

ST DAMIAN'S PRIMARY SCHOOL BUNDOORA

ANNUAL REPORT TO THE SCHOOL COMMUNITY



2018

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 School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

24/05/ 2019

Our School Vision

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

School Overview

St Damian's is situated in a multi-cultural area, with our data indicating that 58.4% of the families are from a non-English speaking background. The dominant non-English speaking country of birth is China. Consideration continues to be given to the growing enrolment of EAL students, with the appointment of a mandarin speaking Learning Support Officer. This appointment enables better communication between home and school across the whole school community.

In 2018 the class groupings were as follows:

- Foundation - 3 classes
- Year 1 - 2 classes
- Year 2 - 2 classes
- Year 3 - 2 classes
- Year 4 - 2 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, Religious Education Leader, Learning & Teaching Leader, Mathematics Leader, two Literacy Leaders and Student Wellbeing Leader 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 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 proud to present the Annual School Report for 2018.

The 2018 school year marked an important period for St Damian's School as we underwent a Review Process. This process, undertaken every four years, presented our school community with the opportunity to reflect on the work carried out in the five spheres of School Improvement. The five spheres being, Education in Faith, Learning and Teaching, Student Wellbeing, Leadership and Management and School Community. This in turn enabled us, as a community, to look forward and set directions for the next four years, building on those developments identified as strengths and to target areas of concern. It was pleasing to note that the review process also identified many positive features and sound practices that contributed to those achievements, as well as recognition for the approaches that support high levels of student wellbeing. Throughout this review period it was evident that what characterised our school was a strong focus on students and a commitment to improvements in learning and teaching practices. I commend each member of staff for their enthusiasm, commitment and excellent work ethic as members of this community.

Throughout 2018, we continued to provide school based programs in which our children displayed their talents as they developed a sense of sportsmanship, fairness and acceptance of both success and challenges. The many extra-curricular activities offered at our school, such as the Whole School Performance, Learning Journey Evening, Sporting Sessions through grants provided by School Sports Victoria, the School/Parish Fete, Carols evening, provided many opportunities for interaction between many members of our school and parish community further building relationships across the school.

During 2018 the Staff were also encouraged to further develop their professional practices and undertook professional learning in many curriculum areas. This helped to build teacher capacity as teachers continued to clarify their understanding of personalising learning to cater for the individual needs of each student. The NCCD (Nationally Consistent Collection of Data) took on full flight as staff grappled with the complex Government requirements. Through NCCD, schools are required to collect information about how students with disability are being specifically supported within the classroom. Government funding is dependent on how well the documentation represents the needs and the constant adjustments made to support these students. As a result of this, there was an overhaul of how record keeping and documentation was managed within the school to ensure that no student was disadvantaged by the new requirements.

St Damian's school has a very strong and committed parent community who provide outstanding support in many facets of school life. 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 and most especially for their tireless efforts to raise funds. These funds enable us to provide resources which directly benefit our students. I also thank our very hard working and totally committed staff for their care and guidance of our students. I am especially grateful and proud of the wonderful partnerships between parents and staff who work so well together for the benefit of all the students in our school

Fr Vincent, our Parish Priest, continues 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. His leadership, ministry and guidance is appreciated and welcomed by all 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 2019 school year as we continue to develop our vibrant learning community and I continue to look forward to working together with all associated with St Damian's.

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 2018 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 Theological Studies. 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 2018 we continued to embed the school prayer in our everyday life at St Damian's and is now extensively used across the school. Senior students maintained a Social Justice group and continued the work initiated in the previous years. 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 one of the 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 Fr Elio Capra 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 Fr Elio Capra
- 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
- 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.
- Winter Appeal in support of St Vincent de Paul
- Regular support of many charities including Caritas, Catholic Care, 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 2018 we continued to assess Religious Education across the school using Achievement Standards. These Standards allowed for valued student learning to be observed and identified in Religious Education. Teachers continued to utilize and become more familiar with the RE Curriculum Framework which supported 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.

