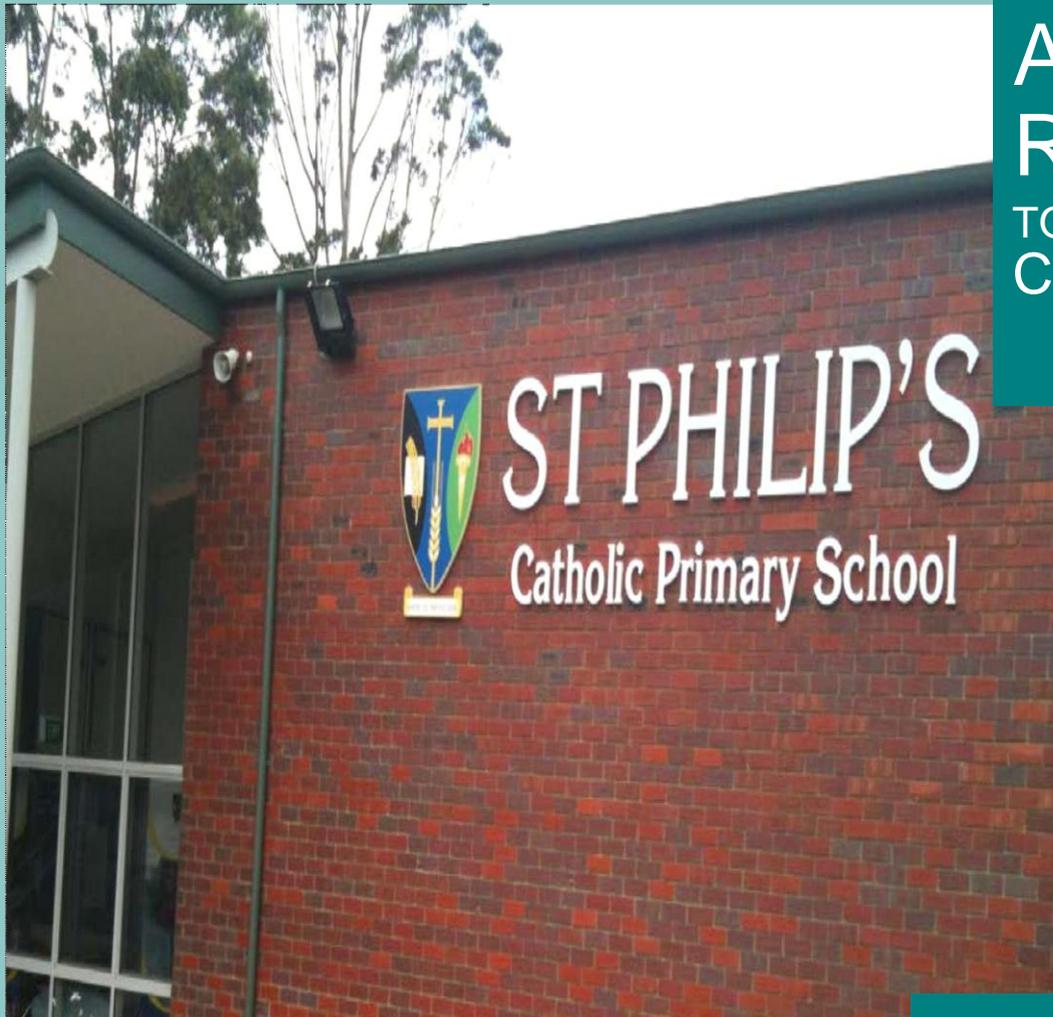


ANNUAL REPORT TO THE SCHOOL COMMUNITY



ST PHILIP'S PRIMARY SCHOOL
BLACKBURN NORTH

2018

REGISTERED SCHOOL NUMBER: 1652



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Contact Details

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Minimum Standards Attestation

I, David Gulavin, attest that St Philip's Primary School is compliant with:

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

24 May 2019

Our School Vision

*Modelling the teachings of Christ, St. Philip's School
community*

*aspires to be a place of welcome that provides many learning
environments to meet the challenges of an ever-changing
world.*

School Overview

As a school we are constantly guided by our vision statement to always strive to be a welcoming, friendly, child-centred learning community, where all are encouraged to be life-long learners. We place significant value on building positive relationships between all in our school community.

