

REGISTERED SCHOOL NUMBER:1656



**ST DAMIAN'S  
CATHOLIC PRIMARY  
SCHOOL  
BUNDOORA**

**2016 ANNUAL REPORT**  
TO THE SCHOOL COMMUNITY



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## Minimum Standards Attestation

I, Rosanna Piccolo, attest that St Damian's 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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

## 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 26th April 1966. From its beginning, St. Damian's School developed under the care of the Sisters of the Order of St. Clare (Poor Clares), who came from Sydney. Sister Angela was the founding Principal. Much of what is commonly referred to as the "Spirit of St. Damian's School" was established during those foundation years by the Order of St. Clare Sisters.

The first lay teacher joined the staff in 1968. The first lay Principal was appointed in 1983, the same year that the Order of St. Clare Sisters concluded their work in the Parish and returned to Sydney

The school opened with an enrolment of forty children. Growth was rapid during the subsequent years with enrolments reaching 550 pupils in 1977 and peaking at 780 in the early 80's. There was a gradual decline in enrolments during the 1990's as the demographics changed with numbers gradually decreasing. In 2016 the school enrolment was 446 students.

St Damian's is situated in a multi-cultural area, with our data indicating that 33% of the population in the St Damian's catchment area born overseas. 29% of the families are from a non-English speaking background and the dominant non-English speaking country of birth is China. With the recognition that the family population consisted of a growing enrolment of EAL students, the school increasingly used the services of Interpreter services to support better communication between home and school.

In 2016 the class groupings were as follows:

- Foundation - 3 classes
- Year 1/2 - 5 classes
- Year 3/4 - 5 classes
- Year 5/6 - 5 classes

St Damian's offers Specialist classes in Italian, Physical Education, Music, Dance & Drama and Visual Arts. The school Leadership Team, comprising of Principal, Deputy Principal, Learning & Teaching Leader, Mathematics, Literacy, Student Wellbeing and eLearning Leaders continually provide support to the teaching staff through regular input at Level Team meetings and within the individual classrooms. Regular Professional Level Team Meetings and whole school team meetings also provide another avenue for professional dialogue thereby strengthening and improving teacher practice. At St Damian's we provide quality education programs that encourage and support everyone to achieve personal excellence. We do this by offering learning programs that respect individual differences; are challenging and interesting; and develop life-long learning skills. The school offers a broad curriculum based on the AusVELS/Victorian Standards. St Damian's offers extensive facilities, with well developed gardens and playgrounds. We encourage all students to be responsible community members and globally-aware citizens. The students contribute to and participate in a 'Student Representative Council' with representatives from all class groups meeting on a regular basis.

St Damian's School regards parents as co-educators and warmly welcomes values and encourages their participation. Consequently parents are actively involved in the many aspects of the life of our school. The St Damian's School Education Board is one formal opportunity for

parents to be involved as the Board has specific areas of responsibility in its brief. Other opportunities are offered to all parents able to give of their time. The school highly values the enthusiasm, expertise and support of all families. The Parents and Friends committee are a highly active group in our school community. We are most appreciative of the ongoing parent support and their generosity in providing the school with outstanding physical and curriculum resources. We encourage all parents, where possible, to be involved in a variety of ways including classroom programs, excursions, sports activities, family events and school celebrations.

## Principal's Report

Dear Parents of St Damian's School

On behalf of Father Vincent Le and the staff of St Damian's school, I am pleased to present to you the Annual School Report for the 2016 school year.

2016 marked a significant period in the history of the St Damian's School and Parish community as we commemorated our Golden Jubilee. This significant milestone was marked with a range of celebrations to honour the 50 years of service to this community. Many events were organised over the year which included the very well attended Reunion Day, which began with Mass concelebrated by Monsignor Greg Bennet. This was followed by lunch served in the hall and tours of the school by the school student leaders. We were very grateful to the students of Loyola College, one of our feeder secondary schools who also assisted at the lunch. Mid-year there was a very successful Family Dinner Dance, and a Teen Night to cater for the youth of the Parish. In Term Three, a Family Fun Fair, with rides, food stalls and a variety of activities was organised to coincide with St Damian's Feast Day. In honour of this special year, the School Performance, *A Musical Jubilee*, was dedicated to highlight the important events of the preceding fifty years. In November, to conclude the year of celebration, a Thanksgiving Mass was concelebrated by Archbishop Hart, this was followed by morning tea in the hall. All the events were organised and co-ordinated by the Golden Jubilee committee, which had been formed in the preceding year to initiate, plan and co-ordinate the various events. This committee was supported by many volunteers from both the school staff, P&F and parish community. It was indeed a wonderful year of celebration for the St Damian Community.

