CATHOLIC EDUCATION MELBOURNE

ST MARY'S CATHOLIC PRIMARY SCHOOL, ASCOT VALE

School Self-Reflection Report

2016

Prepared by:

St MARY'S ASCOT VALE
RESPICE STELLAM

School Improvement Framework

This template is designed for schools participating in their second School Improvement Framework review process. A detailed overview document is available through CEVN http://cevn.cecv.catholic.edu.au/School Improvement / School Improvement Framework. Schools that have participated in the Enhancing Catholic School Identity Surveys in 2016 would be expected to draw on their Catholic Identity reports in the self-reflection process.

Table of Contents

1. Executive Summary

Education in the twenty first Century continues to evolve, in response to the ever changing society to which we belong. It is in this context that the school community of St Mary's Catholic Primary School, Ascot Vale, identifies itself as an innovative, creative and dynamic place of contemporary learning where all are constantly challenged.

Focussing on the concept of being a Catholic learning community, St Mary's Primary School has developed an educational environment that; -

- Promotes an individual child's physical, academic, emotional, spiritual and intellectual development, ensuring the development of self-confidence, self -acceptance and self-esteem.

- *Reflects the Gospel values of tolerance, justice and acceptance of others; - these values being the essence of a Catholic Community identity.*

- Engages learners with the implementation of a variety of learning strategies, allowing all to experience and enjoy success.

- *Emphasises the importance of Numeracy and Literacy skills.*

- Recognises the diversity of today's learning, with an integrated approach to planning curriculum, acknowledging through inquiry the interdependence of knowledge, skills, and understandings.

- *Effectively uses ICT to enhance the learning environment.*

- Communicates a learning partnership between child, family and school.

- *Respects an individual's response to learning, with processes established for intervention and extension.*

With learning being a shared responsibility of all in the community, we strive for continuous improvement.

Major Goals.

The school community constantly reflects through informal ongoing evaluation as to what are the strengths and challenges for St Mary's. Strengths are centred on the present high morale within the school and the enthusiasm towards active learning. The challenges were; -

Student Challenges   Students need to be more empowered in their learning, to set goals and have a purpose for learning. This will encourage them to take risks, be responsible for their own learning and build personal resilience.

Teacher Challenge   In being aware of the differentiated curriculum, in the context of the totality of learning from Foundation – Six, teachers need to acknowledge the power of collective wisdom and strive to work effectively as a team. The challenge is to ensure we grow from "good" to "great".

Leadership Challenge   To continue to maintain open communication.

Parent Challenge   To be more actively engaged in their children's learning.

From discussions about our ideal school our major goals for St Mary's are; -

- To ensure Gospel Values are explicit and active.
- To develop strategies to ensure the concept of Contemporary Learning is effectively implemented.
- To continue to develop clear communication links between parents and school.
- To implement structures for strong professional dialogue.
- To continue to promote student/staff and community wellbeing.

Overall, with the consistent developments and the focus on improvement at St. Mary's Catholic Primary School, there is no doubt that an exciting and challenging time for our school will continue.

However, with the implementation of various changes in education to reflect societal change, especially the recent implementation of the Australian National Curriculum and the proposed Victorian Curriculum, it is recognised that ongoing awareness and support for all in the school community is necessary.

Our community continues to be committed to these two broad aims.

St Mary's Catholic Primary School is a Catholic School.

At St Mary's Catholic Primary School there is a focus on Effective Learning.

Therefore *"We reach for the Stars."*

2. Methodology

The process used to prepare the **<u>Self-Reflection Report</u>** was one of consultation and collaboration.

In the year 2015 prior to the Review: -

- The Principal gave input at staff meetings as to how the School Improvement Process would be structured, focussing on what has occurred in the last four years. A timeline was devised for the implementation of the Review process.

- To broaden school community involvement in the process, the following surveys were completed or analysed for Baseline Data. –
  - INSIGHT SRC School Improvement Surveys 2015
  - NAPLAN Data for 2015
  - Education in Faith - Student Survey
  - Education in Faith - Teacher Survey

- Staff meetings were conducted around each sphere, with staff visiting the elements to be considered in each sphere. Evidence of success was identified and celebrated in each sphere, as well as the challenges were noted.

- Workshops on interpreting NAPLAN and SRC data were facilitated with both staff and parents by Anne Killeen and conducted at Staff Meetings, School Improvement Committee Meetings and a Closure Day.

In the year of the Review; -

- Staff meetings, a School Improvement Committee Meeting (parents) and one School Closure Day were facilitated by Anne Killeen and the School Leadership Team. The focus continued of analysing the data to reflect on the successes over the last four years and identify the challenges. Included in this process was reference to the VRQA Audit.

The conversation that resulted was the outcome of involving all staff and the parent School Improvement Committee in a transparent process.

Groups for each sphere

Education in Faith:	*Teresa, Donna, Gen, Raff, Marisa, Rina.*
Learning and Teaching:	*Vanessa, Michael, Nicola, Annie, Jemma, Heather G, Carlie.*
Community;	*Dot, Melissa, Connie, Chris, Judy, Kara, Faye, Michele, Marie.*
Leadership and Management;	*Anthony, Lisa, Nola, Andrew, Simon.*
Student Wellbeing	*Sandra, Heather W, Sharyn, Lauren, James, Sharon.*

3. School Context

St. Mary's school was opened by the Mercy Sisters in 1913 and in 2016 celebrates one hundred and three years of meeting the educational needs of the children from the Parish of St Mary's, Ascot Vale.

Our school is one of two Catholic primary schools in the Parish of Ascot Vale, with its sister school being St. Margaret's, Maribyrnong. Both schools are led by the Parish Priest, Fr. Justin Ford.

The majority of students complete their entire primary schooling at St. Mary's with the 2016 enrolment being 350. Demand for placement at St Mary's is high, thus to maintain class sizes at the 25/26 children level and with limited classroom space, a ceiling is required on enrolments.

St Mary's cultural population has changed since the 2012 School Review. In 2012 there were sixteen nationalities, with 20.5% of our students having a language background other than English, whilst in 2016 there are now only six nationalities with 2% of the children having a language background other than English.   96% of our students are Catholic and 4% are non-Catholic. Of the non-Catholic students 70% belong to other Christian faiths, 7% belong to non-Christian faiths (Buddhism) and 23% have no religious affiliation. The majority of students were born in Australia, with six students being born overseas. Of these, four are from non-English speaking backgrounds.

The socio-economic background of our families ranges from double-income, professional backgrounds to those families who are dependent on government subsidies for housing and income. In 2015 14% of the families received payments from the Camp, Sports and Excursion Fund.

