

ANNUAL REPORT TO THE SCHOOL COMMUNITY

St. Richard's Kilsyth

St. Richard's Primary School
Kilsyth

2018

REGISTERED SCHOOL NUMBER: 1891



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Minimum Standards Attestation

I, Marcus Gill, attest that St. Richard's 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 2019>

Our School Vision

St. Richard's school is one of two Catholic Primary schools in the St. Peter Julian Eymard Parish. Our school vision, '*Living the Gospel, Learning Together, Creating our Future*', underpins our approach to the educational opportunities available at our school.

St. Richard's is a welcoming community that places the students at the centre of all that we do. We value and actively seek out parent engagement in order to strengthen partnerships between home and school.

Our focus as a Catholic school is the formation of each child – academically, spiritually, emotionally and socially in order to instil in each child a love of lifelong learning.

*Living the Gospel
Learning Together
Creating our Future*

School Overview

St. Richard's Catholic Primary School is situated at the foothills of picturesque Mt. Dandenong. St. Richard's school is part of the St. Peter Julian-Eymard Parish of Mooroolbark, Kilsyth and Montrose. The contemporary school comprises of eight well-appointed classrooms, a multi-purpose school hall and the administration/ library building & an Art space for both the teaching of Visual & Performing Arts

The school is situated on 2.0 hectares of attractive, natural environment. The extensive grounds include two basketball courts, two adventure playgrounds with shade sails, a large synthetic grassed sports field, a large treed area and a central landscaped courtyard area. There are also school community maintained vegetable gardens, which form part of our involvement in the Stephanie Alexander Kitchen Garden Program.

The current enrolment is 136 students from Prep to Year Six. We have seven classrooms consisting of a Prep class, two Year 1 /2 classes, two Year 3 /4 classes and two Year 5 /6 classes. The Parish Priest is Fr. Joseph Lu Xin, the Principal is Mr Marcus Gill and there are twenty-six other staff members. We have specialist teachers for Performing Arts, Physical Education, Italian, and Visual Arts. Distributive leadership and teamwork, with a continuous emphasis on professional learning in the core areas of Literacy & Numeracy. The Wellbeing of all students is a key feature of the school.

Our Prep students come from the local pre-schools within the Kilsyth/Montrose areas and beyond. The majority of the Year Six graduates attend Mt. Lilydale Mercy Catholic Regional College, Lilydale or Aquinas Catholic Regional College, Ringwood.

Principal's Report

As Principal of St. Richard's Primary School in my second year I am very proud to present this Report to the community. There are many aspects as a school community that we can highlight as successful achievements in 2018.

The Staff at St. Richard's are very committed to embedding a higher standard of learning & teaching for all students which is implemented in a supportive and caring environment. Where every child matters. This is supported by our school families and wider school community. A collaborative work ethic from all stakeholders in supporting school programs, building on the current schools' resources and providing advice is readily evident.

In 2018 the school continued to build on the resources in Digital Technologies with 21 new iPads purchased which were distributed evenly between the Prep (Foundation) - Year Two classrooms. The last of three LCD screens were installed to replace the Interactive Whiteboards in all of the classrooms. A 3D Printer and drones were also an enhancement to the school's digital resources.

The resource spaces in the school administration building were all updated. New carpet was installed throughout including the Library, new furniture was purchased to freshen up the front foyer and staff work spaces. The four Classrooms in the junior (Blue) Building were painted with new shelving placed in each classroom. A new intercom system was installed in all classrooms learning areas & offices.

Further improvements were also made to enhance our teacher work spaces and resource areas. These areas will firstly provide a central space to house teacher resources to support student learning and secondly the Teacher work space will provide a collaborative learning space for teachers to plan & meet together during school hours and for after school planning times.

In 2018 there were many school community events such as;

- Art Show
- Whole School Excursion to the Art Gallery
- St Richard's Feast Day Celebrations – Colour Run
- Camping Program - Year 3/4 Camp & Year 5/6 Camp
- Year 6 Fun Day & Graduation
- Father's Day Breakfast & Mother's Day Treat Night
- Opening School BBQ & Christmas Carols Night
- House Athletics & Cross Country Carnivals
- Market Afternoon



- Grandparents/ Special Friend's morning
- Prep/One/Two late stay

The Marketing of our school continued to be a focus for St. Richard's. One of these projects was to update our school website. As well as this we produced a new school brochure outlining the school's vision, learning & teaching, extra-curricular activities, facilities & resources. New signage was also installed at the front of our school. Marketing to the wider community was also a target with visits to local kindergartens and preschools, involvement in the Sarah Court Harvest Festival, a stall at the Kilsyth Festival and a Christmas Window at the Kilsyth Shopping Centre were some other initiatives that we pursued.

As Principal, it gives me great pleasure seeing the development and growth academically, spiritually and emotionally of all of our students.

