

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY



**St Richard's Catholic Primary School**  
**KILSYTH**

**2019**

REGISTERED SCHOOL NUMBER: 1891



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## Contact Details

ADDRESS	672 Mt. Dandenong Road Kilsyth, VIC 3137
PRINCIPAL	Mr Marcus Gill
PARISH PRIEST	Fr Joseph Lu
SCHOOL BOARD CHAIR	Mrs Lynda Schultz
TELEPHONE	(03) 9728 4378
EMAIL	<a href="mailto:principal@srkilsyth.catholic.edu.au">principal@srkilsyth.catholic.edu.au</a>
WEBSITE	<a href="https://www.srkilsyth.catholic.edu.au/">https://www.srkilsyth.catholic.edu.au/</a>
E NUMBER	1339

## 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

May 22<sup>nd</sup> 2020

## 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 141 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 2019.

St. Richard's is a caring, welcoming and closely connected community where staff, students and parents work collaboratively in a united and supportive environment. There is a real sense of optimism and excitement as we move into this new decade. With a supportive parent community, we build strong relationships, based on trust and respect. Opportunities for our parents to celebrate the learning and events at school are encouraged and welcome.

We are privileged to work with such a professional and dedicated staff. Through ongoing professional learning, they continue to design rich and engaging learning opportunities for the students in their care, achieving improved outcomes in Literacy and Numeracy.

St. Richard's is dedicated to providing the latest pedagogical approaches that encourage a love of learning. With a focus on building student/teacher relationships and increasing student engagement which is supported by strong teaching practices and technologies which motivate enquiring minds. We encourage our students to be inquisitive learners and have a growth mindset.

As part of Cohort 2 in the Learning Collaborative we increased our capacity to identify, describe and act on evidence of student learning, building pedagogical content knowledge in Literacy and Numeracy. Members of the St. Richard's Leadership Team was involved in offsite Professional Learning Days with Lyn Sharratt. The learning from these days was shared with all staff and through this Case Management meetings were implemented and scheduled into the Professional Learning Meetings during the year. The use of Data walls increased the capacity of staff to differentiate instruction and engage in collaborative inquiry into instructional practice. All staff were able to take ownership of the data to ensure quality learning and teaching practices are having an impact in the classrooms.





In 2019 the Year 5/6 classrooms were opened up to provide a more open and flexible learning space. New shelving and furniture was purchased in the Junior classrooms to provide more space in the classrooms. In 2019 there were many school community events such as;

- School Performance
- St Richard's Feast Day Celebrations –
- Camping Program - Year 3/4 Camp & Year 5/6 Camp
- Year 6 Fun Day & Graduation
- Father's Day Breakfast & Mother's Day Evening
- Opening School BBQ & Christmas Carols Night
- House Athletics & Cross Country Carnivals
- Market Afternoon
- Grandparents/ Special Friend's morning
  - Ride2School Day



The Marketing of our school continued to be a focus for St. Richard's. The school purchased more products for perspective enrolments at our local kindergartens. A drink bottle and highlighter were given out to the 4-year-old kinder groups.

In 2019 we had an exhibit at the Lilydale Show to promote our school. Artwork from the students was on display and promotional material was available for people visiting the exhibit.

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) this past year. 2019 has seen the opportunity for me personally to contribute in the role of Chairperson for the second year running.

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 the connection between the two local primary schools within our parish, St Richards and St Peter Julian Eymard.

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 Marissa Carter, Mr Connor O'Hare, and both Ms Trish Lord and Ms Laura Robson who joined the SAB in 2019 as parents of foundation level children.

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 a school master plan, written reporting for students, review of school photos, student enrolment including future projections for the school and review of various policies.

The Master Plan has been one of the most significant agenda items for the SAB in 2019. We began the process of selection for an appropriate architect for our school by facilitating a general conversation about the needs of our school. Input showed that there are various priorities and ideas about what might be included in a master plan. A committee was formed to interview potential candidates, with Y2 Architecture being awarded the role. This process has been followed with various stakeholders having input via a survey to express their main priorities to assist Y2 with their plan in the year ahead.

Across the year, the SAB reviewed and updated a number of policies. These included the Work Experience/Community Service, Excursion, Privacy and Child Safety 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 Connor and Marissa, who are completing their time on the board this year. I trust all involved have found their involvement to be an enriching and rewarding experience. For those who are considering a position on the SAB in 2020, I would encourage you to embrace the opportunities presented by this role.

**Lynda Schulz**

**Chairperson 2019**



## 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

At St Richard's School we believe that the Catholic faith and its traditions are central to the purpose of our school. Religious Education permeates all areas of school life, in an environment conducive to the development of a personal relationship with God. We recognise that for students to live the Gospel values they need to be exposed to and understand the teachings of Jesus. As teachers, it is our responsibility to be role models of the Catholic faith in our actions and beliefs. We understand that we have a shared role with our families and our Parish in guiding students in their faith journey and in fostering an understanding and appreciation of our Catholic faith.

This year we have endeavoured to achieve this mission by establishing authentic relationships with our parish. Students have been prepared for the Sacraments of Reconciliation (Confession), First Eucharist (Holy Communion) and Confirmation. Families have participated in faith formation evenings facilitated by the Faith Development Team (FDT) and have attended Sacramental Commitment Masses as part of their faith journey. In addition to this we have prepared a number of students from the parish for the Sacraments of Reconciliation and First Eucharist.