In the past three years, beginning with the 2013 100 years' celebrations, the school embarked on a re-building programme to ensure the learning spaces at St Mary's would support twenty-first century learning. Not only are classrooms and the Library/ICT (Global Learning Centre) now flexible learning spaces, but staff also enjoy the addition of increased storage, planning and teaching space and comfortable facilities in which to relax. Allied with this refurbishment and re-building has been the increase in technological resources. This has included Interactive TV Screens, IPads for the Foundation and Year 1, Acer Laptops in the Year 2 classes, Acer tablets for Year 3 & 4 and Acer Chromebooks in the Year 5 & 6 classes.

The current principal is Graham Spence. The Principal is supported by the Leadership Team comprising of the Deputy Principal/Student Wellbeing, REL (Religious Education Leader), Literacy Coordinator, Director of Resources, Numeracy Co-ordinators and Learning and Teaching Co-ordinator. This year, 2016, the school employs 15 full-time and 12 part-time teachers, 3 part-time secretary/school officers, 4 part-time integration/teacher aides, and 2 part-time canteen managers.

The school has 14 classes comprising 2 at each level with six of these being job shares. Specialist areas taught are L.O.T.E., I.C.T., Library, Performing Arts and Health/P.E.

There continues to be a strong sense of community that consistently permeates St Mary's Catholic Primary School. The importance of community is also apparent in the work of the Parish Advisory Board, the Parents' and Friends' Association, the Fathers' Association, the School Improvement Committee and the various School Community Support Groups.

Identified as a High Performing School, St Mary's Community is united in striving to achieve the community goals of being a supportive and inclusive Catholic learning identity.

4. Reflection on Performance

A. EDUCATION IN FAITH

I. What did we aim to do in the Education in Faith sphere?

Goal: To strengthen and promote the Catholic culture and identity of the school community with a focus on living the Gospel Values

Intended Outcomes	Targets
That student engagement in Religious Education will improve	The Education in Faith – Learning & Teaching Survey for students – has a mean of 4.2 The Education in Faith – Learning & Teaching Survey for staff – has a mean of 4.1 At least 25% of students receive an A or B in Religious Education (TASA)

ii. To what extent did we achieve our goals, intended outcomes and targets? What evidence do we have available to support this?

Goal: To strengthen and promote the Catholic culture and identity of the school community with a focus on living the Gospel Values

Intended Outcome:

That student engagement in Religious Education will improve

(Please note that due to a change in the way Religious Education has been reported throughout the last four years, it is not possible to aggregate the data to ascertain A & B achievement in Teacher Assessment.)

Staff Catholic Culture Aggregate Index:
68% of Australian schools fall within the range indicated by the blue bar.

Year	Value
2012	82.4
2013	85.5
2014	84.7
2015	87.6

Student Catholic Culture Aggregate Index:
68% of Australian schools fall within the range indicated by the blue bar.

Year	Value
2012	86.5
2013	90.0
2014	93.4
2015	95.3

Parent Catholic Culture Aggregate Index:
68% of Australian schools fall within the range indicated by the blue bar.

Year	Value
2012	82.5
2013	82.5
2014	82.3
2015	82.5
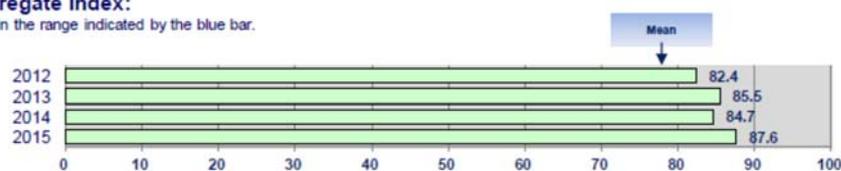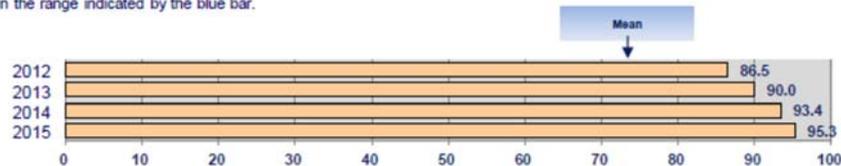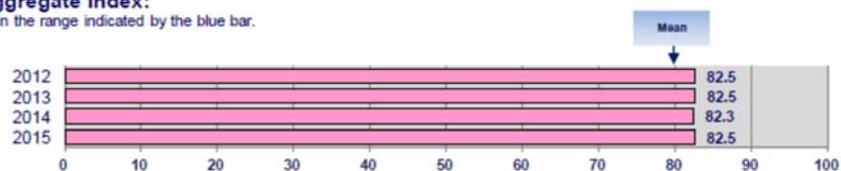
St Mary's School (E1082)

Catholic Culture Aggregated Index data indicates that this is a significant strength of the school.

This is particularly evident for students where incremental improvement has occurred throughout the four-year period and all variables have been in the top 25% of Australian Catholic schools.

Staff data is also positive and with the exception of 2014, demonstrated consistent improvement. By 2015, all variables were also in the top 25% of Australian Catholic schools. Parent data has remained fairly constant and within the mean range of Australian Catholic schools.

