



ANNUAL REPORT TO THE SCHOOL COMMUNITY

St. Finbar's School
BRIGHTON EAST

2018

REGISTERED SCHOOL NUMBER: 1221



Contents

| | |
|---------------------------------------|----|
| Contact Details | 2 |
| Minimum Standards Attestation | 2 |
| Our School Vision | 3 |
| School Overview | 4 |
| Principal's Report | 6 |
| Parish Priest's Report..... | 7 |
| School Education Board Report | 8 |
| Education in Faith..... | 9 |
| Learning & Teaching..... | 11 |
| Student Wellbeing | 13 |
| Child Safe Standards | 16 |
| Leadership & Management..... | 17 |
| School Community | 18 |
| Future Directions | 20 |
| School Performance Data Summary | 22 |



Contact Details

| | |
|---------------------------|--|
| ADDRESS | 90 Centre Rd Brighton East VIC 3187 |
| PRINCIPAL | Mr Patrick Berlingeri |
| PARISH PRIEST | Fr. Ian Ranson |
| SCHOOL BOARD CHAIR | Mr Frank Russo |
| TELEPHONE | (03) 9579 7761 |
| EMAIL | principal@sfbrightoneast.catholic.edu.au |
| WEBSITE | www.sfbrightoneast.catholic.edu.au |
| E NUMBER | E1111 |

Minimum Standards Attestation

I, Pat Berlingeri attest that St. Finbar'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)*

5th May 2019

Our School Vision

Vision Statement

St Finbar's is a Catholic Primary School Community which aims to provide a safe, supportive and dynamic learning environment in which each member is respected and nurtured.

Mission Statement

St. Finbar's is a school where:

- all members are nurtured to grow in their Catholic Faith and Spirituality with a focus on our Catholic Social Teachings and Social Justice.
- students are encouraged and supported to participate fully in an ever changing global community, supported by a curriculum which meets their individual learning needs.
- we value each member as an individual whilst nurturing their social and emotional wellbeing.
- structures and practices are put in place to ensure that all members of the community have the opportunity to grow.
- positive partnerships between school, home and parish are fostered to strengthen our relationships and promote active community involvement.

The school enacts its philosophy in its deeds and actions and through the curriculum.

Our 9 School Values - Derived from Values for Australian Schooling

1. Everyone deserves a fair go at our school.
2. We work hard and try to achieve our best.
3. We greet each other in a friendly way.
4. We care for our school and the environment.
5. We value honesty.
6. We all have the right to feel safe and happy at school.
7. We care for our friends by including others.
8. We try to understand how others feel.
9. We celebrate difference.

Reviewed by the School Advisory Board - 15th August, 2017.

Reviewed by St. Finbar's School Staff - 12th September, 2017.

School Overview

History

St Finbar's Parish, Primary School is situated beside the historic St Finbar's Church on the corner of Centre Road and Nepean Highway, East Brighton.

Formally known as St Patrick's Parish of Little Brighton, the church was opened in a newly erected weatherboard building on April 30 1848, with Mass. The school shared this building with the church for three months and in June 1848, St Finbar's School was opened in another small, wooden building on the site.

With the development of plans for a Melbourne Cathedral, the Archbishop requested that the name Patrick be given to this project, hence St Patrick's Little Brighton took the name of St Finbar's - a truly Irish saint. The weatherboard church and school, 'the first Catholic Church erected in the suburban area of Melbourne' have long since disappeared and have been replaced by the present buildings. None of the original buildings remain as many of them were demolished during the 1970s with the widening of Nepean Highway.

The school was originally founded and staffed by lay teachers. Between 1906 and 1908, the Presentation Sisters taught in the school. They then returned to run the school in 1925 and remained until 1974. Due to decreasing numbers and a redefining of their mission, the Sisters handed on the tradition of quality education to a lay administration and teachers, and this legacy lives on today.

Buildings

St Finbar's is committed to the planning and provision of high quality resources and facilities to support a range of the Curriculum Programs.

Our school is a very well-equipped school with 16 learning areas, which include a Library, Arts Centre and outstanding administration and staff facilities.