'Growing together in Mind, Spirit and Body'

Best Wishes

Mr Marcus Gill



School Education Board Report

It has been a privilege to contribute to the St Richards Primary School Advisory Board (SAB) for the second year running. 2018 has seen the opportunity for me personally to contribute in the role of Chairperson.

The primary purpose of the SAB is to serve as an advisory on all matters concerning St Richards Primary school. The board meets eight times per year and is comprised of representatives from the leadership team, teaching staff, and parent body. The meetings allow opportunity for rich discussion and advice to the leadership of the school (primarily the Parish Priest and School Principal). The first meeting for the year was a Parish Formation dinner which served to strengthen connection between the two local primary schools within our parish.

For the current year, the school board has been comprised of Father Joseph (Parish Priest), Mr Marcus Gill (Principal) Mr Rudy Vail (Deputy Principal), Ms Angela Corrone (teacher representative), Mrs Lynda Schulz (Chairperson), Mrs Linda Seraphim, Mrs Marissa Carter, Ms Jeanette Walker, Mr Connor O'Hare, Mrs Rebecca Cannon and Mrs Sharyn Jackson (parent representatives).

Each meeting included the presentation of a report from the Principal in the context of 5 spheres: Education in Faith, Leadership and Management, Learning and Teaching, Student Wellbeing and School Community and a report on the Learning and Teaching Program of the school provided by the teaching representative. Some of the priorities which the Board addressed this year included marketing, enrolment and the implementation of an outside school hours care (OSH care) program.

In prior years, OSC Care has been provided for students at Gladesville Primary School. With an increasing demand for such a service to be provided on site, Youth Leadership Victoria (YVL) were endorsed as the provider of this service. YLV commenced operations on site in Term 2 of 2018. To date, this service has been a resounding success and utilised very well by school families.

In terms of marketing, a number of initiatives were undertaken to reinforce the professional nature and high standards of the school as a learning institution. The school website was restructured to better reflect the priorities of the school. A brochure to outline uniform was produced with the expertise of Connor O'Hare, allowing new parents to reference a clear visual guide for uniform requirements. We also had a presentation made by Catholic Education Melbourne in relation to future enrolment trends in the local areas and the potential impact for St Richards.

Across the year, the SAB also reviewed and updated a number of policies. These included the Pastoral Care Discipline, Uniform, Attendance, Supervision, and Enrolment Policies

In closing, I would like to take this opportunity to thank all members for giving so generously of their time to be members of the SAB and a part of the St Richards community. A special thanks to Linda Seraphim, Jeanette Walker, Rebecca Cannon and Sharyn Jackson who are completing their time on the board. I trust all involved have found the experience to be a fulfilling and enriching one.

Lynda Schulz Chairperson 2018

Education in Faith

Goals & Intended Outcomes

To further strengthen the Catholic culture and identity of St. Richard's School

- That staff and students make explicit links between their Education in Faith and their daily lives.
- That students are engaged in a Religious Education program that reflects contemporary approaches to learning and teaching.

Achievements

The Gospel calls all Catholics to live lives based on charity and justice and the Church asks the faithful to live a life according to the Gospel values. At St Richard's, we believe in developing young believers who understand and commit to living these values in their lives. We challenge students to reconsider education, not only as a means for individuals to succeed but also as an opportunity to learn how such success can benefit the community.

This year we have endeavoured to achieve this mission by establishing authentic relationships with our parish. The preparation of children for the Sacraments of Reconciliation (Confession), First Eucharist (Holy Communion) and Confirmation has been a parish based and a family centred process. Children and families have engaged in faith formation by participating in sacramental evenings and sacramental reflection days. In addition to this we have had a number of older students from three families chose to be baptised.

The liturgical life of the school's integral to the Catholic education. St. Richard's celebrated Mass and a range of liturgies throughout the church's' liturgical year. Prayer is an important aspect of life and learning. This is evident by our routine of starting each day with Christian Meditation and by making this a regular practice.

At St. Richard's we endeavour to make our students aware of issues of social justice in the world around them, and have provided them with numerous opportunities this year to take action themselves. As a School Community, we consider these 'Works of Justice' as an integral part of the education of our children.

The school follows the *Religious Education Curriculum Framework*. This framework describes learning and teaching in Religious Education for Catholic primary and secondary schools in the Archdiocese of Melbourne. The framework sits within the context of the Education Framework for the Archdiocese of Melbourne, Horizons of Hope. This year staff have

Parents who undertook the SRC insight survey spoke positively about the Catholic nature of St Richard's. For many parents the decision to send their children to a catholic school was an

important consideration. Parents spoke of taking part in meaningful masses and liturgies during the school year. The Sacramental program provided opportunities for faith development for students and also for their families. Parents also expressed that they were happy with the Religious Education program. They agreed that the overall school climate and that education in faith does have a positive effect on the behaviour of their children.

