



## 2017 ANNUAL REPORT TO THE SCHOOL COMMUNITY



## Contents

Contact Details .....	2
Minimum Standards Attestation .....	2
Our School Vision .....	3
School Overview .....	4
Principal's Report.....	6
School Education Board Report.....	8
Education in Faith .....	8
Learning & Teaching.....	9
Student Learning Outcomes .....	10
Student Wellbeing .....	11
Child Safe Standards .....	14
Leadership & Management .....	15
School Community .....	17
Parent Satisfaction supplementary data .....	19
Financial Data .....	19
VRQA Compliance Data.....	20

## Contact Details

<b>ADDRESS</b>	40 – 52 Ovens Street WANGARATTA 3677
<b>PRINCIPAL</b>	Mr Terry Corrigan
<b>PARISH PRIEST</b>	Fr Michael Pullar
<b>SCHOOL BOARD CHAIR</b>	Mrs Connie Cudini
<b>TELEPHONE</b>	(03) 57 21 5795
<b>EMAIL</b>	principal@[spwangeratta.catholic.edu.au
<b>WEBSITE</b>	www3.spwangeratta.catholic.edu.au
<b>ABN</b>	14591826647
<b>E Number</b>	E3001
<b>Federal DET Number</b>	1220

## Minimum Standards Attestation

I, Terrence James Corrigan attest that St Patrick's Primary School, Wangaratta is compliant with:

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

15 May 2018

## Our School Vision

### IDENTITY STATEMENT

- \* To provide a school community that draws on the traditions of the Brigidine Order, that celebrates life, reaches out to others and actively cares for our world.

### Vision Statements

#### Vision One

- ♦ We are immersed in and challenged by the Gospel values of Jesus, which permeate every aspect of our school life.

#### Vision Two

- ♦ A strong sense of belonging and community is nurtured and extended into the faith community and the wider community.

#### Vision Three

- ♦ Quality teaching and learning experiences are operating in all areas of learning so that the potential of each person is developed and challenged.

#### Vision Four

- ♦ The rights and dignity of all members of the school community are recognised, acknowledged and developed and extended to the care of the world in which we live.

## School Overview

It's been 160 years since St Patrick's School was first registered. In that time it has seen many changes, not the least of which is the evolving of teaching and learning strategies to meet the needs of students now and into the future.

During the 1950's the school's enrolment peaked at four hundred and twenty-five. It was at this time that two new schools were established in the town of Wangaratta, Our Lady's School (1958) and St Bernard's in 1963.

Enrolment growth has been significant in the past twenty years with the school tripling in size and the school now finds itself in need of Federal and/or State Capital Grant funding to ensure an appropriate learning and teaching environment into the future.

It is important that students have access to a broad range of experiences.

Recent years has seen the school involved in a range of professional development activities that focus on enhancing the range of learning styles that our students exhibit.

We have worked extensively on Kath Murdoch's Inquiry Learning model and, more recently Helen Timperly's Inquiry Mindset for School Improvement. These approaches have a significant impact on the way in which the school conducts learning and teaching on a day to day basis.

The school also conducts a range of specialist subjects all designed to enhance and enrich learning at the school. We have specialist teachers in Visual and Performing Arts, Science, Information and Communication Technology, Able Gifted and Talented program, Reading Recovery and a remediation program in Maths called Adding to Numeracy Thinking (ANTS). This requires considerable common learning areas outside of the usual classroom structure.

As a result of this, all of these activities require coordination as many share the same learning spaces. This also then places restrictions on the type of activities being employed as there is limited availability to leave work set up for future lessons due to the multiple uses of the available learning spaces.

At St Patrick's we embrace a range of learning and teaching strategies all designed to support our students to become life long learners. In order for the school to achieve this goal, provision needs to be made to provide a variety of stimulating learning spaces.

St Patrick's Primary is centrally located in Wangaratta (one of three Catholic Primary Schools and a Catholic Secondary School in the town). It has strong links with the Brigidine order that ably supported the school for well over one hundred years. St Patrick's has a strong commitment to the values of our Catholic Faith.

The school currently has 320 pupils arranged into fourteen classes. Class sizes are kept as small as

possible to encourage sound teaching and learning practice. Alongside the Generalist teachers, the school has specialist teachers in Music, Science, Digital Technology ,Remediation and Extension, LOTE (Italian) and Welfare. Staff work closely with parents for the good of the student. To this end, several opportunities exist throughout the year for communicate with parents, teachers and students.

