



St Damian's Bundoora

REGISTERED SCHOOL NUMBER: 1656

2013

ANNUAL REPORT TO THE SCHOOL COMMUNITY



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Minimum Standards Attestation

I, Helen Hannay, attest that St Damian's 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.

23 May 2014

Our School Vision

'Alive in the Spirit, we journey together, engaging with the present, shaping the future.'

School Overview

St Damian's Parish Primary school was established on April 26, 1966. Hence, the school has now been in existence for over forty-seven years. The school was developed under the care of the Sisters of the Order of St Clare. There have been lay teachers in the school since 1968 and in 1982 the Order of St Clare Sisters concluded their work in the Parish.

When the school opened in 1966 there were forty students enrolled, however in the eighties the enrolment reached its peak at 780 students. There was a gradual decline in the nineties, as the primary school students became secondary students, with the numbers decreasing to 455 and 16 classes. There has been a steady increase in this decade. In 2013 the enrolment reached 487 and there were 18 classes.

In 2013 the class groupings were as follows:

Prep	3 classes
Year One /Two	5 classes
Year Three/Four	5 classes
Year Five/Six	5 classes

St Damian's is situated in a multi-cultural area, with our data indicating that 27.9% of the population in the St Damian's catchment area was born overseas. 21% of these people were from a non-English speaking background and the dominant non-English speaking country of birth is China.

In 2013 the percentage of Catholics within St Damian's is 71.2% which is 21.8% below the CEO target. From 2006 to 2011 there was a decline in the percentage of Catholics enrolled, but there was a 7.2% increase in 2012. From 2012 until 2013 there was a 15% decline.

In 2013 St Damian's progressed into the third year of phase two of the School Improvement Plan. In the latter part of the year members of the Leadership Team attended briefings and professional learning sessions to assist them in preparing for the 2014 school cyclic review. At the conclusion of the year the leadership and staff prepared an Annual Action Plan based on the four year School Improvement Plan

Principal's Report

Throughout 2013 there was continued improvement, further growth in many areas and ongoing change.

At St Damian's it is important to us that our Catholic school is an integral part of the parish. In 2013 there was further development in this area, due to Father Vincent Le's support, spiritual guidance and welcoming demeanor. A strong Parish committee has been established and they focused on furthering the links between parish and school, particularly in terms of community activities. In 2013 St Damian's school was a part of the Leading Catholic Identity and School Improvement Project. Our participation provided us with an insight into our school's current identity and our future directions.

In 2013 we continued to focus on building a learning community that provides relevant and engaging education for our students. It is paramount to us, at St Damian's that our students are prepared for their future in this global world.

During 2013 we experienced a number of changes to our Leadership team. At the beginning of the year we welcomed Jessica Quinn, Student Wellbeing Leader to our team and Meaghan Norrie as Mathematics Leader. In June Meaghan left to commence Maternity Leave and Aoife McCarthy was appointed to the Mathematics position. Aoife combined this position with her Religious Education Leadership position. Throughout the year, as a Leadership team we participated in professional learning sessions facilitated by a Consultant, Helen Sadler. In spite of the changes, due to the strong leadership offered and the enthusiastic, team approach taken by the leaders we were able to improve the learning opportunities for our students. Overall throughout the year we had a professional and dedicated leadership team, who had a paramount influence on School Improvement.

At the conclusion of 2012 we formulated our 2013 'Annual Action Plan', from our four year School Improvement Plan. This strategic plan assisted us in providing a productive learning environment for the students of St Damian's. It also gave us a focus for the professional learning needs of our staff and the wellbeing needs of our total school community.

We recognize the importance of our students being provided with authentic, current and global learning opportunities. To support this thinking we have ensured the inclusion of Cross Curricula Priorities which are 'Aboriginal and Torres Strait Islanders Histories and Cultures', 'Sustainability,' and 'Asia and Australia's Engagement with Asia.' To support the students'

learning we are providing opportunities for the professional learning of staff. As principal I have taken all associated learning opportunities to improve my knowledge and understandings. A highlight of my learning which was associated with 'Asia and Australia's Engagement with Asia,' was my participation in the North Eastern Zone Principal's Conference. We travelled to Singapore and Vietnam and we visited schools, compared education systems and experienced the different cultures. In addition three of our teachers, including our Learning and Teaching Leader, attended the Asian Education Conference.