In 2016 St Damian's school continued to offer our students a range of learning opportunities to encourage and nurture their spiritual, social, emotional and academic growth. The Professional Learning at St Damian's continued to focus on Learning and Teaching through targeted areas of need. There was a huge emphasis on Student Wellbeing as staff worked on developing a consistent approach to behaviour management incorporating the Restorative Approach. A school closure day was also dedicated to working with David Vinegrad. There was also a recognition that some students required another level of intervention and that a consistent approach to identifying and managing problematic student behaviour was required. Hence, the Student Wellbeing core team, under the direction of the Student Wellbeing Leader, developed a process that was used across the school. These new practices and processes assisted staff to identify and intervene at the appropriate stage to support students to better manage themselves. Under the Wellbeing umbrella, the core team identified that some students required support in building up their social and emotional capabilities, particularly in the area of resilience. As a result of this, a grant was sought and gained and a company engaged to provide a suitable program to assist these students increase their resiliency. At the conclusion of the program, the students were able to demonstrate to an audience consisting of peers, parents and staff, all that they had learned. Members of the School Leadership Team continued attended their own specific Networks throughout the year and individual teachers attended a range of Professional Learning activities. Special highlights of the year were the camp experiences for all students from Foundation to Year 6, inter-school sports, the annual sports day, the Carols evening, the *Learning Journey* evening for parents with the major highlight being the School Performance.

Fr Vincent, our Parish Priest, has continued to be involved in the life of the school through his involvement with the School Board and regular interaction with the staff and students through liturgies, Sacramental Preparations, and the weekly meetings over lunch in the Presbytery with various members of the school leadership team.

The students at our school are welcoming of all who join our community and the senior students, through their new Leadership opportunities, worked very hard to also be supportive of others in our local and global community. The SRC, capably coordinated by Deputy Principal Jenny Rubira, also encourages student voice and makes a valuable contribution to the life of the school.

Finally, I wish to thank all the parents for their contributions to, and support of, our school. The School Board members have also played a great part in ensuring our community has a voice in the school with the P&F continuing to develop a strong presence in the school community.

Our aim for the future is to continue to extend a warm welcome to all families, acknowledging that we can all play a valuable role in the life of our school and the education of our children.

I look forward to the 2017 school year working alongside the St Damian's community to further develop our Catholic Faith, academic excellence and personal capabilities to enable this vibrant learning community to continue to thrive.

*Rosanna Piccolo*



## Education in Faith

### Goals & Intended Outcomes

- To develop a culture where Catholic Identity is explored through a contemporary approach to learning
- That the level of student and staff knowledge and sense of importance about participating in prayer, liturgy, sacrament and R.E. learning be improved.

### Achievements

Education in Faith at St Damian's in 2016 saw many opportunities for the school community to continue to strengthen and develop our Faith. This was supported by the competent leadership of our Parish Priest Father Vincent Le and our Religious Education Leader who has both a Masters of Religious Education and a Masters of Educational Leadership. As a faith community we focus our attention on the faith formation of all in the community through the provision of the Religious Education Curriculum based on the resources recommended through the Catholic Archdiocese of Melbourne. To complement these resources, we also adopt an annual theme, which for 2016 was 'We are the hands, Heart and Voice of Christ,' which linked in with our Vision Statement and is reflected in our inquiry learning throughout the year. In 2016 we completed the process of drafting a new school prayer which was ratified by the School Board and was shared with our community. The School Prayer is now extensively used across the school and is embedded in our everyday life at St Damian's. A student Social Justice group was established in response to student voice and a need to educate our students as to the difference between justice and equality. The student group worked together, with the guidance of our Religious Education Leader, to promote whole school fundraising events and to ensure our community understood why we were fundraising and the practical differences it would make. The Social Justice Student Leaders initiated a partnership with *Kadasig Aid Development* and worked towards a goal of raising \$1000 to buy solar lights for people in the Philippines. They achieved their goal by more than double the set amount and were very passionate about their chosen goal. We will maintain and further develop the role of Student Social Justice Leaders in 2017.

### Sacramental Programs

The students in Year 3 received the Sacrament of First Reconciliation in March and the Year 4 students received the Sacrament of First Eucharist in August. First Reconciliation was celebrated during the evening with families and other family members invited to support the candidates. First Eucharist was celebrated during four weekend Parish Masses. The First Eucharist preparations included, a day of reflection for students and a workshop evening session where students were joined by their parents to further enhance their preparation for the reception of this Sacrament.

The Sacrament of Confirmation was conferred on students in Year 6 by Bishop Terry Curtin. Part of the preparations for this Sacrament included a Reflection Day for students facilitated by their teachers and a workshop evening session for both candidates and their parents.

Parents were invited to support their children in their preparations to receive the Sacraments through participation in formation evenings facilitated by Michael Yore and attended by Father Vincent and staff from the school. The students receiving Sacraments during the year were also invited to participate in Presentation Masses where they were prayed for by the Parish Community and accepted as Sacramental Candidates. We were joined in some of our preparations by the St Damian's Parish Government School Apostolate students, which afforded us an opportunity to foster connections with the wider community.



