



St George Preca  
Primary School

ANNUAL

REPORT

TO THE SCHOOL  
COMMUNITY

2018

ST GEORGE PRECA PRIMARY  
CAROLINE SPRINGS

REGISTERED SCHOOL NUMBER: 2059



St George Preca  
Primary School

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<b>E NUMBER</b>	E1384

## Minimum Standards Attestation

I, Jim Sheedy, attest that St George Preca Primary 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)*

May 21, 2019

## Our School Vision

*“Learning through Faith”*

At St George Preca School, within the parish of St Catherine of Siena, we seek to follow the example of our patron saint, St George Preca who lived his life through the Gospel values. His work was based on his belief that,

*“... the whole world accepts the Gospel”*

In the spirit of St George Preca we strive to:

- provide Teaching and Learning programs that focus on Faith Formation and Development and Personalised Learning pathways to develop an inquiring mind in students.
- develop a welcoming community who are resilient, independent and lifelong learners.
- create a community in which every individual is cared for spiritually, intellectually, physically, socially and emotionally.

We value the partnership which exists between parish, school, parents and wider community and its integral role in realising this vision.

## School Overview

St George Preca Primary School is a co-educational school located 23 kms west of Melbourne CBD, providing a Catholic Education for children in Years Prep to Six.

St George Preca, our patron saint, espouses the themes and standards of living the gospel values; inclusiveness; fighting for your beliefs, even against the odds; and, spreading the good news to all. He was renowned for his commitment to teaching about faith and his wish that the whole world would follow the gospel.

Education is a life-long journey and the empowerment it provides is the common goal binding us all - that we can work together as members of the community to build a better life for our children and the future.

The school population includes the following cultural backgrounds: Filipino, Maltese, various African countries/nations, Vietnamese, Chinese, Spanish, South American, Italian, Greek, Indian, Sri Lankan, Pacific Islanders, Macedonian, Croatian, Polish, South African, Syrian, Egyptian, Eritrean, Ethiopian and Sudanese. Many of the children were born in Australia and some speak two languages.

As a Catholic school community serving the Parish of St Catherine of Siena Caroline Springs, we will develop:

- our faith identity with the parish community ensuring our motto of "Learning Through Faith" is alive within the school
- our personalised approach to learning and teaching as a professional learning community

## Principal's Report

In presenting this report to the school community, I wish to acknowledge the wonderful contribution to St George Preca School by our founding Principal, Ms. Grace Garreffa and to Mr Justin Hilton, Acting Principal, these past two years. Ms. Grace managed the massive growth of this school over a comparatively few short years being responsible for on all aspects of the school operations including building programs, curriculum, community, staffing and finance.

The building of a strong faith community and the charism of St George Preca are evident in the day to day aspects of our school's life. This year we enhanced the school experiences of ritual, symbol and tradition based around the Eucharist, the liturgical seasons and the charism of St George Preca. The staff religious education team expanded in number and allocated time to work with the Religious Education Leader, Ms. Aggi Parisi, on planning and actioning this important element of our parish school's work.

The curriculum plan reset enabled more time daily for the explicit teaching of English and Mathematics. The assessment schedule review resulted in the addition of Science assessments along with the expansion of the Fountas and Pinnell assessment suite to include Prep to Grade Six students. All student learning benchmarks were realigned and we have now set some challenging growth in learning levels of student achievement with the aim to improve our overall school performance specifically in the areas of English and Mathematics.

The expected school growth is nearing its peak in 2021 with only one more class to be added to achieve a full four stream school. The current enrolment is 649 students across twenty seven classes.

The school is experiencing huge pressures in providing an adequate number of classrooms to accommodate the current classes and specialist teaching spaces. This year there are two classes in the Performing Arts Centre with specialist's classes mainly in the regular classroom. The proposed building project is being reviewed with a view to accommodating two year levels and landscaping of the main school grounds.

This year is a transition year that marks the beginning of the next stage in the history of St George Preca School. Our past ten years have provided a foundation for this school to continue to evolve as a well respected and high performing catholic school educating the children of our parish.

Jim Sheedy

Principal

## Education in Faith

### Goals & Intended Outcomes

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

### Achievements

Whole school liturgies and masses were reintroduced and the school's rituals and symbols were reviewed with a focus on the liturgical seasons. Our initial focus has been on the explaining the design of the school emblem and school motto. These explanations are now a part of our welcome at our masses and liturgies. The colours of the different liturgical seasons is also included in the welcome. The school candle and a picture of St George Preca are brought forward during the introductory procession.