VALUE ADDED

- Social justice initiatives such as fund raising for Caritas during Lent, supporting St. Vincent de Paul's Appeal and raising money to sponsor a child for Kadasig Aid
- Market Day Religious Education Inquiry that raised funds for the Water Works program that donated two water filters to an African community
- Inclusive events and activities such as St Richard's Day, Grandparents and Special Friends Day, Beginning of the School Year Mass and BBQ, End of the Year Thanksgiving Mass and Supper as well as the School Christmas Carols.
- Parish Sacramental celebrations of the Sacraments of Reconciliation (Confession), First Eucharist (Holy Communion) and Confirmation.
- Sacramental family faith formation evenings.
- Whole school community liturgical celebrations.
- Education in Faith Staff Professional Learning Team meetings twice a term.
- Team planning in Education in Faith Life Inquiry units.
- Regular Faith Development meetings between Education in Faith Leader, School Principal, Pastoral Associate and Parish Priest.
- A strong staff focus on the visibility of symbols of our faith around our school.
- Development of a prayer space for the celebration of Advent liturgies.
- Baptism of older students from three families after the teaching of a classroom program about Baptism.
- Classes have taken responsibility of presenting a liturgy or Whole school Mass and led the Reading and setting up of the Mass environment.
- Year 5/6 presented Shadow Stations of the Cross to parents and the wider community in Holy Week.
- Focus on the sharing of Scripture at Monday Assemblies and at staff meetings.

Learning & Teaching

Goals & Intended Outcomes

To enable all students to achieve success in a contemporary and innovative school community, focussed on learning that is transformative for students.

- That rates of learning growth in Literacy and Numeracy will improve.
- That students' engagement in their learning will improve.

Achievements

The analysis of student data was a priority for 2018. The staff were introduced to the work of Lyn Sharratt and the 14 Parameters. Initially a School Closure Day was held to introduce the 14 Parameters. PAT R, Fountas and Pinnell Benchmark Reading Levels and PAT M data was used to collegially create Data Walls. The student results were discussed, strategies were planned and growth targets were set. These were displayed in the Teacher Planning room. On this day, staff also explored Parameter 6 (Case Management Approach) in more detail. Teachers selected a 'Student of Wonder' to bring to a Case Management meeting where they discussed the students' data and used the group's expertise to plan specific strategies that they would implement over the next four weeks.



The idea of STEM (Science, Technology, Engineering and Mathematics) was introduced to all staff throughout Professional Learning Meetings. A STEM specific classroom was developed that contained resources such as Sphero's, Beebots and a 3D printer. The Digital Technology Leader, as well as the Learning and Teaching attended a two day STEM Education Conference lead by Deakin University. This professional learning highlighted that STEM is an integrated approach across all curriculum areas and would be an opportunity to increase student engagement, as well as build contemporary, 21st century learning skills. The leaders fed back their key learning to staff and created a timetable for older classes to support the younger classes in STEM in 2019.

The concept of Growth Mindset was an area of focus for the school community in 2018. Staff engaged in professional learning on a school closure day, where they learnt the science behind 'growing your brain' and how positive self-talk is vital for learning progress and intrinsic motivation. All classes engaged in a six week unit about Growth Mindset. Each classroom, as well as the office foyer had a display. Parent friendly information articles were also added to the newsletters to support parents in reinforcing the behaviour at home.



In English in 2018 Spelling was a priority. The Foundation to Year 2 teachers were all involved in three off-site professional learning days in “Phonics in Context Sprints” which were facilitated by CEM staff, Mr. David Hornsby and Mr. Simon Breakspear. This was very valuable Professional Learning and Spelling was highlighted in the Junior School. Improved results were seen for all students who were targeted in the sprints. This success filtrated throughout the school with the Year 3 – 6 classes participating in a Spelling Sprint in Term 3 with great success.

In Mathematics, St Richard’s received a grant to become involved in another Collective with three other local schools. This allowed for an opportunity to work with Dr. Peter Sullivan on problem solving and challenging tasks. All year levels trialled tasks and the results of these were discussed at PLM meetings. The Numeracy Leader was required to meet other leaders in this Collective every term to plan for the continued implementation of this process. All staff were able to visit demonstration lessons presented by Peter Sullivan at one of the Collective schools. Opportunities were then given for staff to discuss these lessons with Peter.

Foundation teachers continued to be involved in the LFIN (Learning Framework in Number) Collective in 2018. They attended professional learning at CEM to continue to develop strategies focussed on improving the teaching of Number. Many schools from outside our region came to observe demonstration lessons in our Foundation class.

The Numeracy Leader was involved in presenting at a Symposium held at St. Simon’s School in Rowville. This presentation was focussed on discussing strategies to improve mathematical outcomes using the Sprints model.

STUDENT LEARNING OUTCOMES



Percentage of Students achieving the Minimum Standard NAPLAN TREND DATA 2016 - 2018

In Year Three, 100% of the cohort reached the target in Reading, Writing and Numeracy. In Spelling, 92% of the cohort reached the expected target whilst in Grammar & Punctuation 96% of the cohort reached the expected target. Spelling showed improvement from 2017 while Grammar and Punctuation showed a slight decrease from 2017 with 96% of students reaching the target.

