



St Philip's School Blackburn North

2022 Annual Report to the School Community



Registered School Number: 1652

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Minimum Standards Attestation

I, Michelle Worcester, attest that St Philip's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

10/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

[ResponsiblePerson]

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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.

Because we believe that Christ is the central focus of our school and we are witnesses to him and his teachings we aim to:

- provide an atmosphere where all are made welcome, where they feel safe and have a sense of belonging
- provide a school environment that is positive and challenges all students to work to the best of their ability
- foster in all a realisation that they are responsible for their own learning
- develop a sense of justice by respecting the opinions and rights of others
- encourage all to be sensitive to others and respect their differences
- encourage all to use their physical environments in a respectful manner
- provide a learning environment that utilises the most effective and current approaches in education.

School Overview

At St Philip's we are constantly guided by our school vision as we strive to be a welcoming, child-centred learning environment. We place significant value on building positive relationships between all members of our school community in a spirit of collaboration. 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.

The strength of our community contributes to a broad range of rich learning experiences. Working in partnership with families at St. Philip's, we encourage all to reflect on and nurture our Catholic beliefs and values. Underpinning all that we do at St Philip's is our belief in mutual respect across the whole school community demonstrated through respect for self, others and the environment.

Deep learning in a Catholic school unfolds as a process that respects the diverse cultures, worldviews and backgrounds of students and actively engages them with Catholic beliefs and values relevant to their learning. A Catholic pedagogy which enables such learning is one that empowers learners to seek truth, and to question and critique the prevailing cultural, political, and philosophical ideas within the world around them (Horizons of Hope).

Guided by our School Improvement Plan and Annual Action Plan we endeavour to be a community of learners always aiming to achieve full potential. Our students are challenged in every aspect of their learning to be the best they can be. We embrace the uniqueness of our school size and knowledge that each one of our students is known and nurtured by all within the school community.

Our teaching and learning programs are future focused, and we continually endeavour to support our student's skills in all curriculum areas. We help our students to develop their critical and creative thinking skills and problem-solving abilities.

Our students have access to a variety of digital learning tools used to support their development of knowledge and understanding of technologies. They are provided with opportunities to explore the capacity of information systems to systematically transform data into digital solutions through the application of computational, design and systems thinking (Victorian Curriculum).

St Philips is situated in a vast, secure and calm setting. Our school is organised into four main buildings. Two classes are situated in the Donovan Centre, the other two classes are housed in the Loreto Centre. Our Learning Resource Centre, Library, Art and STEM rooms are located in the Loreto Centre. The Catechises of the Good Shepherd atria are situated in the third building, the Heriot Centre. The Arnold Centre accommodates our multi-purpose hall and Administration Area.

Our flexible learning spaces are suitable for a range of school and parish community events. The school grounds encompass ample playing areas, a large oval, playground equipment, and netball courts.

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 present to you the Annual Report to the School Community for the 2022 School Year.

In Term One, 2022, the school participated in the VRQA School Review process. This process provided opportunities to reflect on and assess achievements made in all aspects of school life. The findings supported the development of strategies and future planning for the purpose of ongoing improvement in student learning outcomes. The outcome was the School Improvement Plan that will commence in 2023. The plan consists of the School Improvement Plan for 2023-2026 and the Annual Action Plan for 2023.

Throughout the review process the school continued to provide opportunities to further consolidate the goals and recommendations established in the previous School Improvement Plan for 2018-2021.

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

- Religious Dimension
- Learning and Teaching
- Student Wellbeing
- Leadership and Management
- School Community

The school continued to offer students a range of learning opportunities to encourage and nurture their academic, spiritual, social and emotional growth.

Staff continued to develop and build their learning in a range of curriculum areas with a particular focus on the Melbourne Archdiocese Catholic Schools Learning Collaborative Initiative. Teachers also engaged in professional learning in writing and spelling.

The school also continued to enhance 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.

I wish to thank all in our school community for their ongoing support of our staff, students and families. I also acknowledge everyone's commitment to our school vision, for modelling the teachings of Christ and for striving to make this vision a reality in our community. I look forward with much enthusiasm to the 2023 school year as we continue to be inspired and guided by this vision for our school.

Michelle Worcester

Principal

Catholic Identity and Mission

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.

Achievements

- We continued to strengthen our Catholic identity through various opportunities for students and parents.
- We 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.
- Professional learning initiatives were regularly attended by teachers. Staff engaged in professional learning focusing on the Catechises of the Good Shepherd.
- Students engaged in social justice initiatives such as Project Compassion (Caritas), St Vincent de Paul Winter Appeal. 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 and meeting prayers, 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 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 and Teaching

Goals & Intended Outcomes

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

Achievements

- We implemented strategies to build teacher capacity at all levels.
- Staff engaged in collaborative discussion and analysis of student assessment data. Data walls were created to facilitate the analysis of assessment data.
- We utilized assessment data, that informed and personalized student learning. This has been guided by our engagement in the School Improvement Learning Collaborative.
- We continued to build teacher capacity and practice in Writing. This supported the teachers' actions for future learning based on the needs of individual students.
- 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.
- 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.