Religious Education Pedagogy Teacher Tool
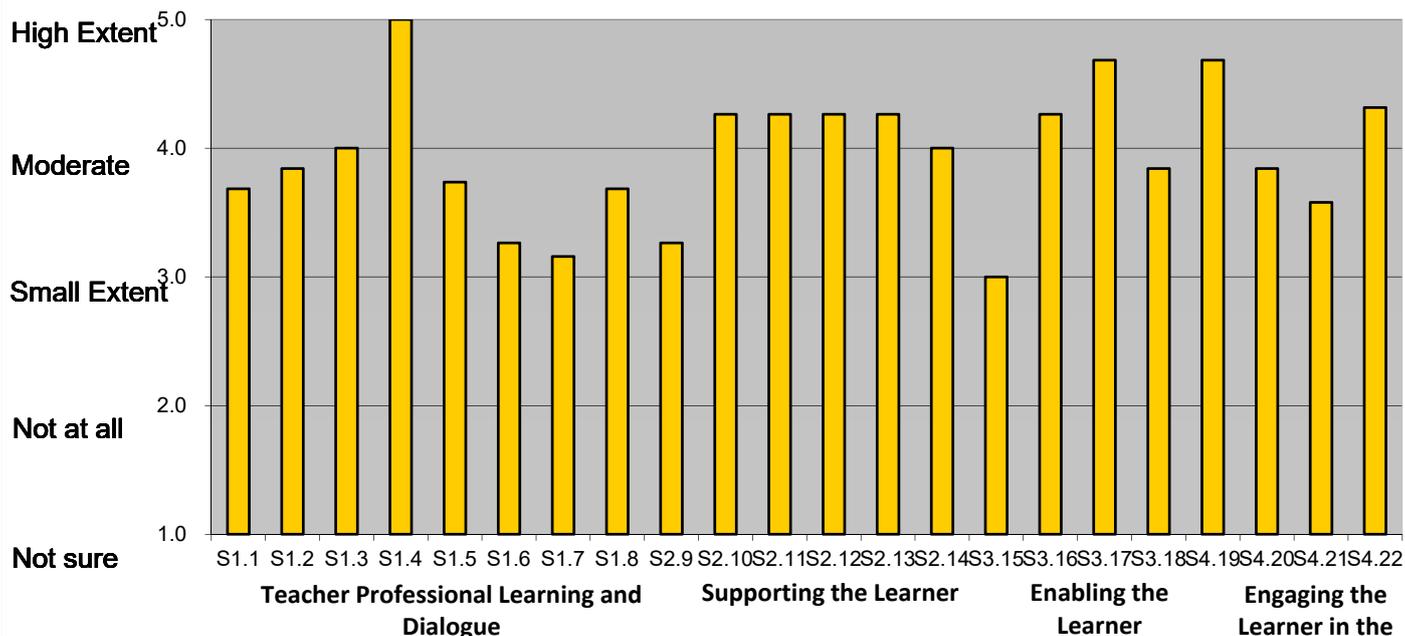
|	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	3.7	3.8	4	5	3.7	3.3	3.2	3.7	3.3	4.3	4.3	4.3	4.3	4	3	4.3	4.7	3.8	4.7	3.8	3.6	4.3
Mean	**3.8**								**4.08**						**3.95**				**4.1**			

In viewing the data, it is evident that teachers feel most confident in being able to *Engage the Learner in a Contemporary World* rating a score of 4.1 out of 5. Another strength is the teachers' confidence in *Supporting the Learner* which received a score of 4.08 and slightly less positive was their view of *Enabling the Learner.* The area the data identified as a challenge was the teachers' view of *Teacher Professional Learning and Dialogue.* However, it should be noted that within this area, teachers felt extremely confident about their understanding of inquiry learning which has been a focus throughout the last four years.

Teachers identified a need to improve the way in which they allow for student voice and explicitly plan for it. A need for further moderation and professional learning have also been identified as areas for future development.

Religious Education Pedagogy Student Survey Yrs 3 & 4
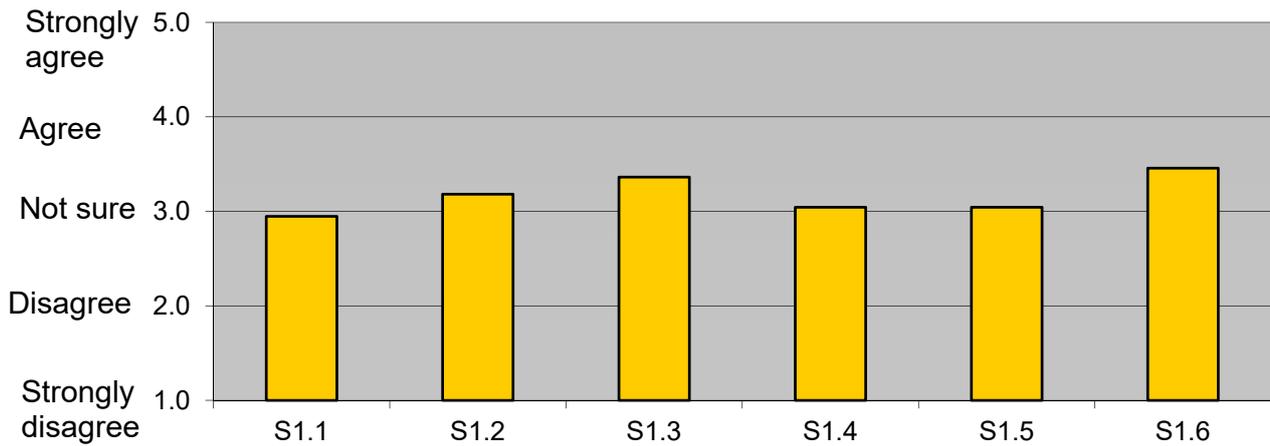
	S1.1	S1.2	S1.3	S1.4	S1.5	S1.6
Average of statements	2.9	3.2	3.3	3.3	3.0	3.6

Religious Education Pedagogy Student Survey Yrs 5 & 6
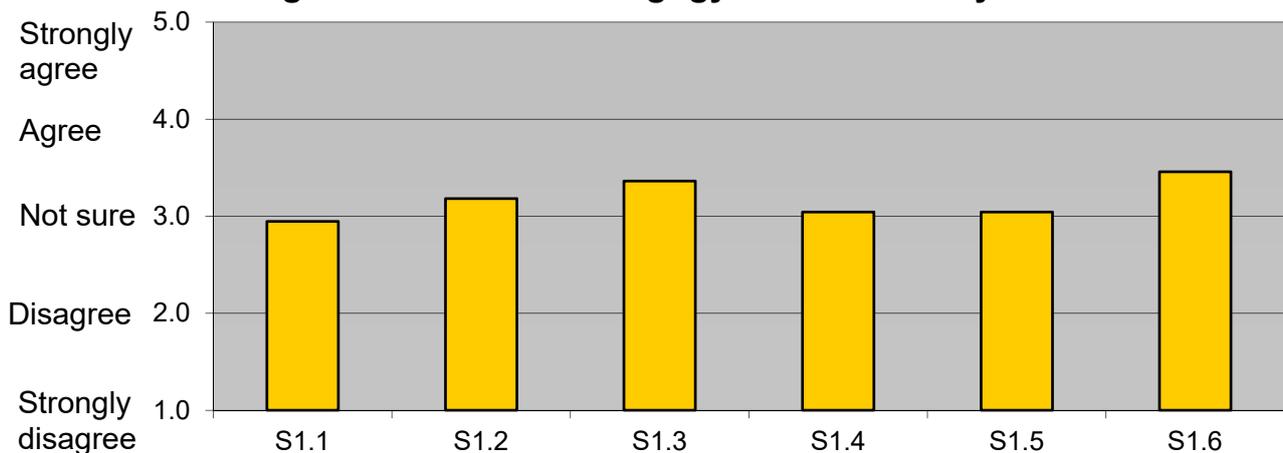
	S1.1	S1.2	S1.3	S1.4	S1.5	S1.6
Average of statements	2.9	3.2	3.4	3.0	3.0	3.5

Student data suggests a high degree of consistency with both the middle and senior students indicating that they feel very positive about their opportunities to *learn in many different ways in Religious Education.* They have also expressed a positive view of their *opportunity to explore their own questions and ideas* and believe that *Religious Education helps them to talk about what they believe in.*

An area identified for improvement by both groups is the need to provide more *opportunities in Religious Education to challenge their thinking.* They also indicated the need to *give and receive feedback on their learning in Religious Education.*

iii. Why were we successful/not successful in our achievements as stated in the SIP for this sphere?