One of the important assets of St. Philip's Catholic Primary School is our strong sense of community, which contributes to a range of rich learning experiences. Working in partnership with our families at St. Philip's, we encourage all to reflect on and nurture our Catholic beliefs and values, whilst celebrating the many benefits of living in a culturally diverse nation.

Our school is organised into four main buildings. Three classes are situated in the Loreto Centre, the other three classes are housed in the Donovan Centre. The Specialist classes of Music and Italian are conducted from the third building, named the Heriot Centre. The fourth building, named the Arnold Centre has a Multi-purpose Hall and Administration Area. This modern facility provides the school with a large venue suitable for a range of school events and functions and also serves the local Parish community. The school grounds encompass ample playing areas with a large oval, playground equipment, asphalted areas and a flexi-pave netball court. All students have access to a variety of digital learning tools as the school continues to look to support the learning of our students through a range of technological devices.

The school is based on a belief in mutual respect across the whole school community through respect for self, others and the environment. We believe that the learning success of each child is nurtured by the development of strong partnerships with students, staff, parents, the Parish and the local community, in shared educational responsibility and involvement.

Guided by our School Improvement Plan, Annual Action Plan and School Vision we continue to endeavour to be a community of learners always aiming to achieve our full potential.

Principal's Report

Dear Parents and Friends of the St Philip's Primary School Community.

On behalf of Fr Dillon and the staff of St Philip's Primary School I wish to present to you the Annual Report to the School Community for the 2018 School Year.

The 2018 school year presented the school with the opportunity to work on the recommendations presented in the 2017 school review and to put initiatives in place from the newly developed School Improvement Plan for 2018-2021.

This School Improvement Plan has targeted strategic actions for improvement in the five spheres:

- Education in Faith
- Learning and Teaching
- Student Wellbeing
- Leadership and Management
- School Community

The school has also continued to develop policies and procedures to assist in the effective implementation of the Victorian Child Safe Standards and to further embed Child Safety practices at St Philip's.

The school has continued to offer our students a range of learning opportunities to encourage and nurture their spiritual, social, emotional and academic growth. As you will see evidenced in the pages of this report a number of significant achievements were made in this regard in each of the school improvement spheres throughout 2018.

Staff continued to develop and build their learning in a range of curriculum areas with a particular focus on the Catholic Education Melbourne Learning Collaborative Initiative.

The school community worked together through the Parents and Friends to raise significant funds for the school which have been used to provide a range of digital resources and to begin the process of creating a kitchen garden space in the school.

I wish to thank all in our school community for your commitment to our school vision of modelling the teachings of Christ and for striving to consistently make this vision a reality in our community. I look forward with great optimism to the 2019 school year as we continue to be guided by this vision for our school.

Mr David Gulavin - Principal



St. Philip's Catholic Parish

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29 May 2019

Dear Friends,

St Philip's Parish strives to be a place where the Catholic faith is nurtured and celebrated. This is particularly so in our parish school, which has a growing reputation for excellence in assisting parents in the great task of educating children in the Faith. We are very fortunate to have the Catechesis of the Good Shepherd integrated into our religious education programme. This has been a great asset to both teachers and students.

St Philip's School is known for its friendly staff and students and the welcoming atmosphere that visitors experience – and remark upon! A freshening up of some of our facilities over the Christmas holidays has helped in creating an even more inviting environment for learning. We look forward to some further developments that will continue to enhance our school.

The nurturing of the children in our school is taken seriously by our committed staff members, who often go beyond the call of duty to ensure each child's needs are met. I am very grateful for the hard work and dedication of our Principal and REL, Mr David Gulavin, our acting Deputy Principal, Mrs Dionne Bird, and all our staff.

In the past year, an effort to offer opportunities for more collaboration between the school and our families has been well received – especially the evening forums that have been organised, giving us all an opportunity to reflect on what we are doing well, and what we could do better.

