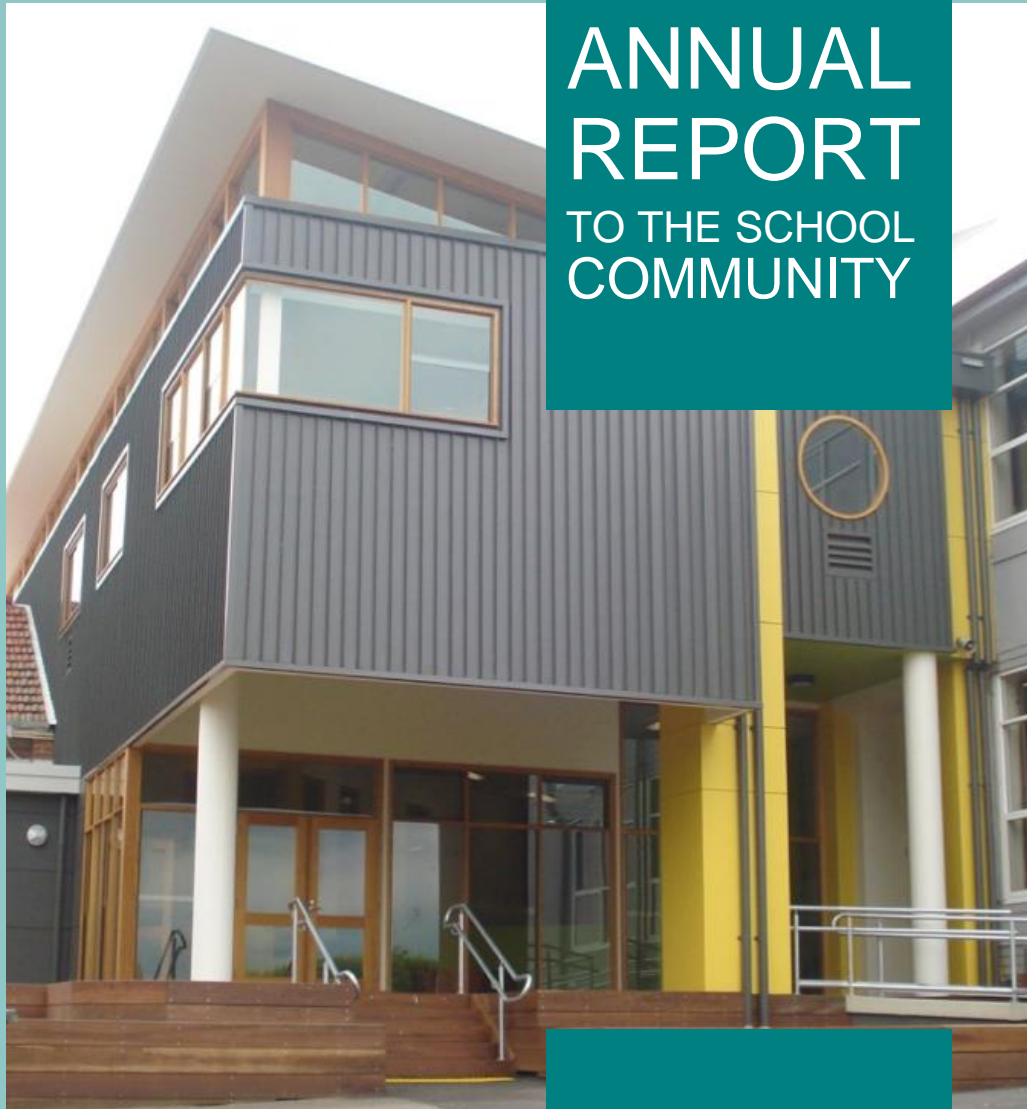


ANNUAL REPORT TO THE SCHOOL COMMUNITY



**ST. VINCENT DE PAUL PRIMARY
SCHOOL**

2019

REGISTERED SCHOOL NUMBER: 1261



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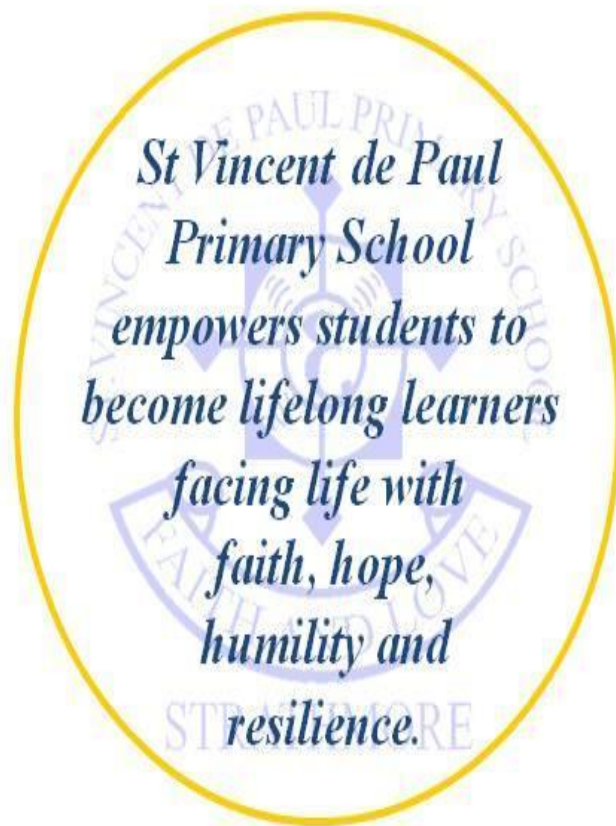
Minimum Standards Attestation

I, Shane Byrne, attest that St. Vincent de Paul 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 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

May 2020

Our School Vision



School Overview

Strathmore is located in the North-Western suburbs about 12 km from central Melbourne. It is an area well served by public transport and is adjacent to the Tullamarine Freeway. It is primarily a residential zone with little or no secondary industry.

The majority of families attending the school are employed in clerical, sales and service workers, professionals and associate professionals with an associated high level of socio-economic status, the current SES for our school is 114. This is reflected in the high collection rate of school fees and the low number of families receiving CSEF. Catholic families make up the overwhelming majority of the school population with the average percentage of Prep students over the past 5 years being 100%. The families are very involved in activities within the school and new parents often comment on how social the school environment is with well-organised activities. Consequently, many of the fund raising activities organized by the Parent Association are well supported. The money raised by the Parents Association, together with school levies, make up the bulk of the private income per student figure for the school.

Over recent years Strathmore has seen a number of young families move into the area and as a result many are seeking a Catholic Education. To cater for this the school has increased the number of classes growing from 15 classes and classrooms in 2009 to 17 classes and classrooms in 2018. Over this time the school has been involved in a number of building programs which have provided modern learning facilities which better reflect the school's approach to Learning and Teaching.

Throughout 2018 St Vincent de Paul Primary School has been involved in many educational initiatives. We have continued to be part of the Visible Learning Project which is based on the work of John Hattie. His work is based on research with a data base of 350 million students. He has identified what has the biggest impact on student learning. As a result our school has focused on the approaches and strategies which have the higher effect size. The school and the community regularly review approaches to learning and teaching to ensure the most effective strategies are used in supporting the children in their learning.