In January 2010, after four years of planning and fourteen months of building works, a major building program was completed. We believe that our learning areas provide our students with the best possible learning environment. Each of the classrooms are spacious, up-to-date and have both heating and air-conditioning. Other facilities at our school include:

- Well-equipped Library
- The Arts Centre
- Administration and staff facilities
- 5 meeting rooms
- Uniform shop
- Increased playground spaces with a sustainable garden, an adventure garden and open playing spaces
- Multiple water tanks
- Multi-purpose hall
- Tuckshop/Canteen
- Out of school hours care facility

The School Building Program was self-funded and has incurred a debt of \$3.2 million to be repaid over 15 years, the interest of which is paid by the Government. We believe that these facilities will meet the needs of students of today and into the future.

In 2009, as part of the Federal Government's 'Building the Educational Revolution Program' (BER), St Finbar's received a grant of \$2.5 million, which was used to construct a new hall and fencing.

Within the complex of the large sports-gym hall, additional facilities include:

- Before and After School Care which operates each morning and evening, on pupil free days and holidays.
- Canteen facilities – 4 days per week

Catholic Education data indicates that St Finbar's school has limited opportunities for any further borrowing for capital purposes.



Principal's Report

I am pleased to present the annual report for 2018. This year saw St. Finbar's participate in the 4-year review cycle where our school reviewer – Jan Hayes – reported that:

St Finbar's vision is lived through its practices and the context of the learning and living environment that encourages and sustains student engagement and growth.

Catholic faith and spirituality are reflected in sacramental preparation and celebrations, rich prayer opportunities in daily life, social justice initiatives and developing focus on the understanding and relevance of contemporary church teaching to inform decisions and behaviours.

Individuals are valued, nurtured and strengthened; growth is supported by wellbeing and learning programs and responsiveness by staff to individual needs and circumstances. The curriculum offers opportunities for development from personal to local and global perspectives.

Partnerships with parents and the parish are the foundations of student formation. Community involvement is actively promoted. Opportunities for engagement are offered; parents contribute constructively to the life of the school.

Student safety and inclusiveness are priorities.

2018 also saw the running of a School Arts festival, Italian Day Celebrations, Book Week, Whole staff 2-day retreat and the completion of some minor works around the school: School promotional movie, Playground asphaltting work, Installation of security cameras and the construction of an upstairs staff toilet.

Pat Berlingeri

Principal - St. Finbar's School



Parish Priest's Report

One of the great joys of being a Parish Priest in the Archdiocese of Melbourne is to be involved in the Parish School. Some of the activities of the school include:

- board meetings,
- School sports,
- musicals,
- school masses,
- sacramental celebrations,
- the start and end of term masses, and
- the weekday masses when the students come to celebrate with the daily mass goers

These are all great experiences for the school and the Parish.

I count myself privileged to be with St. Finbar's excellent Principal, Mr Pat Berlingeri, the School Leadership Team, the Religious Education Leader Mrs Cathy Ferrari and the school staff in all the workings of our school.

St. Finbar's is going ahead in 'leaps and bounds' as the saying goes. The Parents and Friends association are working together well to raise funds for extras at the school. Parents tell me how happy they are with St. Finbar's and respond well to all the school does.

Mr Pat Berlingeri gives excellent leadership with great initiatives and vision to the staff and whole school. May I repeat it is a **JOY** to be involved with St. Finbar's Parish School.



School Education Board Report

On behalf of the School Advisory Board of St Finbar's Primary School, it gives me great pleasure to provide the 2018 Chairman's Report. The Board met on seven occasions during 2018 to discuss key matters pertaining to the governance of the school and to provide guidance and support for existing and future initiatives. In 2018, the board was comprised of the Parish Priest, the Principal, Deputy Principal, Religious Education Leader and twelve parents from the school, which included the P&F President, the Board Chairperson and the Deputy Chairperson.