The parent community is deeply committed to ensuring that the students achieve to the best of their ability, which is evident in their involvement in the life of the school.

### **SPECIAL FEATURES**

- Strong Catholic values.
- Source of Life Religious Education Program
- Dedicated teaching staff
- Commitment to developing the whole child
- Parish based Sacramental program.
- Comprehensive curriculum
- Strong student welfare program
- Catering for individual needs (e.g. Gifted Education, Remediation programs)
- Strong commitment to Professional Development.
- Access to Information Technology in all classes.
- Leadership opportunities for staff and students.
- Positive Behaviours in School's program (PBIS)
- Blueearth Discovery program
- Emerging Sustainability Program (including Solar generation)
- Member school of Catholic Regional Education Wangaratta (CREW)
- Commitment to accessibility of Catholic Education pathway Prep to Year 12.



## Principal's Report

### Principal's Annual Report to

### St Patrick's School Community - 20<sup>th</sup> December, 2017

Dear Parents,

It is with a great sense of pride and satisfaction that I report to our community on the 2017 school year. This truly is a wonderful school with which to be associated.

I am extremely proud of the engagement of staff and families at our school. Staff continue to place the needs of the students ahead of their own personal needs which makes the family/school connection a very strong one. The curriculum nights which were run in the three areas of the school, are a testament to this. They were extremely well attended and the feedback from parents was excellent. The staff put in an extra effort, giving freely of their time, to ensure the success of these events.

Fr Mike Pullar, ably assisted by Fr Novilito Lim have continued to support the school extremely well. They have assisted the students journey of faith through meaningful Masses and liturgies throughout the year.

A high point of the year is always the Parish based Sacramental programs. These are well run by the schools and well co-ordinated by the parish. They are a great celebration of parents commitment to their children. It was pleasing to see our Bishop Les Tomlinson officiating at our Confirmation / Eucharist celebrations. Equally so, Frs Mike and Fr Novi at our Reconciliation evenings, not to mention their invaluable input to our Confirmation/Eucharist parent meetings.

I am extremely proud of the Catholic Identity of the school. This is not just the religious programs that the school engages in. It is how we, as a school, see ourselves, each other and the world in which we live. There have been many great innovations during the course of the year.

The school's commitment to social justice issues has continued to see members of the senior school group become FIRE (Friends Igniting Reconciliation through Education) carriers. These students are leading lights in the school on issues of aboriginal reconciliation and their leadership is a great beacon for others.

The school has also raised money for St Vincent de Paul Society, CARITAS, Catholic Mission, Heart Foundation as well as a number of smaller projects within the local community. The students not only assist these organisations financially, they also learn why there is a need to do so and we strive to give them a sense of their social responsibility so that they grow to be caring and respectful citizens.

The school was engaged in the Diocesan cyclical review process again this year. This year, we reviewed the Pastoral Wellbeing and Stewardship of Resources component of the Charter of Sandhurst Schools Improvement (COSSI). The review panel, consisting of a range of parents, CEO staff and teachers from within the Diocese, validated the school's assessment. It was a positive and affirming experience for the staff.

We also continued to engaged the services of Eastman Lynch Pty Ltd to assist the school in ensuring that our Occupational Health and Safety practises are to a high standard. This company was engaged as part of a cluster initiative and they have already proven themselves worthwhile through their auditing process.

In Learning and Teaching, our key focus was on the writing process and a considerable amount of professional development was put into ensuring that we achieved significant growth. The school's leadership team was involved in the Helen Timperly "Inquiry Mindset" project which was an initiative of the Sandhurst Diocese. This involved taking a measured look at the schools data, and the way we collect it, and making decisions that allow for real change.

Our Naplan data and internal data collections would indicate that we have achieved our intended aims. The Naplan data was the best result that the school has achieved in recent years with no areas being deemed "at risk" by the data collected. There is a real sense of achievement with the staff, given the range of learning abilities in years three and five. The five year data trends still are seen as the most valuable data from Naplan as this longitudinal study allows the school another "snap shot" of the schools long term performance from a different source.