The prayer tables in classrooms reflect the current liturgical season and Catholic symbols. This includes the coloured cloth of the season, the St George Preca candle, crucifix and bible. Our aim has been to ensure that the children understand what the symbol is and the purpose of the ritual. For example, we gather in order to build school identity through liturgies, assemblies and masses.

At masses, liturgies and assemblies, students have a greater role to play in the reading of scripture, the procession of gifts and singing in the choir. Our school choir has been introduced and plays a major role in all liturgies and masses, including sacraments. We have an extra staffing allocation to support liturgical music at our various masses and liturgies.

The Religious Education Team has been increased in number and have been allocated a termly planning day to work on faith formation. A Religious Education Consultant who provides spiritual direction with the Religious Education Leader and Religious Education Team has been engaged to work with us over the next two year period. The RE Consultant also facilitated our Family Faith Nights and was employed to work with Leadership on strategic planning of faith formation including staff, parents and children.

On a 100 point scale, Insight SRC 2018 data indicates the following regarding Catholic Culture in this school:

In relation to opportunity to reflect on their faith, pray together and celebrate sacraments...

- the staff score was 80
- the student score was 81
- the parent score was 88

In relation to the extent to which participating in prayer, and celebrating liturgies and the sacraments at school are important...

- the staff score was 77
- the student score was 70
- the parent score was 83

#### VALUE ADDED

- Religious Education Team has continued to work with the RE Leader and the RE Consultant in faith formation and spirituality
- Guidelines for whole school prayer, liturgy, daily prayer staff prayer and masses were reviewed, updated and reinforced
- Staff participated in Faith Formation activities to support them in their understanding of the Catholic faith and Catholic traditions with regard to the Learning and Teaching of Religious Education
- A number of staff have undertaken further studies in Religious Education in order to obtain their Accreditation
- Sacramental Faith Nights for Reconciliation, Eucharist and Confirmation were held for parents and students as part of their preparation for each sacrament
- Commitment masses were introduced for families to attend prior to their child making each of the sacrament to encourage family participation and involvement with the parish
- Whole school liturgies and special masses were celebrated throughout the year with students and the wider school community
- Fr Richard, our Parish Priest, visits classrooms on a regular basis throughout the year
- Each year level attended one parish mass at Saint Catherine of Siena church once per term
- Partnership with the National Evangelisation Team Melbourne (NET) has continued to support students in their understanding of sacraments and social justice issues in the upper year levels
- Parents were informed about Education in Faith through the school newsletter
- The Social Justice Committee met with REL with a focus on promoting awareness of social justice issues
- New Religious Education Framework for the learning and teaching of RE has continued being implemented and embedded across the school
- Facilitated planning of RE takes place with teachers twice per term

## Learning & Teaching

### Goals & Intended Outcomes

- To provide a contemporary learning environment in which learning is personalized and all students are challenged and supported to achieve ongoing improvement, success, and engagement.
  - That literacy and numeracy outcomes at Year 3 will improve.
  - That literacy and numeracy learning growth for all students will improve as they progress from year to year.

### Achievements

#### Mathematics

- Professional learning of teachers in Mathematics concentrated on developing units of work that incorporated mathematical key ideas and contemporary mathematical pedagogy
- All staff completed Professional learning focussed on the area of Number and Algebra during school closure days
- CEM Western Region Office consultant for Mathematics working with Learning and Teaching Leaders and in Planning
- Resources purchased for Mathematics to support learning and teaching programs
- CEM consultant and Leadership have met with Level Leaders to discuss goals, reflect on Assessment of Learning and set future goals/improvement strategies for their team after each unit of mathematics
- Learning and Teaching Leaders and level leaders working together in fortnightly meetings to analyse, review and evaluate the results to inform the next learning and teaching cycle
- Affirmed the 1 hour of Mathematics daily
- Teacher Resources purchased to support the planning of open-ended learning tasks
- Commenced Number fluency session in Year Prep to Year 6.

