

ANNUAL REPORT TO THE SCHOOL COMMUNITY



**ST DAMIAN'S PRIMARY SCHOOL
BUNDOORA**

2017

REGISTERED SCHOOL NUMBER: 1656



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Contact Details

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Minimum Standards Attestation

I, Rosanna Piccolo attest that St Damian's Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

May 25th 2018

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 2017 the school enrolment was 432 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 employed a mandarin speaking learning support officer to act as liason and to provide better communication between home and school.

In 2017 the class groupings were as follows:

- Foundation - 2 classes
- Year 1 - 2 classes
- Year 2 - 2 classes
- Year 3 - 2 classes
- Year 4 - 3 classes
- Year 5 - 3 classes
- Year 6 - 3 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 Victorian Curriculum. 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.

Our Annual Fun-a-thon



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 2017 school year.

Much of the success for this year can be attributed to the dedication of a truly professional staff whose expertise is admirable, to the support of families and the valuable contribution they make to the life of the school and most importantly to the students who give us so many reasons to celebrate their achievements. In 2017 the school leadership team continued to meet regularly to review all school practices. Leaders reviewed term units of work, student data and supported individual needs as they arose. Leaders supported Professional Learning Teams in Mathematics and English while staff meetings throughout the year were dedicated to Religious Education, Student Wellbeing and other curriculum areas. The staff met as a leadership group in term four to redefine their roles and gain greater clarity of direction, so that they could have a cohesive voice in the future direction of the school. The desired effect was to strengthen relationships between leaders and become a more effective and cohesive team.

St Damian's School encourages active parental involvement, decision making and responsibility. Therefore when concerns from the parent body around school structures were raised through the Education Board, it was an opportunity for the school to listen and respond. Parents across the school were surveyed to determine their preference of structure and this influenced the change that occurred in 2017. Following conclusions made from the survey data the decision was taken to move from a multi-age structure to a straight year level structure.

This decision had a flow-on effect in terms of staff planning teams. Given the smaller composition of teams, individual staff were able to find their voice and experience a greater sense of accomplishment. Our highly experienced and dedicated staff work collaboratively in professional learning teams to plan and implement an engaging curriculum that supports the diverse developmental needs of our students. Empowering students in the learning process is key to ensuring that students are engaged in their learning.

2017 also saw the introduction of the Respectful Relationships initiative as we took up the role of a partner school. A team was formed consisting of Principal, Wellbeing Leader, Child Safety Officer and a classroom teacher. This team attended the initial professional learning day to understand better how to involve our community in this work. Respectful Relationships is primarily a prevention initiative to reduce family violence. It promotes respect and gender equality and helps students learn how to build healthy relationships. Through the work undertaken as part of this initiative, students are supported to develop problem-solving skills and build resilience and confidence. As a partner school, we liaise with a lead school and undertake work focussing on school culture, practices and policies to further enhance a culture of respect and gender equality across the school community.

St Damian's school is a FIRE (Friends Igniting Reconciliation in Education) Carrier School. To support our senior students to further understand and appreciate the focus of Reconciliation Week we undertook a Long Walk joining with a neighbouring catholic primary school and our local catholic secondary school. Students were immersed in learning and understanding how the Long Walk first came about and were exposed to stories about the stolen generation. They also had the opportunity to experience a smoking ceremony done by an elder as well as learning more about the stories of Aboriginal and Torres Strait Islander people. It was a successful and memorable day for everyone involved in the experience.

In looking back at 2017, we celebrate our successes and focus on new ways to continue to drive school and student improvement within a spirit of engagement and empathy. These are essential aspects of learning, which abound at St Damian's, enriching us all in our work as Spirit filled people working together on a journey of learning.

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.

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.

Finally, I wish to thank all the parents for their contributions to, and support of, our school. The School Board members who have played a great part in ensuring our community has a voice in the school and the P&F for their continuing strong presence in the school community. I also thank our very hard working and totally committed staff for their care and guidance of our students.