Our reporting system called "nForma", introduced in 2016, has continued to provide meaningful development in a number of areas. The roll out of this program has allowed up to not only modify and improve our reporting to parent structures but also to roll out additional data gathering through the "First Aid" records, "The Pastoral Well" being records. Areas are also being developed to use this program to automatically inform parents of late arrivals and absences from school. The attendance roll already has the capacity to

Additionally, it has also introduced an electronic attendance roll, first aide records and Student Wellbeing section that allows us to stay better informed as to the needs of the students.

Also under the learning and teaching umbrella, introduced a program called "Mappen" which will support teachers in a range of humanities subject areas whilst supporting our data gathering in accordance with the Victorian AusVELs. This program underwent a twelve month trial during 2017. Following that trial, it was deemed to be sufficiently useful to continue its use for another two years.

From a Pastoral Wellbeing perspective, the school continues to demonstrate our commitment to the broad range of needs of our students. These needs range from supporting those with specific learning issues to those who engage in our Able, Gifted and Talented program. We have considerable staffing targeted at addressing these issues. This role is ably lead by our Deputy Principal, Mrs Helen Lyons, but it also involves the use of Teacher Aides, Speech Pathologists, visiting experts, Occupational Therapists, psychologists as well as medical practitioners and specialists.

Peer Support Groups (PSGs) are organized termly to meet with parents to assist in properly targeting the students needs.

Parental Engagement remains a high priority at the school. Although I am extremely grateful for the work carried out by our fundraising and social groups, parental engagement seeks to engage parents in their child's learning so that they are best placed to support the work of the school and the needs of their child/ren.

Learning walks and parent information sessions are key to supporting our parents in this area and these have continued in 2017. Further to this, the school continues to find ways to engage parents through the use of social media such as Facebook and Twitter. Our Facebook page has proved to be enormously popular as have the blogs available on the school's webpage. "A program called "See-Saw" was introduced which allows parents to be actively aware of their childrens' learning through interactive sharing with parents.

It would be remiss of me not to acknowledge the great work of our School Board and our Parents & Friends Association.

The Board are the advisory group that report to the Parish Priest. Their key role is to assist with the forward planning of the school. This year, we see two of our members, Mr Guy Gorman (School Board Chair) and Mr Peter Hussey completing their tenure on the Board. I would like to thank them for their care and dedication to our beautiful school.

The P&F continue to be the cement that binds our school through their active engagement in school life. Not only have they raised significant funds for the purchase of school resources, they have also provided a social outlet for parents and the broader community which showcases our beautiful school to the community of Wangaratta.

Yours Faithfully

**Terry Corrigan**

(Principal)



## School Education Board Report

The 2017 school year was a time of renewal for the School Board.

During this time the school embarked on formation of new and existing member through professional development opportunities with the Catholic Education Office, in particular, Mr Paul Desmond, Mr Phil Bretherton and Mrs Gabriel Downey.

It was a time of reflection as we began the process of developing a new strategic plan to carry us forward for the next three years. It was a wonderfully affirming time and it also resulted in the Board developing a revised Action Plan.

Further to this, the Board worked with the Parents and Friends Association to set up an Advisory Finance Group which reported back to the Board and the P&F with a strategy by which to acquit money fundraised by the school for the purchase of resources as well as including a Pastoral Care element for the support of families facing financial difficulties.

## Education in Faith

### Goals & Intended Outcomes

#### Catholic Identity

- CREW Day – Liturgy with all Wangaratta Catholic Schools in Catholic Education Week (May 2017)
- Review of Vision Statements, Identity Statements and Graduate Outcomes utilizing a full school community approach. This to include Parent forums (2) and a staff forum (as per Principal Appraisal Action Plan)
- School to participate in ECSI survey. Data to be overlayed against previous survey (2011) and direction taken from the CEO, in consultation with Fr Mike, as to what could be done to improve any deficit areas (as well as success measures for areas of competence).
- Staff formation – Helen Timperly, CEO staff (Re: Ecsi project)
- Work with CREW Council re: Catholic School Identity and promotion.
- Team extended from two to three in the area of Indigenous Education. Continue “FIRE Carrier” and involvement at Indigenous Network days.
- Indigenous Education Policy Review.

### Achievements

- Sacraments of Confirmation/ Eucharist and Reconciliation were a great parish community celebration.
- Our NAPLAN data achieved its best result in a number of years.