All of our efforts must be united in our mission of serving Christ. As Pope St John Paul II reminds us: "Not only are the attitudes of teachers crucial for the success of Catholic education but also the attitudes of Catholic parents. Parents must set themselves very definite priorities, such as the determination to have schools in which their children's faith will be respected, fostered and enriched; schools in which their children learn the value and beauty of the Church's teaching. They must also see to it that their own homes are places in which these values are first fostered and lived. Parents' own practice of the faith, their own love for Christ, is of course fundamental." – [Address of the Holy Father Pope John Paul II to the Bishops of the Ecclesiastical Regions of Chicago, Indianapolis, and Milwaukee \(USA\) on Their "Ad Limina" Visit, May 30, 1998, #4](#)

May St Philip pray for us as we seek to lead all people to the Father!

Yours in Christ,

Fr Nicholas T.J. Dillon PP

Education in Faith

Goals & Intended Outcomes

To continue to strengthen our identity as a Catholic community and inspired by our school vision further embed in our practices the call to model the teachings of Christ in the world.

Priority 2018:

Professional development for staff in the different ways we present prayer.

Achievements

- We have continued to strengthen our Catholic identity through various opportunities for students and parents.
- With a significant focus on prayer in 2018 and with the direction of Mrs Andrea Trikilis, our Religious Education Leader, staff worked on developing para-liturgies both for class and whole school purposes.
- Prayer resources for each class were given to each classroom in the form of a prayer box.
- Families and friends of the school community were invited to share in the morning prayer in classrooms every Tuesday throughout the school year
- A Faith and Worship Year 5/6 Leadership Group was created to assist in the development of para-liturgies throughout the year and to support staff in the preparation and delivery of activities on significant days, particularly the Feast Day of St Philip.
- We have continued to consolidate our celebration of the Liturgical Calendar with special feast days, holy days of obligation and the seasons of Lent and Easter, Advent and Christmas. Year 3, 4, 5 and 6 students have participated in School Masses in a particular way through reading the Prayers of the Faithful and taking up the Offertory.
- We had a number of our Year 3 students receive the Sacraments of First Confession and First Holy Communion. The classroom teachers did a fantastic job preparing the students with the assistance of Father Dillon and Mrs Trikilis.
- Confirmation was administered by Monsignor Ireland in 2018. The Confirmation candidates participated in a retreat day as well as classroom activities in preparation for receiving the Sacrament and could clearly articulate what they were undertaking in their visit with Monsignor Ireland.
- The Parent Information Evenings for all Sacraments were well attended.
- Our School Leaders attended the Annual St Patrick's Day Mass at St Patrick's Cathedral. In October, the Year 5s attended the Annual Mission Mass at the Cathedral. This is an important event in their development as school leaders for 2019. These events at the Cathedral, while developing their leadership capacity, are also an important link to the universal Church and to our Archbishop. It also connects the students to students of others schools.
- The creation of a Year 5/6 Social Justice leadership group in 2018 allowed for greater student involvement in the preparation of Social Justice events at St Philip's in 2018 as well as developing a deeper knowledge of Catholic Social teachings.
- The Mini-Mission Fair once again gave the senior students the opportunity to develop leadership and organisational skills. The day was very successful with a significant amount of money and awareness raised for the work of Catholic Missions.
- Other Social Justice initiatives included Project Compassion (Caritas), St Vincent de Paul Winter Appeal and Poor Man's Mass and the Christmas toy drive. The response to these activities and the generosity displayed by our school community was outstanding.

VALUE ADDED

- Our results remain high in this sphere, because we continue to make RE a priority and to remind ourselves of our vision- "modelling the teachings of Christ." This is reiterated through classroom prayer, assembly prayer, meeting prayers, celebrations of the Sacraments, including School Masses and regular Confession as well as our participation in the Parish, such as Benediction.
- Our social justice initiatives have continued to strengthen our students' awareness of the Social Teaching of the Church- as demonstrated by their leadership of these events and the students ability to voice their own social concerns
- Celebrating the Liturgical Year (feast days, holy days of obligation) has helped develop our shared understanding of the importance of Religious Education at St Philip's. The students, staff and parents are able to share the celebration together and therefore it becomes more meaningful. The Year 6 students have encouraged and helped their Prep buddies become accustomed to the Mass and the gestures and prayers. The senior students, particularly through the Faith and Worship and Social Justice groups have developed skills by leading other students in prayer and worship.
- Teachers have continued to embed the Spiral Curriculum as a planning tool in RE. Coming back to topic but going deeper each liturgical year means that the students are not only developing their knowledge and understanding of the Faith, but are also able to reflect and respond in a deeper way.