#### English

- Significant Investment in New Fountas and Pinnell classroom Guided Reading and Shared Reading resources for Prep to Six to support increased teaching time of English
- Implementation of Fountas Pinnell continuum to support the teachers using the new resources
- Reviewed benchmarking for Reading levels against Fountas and Pinnell standards

- All students were reassessed in Term 3 and mapped against these new benchmarks
- Targets for growth were set for all year levels across the school
- Timetables and allocation of time for each area of the curriculum was changed to ensure that there was a greater focus on Reading and Writing, this resulted in increased time for Reading and Writing
- Pedagogy of teaching English was changed from CAFE approach to a Fountas and Pinnell approach
- Structure of English teaching was changed to a two-hour literacy block
- Students grouped for specific targeted teaching during the Reading session with greater emphasis on explicit teaching based on point of need
- English Time allocation increased so that teacher could implement the targeted teaching groups in English hour from Prep to Six
- More emphasis on explicit teaching in both whole and small group teaching time
- Teachers collected ongoing observations of student learning and tracked student using Literacy data assessment spreadsheet
- Further assessment was completed on students not achieving benchmarks.
- Regular consultations with Learning Diversity Leader and Learning and Teaching team to review and analyse students progress
- Prep Teachers participated in Phonics in Context Professional Learning through CEM
- Leveled Literacy Intervention implemented in Year 1 and 2 with a specific focus on comprehension for students not meeting benchmark targets
- Professional learning focus on moderation for Benchmark Assessment
- Engaged the CEM English consult from Western Region Office to leaders in developing a strategic plan for teaching and assessment in English
- Book week celebrations and reading open morning for parents.

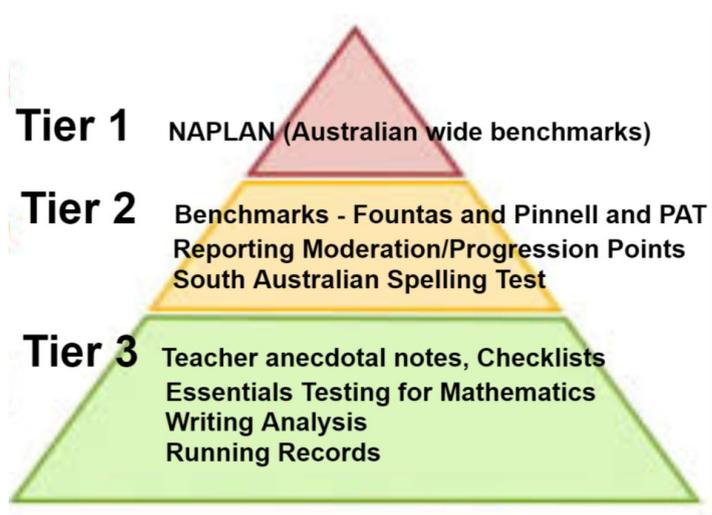
## Professional Learning for Staff

	Term 1	Term 2	Term 3	Term 4
Whole School	ALSIP Project (CEM)	School Closure – Number Berry Street Model	Berry Street Model	Triangulation of Data Day
Year Level	Mathematics Lesson Study – Years 5 & 6	Mathematics Lesson Study – Years 1-4	Mathematics Lesson Study - Year Prep	
	PLTs: Year Level Team (fortnightly)- maths/English data analysis P-2 (fortnightly) 3-6 (fortnightly)	PLTs: Year Level Team (fortnightly)- maths data or English Data P-2 (fortnightly) 3-6 (fortnightly)	PLTs: Year Level Team (fortnightly)- maths data or English Data P-2 (fortnightly) 3-6 (fortnightly)	PLTs: Year Level Team (fortnightly)- maths data or English Data P-2 3-6
	Phonics in Context -Year Prep	Phonics in Context -Year Prep		
Level Leaders Classroom Teachers			P-6 Algebraic Reasoning F-2 Multiplicative Thinking	3-6 Statistics
Learning and Teaching Leaders	Learning and Teaching Network Mathematics Network English Network	Learning and Teaching Network Mathematics Network English Network	Learning and Teaching Network Mathematics Network English Network	Learning and Teaching Network Mathematics Network English Network

## Assessment

- Fountas and Pinnell Benchmark assessment implemented throughout the year to monitor the progress of students in Reading
- Teachers were allocated a day for Pre and Post testing of Reading levels
- Professional Learning Team meetings focussed on data and teachers had the opportunity to moderate and set targets for student learning outcomes
- Prep to 6 assessment spreadsheets were developed to record the results of assessments
- Continued implementation of PAT Assessments in English, Mathematics and Spelling as a form of tracking students' progression in these areas of learning
- PAT scale scores were used to determine growth in students as year level cohorts in English, Mathematics and Spelling
- Professional Learning Team meetings focussed on data and teachers had the opportunity to moderate and set targets for student learning outcomes and use them to plan

