

ANNUAL REPORT TO THE SCHOOL COMMUNITY



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

2019

REGISTERED SCHOOL NUMBER: 1656



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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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

July 6th 2020

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 many families 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 staff trained in supporting EAL students. The appointment two mandarin speaking Learning Support Officers has enabled better support to continue for our parents and facilitated easier communication between home and school.

In 2019 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 - 2 classes
- Year 6 - 3 classes

St Damian's School offers five (5) 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 2019.

2019 saw us embark on the first year of our newly devised School Improvement Plan 2019-2022 post review. Throughout the year a strong focus was placed on building teacher and leader's professional capacity. Our school joined a collective of school leadership teams with four like-minded schools. The Collective's work was aimed at building the capacity of school leaders to take a coaching approach when working with staff. Through the Collective, the school leadership undertook professional learning with *Growth Coaching International*. The focus of the learning was to enhance skills of developing trust, questioning, solution-focussed thinking and providing authentic feedback to improve teacher capacity resulting in improved student outcomes. This work complemented the school's take-up of the Learning Collaborative, an initiative of the Eastern Region Office, Catholic Education Melbourne. Our school entered this work as a member of Cohort 2 thereby joining many other schools in the Eastern Region who were all involved in the work of Dr Lyn Sharratt. The Principal together with the Learning and Teaching Leader and the two Literacy Leaders entered into this work which focused on putting "Faces on the Data".

Dr Sharratt's work centres on the premise that school systems and school leaders must come together to improve student outcomes and build teacher capacity to learn, teach and lead. As a school we decided upon Reading as the curriculum area needing improvement based on our NAPLAN results over a three year period. There seemed to be a decline in student achievement in this area and we felt this was a problem we needed to address. As a school we unpacked the 14 Parameters from Sharratt's work which are the foundation for building a collaborative learning culture within the school. Our school leaders also undertook Learning Walks and Talks to understand better how students were learning and to support teaching practice so that it became more effective. Knowledge gained from the Learning Walks and Talks supported leaders to help build teacher capacity by taking a more targeted approach. As a school we were also supported by the Literacy Consultant from Eastern Regional Office. This external support helped to build a closer relationship with experts in the field and provided the Literacy Leaders with a more comprehensive approach in meeting the needs of teaching staff. With the support of the Literacy Consultant, Data walls were developed by staff, these plotted the progress of the students and also formed the basis for planning. In this way the learning needs of the individual students were being considered during planning thereby tailoring teaching and learning accordingly. This Learning Collaborative work will forge ahead into 2020 as we continue to focus on effective change based on meeting student needs and improving outcomes.

In 2019 our school also undertook the Leading Languages Professional Learning Program (LLPLP). The Principal together with the two Italian teachers undertook new learnings and considered how to plan more effective learning opportunities. Additionally, the team visited schools, who have undertaken this new mode of learning, and was exposed to different and more flexible modes of delivery and assessment practices which reflect quality practice in Languages education. As a team it was cemented for us the realisation that the current Language program delivered in a very traditional model of one lesson per week was not effective in supporting language acquisition. The team then developed a Learning Implementation Plan and was assigned a Language Coach from CEM. Thus began the journey for change which will continue into 2020.

Throughout 2019, 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 Art Show, Learning Journey Evening, Sporting Sessions through grants provided by School Sports Victoria, Christmas Carols evening, provided many opportunities for interaction between many members of our school and parish community further building relationships across the school.

During 2019 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) continued to be an area of focus as staff grappled with the complex Government requirements. Staff continued to maintain accountability through their documentation process which outlined how adjustments were made to support students with additional needs.

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. Funds raised have supported many aspects of school life and directly benefit the students. These funds enable us to provide resources which directly benefit our students. In 2019 the P&F, through their fundraising, have enabled the purchase of Fountous and Pinnell literacy resources which complement the BAS testing kits. These levelled teaching resources will enable teachers to better target student's needs. 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 2020 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 build a deep understanding of Catholic Social Teaching
- To strengthen our Catholic Identity

Achievements

Education in Faith at St Damian's in 2019 continued to provide opportunities for the school community to continue to strengthen and develop our Catholic 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 2019, we continued to embed the school prayer in our everyday life at St Damian's and it 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 Sacrament of Confirmation was conferred on students in Year Six in April 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.