An important aspect of a catholic education is the celebration of key events in the church's liturgical year. This year St. Richard celebrated Masses and liturgies. Some of these have included: St. Richard's Feast day, Ash Wednesday, Holy Week, Feast of the Sacred Heart and Advent. 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 to take action themselves. As a School Community, we consider these works of justice as an integral part of the education of our children. This year students raised money for the Cancer Council Victoria, Caritas, St Vincent de Paul Society and Kadasig Aid.

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 participated in professional learning in RE curriculum design and assessment. Staff have been given time for facilitated planning in Religious Education and have been using the *Pedagogy of Encounter* to plan units of work.

Parents who undertook the SRC insight survey spoke positively about the Catholic ethos of St Richard's. They also noted that the respect for religious beliefs is also strongly emphasised at the school. 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.

For our Staff Professional Learning Day in Term 3 the staff gathered together at the Mary Mackillop Heritage centre in East Melbourne. The day centred around further learning about Saint Mary of the Cross Mackillop and her life and work, and the work of the Sisters of Saint Joseph. Mary was born and raised in Melbourne and spent her early life with her family in Victoria. At the age of twenty-four Mary with Fr. Julian Tenison Woods founded the Congregation of the Sisters of Saint Joseph in Penola, South Australia. This was the beginning of her dream to dedicate her life to the service of God and the poor. Mary later returned to Victoria with members of her congregation in the 1890's.

Part of the day included a walking pilgrimage where we visited Mary's birth place and site of her first home. She was born in Brunswick Street in Fitzroy and spent the first 18 years of her life living in this amazing city. She was formed by Melbourne in all its hustle and bustle of the gold rush era.



### VALUE ADDED

Activities that added value to our achievement in Education in Faith:

- Introduction of Sacramental Commitment Masses for Reconciliation, First Eucharist and Confirmation
- Sacramental family faith formation evenings run by the parish Faith Development Team.
- The Sacrament of Reconciliation celebrated independently of St. Peter Julian Eymard school.
- Education in Faith Staff Professional Learning Team meeting on using the *Pedagogy of Encounter* planning document.
- Introduction of facilitated planning in Religious Education.
- ESS staff have taken responsibility this year for coordinating and running a whole school Mass.
- Whole school focus of engaging in a weekly action based upon this scripture passage read at Monday morning assembly.
- Fundraising for the Cancer Council of Victoria as a Social justice initiative.
- Guest presenters at the Feast of Sacred Heart mass discussed the role of St. Vincent de Paul in providing resources to those in need in our community.
- St. Vincent de Paul provided families within the school community with donations for sporting equipment.

## 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.

### Intended Outcomes

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

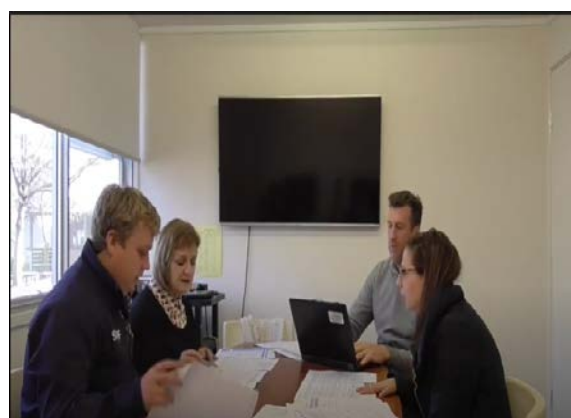
### Achievements

The analysis of data continued to be a priority for 2019. Selected staff attended Professional Learning with Dr. Lyn Sharratt to further their knowledge of the 14 Parameters for School Improvement. The Principal, Learning and Teaching Leader and the Literacy Leader attended four days of professional learning on the 14 Parameters. This Learning Collaborative included a number of schools from the Eastern Region Network. The focus for our school was on improving Reading outcomes for students.



A School Closure Day was organised in May to share this learning with the rest of the staff. Discussions were centred around Case Management, Assessment, Learning Walks and Reading strategies. Consideration was given to learning intentions, success criteria and making connections with the 5 questions and how they support and enhance student learning.

In English in 2019 Case Management Meetings were held each week prior to the Professional Learning Team Meetings. Teachers were placed into two teams and each week one class teacher in each group shared data on a 'Student of Wonder'. Discussions included the development of an Action Plan with co-created goals and a range of strategies which could be implemented to support the future learning of the student. Ongoing Case Management meetings were set to evaluate progress made by this student in relation to the Action Plan.



The Whole School Assessment Schedule was reviewed and revised at a School Closure Day in March. The use of co-constructed Literacy and Numeracy data walls continued to be refined so that the tracking of data was consistent and visible for each student over the years from Foundation to Year 6. Folding



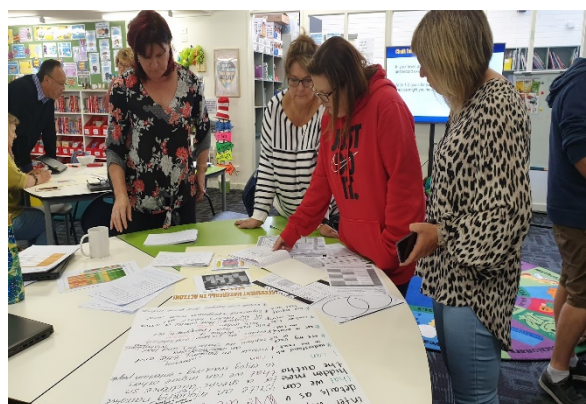
pin boards were purchased to enable the data to be displayed permanently. This allowed for easy access when holding Case Management Meetings.