- Writing Moderation completed before each reporting cycle
- Data Walls implemented to track student reading levels and support grouping of students
- PAT Science was completed by Year 4 to 6 Science
- School closure day for analysis of Data for teachers to triangulated results for end of Year reporting
- NAPLAN results were evaluated and cohort and students were tracked for growth
- Learning and Teaching team created an assessment overview and listed types of assessment teachers are using per term
- Types of assessment were leveled as tiers to ensure there is a consistent understanding of to purpose of the various assessments and that we have an appropriate spread of assessments.



### Areas other than English and Mathematics:

- Continued use of Victorian curriculum and Term overview developed for other areas of the Curriculum
- Facilitated team planning with agendas facilitated by Learning and Teaching Team and Level Leaders
- Teachers using EAL continuum to report on the students with English as Additional Language
- PLT focus on data analysis and teacher professional development
- Teams began consistent planning documentation for all areas of the curriculum
- Learning and Teaching team members worked in the learning studios to support staff through modeling, observing and providing feedback

- Learning and Teaching Leaders made available a timetable for teachers to ensure they received support in their learning studios
- The leadership team worked with graduate teachers to facilitate Portfolio and VIT registration
- Reporting to parents was reviewed and resulted in an improved report format
- Reports include greater detail of achievements on all areas with a personalised comment about each student
- Seesaw was used in conjunction with Students Led conversations to inform parents about ongoing learning
- A parent Information session was held about Learning and Teaching for 2019 Prep Orientation
- Learning Expos for different learning areas were held throughout the year
- Parents were invited to train as Learning Studio Helpers and join in the learning when available
- Term Overview sent to Parent about learning focus each term in each area of the curriculum
- School magazine was completed twice a term and included information from each team
- All students participated in the Visual Arts Show that was attended by parents
- Maintained Specialist program: Physical Education, Italian, Performing Arts and Visual Arts
- Parent information sessions about students learning and school performance and a new direction for 2019.

### **Learning Diversity**

- Continued regular parent support group meetings for students with additional needs
- Scheduled 1:1 meetings with teachers and Learning Diversity Leader to better understand the learning and social needs of students
- Process for teachers to follow when referring students was implemented
- Learning and teaching team and learning diversity leader met regularly to discuss student data
- Students with additional needs received a Personalised Learning Plan to support their learning
- Nationally Consistent Collection Data team formed to analyse data for funding purposes
- Learning Diversity leader continued to work with the New Arrival Teacher and CEM to cater to the needs of New Arrival students and Refugee across P-6
- Professional learning for all staff in Nationally Consistent Collection Data procedures
- Professional learning in writing SMART goals for students on Personalised Learning Plans

- Began additional Testing was completed on Students for students not reaching targets.
- RESP team was developed to cater for cultural diversity in our school community.

### **Insights SRC Survey Data Results from Student Engagement**

On a 100 point scale, our 2018 Insight SRC data indicates the following regarding Learning and Teaching in our school:

#### **Staff Responses**

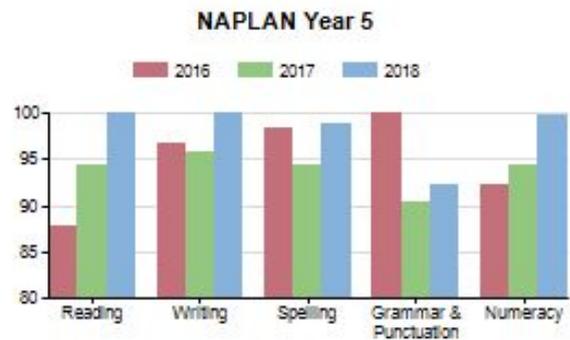
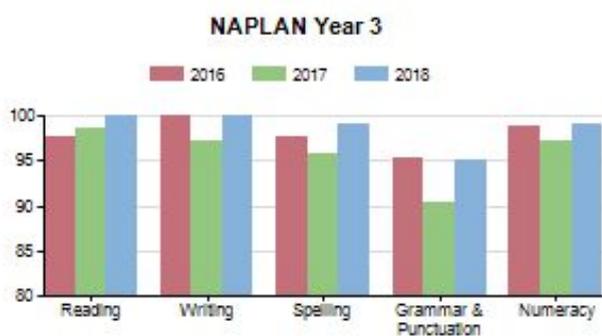
- Supportive Leadership 57%
- Teamwork 64%
- Quality Teaching 69%
- School Improvement Focus 70%
- Quality teaching 69%

