadership Team to make themselves available for discussion on a needs basis.

- **PLT > CLT (Collaborative Learning Team)**

The vertical structure (a representative of each year level F-6 where possible) of the CLTs has allowed staff to receive a more varied perspective of proposed developments in Whole-School Topics.

Staff have indicated that CLT meetings are more relevant, student-centred and holistic. There is an emphasis on Teacher Development and enhancing Student Outcomes. Leaders have enforced the use of the Performance and Development Cycle which enables topics to be introduced, implemented and evaluated with opportunities for feedback.

- **Approachability**

The data and feedback indicates that leaders in the school are receptive to and understand the views of staff and parents. An increase in parent information nights and informative meetings for staff have provided an opportunity to parents and staff alike to voice their opinions in an open and honest forum.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2017

- Religious Education Accreditation
- Number Intervention Program
- English as an Additional Language Program
- Anaphylaxis Training
- Reading Recovery Continuing Contact
- School Wide Positive Behaviour Support Conference
- Autism Training
- Mandatory Reporting

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	36
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1943

TEACHER SATISFACTION

The actual teacher scores on the School Improvement Surveys are generally clustered around the 80 to 90 range. It is pleasing to note that across the period 2015 to 2017 shows pleasing growth in the data related specifically to Teacher Satisfaction. The data from 2017 highlights high scores specifically in the areas of Respect for Students, Teacher Confidence and Student Behaviour.

Working collaboratively, having the opportunity to contribute and building leadership capacity are currently a focus.

School Community

Goals & Intended Outcomes

To strengthen parent and community links in support of authentic student learning

Achievements

Developments

The school has continued to communicate with Parents in a number of ways. The use of the Skoolbag App has grown to become the primary communication tool with Parents. This has provided parents with daily updates, notifications, e-forms and newsletters. The school has continued to provide a paper copy of the newsletter for those parents without the App. Over the period has also seen the development of the school's radio station 'STAR Radio'. Scheduled weekly assemblies has also seen an increase in parent attendance. Other communication methods employed by the school include emails, phone calls and class bulletins.

The increased involvement of the Parents and Friends committee has been a pleasing development throughout the four years. Events held have included Family Movie Nights, Easter Hat Parades, Mother's Day and Father's Day stalls, Father's Day Breakfast and welcoming new families. The committee has also assisted in the purchase of a 'Media wall' which has been used to promote the school in the community. The committee has also introduced banking through the Commonwealth bank to students and numbers involved with the Parents and Friends has risen.

The school has also continued to be involved in events which have involved the Parish and wider communities. These have included Art Shows, Italian Days, Parish Fêtes, Open Evenings and Open mornings. The move to an open Saturday Morning was well attended by those in the community. The school continues to have numerous community groups use the facilities which include Basketball, Taekwondo, Music Lessons and the Parish Youth Group. The school has also commenced a weekly playgroup in the school's Glasshouse facility.

PARENT SATISFACTION

The Insight SRC School Improvement Survey 2017 Interpretive Report Parent Opinion Survey indicates that the scores for St Andrew's on the majority of survey questions fall within the 70/100 to 80/100 range of all Victorian Schools.

The items marked at the high range by the parents included Stimulating Learning, Teacher Morale, Student Safety, and Connectedness to Peers.

The school continues to highlight the area of School Community as a focus for our School Improvement Plan for the duration of the School Improvement Cycle in particular involving parents in the authentic learning of their children.

Future Directions

In 2017 St Andrew's School is participating in School Review as a part of the School Improvement Cycle. We consider the following to be important as we develop a School Improvement Plan for 2017 – 2020.

Education in Faith:

- Plan for stimulating and engaging lessons in Religious Education and continue to pose challenging questions to align more closely to the Inquiry Units
- Continue to plan rich learning sequences to ensure increased understanding and knowledge of the Catholic Faith and Traditions in authentic, meaningful; contexts to lead students to their own personal relationship with God
- Deliver more robust and challenging curriculum, where R.E lessons are seen as equally important as other curriculum areas using contemporary pedagogy
- Further teacher knowledge of Catholic Traditions, doctrine and scripture to be addressed through professional learning opportunities
- Use New Religious Education Framework. This will provide the necessary framework for teaching and learning in RE
- Implement the Christian Meditation/Mindfulness as a tool to practise prayerfulness
- Create more opportunities to recognise and celebrate other cultures within our school
- Make explicit links between student behaviour and our BEST Values with the Gospel context
- Continue to have on-going focus on social justice through a planned and purposeful approach that is linked to the Catholic teachings on Social Justice
- Maintain the model of empowering students using the "Kids Teaching Kids' model where the Year 6 Student Leaders deliver Social Justice messages to younger year levels

Teaching & Learning:

- To further improve Reading and Writing outcomes
- Embed the structures of the Reading block and further develop the range of teaching strategies
- Review and develop the school's Writing Program
- To implement the revised Assessment Schedule with a focus on analysis and informing teaching and learning
- Improve teacher practice through the use of reciprocal peer support and coaching
- Improve Mathematics outcomes by working with the Number Intervention Teacher to implement strategies and resources in the classroom teaching of number
- To provide learning experiences to cater for the needs of gifted and talented students

Student Wellbeing:

- The data we have sets some clear directions for us into the future.
- The data for student behaviour in the classroom indicates a need to identify those actions that work and continue to include the implementation of evidence based approaches to behaviour management. Continuing to provide professional learning in this area is imperative.
- Our challenge is to maintain and improve our targets in Student Connectedness to School and in Student Safety.
- The other aspect identified by staff as a challenge is the low resilience of many of our students and this is seen as an opportunity for improvement.
- We want to strengthen the resilience of our students and to build their capacity to connect, engage and learn at school and to have them develop a better understanding of their own wellbeing and help them to flourish. To this end we are forming a partnership with the Berry Street Education Team who will work with us to build our pedagogical knowledge and understanding of their evidence based model to help the students to Connect, Grow, Learn and Flourish.

Leadership & Management:

Leadership development remains a priority for all staff:

- **Capacity and skill set of Leaders**

School Leaders will place a high priority on the ongoing professional learning of all staff into an expert and coherent teaching team, to improve outcomes for staff and students. School Leaders will be highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning. They will demonstrate a strong conviction that improved teaching is the key to improved student performance. There will be a high level of trust apparent across the school. Interactions will be focused on the learning and wellbeing of students and continually improving the school's ability to meet the needs of all. There will be a strong sense of belonging and pride in the school. School Leaders participate in professional learning activities, learning alongside teachers. The school will support formal study and celebrate professional success.

- **Improved communication between Leaders and the School Community, in particular:**

- Avenues to give and receive effective feedback
- A consistent message regarding school policies and expectations
- Definitive Role Clarity documentation for all staff (Classroom Teachers, LSOs Part-Time Staff and Administration)

School Leaders will promote and facilitate the sharing of expertise by working with teachers to improve their teaching practices, including modelling, evaluating and providing feedback on classroom teaching. There will be a strong collegial culture established, evident through

invitational observations of classroom teaching. The Leadership Team will make deliberate and strategic use of partnerships with families, local businesses and organisations to access intellectual/physical resources not available within the school for the purpose of improving student outcomes.

In summary, in the future we would like to develop leadership capacity and skill set amongst leaders to improve communications.

School Community:

- The school would like to set the following goal in the Community Sphere:
- ‘To develop inclusive and effective strategies to facilitate parental involvement’.
- The school will look at various strategies which engage and involve parents and students in the school community. The school will also look at ways to communicate with parents who may not have English as their primary language.
- Parents will be provided with opportunities to be engaged in their student’s learning.

VRQA Compliance Data

E1320
St Andrew's School, Clayton South

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	98.6	97.1	-1.5	90.2	-6.9
YR 03 Numeracy	98.7	98.5	-0.2	100.0	1.5
YR 03 Reading	100.0	95.6	-4.4	98.0	2.4
YR 03 Spelling	100.0	95.6	-4.4	96.1	0.5
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	97.1	92.1	-5.0	100.0	7.9
YR 05 Numeracy	100.0	98.4	-1.6	100.0	1.6
YR 05 Reading	100.0	96.7	-3.3	100.0	3.3
YR 05 Spelling	100.0	96.8	-3.2	97.2	0.4
YR 05 Writing	98.5	98.4	-0.1	98.6	0.2



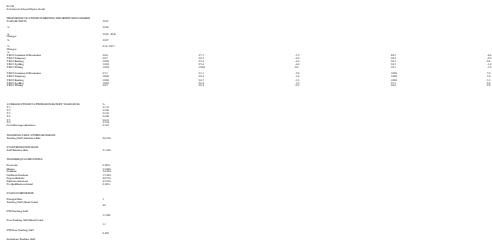
AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	91.33
Y2	92.60
Y3	94.39
Y4	94.80
Y5	96.33
Y6	92.54
Overall average attendance	93.67

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.13%

STAFF RETENTION RATE	
Staff Retention Rate	91.18%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	23.08%
Graduate	34.62%
Certificate Graduate	15.38%
Degree Bachelor	80.77%
Diploma Advanced	42.31%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	40
FTE Teaching Staff	31.200
Non-Teaching Staff (Head Count)	11
FTE Non-Teaching Staff	8.893
Indigenous Teaching Staff	0



NOTE:

The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

[Victorian Registration and Qualifications Authority](#)