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 testing Years 3-6
- BAS Assessment kits purchased for each class teacher (Years 3-6)
- Literacy action plan implemented
- Provision of Reading Recovery at 0.5
- 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
- Regular Supported Planning for teachers provided by Literacy Leaders
- ERIK program supporting students at risk years 3-6
- Learning Sprints trialed in Year Two
- Extra support for EAL learners
- Spelling - Orthographic Inquiry 'Words in Context' Professional Learning for junior teachers
- F-2 literacy helper training provided for parents
- Reading resources audited and new resources purchased
- Produced and shared with teachers, the St Damian's English Procedures and Resources document to support teachers
- Student participation in external Writing competitions (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 and Maths Olympiad
- Professional development for New Leader- N/E Zone Mathematics Network
- Mathematics resources audited and new resources purchased
- Continuation of embedding 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
- Family Maths Challenges included in the newsletters

Overall Curriculum

- Regular Support Group meetings for students requiring additional support
- Additional time allocated to Learning Support Staff to assist students

- Mandarin speaking LSO worked extensively with staff and parents during information sessions and learning discussions
- Three Parish and school masses celebrated throughout the year
- 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 Performance- 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 2018 NAPLAN data indicates that 100% of students in Year 3 achieved the benchmark standards in Reading, Writing and Numeracy. 98.2% achieved the benchmark in Grammar & Punctuation and Spelling.

In Year 5, 100% of students achieved the NAPLAN benchmark in Writing and Numeracy. 96.9% reached the benchmark in Spelling in Grammar & Punctuation and 93.8% reached the benchmark in Reading.

Writing

- In Year Three, Writing NAPLAN data from 2016-2018 indicates that 100% of students are meeting minimum standards consistently over the three year period.
- In Year Five, Writing NAPLAN data from 2017-18 indicates 100% of students have achieved minimum standards. This result indicates that we are maintaining the gains made in 2016.

Reading

- The Year Three Reading data indicates that 100% of students achieved the minimum standards in 2016 and this was maintained in 2017 and 2018.
- Year Five Reading results have shown some fluctuations in the data. From 2016 to 2017 the data shows an increase of 1.4% with 100% of students achieving minimum standards. However, the 2017-2018 data indicates a decrease of -6.3% with 93.8% of students reaching minimum standards.

Numeracy

- Year Three numeracy data 2016-2018 reflects an upward trend of students reaching minimum standards. In 2016, 96.8% of students achieved the standard, however in 2017 there was an increase of 1.4% with 98.2% reaching minimum standards. In 2018 there was a further increase of 1.8% resulting in 100% of students reaching minimum standard.
- Year Five Numeracy data 2016-2018 reflects results that show students reaching and maintaining minimum standards. In 2016 98.5% of students reached minimum standards. In 2017 there was an increase of 1.5% with 100% of students reaching minimum and this was maintained in 2018.

Spelling

- Year Three Spelling results indicate a slight decrease from 2016. From 2017 – 2018 there was a slight decrease of -1.8% with 98.2% reaching minimum standards from the 100% in the previous year.
- Year Five Spelling results indicate no change between 2017 and 2018. In 2016 100% reached minimum standards, however in 2017, 96.9% reached minimum standards showing a decrease of -3.1%. In 2018 there was no difference with the results showing 96.9% reaching minimum standards.

Grammar & Punctuation

- Year Three results show a minimal decline of students reaching minimum standards with a decrease of -0.2% in 2017 resulting in 98.2% meeting minimum standards. There was no difference in 2018 with 98.2% reaching minimum standards.
- Year Five data shows an upward increase of students meeting minimum standards from 2017-2018. In 2017 93.8% of students reached minimum standards this was a decline of -6.2% from 2016. However in 2018 the data indicates an increase of 3.1% with 96.9% of students reaching minimum standards.

Student Wellbeing

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

Some of the achievements in the area of Student Wellbeing in 2018 included further developing teacher capacity in the teaching of Social Emotional Learning. This work was based done through the Capabilities within the Victorian Curriculum, and in particular the Resilience, Rights and Respectful Relationships learning materials which were previously introduced within the school. Respectful Relationships supports schools and early childhood settings to promote and model respect, positive attitudes and behaviours. In 2018, all Year levels focused on one topic per term (there are 8 topics included in the resource). These included: Emotional Literacy, Personal Strengths, Positive Coping and Problem Solving. Further topics, such as Stress Management, Help Seeking, Gender and Identity and Positive Gender Relationships to be explored in the following year.