This school year has again been an extremely busy one, with the School Board considering a range of issues and actions. These included the following:

- Reviewing the 2017 Insight SRC School Improvement survey which assesses the performance of the school in four areas – organisational climate, teaching climate, student wellbeing and student behaviour;
- Discussing feedback and priorities resulting from the Annual Parent Survey which collated feedback from staff, parents and students. Major issues identified from the survey included a need to revise the sex education programme, newsletter format and school camp program;
- Members of the Board participated in a parent panel which formed part of the broader School Review conducted by the Catholic Education Office. The conclusions of the School Review were presented to the Board at a specially convened meeting. While the report noted that the targets which were set at the time of the previous review conducted in 2014 have not been met, the reviewer acknowledged that these targets were ambitious and, in some cases unrealistic. Furthermore, the report highlighted the positive momentum towards achieving these targets and praised the “optimistic, energetic and forward focussed atmosphere” that exists at our school.
- Reviewing and endorsing an updated Child Safety Policy and Code of Conduct;
- Discussing and ratifying the school camp program for 2019, which will now include a full week in Canberra for year six;
- Endorsing the commissioning of a School Promotional video – A Day in the Life of St Finbar's; and
- A range of improvements to the physical environment of the school were discussed and implemented, including the asphaltting of Thomas Sherry playground with the creation of courts for netball/basketball and netball/soccer, installation of security cameras and investigation of new classroom furniture.

The Board considers good progress has been achieved in 2018 and there is a sound framework in place to underwrite the continued improvement in our school. On behalf of the Board, I would like to acknowledge and thank, Principal, Pat Berlingeri, Deputy Principal, Nigel Rodrigues, Parish Priest, Fr. Ian Ranson, and the school leadership team for its energetic and constructive guidance. We also acknowledge and thank our dedicated teaching staff, who are willing to commit to new ideas, innovative ways of teaching and most of all provide support to ensure our children receive a quality Catholic Education. The school is also assisted by many other support staff and parents within our Community and for this the Board would also like to express our gratitude for the strong contribution they make to the St Finbar's environment.

It has been my pleasure to chair the School Advisory Board in 2018 and I would like to convey my sincere thanks to all board members for their contributions during the year. As this is my last year as a Board member, I would like to take this opportunity to thank the school community for the opportunity to be involved with the School Board. It has been my privilege to work with and get to know a wonderful group of likeminded and committed people.

At the end of 2018 we bid farewell to Deputy Principal, Nigel Rodrigues. We are very grateful for the significant contribution he has made to our school community and wish him all the best in his new role as Principal at St Kevin's, Ormond. In 2019 the board welcomes Co-Deputy Principals Michelle Hill and Cathy Ferrari, a new Chairperson, Kate McKenzie, who joined the board in 2018, while Nat Bell, who has been a board member since 2017, will act as Deputy Chairperson. Our thanks to both Kate and Nat for serving the school and the board in their respective positions.

Frank Russo
Chairperson
School Advisory Board
St Finbar's Primary School

Education in Faith

Goals & Intended Outcomes

Goal:

To strengthen our Catholic identity as a community so that we can better give witness to the Gospel in our everyday lives.

Intended Outcome:

That students be supported to move from literal belief to post critical belief.

Achievements

Religious Education is the Key Learning area unique to Catholic schools. The course content is outlined in documents produced by the Religious Education Department of the Catholic Education Office (Melbourne) and further developed by staff.

Students learn about the doctrine and traditions of the Catholic faith and are also provided with many opportunities to participate in Catholic practices. Liturgies are planned and celebrated to mark major Church seasons and events. Junior grades share in a Prayer Night, which involves the students, parents and teachers.



Sacramental Programs are central to the existence of St Finbar's as a Catholic school. Reconciliation, First Eucharist and Confirmation are whole school celebrations, which also aims to provide opportunities for parents to reflect on their own personal faith journey. Sacramental/Family nights are held prior to each of these celebrations. These nights, together with Family/Class Masses and Class Prayer Nights are intended to bring families together to support them on their faith journey.

The priority initiative in Religious Education in 2018 was for each Year level to plan and implement the Faith Life Planner which is our document for school learning.



Value Added

Staff Conference - spirituality retreat

Staff prayer and meditation

Sacramental Program

Staff and students are able to plan a Mass/Liturgy/Prayer Nights

Embed in faith life planner

Theme for social justice for the year - linked with student voice.

Learning & Teaching

Goals & Intended Outcomes

Goal:

To provide a contemporary learning environment in which learning is personalised and all students are challenged and supported to achieve ongoing improvement, success and engagement.