Learning & Teaching

Goals & Intended Outcomes

Create and sustain a vibrant learning community where all learners are motivated and challenged to be purposeful and maximise their potential within the contemporary world.

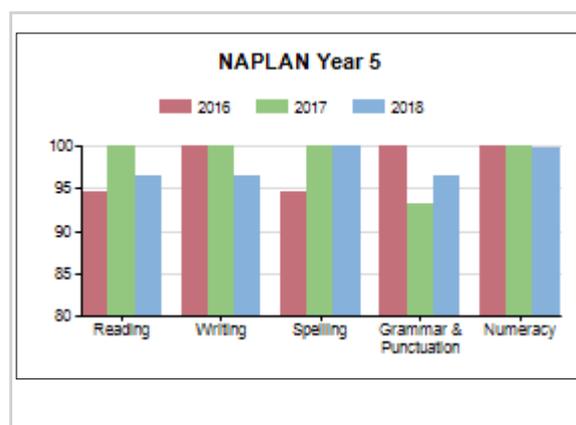
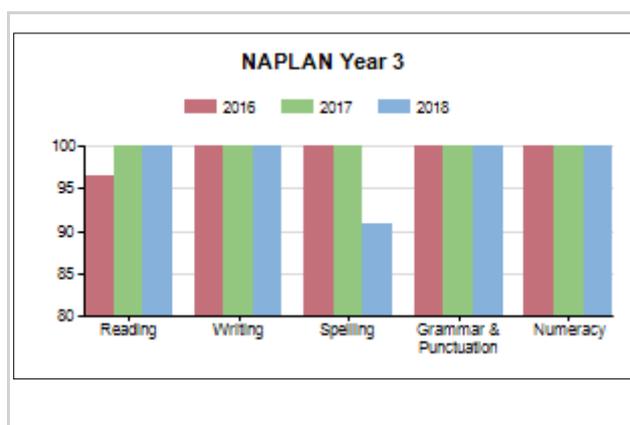
Priority 2018:

Continual and consistent teaching and learning cycles that have professional learning and assessment embedded in them.

Achievements

- In order to facilitate this, the key priority was to continue learning cycles that include professional learning and assessment embedded in them.
- Our strategies included building teacher capacity at all levels to utilise assessment data, so that it informs and personalises student learning. This has been guided by the work facilitated by Dr Lyn Sharratt's, "The Learning Collaborative".
- The introduction of Learning Walks in Mathematics lessons has emphasised the importance of student's understanding of the Learning Intentions and Success Criteria. This has now extended to other areas of the curriculum. The focus in these learning walks was to ask students about what they are learning, why they are learning it, how they can be supported in their learning and an assessment of their understanding in regards to the learning intention being explored
- Staff have developed data walls to assist in the analysis of assessment data. The data walls are then used to support actions for future learning based on student learning needs.
- A major focus has also been to personalise the learning for both staff and students so that it is purposeful, rigorous and engaging. Teaching staff have developed explicit learning goals after completing an audit survey based on the AITSL Professional Standards for Teachers. Learning Support Staff also developed explicit learning goals. These were reviewed and discussed with school leadership on a regular basis throughout the year.
- Staff engaged in professional development with the support of Catholic Education Melbourne Staff on a school closure day with a focus on formative assessment, the development of a new Professional Learning Team structure and norms for meetings at St Philip's.
- The introduction of looking at "Growth" has provided an opportunity to further fine tune the learning needs of all students. This is an area that will continue to be explored.
- A major focus has also been to formalise the use of formative assessment in all areas of the curriculum so teachers are able to plan point of need learning for students. Results from the Staff Survey indicate this is working as both "Engaging Practice" and "Quality Teaching" are high.
- All staff use Google docs for all planning documents, work programs, rosters and timetables.
- Professional Learning Team meetings that are practical and promote professional dialogue regarding student needs as well as the moderation of work samples and the best use of assessment data to personalise the learning have all contributed to this growth.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	96.4	100.0	3.6	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	90.9	-9.1
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	93.3	-6.7	96.4	3.1
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	94.7	100.0	5.3	96.4	-3.6
YR 05 Spelling	94.7	100.0	5.3	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	96.4	-3.6



STUDENT LEARNING OUTCOMES

As a school we have continued to have 100% of our students meet the Minimum Standards in Numeracy from 2016-2018. In 2018 based on the NAPLAN Relative Growth report for Years 3-5 in Numeracy 18.5% of our students achieved low growth, 67% achieved average (medium) growth and 14.5% of our students achieved high growth.