The Wellbeing Leader and one staff member attended a briefing run by CEM in which a Catholic response was outlined in regards to the topics of Gender and Identity and Gender Relationships. This gave Catholic teachers a clear outline of what to teach. Staff were skilled up and informed of the expectations of this.

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 and renamed "Reminder and Reflection Behaviour Grid". (formally known as the Minor and Major Grid. This provided an opportunity for all staff to gain more clarity on what constitutes Reminder and Reflection behaviours. The next step involved formulating a step-by-step, clear flow chart that stated exactly what process to undertake when dealing with either a reminder or reflection behaviour. Furthermore, consistent behaviour reflections sheets, tailored to junior and senior students and which also took on the restorative approach were refined to help students learn from their behaviours so as to deepen social awareness and lessen the likelihood of such behaviours reoccurring.

The process and system of ongoing monitoring and tracking of both Reminder and Reflection behaviours across the school was implemented with success and provided evidence for students' displaying undesirable patterns of behaviour which then informed ways of managing these students.

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.

In 2018 the Student Wellbeing Leader attended a seminar which introduced **eXcel**. **eXcel** is an evidence-informed guide, not a 'program'. Catholic Education Melbourne has developed **eXcel** as an explicit, practical guide to inform pedagogical practice, curriculum design and policies to strengthen children and young people's wellbeing and learning outcomes. Presented as four intersecting dimensions of enable, connect, engage and learn, the first letter of each has been combined to form the overarching concept of 'eXcel'. which embraces the belief that children and young people have the capacity to achieve their full

potential when their wellbeing is nurtured in faith-filled learning environments that are safe, inclusive and respectful. The Student Wellbeing Leader presented this new guide at a staff meeting and opportunity provided for staff to explore and discuss how it could be used to design curriculum and impact on pedagogy.

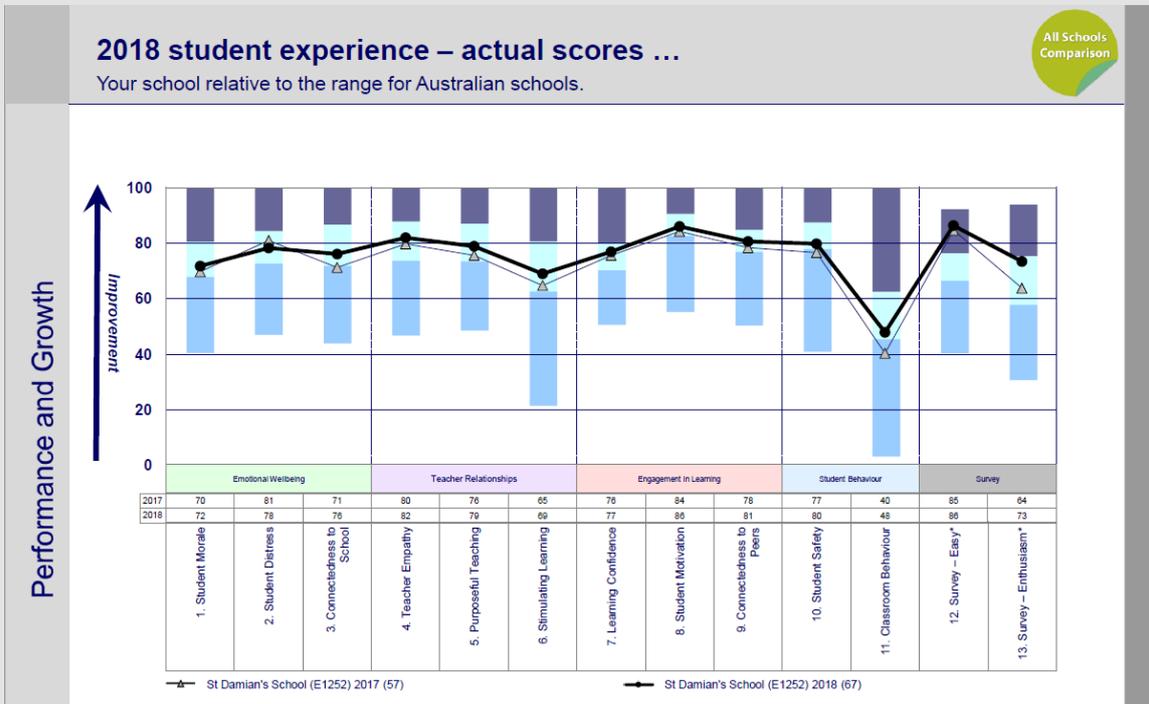
Harmony Day was celebrated with great success in Term One. Harmony Day is intended to celebrate the cohesive and inclusive nature of Australia and promote a tolerant and culturally diverse society. The students acknowledged the day by dressing up in cultural costumes and colours. There was a whole school assembly where Student Leaders presented information about the significance and importance of the Harmony Day. The whole school participated in Harmony Day activities.