Goal: To strengthen and promote the Catholic culture and identity of the school community with a focus on living the Gospel Values

Intended Outcome:

That student engagement in Religious Education will improve

St. Mary's has a strong Catholic Culture which is supported by whole school weekly Parish Masses with a focus on student involvement, numerous formal opportunities for prayer at school assemblies and staff meetings, a weekly Prayer Group and Sunday Parish Masses and morning teas. There is also a close working relationship with the Parish Priest who conducts class visits on a weekly basis and provides ongoing support for both the Religious Education Leader and staff. All learning spaces reflect our Catholic Culture through the various art works and icons.

At St. Mary's, we are a learning community and there is a myriad of ways in which we learn and grow together in religious knowledge and faith. Consistent with current teaching practices, students indicate that the Religious Education programme at St. Mary's gives them the opportunity to learn in many different ways. Religious Education is, for example, embedded throughout the curriculum, primarily in the areas of Art and Literacy and this allows both staff and students to engage and respond in a personalised way.

The student data also shows that Religious Education provides them with opportunities to talk about what they believe in, and a significant number of children acknowledged that the Religious Education programme offers them the opportunity to explore their own questions and ideas about their faith. All Teaching and Learning practices underpin the Gospel Values which are explicitly taught in Religious Education lessons.

The Social Justice component of Religious Education at St. Mary's is a dynamic one and has continued to be strongly supported by and linked to other areas. This includes regular SRC (School Leadership) initiatives and other practices and strategies such as Bounce Back, CASEA, Circle Time and Restorative Practices. Groups of students have initiated Social Justice projects to which the school community has enthusiastically responded.

Since the last review, greater emphasis has been placed on professional learning opportunities and faith development. However, staff responses to the R.E. Pedagogy Survey suggest that this may need further improvement, particularly in the areas of professional development as well as in moderating and reporting on student knowledge.

iv. How is our Catholic School Vision embedded in what we achieved?

Our School Vision statement says,

'At St. Mary's, we believe that Jesus and his values are central to our life long journey in the Catholic faith. We value, promote service and support connectedness between school, parish and the global community. We achieve this by nurturing spiritual development.'

Our strong Catholic Culture is exemplified in the Catholic Culture data where students' responses are all in the top 25% of Australian Catholic schools. This has been supported by a strong commitment to weekly whole school Masses, prayer sessions, assemblies and school choir.

Students are given the opportunity to live out their faith through initiatives organized by the Social Justice Team and other interested students. These provide authentic and purposeful ways for students to live out gospel values. In particular, we demonstrate our connectedness to the global community through our support of the Bahay Tuluyan community in the Philippines through our fundraising efforts, excursions and incursions.

Since the last review, there are many examples of Parish and School Community involvement. Father Justin is a regular presence in both classrooms and in the school, reflecting the strong connection between school and parish. Scheduled level Sunday Masses followed by morning tea provide opportunities for the whole community to come together to celebrate their faith.

v. What would we like to achieve in the future?

Goal: To further strengthen our knowledge and understanding of our faith.

Intended Outcome: That students are challenged and engaged in Religious Education.

Action:

To continue to use the inquiry approach in Religious Education.

Provide Professional Learning for staff on the use of inquiry in R.E.

B. LEARNING AND TEACHING

    i.   **What did we aim to do in the Learning and Teaching sphere?**

Goal: To create a vision for contemporary learning and to actively engage staff and students in a highly effective learning environment, focussing on consistent and innovative practices.

Intended Outcomes	Targets
That student outcomes in Numeracy will improve	65% of students will receive scores above the State mean in Numeracy at Years 3 & 5 (NAPLAN)
That student outcomes in Literacy will improve	65% of students will receive scores above the State mean in Reading and Writing at Year 5 (NAPLAN)
That student engagement in their learning will improve	30% of students will achieve scores above the expected level in domains and dimensions of AUSVELS (TASA)

ii. To what extent did we achieve our goals, intended outcomes and targets? What evidence do we have available to support this?

Goal: To create a vision for contemporary learning and to actively engage staff and students in a highly effective learning environment, focussing on consistent and innovative practices.

Intended Outcome One:

That student outcomes in Numeracy will improve

Numeracy

Year 3 data indicates that the percentage of students generally performing above the state has been approximately 60%. However, the percentage of students operating more than twelve months above has been generally lower for Numeracy than Reading or Writing. There has also been a slight increase in the number of students operating 12 months or more below the State. Year 5 data is much more positive with the percentage of students above and well above the State increasing between 2012 and 2014. In addition to this, the number of students performing 12 months below the State actually declined during the same period. Unfortunately, this was not maintained for 2015. Again, the rate of growth being made between Years 3 and 5 has consistently declined since 2013 with students in the middle and upper cohorts not achieving the same rate of growth as the State.

Numeracy	Target	2012	2013	2014	2015
Year 3	65% of students will achieve scores above the state mean.	64%	63%	53%	60%
Year 5		49%	55%	65%	53%

Year 3 students almost reached the set target on three occasions throughout the four-year period. Year 5 students achieved the target in 2014 only.

Intended Outcome Two:

That student outcomes in Literacy will improve

Reading

Data indicates that Reading performance is relatively strong across the school, although there is some variation from one year to another. This is particularly evident for the percentage of Year 3 students performing above and well above the State. The percentage of Year 5 students operating above the state has been more consistent with approximately 50% of these achieving results 12 months or more above the state for three of the four years.

A decline in the percentage of Year 3 students operating 12 months or more below the State average suggests that the intervention strategies have been particularly successful for those in the junior school. Conversely, the percentage of Year 5 students in the lower cohort has increased over the improvement period.

Of great concern is the declining percentage of students achieving State average growth at Year 5. This is particularly evident for students in the middle and upper cohorts.