- The school experienced considerable success in the area of social justice. Thousands of dollars was raised for CARITAS(Lent), St Vincent De Paul (especially Christmas and Winter Appeals) and Catholic Mission (October). The students also learnt about their role and responsibility to be the face of God to others through acts of kindness and sharing their faith in all they do.

#### VALUE ADDED

- A great success was the way in which the parent group and staff came together to formulate the revised Vision Statements for the school. It showed a desire to embrace contemporary catholic teaching and it was a model for the whole community.
- The way in which the students participated in the enactments of the Easter story and Christmas story was also worth noting as it gave insights as to the way in which we celebrate our catholic identity in all that we do.

## Learning & Teaching

### Goals & Intended Outcomes

#### Curriculum

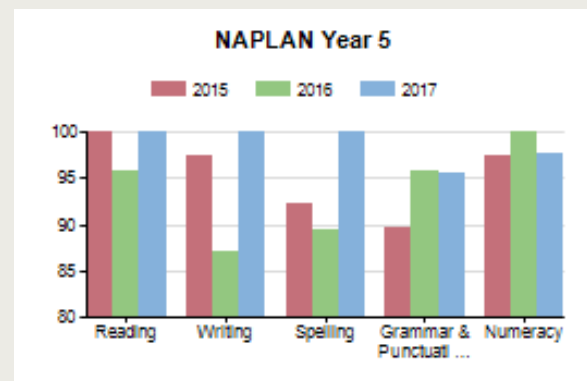
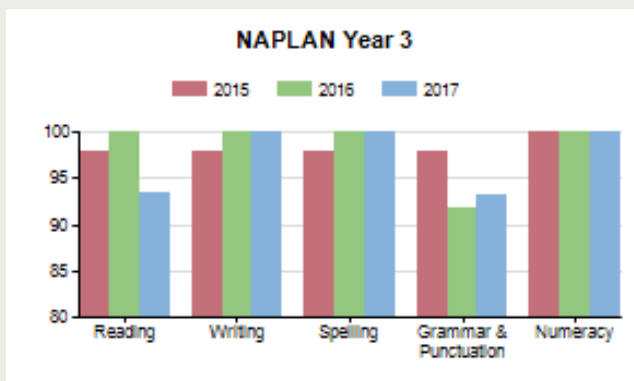
- **Writing** - Identified by the leadership team and staff in consultation with Catherine Cardoso and Helen Betts (Catholic Education – Sandhurst) using a range of data available (e.g. Naplan, Pat M, Pat R, Observational Surveys –system requirement). Recommendation ( from Catholic Education Office) to focus specifically on one major curriculum area in a targeted way.
- Report Format to be revised to make it more parent accessible. Working party established to drive initial design in consultation with School Board, P&F and staff (ensuring all VRQA requirements are met).
- WA First Steps Reading – support for staff not familiar with WA First Steps. Arn Gorman to lead afternoon workshops.
- BluEarth – PD for untrained staff (Andrea O'Connor) and refresher course for trained staff.
- Assessment & Reporting policy review
- Sustainability policy review
- MAV and /or ACU Maths Conference Conference.

### Achievements

- The work carried out by staff targeting “writing”, as an area of growth, saw that group come together to ensure that our professional practise was aligned from Foundation to Year Six.

- Considerable work was done at Professional Learning Community level around moderation of writing to ensure this alignment and consistent expectation across all genres of writing.

## STUDENT LEARNING OUTCOMES



**E3001**  
St Patrick's School, Wangaratta

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	97.9	91.9	-6.0	93.3	1.4
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	97.9	100.0	2.1	93.5	-6.5

YR 03 Spelling	97.9	100.0	2.1	100.0	0.0
YR 03 Writing	97.9	100.0	2.1	100.0	0.0
YR 05 Grammar & Punctuation	89.7	95.7	6.0	95.5	-0.2
YR 05 Numeracy	97.5	100.0	2.5	97.7	-2.3
YR 05 Reading	100.0	95.7	-4.3	100.0	4.3
YR 05 Spelling	92.3	89.4	-2.9	100.0	10.6
YR 05 Writing	97.4	87.2	-10.2	100.0	12.8

The Naplan data shows an improvement across key learning areas. This is particularly noticeable in the growth from the 2015, Year three data, to the 2017, Year five data (same cohort of students), where significant growth has occurred. This can be attributed to the work done in professional development regarding the Helen Timperly Inquiry Mindset project where staff were able to refine their use of data to inform their teaching. The Professional Learning communities have also continued to thrive which is having very positive effects on the overall teaching and learning at the school.