Lunch time clubs were offered in Terms 2 and 3. These afforded our students the opportunity to explore areas of interest. Clubs included: Karaoke, Arts and Craft, Mindfulness Colouring and Library.

VALUE ADDED

- Regular, ongoing learning for Student Wellbeing Leader
- Relationship Management Process continued to be implemented across the school
- Student Wellbeing Leader actively supporting implementation of SEL strategies for classroom teachers
- Numerous resources purchased to support the Student Wellbeing area
- Continuing of 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 led many initiatives in the school, especially the development of a 'child-friendly' version of the Child Safe Policy and presenting of this to the whole community
- Provision of a residential school psychologist from NIRODAH
- Daily Meditation continued
- Student Wellbeing Leaders promote SEL within the school.

STUDENT SATISFACTION



The student data indicates a general improvement across the board. There seems to be a general feeling of positive emotions with students recognising that their teachers listen and are understanding. 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 students may feel that classroom behaviour may be getting in the way of their learning.

STUDENT ATTENDANCE

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.2
Y02	92.5
Y03	93.2
Y04	94.0
Y05	92.9
Y06	94.3
Overall average attendance	93.3

In the case where 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. Where students are not in attendance at rollcall in the morning and no notification has been received from the parent, then contact from the school office is immediately made with parents to determine the child's whereabouts and safety. If students are absent for an extended period without notification to the school the class teacher or principal contacts the parents.

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

A major component of our school review undertaken in 2018 was to ensure that St Damian's school met the requirements outlined in the Child Safe Standards. The school review process determined that our school was compliant in all Seven Standards.

Throughout 2018, the school continued its work in this area ensuring that consultation with the parent body was maintained. This was done through regular newsletter items, at information evenings, including those for prospective families, at the Education Board and with all staff members during targeted staff meetings. This ensured 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 review and strengthen the many 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. As part of the review process, we also took the time to carefully review, or developed, relevant policies. Staff became familiar with each policy to ensure that as a school we met the compliance requirements and addressed our commitment to child safety. We now have a range of policies in place to support Child Safety practices:

- Mandatory Reporting Policy
- Staff Code of Conduct
- Parent Code of Conduct
- Volunteers/Contractor Code of Conduct
- Annual completion by all staff of Mandatory Reporting e-learning Modules
- Student Wellbeing/Respectful Relationships Policy
- Supervision Policy
- Volunteers/Contractors Policy
- Visitors Policy
- Critical Incident Policy
- Excursion/Incursion & Camp Policy
- E-Smart Cyber Safety Policy
- ICT User Agreement Policy
- Anti- Bullying Policy
- Child Safe Policy
- Child Friendly version of Child Safe Policy
- Reportable Conduct Policy
- Privacy Policy
- Grievance Policy
- Reporting Obligations Policy

St Damian's also continued the work as a partner school in the Respectful Relationship initiative taken up in the previous year. To facilitate this work within the school the Wellbeing Leader continued in her role as facilitator of the Respectful Relationships Team. This team is comprised of Principal, Wellbeing Leader, Child Safe Officer, Senior Teacher and a Junior Teacher. This ensured there was representation across the school and information could be shared easily.

We also continued our efforts to keep the community informed of all Child Safe Practices via the school newsletter and disseminated relevant information through the School Education Board. All related policies were made available to the community via our school website.

In 2018 the SRC worked with the Child Safety Officer and the Deputy Principal to develop a child-friendly version of the Child Safe Policy. This policy was then presented by the SRC to the student body at a school assembly, as well as presented to the Education Board. It was disseminated to the community via the website.