Rosanna Piccolo

Reconciliation Week
The Long Walk



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 2017 continued to provide 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 have a theme, 'We are the hands, Heart and Voice of Christ,' which links in with our Vision Statement and is reflected in our inquiry learning throughout the year. Throughout 2017 we embedded the newly developed school prayer in our everyday life at St Damian's and is now extensively used across the school. Senior students took up the call to form a Social Justice group and continued the work initiated in the previous year. This work was based on the need to continually have at the forefront an understanding for our students as to the difference between justice and equality. The Social Justice 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. This leadership opportunity is now embedded into our school structures and is an avenue for student voice.

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 two 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
- Embedded school prayer – prayer used at all whole school events, parent meetings, staff meetings and within the classrooms.
- Further embedding of Prayerful Meditation – Student school leaders lead the community in this contemplative prayer by providing a focus based on the 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 June 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 ECSI data and its implications for learning and teaching
- 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
- Social Justice issues and activities communicated through the school newsletter to parents.
- Onesie Funsie Day and the Winter Appeal in support of St Vincent de Paul
- Regular support of many charities including Caritas, CatholicCare, Project Compassion and St Vincent De Paul.
- Regular weekly meetings between members of the Leadership and Parish Priest to strengthen community and parish links with the school.
- Religious Education Leader attending Catholic Education Office Network Days and other Professional Development to support religious education pedagogy.
- 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

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 2017 we continued to assess Religious Education across the school using the CEO Tracking Tool. We used the new RE Curriculum Guidelines to support teachers in their delivery of R.E. 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.



St Patrick's Day Mass

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)
- Fountas and Pinnell BAS Reading Comprehension Years 3-6
- BAS Assessment kits purchased to be shared between two teachers (Years 3-6)
- Continued participation in the Learning Assessment Project (L.A.P.) Reading Comprehension testing through ARCOTS (Melbourne University)
- Literacy action plan implemented
- Provision of Reading Recovery at 0.5
- fortnightly Professional Learning Team Meeting (P.L.T.)
- 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
- Regular Supported Planning for teachers provided by Literacy Leaders
- Writing Awards presented fortnightly to students through assembly
- ERIK program supporting students at risk years 3-6

Mathematics

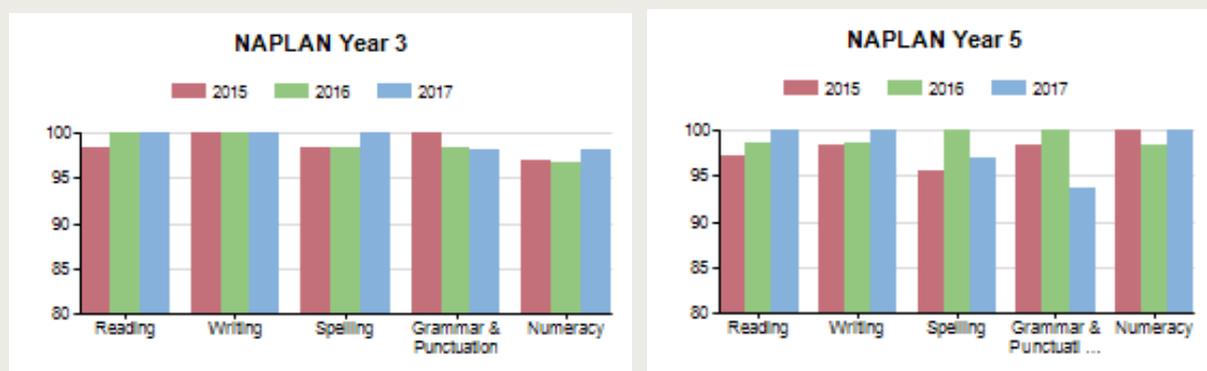
- One Mathematics Leader, Foundation- Year 6
- Fortnightly Professional Learning Team Meetings (P.L.T.)
- Continuation of modified ENRP Mathematics Testing for Foundation Year
- Continuation of PAT Maths Testing Year One to Six, twice a year.
- Participation in the Australian Mathematics Trust Competition for Year Three to Six
- Mathletics online resource continued in Years One to Six
- Year Five and Six student participation in the APSMO Maths Games
- Professional development for New Leader- N/E Zone Mathematics Network
- Mathematics resources audited and new resources purchased, including Swap/Write/Wipe sleeves for all classes
- Mathematician's Awards fortnightly
- Family Maths Night held in May to educate the school community about contemporary learning in Mathematics, including the importance of growth mindset
- Four Student Mathematics Leaders appointed to support the Maths Leader in raising the profile of Maths at St Damian's