In Year Five, 100% of the cohort reached the target in Reading and Numeracy. Spelling, Writing and Grammar & Punctuation showed a slight decrease from 100% in 2017 to 94% in 2018.

The NAPLAN trend data indicated that the number of students reaching the minimum standard in Year Three from 2016 – 2018 has improved or remained stable in Reading, Writing and Numeracy. Spelling and Grammar & Punctuation both show fluctuating patterns.

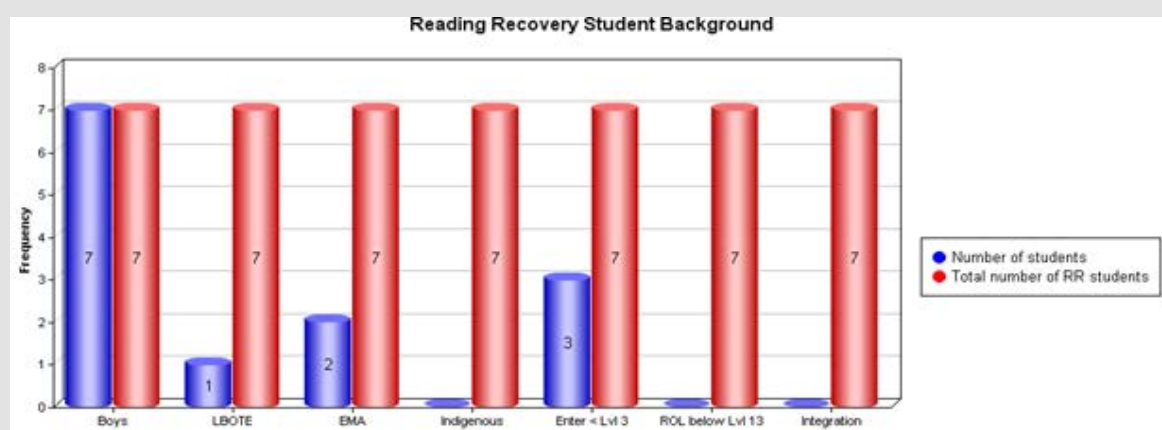
The NAPLAN trend data indicated that the number of students reaching the minimum standard in Year Five from 2016 – 2018 has shown improvement or remained stable in Reading. Writing and Spelling both showed a fluctuating trend. Grammar & Punctuation showed a slight decrease from previous years. Numeracy showed an increase in 2018.

Reading has continued to remain stable in 2018 in both Year 3 and Year 5. Term Planning has continued in Level Teams to strategically focus on targeted areas of comprehension. It is pleasing to see the excellent improvement in Spelling in Year 3. The continued focus on the explicit teaching of Spelling during 2017 and 2018 along with the introduction of Spelling Sprints has had a direct impact on student outcomes. The Year Foundation to Year 2 teachers attended the “Phonics in Context Sprints” Professional Learning in 2018. This was provided by the CEM with David Hornsby and Simon Breakspear as lead presenters. The effect of this was to introduce Spelling Sprints at first in the Junior School. The success of these sprints led to their introduction from Years 3 – 6 with positive results. The 6+1 Writing Traits were introduced in 2018 and a Writing Rubric was trialled with varying degrees of success. This will continue to remain a focus in 2019.

Numeracy has continued to show a stable pattern in Year 3 with 100% of the cohort reaching the target in 2018. In Year 5 there was a 7% increase from 2017 to 2018 with 100% of the students reaching the target. The Learning Framework in Number (LFIN) continued to be implemented from Foundation to Year 4. Funding for a Collective with three other schools within our zone was granted to allow for Professional Learning facilitated by Dr. Peter Sullivan. The focus was to implement problem solving strategies and challenging tasks throughout all areas of Numeracy. A School Closure Day which involved the participation of all four schools was held at St. Richard's School in Term 2 to explore this process.

READING RECOVERY 2018

In 2018, there were three carry over students from 2017 who were in Year 2. They remained on the program all of Term 1 and then all three discontinued.



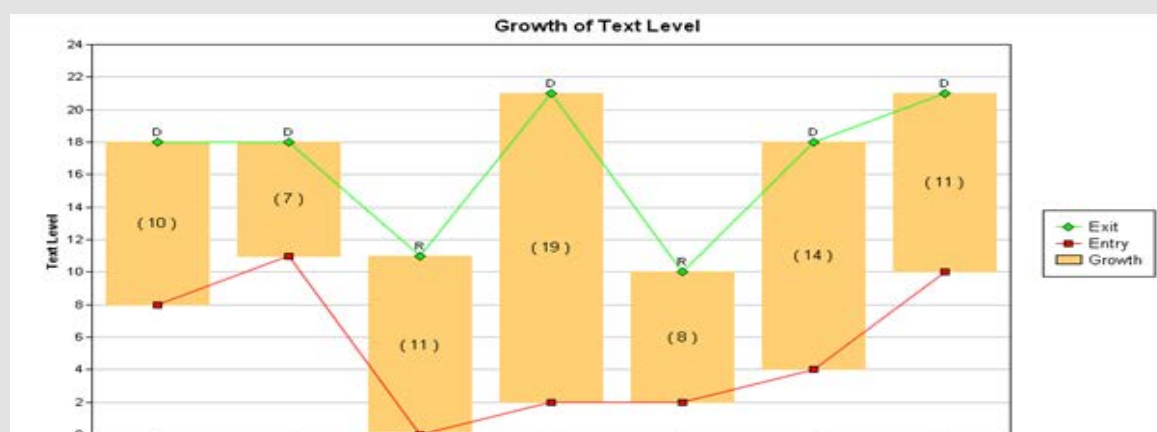
During 2018, four Year One students received individual instruction in Reading Recovery. The First Intake of new students was one boy who had an average entry text level of Level 2. His text level at the end of the program was Level 10. He was referred for further testing by CEM.