Principal's Report

The school has achieved a great deal in 2019 as it implemented the second year of its 4 year strategic plan.

The school has continued to be part of the Visible Learning Project which is based on the work of Professor John Hattie. The school committed to be part of this project in 2016 and over the 3 years has been independently reviewed to ensure that the elements of the project are positively impacting on the children's learning. The results from these reviews clearly indicate that the children have a clear understanding of what they are learning, what they need to achieve to be successful in their learning and are able to identify what is the next step in their learning. The school has also been focusing on embedding the dispositions of effective learners into practice. These dispositions were identified in 2018 and individuals from the community who reflect these dispositions were linked with them. The use of split screens with the disposition and the learning both identified side by side, helped children understand how the disposition could be demonstrated in the work they were involved in. Feedback was also another element of the project which was a focus of the project. This feedback included feedback to students from teachers, student to student feedback and student to teacher feedback. The staff continued to refine processes to receive feedback from peers to help guide their teaching and learning for students.

The children have also had many opportunities to be involved in many other curriculum areas including The Arts, Italian and Physical Education. Children have been given the opportunity to participate in a variety of sports at a school, regional and state level. The children have also been given the opportunity to develop and display their visual arts talents at the Art Show. The theme, 'Art Throughout the Ages', was a great opportunity for the community to appreciate the talents of the children who used different mediums to create masterpieces of their own. With hundreds of families taking the time to visit the elaborate display of their work, the children felt affirmed at what they had clearly achieved.