Overall Curriculum

- Regular Support Group meetings for students requiring additional support
- Additional Learning Support Staff employed to assist students
- Mandarin speaking LSO employed to support growing number of EAL families
- Selected staff members attended professional learning targeting, visual impairment
- 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
- Contemporary practices enhanced through professional learning for all staff
- Google Apps for Education (GAFE) embed throughout the school
- Students in Year 3 were assigned Google accounts
- HARPARA used in the senior classes
- Commissioning of four year Five students and one teacher as FIRE Carriers -(Aboriginal Reconciliation) that work with FIRE Carrier lead teacher to develop their learning
- “Long Walk “undertaken by senior classes in co-operation with one of our feeder catholic secondary schools and another primary school. The Walk culminated at Loyola College with a smoking ceremony and guest speakers from the Indigenous community.
- Further strengthened staff capacity to plan using the Victorian Curriculum and the Horizons of Hope
- Regular curriculum ‘showcases’ for parents, highlighting students’ learning
- ‘learning journey’ continued for students to discuss their learning
- Bi-annual Learning Conversations to discuss student progress in learning
- Camp Experiences provided for all year levels
- Bi-Annual School Arts Show- planned and co-ordinated by St.Damian’s Arts Specialist Teacher and supported by a staff committee
- Christmas Carols presentation
- New Ollies, Digital technology devices, purchased for use throughout the school
- School Closure Day Professional Learning with Glen Pearsall for all staff in relation to Feedback
- School Closure Day Professional Learning for all staff in relation to open-ended Maths tasks with ‘Simply Maths’ - Bern Long and Angela Rogers

STUDENT LEARNING OUTCOMES



The 2017 NAPLAN data indicates that 100% of students in Year 3 achieved the benchmark standards in Reading, Writing and Spelling. 98% achieved the benchmark in Grammar & Punctuation and Numeracy.

In Year 5, 100% of students achieved the NAPLAN benchmark in Reading, Writing and Numeracy. 97% reached the benchmark in Spelling and 94% reached the benchmark in Grammar & Punctuation.

Writing

- In Year Three, Writing NAPLAN data from 2015-2017 indicates that 100% of students are meeting minimum standards consistently over the three year period.
- In Year Five, Writing NAPLAN data in 2015-17 indicates an upward trend over this period gaining 0.1% in 2016 and a further 1.4% in 2017 resulting in 100% of students meeting minimum standards.

Reading

- The Year Three Reading results have shown an increase of 1.5% of students achieving minimum standards from 2015. 100% of students achieved the minimum standards in 2016 and this was maintained in 2017.
- Year Five Reading results have shown an upward trend in the data. In 2015, 97.1% of students achieved minimum standard, whilst in 2016 there was an increase of 1.5% resulting in 98.6% meeting minimum standards and in 2017 there was a further increase of 1.4% resulting in 100% achieving minimum standards.

Numeracy

- Year Three numeracy data reflects an increase of students reaching minimum standards in 2017. In 2015, 97% achieved the standard, however in 2016 there was a decrease of -0.2% resulting in 96.8% reaching minimum standards. In 2017 there was an increase of 1.4% with 98.2% reaching minimum standard.
- Year Five results in Numeracy show some fluctuations with a slight decrease of -1.5% in 2016 with 98.5% reaching minimum standard and an increase of 1.5% in 2017 with 100% reaching minimum standard.

Spelling

- Year Three Spelling results indicate that in 2016 there were 98.5% meeting minimum standards this decreased by -0.1% in 2016 however in 2017 there was an upward swing of 1.6% which resulted in 100% of students meeting minimum standards.
- Year Five Spelling results show that in 2015 there were 95.6% of students meeting minimum standards, in 2016 there was an increase of 4.4% resulting in 100% meeting minimum standards. However in 2017, 96.9% reached minimum standards showing a decrease of -3.1%

Grammar & Punctuation

- Year Three results show a gradual decline of students reaching minimum standards with a decrease of -1.6% in 2016 resulting in 98.4% meeting minimum standards and a further slight decrease of -0.2% in 2017 with 98.2.% reaching minimum standards.
- Year Five data shows an increase of 1.5% in 2016 with 100%.meeting minimum standards, however there was a decline in 2017 of – 6.2% with 93.8% of students reaching minimum standard.