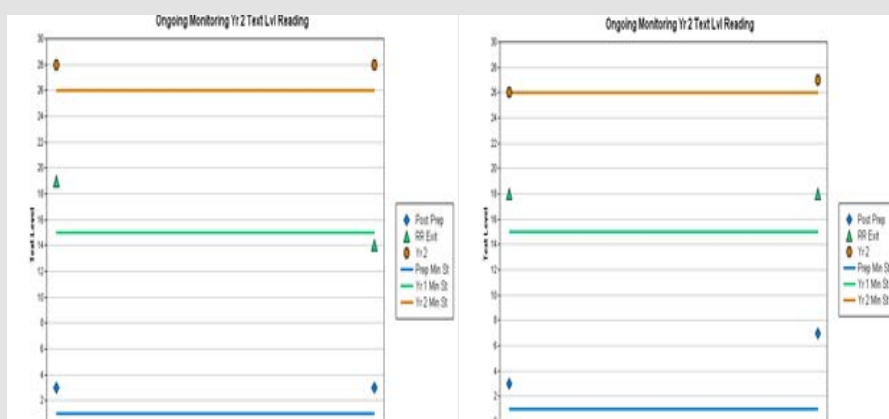
At the start of Term 2, three more boys entered the program after the carry over students were discontinued. These students entered on text levels 2, 4 and 10. They all made excellent progress and discontinued from Reading Recovery on Levels 18 and 21. They were on Reading Recovery for 20 – 23 weeks. Their growth can be seen in the graph below and this ranged from 11 to 19 levels during this time. These students continued to be monitored by the Reading Recovery teacher after leaving the program. These three students reached the Level benchmark at the end of the year in Alpha Assess testing for Year 1.

Student Growth

Year 1 Students 2018

Reading Recovery students who completed the program in 2018 made the following growth.



Year 1 Reading Recovery Students in 2017 who completed Year 2 in 2018

Five out of eight students who completed Reading Recovery in 2017 remained at St. Richard's to complete Year 2 in 2018. Four of these students completed the November Alpha Assess in 2018 at the minimum expected level. One student of EAL background will require extra assistance to reach the minimum standard in 2019.

Recommendations

The students who have completed the Reading Recovery program in 2018 still require close monitoring in 2019 to ensure that they continue to show the expected growth in their Reading and Writing. The EAL student in Year 2 will require extra assistance to continue to develop his oral language and vocabulary. The students who completed the program in 2018 were all boys which is an interesting statistic. Classroom teachers and parents need to ensure that boys are included in literacy learning which caters for their needs so they can achieve positive outcomes.

Setting realistic and achievable goals in Literacy will be important. Regular analysis of running records is encouraged so that a focus for small group instruction can be strategic. Take Home Reading will need to be closely monitored to ensure that the daily, familiar reading of texts is maintained. Regular conversations regarding student achievement will be encouraged between the classroom teachers and the Reading Recovery/ Literacy Leader.

Student Wellbeing

Goals & Intended Outcomes

To create a positive learning environment that empowers students to be optimistic, independent and resilient learners and leaders.

Achievements

St Richards has an ongoing commitment to supporting 'rich, deep and varied learning experiences' for our students, so that they may develop as optimistic, resilient young people of faith, ready to be effective members of community, contributing to and enriching the world around them.

Catholic Education Melbourne has developed eXcel as an explicit, practical guide to inform pedagogical practice, curriculum design and policies to strengthen children and young people's wellbeing and learning outcomes. It explores in detail the nature and importance of wellbeing and how it is enacted in Catholic schools.

EXcel: Wellbeing for learning in Catholic school communities (EXcel) articulates the importance of wellbeing to children and young people's spiritual, cognitive, physical, emotional and social growth.

At St. Richard's we strongly believe in building and maintaining healthy relationships in schools. We believe that the most profound learning occurs when there is a healthy relationship between teacher and student. Restorative Practices assists teachers, students and parents to build, maintain and restore relationships. Restorative Practices help build capacity to enable students to self-regulate behaviour and contributes to the improvement of learning outcomes.