All of the sacramental programs were well supported by both Parents and the School/Parish community.

### VALUE ADDED

- Regular whole school Liturgies to celebrate Feast Days and other special occasions
- Year Level Masses supported by family and friends
- Further embedding of Prayerful Meditation – All members of the school community meditate daily and at the same time, with a focus on Sunday's Gospel reading
- Effective preparation of all students for the Sacraments, including meaningful workshop evenings and reflection days
- Adult faith formation session facilitated by Michael Yore
- 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 assessment and moderation in Religious Education
- Professional learning for all staff in relation to the renewed RE Curriculum Framework
- Religious Education Leader planning with staff in teams
- Continued learning for students about Social Justice and 'Outreach' activities within the school such as supporting the Vinnies Winter Appeal
- Pop! Fundraiser and Casual Clothes Day in support of Kadasig Aid Development
- Regular support of many charities including Caritas, CatholicCare, Project Compassion and St Vincent De Paul.
- Celebration of Grandparents/Family/Friends Day with a Mass, Morning Tea and various activities
- Continued student attendance at the St. Patrick's Day Mass during Catholic Education Week
- Students participated in reading Prayers of the Faithful and in the Offertory Procession at St. Patrick's Mass to celebrate our Golden Jubilee

### Assessment Procedures

The ongoing assessment of student learning is an important component of learning and teaching. The assessment process is supported by purposeful and meaningful tasks which allow students to demonstrate their understanding and knowledge as well as reflect on their participation and articulate their beliefs.

In 2016 we continued to assess Religious Education across the school using the CEO Tracking Tool. We also examined the draft version of the renewed RE Curriculum Framework in order to begin preparations for 2017. The opportunity to gather and dialogue as a staff afforded us time to reflect on student learning in Religious Education. This opportunity also enabled teachers to support their planning of lessons with a focus on inquiry learning as a means to delve into the Church's teachings.

Christmas Carols



Holy Week re-enactment

## Learning & Teaching

### Goals & Intended Outcomes

To create and sustain a learning culture that is personalised and collaborative

- That student outcomes in Reading and Writing improve
- That student outcomes in Numeracy improve

### Achievements

#### Literacy

- Two Literacy leaders (F-2 & 3-6)
- Continued participation in the Learning Assessment Project (L.A.P.)
- Literacy action plan implemented
- Provision of Reading Recovery at 0.5
- fortnightly Professional Learning Team Meeting (P.L.T.)
- Whole School Professional Learning Reading Comprehension– John Munro
- Continued implementation of Prep-Year Six Assessment schedule
- Celebration of literacy/ numeracy/book week with invited guest presenters
- Professional development for leadership
- Literacy resources purchased and updated
- Dorothea MacKellar Poetry competition for Year 4-6
- Fortnightly Supported Planning for teachers provided by Literacy Leaders
- Purchase of Fountas and Pinnell Benchmark Assessment System Reading Comprehension for Years 3-6
- ERIK program supporting students at risk years 3-6

#### Mathematics

- One Mathematics Leader, Foundation- Year 6
- Fortnightly Professional Learning Team Meetings (P.L.T.)
- Continuation of modified ENRP Mathematics Testing for Foundation Year
- Continuation of PAT Maths Testing Year One to Six, twice a year
- Participation in the Australian Mathematics Trust Competition for Year Three to Six
- Mathletics online resource trialed in Years One to Six
- Year Five and Six student participation in northern zone 24 Game Tournament
- Professional development for New Leader- N/E Zone Mathematics Network
- Mathematics resources audited and new resources purchased
- Mathematician's Awards fortnightly
- Provision of Family Mathematics Challenges in weekly school newsletter
- Four Student Mathematics Leaders appointed