#### **Student Responses**

- Purposeful Teaching 80%
- Stimulating Learning 72%
- Learning Confidence 72%
- Student Motivation 87 %
- Stimulating Learning 72 %
- Student Motivation 87 %

## PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	95.4	90.4	-5.0	95.0	4.6
YR 03 Numeracy	98.9	97.3	-1.6	99.0	1.7
YR 03 Reading	97.8	98.6	0.8	100.0	1.4
YR 03 Spelling	97.7	95.9	-1.8	99.0	3.1
YR 03 Writing	100.0	97.2	-2.8	100.0	2.8
YR 05 Grammar & Punctuation	100.0	90.4	-9.6	92.3	1.9
YR 05 Numeracy	92.3	94.4	2.1	100.0	5.6
YR 05 Reading	87.9	94.5	6.6	100.0	5.5
YR 05 Spelling	98.4	94.5	-3.9	98.9	4.4
YR 05 Writing	96.8	95.9	-0.9	100.0	4.1



### STUDENT LEARNING OUTCOMES

The results in Year 3 Reading has shown a steady increase in the proportion of students meeting the minimum benchmark during the period of 2016-2018, with 100% of students meeting the minimum benchmark in 2018.

The Year 3 Writing results shows an increase of students meeting the minimum benchmark during the period of 2016-2018, with 100% of students meeting the minimum benchmark in 2018.

The results in Year 3 Spelling have shown improvement from previous year, with 99% of students meeting the minimum benchmark in 2018.

The results in Grammar and Punctuation for Year 3 has shown a significantly changed over the last year with now 95% of students meeting the minimum benchmark in 2018.

The results in Year 3 Mathematics have fluctuated over the three year period of 2015-2017, with a decrease of 2% over the 2016 and 2017 period however in the period of 2017 to 2018 we have seen an increase of 1.7 with 99% of students now meeting minimum benchmark.

The results in Year 5 Reading show there was significant increase from 2016 to 2017 by 7% with 95% of student meeting minimum standards. The 2018 results show an increase to 100% of students meeting of minimum standard.

The results in Year 5 Writing showed from 2017 to 2018 that there was significant increase to 100% of students now meeting minimum standard.

The results in Year 5 Spelling showed a slight decrease in students meeting minimum benchmark from 2016 to 2017 however there has been significant increase in 2018 to 98.9% students reaching benchmark.

The results in Year 5 Grammar and Punctuation showed there was a decrease in students meeting minimum benchmark from 2016 to 2017. The 2018 results show a slight increase from 90.4 to 92.3.

The results in Year 5 Mathematics show a slight increase in students meeting minimum benchmark from 2016 to 2017 however in 2018 there was significant increase to 100% of students reach minimum benchmark. .

Even though the 2018 results show that students have shown an overall improvement in reaching the National minimum benchmark in Year 3, we had a significant number of students not reaching the state mean average score in reading, Reading scores showing that only 25% of students met benchmark or score higher.

## Future Directions

### Learning & Teaching

#### Mathematics and English

- Appointment of 2 curriculum leaders in English and 2 curriculum leaders in Mathematics to support facilitated planning and mentoring for teachers
- Specific Professional Learning Team meeting for Mathematics and English rotating on a fortnightly basis to enable increased professional development support and guidance for for teachers
- Implement fluency sessions in Mathematics as extra to Mathematics daily hour
- Implementation of Essential Mathematics Assessment as tool for assessment for learning
- Embed the use of Essential Mathematics to plan targeted teaching in Mathematics
- Continue to implement evidence based approaches to teaching Mathematics
- Improve targeted teaching practice in English by beginning to embedding strategies such as Shared Reading, Language Experience, Modelled Reading, Read Alouds
- Continue to embed the Fountas and Pinnell Continuum in Planning sessions

- Implement intervention practises at Year 1, 2 and 3 to target students not meeting benchmarks
- Continue to develop teacher expertise in Teaching, Learning and Assessment in Reading utilising Fountas and Pinnell resources
- Create a scope and sequence of skills for Within the Text, Beyond the Text and About Text components of the Fountas and Pinnell Systems of Strategic Actions
- Investigate response to intervention and design an intervention program/guidelines for students with additional needs
- Continue to implement evidence-based approach practices to teaching English
- Continue to develop the use of Data Walls to tracks students and help plan small group foci in English and Mathematics
- Implement online programs that can be accessed at home for skill development to support parents with Reading and Mathematics at home
- Run workshop sessions for parents to support them in working with their children at home in English and Mathematics.