Our data also indicates that in regards to Reading 100% of our year 3 students are achieving minimum standards while there was improvement in our Year 5 reading data from 2016-2017, however, there was a small drop according to our 2018 data in regards to achieving of minimum standards. In 2018 based on the NAPLAN Relative Growth report for Years 3-5 in Reading 18.5% of our students achieved low growth, 63% achieved average (medium) growth and 18.5% achieved high growth.

Our Year 3 NAPLAN data in Writing continues to display all students achieving minimum standards throughout the period from 2016-2018. As with reading there was a small drop below the achievement of minimum standards by all of our Year 5 students in 2018. In 2018 based on the NAPLAN Relative Growth report for Years 3-5 in Writing 26% of our students achieved low growth, 52% achieved average (medium) growth and 22% achieved high growth.

Also of note in relation to the data over the 2016-2018 period is the improvement of the year 5 data in Spelling to 100% of minimum standard achievement and the significant drop in Year 3 students in 2018 who failed to meet minimum standards in Spelling.

The work that the staff have taken on through the Learning Collaborative initiative in 2018 is targeted to improve student learning outcomes with a particular focus on Mathematics. This has included a focus on developing explicit learning intentions and success criteria for student learning and the effective analysis of assessment data, particularly through the use of data walls. This work will continue into 2019.

Student Wellbeing

Goals & Intended Outcomes

Further develop and nurture reflective, resilient and self-directed learners who flourish and face the future with hope and confidence.

Priority 2018: Develop a school wide approach to promote student voice

Achievements

- Year 6 students worked with elderly clients from Mountain View Cottage to record the clients' life stories. It was a great opportunity for our students to connect with the wider community and compare the different life experiences and perspectives. The final product, a hardcover photo story book, was presented by a local councillor at an official launch and high tea.
- Our Student Buddy program continued to thrive with Year 6 students thoroughly enjoying supporting their Prep buddies throughout the year. They attended Mass together and completed shared reading and other learning activities.
- Year 5's were involved in a Leadership Program to prepare for their Year 6 roles.
- Games, Library and Lego Clubs were offered to all students as an alternative at recess and lunch.
- Eastern Health ran the **Feeling Great Program** with members of our junior school designed to help develop and extend important social and emotional skills
- Year 6 leaders produced a child friendly Child Safe Policy and presented it to the whole school.
- Explicit teaching of social and emotional skills to manage emotions such as resilience, anxiety and perseverance were taught through a number of strategies including Circle Time, the Learning Pit, Growth Mindset, Berry Street Education Model and the **Resilience, Rights and Respectful Relationships** framework.
- Seasons For Growth Reconnector Sessions were run for students who had participated in the 8 week program in the previous year.
- Year 5 and 6 students worked in Leadership groups to encourage student voice.
- Involvement in inter-school and district sporting events: swimming, cross country, athletics, basketball & cricket.
- To broaden our involvement with the wider community, students visited pre-schools to read stories, play and talk about primary school.
- Student social justice initiatives such as Mini Vinnies program and Mini Mission Fair for Caritas were run to raise awareness and funds.
- All classes participated in the Life Education program to develop skills in making safer and healthier choices.
- Grandparents Day, Mothers' Day, Fathers' Day were well supported community days.

VALUE ADDED

- Each class voted for a class member to join the SRC to discuss issues and ideas to improve learning and the school environment.
- All year levels participated in school camp experiences to foster friendships, interests and develop new skills.
- The Walk to School Program encouraged students to become more aware of, and practise healthy habits such as regular exercise and healthy eating and cooking.
- Eastern Region Office staff such as Speech Pathologists, Psychologists and Student Support Advisors supported students and staff on request. Other services such as Occupational Therapy were also made available when required.
- Student Wellbeing surveys were administered and data used to improve relationships, teaching, student safety and outcomes.
- A whole school orientation program operated at the end of the year to facilitate a smooth change to the next year level.
- Student leaders ran assemblies and activities. Presentations at assemblies enabled classes to showcase what the students had been learning in the classrooms.
- Staff completed Mandatory Reporting of Child Abuse and Neglect requirements.