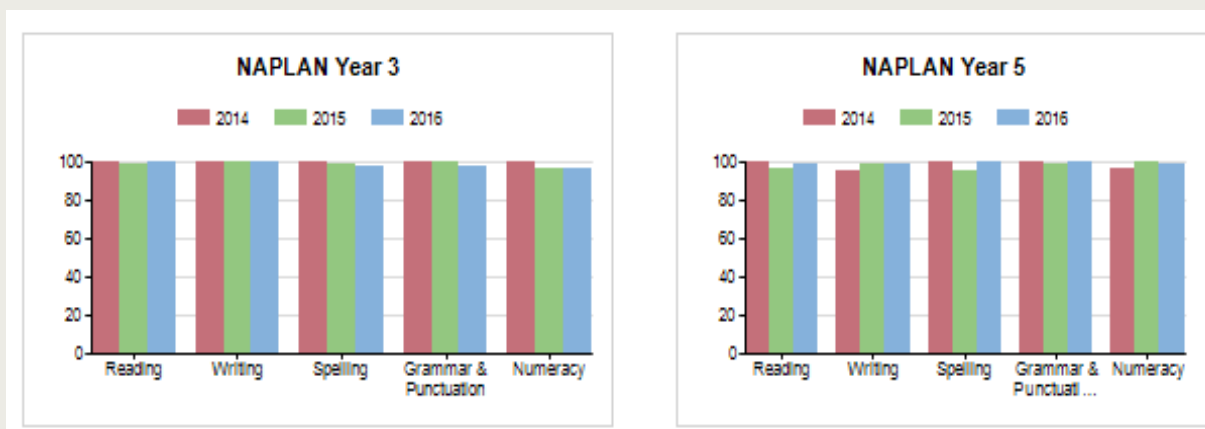
#### Overall Curriculum

- Regular Support Group meetings for students requiring additional support
- Additional Learning Support Staff employed to assist students
- Selected staff members attended professional learning targeting Autism Spectrum disorder, visual impairment and strategies to manage challenging behaviours
- Provision for Staff Teams to plan on a termly basis to cater for student learning
- Protocols reinforced for meetings, facilitated and team planning processes strengthened
- Supported planning in teaching teams timetabled with curriculum leaders
- Continued implementation of Foundation – Year Six Assessment Schedule
- Personalised Learning strengthened in all classrooms
- Attendance by selected staff in the Thinking and Learning Conference

- Further developed ICT skills ensuring staff utilise educational online spaces as part of the curriculum to enhance student engagement
- Google Apps for Education (GAPE) used for teachers planning
- Students were assigned Google accounts
- Professional learning for E-Learning Leader related to HARPARA
- Commissioning of four year Five students as FIRE Carriers -Aboriginal Reconciliation
- Further strengthened staff capacity to plan using the Victorian Curriculum
- Regular curriculum 'showcases' for parents, highlighting students' learning 'learning journey' for parents continued
- Procedures adopted to ensure consistent assessment and organisation of assessment practices
- Introduction of three way learning conferences- Parent/Teacher/Child
- Camp Experiences for all year levels reflected in a revised Camp Policy
- Attendance by relevant staff at the ACHPER Conference
- Bi-Annual School Performance- planned, directed by St.Damian's staff
- Christmas Carols presentation
- Digital technology devices purchased for use throughout the school –Ozobots and Spheros
- School closure day facilitated by David Vinegrad- on 'Behaviour Matters'- staff Professional Learning

## STUDENT LEARNING OUTCOMES

The tables below indicate the NAPLAN benchmark results over the 2014-2016 years.



The 2016 NAPLAN data indicates that 100% of students in Year 3 achieved the benchmark standards in Reading and Writing and, 98.4% achieved the benchmark in Grammar & Punctuation and Spelling and 96.8% achieved the minimum standard in Numeracy.

In Year 5, 100% of students achieved the NAPLAN benchmark in Spelling and Grammar & Punctuation, 98.6% achieved the benchmark in both Reading and Writing, 98.5% achieved the benchmark in Numeracy.

### Writing

- In Year Three, Writing NAPLAN data in 2014-15 shows a -1.5% decrease with an upward swing of 1.5% in 2015-16 resulting in 100% meeting minimum standards in 2016.
- In Year Five, Writing NAPLAN data in 2014-15 shows a 3.5% increase with a further increase of 0.1% in 2015-16 resulting in 98.6 meeting minimum standards in 2016

**Reading**

- The Year Three Reading results have fluctuated during the three years from 2014-2016 with a -1.5% decrease in 2015, however the 2016 results indicate there has been a slight increase of 1.5% resulting in 100% meeting minimum standards.
- Year Five Reading results have also shown a fluctuation with a decrease of -2.9% in 2015 with an increase of 1.5% in 2016 resulting in 98.6% meeting minimum standards.

**Numeracy**

- Year Three numeracy data reflects a decrease of -3.0% from 100% in 2014 to 97% and a further decrease of -0.2% in 2016 resulting in 96.8% reaching minimum standards
- Year Five results in Numeracy show an increase of 3.3% in 2015 and then a slight decrease of -1.5% in 2016 with 98.5% reaching minimum standard.

**Spelling**

- Year Three Spelling results indicate a decrease in 2015 of -1.5% and a further slight decrease of -0.1% in 2016 with 98.4% meeting minimum standards.
- Year Five Spelling results indicate a -4.4% decrease in 2015, however in 2016 there was an increase of 4.4% resulting in 100% meeting minimum standards.

**Grammar & Punctuation**

- Year Three results of 100% remained consistent in 2015, however in 2016 there was a slight decrease of -1.6% resulting in 98.4% meeting minimum standards.
- Year Five data shows an increase of 1.5% in 2016 recovering the decrease of -1.5% in 2016 with 100%.meeting minimum standards.