Due to the increasing number of EAL/D students at St. Richard's School the Learning and Teaching Leader and EAL/D Support Teacher attended two Professional Learning days titled 'EAL/D: Scaffolding Language Learners'. These days focused on the stages of learning language and practical class activities were provided to help build oral language, reading and writing skills for EAL/D students. These strategies were shared with the Staff as part of a Professional Learning Team Meeting.



In Mathematics in 2019 St. Richard's School continued to be involved in the Collective's work with Dr. Peter Sullivan after receiving an additional grant from the CEM. The focus was to build upon the work of extending student thinking in Mathematics through the development of Challenging Tasks and Problem Solving. Additional resources such as Hovercams, professional texts and mathematics resources were purchased. The culmination of the two year's work of the Collective was to share the learning at a Parent Information Evening presented by Dr. Peter Sullivan. The parents of all four schools were invited to attend this evening at St. Richard's.

Learning Walks were conducted by members of the Leadership Team to begin implementing Lyn Sharratt's work around improving practice in schools. Protocols around conducting Learning Walks were established and the decision was made to focus on 'Question 1 - What are you Learning and Why?' Mrs. Karen Crennan (CEM Eastern Region) facilitated the training of some leaders in how to implement Learning Walks.



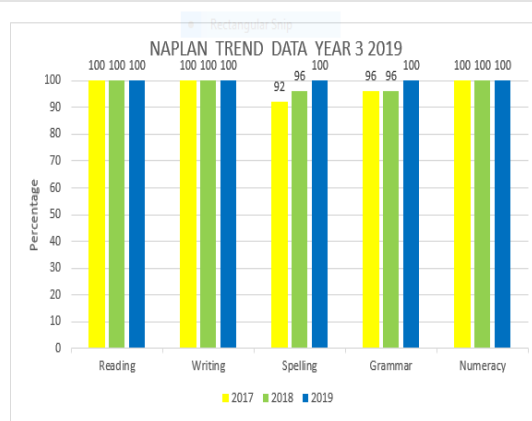
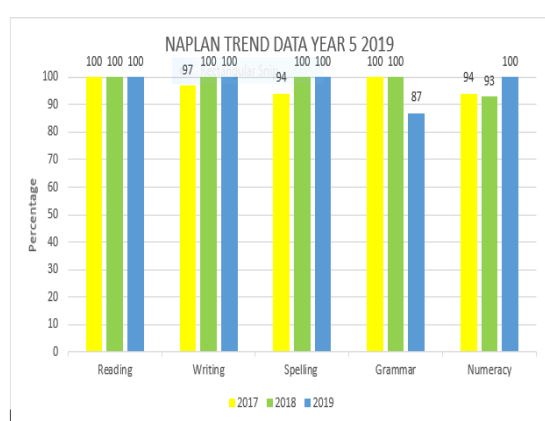
A designated STEM room was established and resourced. This allowed for the engagement of students in creative and problem solving activities. Buddy lessons were timetabled to support STEM learning across the school. Additional Chromebooks were provided and iPads were purchased to update digital technology resources in the Junior School.

The St. Richard's School website was updated to include a number of short videos outlining the implementation of various curriculum areas within the school.

The Languages Program - Italian, was changed from a 'Specialist Class' to the 'Teacher's as a Co-Learner' approach in 2019. Italian was integrated into the classroom for a minimum of 15 minutes per day with

the support of Language Assistants. Language Assistants and some staff attended Professional Learning to understand this new approach to teaching Italian. Teachers and parents noticed the improved engagement and fluency of the students towards learning another language. St. Richard's invited other schools who were thinking of implementing this program to visit and observe classes in action.

## STUDENT LEARNING OUTCOMES



## Percentage of Students achieving the Minimum Standard

The NAPLAN Minimum Standard data indicates that the number of students in Year 3 from 2017 - 2019 has shown improvement or remained stable in all areas.

The NAPLAN Minimum Standard data indicates that the number of students in Year 5 showed improvement or remained stable in all areas except for Grammar & Punctuation which showed a decrease from 2018.

## NAPLAN SCHOOL TREND DATA 2017 - 2019

In Year 3 100% of the cohort reached the target in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. Reading and Spelling showed a slight downward trend from 2018 with Writing remaining stable. Numeracy also shows a fluctuating pattern with a decrease from 2018 to 2019. Grammar & Punctuation continued to show an upward trend from 2017 to 2019.

In Year 5 100% of the cohort reached the target in Reading, Writing, Spelling and Numeracy. In Grammar and Punctuation 87% of the Year 5 cohort reached the minimum standard. In Year 5 Reading, Grammar & Punctuation and Numeracy there was a downward trend from 2018. Writing remained stable from 2018 to 2019. Spelling continued to show an upward trend from 2017 to 2019.

Although Reading in both Year 3 and Year 5 had a slight downward trend from 2018 it was the focus of the Learning Collaborative which was facilitated by Dr. Lyn Sharratt and supported at a school



level by CEM staff. Professional learning with Mrs Karen Crennan (CEM) was undertaken to consolidate teaching strategies for small groups in Reading. This allowed for teachers to review and continue to implement best teaching practice in Literacy with a view to improve student outcomes in 2020. The Literacy Leader and Year 3/4 teacher attended the 6+1 Writing Traits professional learning with Mrs Ruth Culham. This will enable staff to be further upskilled in the teaching of Writing in 2020. The improved results in Spelling can be attributed to the ongoing focus on explicit teaching of Spelling in the Literacy Block. The continued use of the Single Word Spelling Test has allowed for differentiated teaching of Spelling at the individual student's point of need.