In 2013 no major building or renovations were undertaken, however we continued with maintenance projects. Windows and window frames were replaced in six classrooms, blinds and whiteboards were replaced, the exterior of the school was painted, some sleeper walls were replaced, the vegetable garden was established and new shade sails were installed. We continued to purchase new contemporary furniture and contemporary tools for our students. St Damian's remains a very well-resourced school.

Special highlights of the year were the 'Art Show' organized by the Parents' Committee and well supported by the school, the inaugural 'Learning Journey', learning showcases, Carols Evening and annual Sports Day.

In conclusion I would like to acknowledge the increasing numbers of parents who are now supporting their children's learning and other aspects of the school. Our committees are more effective and they are having more impact on the policies of the school.



School Education Board Report

St Damian's Education Board is a valued committee of the school. The Board meets on the third Tuesday of each month and in 2013 it consisted of the following ten members: Parish Priest, Principal, Deputy Principal, Staff Representative, School Accountant, Parents' Committee representative and seven other parent representatives.

In 2013 we provided all new members with a copy of our Education Board Guidelines that were ratified the previous year. These guidelines were useful in ensuring that all correct procedures and protocols were followed.

At each meeting there was a specific focus, reports were presented from the Principal, Parish Accountant and Parents' Committee and discussion was invited. An opportunity for tabled general business was provided.

On a regular basis the Board was involved in the formulation and ratification of new policies, discussing school events and finances.

An important celebration was our annual Christmas dinner, where we were able to acknowledge and thank all our Board Members. In addition, we farewelled those who were resigning at the end of 2013.



Education in Faith

Goals

To strengthen the Catholic identity of the school
To engage students in a rich and relevant education in faith

Intended Outcomes

That faith-based values will be lived and modelled

That students will be actively engaged in all aspects of Religious Education.

Achievements/Value Added

Outlined are our achievements:

- Competent leadership by our Parish Priest Father Vincent Le
- Competent leadership by our Religious Education Leader who has a Masters of Religious Education
- Successful adoption of an annual theme, 'We are the Hands, Heart and Voice of Christ,' which linked with our Vision Statement and is reflected in activities across the school throughout the year
- regular whole school Liturgies to celebrate Feast Days and other special occasions
- class Masses supported by family and friends
- further embedding of Prayerful Meditation – All members of the school community meditate daily and at the same time
- effective preparation of all students for the Sacraments, including meaningful workshop evenings and reflection days
- adult faith formation sessions facilitated by Paul Spence and Denise Arnel.
- celebrations of Reconciliation in March, Confirmation in May and Eucharist in August
- celebration of St Damian's Feast Day with a Liturgy and activities for the community
- professional learning for all staff related to the Inquiry Approach in Religious Education
- Religious Education Leader planning with staff in teams
- professional learning for all staff relating to the Religious Education Standards and Assessment
- continued learning for students about Social Justice and 'Outreach' activities within the school
- regular support of many charities including Caritas, Centacare, Catholic Missions, Project Compassion and St Vincent De Paul.

Parent Satisfaction – Importance :76% Opportunity: 23%

Student Satisfaction – Importance: 34% Opportunity:26%

Learning & Teaching

Goals

To improve student engagement and learning

Intended Outcomes

- That students will be stimulated and engaged in their learning
- That student performance in Literacy be improved
- That student performance in Numeracy be improved.

Achievements/Value Added

Literacy

- two Literacy leaders (P-2, 3-6)
- participation in the Learning Assessment Project (L.A.P.)
- literacy action plan refined
- provision of Reading Recovery at 0.6
- fortnightly Professional Learning Team Meeting (P.L.T.)
- continued implementation of Prep-Year Six Assessment schedule
- celebration of literacy/ numeracy/book week

Mathematics

- Mathematics Leader 0.6 time allocation
- participation in Strategic Support Mathematics Project
- parent education provided in the form of a 'family' mathematics evening
- fortnightly Professional Learning Team Meeting (P.L.T.)
- continuation of Early Numeracy Research Project (ENRP) testing
- continuation of PAT Testing
- participation in Regional "Tournament of the Minds" challenge activities
- Year Five and Six student participation in 24 Game Tournament