Family Maths Night

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 2017 included further developing teacher capacity in the teaching of Social Emotional Learning through the Victorian Curriculum and in particular the Resilience, Rights and Respectful Relationships Initiative. Respectful Relationships supports schools and early childhood settings to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence. The Victorian Government implemented Respectful Relationships across Victorian schools, providing intensive training and support to over 1000 Government, Catholic and independent schools to implement the whole school approach to Respectful Relationships.

The Principal, Wellbeing Leader and two staff members attended the briefing and work began in skilling up and informing staff of the initiative.

To support our Restorative Approach to behaviour, the Student Wellbeing Core Team worked collaboratively to engage in a process of reviewing and amending a whole school "Relationship Management Process". The Student Wellbeing Core Team, led by the Student Wellbeing Leader, worked to formulate, in consultation with all staff, a revised "Major and Minor Behaviour Grid". This provided an opportunity for all staff to gain more 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 reoccurring. Ultimately, a process and system of ongoing monitoring and tracking of both major and minor behaviours across the school was created and implemented. A Positive Behaviour Management Process was worked on and developed by the Student Wellbeing Core Team.

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.

Day for Daniel is Australia's largest child safety awareness and education day. The aim is to make Australia a safe place for all children. This was the first year that *Day for Daniel* was introduced at the school. This day was implemented in response to child safety compliance brought out through the Child Safety Policy

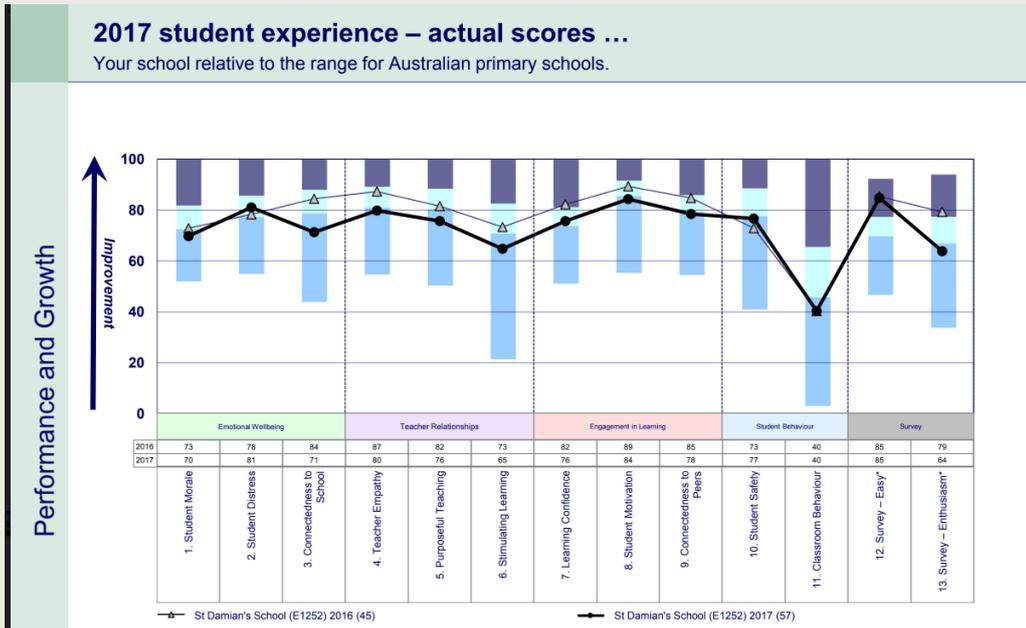
AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	90.80
Y02	93.05
Y03	94.16
Y04	93.40
Y05	94.89
Y06	92.22
Overall average attendance	93.09

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, along with the Principal and 2 staff members attended a Respectful Relationship Briefing
- Regular, ongoing learning for Student Wellbeing Leader
- Relationship Management Process reviewed and implemented across the school
- Three school-wide behaviour expectations further reinforced with the use of special school stickers
- 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, in relation to the Respectful Relationships
- Student Wellbeing Core Team strengthened and continued
- Continuation of lunchtime clubs such as ICT, Art & Craft and Library
- School Choir participation at the Boroondara Eisteddfod
- 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
- 'Day for Daniel' initiative was implemented in response to child safety compliance
- Provision of a residential school psychologist from NIRODAH
- Seasons Program offered to students
- Daily Meditation continued
- Day for Daniel- held in response to child safety compliance
- Student Wellbeing Leaders appointed to promote SEL within the school.