Foundation L5+	2012	2013	2014	2015
School	92.16%	93.62%	92.62%	97.82%
Like Schools	83.28%	83.81%	82.42%	82.21%
All Schools	81.5%	82.55%	82.48%	82.1%

Year 1 L20+	2012	2013	2014	2015
School	82.35%	82%	88%	90.2%
Like Schools	74.74%	75.29%	75.39%	75.86%
All Schools	75.15%	75.9%	74.69%	75.86%

Year 2 L28	2012	2013	2014	2015
School	88.24%	88.24%	86.96%	96.08%
Like Schools	77.45%	79.08%	78.66%	85.80%
All Schools	77.09%	78.51%	77.52%	85.80%

Reading	Target	2012	2013	2014	2015
Year 3	65% of students will achieve scores above the State mean.	**44%**	**76%**	**55%**	**62%**
Year 5		**59%**	**64%**	**51%**	**66%**

The above data indicates that the target was met once for Year 3 and 5. However, the target was almost achieved for both Years 3 & 5 in 2015 and 2013 respectively.

Writing

Writing is an area of strength at Year 3 with more than 60% of students generally achieving results above the State average. There has also been a decline in the number of students performing 12 months or more below the State average over the last three years. Of concern is the declining performance of those Year 3 students operating more than twelve months above the State for the first three years.
Unfortunately, Year 5 data indicates that Writing is a significant area of challenge. There has been a declining trend for students operating above and well above the State and no clear trend for those students 12 months below the State. The average growth between Years 3 and 5 has

consistently been less than the State and lower than the growth made for Reading or Numeracy. Again, student growth is consistently better for students in the lower cohort than any other.

Writing	Target	2012	2013	2014	2015
Year 3	65% of students will achieve scores above the state mean.	**65%**	**73%**	**49%**	**62%**
Year 5		**33%**	**62%**	**45%**	**44%**

It is clear from the data in the table that the target has been achieved for almost three out of the four years at Year 3. Student achievement at Year 5 indicates that the target was almost met on one occasion with performance for three of the years being less than 45%.

Intended Outcome Three:

That student engagement in their learning will improve

Student Wellbeing Aggregate Index:
68% of Australian schools fall within the range indicated by the blue bar.

Year	Value
2012	84.2
2013	85.0
2014	91.5
2015	92.6
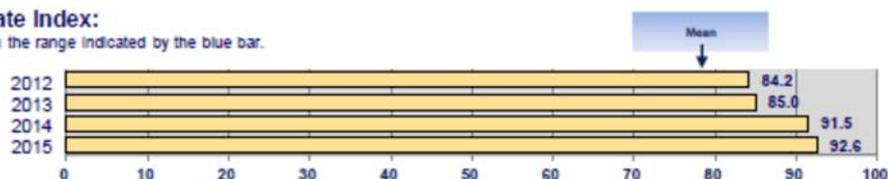
Student Experience data is overwhelmingly positive with incremental growth being evident over a four-year period and well above the State mean. However, the relative challenge identified by students was *Stimulating Learning.*

% above expected AusVELS	Target	2012	2013	2014	2015
Foundation	30% of students will achieve scores above the expected level in Reading	21%	29%	22%	33%
Year One		15%	25%	19%	18%
Year Two		5%	17%	18%	1%
Year Three		20%	16%	4%	17%
Year Four		10%	15%	12%	6%
Year Five		26%	12%	22%	13%
Year Six		13%	17%	32%	18%

% above expected AusVELS	Target	2012	2013	2014	2015
Foundation	30% of students will achieve scores above the expected level in	21%	23%	26%	26%
Year One		16%	24%	11%	8%
Year Two		2%	2%	7%	3%

Year Three	Writing	20%	6%	4%	11%
Year Four		6%	13%	5%	4%
Year Five		14%	12%	16%	9%
Year Six		11%	9%	29%	17%

% above expected AusVELS	Target	2012	2013	2014	2015
Foundation	30% of students will achieve scores above the expected level in Numeracy	6%	0%	0%	14%
Year One		6%	10%	11%	8%
Year Two		9%	21%	14%	26%
Year Three		22%	19%	16%	7%
Year Four		13%	16%	16%	19%
Year Five		21%	21%	24%	14%
Year Six		20%	27%	31%	23%

The target to have students achieve 30% above the expected level in Reading, Writing and Numeracy was not achieved. This would suggest that teachers are grading students too low and there is a need for further professional learning and moderation.

iii. Why were we successful/not successful in our achievements as stated in the SIP for this sphere?

Goal: To create a vision for contemporary learning and to actively engage staff and students in a highly effective learning environment, focusing on consistent and innovative practices.

Intended Outcome One:

That student outcomes in Numeracy will improve

After the previous review in 2012, a Mathematics Leader was appointed to ensure that Mathematics was given priority. A strategic plan was developed in consultation with ACU personnel and this formed the basis of a Foundation to Year 6 programme including Annual Overviews.

The Mathematics Leader planned with all year levels fortnightly and trialled specific programmes with the intention of developing common language and consistent practice across the school.   In addition to this, fortnightly whole school Professional Learning Team meetings were held to build teacher capacity. Strategies using concrete materials, group work and professional reading were all undertaken at this time.

Mathletics was introduced in 2013 with a specific focus on practice and repetition to develop numerical understanding and improve student engagement. This was scheduled weekly for all classes and monitored to gauge effectiveness. Student achievement was celebrated at weekly

assemblies. Mathletics and the introduction of a Maths Family Night supported the development of a home/school partnership.

The introduction of Learning Intentions and Success Criteria in 2014 provided a focus for planning, explicit mathematical teaching and assessment. The Mathematics Leader provided planning support for the development of our understanding of what constituted Learning Intentions and Success Criteria.

Excellent resources have supported the teaching of Mathematics and student engagement.
All of the aforementioned strategies have supported strong performance at Year 3 and incremental growth at Year 5 indicating that we have been largely successful. However, we acknowledge the need to extend our top cohort of students at Year 3 and ensure more consistent growth between Years 3 and 5.

Intended Outcome Two:

That student outcomes in Literacy will improve

Literacy

Throughout the last four years, Literacy leadership has evolved based on the perceived needs of the school. Various models have been trialled, with a Foundation to Year 6 Literacy Leader being appointed in 2014. However, throughout this time a structured Literacy block was maintained with explicit focussed teaching, followed by assessment which drives further instruction and supports ongoing achievement from Foundation to Year 2.

PLTs have occurred fortnightly focussing on First Steps in order to develop shared understandings and beliefs, consistent practice and common language. Endeavouring to integrate Literacy across other curriculum areas, particularly Inquiry, has been a successful whole school approach.