Overall Curriculum

- regular Support Group meetings for students requiring additional support
- additional Support Staff employed to assist students
- provision of extended periods of time, on a termly basis, to plan as teams, for student learning
- facilitated and team planning strengthened
- Personalised Learning introduced in by some teachers
- Principal involved in educational study tour to Singapore and Vietnam
- participation by Principal, Staff and students in the 'Leading 21st Century Schools-Engage with Asia' Program
- further professional learning for all staff relating to Aboriginal and Torres Strait Islanders Histories and Cultures
- endorsement of our Reconciliation Action Plan
- Commissioning of four 'FIRE Carriers' and participation in community activities

- procedures adopted to ensure consistent assessment and organisation of assessment practices
- further developed the use of contemporary tools to improve pedagogy and to support student learning e.g. ipads, laptops, flip cameras, interactive white boards
- built on ICT skills ensuring staff introduce and utilise Scootle, Blogging, Skype and Wiki's as part of the curriculum to enhance student engagement
- introduced Australian Curriculum and AusVELS through PL meeting
- regular curriculum 'showcases' for parents, highlighting students' learning
- 'learning journey' for parents introduced

STUDENT LEARNING OUTCOMES

Writing

In Year Three, Writing NAPLAN results from 2010 to 2013, indicate there has been a downward trend.

In Year Five, Writing NAPLAN data indicates that there was a decrease from 2010-2012 however; there was a significant increase in 2013.

Reading

Year Three Reading target was exceeded in 2010 but results fluctuated during the subsequent three years where there was a decline in performance.

Whilst in 2010 we achieved a positive result, between 2011 and 2013 indicates we have achieved a slight upward fluctuating trend. Data indicates an upward trend for students at and above the state mean.

Numeracy

In 2011, for Year Three Numeracy, we have surpassed the expected growth by a significant margin. However, from 2012 to 2013 we showed a downward trend. The upper cohort has made a steady increase in numeracy for 2011-2013.

Between 2011 and 2012, our Year Five results for Numeracy are below the intended target, however in 2013, there has been an increase which places the Year Five students just below the intended target.



Student Wellbeing

Goals

To improve the wellbeing of all students

Intended Outcomes

- That there is a common and agreed understanding and a consistent approach to management of student behaviour
- That knowledge, skills and behaviours in social and emotional learning are improved

Achievements/Value Added

These are as follows:

- Appointed new Student Wellbeing Leader who is undertaking Masters Studies in the area of Student Wellbeing
- teacher undertaking Masters Studies in the area of Student Wellbeing
- regular, ongoing learning for Student Wellbeing Leader
- professional learning for all staff relating to social and emotional learning
- professional learning on 'Restorative Practice' provided for all staff both onsite and offsite
- further embedding of the restorative approach into our school
- continuation of the "Bounce Back" resilience program
- continuation of Prep and Year Six 'Buddy System' to support our transition to school program
- Seasons Program continued
- daily Meditation continued
- grant received from State Government Bully Stoppers Initiative –This enabled the introduction of 'The Respect Ambassador Program.'
- provision of more extra curricula activities such as chess, school band, choir, Kelly Sports, Footsteps Dancing, Primary Music Program
- introduction of lunch-time clubs e.g. gardening, dancing, knitting, scrapbooking, outside games, reading
- Student Representative Council strengthened
- numerous resources purchased to support the student wellbeing area
- Student Wellbeing Core team continued
- Student Support team continued
- provision of a residential school psychologist from Nirodah
- submission written and accepted enabling participation in a Community Arts Program

If students have been absent from school their parents are expected to notify the school in writing of the reason for absence.

If parents know in advance that their children will be absent they are expected to notify the

school of the expected days of absence.

If students are absent for an extended period without notification to the school the principal or teacher contacts the parents.

STUDENT SATISFACTION

The student attitude to school survey data indicates that the relative strengths are teacher empathy, stimulating learning and classroom behavior.

A challenge indicated is some student's motivation and connectedness to peers.