## Student Wellbeing

### Goals & Intended Outcomes

#### Achievements

- Student wellbeing is central to what we are trying to achieve here at St Patrick's School. The teachers work closely in units collecting data that informs us of the needs of both groups and individuals

- The school is fortunate to have a Home/School Liaison officer that works closely with families to ensure their wellbeing. Our HSL Officer is also trained in Seasons for Growth (a program of Loss and Grief) which supports our families and students in times of need

- **NON Attendance:** All families are required to contact the school in the event of non attendance. If this is not done then contact is made with the parent. In cases where there are considerable absences over a period of time, parents are asked to contact the school (Principal and/or Deputy Principal) to discuss factors affecting non attendance at school. In more extreme cases, Child First can be contacted to provide support.

#### VALUE ADDED

- The Deputy Principal's key role is specifically student wellbeing. The DP is responsible for coordinating programs and services that support all students.
- The DP also coordinates Peer Support Group meetings (PSGs) which are carried out termly
- A speech pathologist is engaged one day per week to work with students and other health and wellbeing professionals are engaged as needed in consultation with families.
- The school conduct a comprehensive Camps and Excursions program which contributes significantly to student social development as well as providing valuable learning experiences.



## STUDENT SATISFACTION

- \* Students demonstrate a strong connectedness to the school.
- The senior students are engaged in a range of leadership opportunities which also helps the school collect accurate data as they take their role in contributing to the wellbeing of the school seriously. The data collected is also fed back to the students so that their views are also considered for any future planning.
- The data demonstrates high levels of favourable feedback. Particularly noteworthy are : student morale, Connectedness to School, Teacher Empathy, Learning Confidence, Student Motivation, Connectedness to Peers and Student Safety

## Student attitudes to school – supplementary data ...

Module Title	Historical		Current		
	2015 Actual Score	2016 Actual Score	2017 Actual Score	2017 Percentile	2017 Percent Favourable
Student Morale	70.68	72.00	72.62	36.68	91.91
Student Distress	79.38	78.00	82.04	59.32	94.29
Connectedness to School	75.10	78.88	85.53	68.59	96.60
Teacher Empathy	79.66	78.43	84.86	56.52	95.12
Purposeful Teaching	75.31	77.40	83.83	55.81	95.32
Stimulating Learning	63.43	66.63	70.24	39.53	90.91
Learning Confidence	66.20	70.75	75.66	49.46	94.68
Student Motivation	75.77	84.50	88.86	62.10	98.93
Connectedness to Peers	82.71	82.13	81.39	48.76	97.86
Student Safety	88.06	83.40	87.50	71.14	92.74
Classroom Behaviour	53.06	52.33	51.42	42.54	68.79
Survey – Easy*	66.55	77.33	79.07	81.40	91.11
Survey – Enthusiasm*	55.10	60.11	62.47	33.46	74.07

\* Comparisons Based on Victorian Catholic Schools only  
 Please note: A score of -999.99 means that there is no data available for that year.  
 Percentiles represent your school compared to the range for Victorian schools.



## Child Safe Standards

### Goals and Intended Outcomes

- The Child Safe Standards were introduced in July of 2016. This was achieved through the strong support of Catholic Education (Sandhurst) and through the commitment of the whole school community. This has changed the way the school organises itself in a range of areas.
- The process involved intensive community consultation. Parent meetings were held both during school hours and after hours as well as significant amounts of time at staff meetings over many months.
- The school's newsletter was used over a number of weeks to communicate the Child Safe Standards to parents and the broader community. Further to this, the school's website has a section devoted to the Child safe Standards.

### Achievements

- Each staff member now has a folder listing all of the Child Safe Policies as outlined in Ministerial Order 870. Staff were required to undergo an intensive induction process and they were required to sign off on each of the Child Safe Policies and standards
- As mentioned previously, newsletters and electronic media continue to be used to communicate and promote the school's Child Safe policies.
- All staff are now required to sign a "Code of Conduct" annually.
- The Child Safe policy and Code of Conduct (to be signed) are now included into the Contractors Induction kit.
- Parents attending school camps and excursions are now required to sign a Code of Conduct as a condition of involvement.
- All new staff are inducted into the school's Child Safe Standards and presented with a folder containing the standards.
- These are encouraged to be kept in a prominent position in the classroom.
- Copies of the Child Safe Standards are also available from the front office.