The students in Year Three received the Sacrament of First Reconciliation in June and the Year Four 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. Parents were invited to support their children in their preparations to receive the Sacraments through participation in formation evenings facilitated by Father 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
- Celebration of Parish and School Family Masses to build a stronger family, parish and school partnership
- Celebration of Class Masses to enable students and staff to articulate stronger connections with the Catholic Faith and Tradition, values and culture
- Celebration of Grandparents/Family/Friends Day with a Mass, Morning Tea and various activities
- Celebration of St Damian's Feast Day with a Liturgy and activities for the community
- Continued student attendance at the St Patrick's Day Mass during Catholic Education Week
- Embedding 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 Father Elio Capra
- Celebrations of the Sacrament of Confirmation in April, the Sacrament of Reconciliation in June, and the Sacrament of Eucharist in August
- Religious Education Leader facilitating learning for all staff related to assessment and moderation in Religious Education
- Religious Education Leader enhancing and strengthening staff knowledge, understanding and confidence when designing, implementing and assessing the Religious Education Curriculum
- Religious Education Leader enhancing and strengthening staff Catholic Identity through faith formation sessions
- Religious Education Leader facilitating staff learning on Catholic Social Teachings, that informs the teachings and what they look like at St Damian's
- Religious Education Leader enhancing and strengthening staff knowledge, understanding and confidence related to Liturgical celebrations in order to promote deeper connections with the rites and rituals contained within the Catholic Tradition
- 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 and Vinnies Christmas Appeal
- Christmas Appeal (Giving Tree and Hampers) in support of St Vincent de Paul
- Regular support of many charities including Caritas, Catholic Care, Project Compassion and St Vincent De Paul
- Social Justice issues and activities communicated through the School Newsletter to parents
- Regular weekly meetings between members of the Leadership Team 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

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 2019, 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 utilise and become more familiar with the RE Curriculum Framework which supported their delivery of Religious Education. 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 build teacher capacity to use assessment data to drive teaching
- To maximise learning growth for all students

Achievements

Literacy

- Two Literacy leaders (F-2 & 3-6)
- Fortnightly Professional Learning Team Meetings (PALMS)
- Fountas and Pinnell BAS Reading Comprehension testing Years 3-6
- PM Benchmark testing P-2 (Reading and Comprehension)
- PAT R testing used as an additional tool to assess comprehension in years 2-6
- Literacy action plan implemented
- Provision of Reading Recovery at 0.5
- Continued implementation of Prep-Year Six Assessment schedule
- Celebration of Book Week with invited guest presenters
- Professional development for leadership (Faces on the data - Lyn Sharrat)
- Professional development for leadership (Understanding how to use PAT-R)
- Professional development for Junior Literacy Leader with Learning Consultant (EAL)
- Professional development for Junior teachers at external EAL course (English as an additional language or dialect in Catholic schools - Dr Andrea Truckenbrodt)
- Literacy resources purchased and updated
- Regular Supported Planning for teachers provided by Literacy Leaders
- ERIK PD for all LSO's and Junior Literacy Leader
- ERIK program supporting students at risk
- Extra support for EAL Prep students
- 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 (Years 3-6)
- Developed Data Walls P-6 using, Alpha Assess, PatR & NAPLAN
- Worked with CEM Literacy Consultant to lift reading outcomes
- Leaders visited classrooms as part of the Learning Walks and Talks process during Literacy and Math classes

Mathematics

- One Mathematics Leader, Foundation - Year 6
- Fortnightly Professional Learning Team Meetings (PALMS.)
- 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 Maths Leader
- 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 Night combined with Art Show

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
- Two 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 (GAPE) 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 Art Show- planned and co-ordinated by St.Damian’s Visual Arts Specialist Teacher and supported by a staff committee
- Christmas Carols presentation
- New 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.
- 1:1 digital devices initiative commenced with Years 4 & 5 students

STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017	2018	2017 - 2018 Changes	2019	2018 - 2019 Changes
	%	%	%	%	%
YR 03 Grammar & Punctuation	98.2	98.2	0.0	100.0	1.8
YR 03 Numeracy	98.2	100.0	1.8	100.0	0.0

YR 03 Reading	100.0	100.0	0.0	98.1	-1.9
YR 03 Spelling	100.0	98.2	-1.8	96.2	-2.0
YR 03 Writing	100.0	100.0	0.0	96.2	-3.8

The 2019 NAPLAN data indicates that 100% of students in Year 3 achieved benchmark standards in Grammar & Punctuation and Numeracy. In Reading, 98.1% achieved benchmark, whilst 96.2% achieved benchmark in both Writing and Spelling.