Book Week Parade



Melbourne City Excursion



Learning Journey Evening



## Student Wellbeing

### Goals & Intended Outcomes

- To develop strong relationships where all students feel safe and secure
- That student engagement in learning is improved.
- That student behaviour in the classroom and across the school is improved.

### Achievements

Some of the achievements in the area of Student Wellbeing in 2016 included further developing teacher capacity in the teaching of Social Emotional Learning through the Victorian Curriculum and in particular the Personal and Social Capability. This was achieved through the Student Wellbeing Leader and one of the Student Wellbeing core team members attending a staggered four-day professional development run by Berry Street Childhood Institute and Catholic Education Melbourne. These four days explicitly taught skills and strategies related to the Berry Street Educational Model which comprises four elements of Body, Stamina, Engagement and Character that all ultimately connect to the core theme of Relationships. These skills and strategies were then shared and discussed at regular Student Wellbeing Core Team meetings and with all teaching staff during Student Wellbeing Learning and Teaching meetings.

Furthermore, staff were engaged in a professional learning day on Restorative Practices, facilitated by David Vinegrad. This day allowed for staff to deepen their knowledge and application of the restorative approach to not only their students but in their interactions with each other and the whole school community. The use of affective questions, within the restorative approach, was discussed and practiced within an engaging and supportive learning environment, led by David Vinegrad.

To support our restorative approach to behaviour, the Student Wellbeing Core Team worked collaboratively to engage in a process of initiating, developing, analysing and amending a whole school "Relationship Management Process". This began with class teachers identifying areas of behavioural issues such as defiance, disrespect and physical aggression. The Student Wellbeing Core Team, led by the Student Wellbeing Leader, worked to formulate, in consultation with all staff, a "Major and Minor Behaviour Grid". This provided an opportunity for all staff to gain clarity on what constitutes a major or minor behaviour. The next step involved formulating a step-by-step, clear flow chart that stated exactly what process to undertake when dealing with either a major or minor behaviour. Furthermore, consistent behaviour reflections sheets, tailored to junior and senior students and which also took on the restorative approach were created to help students learn from their behaviours so as to deepen social awareness and lessen the likelihood of such behaviours re-occurring. Ultimately, a process and system of ongoing monitoring and tracking of both major and minor behaviours across the school was created and implemented.

In addition, for those students identified as requiring another level of support, outside agencies and Support Services from the Catholic Education Office were utilised to tailor to the students' specific needs. This included students accessing the services of a psychologist through NIRODAH.



Year 6's with Prep Buddies doing maths



Senior students on camp

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.64
Y02	92.82
Y03	93.41
Y04	95.33
Y05	93.04
Y06	94.36
Overall average attendance	93.60

If students are absent from class, school policy dictates that parents are expected to inform the school in writing of the reason for the absence. If parents know in advance that their children will be absent there is an expectation that they notify the school of the reason and the expected number of days of absence. If students are absent for an extended period without notification to the school the teacher or principal contacts the parents.