Although Numeracy in both Year 3 and Year 5 showed a slight downward trend from 2018 our involvement in the Collective with Dr. Peter Sullivan continued to upskill teachers in current strategies to improve learning outcomes in our students. Developing students' skills to approach problem solving tasks in multiple ways and explain their thinking in Mathematics remains a focus for 2020.

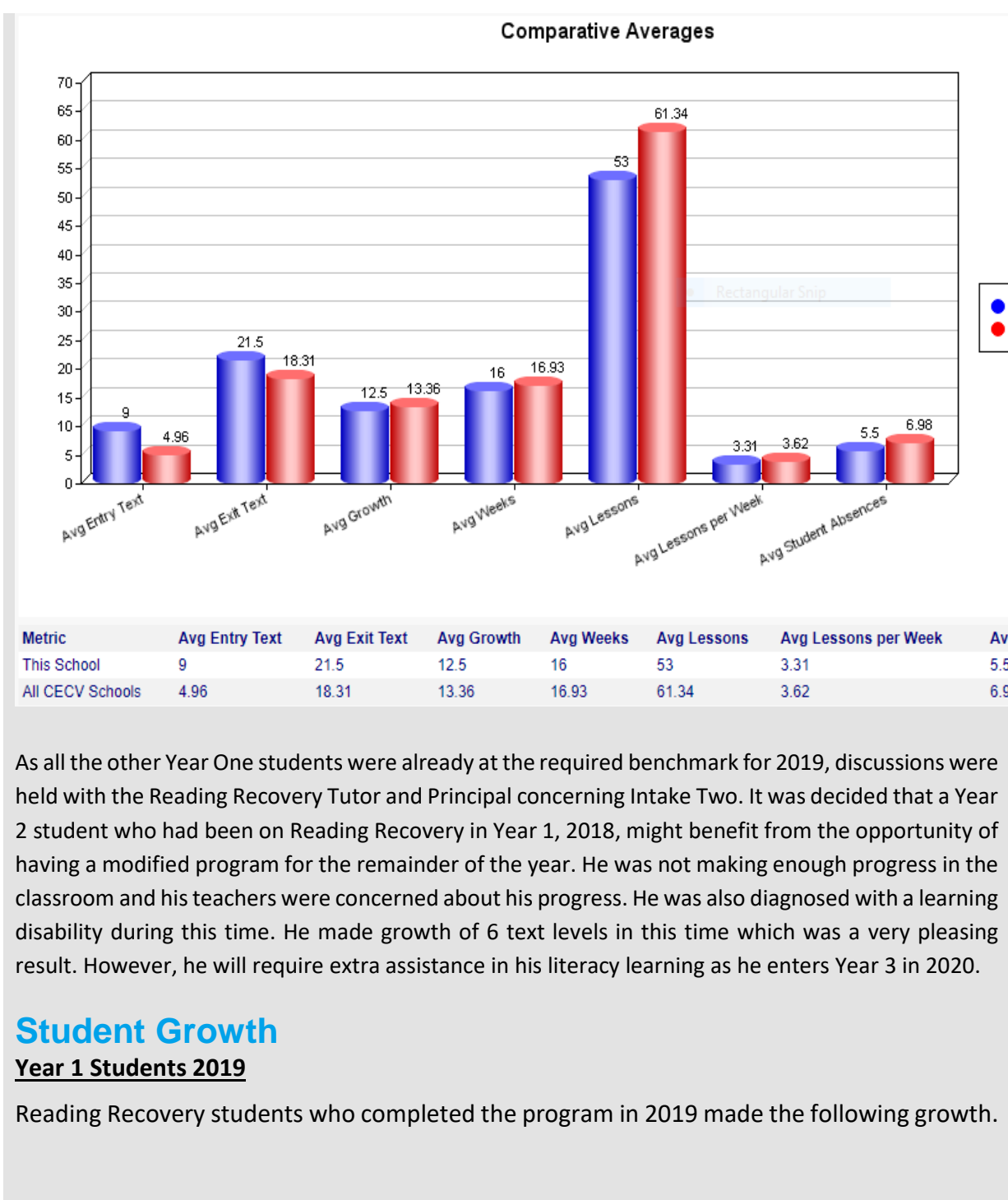
## **READING RECOVERY 2019**

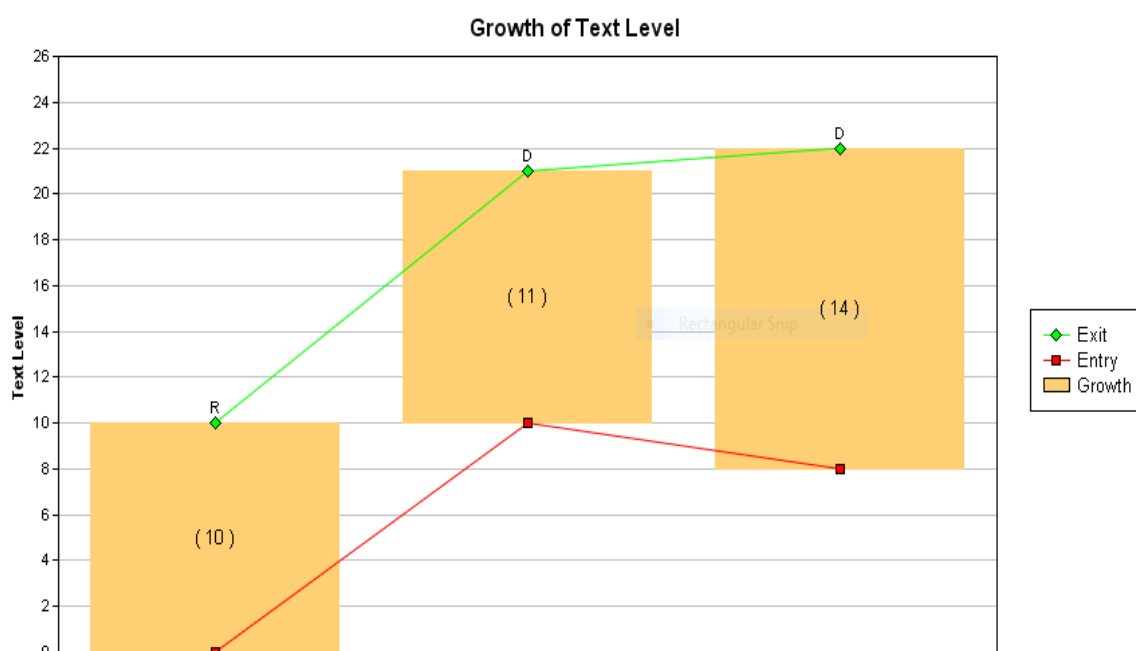
### **Overview**

In 2019, there were three Reading Recovery students on the Program in Intake One. They had a range of time on the program from 16 weeks to 22 weeks.

All three students entered the program in Term One. The first student was a girl with an EAL background (Vietnamese) who began the Program with Text Level 10 and she completed the program at 16 weeks on Text Level 21. The second student was a boy who entered the program on Text Level 8 and he completed the program after 22 weeks on Text Level 22. Both these students made excellent progress and were discontinued after finishing Reading Recovery. Their growth during the program can be seen in the graph below and this ranged from 11 - 14 text levels. These two students continued to be monitored by the Reading Recovery teacher throughout the year and both these students reached the level benchmark on Alpha Asses at the end of year testing.

The third student was a boy with an EAL background (Vietnamese) who had very limited English. He entered the program on Text Level 0 and had an ROL of 8. He completed the program on Text Level 10 and an ROL of 19 after 22 weeks. He made excellent progress and showed a growth of 10 text levels. He was referred at the conclusion of the program. This student continued to have reading sessions each day with the Reading Recovery teacher after completing the program for the rest of the year. He continued to grow four more text levels for the year. He didn't reach the level benchmark for Year 1 on Alpha Assess at the end of year testing. He was also assisted by the EAL/D Support teacher.





## Recommendations

The two students who were discontinued from Reading Recovery in 2019 appear to be strong in the area of Reading but will still need to be closely monitored for Writing and Spelling in 2020 to ensure they continue to make expected growth. Both these students found these two areas of the curriculum more challenging during the Reading Recovery program.