Year 3 data in Grammar & Punctuation shows 1.8% growth in achievement in the past three years. In Reading, there has been a decrease of -1.9% from the previous year. The Spelling data also shows a decrease of -2.0% from the previous year added to the -1.8% decrease between 2017-2018. In Writing there has been -3.8% decrease from the previous year.

YR 05 Grammar & Punctuation	93.8	96.9	3.1	100.0	3.1
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	93.8	-6.3	96.3	2.6
YR 05 Spelling	96.9	96.9	0.0	100.0	3.1
YR 05 Writing	100.0	100.0	0.0	100.0	0.0

In Year 5, 100% of students achieved the NAPLAN benchmark in Grammar & Punctuation, Numeracy, Spelling and Writing. 96.3% achieved the benchmark in Reading.

The Numeracy and Writing data from 2017-2019 indicates minimum standards are being consistently achieved. In Grammar & Punctuation there has been steady growth of 3.1% over the three year period from 2017-2019. In Reading the data shows an increase of 2.6% from the previous year and the Spelling data shows an increase of 3.1% from the previous year resulting in 100% of students achieving benchmark

Student Wellbeing

Goals & Intended Outcomes

- To develop an understanding of how teacher-student relationships impact on student learning
- To maximize learning growth for all students

Achievements

Some of the achievements in the area of Student Wellbeing in 2019 included further developing teacher capacity in the teaching of Social Emotional Learning. This work was based on 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 2019, all Year levels focused on one topic per term (there are 8 topics included in the resource). These included: Emotions, Stress Management, Help Seeking and Gender and Identity. Parent information and education about these topics were included in the weekly newsletter.

In Term 1 of 2019, St. Damian's introduced its first **SWELL Week**. SWELL Week took place in Weeks 1 and 2 (January 31 - February 7). The goal of SWELL Week was ***"to build positive relationships and connections within the school community so that learning achievement and emotional wellbeing can flourish."***

The week consisted of many class level and whole school activities which heavily promoted Social and Emotional Learning with an emphasis on the value of Teamwork and Relationships and the clear links to student improvement. The three school expectations of: Do your Best, Help Others Succeed and Respect the Environment were explicitly taught throughout the week. A Wellbeing Journal was also introduced through F-6 so that each student and teacher had a journal in which to reflect and add all their SEL work. The journal was designed to be passed on with the student as they progress through the different year levels.

As part of SWELL Week **Student Wellbeing Surveys** were introduced and administered to each class by a school leader. The statements included in the survey were:

1. My teacher knows me
2. My teacher listens to me
3. I feel safe in the classroom
4. I feel safe in the yard
5. I have many friends at school
6. My parents know about my learning at school
7. I find learning interesting

This data was collated and analysed by each class teacher in a staff PALM in Term 1 and a goal was set by each teacher which aimed to improve on their teacher/student relationships. The survey was administered again in Term 3 (August) and this enabled teachers to look for growth in their own practise and gave them the opportunity to continue to explore how positive teacher/student relationships impact on student learning.

On Wednesday March 20th the school celebrated and acknowledged **Harmony Day**. It was a day where children were asked to come dressed in orange and to celebrate cultural diversity. As a school community teachers and students acknowledged the day by discussing the importance of Harmony Day, as well as taking part in activities which involved the students reflecting on the key message: "Everyone belongs", reinforcing the importance of inclusiveness to all Australians.

On Tuesday 28th May, St. Damian's conducted an onsite professional learning day to focus on both Student and Teacher Wellbeing through a '**Foundations to Flourishing**' PD facilitated by Georgina Manning. The professional development day covered the practical application of positive psychology for optimal flourishing. Staff discovered the 16 Wellbeing practices based on positive psychology that lead to optimal wellbeing and completed personal exercises to begin the implementation of a personal wellbeing practice. Staff also learnt strategies to increase their personal resilience to day to day stressors and how to put into practice a wellbeing practice to prevent stress build up focusing on self-care.

Staff were also exposed to the background of positive psychology and PERMA (Positive Emotion, Engagement, Relationships, Meaning & Purpose and Accomplishment) and how to implement simple yet effective exercises and practices daily into their lives and into the lives of their students. Staff were engaged in following Positive Psychology exercises through team building activities, group activities, pair work and hands on activities:

- Identifying and using the VIA Character strengths
- Values exercises
- Gratitude exercises
- PERMA Positive Psychology team work activities
- Resiliency building strategies and exercises
- Wellbeing booster activities
- Self-Care
- Positive Emotions & Resilience
- Informal mindfulness strategies to reduce stress and increase wellbeing

In response to the Student Wellbeing Survey results in Term 1, teachers identified areas of concern regarding how children were feeling about their behaviours both in and out of the classroom. As a result of this the Student Wellbeing Leader along with the Diversity Leader provided weekly professional reading on **Behaviour Support**, so that staff were able to understand what the CECV Positive Behaviour Guidelines clearly states. All Catholic school teachers should be aware of these guidelines.