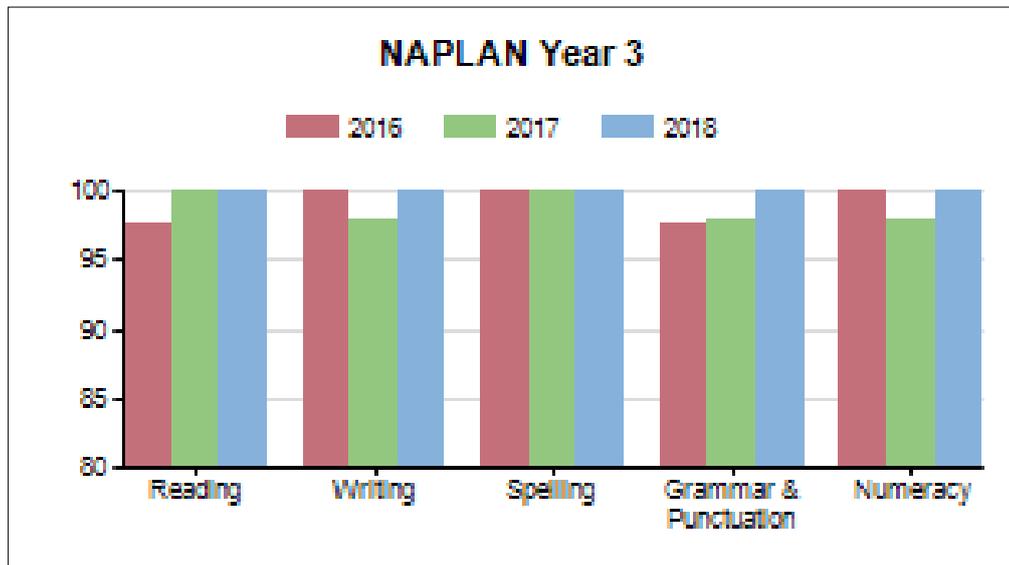
Intended Outcomes:

1. That numeracy outcomes for all students will improve.
2. That writing outcomes for all students will improve.
3. That learning growth of all students in literacy and numeracy will improve