Leadership & Management

Goals

To develop an effective professional culture

Intended Outcomes

That organizational health (empathy, clarity, engagement and learning) will improve

Achievement / Value Added

The achievements are as follows:

- leadership team changed and restructured
- more teaching staff undertaking the responsibility of leading and managing school and community projects
- leadership team involved in professional learning both on-site and off-site
- specific professional learning was undertaken with a Consultant, Helen Sadler
- new directions provided for the Leadership Team from the 2013 Annual Action Plan
- all staff involved in professional learning in accordance with the School Improvement Plan and specific needs of staff
- professional learning focusing on leadership at some team meetings
- focussed Leadership Team Meetings
- strategic approach to fortnightly Professional Learning Team meetings
- regular facilitated planning in teams
- whole staff released each term, in levels to ensure consistent term planning
- process for induction introduced

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

- Examples of Professional Learning activities undertaken in 2013 are:
- Strategic Support Mathematics –onsite and offsite
- Restorative Practices-Helen Sadler and Marg Armstrong
- Literacy Assessment Project (LAP)
- New Literacy Leaders Course
- Leadership Programs
- Mathematical and Numeracy Programs
- Leading 21st Century Schools: Engage with Asia
- Conference and study leave to Asia for principal
- Aspiring to Principalship for Deputy Principal
- Administrative Training
- First Aid and C.P.R. training for all staff

- ICON Training
- e-Learning training
- Seasons Training
- Acpher Conference
- Student Wellbeing Conference-three teachers
- Lake Mungo experience –three staff
- Madeline and Alannah Foundation
- Eastern Region Network Professional Learning
- Mentor and Graduate Training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	38
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$2,100

TEACHER SATISFACTION

Supportive Leadership : 38%

Appraisal and Recognition: 58%

Ownership: 30%

Individual Morale: 33%

Empowerment: 31%



School Community

Goals

To strengthen the links between the school, the parish and the wider community.

Intended Outcomes

That the students' engagement with the wider community will be strengthened

Achievements/Value added

These are as follows:

- completion of a charter and guidelines for the Education Board
- revitalising and increased numbers in the Parents' Committee
- increased links between school and parish committees
- parent education opportunities increased –e.g Mathematics evening, Cyber Safety, Faith nights
- additional 'curriculum' show cases for parents
- 'learning journey' evening for parents
- submission for Community Arts Project Grant written and application successful
- continued focus on social justice issues both in the community and globally
- regular support of charities and appeals such as Caritas, CatholicCare, Project Compassion, St Vincent De Paul
- participation in parish masses and other parish events
- multicultural celebrations
- involvement in wider community events such as entertaining residents at Vasey House & Bundoora Extended care
- participation in community Reconciliation activities
- becoming a 'FIRE Carrier School'
- 'Walk Safely to School Days'
- parent participation in classroom programs, sausage sizzles, class Masses, open days, school tours, assemblies, sporting events, incursions and excursions
- successful and well attended' Grandparents, Family, Friends Day'
- biannual Carols Evening
- communication with parents via the newsletter, school website, email and electronic application.

PARENT SATISFACTION

Our Parent Opinion Survey Data indicates that our relative strengths are student motivation, connectedness to peers and student safety. A challenge is to provide more opportunities for parent input.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	167185
Other fee income	186115
Private income	33817
State government recurrent grants	868148
Australian government recurrent grants	2591254
Total recurrent income	3846519
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	2954673
Non salary expenses	502642
Total recurrent expenditure	3457315
Capital income and expenditure	Tuition
Government capital grants	
Capital fees and levies	377716
Other capital income	29375
Total capital income	407091
Total capital expenditure	237115
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	756685
Total closing balance	600949

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

Future Directions

Our school vision, 'Alive in the Spirit we journey together, engaging with the present, shaping the future,' reflects our beliefs, however we are aware that it is not being 'lived' by all. It needs to be re visited regularly and its meaning needs to be unpacked by all stakeholders. The Enhancing Catholic School Identity Project indicated strong support for the 'Catholic Identity' of our Parish Primary School and there is a recognizable Catholic environment in daily school life. There is still some tendency at St Damian's towards a Literal Belief, hence we need to strengthen the understanding of what it means to live an authentic and true Catholic life today. We will continue to focus on ensuring that all students are being offered a contemporary education that is tailored to their individual needs. In addition it is paramount to us that we provide students with social and emotional learning opportunities. Further emphasis will be on effective facilitated team planning and the provision of ongoing induction and consistent learning.