The development of the children's faith and the understanding of the Gospel values continue to underpin all the work the school do in supporting the students. These gospel values are explicitly linked with the social justice initiatives the school has been part of in 2019. Our Minnie Vinnies student leaders have been active, involving themselves in initiatives such as the Social Justice Conference which was hosted at the school and was attended by other local primary schools. The Minnie Vinnies were also responsible for the organisation of the Walk-a-thon which raises funds for the Columban Mission located across the road from the school. The Columban Mission work with the native Chilean people to establish sustainable industries which create an income for the families. Funds raised by the school allow for the purchase of resources to establish such initiatives. The Minnie Vinnies have also lead the community in conjunction with the Parish Outreach Group to seek donations for the Winter Appeal and the Christmas appeal to support other organisations within the local community. These initiatives help the students come to an understanding of that sense of service which we are called upon by Jesus in his teachings.

The sacraments also play an important role in the student's relationship with God. It gives them an opportunity to come to a better understanding of the significance of each of the sacraments in their faith development. Reconciliation, First Communion and Confirmation were all celebrated this year. The children were involved in extensive preparations which involved parent information evenings, family masses and the implementation of the new Religious Education Curriculum to support the students. Fr. Peter has been integral in leading students to this deeper understanding with regular classroom visits and his preparedness to share with students, parents and staff his knowledge and understanding of the sacraments and the teachings. Regular class masses have also been part of supporting the student's faith development as well as liturgies and class prayers. Laura Petrie has also been integral to ensuring all aspects of the faith development program and the associated curriculum has been planned, prepared and implemented with military precision.

The staff have continued to explore approaches which are going to improve outcomes for the children. In 2019 the school adopted the Kath Murdoch approach to Inquiry Learning with the curriculum organised under 4 main concepts- Identity, Responsibility, Change and Innovation. This has involved staff in professional development to gain a deeper understanding of how to effectively implement the elements of this approach. The staff's commitment to achieving consistent practice in the use of this approach has been outstanding. They continue to use data to guide their teaching and support students at the multitude of levels which exist in every class. The most important characteristic of the staff is their genuine care for the children they work with.

The school has also introduced the Parent Portal for parents to access their children's reports online. This, combined with the use of the See Saw app, has allowed for more efficient access to children's learning and results. The use of Google classrooms and Hapara has also allowed for students in Years 3-6 to be able to collaborate with their peers using these online platforms as well as communicate the learning taking place. The school continues to explore other technologies which allow for more effective and efficient communication between home and school.

The Parish Education Board have also played their role in being an advisory body on a variety of school matters. After many years of lobbying by the board on improvements to traffic management in Woodland Street this year we have seen more progress than on any other year. Plans have been finalised by council and VicRoads, to establish control measures to slow the flow of traffic and to improve road safety along this busy thoroughfare. We look forward to the modifications being started in the not too distant future. The board have also been involved in ensuring our Child safety Policies are reflective of current requirements and obligations after reviewing the policies during the year. The board have also been supportive of the school's application for funding through the Local School Community Fund to purchase new iPads. The board have also been consulted on changes to student reports, in particular to the numeracy curriculum area.

The Parents Association have been very active this year, not only through their fundraising efforts but also in their role to provide opportunities for the community to

gather socially. The parent representatives have organised parent and family gatherings for year level parents to socialise. The PA has also organised events on a larger scale with a very successful Trivia Night and Ladies Lunch. It was great to see that funds which had been built over a number of years by the PA resulted in the transformation of the Senior Yard into a much better play space. The installation of the synthetic turf has created a safer and brighter environment for the children to play in. A great result which was made possible by the work of many over a number of years. Thank you to all the Parents Association members for their continued efforts to sustain the social and fundraising focus throughout the year.

Having a strong community is something that we should be proud of and never take for granted. It is because of the hard work of students, staff and parents that the children are fortunate to have the support mechanisms around them to achieve in their learning. Our school is committed to improving, and the work everyone has been involved in throughout the year is reflective of this commitment. We look forward to 2020 continuing this cycle of improvement while at the same time recognising what has been achieved already.



Education in Faith

- To strengthen the Catholic Culture at St Vincent de Paul.
- That greater value on the school's Catholic identity is evident across all staff, parents and students
- To continue to promote best teaching and learning practices in Religious Education through the Renewed RE Curriculum.