Staff also spent time, through regular Professional Team Meetings, understanding their obligations and responsibilities around identifying and responding to all forms of abuse via the implementation of the 'PROTECT' materials. Folders were organised for each staff member with relevant documentation to be used when needed. Staff were required to also display their PROTECT posters close to their workstations as a quick reference guide in case of need.



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 2018 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 supported planning sessions with curriculum leaders during level planning
- Focused weekly Leadership Team Meetings
- 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:- Mathematics, 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 for working on Feedback (Glen Pearsal) and Anaphylaxis and First Aid training, and for School Review
- Regular meetings and participation in community networks
- School Psychologist onsite and outside agencies used to support students with identified needs.
- ICT and Digital Technologies were separated and became two distinct roles in the school
- Annual Review Meeting with Principal to assist with appraisal and feedback
- Focus on Agile Schools Initiative- Learning Sprints

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018**

- Leadership Programs
- Anaphylaxis and First Aid training
- Ongoing Administrative Training
- Emergency Management Professional Learning.
- Eastern Region Network Professional Learning for Leaders – 8 staff
- Zone Network Meetings for Religious Education, Deputy Principals, Literacy, Mathematics and Learning and Teaching Leaders
- Reading Recovery teacher ongoing contact with RR tutors
- FIRE Carrier Professional Learning day
- Memberships of various professional organisations, e.g. PEETA, Drama Vic, etc

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

38

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1,500

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

92.2%

STAFF RETENTION RATE

Staff Retention Rate

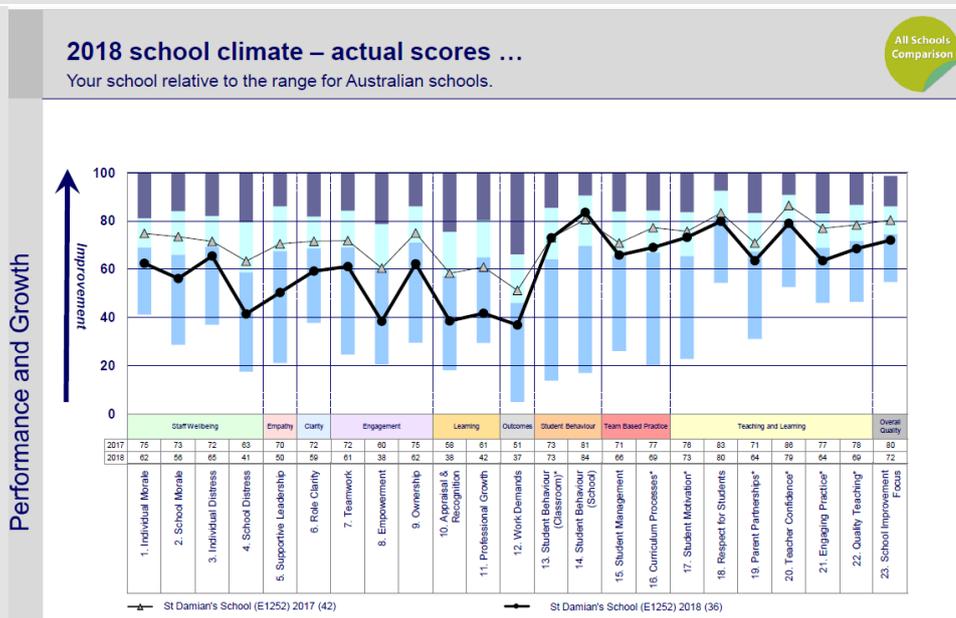
81.3%

TEACHER QUALIFICATIONS

Doctorate	0.00%
Masters	33.3%
Graduate	20.8%
Certificate Graduate	16.7%
Degree Bachelor	75.00%
Diploma Advanced	50.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	38
FTE Teaching Staff	27.4
Non-Teaching Staff (Head Count)	12
FTE Non-Teaching Staff	8.0
Indigenous Teaching Staff	0

TEACHER SATISFACTION



Our school survey data shows a decline in many areas. As 2018 was a review year, staff felt that the time to review the school’s journey over the previous four years was over-shadowing their classroom work. Staff data shows a preference to work alone rather than in a team as demands were greater in this environment.

In the area of student behaviour, the data suggests that small gains are continuing to be made. However, there needs to be a greater focus on developing a more consistent approach in managing student behaviours within the classroom. The data suggests that a focus needs to be on supporting students to remain focused on tasks in class.