STUDENT SATISFACTION



The data indicates that students feel emotionally attached to the school and generally experience positive emotions such as enthusiasm and pride. Students also recognise that the teaching is effective and the learning is stimulating but not always feel as though their teachers listen and assist their learning. However, even though students have relatively positive relationships with their peers and feel confident in their ability to learn they may not always feel motivated to learn and achieve at school.

The student data has shown a slight improvement in the area of student safety, however students still 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.

Prep Buddy System



School Choir at ANZAC Service

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.

In 2017, the school consulted with the parent body through the newsletter, at information evenings, including those for prospective families, at the Education Board and with all staff members to ensure that all stakeholders had a voice and an understanding of their responsibilities to protect the safety and welfare of our students. At St Damian's we believe that everyone connected to our school can help children be safe and keeping children safe is everyone's responsibility in this community.

We continued to strengthen the many current policies and procedures already in place to ensure everyone understood how as a school we worked to protect the safety and wellbeing of our students. We reviewed or developed relevant policies to ensure that as a school we met the compliance requirements and addressed our commitment to child safety:

- Mandatory Reporting Policy
- Code of Conduct
- Mandatory Reporting e-learning Modules
- Student Wellbeing/Respectful Relationships Policy
- Supervision Policy
- Volunteers/Contractors Policy
- Visitors Policy
- Critical Incident Policy
- Excursion/Camp Policy
- E-Smart Cyber Safety Policy
- ICT User Agreement Policy
- Anti- Bullying Policy
- Child Safe Policy
- Reportable Conduct Policy

Training and awareness raising strategies

- We took up the Respectful Relationship Initiative as a partner school
- Appointment of a Respectful Relationship Team including Wellbeing Leader

- Completion of Mandatory Reporting online module by all staff
- Staff continued to receive P.D. in this area through general staff meetings
- Code of Conduct document reviewed at the beginning of each school year and staff sign
- All staff follow the Code of Conduct showing their commitment to child safety
- All contractors and volunteers are presented with, and sign the Code of Conduct.

Consultation with the Community

- Continue to keep community informed of new Child Safe practices via school newsletter
- All relevant policies available on the school website
- Child Safety is a standing item on Education Board Agenda
- Education Board continually updated and informed regarding Child Safe practices within the school

New Human Resources practices

- Staff Selection checklist adopted and used when seeking employment of new staff
- As part of Classroom Helpers Program, all new volunteers required to attest to the Responsibilities of a Volunteer as well as the Code of Conduct
- Volunteers selection process adopted in line with child safe standards
- Selection criteria for employment states our school's stance on Child Safety
- Referee checks seek feedback around child safety practices and questions at interview to include reference to child safety knowledge.
- Contracts issued to new employees include Child Safety Policies, Code of Conduct and Reporting Protocols
- All staff understand responsibilities regarding reporting and Protect folders with relevant documentation provided to each member of staff for use when needed
- Related Policies will be reviewed in the school's cycle of policy review
- 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 2017 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
- Focused weekly Leadership Team Meetings
- Took up the Respectful Relationships initiative
- 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 2017**

- Leadership Programs
- Ongoing Administrative Training
- ACHPER Conference
- Student Wellbeing Respectful Relationships Professional Learning Days
- Emergency Management Professional Learning.
- Zart Art P.L.- Visual Arts teacher
- Music Programming Professional Learning. – Music teacher
- Whole School P.L. “Embedding a Feedback Culture” – Glen Pearsall
- State Vision Victoria – Visually impaired students P.L.
- Eastern Region Network Professional Learning for Leaders – 8 staff
- Whole School Professional Learning in Mathematics focused on open-ended Maths tasks facilitated by Bern Long and Angela Rogers
- Staff attended “Positive Mindfulness” P.L.
- Reading Recovery teacher ongoing contact with RR tutors
- Professional Reading resources provided to staff
- Memberships of various professional organisations, e.g. PEETA, Drama Vic, etc