STUDENT LEARNING OUTCOMES

Dedicated assessment days were held at the commencement of the school year. The data collected provided the impetus for the development of learning pathways for students.

The ongoing collection of various forms of formative assessment provided data for ongoing learning plans.

Teachers engaged in case management meetings to discuss and analyse student data for future planning.

Teachers collaborated in team meetings to build teacher capacity and practice.

An array of assessments supported teachers in providing individual learning to students.

Pre- and post-assessment data was used to ensure teaching and learning programs were relevant to individual students.

Learning intentions and success criteria were used across the school to focus teaching and set learning goals for students.

Individual goal setting involved students, teachers and parents.

Individual and personalized learning was provided for each student to support their specific learning needs.

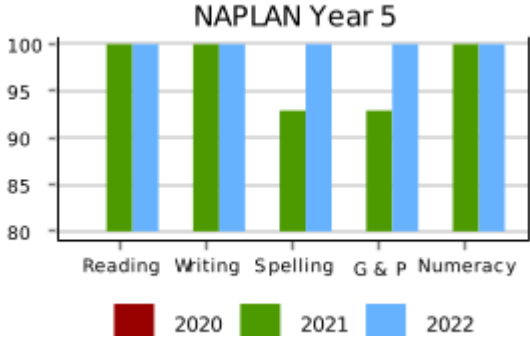
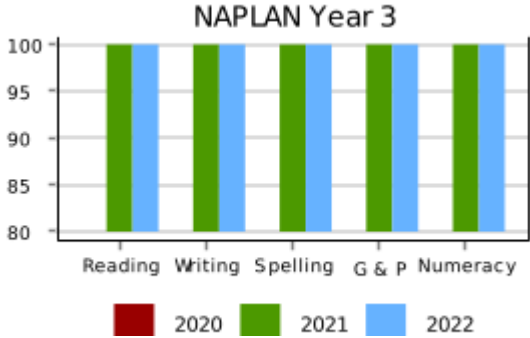
Students engaged in feedback sessions including teacher to student; student to teacher; and student to student.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	92.9	-	100.0	7.1
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	92.9	-	100.0	7.1
YR 05 Writing	-	100.0	-	100.0	0.0

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

To create and sustain a vibrant learning community where all learners are motivated, challenged, reflective, resilient and self-directed learners.

Achievements

Our Student Buddy program continued with Year 6 students supporting their Prep buddies throughout the year, completing shared reading and learning activities.

Student leaders ran assemblies and activities.

Presentations at assemblies enabled classes to showcase what the students had been learning in the classrooms.

Games, Library and Lego Clubs were offered to all students as an alternative at recess and lunch.

Each class voted for a class member to join the SRC to discuss issues and ideas to improve learning and the school environment.

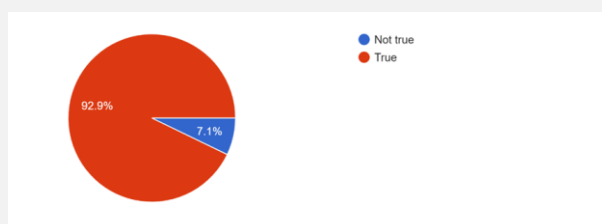
The whole school acknowledged and celebrated Harmony Day to recognise Australian multiculturalism based on the successful integration of migrants into our community.

VALUE ADDED

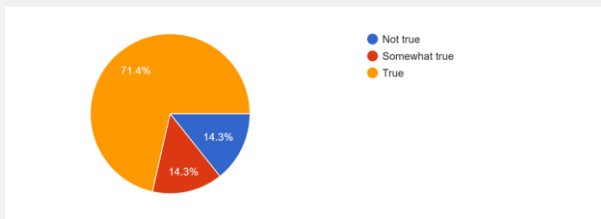
- Student Well-being surveys were administered and data used to improve relationships, teaching, student safety and outcomes.
- The Student Well-being Leader participated in network and cluster meetings.
- Professional learning in Respectful Relationships was provided for teaching staff
- A whole school transition program operated at the end of the year to facilitate a smooth change to the next year level.
- Ongoing professional learning of all staff in the Child Safe Standards was provided.