Despite a whole school approach using First Steps as a Literacy model, writing achievement in the middle school remains a challenge. It would appear that there needs to be greater commitment to the adherence of First Steps in the middle school. Further Professional Learning to support the integration of Literacy into Inquiry, where explicit teaching is taken into account, will be required to address this challenge.

We recognize that there are some inconsistencies within the data but generally performance has been strong from Foundation to Year 3.

Intended Outcome Three:

That student engagement in their learning will improve

With the two-year refurbishment of the school buildings now completed, there are newly created and improved learning spaces for the students to use. This includes the opening up of classrooms to enable group teaching and more versatile student engagement with other children in larger areas.

Through the 2014 Change² process, we introduced Learning Intentions and Success Criteria across all subject areas of the curriculum, which has allowed the students to become more focussed on the purpose of each lesson and understand the criteria needed to achieve the outcomes. Through professional learning at a school level in 2015, teachers were introduced to the concept of a 'Growth Mindset' to overcome challenges with learning. This concept has now become part of the classroom culture.

With the increase of technological equipment, the Computer Lab is more functional with updated, one-to-one computers. As well the classrooms now have an improved ratio of students to computers. With more access to computers, the Celebration of Learning Folders have become digital for Years 3 - 6 allowing for more responsibility, independence and creativity for each student. Interactive TV's in all classrooms create better student engagement using an abundance of available digital programmes.

To assist with teacher planning, Curriculum Yearly Planners utilising AusVELS, have been established for each year level and are part of the planning regime for 2016. Revised Inquiry overviews are used as a tracking tool for year levels to monitor previous modules as well as to establish a purpose for their inquiry. Better planned PLT's have been established to focus on Literacy, Maths, Inquiry and ICT specifically for the Juniors, Middles and Seniors as well as the Specialist Teachers. This allows for a greater focus on these areas to improve Learning and Teaching.

Our goal of 30% of students being placed above the expected level was consistently achieved in NAPLAN data, however, this did not correlate with our reporting of students in numeracy, reading and writing. This may be due to teachers' reluctance to mark above, not moderating effectively and not marking accurately to the AusVELS standards.

iv. How is our Catholic School Vision embedded in what we achieved?

At St. Mary's we believe the Learning and Teaching sphere is essential to providing our community with a supportive and stimulating learning environment where all individuals are encouraged to reach their full potential. A student-centred, inquiry-based curriculum is designed and implemented to engage learners and prepare them to be contributing members of a modern, ever changing society.

In our vision statement, we clearly articulate that "*We educate children to become life-long learners, actively engaged in a challenging world."*** Furthermore, we create *"a supportive environment"* and *"we implement innovative and consistent teaching and learning practices that cater for individual needs and encourage student reflection*".

The Learning and Teaching sphere is interconnected with all other organisational spheres and is integral to the daily life of our school community. This is evident through the implementation of a personalised learning approach that is collaboratively developed to meet the identified needs of all students. Our planning for inquiry learning, the use of contemporary tools, the sequential development of literacy and numeracy practices and the provision of a rich and diverse curriculum promotes student engagement. We value professional learning that empowers all staff to be skilled in 21st century practices.

v. What would we like to achieve in the future?

Intended Outcome: That all students are effectively engaged to achieve optimal growth.
Intended Outcome: That Writing outcomes will improve.

Actions:
- Ensure our school reporting data accurately reflects the student achievement as measured against the standards.
- Develop a whole school approach towards assessment with a common understanding of how to moderate in all areas of the curriculum so that each level's understanding of how to plot students against the standards is consistent.
- Focus on the middle / upper cohort of students in their area of growth and improvement. Use the assessment data to inform future planning and teaching.
- Focus on writing, in order to improve student outcomes.
- Compile assessment tools/rubrics for reading and writing using First Steps and the Victorian Curriculum.

C. STUDENT WELLBEING

I. What did we aim to do in the Student Wellbeing sphere?

Goal: To improve learning outcomes and resilience by promoting student voice, respect, positive relationships and personal awareness.

Intended Outcomes	Targets
That student Social/Emotional learning will improve	The Student Engagement Index be at least 85.6

ii. To what extent did we achieve our goals, intended outcomes and targets? What evidence do we have available to support this?

Goal: To improve learning outcomes and resilience by promoting student voice, respect, positive relationships and personal awareness.

Intended Outcome:

That student Social/Emotional learning will improve

Social Emotional Learning	Target	2012	2013	2014	2015
Student Wellbeing Aggregate Index	To achieve a score of 85.6	84.2	85.00	91.5	92.6

Although the Student Engagement Index was originally set as the target this was superseded by the Student Wellbeing Aggregate Index and is what has been used to ascertain achievement in this area.

The Student Wellbeing Aggregate Index indicates consistent improvement with the target of 85.6 being exceeded both in 2014 and 2015. It is also noted that all variables on the Student Experience Survey have been in the top 25% of Australian schools for both 2014 and 2015.

iii. Why were we successful/not successful in our achievements as stated in the SIP for this sphere?

Goal: To improve learning outcomes and resilience by promoting student voice, respect, positive relationships and personal awareness.

Intended Outcome:

That student Social/Emotional learning will improve

Student Wellbeing has continued to be a priority at St Mary's which is reflected in the high quality of relationships evident in our school. The school has continued to not only to maintain excellent outcomes in this sphere but has improved even further. This is a considerable achievement, given our aggregate score was already over 90.

Whilst Restorative Practices and the Bounce Back Programme are embedded, the successful implementation of the RCH CASEA Programme across the school in 2014 further strengthened our school's behaviour management and SEL programmes. The aim of the programme was to

promote prosocial behaviour, positive self-esteem, social skills, problem-solving skills and assertiveness. As a whole school, multi- level, multi system and team approach, the programme aims to target the child, parent and school community. The delivery of classroom activities, school newsletters, parent training and staff professional development opportunities ensured that everyone had a strong understanding of the fundamental concepts and a common language was developed.

The CASEA activities were fun, practical, hands-on and child-focussed. The children were taught in constructive and engaging ways to improve their capacity to regulate their behaviours and act appropriately, improve social relationships with others and develop their social problem-solving skills. The visual displays across the school were constant reminders to all in the school community of the common language and strategies.

The Better Buddies Programme was introduced in 2013. This initiative is designed to teach and reinforce the positive behaviours and values which underpin social competency. In Better Buddies, Year 6 children buddy up with Foundation children and learn values such as caring for others, friendliness, respect, empathy, responsibility, including others and accepting difference through formal and informal activities which are timetabled fortnightly. Better Buddies enables younger students to feel safe and cared for while older students feel valued and respected. This helps to develop and add to the emotional wellbeing of the school.