NUMBER OF TEACHERS WHO PARTICIPATED IN PL**30****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$1,200****TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate

92.64%

STAFF RETENTION RATE

Staff Retention Rate

88.24%

TEACHER QUALIFICATIONS

Doctorate

0.00%

Masters

36.00%

Graduate

20.00%

Certificate Graduate

16.00%

Degree Bachelor

76.00%

Diploma Advanced

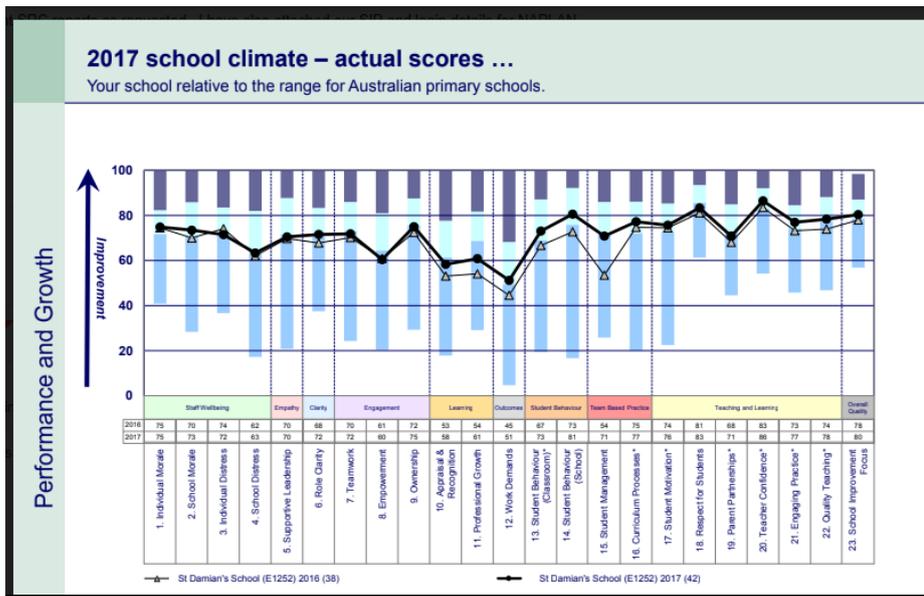
52.00%

No Qualifications Listed

0.00%

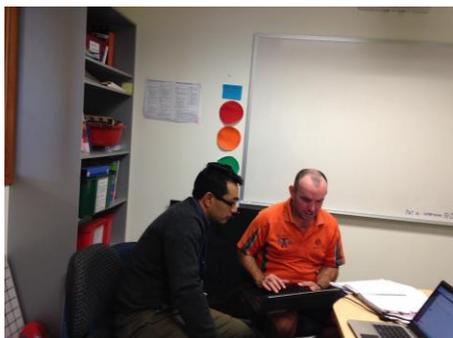
STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	37
FTE Teaching Staff	28.300
Non-Teaching Staff (Head Count)	13
FTE Non-Teaching Staff	9.153
Indigenous Teaching Staff	0

TEACHER SATISFACTION



Our school survey data indicates a growth in most areas. It can be surmised that there is generally a positive tone across the school with staff believing that they have a voice within the decision making in the school. The teachers find that working collaboratively in teams enables them to build up their knowledge and skills. Strong curriculum processes are in place and there is a stronger focus on teaching and learning with gains in respect for students.

In the area of student behaviour, the data suggests that while we have made some small gains there needs to be a greater focus on developing a more consistent approach in managing student behaviours as well as supporting students more to remain focused on tasks.