Achievements

Our school continues to promote the Catholicity of the school targeting a greater awareness of the Gospel values, guiding and informing actions and building more effective communication links between school, home and the wider parish community. We have continued to focus on building student voice as a way to engage students in their Religious Education learning. The involvement in a Religious Education collective, along with other schools in the Northern Region, has enabled a collective approach to best practice with teaching and learning in Religious Education. We have introduced a planning model which focuses on becoming more familiar with the Achievement Standards and Learning Descriptors to enhance student learning.

Value Added

- Whole School Masses including Commissioning Mass for opening of the school year, Ash Wednesday Mass, St Vincent de Paul Day Mass and Thanksgiving Mass for the end of the year.
- Class Mass and Year level Masses held on a rotating weekly basis
- Year Level Family Masses held on weekends throughout the year
- Sacramental Information Evenings for parents and students
- Sacramental Programs and Celebrations including the Sacraments of Penance [Reconciliation], First Communion [Eucharist] and Confirmation.
- Family Masses for Sacrament Candidates and their families held on weekends during the Sacramental Program
- Whole school involvement in Stations of the Cross re-enactment
- Retreat Day for Confirmation candidates, including an address from Bishop Terry Curtain
- Mission Partnership with the St Columban's Mission Society
- Mission Walkathon - whole school involved in fund-raising walkathon for indigenous communities in Chile through the Columban Mission Society
- Professional Learning Day for all staff - with the focus on staff faith formation and assessment and reporting using the Renewed RE Curriculum with CEOM support
- Formation of a Religious Education collective with schools in the Northern Region to work together to build capacity and confidence of teachers who teach Religious Education
- RE planning sessions introducing contemporary teaching strategies through the Renewed RE Curriculum
- Implementation of SOLO taxonomy as a tool to teach and assess Religious Education
- Year 6 Social Justice Group inducted as Mini Vinnies, with regular meetings to organise whole school social justice initiatives such as Project Compassion (Caritas Australia) and the St. Vincent de Paul Winter Appeal and Christmas Appeal
- Year 6 social justice leaders attended Bahay Tuluyan social justice conference presented by Kidsview
- Mini Vinnies group attended the Mission Mass at St Patrick's Cathedral representing St. Vincent de Paul School

Learning & Teaching

Goals & Intended Outcomes

- All staff will have a clear understanding of the expectations of Integrated Inquiry from Prep to Year 6.
- Teachers and leaders will conduct an audit of current practise to identify best practices in Reading and Mathematics.
- Teachers will use data to differentiate the learning for students in Reading and Mathematics.
- Teachers will embed the use of learning dispositions in everyday practice.

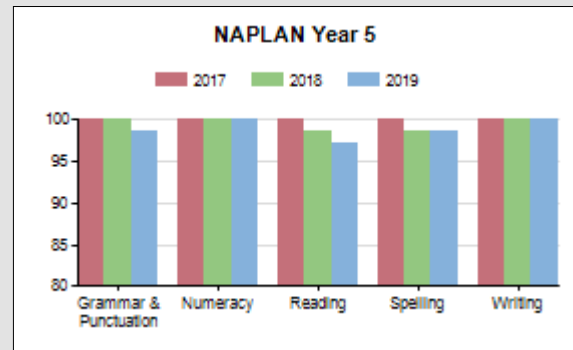
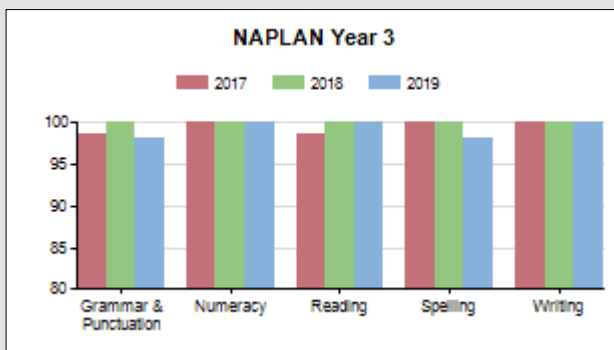
Achievements

- Consistent approaches throughout work programs and classroom practices
- Visible Learning implemented through the use of:
 - Essential Learnings
 - Learning intentions & Success Criteria
 - Split Screens
 - SOLO Taxonomy
 - Goal Setting and Feedback
- Kath Murdoch approach to Inquiry implemented across all levels
- Collaboration during professional planning meetings
- Consistent Assessment across all year levels:
 - Words Their Way
 - PAT-Reading
 - PAT-Maths
 - Essential Assessment (Maths and Reading)
 - F&P reading
 - Using Student Performance Analyser to examine data