STUDENT SATISFACTION

Based on the data presented in the 2018 Insight SRC Student Wellbeing Surveys related to student experience the students at St Philip's are continuing to display positive feelings about being at school. We as a school must continue to focus on further developing the Social Emotional Learning programs that we present at St Philip's. Two areas were highlighted in the data that require a continued focus for the staff at St Philip's into 2019 and beyond and these were in regards to continuing to provide purposeful teaching and stimulating learning for the students at St Philip's. The building of staff capacity through Professional Learning Teams and the work being done in the Learning Collaborative as well as professional development opportunities will assist improving school data in these areas.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	94.0
Y02	94.9
Y03	95.8
Y04	95.9
Y05	93.7
Y06	95.0
Overall average attendance	94.9

STUDENT ATTENDANCE

In 2018 staff continued to use an online system to record student attendances. These were recorded twice daily with absenteeism recorded against a legend devised on the online roll. As a result of the changes made by the Victorian Government to attendance guidelines the St Philip's Attendance Policy was reviewed and updated. This led to changes in procedures and protocols whereby the school followed up unexplained absences with families on the day of the absence.

Habitual absences were followed up by the school administration and/or Principal requesting explanations from parents. Where necessary, parent meetings were requested. All student absences were recorded on students' mid-year and end of year reports.

Child Safe Standards

Goals and Intended Outcomes

Goal: To effectively implement the Child Safe Standards at St Philip's Catholic Primary school

Intended Outcome: That the child safe policies and procedures become embedded into the everyday practices of the St Philip's School Community

Achievements

Child Safe Standard 1- St Philip's Primary School endeavoured to embed an organisational culture of child safety through a range of strategies. These included:

- Child Safety and the Child Safe Standards continuing to be a standing agenda item at all School Education Board Meetings including the reporting of the effectiveness of child safe risk management strategies.
- An annual review by the School Education Board on the effectiveness of the child safe strategies, including risk management, put into practice at the school and if necessary revision of these strategies. This annual review took place in the first meeting of Term 4.
- The ratification of all policies and codes of conduct related to the Child Safe Standards by the School Education Board.
- The maintaining and reviewing of a child safe risk register to identify risks to child safety at the school and strategies to reduce or remove these risks.

Child Safe Standard 2 - A child safe policy or statement of commitment to child safety.

- St Philip's Primary School has developed a Child friendly Child Safe Policy to accompany the school's Child Safe Policy. This policy was developed by the Year 6 student leaders with support from the Student Wellbeing leader and the Principal. The policy was ratified by the School Education Board and was shared with the student community by the Year 6 leadership Team
- All families, staff, volunteers and contractors have received a copy of the school's Child Safe Policy and the CECV Commitment to Child Safety. The school's Child Safe policy is displayed on the school website and has been formally ratified by the School Education Board.
- The Child Safe Policy was reviewed by the School Education Board during the Child Safe Standards review in Term 4.
- Posters outlining the CECV Commitment to Child Safety continue to be displayed around the school.

Child Safe Standard 3 – A code of conduct that establishes clear expectations for appropriate behaviour with children.

- St Philip's Primary School has developed, in conjunction with the Child Safe policy, a code of conduct which outlines clear expectations for school families, staff, volunteers and contractors on what is appropriate behaviour with children.
- All families, staff, volunteers and contractors have received a copy of the school's Child Safe Code of Conduct. The school's Child Safe Code of Conduct is displayed on the school website and has been formally ratified by the School Education Board.
- The Child Safe Code of Conduct was reviewed by the School Education Board during the Child Safe Standards review in Term 4.

Child Safe Standard 4 - Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.