The EAL student who was referred after completing Reading Recovery in 2019 will still need to be closely monitored in 2020. It is recommended that he still have regular lessons with the EAL/D Support teacher and is constantly monitored by the Reading Recovery/Literacy Leader. Critical importance will be on his oral language development during 2020.

Setting realistic and achievable goals in Literacy will be important for all these students. 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

Early in 2019 our Deputy Principal Mr Rudy Vail attended professional development at St. Jude's in Scoresby to learn about the **Berry Street Education Model**. The Berry Street Education Model provides schools with training, curriculum and strategies to engage challenging students. This education initiative is based on proven positive education, trauma-informed and wellbeing practices that enable students' academic and personal growth.

The model is unique because it educates schools and their leaders to reinforce and sustain cognitive and behavioural change, thereby re-engaging young people in learning and progressing their academic achievement. In 2016, nearly 5000 Australian school teachers from more than 500 schools undertook the Berry Street Education Model.

In 2019 the Classroom Behaviour and playground behaviour on the School Improvement Data which we receive back from Staff, Students & parents in relation to Student behaviour each year has typically been in the Lower 25% of Australian Schools. This year it is hoped that this data will improve significantly. Already this year we have seen a marked improvement in the behaviour of students in the playground and in the classroom. As a school we will continue to implement strategies on how we can further improve in this area.



In the past 2 year we have coincided our St Richard's Feast Day with an engaging activity and free dress. This year the students participated in a range of engaging, active and fun activities organised by KABOOM Kids Sports. The Year 5/6 students took on key leadership roles for all the activities. 'Kaboom' were also organised in 2017. Last year we had the Colour Run. Moving forward we will again have the Colour Run in 2020 and then a new idea in 2021.

Our Year 5/6 girls participated in a wellbeing program called '**Girl Power**'. This program combines the principles of traditional martial arts with fun. The aim of these sessions is to improve student's physical fitness, mental strength and their relationships with other students. Students will work in activities designed to develop team building and respect. This is a six-week program and is being run by Mel Hooper (mother of Ava in Prep) who has kindly donated her skills and expertise to the school.