STUDENT LEARNING OUTCOMES

- The 2019 the Year 3 and Year 5 school's NAPLAN data has shown that students achieved above the state mean in all areas of English and Mathematics.
- Throughout 2019, the school continued to embed the practices of Visible Learning with a particular focus on developing the use of the SOLO taxonomy. This tool was used in the planning of curriculum units to define and deepen the areas of learning as well as making the learning clearer and visible for the students. The SOLOs gave students a visual representation of learning steps in a particular unit of work.
- The use of Split Screens was also introduced across all year levels in 2019. This visual tool allowed students to identify the learning intention and success criteria related to lessons as well as the learning disposition that could be applied through the task. Opportunities for students to co-create the success criteria and learning dispositions for lessons were provided to support voice and ownership in the classroom.

- The Kath Murdoch approach to Integrated Inquiry was implemented across all year levels throughout 2019, with a particular focus on provoking students interest in learning and the “tuning in and sorting out” of Inquiry learning. This involves exposing students to new learning concepts and retrieving student wonderings and prior knowledge to guide learning sequences.
- The school underwent auditing processes to find best practice when teaching English and Maths. In English, the conclusion of this process resulted in conducting further investigation into the conferencing strategy during reading sessions, with the intention of implementing a whole school approach to conferencing in 2020. The Words Their Way program for spelling was reviewed. An alternate, the Smart Spelling approach was considered for further investigation for 2020. In Mathematics, the conclusion of this process resulted in staff furthering their understanding of mathematical discourse in the classroom. This focussed on staff supporting students in sharing and discussing their mathematical thinking throughout lessons.



Student Wellbeing

Goals & Intended Outcomes

- That student engagement generates a sense of wellbeing and connectedness to the school community.
- That students become independent, resilient members of the school community.
- A shared and agreed upon understanding of supporting student behaviour is developed by staff.

Achievements

During 2019 staff have continued to deepen their knowledge and use the language associated with Social Emotional Learning and the 5 core competencies: self awareness; self management; social awareness; relationship skills and responsible decision making. Staff were also introduced to the Resilience, Rights and Respectful Relationships program which aims to assist students managing their emotions and behaviours. Regular circle time sessions with a clear link to the above practices were used to build children's emotional literacy.

A focus on further enhancing emotional literacy continued through the consolidation of the school learning dispositions. These encourage the students to develop a deeper awareness and understanding of a range of learning dispositions that they can incorporate into their daily learning and lives. These focus on resilience, communication, risk-taking, self-discipline, problem-solving and respect. The introduction of the use of split screens in the classroom allowed the students to make clear connections between the learning focus of a lesson and the learning disposition that could be applied through the task.

A focus on enhancing emotional literacy, supporting independent problem solving and promoting resilience continued and a new focus on encouraging students to develop a deeper awareness and understanding of a range of learning dispositions was introduced. These include resilience, communication, risk-taking, self-discipline, problem-solving and respect.

Staff have continued to use a Circle Time framework to address areas of Wellbeing and ensure explicit teaching of Social and Emotional Learning skills and Learning Dispositions. Evidence of this is identified in the weekly planner across all levels, through student learning, classroom displays and staff PLT meetings.

Two students from each class were nominated for the Student Representative Council (SRC). These students were involved in regular meetings where they had an opportunity to voice new ideas, suggestions and concerns and therefore be involved in the decision making process at a class/whole school level. Opportunities for the Student Representative Council to begin to explore Child Safety was also provided.

Students worked with their buddies across different year levels, particularly the Prep and Year Six buddies to help with transition for Prep students which allowed them to become more comfortable in their new environment.

Increased opportunities for Professional Development for all staff, catering for students with special needs, became a focus during Professional Learning Meetings. This included the Disability Standards for Education e-Learning modules.

The introduction of the Passive Play area in both the senior and junior yards was implemented to support students outside during recess and lunch. These spaces aim to provide students with an area they feel is a safe and quiet place to play in during breaks. Resources such as board games, cards, bean bags and picture story books were provided in these areas for students to access as a means of playing in a calm way.

Learning Support Officers (LSO's) were also timetabled onto both recess and lunch yard duties on a rotation basis in the Passive Play spaces. This has continued to support students with additional needs on the yard and allowed the Passive Play spaces to be monitored.