This year we continued to use our school wide code of conduct for students with the aim of restoring relationships that have been broken between a teacher and a student. Some refinements were made to the code this year. Using a form of Restorative Practices, we hope that students take greater ownership of their actions. Consistent language and an emphasis on positive behaviour underpins our approach to Student Wellbeing.

Child safety, became a school focus this year. The Principal and Deputy Principal attended professional development in August on how to respond to all forms of child abuse. Child safety is also now an agenda item at leadership meetings.



VALUE ADDED

- Whole school Christian Meditation sessions practised daily
- Brain food breaks in the morning learning block
- The implementation of a whole school foundation to Year 6 Social and Emotional Learning Program which is explicitly taught weekly
- Participation in Student Leadership Teams
- Student led Market Day that successfully raised in excess of \$300. This was an Inquiry topic that was closely linked to Religious Education and had a focus on Social Justice
- Published Parental education tips and useful links in newsletter
- Subscription to Parenting Ideas website with information and free webinars available for parents to engage with
- Buddy Groups across the school for activities and gathering for lunch or a social skills activity
- Student voice in all aspects of school life
- Participation in Grandparents & Special Friends morning, Caritas fundraising, School Disco, Cross Country, St Richard's Feast Day activities, Book Week activities, Footy Day, Camp, Excursions, Student Achievement Awards, Celebrations of Learning, Literacy & Numeracy week.
- Student Awards that recognise specific learning and behaviour achievements:
- Colour Fun Run on St. Richard's Day.
- Cyber safety Webinars in Year 5/6
- Participation in 'Life Skills' program provided by external organisation
- Students participating in Running Club in terms 1, 2 and 4.



STUDENT SATISFACTION

Insight SRC Data indicates that;

In the areas of Student Emotional Learning:

Student Morale improved from 61 to 65.

Student distress improved from 71 to 73

In the areas of Engagement in Learning the following ready remained comparable to 2017 for Student Motivation, Learning Confidence and Connectedness to Peers.

STUDENT ATTENDANCE

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.6
Y02	92.9
Y03	94.0
Y04	90.2
Y05	93.4
Y06	92.6
Overall average attendance	92.4

Staff at St. Richard's will;

- 1.1 Mark the roll electronically before 9.15am and at approximately 2.00pm each school day where practicable.
- 1.2 Record all absences from school or class.
- 1.3 Will follow up three consecutive days of unexplained absences by telephone (*classroom teacher*).

The school will;

- 2.1 Advise parents/guardians of unexplained absences, on the same day as soon as practicable by text message.
- 2.2 Record all absences and keep all notes/emails from parents and guardians for archiving at the end of the school year.
- 2.3 Notify parents when a student's attendance becomes irregular or is deemed to be concerning.
- 2.4 Record student attendance on the student's report twice a year.
- 2.5 When student absence/truancy is ongoing and is affecting the wellbeing of the student concerned the school will put in place support systems and be in contact with appropriate agencies to further support the wellbeing of the student.

The parents will;

- 3.1 Where possible inform the school by email/phone if their child is absent from school.
- 3.2 Provide a written note or email explaining the reason which will be a requirement if the child is absent for three or more consecutive days.
- 3.3 Sign In their child at the school office for a late arrival.
- 3.4 Sign Out their child at the school office for an early dismissal.

Child Safe Standards

Goals and Intended Outcomes

- Commitment to child safety at St Richard's.
- Policies and Procedures in place to create a child safe and child friendly environment.
- Ongoing reviewing of practices and education and training for staff.

Achievements

The ongoing implementation of the Child Safe Standards was a focus for the staff and community in 2018. The following achievements have been outlined under each standard of the Child Safety Action Plan.

Standard 1 - Embedding an organisational culture of child safety

Communication to all in the community about the importance of Child Safety, expectations of community members and processes has been outlined.

Standard 2 - Child safety policy and/or statement of commitment to child safety

Our Child Safety Policy was modified to reflect the principle of inclusion and Child Safety. Child Safety became a regular agenda item on the leadership Team & School Advisory Board Meetings.

Standard 3 - Child safety code of conduct

Child safe School posters and Codes of Conduct were displayed in the school and communicated in School Newsletters.

Standard 4 - Staff selection, supervision and management practices for a child safe environment

A checklist for processes, procedures and documentation for engagement of contractors and volunteers was created.

Standard 5 - Responding to and reporting allegations of suspected abuse

A document was revised which outlines our school's processes and procedures in line with Victorian state guidelines. Staff completed online learning modules and this was recorded in a register. All staff were provided with a copy of the Four Critical Actions for schools' documents and PROTECT document.

Standard 6 - Strategies to identify and reduce/remove risks of child abuse

Staff are made aware of the risks of child abuse. Procedures and practices are regularly evaluated and discussed. A safety Analysis of all events, activities, excursions and incursions are documented prior to each event.