The main aim was to present the behaviour response system comprising 3 tiers in relation to our own school's 'Relationship Management Process'. Staff were reminded that the intensity and frequency of support may increase or decrease relative to the behavioural needs and challenges of the student. The level of intervention may be increasingly systematic and data driven depending on where the student's needs lie across the 3 tiers. The professional readings were shared in a folder called Behaviour Support and included practical strategies and resources for staff to utilise within their practice.

To support our Restorative Approach to behaviour, the Student Wellbeing Leader and Core Team continued to review and monitor the '**Relationship Management Process**.' This provided an opportunity for the Leader and Core Team Members to discuss with greater clarity what constitutes Reminder and Reflection behaviours. 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 continued with success and provided evidence for students' displaying undesirable patterns of behaviour which then informed ways of managing these students.

In Term 3 the school offered an interactive parent evening, '**Exploring Children's Emotions.**' The facilitator for the evening was Annette D'Amore, a psychologist, counselor and family therapist for over 14 years. The interactive and highly engaging evening explored themes of:

- Understanding emotional intelligence and development for children
- Exploring parenting styles
- Exploring emotional expression in children
- Building emotional awareness in children

Feedback from the evening was very positive and parents felt more equipped to deal with their children's emotions.

On Thursday 24th October, St. Damian's held its biannual **Day for Daniel**. **Wear Red and Educate** was the theme for the day. Day for Daniel is a National Day of Action raising awareness of Child Safety, Protection and Prevention. The Daniel Morcombe Foundation is strongly committed to the education of all children about their personal safety.

The main outcomes/learning intentions we wanted for our students as a result of Day for Daniel were:

1. To identify a safety network of trusted adults
2. To recognise the body clues when in an unsafe situation
3. What actions they can take if they are feeling unsafe

Lunch time clubs were offered in Term 3. These afforded our students the opportunity to explore areas of interest. Clubs included: 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

1st level comparison

CEMSIS STUDENT SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=153)	CEM average PRI school comparison % positive (n=29,768)
1. Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.	87%	78%
2. School engagement	How attentive and invested students are in school.	69%	59%
3. School climate	Perceptions of the social and learning climate of the school.	74%	65%
4. Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school.	82%	73%
5. School belonging	How much students feel they are valued members of the community.	81%	75%
6. Learning disposition	Students' mindset about themselves as learners.	83%	78%
7. Student safety	Perceptions of student physical and psychological safety while at school.	57%	55%
8. Student voice	The extent to which students feel they have opportunities to have an impact on their school.	66%	60%
9. Catholic identity	Student perceptions about the Catholic identity of the school.	69%	62%

The student data indicates a general positive perception with students recognising that their teachers hold them to high expectations with a general feeling of a positive learning and social climate within the school. Students feel valued and have a positive mindset about their learning. However, there is an indication that some students may at times disengage with their learning. The data shows that student perception in the area of student safety, even though above CEM average, is still an area of concern. It could be surmised therefore, that the behaviour of other students may be getting in the way of their learning.

STUDENT ATTENDANCE

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.9
Y02	95.9
Y03	95.8
Y04	94.7
Y05	94.8
Y06	93.7
Overall average attendance	94.8

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 then in the first instance the class teacher contacts the parents or where necessary the Principal makes contact.



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

Throughout 2019, St Damian's school continued its work in the area of Child Safety acknowledging the importance of embedding policies into every day practice. As a school community we are committed in our belief that everyone connected with our school can help children be safe and that keeping children safe is everyone's responsibility.

We continued consultation with the parent body through review of the Seven Standards at the Board Meetings and disseminating information to the wider school community via the school Newsletter. Information evenings targeted at prospective families also included information sharing of the Seven Standards and an explanation of how the school managed Child Safety. These practices ensured that all stakeholders had an understanding of their individual and collective responsibilities to protect the safety and welfare of our students.