VALUE ADDED

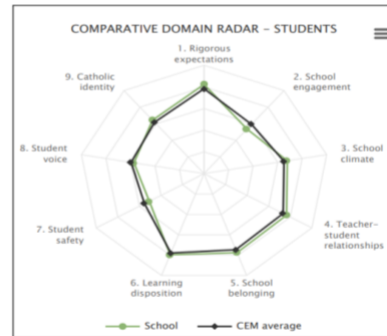
- Staff training and development in Social and Emotional Learning and the 5 Core Competencies;
 - Incorporating Circle Time in the weekly planners across all levels;
 - Opportunities provided to share resources and activities;
 - Availability for staff to use Kimochi Dolls and Strength Cards as a resource to specifically target emotional literacy;
 - Continued focus placed on Learning Dispositions throughout the whole school;
 - Student Buddy program;
 - Staff training and development to help cater for students with special needs;
 - Student Counsellor available one day a week
 - Introduction of the Resilience, Rights and Respectful Relationships program
 - Implementation of the Passive Play area in the senior and junior yards
- Learning Support Officers support of students when on yard duty

STUDENT SATISFACTION

In 2019 CEMISIS data was provided to school for the first time. The results of the survey indicates a high level of satisfaction by the students with the high expectations that teachers have of students being identified by them as significantly higher than the average of other Catholic schools.

1st level comparison

CEMSIS STUDENT SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=185)	CEM average PRI school comparison % positive (n=29,768)
1. Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.	82%	78%
2. School engagement	How attentive and invested students are in school.	54%	59%
3. School climate	Perceptions of the social and learning climate of the school.	68%	65%
4. Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school.	76%	73%
5. School belonging	How much students feel they are valued members of the community.	78%	75%
6. Learning disposition	Students' mindset about themselves as learners.	80%	78%
7. Student safety	Perceptions of student physical and psychological safety while at school.	51%	55%
8. Student voice	The extent to which students feel they have opportunities to have an impact on their school.	57%	60%
9. Catholic identity	Student perceptions about the Catholic identity of the school.	64%	62%



STUDENT ATTENDANCE

The school has a strong attendance record with very few issues in this area. Parents are contacted initially by SMS if there is any unexplained absences. If parents do not respond to the SMS then the parent is contacted by phone. Any non-attendance problems are managed by the class teacher in consultation with a member of the leadership team who will work directly with the family of the student to assist in any way that may be required. A proactive approach is used with all staff instructed to contact families when any regular or extended nonattendance is identified. Parents of children away for extended periods of time (more than 10 consecutive school days) for holidays outside of normal school holidays are required to fill a form explaining the reasons for this.

Child Safe Standards

Goals and Intended Outcomes

St. Vincent de Paul Primary School continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St. Vincent de Paul Primary School acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2019, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

Achievements

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at School Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and students management, duty of care, and reporting requirements.

Training of teachers, non-teaching staff and volunteers

- All teaching & nonteaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and acknowledge the school's Child Safety Code of Conduct annually.
- Volunteers are provided with briefings on acceptable behaviours and are required to read and acknowledge the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training on-line Mandatory Reporting module.

The participation & empowerment of students

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through participation in Respectful Relationships Program played a fundamental role in achieving this outcome. This culminated in the development of a 'Child Friendly Code of Conduct' developed and review by the Student Representative Council (SRC) and communicated to students via relevant learning opportunities and made available to the broader school community via the school website.

Consultation with the community

- St. Vincent de Paul Primary School continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.
- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.

Human Resource Practices

- St. Vincent de Paul Primary School continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.
- To achieve this the school implements rigorous screening processes which have a child safety focus and include:
 - Position advertisements
 - Position descriptions
 - Referee Checks
 - Victorian Institute of Teaching Registration (VIT)
 - Working With Children Checks & National Criminal Record Checks
 - Screening of Casual Relief Teachers, Contractors and Volunteers.

St. Vincent de Paul Primary School remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.

• Leadership & Management

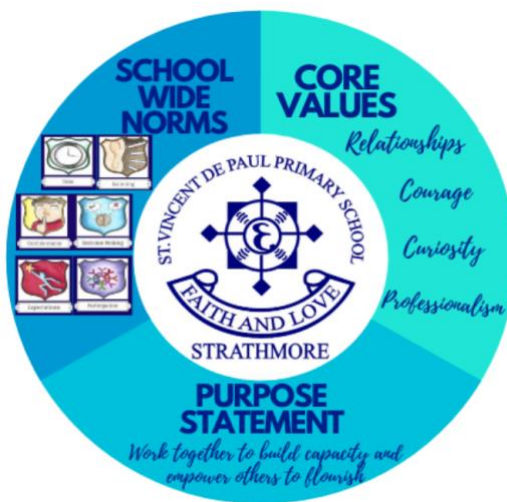
Goals & Intended Outcomes

Goal: The school improvement agenda has been effective in focussing the whole school's attention on core learning priorities

Intended Outcome: There is a clear vision within the Leadership Team.