Strategic professional learning opportunities, both off-site and on-site will be provided to ensure all staff members are familiar with contemporary pedagogy. We anticipate that this will result in further student engagement and the inclusion of a personalised curriculum that responds to students' needs. Consistent facilitated planning structures will be enhanced to support staff in providing appropriate learning outcomes for students.

Social and Emotional Learning will be given a high priority to ensure that it is embedded in the traditions and culture of the school. As a staff we will continue to develop a common understanding of the philosophy and process of Restorative Practices so that this practice becomes entrenched in the school.

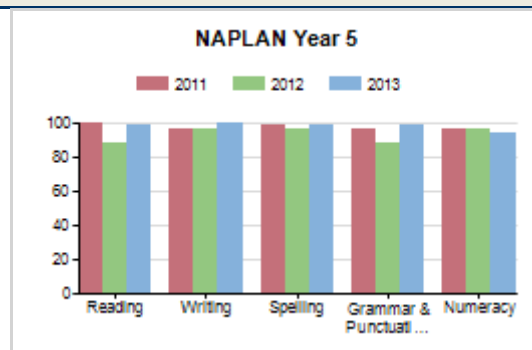
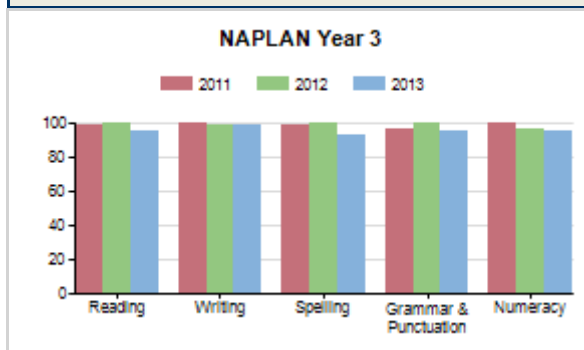
Leadership and Management will focus on the induction of leaders and all staff who are new to a role, the school or a level and to the appraisal and recognition of all staff. Professional learning teams will be constantly reviewed in terms of their purpose and relevance. There will be continued professional learning for the team. Opportunities will be provided for both formal and informal feedback.

We will focus on providing a welcoming community where parents feel supported and have a sense of belonging. Further opportunities will be provided for consultative and collaborative decision making within the community. A wider variety of communication channels will continue to operate and to be extended. Community connectedness will continue to be strengthened. We will seek new avenues to further engage our parents and wider community.



VRQA Compliance Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2011 %	2012 %	2011–2012 Changes %	2013 %	2012–2013 Changes %
YR 03 Reading	98.5	100.0	1.5	95.7	-4.3
YR 03 Writing	100.0	98.5	-1.5	98.6	0.1
YR 03 Spelling	98.5	100.0	1.5	92.9	-7.1
YR 03 Grammar & Punctuation	97.1	100.0	2.9	95.7	-4.3
YR 03 Numeracy	100.0	97.1	-2.9	95.7	-1.4
YR 05 Reading	100.0	88.7	-11.3	98.6	9.9
YR 05 Writing	97.2	96.2	-1.0	100.0	3.8
YR 05 Spelling	98.6	96.2	-2.4	98.6	2.4
YR 05 Grammar & Punctuation	97.2	88.7	-8.5	98.6	9.9
YR 05 Numeracy	97.1	96.1	-1.0	94.4	-1.7



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	95.48
Year 2	95.38
Year 3	95.11
Year 4	95.19
Year 5	96.25
Year 6	94.26
Overall average attendance	95.28

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	74.93%

STAFF RETENTION RATE	
Staff Retention Rate	90.32%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	25.93%
Graduate	14.81%
Certificate Graduate	3.70%
Degree Bachelor	48.15%
Diploma Advanced	3.70%
No Qualifications Listed	3.70%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	40
FTE Teaching Staff	37.900
Non-Teaching Staff (Head Count)	12
FTE Non-Teaching Staff	9.471
Indigenous Teaching Staff	0