Standard 7 - Strategies to promote child empowerment and participation

Ongoing Professional learning in the area of child safety remains a priority. The completion of the Disability Standards & Mandatory Reporting Obligations are evidence of this. Staff awareness and confidence in facilitating age appropriate education about identifying abuse is growing.

Leadership & Management

Goals & Intended Outcomes

To create and sustain a collaborative staff culture that is focussed on continuous improvement.

Achievements

A review of the Attendance Guidelines for schools was undertaken by the Victorian Minister for Education in Term 4, 2017. Resulting changes to the Attendance guidelines now state: 'schools must advise parents/guardians of unexplained absences, on the same day, as soon as practicable'.

The changes in the Attendance Guidelines will be introduced from Term 1, 2018 with full implementation by all schools required by the end of Term 2, 2018. These Attendance/Notification changes will help ensure the safety of school aged children during school hours and that schools are supported in their duty of care obligations. St Richard's will notify parents by SMS if there child is absent.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

Principal/ Leadership Team- Principal and Deputy Principal Conferences, Leading Mathematics Professional Learning, Principals and Parish Priests Briefings, Master Planning, NCCD Full Day Briefing, PROTECT: Identifying & responding to abuse: An introduction

Network, Cluster and Staff Professional Learning- Principal, Deputy Principal, Religious Education, Student Wellbeing, Literacy, Numeracy, eLearning and Learning & Teaching, Reading Recovery PL, Learning Diversity, Mandatory Reporting, First Aid Training, eLearning, Mathematics Leadership, EALD – English as an additional language or dialect, Phonics in Context Project & Learning Sprints, Developing Mathematical Understanding (3-6), Learning Framework in Number Foundation, Beginning Teacher Voice

Administration Officer - Administration Network and Cluster days, Administrative Officers Induction, Administrative Officers Conference

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	25
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$2,000

TEACHER SATISFACTION

Data from Staff surveys indicated that the staff feel very much supported in the schools focus of achieving a quality Teaching & learning program for all of our students.

Engaging Practice improved from 69 to 73, Quality teaching 75 & Teacher confidence 79 remained steady. The overall School Improvement focus remained quite high at 86/100.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.3%
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STAFF RETENTION RATE

Staff Retention Rate	88.9%
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School Community

Goals & Intended Outcomes

To ensure that effective community engagement is maintained through positive relationships.

- That we continue to strengthen dynamic, collaborative partnerships with families, parish and the wider community, in order to be an outward facing school.

Achievements

Class Blogs continued to be used by all classes to celebrate and communicate student learning with the wider school community.

Parents and Guardians were invited to engage with their child's learning through Learning Expositions in classrooms across the school. Parents from Years Five and Six were provided with question prompt cards to support their interactions with the students and discuss the learning at the time.

Each year level from Foundation to Year Six, offered a Parent Information Night at the beginning of the school year. These nights provided parents and guardians with level specific information as well as the opportunity to speak with the classroom teachers about the upcoming year.

Students from Foundation to Year Six attended the June Parent/Teacher/Student Conversations. Students discussed their learning and formed new learning goals collaboratively with their family member and teachers.

Transition Mornings were conducted during Term Two and Three for prospective Foundation families for the pre-school students to participate in a variety of transition activities.

Extra-curricular activities continued to be offered to students e.g. Tennis Clinics, Football Clinics, Cricket clinics, Cross Country Competition, Student Representative Council, Weekly Running Club, Visual Arts Club, Homework Club, Choir and Reading Eggs Computer program.

Based on Parent feedback, the whole school swimming program was offered again this year at the local indoor swimming centre. Many parents assisted our Physical Education teacher and staff, with the supervision and organisation of this program.

Parents assisted with the training of students for Hoop Time, Interschool sports and Physical Education classes to support Athletics training.

Each year, St. Richard's has the support of family members and volunteers for a number of school events, excursions as well as classroom programs. A 'Thank You' morning tea was organised by staff to show their gratitude for their assistance.

The annual St. Richard's Sports Day was a great community event. Students showcased their sporting talents with the encouragement of family and friends on the day.

The Stephanie Alexander Kitchen Garden Program continues to be implemented at St. Richard's for students in Year Three and Four. Several parents, grandparents and community volunteers provided their assistance in the cooking and/or gardening lessons.

St Richard's Parent Association held a Father's Day Breakfast in the School Hall. There was an overwhelming number of attendance by fathers, uncles, grandfathers, special friends and students who enjoyed this special occasion together. In addition to this in May a Mother's day treat night was held in the junior building. This provided a wonderful opportunity for the school community to celebrate Mother's Day together. Highlights from the evening included mums being treated to a Devonshire tea, families taking photos at a 'green screen', and students making cards and other art work for their mums at the craft tables.

The Colour run was also another fundraising event coordinated by the Parent's association. Over \$5000 dollars was raised. The afternoon provided lots of fun and excitement for both students and teachers and proved to be a very successful event. Students and teachers both expressed their hope that this will become an annual event.