Achievements

Throughout 2019 the School Improvement Team worked with Chris Egan in clarifying the role of this leadership within the school. This involved identifying the core values which underpin the effectiveness of the team and the development of a charter which would clearly state the purpose of the team. After being involved in an extensive process to ensure a succinct role was articulated it was decided that the purpose of the School Improvement Team was to build capacity and empower others to flourish. For this to happen the core values which need to underpin this were identified as being relationships, courage, curiosity and professionalism. This purpose and the core values are demonstrated in the school wide norms which include time, participation, confidentiality, listening, decision making and expectations. Below is a graphic which was developed to reflect each of these elements.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- Visible Learning Project- Jennifer Sesta & Corwin
- Mandatory Reporting
- Occupational Health & Safety provided by Martin Tennant
- National Consistent Collection of Data
- CPR & First Aid Training

- Emergency Procedures provided by DYNAMIQ
- Weekly Professional Learning Meetings on curriculum focus areas and data analysis
- SREAMS-Data Analysis
- School Improvement Team Charter-Chris Egan
- Kath Murdoch Inquiry Learning- Kath Murdoch

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

35

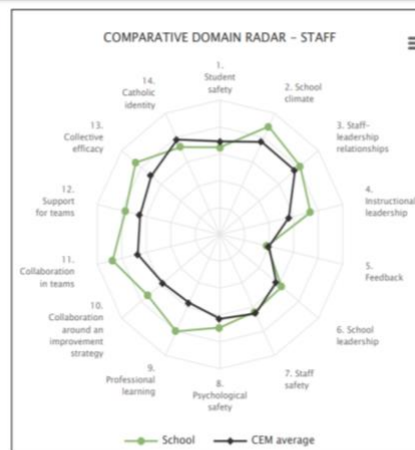
AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1490

TEACHER SATISFACTION

Overall the staff's level of satisfaction was above the Catholic Education

CEMSIS STAFF SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=39)	CEM average school comparison % positive (n=13,985)
1. Student safety	Perceptions of student physical and psychological safety while at school.	65%	69%
2. School climate	Perceptions of the overall social and learning climate of the school.	89%	76%
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.	81%	76%
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.	74%	56%
5. Feedback	Perceptions of the amount and quality of feedback staff receive.	38%	40%
6. School leadership	Perceptions of the school leadership's effectiveness.	63%	57%
7. Staff safety	Perceptions of staff safety in the school.	64%	65%
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.	69%	63%
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.	80%	57%
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.	73%	58%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.	88%	67%
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	77%	65%
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.	86%	70%
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.	72%	78%



School Community

Goals & Intended Outcomes

That student learning is enhanced by an authentic partnership with parents and the wider community.

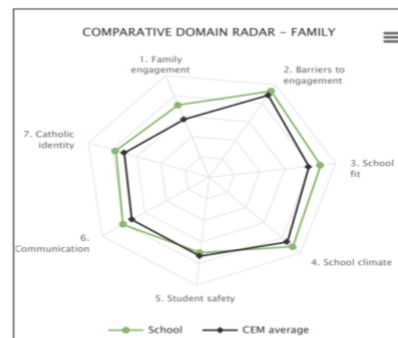
Achievements

The use of See-Saw as a means of communicating the children’s learning was used by the all classes in place of Student Portfolios. This regular communication with parents by the children about their learning created more dialogue between children and their parents about their learning. Rather than parents asking the children what they had learnt at school the parents discussed what they had seen on See-Saw as a starting point for more in-depth discussions about the focus of the learning. Parent Helper workshops were also provided to help parents understand their role when helping out in the classroom. The feedback provided by parents who participated in these workshops was very positive in that they felt confident in understanding how they could support the children’s learning at school as well as their own children’s learning at home.