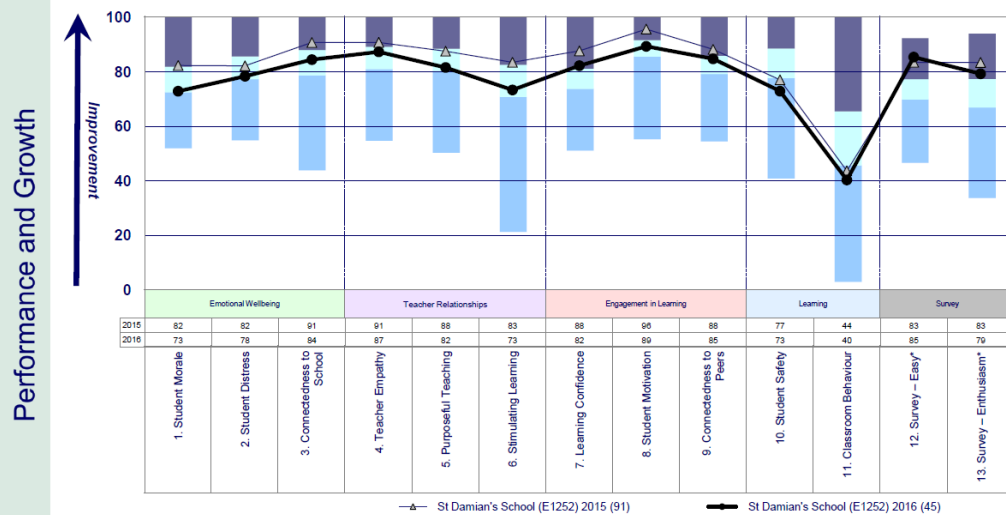
### VALUE ADDED

- Student Wellbeing Leader completed a four-day professional learning course on the Berry Street Educational Model run by the Berry Street Childhood Institute and CEM
- Regular, ongoing learning for Student Wellbeing Leader
- Relationship Management Process formulated and implemented across the school
- Three school-wide behaviour expectations further reinforced
- Student Wellbeing Leader actively supporting implementation of SEL strategies for classroom teachers
- Numerous resources purchased to support the Student Wellbeing area
- Professional learning for all staff relating to social and emotional learning
- School closure Professional Learning Day on 'Restorative Practices' by David Vinegrad for all staff
- Student Wellbeing Core Team strengthened and continued
- Continuation of lunchtime clubs such as ICT, Art & Craft and Library
- Continuation of Prep and Year Six 'buddy system' to support our transition to school and student leadership program
- Provision of additional extra-curricular activities such as school choir, school band and Primary Music Program
- Student Representative Council strengthened
- Student Support team continued

- Provision of a residential school psychologist from NIRODAH
- Seasons Program offered to students
- Daily Meditation continued
- Puberty Education – sessions run by outside provider for Year 5 & 6 students

2016 student experience – actual scores ...

Your school relative to the range for Australian primary schools.



STUDENT SATISFACTION

The student data indicates a growth in improvement in most areas. The survey results show that students experience a high level of engagement and are strongly motivated to learn therefore enabling them to experience a high degree of learning confidence. The strong focus on student wellbeing across the school has resulted in solid staff/student relationships leading to the belief that teachers are empathetic and meet their learning needs through purposeful teaching and stimulating learning.

The student data has shown a slight improvement in the area of student safety and classroom behaviour. However students seem concerned about classroom behaviour. It could be surmised therefore, that a small number of students across levels may at times require extra intervention which would impact on classroom interactions and influence perceptions.

## Child Safe Standards

### Goals and Intended Outcomes

- To ensure the wellbeing of all students by building a culture of child safety and protection
- To build a stronger and more consistent approach to preventing and responding to child abuse

### Achievements

The introduction in 2016 of Child Safety Standards as per *Ministerial Order 870* determined that all schools become compliant with the seven child safe standards.

The purpose of these Child Safe Standards is to strengthen existing approaches to preventing and responding to child abuse thereby embedding an organisational culture of child safety. In recognising that schools are now required to take specific actions to meet these standards, our school has undertaken the following steps to becoming compliant:

#### Development of Policies and commitments

- Term 2, 2016 Principal attended P.L. on Child Safety requirements at Catholic Leadership Centre
- Term 3, 2016 completed the online child safe standards self-assessment declaring compliance with the standards to VRQA.
- Developed a child safety policy, including commitment statement to child safety
- Reviewed Code of Conduct for all Personnel to include Acceptable/Non-Acceptable Behaviours
- Continue to promote the safety of children with a disability and children from Indigenous Background as part of our FIRE Carrier strategy.
- Identify areas of risk and develop a child safety risk management strategy
- Review of the Mandatory Reporting Policy incorporated into Child Safety Policy

#### Training and awareness raising strategies

- Appointment of a Child Safety Officer
- Completion of Mandatory Reporting online module by all staff

#### Consultation with the Community

- In consultation with Education Board, developed a Code of Conduct for Parent Community including statement of child safety
- Informed community via school newsletter of new Child Safe practices implemented
- Continue to work with community via Education Board to continually update and inform regarding Child Safe practices within the school

#### New Human Resources practices

- Staff Selection checklist adopted and used when seeking employment of new staff
- Volunteer selection process adopted in line with child safety standards
- Reviewed use of contractors in line with Code of Conduct and Child Safe practices as well as Contractors and outside providers



## Leadership & Management

### Goals & Intended Outcomes

- To build and sustain a school culture that is committed to excellence and continuous school improvement
- That clarity and empathy improves
- That staff engagement improves

### Achievements

Our highly skilled and committed teaching staff continued to be focused on providing a quality curriculum for all students. Their focus on tailoring learning programs to personalise the students' learning was aimed at maximising student engagement and improving student outcomes. In 2015 we identified the following as achievements in Leadership and Management:

- All staff encouraged to undertake professional learning to develop skills and improve teaching practice in accordance with the School Improvement Plan and specific needs of staff
- Focused weekly Professional Planning Team meetings focused on student learning and improving student outcomes
- Strategic approach to weekly Learning and Teaching Meetings
- Strategic supported planning sessions with curriculum leaders during level planning
- Focussed weekly Leadership Team Meetings
- Wellbeing Leader accessed grant to support SEL programs within the school.
- Whole staff released each term, in levels to ensure consistent term planning
- Process for induction continued to support new staff
- Staff in positions of Leadership attend Network Meetings in the following areas:- Maths, Literacy, Wellbeing, Deputy Principal, Learning & Teaching, Student Services, Religious Education and Principal
- School Closure days were used as opportunities for the whole staff to work on developing a consistent and cohesive approach to working with students diagnosed with ASD and to improve Reading Comprehension across the school.
- Regular meetings and participation in community networks
- School Psychologist onsite and outside agencies used to support students with identified needs.
- School Leaders support teaching staff through coaching and mentoring to assist with development of best practice
- Annual Review Meeting with Principal to assist with appraisal and feedback