All volunteers within the school undergo a process to ensure that the Child Safe standards are adhered to and understood in regards to adult responsibilities. Volunteers are screened via a referee and interview process, then undergo an induction session with the Principal or Child Safe Officer as part of the process. All volunteers are required to maintain a current WWCC. All contractors and visitors to the school must sign in and register their onsite attendance and are expected to wear a visitor's badge whilst on the premises. All contractors are required to maintain a current WWCC to gain entry into the school.

Throughout 2019, 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. Staff became familiar with each policy to ensure that as a school we met the compliance requirements and addressed our commitment to child safety. Our school has a range of policies in place, to support Child Safety practices, many of which are available on our website:

- Mandatory Reporting Policy
- Staff Code of Conduct
- Parent Code of Conduct
- Volunteers/Contractor Code of Conduct
- 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, which has a strong emphasis on the principle of inclusion. 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.

In 2019 the SRC, under the direction of the Deputy Principal and the Child Safety Officer, presented the child version of the Child Safe policy to the student body at a whole school assembly. The staff were then asked to unpack the policy with their class as part of their SEL curriculum. This was done to ensure all students understood how to access support if required and to identify their 'safe' contacts if needed. The policy is available to all in the community via the school website.

Our Risk Management Practices also include the obligation on staff to conduct Risk Assessments for each and every event in which the students are engaged. This includes, incursions, excursions, school visits, guest speakers, sporting events, swimming programs, sport programs. In this way we are continually vigilant in our duty to ensure the safety of our students.

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. All staff are also required to complete on an annual basis the Mandatory Reporting e-learning Modules



Leadership & Management

Goals & Intended Outcomes

To build leadership capacity in all staff

To develop and sustain a strong professional culture across the school

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 2019 an emphasis was placed on the development and formation of the school Leadership Team. This involved intensive professional development for all members who undertook a Growth Coaching model. Our school leadership team formed a collective with three other catholic school leadership teams. The focus of the Collective was to take a coaching approach with conversations held with staff. The new skills developed in leaders were aimed at developing trust when working with staff. Additionally, improving questioning skills and creating solution focused thinking was also incorporated to provide authentic and challenging feedback. This professional learning also dovetailed with our uptake as a Cohort 2 school in a Learning Collaborative offered through the Eastern Region Office, Catholic Education Melbourne. Through the Learning Collaborative we identified an area of curriculum to improve student outcomes. We used our school's NAPLAN data and identified Reading as an area needing improvement. The Learning Collaborative team consisted of Learning and Teaching Leader, P-2 Literacy Leader, Year 3-6 Literacy Leader and Principal. The work undertaken through this collaborative was based on the work of Dr. Lyn Sharratt. The Learning Collaborative Team was focused on bringing about change to improve teaching and learning in Reading. Student data was used to track outcomes.

2019 also saw the school undertake training and learning in a languages initiative offered through CEM. Two members of staff, together with the Principal attended the Leading Languages Professional Learning sessions and gained new perspectives on teaching languages through an immersion program. The school was assigned a coach and planning began on implementing this new way of learning for the following year. We developed an implementation plan for the year and began focused sessions with staff to begin the journey. Under this new initiative classroom teachers as well as the Language Leader take on the responsibility to ensure students use the language throughout the day. We look forward to the program being fully implemented in 2020.

In 2019 we identified the following as achievements in Leadership and Management:

- Beginning of Year Chat between staff and principal to establish professional goals and to identify relevant professional learning to support staff development
- 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
- Learning Support Officers (7) completed Certificate IV in Educational Support
- Focused weekly Professional Planning Team meetings centred using student data to continuously improve student outcomes
- Learning Support Officers weekly meeting with Learning Diversity Leader to gain support to better meet the needs of students with additional needs
- Strategic supported planning sessions with curriculum leaders during level planning
- Focused weekly Leadership Team Meetings
- Whole staff released in levels each term to ensure consistent term planning

- Process for induction continued to support new staff
- Mentor assigned to Graduate teachers to support them in their first year of teaching and to achieve full registration with VIT.
- 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 to teaching and learning with a focus on Reading.
- Learning Collaborative with Lyn Sharratt as facilitator
- Learning Collective formed with four schools.
- Staff trained in the use of Midazalam and as well as Anaphylaxis training
- Regular meetings and participation in community networks
- ICT and Digital Technologies were separated and became two distinct roles in the school
- Annual Review Meeting in Term 3 with Principal to assist with appraisal and feedback

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Professional Learning activities that staff have undertaken.