### **Areas other than English and Mathematics**

- Continue to work with Level Leaders to support year level teams in planning
- Continue to refine practises around Benchmarking for student when assessing at Reading Levels
- Embed the use of visual aides and timetables in Learning studios
- Implement a Learning Diversity/Wellbeing team that consists of an Occupational Therapy, Speech Pathologist, Learning Diversity leader and Learning and Teaching Team
- Build a scope and sequence to ensure each level is reporting on every area of the curriculum
- Provide Chrome Books for Grades 3-6 students to use instead of BYOD iPads
- Begin to look at ways to support teachers with teaching Spelling
- Continue to build practices around documenting adjustments for students with additional needs
- Learning and Teaching Leaders to work closely with the Wellbeing Team to support teachers with students with additional needs.

# Student Wellbeing

## Goals & Intended Outcomes

- To foster a culture of motivated, resilient and empowered learners
- That students' sense of wellbeing at school will continue to grow

## Achievements

The continuation of Wellbeing Hour along with the use of the Social-Emotional Wellbeing Survey has resulted in more targeted Social-Emotional teaching. Further PD with Berry St has also deepened the understanding of the strategies put in place within the school. The school wide approach to Student Wellbeing has also been further embedded. In comparison to the Insight SRC data from 2017, all measures of student wellbeing have either remained the same or improved.

### VALUE ADDED

- The Student Wellbeing Leader attended CEM cluster meetings
- High Five Awards continued, highlighting the school values and St George Preca Way, promoting intrinsic motivation in students. SRC representatives were given the ability to award High Fives to their peers
- A whole school weekly Wellbeing Hour was continued, using the Berry St Educational Model
- Students in Years 2-6 completed the ACER Social-Emotional Wellbeing Survey
- 2017 ACER Social-Emotional Wellbeing Survey results were used to provide targeted Social-Emotional teaching
- Staff attended the Berry St Days 2 & 3 Professional Learning days
- Berry St strategies introduced into the school's Positive Behaviour Support Policy
- As part of the school's Social Justice approach, funds and awareness was raised for various organisations relevant to the school community
  - Cancer research: The school raised money by participating in its own Relay for Life.
  - Cystic Fibrosis: The school raised money for Cystic Fibrosis Australia in support for a student who attends this school
  - Diabetes: The school raised money for Diabetes Australia in support of students who attend the school
  - Cerebral Palsy: The school raised money for CPEC and participated in the Melbourne Marathon in support of a student who attends the school
  - World Vision: The school sponsors a child through this organisation.
  - Epilepsy: The school raised money for Epilepsy Australia in support of students who attend the school
- Prep and Grade 6 Buddy Program

- Prep-6 Mind & Body Incursion
- Visual communication introduced as a whole school approach

## STUDENT SATISFACTION

Insight SRC data on the 100 point scale in 2018 indicates the following in relation to student emotional wellbeing:

Measure	2018 Score	Difference from 2017
Connectedness to school	74	+5
Purposeful teaching	80	+4
Stimulated learning	72	+5
Learning confidence	72	0
Student motivation	87	0
Classroom behaviour	62 (reversed scored)	-2
Student morale	69	+7
Student safety	27 (reversed scored)	-9

## STUDENT ATTENDANCE

The school has a student attendance policy. Parents are required to notify the school of any absence. Where there has been an absence of more than 2 days and the parent has not contacted the school, the school endeavours to make contact with the parent. The school works with parents and students who have high absenteeism with an aim to increasing school attendance.

Staff are asked to ensure the attendance roll is completed twice per day: at 9:00 a.m. and at 2:30 p.m. Reasons for absence, late arrival and early dismissal are to be recorded on the electronic attendance roll. Staff are to ensure that late arrivals are updated on the electronic roll by 9:30 a.m.

Staff are required to maintain all absence notes, emails and medical certificates provided by parents/caregivers. These are forwarded to the office at the end of the school year and maintained in the school archives.