STUDENT SATISFACTION

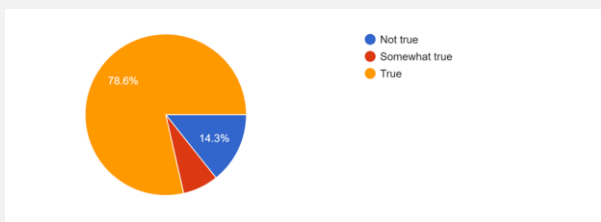
I feel safe at school



My school cares about me as an individual



We learn about making friends and managing emotions'



STUDENT ATTENDANCE

- At St Philip's Primary School we require parents/guardians to inform the school of their child's absence on the day of their absence by 9:30am. Absences are communicated either by a phone call to the Office or via the Skoolbag App.
- Class rolls are checked by the office staff at 9:30am and parents/guardians are contacted via SMS if their child is absent and this has not been communicated.
- Parents will sign in and sign out their children at the Office in the relevant book. This form will stay with the Office to be entered onto the roll.
- All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
- Parents have a responsibility to ensure that their children attend school regularly and are only absent if ill or if absolutely necessary.
- Parents have a further responsibility to communicate with the school explaining why an absence has occurred.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	82.6%
Y02	85.9%
Y03	90.6%
Y04	89.2%
Y05	84.4%
Y06	88.3%
Overall average attendance	86.8%

Child Safe Standards

Goals & Intended Outcomes

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

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

Achievements

- The embedding of policies and commitments into every day practice continued throughout the year
- Ministerial Order 1359 was implemented including the new 11 Child Safe Standards
- Information sessions were provided in accordance with the new Child Safe Standards
- Professional learning was provided to teachers, non-teaching staff and volunteers
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' continued
- Student participation and empowerment strategies were implemented in all grade levels
- Strategies to establish a culturally safe environment were adopted
- Strategies to ensure that equity was upheld and the diverse needs of each child were met were enacted every day
- Strategies that promoted safety and wellbeing in the physical and online environments of the school were enacted every day
- Engagement and involvement of Families and communities in promoting child safety occurred regularly
- Child safety - Risk Management practices and complaints handling processes were enacted as required

Leadership

Goals & Intended Outcomes

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

Achievements

- Leadership met with MACS Eastern Region Office staff throughout the year.
- Teaching and learning support staff developed explicit learning goals aligned with the AITSL Professional Standards for Teachers and the Annual Action Plan. These were reviewed and discussed with school leadership on a regular basis throughout the year in accordance with the Professional Learning policy.
- Case management meetings supported the staff to develop a shared language on where students are in their learning and where they need to move to.
- Evaluated Student, Staff and Parent surveys to establish targets for the School Improvement Plan and reviewed and evaluated these targets at the end of the 2021 school year.
- Professional learning continued for teaching staff in the School Improvement Learning Collaborative and the work of Dr. Lyn Sharratt.
- Staff values and expectations continued to be reviewed and embedded.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Networks - Principal, Religious Education, Student Wellbeing, Learning Diversity, Literacy, Numeracy, Administration, and Learning & Teaching.
- The School Improvement Learning Collaborative with Dr Simon Breakspear and Dr Lyn Sharratt
- Respectful Relationships
- Spelling in Context
- Catechises of the Good Shepherd
- Differentiation in Learning
- Learning in Mathematics with Australian Catholic University
- Open-ended tasks in Mathematics
- Mandatory Reporting E-learning modules

Number of teachers who participated in PL in 2022	12
Average expenditure per teacher for PL	\$100

TEACHER SATISFACTION

Teacher satisfaction was high in the areas of support for teams; student safety and psychological safety while at school; and staff-leadership relationships. These results emanate from teachers' engagement in planning and staff meetings. Teacher satisfaction is also high because of the support provided in Learning Diversity.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	83.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	61.9%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	25.0%
Graduate	25.0%
Graduate Certificate	0.0%
Bachelor Degree	75.0%
Advanced Diploma	50.0%
No Qualifications Listed	25.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	20.0
Teaching Staff (FTE)	10.2
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	4.6
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

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

Achievements

In Term Two we partnered with Australian Catholic University for the Science in Schools program. Throughout the term the pre-service teachers from the university taught the St Philip's students science. The focus was chemical and physical science and involved learning the science content and practical skills.

Parents and friends attended a Mathematics information session and then spent time in classrooms engaging in mathematical learning with the students.

We engaged in the Inter-generational Project supported by the City of Whitehorse. The project involved our senior students meeting regularly with community members to learn about and write their life stories.

We engaged with parishioners who shared their stories about acts of charity and community engagement.

We offered sessions to the wider community. Activities offered included story-time, art and craft and physical education.

PARENT SATISFACTION

Parent satisfaction is demonstrated through:

- ongoing engagement in student learning activities
- participation in extracurricular activities
- ongoing support of teaching and learning programs
- involvement in parents and friends committees