## Leadership & Management

### Goals & Intended Outcomes

- Leadership Review – Preparation for and completion of review process. Followed by a revision of Action plans both current and future in light of the findings.
- Increase in the number of leadership team members. New position is as “Parental Engagement” person. Role is to liaise with parent groups, including Parents & Friends association as well as engagement in Diocesan initiatives and keeping the school informed on current best practice.
- PLC's-. Leadership Team has agendered meetings to deal with a number of issues. PLC's to take different forms according to need (e.g. whole staff to develop shared common language, unit groups to look at raw data and how that relates to planning and grade groups for planning). Use of CEO staff to support the process (Mrs Gabrielle Downey)
- Work with the BluEarth Institute to continue developing leadership skills program is senior (Year Six) students.
- PBIS – Review as part of Michelle Gastons “QUELI” studies. Information to be shared with the leadership group and then made available to interested school community groups as strategized.
- Insight SRC data continue to work with CEO staff (Gabrielle Downey) especially around long term data as is now able to be collected to establish gains and areas of deficit.

### Achievements

- The Leadership Review was an achievement and a source of affirmation as the Review panel validated all areas of the review process. The comment that there was clear evidence of areas of achievement was further a great source of pride in all that has been achieved here at St Patrick's School.
- The coming together of the School Board and P&F to devise a financial strategy brought these two groups closer together to the point where a joint sitting of the Board and P&F has now been instigated.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2017

The key learning and teaching focus in 2017 was “Writing” and considerable energy was put into achieving this goal. The key input was the Helen Timperly “Inquiry Mindset” project.

The school conducted a closure day as well as a number of staff meetings and Professional Learning Community (PLC) meetings.

All staff, including Aides and Administration Officers, underwent Level Two First Aid training. All staff are now qualified.

Other areas of professional learning included activities centred around Leadership, Reading Recovery, Educational Technology Seminars, Disability Standards (University of Canberra), Mandatory Reporting Modules, Maths, WA First Steps training, Graduate Induction, New Teacher Induction and Religious Education

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	21.090
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$2959

## TEACHER SATISFACTION

### School climate – supplementary data ...

Module Title	Historical		Current		
	2015 Actual Score	2016 Actual Score	2017 Actual Score	2017 Percentile	2017 Percent Favourable
Individual Morale	79.05	77.89	76.55	51.45	97.86
School Morale	75.54	77.59	75.56	46.49	98.56
Individual Distress	78.45	76.11	74.76	43.27	85.71
School Distress	76.43	74.33	72.50	55.03	91.43
Supportive Leadership	74.29	80.00	75.00	40.89	97.14
Role Clarity	73.66	73.75	73.66	39.26	99.11
Teamwork	74.70	79.17	76.64	44.37	98.81
Empowerment	63.19	66.46	64.73	33.41	91.96
Ownership	72.86	76.33	75.71	34.40	99.29
Appraisal & Recognition	62.88	65.83	64.42	40.64	88.21
Professional Growth	65.54	70.17	62.50	15.56	89.29
Work Demands	72.54	66.04	62.28	64.16	85.71
Student Behaviour (Classroom)*	79.92	84.47	80.16	60.04	93.65
Student Behaviour (School)	84.23	81.67	79.17	42.42	97.62
Student Management	67.50	72.17	63.57	21.16	81.43
Curriculum Processes*	73.48	72.73	72.62	37.28	98.41
Student Motivation*	74.32	75.45	72.86	37.14	99.05
Respect for Students	85.42	85.83	78.57	16.64	92.86
Parent Partnerships*	72.44	78.98	75.60	43.57	97.62
Teacher Confidence*	80.68	84.94	80.95	28.29	98.81
Engaging Practice*	70.83	74.24	72.22	30.54	98.41
Quality Teaching*	73.01	78.98	76.49	34.05	100.00

\* Teaching staff only

Please note: A score of -999.99 means that there is no data available for that year.  
Percentiles represent your school compared to the range for Victorian schools.

27

insight **SRC**



\* The comparative data demonstrates very strong levels of teacher satisfaction. Equally important though, is that it also demonstrates high satisfaction levels across all staff (teachers, Aides, Administration Officers) which can be witnessed by visitors to the school in the way staff interact with each other, students, parents and their engagement in the broader community.