A new initiative to St Mary's for 2014, The Onward and Upward Transition Day also strengthened this sphere. It was designed to assist Year 6 students to develop resilience and to successfully make the transition from primary to secondary schooling. The main focus of the day was to provide Year 6 students with various opportunities to meet and form new relationships with peers from neighbouring schools. This took place in the form of various workshops centred on collaboration and team building. The inter-school event enabled Year 6 students to meet and make connections with students and staff from their prospective secondary schools.

The Friendship Group was another support for students that contributed to the wellbeing sphere. At any age, having friends provides support and promotes mental health and wellbeing. These needs based groups were set up to address common friendship issues. Through weekly friendship group sessions children learn how to relate with others, develop social skills by explicitly teaching students how to be good friends.

A common theme that seems to permeate the school's work in this sphere is a commitment to student voice. This is expressed through the use of Circle Time, the negotiation of classroom rules, the promotion of student leadership roles and the formation of the Student Representative Council. Students have genuine opportunities to participate in the leadership of the school such as having a voice in designing the new junior playground, formulating playground guidelines and choosing fundraisers and dress up days each term.

iv. How is our Catholic School Vision embedded in what we achieved?

Relationships and the wellbeing of our school community are central to all that we do at St. Mary's. We strongly believe that every child must feel and be happy, safe and valued. Our commitment to this belief strongly promotes the relational culture throughout our school.

Our vision statement declares that, *'Each child has the right to feel happy, safe and valued as a creative and unique individual, in an environment where self-esteem, respect and resilience are fostered.'* Furthermore, we believe in the value of the individual and this is reflected in our Vision Statement, *'We cater for individual needs and encourage risk-taking.'*

This is supported through the statement, '*We value and support strong links between students, staff, families and the parish community by nurturing spiritual development.'*

This sphere is lived out daily in all of our interactions within the school community and evidenced in our school relational culture. Our common beliefs, language, procedures and programmes support the wellbeing of all.

v. What would we like to achieve in the future?

Through the review process we have identified that in order to continue to have students with a strong sense of wellbeing, we need to maintain existing programmes, a student focus and a relational culture. With this in mind the following will be our focus:

Goal: To further strengthen the relational culture within the school.

Intended Outcome: That student resilience will improve.

Suggested Actions:

Be open to new SEL programmes or initiatives that may further strengthen the Well Being Sphere.

Have a formalised induction policy and process where all new staff have the opportunity to be trained in the school's student well-being practices, for example: CASEA, Bounce Back and Restorative Practices.

Ensure that Wellbeing and Learning and Teaching teams work more closely together to support increased student engagement.

Provide professional development for staff on understanding students with special needs i.e. ASD

Increase parent engagement in parenting training programmes.

D. LEADERSHIP AND MANAGEMENT

I. What did we aim to do in the Leadership and Management sphere?

Goal: To engage all members of staff in a culture of continuous improvement through collaborative teamwork and a shared vision.

Intended Outcomes	Targets
That staff engagement will improve	
That staff learning will improve	The Staff Climate Index be at least 83.0

Continued use of facilitated planning and team-based planning has increased staff engagement as shown in the data.

PLT's and Staff Meetings have changed focus from a general information session to timetabled professional development

Leadership has promoted and supported a shared vision amongst staff to put children at the centre of learning and to promote the building of positive relationships throughout the school community. Leadership has provided opportunities for staff to engage in professional development to ensure staff continue their journey as life-long learners.

ii. To what extent did we achieve our goals, intended outcomes and targets? What evidence do we have available to support this?

Goal: To engage all members of staff in a culture of continuous improvement through collaborative teamwork and a shared vision.

Staff Survey	Target	2012	2013	2014	2015
Organisational Climate Aggregate Index	To achieve a score of 83.	83.7	85.4	83.3	86.4

Our data reflects that our goal to engage all members of staff in a culture of continuous improvement through collaborative teamwork and a shared vision was achieved every year between 2012 and 2015.
It also indicated that we significantly exceeded our target in 2013 and 2015.

Intended Outcome One: That staff engagement will improve

Variables	2012	2013	2014	2015
Teamwork	**80.56**	**84.11**	**81.67**	**84.86**
Empowerment	**86.11**	**83.40**	**79.23**	**85.00**
Ownership	**88.33**	**88.71**	**87.26**	**87.24**

Teamwork-: showed a fluctuation between 2012 and 2015 but was consistently above 80 during this time and reached the top 25% of Australian schools in both 2013 and 2015. Although Empowerment declined between 2012 and 2014, it consistently remained within the top 25% of Australian schools, along with Ownership.

Intended Outcome Two: That staff learning will improve

Variables	2012	2013	2014	2015
Appraisal & Recognition	76.32	80.69	79.03	82.65
Professional Growth	77.59	82.81	83.87	84.50

Appraisal and Recognition-: has shown a slight fluctuation but is trending up.
Professional Growth-: has shown consistent improvement between 2012 and 2015.
With the exception of Professional Growth, much of the data declined across the board in 2014, however, significant improvement was evident in 2015.

iii. Why were we successful/not successful in our achievements as stated in the SIP for this sphere?

Goal: To engage all members of staff in a culture of continuous improvement through collaborative teamwork and a shared vision.

Intended Outcome One: That staff engagement will improve

Since the last review Staff engagement has shown steady improvement with the exception of 2014. This is due to greater opportunity for team teaching within levels with the provision of flexible learning spaces, which were created during the building project.

Facilitated planning and timetabled PLT's have provided support and empowerment for staff. These have continued to be refined during this improvement period to cater for staff needs.

Fortnightly Leadership and POL meetings have provided opportunity to disseminate information to all staff, enabling staff to be part of decision making within the school. This has led to a more consultative model of staff engagement. In light of our staff data, we acknowledge the need to bring staff together more frequently to be part of important decision making.

The restructuring of the POL1s role description has provided more purposeful opportunities for staff engagement. This has occurred through POL1s attendance at fortnightly meetings with the Principal and occasionally the Leadership Team. In turn, POL1s were able to effectively engage their teams.

The introduction of GAFE (Google Apps for Education) has allowed teachers to work more collaboratively within their teams.

Intended Outcome Two: That staff learning will improve

Since the last review Staff Learning has shown consistent improvement.

Timetabled weekly PLT meetings have been restructured and now occur within each level and rotate between Literacy, Maths, Inquiry and ICT.

Professional Development at weekly Staff Meetings has covered a wide variety of areas such as Anaphylaxis training, Asthma training, RE and CASEA.