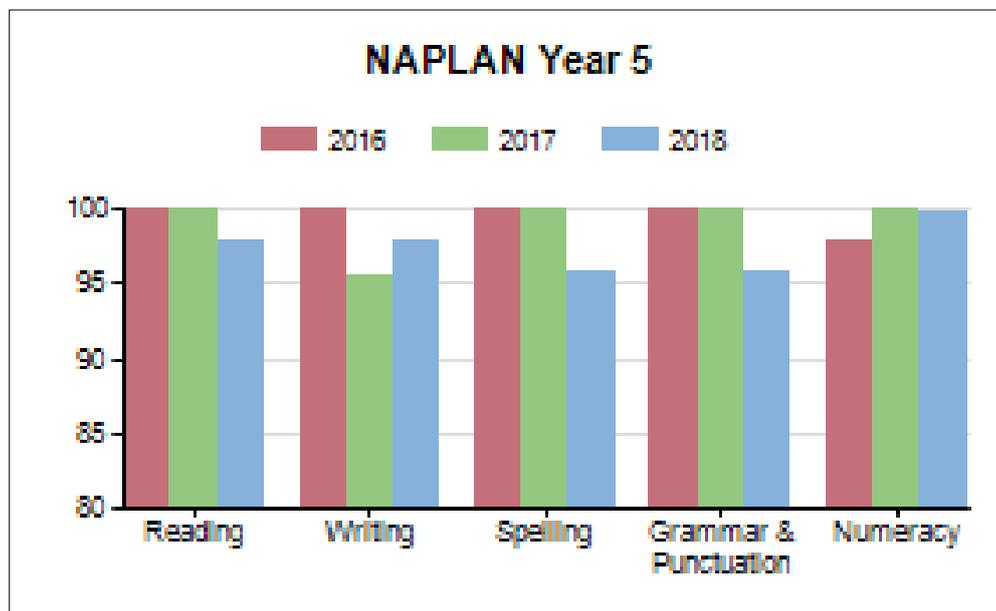
Achievements

At St Finbar's School, we believe in the provision of excellence in education, through a love of learning, supported by challenging educational programs which meet the needs of the individual student. We aim to support the development of each child's spiritual, intellectual, emotional, physical, social and creative growth. The staff is responsible for providing a planned and sequential curriculum which will enable each child to develop their capabilities. It is recognised that continual evaluation of the curriculum is carried out in order to meet the current educational aims.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|-----------|-----------|-----------------------------|-----------|-----------------------------|
| NAPLAN TESTS | 2016 % | 2017 % | 2016 - 2017 Changes % | 2018 % | 2017 - 2018 Changes % |
| YR 03 Grammar & Punctuation | 97.8 | 98.0 | 0.2 | 100.0 | 2.0 |
| YR 03 Numeracy | 100.0 | 98.0 | -2.0 | 100.0 | 2.0 |
| YR 03 Reading | 97.8 | 100.0 | 2.2 | 100.0 | 0.0 |
| YR 03 Spelling | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 03 Writing | 100.0 | 98.0 | -2.0 | 100.0 | 2.0 |
| | | | | | |
| YR 05 Grammar & Punctuation | 100.0 | 100.0 | 0.0 | 95.8 | -4.2 |
| YR 05 Numeracy | 98.0 | 100.0 | 2.0 | 100.0 | 0.0 |
| YR 05 Reading | 100.0 | 100.0 | 0.0 | 97.9 | -2.1 |
| YR 05 Spelling | 100.0 | 100.0 | 0.0 | 95.8 | -4.2 |
| YR 05 Writing | 100.0 | 95.5 | -4.5 | 97.9 | 2.4 |
| | | | | | |



In 2018, 100% of Year 3 students met the national minimum standards in all areas of the NAPLAN testing schedule.



In 2018, 100% of Year 5 students met the national minimum standards in Numeracy. 97.9% of Year 5 Students met the minimum standards in Reading and Writing. 95.8% of the Year 5 students met the minimum standards in Grammar & Punctuation and Spelling.

Student Wellbeing

Goals & Intended Outcomes

Goal:

To maximise students' sense of wellbeing and connectedness to school and their learning.

Intended Outcomes:

That students' engagement in learning will improve

Achievements

Student Wellbeing aims to promote and enhance the personal, social, physical, emotional, mental and spiritual nature of students. Key elements of student wellbeing are positive self-regard, respect for others, positive relationships, responsible behaviours and personal resilience. These attitudes and skills are taught as well as expected of the children.

The key strategies are to maintain a consistent approach to the Kids Matter Program and continue with Circle Time and Bounce Back through professional development, dialogue and following of procedures to maintain student connectedness to peers, while improving student connectedness to school.



Value Added

- Celebration Week held in Term 1, Week 1. All classes involved in cross age and whole school activities. Parents welcomed to visit learning spaces. A welcome picnic concluded Celebration week.
- Relationship building was a key focus for Celebration Week.
- School values were explored with Year Level and displayed in classrooms and the school entrance.
- Student Representative Council (SRC) artwork demonstrated student actions for each value
- Ongoing support for students, parents and staff through resourcing of a Student Wellbeing Leader and a Learning Diversity Leader.
- Fortnightly Student Wellbeing meetings with the Wellbeing Team. Student Wellbeing and Student Services Leaders are core to the Team and teaching staff are rotated on a termly basis.
- Regular reminder in the staff memo to ensure a consistent school approach to the Behaviour Management Model.
- Bounce Back, scope and sequence taught in classrooms.
- All Learning Support Officers invited to attend professional development opportunities.
- Brighton Cluster Schools student day for Years 5/6.
- Brighton Cluster Open Doors/Human Development program. Initial parent meeting followed by parents - child session x 2.
- Year 6 student and teacher buddy program.
- Feedback from students sought in week 8 of each term. Expectation that teachers will act upon the feedback.
- Regular Newsletter articles promoting Student Wellbeing.
- 'Friendship Seat' to support social interaction on the playground.
- Continuing to welcome students and parents into the school each morning by having classroom teachers and other staff outside on the playground at 8:45am
- School Psychologist for students identified.
- Continuing to cater for individual differences through Individual Learning Plans (ILPs) and Individual Behaviour Plan (IBP).
- Termly Program Support Meetings for students identified on the LNSLN program (PSGs).
- Social skills program.
- Refinement of the Year 6 student leadership program.
- Continuing to coach Year 6 Leaders in public speaking to facilitate leading assemblies.
- Continue to involve Year 6 students in public relations activities e.g. Assembly, Open Days, St Patrick's Cathedral - Catholic Education Week Mass.
- Continuing the Year 6 playground mentor program and the Prep / Year 5 Buddy program.
- Further enhancing the Year 5 Leadership day
- Continuing the Student Representative Council (SRC) meetings for Years P-6.
- Celebration of Student Star of the Week in the newsletter and at assembly.
- Continued use of Kids Matter Framework.