## School Community

### Goals & Intended Outcomes

- CREW Day – Liturgy with all Wangaratta Catholic Schools in Catholic Education Week (May 2017)
- Review of Vision Statements, Identity Statements and Graduate Outcomes utilizing a full school community approach. This to include Parent forums (2) and a staff forum (as per Principal Appraisal Action Plan).
- School to participate in ECSI survey. Data to be overlayed against previous survey (2011) and direction taken from the CEO, in consultation with Fr Mike, as to what could be done to improve any deficit areas (as well as success measures for areas of competence).
- Increase in the number of leadership team members. New position is as “Parental Engagement” person. Role is to liaise with parent groups, including Parents & Friends association as well as engagement in Diocesan initiatives and keeping the school informed on current best practice.
- Refurbishment of Ovens St playground and gardens. This is to be done in consultation with the P&F (funding source P&F)
- Engagement at School masses and liturgies.
- Board/ P&F Finance Working party
- Learning Walks
- Information evenings
- Faith formation evenings
- Parent/Student/Teacher Interviews
- Reporting to School community – newsletters, website, Facebook, Twitter, blogs.

### Achievements

- The Engagement of parents in Financial working party was a great success.
- The school community also supported the school well in our rewrite of our Vision statements. This required several meetings with various groups; parents, School Board, P&F and all staff
- Communication to the school community via electronic media also increased dramatically. It would seem to be the preferred means of communication of a number of parents. The blogs have been especially useful for communicating learning and teaching experiences to our parents.

## PARENT SATISFACTION

## Parent opinion – supplementary data ...

Module Title	Historical		Current		
	2015 Actual Score	2016 Actual Score	2017 Actual Score	2017 Percentile	2017 Percent Favourable
Approachability	81.88	79.36	93.75	97.65	100.00
Parent Input	75.46	74.75	84.44	89.74	97.40
Communication <sup>#</sup>	75.46	67.42	87.61	87.69	100.00
Reporting	51.16	53.03	73.08	37.74	91.03
School Improvement	78.80	72.54	88.30	91.62	97.12
Learning Focus	81.77	74.60	88.33	93.85	98.06
Extra-Curricular	62.85	58.71	75.64	79.69	92.31
Transitions	76.04	81.44	90.54	96.38	97.12
Homework	65.22	59.52	84.29	96.51	98.08
Behaviour Management	75.23	75.00	86.11	92.34	100.00
Stimulating Learning	81.77	80.68	92.63	97.34	100.00
Teacher Morale	80.97	82.73	93.59	97.09	100.00
Connectedness to School	78.13	79.17	89.10	93.96	96.15
Student Motivation	76.74	74.62	85.26	87.10	96.15
Social Skills	81.02	78.54	84.62	84.63	96.15
Connectedness to Peers	79.17	75.40	84.62	79.53	96.15
Student Safety	64.12	76.26	71.58	41.97	78.21
Classroom Behaviour	42.36	50.76	63.78	85.49	75.00
Attitude to Survey*	60.82	67.53	70.19	45.56	87.43

<sup>#</sup> Comparison based on CEOS schools only

\* Comparison based on Victorian Catholic schools only

Please note: A score of -999.99 means that there is no data available for that year.  
Percentiles represent your school compared to the range for Victorian schools.

- The data would indicate that there are high levels of parent satisfaction. Reporting received an improved favourable rating (91.03% - up from 69.7%). This improvement can be attributed to the changes to the reporting format through the introduction of our “nForma” program

## Financial Performance

The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2018.

## VRQA Compliance Data

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	94.66
Y2	93.07
Y3	90.97
Y4	93.41
Y5	90.61
Y6	89.16
Overall average attendance	91.98

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	85.09%

STAFF RETENTION RATE	
Staff Retention Rate	88.00%

TEACHER QUALIFICATIONS	
Doctorate	0.00%

Masters	17.39%
Graduate	17.39%
Certificate Graduate	0.00%
Degree Bachelor	82.61%
Diploma Advanced	43.48%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	27
FTE Teaching Staff	21.090
Non-Teaching Staff (Head Count)	10
FTE Non-Teaching Staff	5.480
Indigenous Teaching Staff	0

Mr Terrence Corrigan  
Principal

Mrs Connie Cudini  
School Board Chair