**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2016**

- Literacy Assessment Project (LAP)
- Leadership Programs
- Ongoing Administrative Training
- ACHPER Conference
- Understanding Autism Spectrum Disorder – Kalparin
- Working with ASD students – Kalparin (whole school)
- Student Wellbeing Core SEL Competencies
- First Aid Professional Learning
- Emergency Management P.L.
- Zart Art P.L.- Visual Arts teacher
- Music Programming P.L. – Music teacher
- “Lightmoves” – P.L.
- Whole School P.L. Literacy – John Munro
- David Vinegrad – Restorative Practices – whole school
- State Vision Victoria – Visually impaired students P.L.
- Eastern Region Network Professional Learning for Leaders – 8 staff

<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</b>	<b>40</b>
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	<b>\$1772.00</b>

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	79.88%
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**STAFF RETENTION RATE**

Staff Retention Rate	69.70%
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TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	35.71%
Graduate	17.86%
Certificate Graduate	14.29%
Degree Bachelor	71.43%
Diploma Advanced	50.00%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	30
FTE Teaching Staff	23.900
Non-Teaching Staff (Head Count)	11
FTE Non-Teaching Staff	6.093
Indigenous Teaching Staff	0

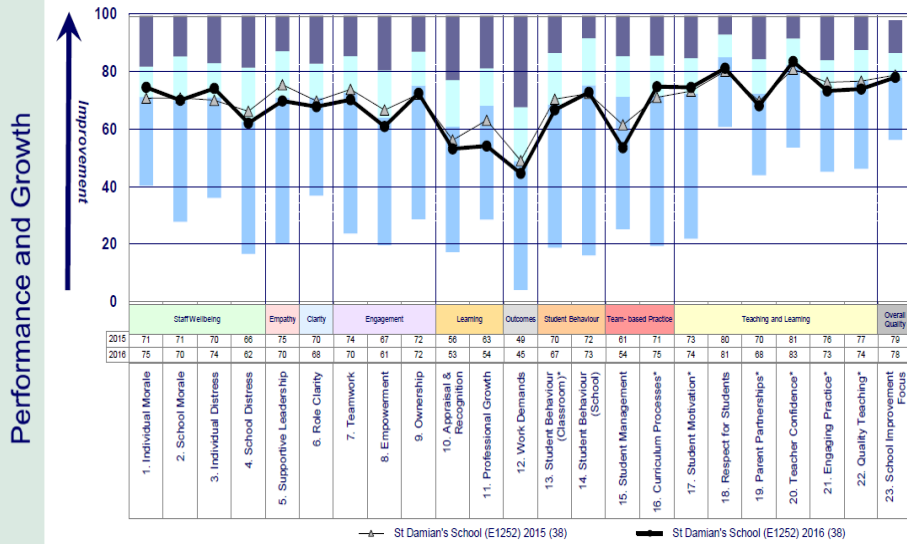


Staff regularly plan and work collaboratively

TEACHER SATISFACTION

2016 school climate – actual scores ...

Your school relative to the range for Australian primary schools.



Our school climate data indicates that Staff Wellbeing, including Empathy and Clarity has dropped slightly from the previous year. This may be the result of staff adjusting to new level teams and different ways of working. The data, also indicates a generally positive tone across the school, however team-based practice is slightly down which, once again, may be the result of the shift of membership within level teams. There is an indication that strong curriculum processes are in place and this, coupled with a strong sense of satisfaction with their ability to provide a quality education for their pupils, may account for staff's sense of empowerment. The data also indicates a growth in teaching and learning with gains in respect for students and teacher confidence.

In the area of student behavior, the data suggests that the processes and methods practiced across the school have had a positive influence in supporting students to manage their own behaviours, at all areas of the school.

An area for consideration is to build a more positive and cohesive professional culture. We believe that increasing staff morale stems from staff having a greater sense of empowerment and feeling supported to continually improve practice.