The Junior Level students have been participating in a Drumming & Music Group on Monday lunchtime. This Wellbeing initiative has been organised and facilitated by Lyndal Ihle. We had a very positive response from students to this program. Sessions include drumming, music, singing & movement, games, a rainbow parachute and breathing/mindfulness. The aim of these sessions are to have fun, enhance connection to peers, help students understand self-regulation and improve student overall wellbeing. Lyndal is one of our St Richard's mums. She is a Creative Arts Counsellor (member of Australian Counselling Association) and a children's author.

During the 2019 year the school held an Information night on Cybersafety which was presented by Inform & Empower Cybersafety Education. Martin McGauran (Education Consultant & Primary Teacher) & Carley McGauran (Psychologist & Mother of Three) shared their insights to support parents on minimising the risks when it comes to managing connected devices. The evening was attended by approximately a quarter of our school families. As a parent I found the information presented very informative and valuable. Marty also had a session with the students in Year 3-6 during the school day.



The school Swimming Program returned to Aquanation in Ringwood for a one-week intensive swimming program in October 2019. The swimming program is a great program that all the children can be involved in. Swimming is an important skill which every child should have. This week intensive program provides our students with the opportunity to develop their water confidence, safety and swimming ability.

## STUDENT SATISFACTION

The CEMSIS Data shows that the student feedback on the overall endorsement is slightly below the average overall. The feedback from the girls is more positive from the girls and above the CEM average. The school has prioritised this as a focus for 2020.

2019 Student Survey positive response aggregated % totals by year level and gender for St Richard's Primary School						
OVERALL SCHOOL POSITIVE ENDORSEMENT % (n=56)	CEM average PRI school comparison % positive (n=29,768)	Year 4 (n=21)	Year 5 (n=21)	Year 6 (n=14)	Female (n=28)	Male (n=28)
60%	66%	65%	59%	54%	68%	52%

## STUDENT ATTENDANCE

### 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 embedding and implementation of the Child Safe Standards was a major focus for the St. Richard's staff and community in 2019. With the introduction of the Ministerial Order No. 870, there has been considerable focus to ensure that we are compliant with the Child Safe Standards. In working towards compliance, we completed the following:

#### **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. The Child Safe Standards, including policies and practices, were presented at our Prep (foundation) Parent Information Evening.

#### **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 at the Leadership Team, Staff & 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 and the Implementation of new processes for the employment of staff, in line with the new CECV guidelines.

#### **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. Annual review of the PROTECT document with staff, which is centred around Identifying and responding to all forms of abuse in Victorian schools.

#### **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. The introduction of new processes for parent helpers, including updating our WWCC register for all child connected work.

**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

- Professional Learning Meeting Schedule which included a Meeting Free week for staff wellbeing.
  - All Staff (including part-time and Learning Support Officers) were invited and paid where appropriate to attend the School Closure days throughout the year.
  - Students were invited along with their parents to attend Information evenings at the beginning of the year to further develop parents' engagement in their children's learning.
  - Principal /Deputy Principal present at PSG (Program Support Meetings) for funded students.
  - School leadership continued to implement processes, focusing on quality teaching, feedback and coaching in creating a learning environment that maximises outcomes for students.
- The continuation of facilitated planning time to enable teachers (including Specialist teachers this year) to work with Learning and Teaching leaders on a regular basis.

Richard Anderson from Catholic Education Melbourne who is the Officer for Capital Programs and Peter Vanstan (Principal Consultant) visited the school and met with myself to put in place planning for a future Building Project. The first part of this process is to develop an Educational Brief and then select some suitable Architects to co-develop a Master Plan for our school. Should any grants come our way we will be ready and prepared for such a project. The Master Plan was completed at the end of 2019 in consultation with Y2 Architects.

In 2019 our school was part of the Learning Collaborative Cohort 2 Professional Learning Group working with Lyn Sharratt. Our school is looking at embedding best practice of the learning and teaching of literacy. Through engagement in this work school leaders and teachers will have developed the confidence and capability to identify contextualize and embed highly effective practices that improve student learning outcomes;

- Increases capacity to identify, describe and act on evidence of student learning
- Build pedagogical content knowledge in Literacy and or Maths
- Engage in a Case management approach to know and take ownership of all students in a school
- Use the 14 Parameters articulated by Fullan & Sharratt as a lens through which to plan for and enact and reflect on improvement plans
- Develop a common language for instruction and to describe improvement
- Increase capacity to deliver differentiated instruction
- Engage in collaborative inquiry into instructional practice.

The school has employed the services of a Business Manager Melissa Tasic. Melissa will visit the school onsite once a fortnight to discuss any financial details and support the Principal and Finance Officer in setting budgets and in making any financial decisions that will benefit the school.

In 2019 the Principal attended a 2-day Principal Network conference. The keynote speaker was Ben Crowe. Ben Crowe is a mentor, working with elite athletes and teams all over the world. His clients include Damien Hardwick, Nathan Buckley, Trent Cotchin, the Australian Cricket Team, Roger Federer and Ash Barty.

Ben is a renowned expert in developing Connection, he led us through a conversational journey to discover the principles behind successful teams and leaders - unpacking purpose, connection and performance mindsets. Ben explained the power of Purpose using personal stories from his work with Andre Agassi to Business leaders from Nike, Lexus, Facebook, Toyota & Ernst & Young and how to focus our attention to avoid distractions which typically sabotage performance.

Ben explains how to embrace vulnerability, imperfection & self-worth, and we were challenged about our own perspectives. He explained, through story, how Roger Federer's counter-intuitive focus on gratitude, humility and humour enabled him to become the No. 1 tennis player in the world.