- St Philip's Primary School has, with the support of relevant system guidelines, implemented practices that reduce the risk of child abuse by new and existing personnel.
- The school continues to implement our employment policy which is based around the CECV guidelines on the Employment of Staff in Catholic Schools. This document was used exclusively when going through the employment process for new staff in 2018.
- The school maintains a register of all relevant staff for their Victorian Institute of Teaching number which was checked by the Principal at relevant times during the year especially up to and beyond September 30th 2018 which is the last day for renewal.
- The school also continues to maintain a register of Working with Children Checks for relevant staff, volunteers and contractor.
- The school has put processes in place which use the relevant templates and information from the CECV documents; Guidelines on the Engagement of Volunteers in Catholic Schools and Guidelines on the Engagement of Contractors in Catholic Schools to create practices that reduce the risk of child abuse.
- There have been relevant information sessions presented to new volunteers on their responsibilities in relation to the Child Safe Standards, particularly in relation to assistance in classrooms and on excursions.

Child Safe Standard 5 - Processes for responding to and reporting suspected child abuse.

- St Philip's Primary School has revised processes in line with new resources provided by both the State Government and Catholic Education Melbourne in regards to the reporting of and responding to suspected child abuse.
- The school has had the Mandatory Reporting Policy revised and ratified by the School Education Board and the school uses the PROTECT resources (revised August 2018) as the process for reporting and responding to suspected child abuse. These documents include :
- Four Critical Actions for Schools – Responding to Incidents, Disclosures and Suspicions of Child Abuse.
- Four Critical Actions for Schools – Responding to Student Sexual Offending.
- Identifying and Responding to All Forms of Abuse in Victorian Schools.
- Identifying and Responding to Student Sexual Offending.
- Responding to Child Abuse: A Template for all Victorian Schools.

- Responding to Suspected Student Sexual Offending: A Template for all Victorian Schools.
- Staff have also completed the e-Learning Mandatory Reporting Module from the Department of Education and Training. A staff register is maintained to note completion of this annual module.
- The Mandatory Reporting Obligations Policy is available to all in the school community via the school website.

Child Safe Standard 6 - Strategies to identify and reduce or remove the risk of abuse.

- St Philip's Primary School has continued to evaluate and revise our child safety risk register which identifies the range of possible risks within the school environment in relation to Child Safety and relevant strategies to reduce or remove risk are being developed along with those already in place as stated in the previous standards.
- The Child Safety Risk register was reviewed by the School Education Board and staff during meetings in Term 4.

Child Safe Standard 7- Strategies to promote the participation and empowerment of children.

St Philip's Primary School developed, implemented and reviewed strategies to promote the participation and empowerment of children.

These strategies included:

- The continued implementation of the processes contained within the schools Behaviour management, Student Wellbeing and Anti-bullying policies.
- The development of easy to understand and user-friendly information about the school's child safe practices for our students including information on reporting procedures through the development of the Child Friendly Child Safe policy.
- The use of Social/Emotional Learning resources such as the Berry Street Wellbeing Program modules and the Resilience, Rights and Respectful Relationships program to develop appropriate education around resilience and wellbeing.
- The development of a Child Friendly version of the school Child Safe Policy by the senior students in conjunction with the Principal and Student Wellbeing leader.
- Continued adherence to the school's Education in Sexuality Policy.

Leadership & Management

Goals & Intended Outcomes

To promote and strengthen a high-performing professional learning culture.

2018 Priority:

To develop the team as leading learners focused on student achievement that is evidence based and informed by data.

Achievements

- Leadership Team met with Eastern Region Catholic Office staff regularly throughout the year to build the capacity of leadership to build the capacity of staff and to support and manage the change in structures and processes.
- A major focus has also been to personalise the learning for both staff and students so that it is purposeful, rigorous and engaging. Teaching staff have developed explicit learning goals after completing an audit survey based on the AITSL Professional Standards for Teachers. Learning Support Staff also developed explicit learning goals. These were reviewed and discussed with school leadership on a regular basis throughout the year according to the procedures developed in the Professional Learning policy.
- PLT and staff meetings structure was collaboratively revised and evaluated.
- Meeting Norms created and actioned in our meetings.
- Leadership Meeting agenda changed to reflect our beliefs on what effective leadership looks like and how we can be strategic and instructional in this leadership.
- Evaluated Student, Staff and Parent surveys to come up with targets for the School Improvement Plan and reviewed and evaluated these targets at the end of the 2018 school year.
- Evaluation of Learning Walks that took place as a result of the Learning Collaborative and evaluated the effectiveness of these to develop a plan for where to next.
- Provided feedback to staff through observations from the Learning Walks in regards to student learning
- Helped to implement The Learning Collaborative and the work with Dr. Lyn Sharratt with the staff.
- Staff values and expectations formulated, reviewed and embedded.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	97.6%