## School Community

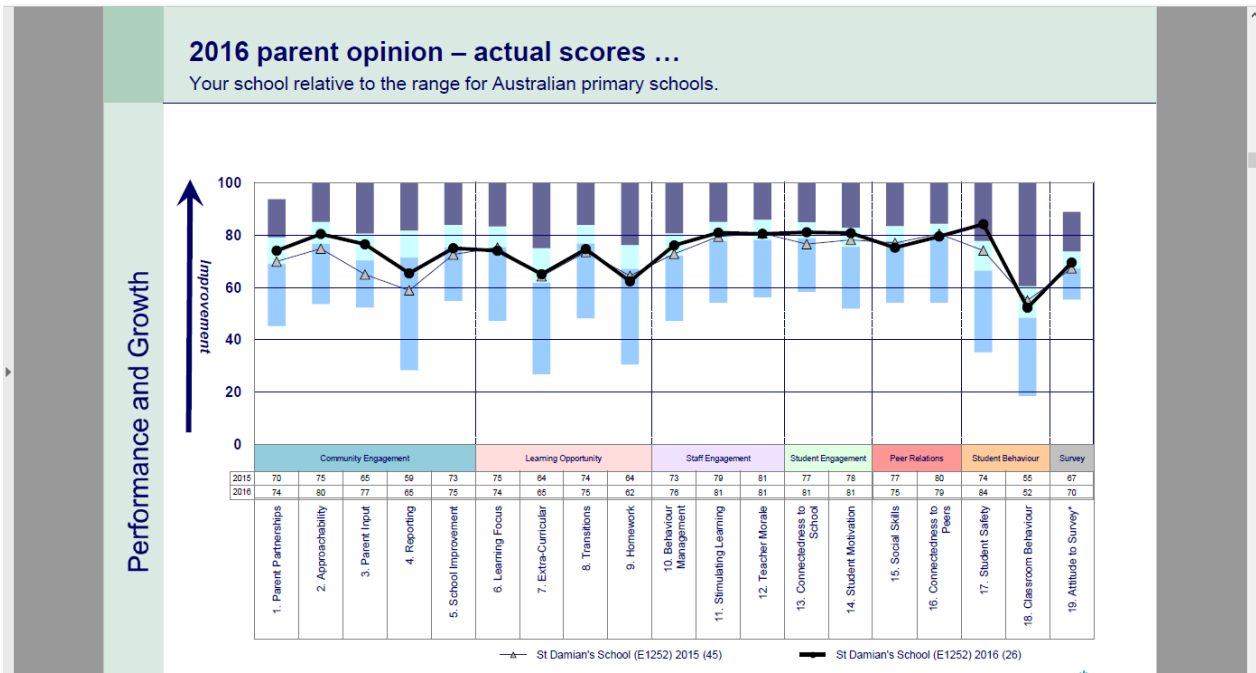
### Goals & Intended Outcomes

- To authentically engage with families and the wider community to improve student wellbeing and learning
- That partnerships with and input from families improve

### Achievements

St Damian's School continues to offer a wide variety of activities and opportunities for the school and wider community to interact. During 2016 the following achievements and ongoing practices ensured the smooth running of our school in the area of School Community:

- Continue to adhere to charter and guidelines for the Education Board
- Active Parents' & Friends' Committee
- Continued focus on building links between school and parish community e.g. Staff Commissioning and Prep Welcome Mass
- Transition program linked to local pre-schools and secondary schools and Orientation programs across the school
- Open Days held during Catholic Education Week
- Community Program linked to local secondary schools, e.g. Parade College
- Pre-Service Teachers from ACU working with experienced teachers from our school
- Work Experience students from around the local area.
- Continued parent education opportunities –e.g. Faith Development Evenings, Literacy parent helper support course.
- Additional 'curriculum' show cases for parents
- 'Learning Journey' evening for parents
- Parental support of school programs, through classroom helpers program, etc.
- Support group meetings, with parents and where applicable with outside agencies, to provide extra assistance to students with additional learning needs.
- Attendance of parent community welcome at fortnightly school assemblies
- 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
- Book Week Parade
- Italian Day
- Participation in local council (Whittlesea) Sorry Day
- 'Walk Safely to School Day'
- Parent participation in classroom programs, sausage sizzles, class Masses, open days, school tours, assemblies, sporting events, incursions and excursions
- Successful and extremely well attended 'Grandparents, Family, Friends Day'
- Successful
- Communication with parents via the newsletter, school website, email and electronic application
- Continuation of using school app. 'Tiqbiz' to strengthen communication across the school
- Celebration of a 'Carols Evening' in December



## PARENT SATISFACTION

The parent survey data has continued to show improvement in community attitude to the school with the majority of indicators showing an upward trend. The parent opinion data indicates a parent perception that both staff and student engagement with school was high and that teachers were committed to improving their work to improve student engagement. The data also indicates that parents felt reasonably satisfied with the school's ability to provide a safe learning environment.

The main area that reflects parent concern is around classroom behaviour. This may be the result of a perception that some students require a higher degree of intervention to manage their behaviour within the classroom. Further work in this area will need to be undertaken.

50<sup>th</sup> Jubilee Reunion Day



Parent Helper Morning Tea



## VRQA Compliance Data

**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](#)