Parents' Association and St Richard's invited families to attend an Opening School B.B.Q to welcome new families into the community. At the conclusion of the year, a Carols Night and End of Year B.B.Q were held to celebrate the festive season.

Class Learning Presentations were presented at fortnightly school assemblies. These assemblies have seen a high number of parents and grandparents in attendance.

Fortnightly Newsletters continued to be sent as an email to most parents while a small number of parents still preferred to collect a paper copy at school. Important reminders are frequently communicated to parents via email, the SkoolBag App and Class Blogs.

We continued to focus on enabling a more distributive parental voice on the School Advisory Board through a representative from each year level. Parents had the opportunity to formally write their suggestions for school improvement which were addressed at regular School Advisory Board meetings throughout the year.

COMMUNITY PARTNERSHIPS

Our partnership with Mt. Lilydale Mercy College continued to be strengthened through the Super Coach Program where Secondary School Students trained our students from across the school in sport and supported our House Cross Country.

Many school families and members of the parish community were invited to the Twilight Stations of the Cross. The Stations of the Cross are a 14-step Catholic devotion that commemorates Jesus Christ's last day on Earth as a man. The presentation was conducted reverently by the Senior Level students and was well attended and received by many families.

Year Five and Six students visited the local residential care facility, 'MiCare'. Students and elderly residents played games, shared stories and afternoon tea on a fortnightly basis.



Grade 5 and six students participated in a Kilsyth Christmas poster competition. St. Richard's posters were displayed on the windows of the White Cockatoo cafe in Kilsyth. The Mail News Group ran an article in their newspaper promoting the event and highlighting the work of our students.



Senior level students competed in the Rotary Primary school speech competition organised by the rotary club of Croydon and Montrose. The competition is designed to provide primary school students with an opportunity to compete in a public speaking competition, thereby fostering excellence in the art of public speaking and developing the confidence and self-esteem for participating students. St. Richards had two students who competed.

On two occasions throughout the year, students in Year Six, visited Hansen Park Preschool. Students read picture story books to the children and then completed a crafty activity that they had designed in response to the book.

The school promoted itself to the community with a stall at the Caledonian festival.

A new school website was developed in 2018. The website showcasing to prospective families a virtual tour of the school and videos of teachers and the Principal highlighting the benefits of enrol at St. Richards.

PARENT SATISFACTION

The Insight SRC Data indicates;

The Parent partnerships improved from 77/100 in 2017 to 81/100 in 2018.

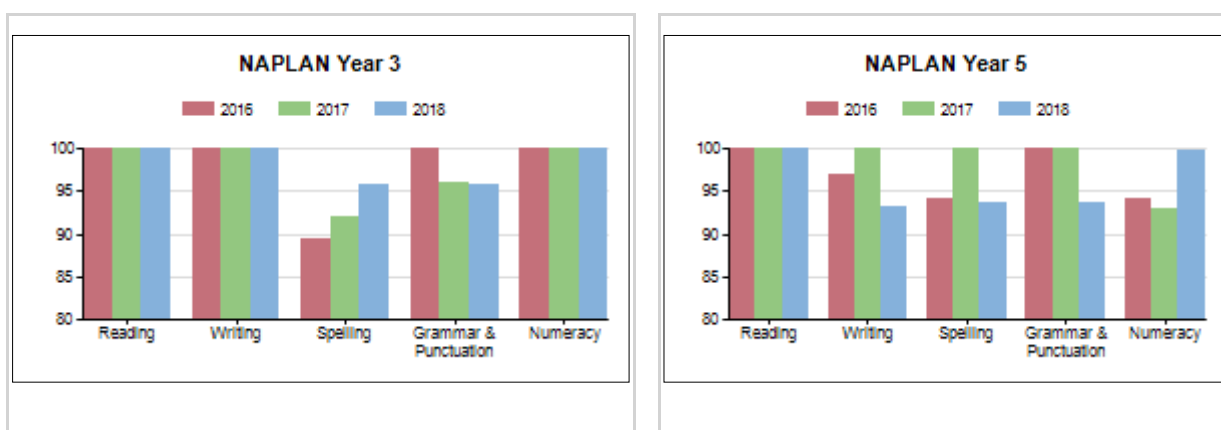
Approachability improved from 82/100 to 86/100 in 2018

School Performance Data Summary

E1339
St Richard's Primary School, Kilsyth

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016	2017	2016 - 2017	2018	2017 - 2018
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	100.0	96.0	-4.0	95.7	-0.3
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	89.5	92.0	2.5	95.7	3.7
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	93.8	-6.3
YR 05 Numeracy	94.1	92.9	-1.2	100.0	7.1
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	94.1	100.0	5.9	93.8	-6.3
YR 05 Writing	97.0	100.0	3.0	93.3	-6.7



TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	15.4%
Graduate	15.4%
Graduate Certificate	0.0%
Bachelor Degree	69.2%
Advanced Diploma	38.5%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	17
Teaching Staff (FTE)	11.5
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	4.9
Indigenous Teaching Staff (Headcount)	0