Student Attendance

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | % |
|---|------|
| Y01 | 93.9 |
| Y02 | 93.4 |
| Y03 | 92.6 |
| Y04 | 93.7 |
| Y05 | 93.0 |
| Y06 | 92.9 |
| Overall average attendance | 93.2 |

Student non-attendance is followed up with a phone call for the school office manager. Repeat absenteeism is followed up by the Student Wellbeing Leader / Deputy Principal.



Child Safe Standards

At *St Finbar's Primary School* we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel (*CECV Commitment Statement to Child Safety*).

Goals and Intended Outcomes

- To develop school community awareness of, and a commitment to, the Ministerial Order No 870 (Victorian Child Safe Standards)
- To develop school policies which are able to demonstrate the strong commitment of St Finbar's Primary School to the care, safety and wellbeing of all students at our school.
- To implement practices, procedures and strategies to keep students safe from harm, including all forms of abuse in our school environment, online and in other locations provided by the school.

Achievements

In light of Ministerial Order 870, St Finbar's Staff began the process of reviewing existing policies related to Child Safety. As a result of this, a number of recommendations were made to update and improve our policies and procedures.

All staff contributed to this process and in July 2016 a draft policy was developed and presented to the School Board. It was subsequently endorsed in August 2016.

The school community was kept informed with information published in our weekly school newsletter.

A decision was made to review the school's Child Safety Policy annually with the intention of maintaining staff and community awareness of the school's practices and procedures relating to child safety.

At St Finbar's Primary School, we actively encourage all students to openly express their views and feel comfortable about giving voice to the things that are important to them. We teach students about what they can do if they feel unsafe and enable them to understand, identify, discuss and report on child safety. We listen to and act on any concerns students, or their parents or carers, raise with us.

Leadership & Management

Goals & Intended Outcomes

Goal:

To grow and sustain a staff culture that is characterised by shared vision, a strong sense of teamwork and a focus on continuous improvement.

Intended Outcomes:

That organisational climate will improve.

Achievements

- Focused Leadership team meetings.
- Regular fortnightly meetings.
- Streamlined timetable and calendar.
- New Report format.
- Resurfacing of the Thomas Sherry playground.
- Stronger financial base for school.
- Remain within staffing allocation budget.
- Installation of Upstairs toilet for staff use.
- Continued Staff Professional Development both personal and whole school.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

Throughout 2018, staff have attended professional learning activities focusing on:

- Priorities of the School Improvement Plan,
- Initiatives of the Catholic Education Office, Melbourne,
- The Victorian Curriculum and Assessment Authority
- Victorian Curriculum directives.
- Whole Staff retreat (2 Days live in)
- Individual Needs based Professional development as needed

Provision for professional learning is planned at varying levels - for total staff, level and curriculum teams, and individual staff members. This has taken place both at St Finbar's School and outside venues before, during and after school hours.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

36

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1,800.00

School Community

Goals & Intended Outcomes

Goal:

To continually nurture and grow a school environment that is inclusive and engaging for all members of the school community.

Intended Outcome:

That parents' engagement with their children's learning will be strengthened.