STAFF RETENTION RATE	
Staff Retention Rate	100.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	8.3%
Graduate	50.0%
Graduate Certificate	8.3%
Bachelor Degree	75.0%
Advanced Diploma	50.0%
No Qualifications Listed	8.3%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	16
Teaching Staff (FTE)	10.2
Non-Teaching Staff (Headcount)	6
Non-Teaching Staff (FTE)	4.2
Indigenous Teaching Staff (Headcount)	1

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

- Autism Spectrum Professional Learning
- Reading Recovery Professional Learning
- Networks- Principals', Deputies, Student Wellbeing, Student Services, Literacy, Numeracy, Library, eLearning, Administration, Learning & Teaching, RE.
- Whole Staff professional development on working as an effective team
- Down Syndrome PL
- Mandatory Reporting E-learning modules
- Child Safe
- Sustainability Professional learning Conference
- Phonics in Context
- Behaviour Support
- Mathematics Conference

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

16

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$450

TEACHER SATISFACTION

- Teachers commented that being able to call on the expertise of other staff when they were dealing with children with learning needs was very helpful.
- They also appreciated having time to share classroom successes with each other and to learn from each other. The need for strategic and effective recognition and appraisal is an ongoing need which will be a priority for 2019.
- The development of a new structure for the professional learning team meetings enabled greater input from a wider range of staff and allowed for a greater practical focus in these meetings as well as more time spent on being able to effectively analyse assessment data to support future learning for students.

Based on the data from staff surveys while teamwork in all its various forms is improving among planning teams, between leadership and staff and various other teams it still requires further development to continue to develop a professional learning culture.

School Community

Goals & Intended Outcomes

Continue to strengthen collaborative partnerships between staff, students, families, parish and the wider community.

2018 Priority:

Develop ways that work to communicate and engage parents in teaching and learning at St Philip's.

Achievements

- A new Parent Engagement Survey was sent out to the parent community via the website and hardcopy at the beginning and end of the year.
- Staff collaboratively worked on developing and implementing Learning Overviews. These new term overviews making links between curriculum and student learning from Term 2 onwards.
- Parent Helper meeting took place in March.
- New reports were introduced at the end of Semester 1. Teachers worked to make Victorian Curriculum statements parent friendly and were directly linked to the Term Overviews.
- A parent forum took place given school families the opportunity to provide feedback and suggested actions on the school Homework Policy, the communication of learning to families by the school and an evaluation of the new learning overviews.
- Maths sessions for parents were held during the day and in the evening and were well attended. The feedback was that parents would like further such sessions for Years 3-6.
- The Year 5s visited the local kindergartens.
- The Year 6s participated in the Mountain View Cottage engagement program through the local council, working with the senior citizens on their stories. Mountain View project book launch occurred in Term 4. The Leader Newspaper was invited to come along for publicity.
- The school started the Enrolment Maximisation Framework Process which will focus on communicating with and engaging our school community and the wider community.
- Evaluation of the Parent Engagement Surveys to set goals and actions for the 2019 Annual Action Plan.
- Parent Helpers Morning Tea was held in Week 10 of Term 4 to acknowledge the wonderful support provided by families in working in partnership with the school for the students and their learning.

PARENT SATISFACTION

- The feedback from the Parent Forum was important in terms of gauging exactly what the parent community identified as areas of further need in the school in regards to how we can effectively communicate student learning to families and to provide resources to support families to work in partnership with the school for improved student learning outcomes. These included:
 - Help with transition to secondary school.
 - Greater consistency with homework across the school.
 - Greater opportunities to participate in Religious Education and prayer and exposure to various 'genres'.
 - Transparency, clearer role clarity for groups such as the School Board, P & F and Sports Committee and statements regarding their ability to contribute to decision making at St Philip's.

The school continued to explore the possibilities in regards to engagement of parents as experts in areas of need such as marketing, advertising, science teachers and sports coaches.

According to the parent survey data more work needs to be done by the school to improve the view from parents and families in regards to further developing parent partnerships and nurturing the sense of belonging to the St Philip's school community.

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