The data also shows that engaging practice and parent partnerships are two areas that need improvement. Whilst student motivation is relatively high, teacher confidence would be enhanced through the provision of an engaging and motivating curriculum.

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 2018 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. The St Damian's parish/School Fete was held in March.
- Staff commissioning included in the opening school year mass.
- Sunday Parish and School Family masses were introduced in Term 2, 3 and 4.
- Transition program linked to local pre-schools and secondary schools and
- Open Day sessions (morning, afternoon and evening) held during Catholic Education Week
- School tours were conducted by students leaders
- Community Program linked to local secondary schools, e.g. Parade College, Loyola College
- Community organisations provided free sporting programs to students. e.g., Tennis, baseball, football, etc.
- Community organisations Carlton Football Club providing social skills programs for senior students
- 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. Faith Development Evenings, Literacy parent helper support course.
- Community Focus Group meetings were held throughout the review process to provide the opportunity for community members to reflect on the school's journey over the last four years
- 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

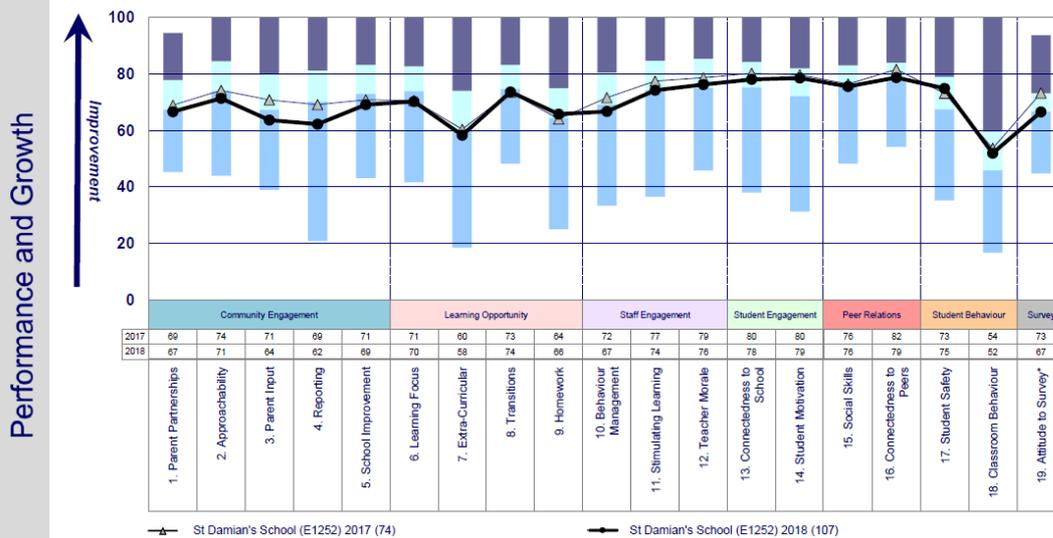
- Liaison with City of Whittlesea (WRG- Whittlesea Reconciliation Week) for endorsement of RAP (Reconciliation Action Plan)
- Parent participation in classroom programs, sausage sizzles, open days, assemblies, sporting events, incursions, excursions, camp experiences, Mother's Day and Father's Day stalls
- St Damian's Family Day held in July
- Community involvement and participation in the School Production
- Communication with parents via the newsletter, school website, email and electronic application 'FlexiBuzz' to strengthen communication across the school
- Harmony Day celebrated
- Community support of the Loyola Toiletry Collection and Fundraiser for Kadasig Aid Organisation
- School choir competed in the Boroondara eisteddfod
- Celebration of a Nativity and Christmas Carols Evening in December

PARENT SATISFACTION

2018 parent opinion – actual scores ...

Your school relative to the range for Australian schools.

All Schools Comparison



In comparing the parent data to the previous year, it shows some fluctuations in two aspects, Community Engagement and Staff Engagement. The data indicates a belief that the school actively tries to collaborate with parents and is receptive and understanding of their views and concerns. Parents also feel that teachers deliver classes which are interesting and enjoyable for their child and that they are passionate about what they do. However, there is some need to improve in other areas, for example student behaviour management and approachability.

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.

It can also be inferred from the data 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.