- Leadership Programs
- Anaphylaxis training – 42 staff
- Ongoing Administrative Training associated with transition to ICON
- Emergency Management Professional Learning – 42 staff.
- Eastern Region Professional Learning for Leaders – 8 staff
- Zone Network Meetings for Religious Education, Deputy Principals, Literacy, Mathematics and Learning and Teaching Leaders
- Administration PL
- Reading Recovery teacher ongoing contact with RR tutors
- FIRE Carrier Professional Learning day
- Memberships of various professional organisations, e.g. PEETA, Drama Vic, etc
- ACHPER P.E.Conference
- Learning Collaborative – Lyn Sharratt (4 staff)
- Learning Collective – Coaching training (Leadership Team 7 staff)
- Certificate IV Educational Support
- EAL training for a team of staff (6 staff)
- Graduate Support and mentoring
- Smart Spelling PL – Michael Hutchins
- Reading PL
- Writing Strategies
- Mathematics PL
- Google Suite PL
- STEM PL

- Behaviour Management PL
- “Be You” Wellbeing online learning modules (undertaken in school hours) (6 staff)
- Resilience Kids Conference
- Leading Languages Professional Learning (4 staff)

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

40

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 2000.00

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

94.1%

ALLSTAFF RETENTION RATE

Staff Retention Rate

93.0%

TEACHER QUALIFICATIONS

Doctorate

0.0%

Masters

40.9%

Graduate

27.3%

Graduate Certificate

18.2%

Bachelor Degree

72.7%

Advanced Diploma

54.5%

No Qualifications Listed

0.0%

STAFF COMPOSITION

Principal Class (Headcount)

2

Teaching Staff (Headcount)

35

Teaching Staff (FTE)

25.5

Non-Teaching Staff (Headcount)

14

Non-Teaching Staff (FTE)

14.7

Indigenous Teaching Staff (Headcount)

0

TEACHER SATISFACTION

1st level comparison

CEMSIS STAFF SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=39)	CEM average school comparison % positive (n=13,985)
1. Student safety	Perceptions of student physical and psychological safety while at school.	63%	69%
2. School climate	Perceptions of the overall social and learning climate of the school.	59%	76%
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.	50%	76%
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.	22%	56%
5. Feedback	Perceptions of the amount and quality of feedback staff receive.	19%	40%
6. School leadership	Perceptions of the school leadership's effectiveness.	27%	57%
7. Staff safety	Perceptions of staff safety in the school.	38%	65%
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.	46%	63%
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.	47%	57%
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.	56%	58%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.	73%	67%
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	17%	65%
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.	62%	70%
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.	48%	78%

Our school staff data presents many opportunities for positive development. The data suggests that staff feel most positive when working collaboratively in teams. However, there seems to be a perception that Leadership is not supportive or encouraging. This perception seems to permeate many facets of the domains.

Whilst there seems a sense of satisfaction in the area of student safety the perception is that there needs to be a greater focus on developing a more consistent approach in the overall social and learning climate of the school. The data suggests that a greater focus needs to be on supporting student's wellbeing.

The perceptions of the school's improvement strategy, including how well the school leadership sets the conditions for teams to work collaboratively in an effective way is an area for improvement.

School Community

Goals & Intended Outcomes

- To develop an understanding of partnerships that support student learning.
- To strengthen our Catholic identity

Achievements

St Damian's School continues to offer a wide variety of activities and opportunities for the school and wider community to interact. During 2019 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.
- Staff commissioning included in the opening school year Mass.
- Sunday Parish and School Family Masses were continued 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, Wellbeing evening
- Additional 'curriculum' show cases for parents
- 'Learning Journey' & Art Show 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

- 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
- School choir community reach programs – Bundoora Extended Care
- Celebration of a Nativity and Christmas Carols Evening in December

PARENT SATISFACTION

1st level comparison

CEMSIS FAMILY SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=23)	CEM average PFI school comparison % positive (n=8,679)
1. Family engagement	The degree to which families are partners with their child's school.	54%	57%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.	82%	89%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.	78%	79%
4. School climate	Families' perceptions of the social and learning climate of the school.	82%	86%
5. Student safety	Perceptions of student physical and psychological safety while at school.	67%	73%
6. Communication	The timeliness, frequency, and quality of communication between the school and families.	70%	72%
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.	74%	70%

The data indicates a perception from the parents that overall the school is welcoming of parents' involvement, however there is some need to improve in other areas, for example student safety and family engagement. It can also be inferred from this perception data that parents feel that communication between school and home could be strengthened.

The perception data related to Catholic identity seems to indicate a level of satisfaction with the way families are engaged with the faith element of the school.