School administration staff will contact the parents/guardians at 10:15 a.m. or as soon as practicable on the day of absence. If the parents/guardians do not reply, the emergency contact will be contacted. If the absence is not explained through the initial contact from any of the above mentioned, another attempt will be made by the school administration staff at 11:45 a.m. or as soon as practicable.

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Year 1	91.9
Year 2	92.9
Year 3	93.3
Year 4	93.2
Year 5	91.8
Year 6	92.2
Overall average attendance	92.5

# Child Safe Standards

## Goals and Intended Outcomes

- To ensure all in our community are aware and meet the requirements of the Child Safe Standards
- To ensure that all students in our community know that they have a right to feel safe and be safe and that they can speak to any adult if they do not feel safe

## Achievements

- Staff in Positions of Leadership attended Professional Learning opportunities offered by VRQA and CEM.
- All staff participated in Professional Learning about the Standards of Child Safety
- Codes of Conducts for Staff, School Community and Students are signed by all staff, contractors and volunteers
- SRC members were used to voice student concerns about child safety
- SRC members were involved in developing timetable changes to improve student safety during break times
- Working With Children Check Register maintained, and volunteers screened; all relevant information recorded and verified.
- Online training for all staff in Mandatory Reporting using the e-module
- Professional development with staff about the Reportable Conduct Scheme
- Professional development of procedures for responding to allegations of child abuse for staff and familiarisation with and use of PROTECT resources

# Leadership & Management

## Goals & Intended Outcomes

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

## Achievements

There has been a central focus on student learning, engagement and wellbeing with a commitment to improving professional knowledge and practice. A performance and development cycle was introduced that enabled teachers to reflect on their current practice. The development of “norms” for staff meant that teachers were able to work together effectively to deliver curriculum that was relevant for students at their current level of ability. This was achieved through the implementation of action research based cycles, such as ‘learning sprints’. Through this systematic performance and development cycle, teachers were able to reflect on their practice and learn from experience. In order to support students further in their learning, the time allocation of the Learning Diversity Leader was increased to four days a week and the time allocation of the New Arrivals teacher was increased to two days a week. The role of Level Leaders was developed to support teams. The Learning Diversity Leader and Level Leaders met to plan for and organise evidence to support the Nationally Consistent Collection of Data (NCCD) to support submissions for students with additional learning needs.

Structures for meetings were put in place that included the following:

- Fortnightly Level Leader Meetings
- Weekly meeting between Deputy Principal, Religious Education Leader and Director of Learning & Teaching
- Core Leadership team weekly meeting
- Weekly timetabled meetings for Learning Support Officers with the Learning Diversity Leader
- Office Administration weekly meetings
- Weekly Staff Memo sent to all staff on Sundays outlining the week ahead
- Learning and Teaching Team Weekly Timetable shared with all staff
- Weekly school tours took place every Monday
- Staff Professional Learning Meeting agendas were sent out prior to staff meetings
- Program Support Group Meetings (PSGs) were scheduled each term
- Annual Review Meetings (ARMs) for staff were further developed and took place in Term 3

The development of Family-School Partnerships was set as a priority. This included a successful application for St George Preca to be included the Term 3 Sante Fe Study Tour, where six members of staff attended. Through this experience, staff were able to explore the possibility of further developing Family School Partnerships.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Literacy Testing Kits purchased for all Year levels

### DESCRIPTION OF PROFESSIONAL LEARNING UNDERTAKEN IN 2018

- Professional Learning in Literacy for Years Prep to Year 2 teachers in Fountas and Pinnell
- Casual Relief Teachers (CRTs) were employed to allow for thorough and consistent testing of students in their literacy across all year levels
- Professional Learning in Maths
- Staff Conference at the beginning of the year focused on Faith Formation for staff
- Engaging in Scripture PL attended by the RE Leader and three members of the RE Team
- Sante Fe Study Tour
- Data Analysis and triangulation -Fountas & Pinnell; ACER PAT assessments, Running Records

### NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

44 Teachers

### AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2889

## Professional Learning for Staff

	Term 1	Term 2	Term 3	Term 4
Whole School	ALSIP Project (CEM) Staff Conference- Catholic Schools Today (Elio, Capra)	School Closure – Number Berry Street Model	Berry Street Model	School Closure Day- Triangulation of Data
School Community			Santa Fe Study Tour	Refugee Education Support Program (RESP)
Year Level	Mathematics Lesson Study – Years 5 & 6	Mathematics Lesson Study – Years 1-4	Mathematics Lesson Study - Year Prep	
	PLTs: Year Level Team (fortnightly)- maths/English data analysis P-2 (fortnightly) 3-6 (fortnightly)	PLTs: Year Level Team (fortnightly)- maths data or English Data P-2 (fortnightly) 3-6 (fortnightly)	PLTs: Year Level Team (fortnightly)- maths data or English Data P-2 (fortnightly) 3-6 (fortnightly)	PLTs: Year Level Team (fortnightly)- maths data or English Data P-2 3-6
	Phonics in Context -Year Prep	Phonics in Context -Year Prep		
Level Leaders Classroom Teachers			P-6 Algebraic Reasoning F-2 Multiplicative Thinking	3-6 Statistics
Learning and Teaching Leaders	Learning and Teaching Network Mathematics Network English Network	Learning and Teaching Network Mathematics Network English Network	Learning and Teaching Network Mathematics Network English Network	Learning and Teaching Network Mathematics Network English Network

## TEACHER SATISFACTION

Insight SRC data on the 100 point scale in 2018 indicates the following in relation to school climate:

School Climate	%
Role Clarity	61
Teamwork	64
Professional Growth	57
Teacher Confidence	79
Student Motivation	68
Quality Teaching	69
Respect for Students	80
School Improvement Focus	70
Parent Partnerships	67

# School Community

## Goals & Intended Outcomes

- To grow a school culture that fosters productive partnerships with families, the parish and the wider community
- That parent and parish community engagement and relationships will grow and deepen

## Achievements

- The St George Preca Community Network Group continued their role of Fundraising, Social and Service responsibilities
- The school continued to utilise emerging technologies for efficient communication with the Parent community, with a specific focus on utilising the Skoolbag App, Seesaw and the school's Facebook page
- Each Year Level attended a Parish Mass on a termly basis, where parents were invited and encouraged to attend and join in
- Whole School Masses were held at the Parish - St Catherine of Siena Church - and the community was invited and encouraged to attend
- The school community gathered each week for either Prep-2 or 3-6 Year Level Assemblies and/or Liturgies
- School Magazine was provided to families twice a term, including news and sharing of the learning that was taking place along with the achievements from all year level teachers, specialists and leaders
- Two Prep Transition Sessions were held; each with a focus to support new students and their families
- Year 7 Transition sessions to Secondary School
- Meetings with Students from Year 6, with additional needs were provided with supplementary transition meetings at Catholic Regional College
- Parent Volunteers were visible in Learning Studios; on Celebration Days, Popcorn and Icy Pole days and on Incursions and Excursions
- Read-to-Self Mornings to inform parents about the Learning and Teaching Program
- Community celebrations held with parents, such as; Mother's and Father's Day Breakfasts, Relay for Life day and Coffee and Chat afternoons
- Student Led Parent Exchange Meetings took place in Terms 2 and Term 4
- A Meet and Greet opportunity for parents and teachers to meet also took place in Term 1
- Term Overviews were developed by Level Leaders to inform parents about the Learning and Teaching program at the school
- A range of parent information sessions were implemented towards the end of last year to inform parents about various curriculum areas and to give them an opportunity to give feedback about the Learning and Teaching at the school

- Parents were invited to celebrate their child’s achievements through Learning Expos
- Parent Peer Support Group for parents of students with a disability of significant learning difficulty was formed and met on a termly basis
- Refugee Education Support Program (RESP) Team was formed and met regularly
- RESP Team worked together to develop an updated and accurate school profile in order to support the various families from diverse cultural backgrounds within the school

## PARENT SATISFACTION

Insight SRC data on the 100 point scale in 2018 indicates the following in relation to parent opinion:

Measure	2018 Score
School improvement	62
Parent input	54
Connectedness to school	77
Approachability	67
Student engagement	77

## School Performance Data Summary

The School Performance Summary reports on data in the following areas:

STAFF RETENTION RATE	
Staff Retention Rate	89.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	34.3%
Graduate	20.0%
Graduate Certificate	11.4%
Bachelor Degree	88.6%
Advanced Diploma	22.9%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	52
Teaching Staff (FTE)	47.3
Non-Teaching Staff (Headcount)	17
Non-Teaching Staff (FTE)	12.5
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](http://www.acnc.gov.au)