In line with our school action plan, Mathematics was given significant priority throughout the improvement period. The time allocated for Mathematics leadership was increased to allow for a Junior and Senior Maths Leader who assisted staff through facilitated planning and most staff attended external PD.

Staff had opportunities to observe other teachers' expertise in particular fields, such as spelling investigations, reading rotations and Maths investigations, in order to develop teacher competencies. We believe peer observation, coaching and feedback in a more structured way are areas we would like to further develop in the next four years

The Change2 programme was implemented across the school using Learning Intentions and Success Criteria to develop common practice and language throughout the school.

iv. How is our Catholic School Vision embedded in what we achieved?

Leadership and Management is important to St Mary's as we strongly believe that we empower all staff.

This is reflected in our school Vision Statement which states, *'St Mary's leadership and management teams value, support and empower all members of the school community.'* It is further expressed in our Vision Statement that, *'We implement innovative and consistent teaching and learning practices'.* We demonstrate our commitment to our vision in the way teachers are encouraged to undertake professional development, take on various teacher leadership positions and to be flexible and innovative in their teaching styles and presentation.

This is further supported by providing opportunities for peer observation, modelling and feedback. Regular reflection of our practices enables us to *'strive for continuous improvement'.*

v. What would we like to achieve in the future?

Goal:

To further strengthen the professional learning culture at St. Mary's

Intended Outcome: That staff learning will improve.

Intended Outcome: That decision making processes be refined.

Actions:

- Explore Performance and Development Framework
- Formalise peer observation, coaching and feedback
- Refine decision making processes within teams to ensure all voices are heard.

E. SCHOOL COMMUNITY

I. What did we aim to do in the School Community sphere?

Goal: To strengthen the learning community through partnerships, positive relationships and promoting service beyond the community.

Intended Outcomes	Targets
That parent engagement in their children's learning will improve	The Parent Satisfaction Index will be at least 76.3

ii. To what extent did we achieve our goals, intended outcomes and targets? What evidence do we have available to support this?

Goal: To strengthen the learning community through partnerships, positive relationships and promoting service beyond the community.

Intended Outcome: That parent engagement in their children's learning will improve

	Target	2012	2013	2014	2015
Community Engagement Index	To achieve a score of at least 76.3	69.3	69.4	68.9	73.4

Whilst we have a fairly consistent score, based on the 2012 to 2014 data, our data has shown a significant improvement in 2015. However, we have still to reach our target score of 76.3.

iii. Why were we successful/not successful in our achievements as stated in the SIP for this sphere?

Goal: To strengthen the learning community through partnerships, positive relationships and promoting service beyond the community.

Intended Outcome: That parent engagement in their children's learning will improve

Since the 2012 review a number of initiatives have been introduced to engage parents more actively in students' learning.

In 2014, all parents were invited to join the "School Improvement Committee". The role of the Committee is primarily to assist the staff to achieve the goals set for all spheres of schooling. The parents who chose to become part of the committee were then encouraged to discuss matters with other members of the school Community and relay feedback to the School Improvement Committee. Changes were made to the school Reporting system via this process and many parents gave positive feedback stating that they appreciated the opportunity to have a voice and were satisfied with the changes.

The introduction of students being present at Learning Conversations in 2014, has also been most beneficial in engaging parents more actively in student learning. Through this initiative, parents, students and teachers have collegially set individual and realistic goals for each student. The "Procedures to Enhance Student Learning Handbook" sent home to every family, and the Curriculum Evenings at the start of the year inform parents in greater detail of the curriculum.

The Multi-Cultural Day in 2014 was a major success. Parents actually planned and facilitated sessions for students based on their Cultural backgrounds. It was a wonderful way to use the

expertise of parents and to immerse them fully in student learning. Prior to the day, families also worked together to design a poster describing and illustrating elements of their cultural background and the finished products were sensational.

Following the "Change2 Project" in 2014, all parents were given information regarding Learning Intentions and Success Criteria and parents gave this initiative positive feedback. The Change 2 team also presented the whole process to the "School Improvement Committee."

The "Parental Involvement Handbook" introduced in 2014 has proved to be a very successful initiative in fostering total inclusivity. Whilst some of the handbook invites parents to be involved, there are other areas which engage parents in student learning, e. g. "Reading with Children Programme" and "The Classroom Helpers' Programme".

Some classes have invited parents and members of the general community into their rooms to act as guest speakers when they have been studying particular topics, e.g. Community helpers. Since 2012, a number of classes have also benefitted from a "Science in Schools programme", facilitated by one of the parents who is a scientist. In 2015, Year One students invited their parents to learn dances with them at school during Performing Arts. This was well attended by a high percentage of parents/grandparents/family members. In the Foundation Year, the parents and students work together to do a project based on the number 100. Parents and grandparents attend a celebration of learning where projects are shared.

Since the last review, Maths has been a major focus, hence the introduction of "Maths Family Night". These nights, held in 2013 and 2014 were most successful and attended by many families. They gave parents the opportunity to work with their children in completing fun maths activities and to learn about the contemporary approach to teaching Maths. Parent feedback was most positive. Parents stated that the approaches to teaching in this area were very different to the way they were taught and they now felt more empowered to assist their children at home.

Whilst we did not achieve our intended target score of 76.3, there was an improvement in 2015, with a score of 73.4, which is a significant increase on the previous three years.

iv. How is our Catholic School Vision embedded in what we achieved?

Community is a very strong focus at St Mary's School. Our vision Statement states that *"We are a welcoming, inclusive and supportive community that values positive and genuine relationships. St Mary's leadership teams value, support and empower all members of the school community. We strive for continuous improvement."*

Over the past four years there have been many times when our practices have reflected our Vision Statement. Through informative communication via the school website, weekly newsletters, school Assemblies and other notes, inclusivity has been promoted and developed.

Classroom Helpers' training sessions and Parent Education evenings have empowered parents to become more actively involved in school life and their children's learning.

The St Mary's Community is always ready to help those in need and to celebrate together.

The main organisations of Parental Involvement encompass a range of events and activities for ALL to be involved. The Parental Involvement Handbook is sent to every family at the beginning of the school year. It is a reflection of our Vision Statement by the very nature of its contents.

v. What would we like to achieve in the future?

Over the next four years, we would like to further increase the opportunities for parents to become more actively engaged in Student learning.

Goal: To further strengthen partnerships within the school community.

Intended Outcome: That parents are engaged more effectively in their children's learning.

Actions:

We have discussed accessing and exploring the Parent Engagement in Action resources in this area via CEM.

We aim to use technology within the classroom more effectively to engage parents in their child's learning.

5. Signatures

SIGNED by the Principal   _____

Name   _____

Date   _____ / _____ / _____