Staff working collaboratively or one on one with students

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

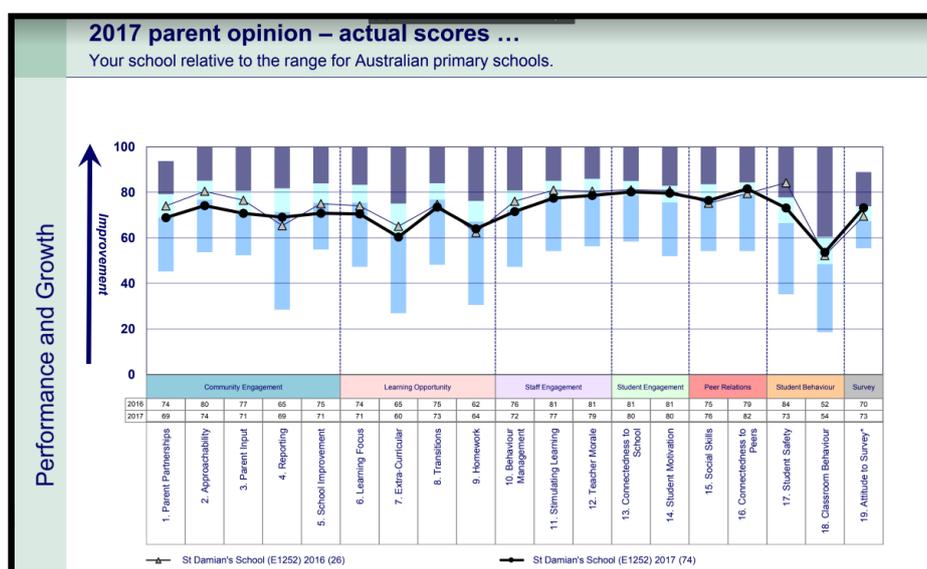
Achievements

St Damian's School continues to offer a wide variety of activities and opportunities for the school and wider community to interact. During 2017 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 Mass during a weekly parish 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, Loyola College
- Community organisations provided free sporting programs to students. eg, Tennis, baseball, football, etc
- Pre-Service Teachers from ACU working with experienced teachers from our school
- Work Experience students from local catholic secondary schools
- Continued parent education opportunities –e.g. Family Maths Night, 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.
- Parents welcomed at fortnightly school assemblies
- Continued focus on local and global social justice issues through regular support of charities and appeals, eg. Caritas - Project Compassion, St Vincent De Paul, Catholic Care, Opening the Doors Foundation
- Participation in parish Masses and other parish events
- Community invited to the Book Week Parade
- Celebration of Harmony Day
- Participation in local City of Whittlesea Sorry Day Activities
- Combined school event (3 local Schools) Year 6 and Year 11 VCAL students participate in a Long Walk for Reconciliation- local community members and Local MP invited

- Liaison with City of Whittlesea (WRG- Whittlesea Reconciliation Week) for endorsement of RAP (Reconciliation Action Plan)
- 'Walk Safely to School Day'
- Parent participation in classroom programs, sausage sizzles, open days, school tours, assemblies, sporting events, incursions and excursions, Mother's Day and Father's Day stalls
- Grandparents, Family, Friends Day
- FIRE Carrier Art Show- Aboriginal Catholic Ministry
- Communication with parents via the newsletter, school website, email and electronic application 'Tiqbiz' to strengthen communication across the school
- Day for Daniel (promoting personal safety)
- Celebration of a 'Carols Evening' in December

PARENT SATISFACTION



It can be surmised from the data that parents feel that the school is focused on improvement. The data also indicates that there is a belief that the school actively tries to collaborate with parents and is receptive and understanding of their views and concerns. However, parents believe that the reporting is an area for improvement for the school.

The data also shows that parents feel that the educational programs and standards of the school address the needs of their children. However, the range and quality of the extra-curricular activities provided by the school is an area for improvement.

The data also shows that parents feel that the learning delivered in their child's classroom is interesting and challenging, but that the behaviour of the students is not always managed effectively. However, it can also be inferred that while parents feel their child is developing valuable social skills, they may not necessarily be building positive relationships with their peers at school.

Parents have rated Student Safety higher than Classroom Behaviour. This is an indication that parents feel that their child is not being subjected to bullying, but that behaviour in the classroom may be disrupting their child's ability to learn.

School Data

INSERT DATA IN THIS SECTION FROM THE 'ANNUAL REPORT TO THE SCHOOL COMMUNITY 2017' PAGE ON GEVN. SCROLL DOWN TO SCHOOL DATA AND CLICK DOWNLOAD YOUR SP DATA AS A WORD REPORT

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