Some key messages were:

- It's our decisions, not the conditions that determine our mindset
- What is the best version of yourself? What qualities are you demonstrating that brings out the best version of yourself? E.g. gratitude, humility, humour, confidence, calmness
- We can decide our mindset each day
- Confidence comes from training and performance mindset
- We all have challenges, but if you decide you are WORTHY then you are on track for success

We have seven members on our Leadership Team and we meet fortnightly to work on our SIP (School Improvement Plan) and our AAP (Annual Action Plan).

Mr. Rudy Vail - Deputy Principal, Religious Education Leader and Student Wellbeing Leader

Miss Angela Corrone- Learning & Teaching Leader

Mrs. Vikki Bearman- Literacy Leader

Mrs. Debbie Jones- Numeracy Leader

Mrs. Kerrie Meyer- Student Services Leader

Mr Gerard Bolton - Digital Technologies Leader

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2019

**Principal/ Leadership Team-** Principal and Deputy Principal Conferences, Leading Mathematics Professional Learning, Principals and Parish Priests Briefings, 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,

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

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

25

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2,000

## TEACHER SATISFACTION

2019 Staff Survey positive response aggregated % totals by role and gender for St Richard's Primary School						
OVERALL SCHOOL POSITIVE ENDORSEMENT % (n=20)	CEM average school comparison % positive (n=13,985)	Teaching staff (n=13)	Non-teaching staff (n=7)	Female (n=18)	Male (n=2)	N/S (n=0)
66%	67%	55%	78%	*	*	-

CESIS STAFF SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=20)	CEM average school comparison % positive (n=13,985)
1. Student safety	Perceptions of student physical and psychological safety while at school.	67%	69%
2. School climate	Perceptions of the overall social and learning climate of the school.	79%	76%
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.	89%	76%
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.	32%	56%
5. Feedback	Perceptions of the amount and quality of feedback staff receive.	36%	40%
6. School leadership	Perceptions of the school leadership's effectiveness.	51%	57%
7. Staff safety	Perceptions of staff safety in the school.	43%	65%
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.	70%	63%
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.	35%	57%
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.	40%	58%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.	86%	67%
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	45%	65%
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.	92%	70%
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.	42%	78%

## 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

#### FAMILY - SCHOOL PARTNERSHIPS

- The school community gathered together on a beautiful Melbourne evening on Thursday 14<sup>th</sup> February! It was an opportunity for parents to visit their child's classroom and to mingle with other families. The school had two hampers to give away to families who were in attendance.
- Ride2School Day occurred in March. We had a number of students & parents meet at Elizabeth Bridge who rode, scooted or walked to school. There were also a number of other students who did so from their own homes. The Prep/ One /Two teachers coincided this event with a Wheelie good day with different activities. We will continue to make this an Annual Event and continue to grow this initiative with other ideas.
- Two Working Bees are assigned each year. It creates an opportunity for some dads to assist in some way. Myself and Rudy Deputy Principal are also in attendance and provides us with an opportunity to connect with families. Attendance at one the Working Bee allows families to receive a \$100 rebate on Fees and also contribute to the upkeep of the school grounds.
- Mother's Day with a wonderful night organised by the Parent's Association (PA). It was a very positive atmosphere and enjoyable evening.







- The School Concert held again at Mount Lilydale Mercy College was a wonderful school community event. All of the children participated in the School Performance. The staff worked tirelessly together to put the performance together which was lead tremendously by our Performing Arts teacher Sioban Collett.

- The Trivia Night was held in October and was a very successful night. We had approximately 65 - 70 people in attendance. 80+ people would have been an amazing result and is something which I feel we need to strive for when planning future events. The night was very well organised and a minimal cost with almost all of the prizes and Auction Items being donated. The main expense of the night was the company who ran the Trivia and MC the evening. In total we raised \$3000 profit with around \$2000 coming from the Silent Auction Items and other money from ticket sales, games on the night, a raffle draw and some Art pieces auctioned off.
- It was wonderful to see so many dads & other important people spending this time together at the Father's Day Breakfast. We had approximately 60 dads/grandads attend the morning breakfast. The Father's Day Stall & Raffle raised approximately \$500.



## COMMUNITY PARTNERSHIPS

- The Year 5 students went to Mt Lilydale Mercy College and participated in their Future Stars Program. This program supports the transition of our students into a Secondary School setting. Students were grouped with students from other schools and participated in a range of Secondary School activities.





The Year Six students have really enjoyed building connections with the Kinder students at Hansen Park & Palm Grove Pre Schools. The Year 5/6 students have visited the elderly residents at MiCare. Students have played the game Sjoelen or Dutch Shuffleboard and spoke to the elders about their time in the Netherlands.

competing against Kilsyth Primary School who have had a polling booth at their school for a number of years.