PARENT SATISFACTION

1st level comparison

CEMSIS FAMILY SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=36)	CEM average PRI school comparison % positive (n=4,678)
1. Family engagement	The degree to which families are partners with their child's school.	71%	57%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.	93%	89%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.	88%	79%
4. School climate	Families' perceptions of the social and learning climate of the school.	92%	86%
5. Student safety	Perceptions of student physical and psychological safety while at school.	70%	73%
6. Communication	The timeliness, frequency, and quality of communication between the school and families.	81%	72%
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.	77%	70%



Future Directions

Landing Point 1- Teachers are able to clearly identify and articulate our Learning and Teaching approach

- Teachers design the Integrated Inquiry curriculum for all students, moving across levels and domains as required.
- Teachers access current research on Kath Murdoch approach in teams, and critique and adapt this research to meet the needs of students.

Landing Point 2- All learners are being catered for in all areas of the curriculum.

- Teachers plan instruction in Mathematics and Reading that caters for all learners, especially those performing above level expectations

Landing Point 3- There is a strong learning culture at the school (building on the strong culture)

- Teachers plan for and use the school learning dispositions alongside learning intentions and success criteria (split screens & SOLO)
- Teachers provide feedback which primarily directs students forward in their learning

Landing Point 4- The school improvement agenda has been effective in focussing the whole school's attention on core learning priorities

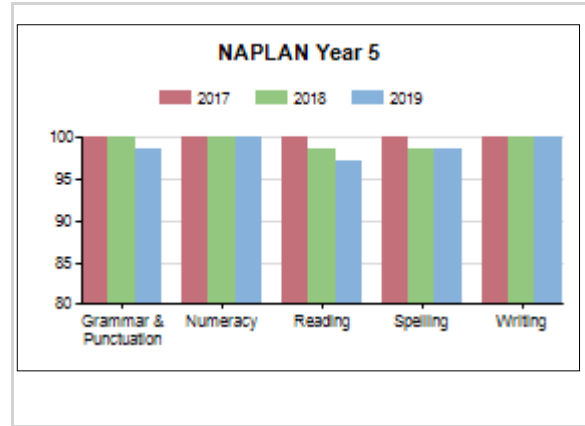
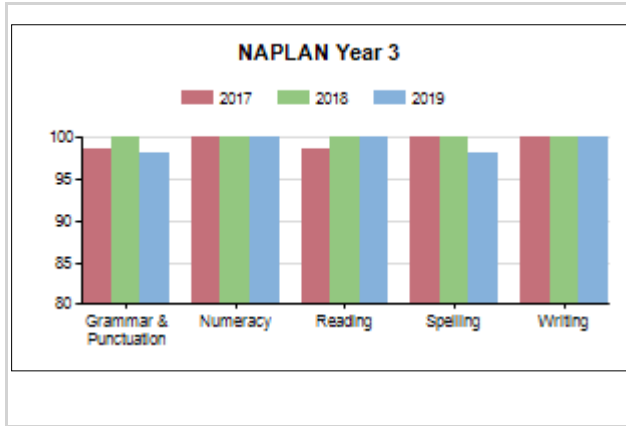
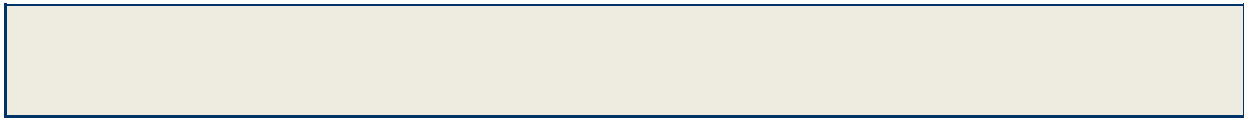
- Leaders facilitate Religious Education professional learning in a strategic manner, in line with the identified needs of the school, as evident in the annual professional plan.
- Students participate in a range of teacher-led committees and groups that provide feedback about safety and wellbeing

School Performance Data Summary

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

E1145 St Vincent de Paul's School, Strathmore
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PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	98.5	100.0	1.5	98.0	-2.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	98.5	100.0	1.5	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	98.0	-2.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	98.6	-1.4
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	98.5	-1.5	97.2	-1.3
YR 05 Spelling	100.0	98.5	-1.5	98.6	0.1
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.7
Y02	94.1
Y03	93.4
Y04	94.3
Y05	93.4
Y06	90.3
Overall average attendance	93.2

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	81.3%

STAFF RETENTION RATE	
Staff Retention Rate	82.2%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	9.1%
Graduate	27.3%
Graduate Certificate	0.0%
Bachelor Degree	68.2%
Advanced Diploma	22.7%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	35
Teaching Staff (FTE)	28.3
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	7.3
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