Achievements

- In February, staff and those in leadership positions were acknowledged at the Commissioning Mass and in the newsletter.
- Celebration Week held in Term 1, Week 1 & 2. All classes involved in cross age and whole school activities. Parents welcomed to visit learning spaces. A welcome picnic concluded Celebration Week.
- Parent/Teacher chats in February and interviews in June. Student led conferences in Years 3-6.
- Student Brighton Cluster days for Years 5 & 6 students, one per term.
- Staff Brighton Cluster professional development days, one per term.
- Year 6 student and teacher buddy program initiated.
- Student Representative Council (SRC), Social Justice and Environment leaders rotate on a Semester basis.
- Wellbeing days held on last day of each term.
- Ensuring that the Chairperson of the School Board and President of P & F have a whole school vision for St Finbar's school through regular dialogue with the Principal.
- Continuing to involve all Year 6 students in student leadership. Supporting senior students by providing them with opportunities to develop leadership skills.
- Coaching the Year 6 Leaders to lead assemblies and other public forums.
- Continuing the Year 5 Leadership Program with a professional development day off-site in November and public speaking course in Term 4.
- Parent Helpers for literacy, numeracy, PMP, sporting events, excursions etc.
- Prep 2019 transition meetings in November.
- Assembly each week to which all parents are welcome.
- Newsletters distributed each week via email.
- Class Newsletters sent out each term.
- Teachers on playground at 8:45am.
- Teachers' email addresses provided.
- Website regularly updated.
- Carols Night.
- Maths Week.
- Book Week.
- Grandparents' Day.
- Sporting events in swimming, X Country, athletics at Inter-house, Interschool, District and Division level.
- Netball, Football and Soccer Interschool program.
- Links with wider community – Work Experience students, St Kevin's and St. James College Student Community program weekly visits.

- Parent and Friends monthly meetings for communication and planning major social events - major social events: Dinner Dance and Children's Disco.
- Beginning of the year events for families - Beginning of Year Mass and Welcome Picnic.
- Class level parent social activities.
- Mother's Day morning breakfast gathering and stall.
- Father's Day morning breakfast gathering and stall.
- School students as altar servers for Sunday and other Masses.
- Continuation of Parish Council meetings.
- Out of School Hours Care (OSHC) program each morning and afternoon, on pupil free days and term holidays. Holiday program open to the wider community.
- Uniform Shop.
- Biennial Parent survey on a range of topics about St. Finbar's School



Future Directions

Religious Education

- Further strengthen our Catholic identity as a community.
- To support students in moving from a literal belief to post critical belief.
- Continue to support parents and staff to develop links between faith and life.
- Continue to develop RE curriculum, pedagogy and assessment to ensure contemporary learning and an inquiry approach that leads to action.
- Continue with Meditation P-6.
- Strengthening Individual Staff Opportunity to further develop personal spirituality.
- Monitor the development and implementation of P-6 data collection tool for assessment and reporting.
- Embed Education in Faith across the Curriculum through an inquiry approach.
- Further strengthening staff pedagogy.

Learning & Teaching

- Continue with Contemporary Learning where learning is personalised and all students are challenged and supported to achieve ongoing improvement, success and engagement.
- Continue to build a shared understanding of contemporary learning.
- Embed the practices of Learning Intentions and Success Criteria in all classrooms.
- Ensure strong and effective team practices
- Further developing a differentiated curriculum.
- Develop a consistent approach to curriculum.
- Continuing to develop an understanding of the Victorian Curriculum.
- Continue to use a P – 6 data base to effectively track student growth in Literacy and Numeracy.
- Develop teachers' skills of how to analyse data and use it to meet student needs.

Student Wellbeing

- Ensure student voice is evident in all aspects of learning.
- Continue to use Kids Matter as a framework for wellbeing.
- Teachers develop skills in providing effective feedback to students.
- Ensure we have a whole school consistent approach to behavior management.
- Ensure Wellbeing Practices, including Bounce Back and Circle Time are embedded in teaching & learning practice and are explicitly taught.
- Continue with the Year 6 mentor system.
- Provide whole school communication and collaboration opportunities for students.
- Provide opportunities for students to access and evaluate student behavior management.
- Continue to develop meditation.
- Provide meaningful opportunities for the SRC to promote student voice.
- Include parents in contributing to our Values actions
- Provide opportunities for parent involvement in classroom activities.
- Continue to develop and refine student/home access to ICT and cyber safety

Leadership and Management

- Leadership to support classroom teachers in planning and teaching practice.
- Build coaching competencies at all levels of school operation.
- Leaders to engage in shared reflection and discussion of the Leadership Standards Framework.
- Induction program for new Staff.
- Revisit and maintain protocols for meetings.
- Strengthen relationships with part time staff.
- Continue to support Education Support Officers.
- Leadership Team to plan parent information and education sessions.
- Build opportunities for continued Peer Observation.