- On the Federal election Saturday our BBQ raised just over \$400. This is the first time we had held a polling booth at St. Richard's
- On the first weekend of the School holidays in September the school will be hosted a fundraising event in our school hall to raise funds for the Flood victims which have devastated parts of Myanmar. The school will also hold a casual clothes day with a gold coin donation to raise funds to support the flood victims in Myanmar.
- The Parents Association organised a Cake Stall at Bunnings in Bayswater to fundraise for the school. We raised over \$500.
- As part of the Marketing initiatives we had an Education Display at the Lilydale Show on Saturday 16th & Sunday 17th November. Student Art work will be on display as well as school brochures, pamphlets and other items for prospective families to take away with them.
- Grandparents Day in October was once again very well supported by all families in our School Community. This is a special day on our school calendar with the school hall full to capacity with visitors. There was a lot of positive discussion about many aspects of our school.
- Towards the end of Term 3, four schools from the Eastern Region in Victoria visited St. Richard's to see our Italian program in action. A number of Catholic Education Melbourne staff also attended to see our great work. The feedback we received was positive. Feedback from Jen (CEM): *Observing your classes today I was so impressed! Teachers certainly are authentically modelling to their students what it means to be a good learner. There was a real sense of excitement as the students and teachers demonstrated how far you have progressed in such a short space of time. What you are doing is not easy but you are doing so well. I was particularly excited to see the explicit links to Literacy you are making through comparing Italian and English*
- Learning Expos were held in Years 3 - 6 as a way of sharing their learning with the school community.



## PARENT SATISFACTION

CEMSIS FAMILY SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=25)	CEM average PRI school comparison % positive (n=8,679)
1. Family engagement	The degree to which families are partners with their child's school.	56%	57%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.	93%	89%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.	74%	79%
4. School climate	Families' perceptions of the social and learning climate of the school.	82%	86%
5. Student safety	Perceptions of student physical and psychological safety while at school.	69%	73%
6. Communication	The timeliness, frequency, and quality of communication between the school and families.	68%	72%
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.	63%	70%

2019 Family Survey positive response aggregated % totals by year level and gender for St Richard's Primary School										
OVERALL SCHOOL POSITIVE ENDORSEMENT % (n=25)	CEM average PRI school comparison % positive (n=8,679)	Prep (n=7)	Year 1 (n=3)	Year 3 (n=2)	Year 4 (n=5)	Year 5 (n=7)	Year 6 (n=1)	Female (n=11)	Male (n=14)	N/S (n=0)
75%	77%	79%	*	*	72%	76%	*	78%	73%	-

## School Performance Data Summary

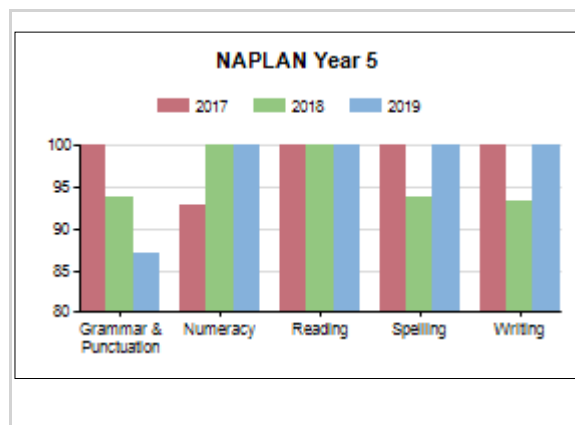
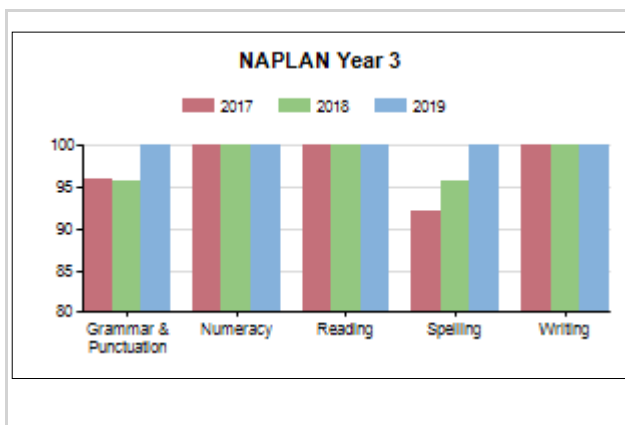
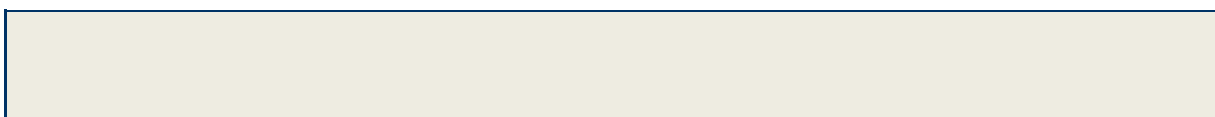
The School Performance Summary reports on data in the following areas:

**E1339**

**St Richard's Primary School, Kilsyth**

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<b>NAPLAN TESTS</b>	<b>2017 %</b>	<b>2018 %</b>	<b>2017 - 2018 Changes %</b>	<b>2019 %</b>	<b>2018 - 2019 Changes %</b>
YR 03 Grammar & Punctuation	96.0	95.7	-0.3	100.0	4.3
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	92.0	95.7	3.7	100.0	4.3
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	93.8	-6.3	87.0	-6.8
YR 05 Numeracy	92.9	100.0	7.1	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	93.8	-6.3	100.0	6.3
YR 05 Writing	100.0	93.3	-6.7	100.0	6.7



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.3
Y02	92.3
Y03	92.2
Y04	93.1
Y05	91.8
Y06	91.2
Overall average attendance	92.0

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	94.9%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	83.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	27.3%
Graduate	18.2%
Graduate Certificate	0.0%
Bachelor Degree	63.6%
Advanced Diploma	36.4%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	15
Teaching Staff (FTE)	10.2
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	5.4
Indigenous Teaching Staff (Headcount)	0