School Community

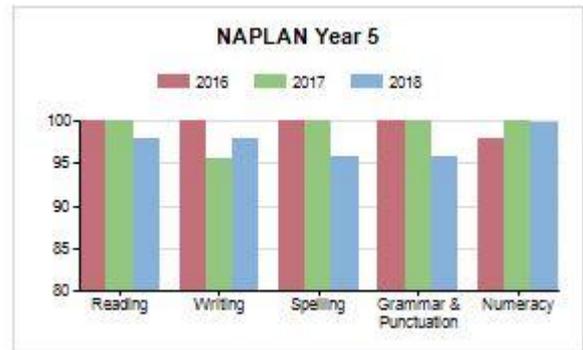
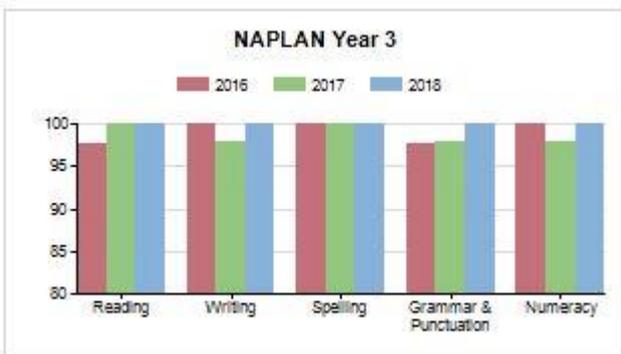
- Further develop community links to our school to promote a sense of belonging and a genuine feeling of welcome.
- Introduce Seesaw as a form of communication between home and school.
- Consult with parents on Kids Matter Framework.
- Planned regular focus groups with parents, students and teachers on curriculum.
- Maximise every opportunity to inform parents on directions in education and achievements at the school.
- Welcome all Parents.
- Further improve reporting to parents.
- Continue to develop relationship with schools in the local community.
- Continue to further develop opportunities for school-home connections which serve to enhance children's faith and practice



School Performance Data Summary

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|-----------|-----------|-----------------------------|-----------|-----------------------------|
| NAPLAN TESTS | 2016 % | 2017 % | 2016 - 2017 Changes % | 2018 % | 2017 - 2018 Changes % |
| YR 03 Grammar & Punctuation | 97.8 | 98.0 | 0.2 | 100.0 | 2.0 |
| YR 03 Numeracy | 100.0 | 98.0 | -2.0 | 100.0 | 2.0 |
| YR 03 Reading | 97.8 | 100.0 | 2.2 | 100.0 | 0.0 |
| YR 03 Spelling | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 03 Writing | 100.0 | 98.0 | -2.0 | 100.0 | 2.0 |
| YR 05 Grammar & Punctuation | 100.0 | 100.0 | 0.0 | 95.8 | -4.2 |
| YR 05 Numeracy | 98.0 | 100.0 | 2.0 | 100.0 | 0.0 |
| YR 05 Reading | 100.0 | 100.0 | 0.0 | 97.9 | -2.1 |
| YR 05 Spelling | 100.0 | 100.0 | 0.0 | 95.8 | -4.2 |
| YR 05 Writing | 100.0 | 95.5 | -4.5 | 97.9 | 2.4 |





| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | % |
|---|------|
| Y01 | 93.9 |
| Y02 | 93.4 |
| Y03 | 92.6 |
| Y04 | 93.7 |
| Y05 | 93.0 |
| Y06 | 92.9 |
| Overall average attendance | 93.2 |

| TEACHING STAFF ATTENDANCE RATE | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 85.5% |



STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 81.5% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 22.7% |
| Graduate | 40.9% |
| Graduate Certificate | 22.7% |
| Bachelor Degree | 54.5% |
| Advanced Diploma | 27.3% |
| No Qualifications Listed | 9.1% |

STAFF COMPOSITION

| | |
|---------------------------------------|------|
| Principal Class (Headcount) | 2 |
| Teaching Staff (Headcount) | 32 |
| Teaching Staff (FTE) | 26.1 |
| Non-Teaching Staff (Headcount) | 13 |
| Non-Teaching Staff (FTE) | 7.7 |
| Indigenous Teaching Staff (Headcount) | 0 |



NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au