

# ANNUAL REPORT TO THE SCHOOL COMMUNITY



ST ALOYSIUS  
QUEENSCLIFF

2019

REGISTERED SCHOOL NUMBER: 1036



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## Minimum Standards Attestation

I, Fiona Dawson, attest that St Aloysius 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.

June 12, 2020

## Our School Vision

As members of St. Aloysius School Staff we strive to be a faith-filled, dynamic community who proclaim the mission of Jesus. We believe it is essential that we aim to promote the self-esteem of others and that we assist children to feel positive about the future.

The Staff recognises the right of each child to a complete education and therefore the curriculum of our school needs to foster the total development of each child:

- Spiritually
- Academically
- Aesthetically
- Emotionally
- Socially
- Culturally
- Physically

Our school works within the Parish of Holy Trinity to develop a mutual awareness of what it means to be a member of a Catholic Community.

To make this work we need cooperation between the School Staff/Students, Families and members of our Parish.



## School Overview

*St Aloysius Catholic Primary school is situated in Queenscliff, on the Bellarine Peninsula in Victoria. In 2019 the school population was 104 students. The learning environment of the school can best be described as calm and engaging allowing students to learn both independently and collaboratively in an interactive and focussed manner. Set between Swan Bay and Port Phillip Heads the school is situated in a pristine natural environment that allows for seamless interaction and excursions with a unique environmental focus.*

*Within the learning and teaching programme, we have developed a strong base in literacy and numeracy. Developed from research and educational understandings of how children learn our students develop deep knowledge speaking to specific audiences; listening to understand, reading for enjoyment as well as for knowledge, spelling to articulate their thoughts in their writing for different purposes and audiences. Literacy is taught specifically within each classroom through instructional strategies and is embedded across the whole Victorian curriculum. In the junior classrooms; building a strong foundation of practice and knowledge learnt developmentally is the focus. Students at St Aloysius have a multitude of opportunities to improve their personal knowledge and capacity to effectively communicate through writing, oral language, handwriting, reading and spelling. As students' progress through the school this translates into becoming informed students, who think strategically and are able to interact and communicate to make a difference in our world. Literacy is the key to communicating, thinking and being an effective contributing member of society. St Aloysius staff are dedicated to provide engaging learning experiences to develop literacy that supports all students to have success and meet their individual learning needs.*

*At St Aloysius Catholic Primary School, we believe that Mathematics is an intrinsic part of a comprehensive and balanced curriculum. The focus for our students' is on actively engaging them in the development of mathematical understanding by using manipulatives and a variety of representations; working in flexible small groups co-operatively and independently to solve problems; estimating efficiently; investigating and recording findings. Emphasis is placed on problem solving, finding patterns and making connections. Students are encouraged to be independent thinkers.*

*At St Aloysius we place much emphasis on Wellbeing within a framework of Positive Psychology in Education which goes far beyond our traditional Pastoral Care model. We strongly believe that the future of our students depends upon what we do today. As the Catholic school in the Borough of Queenscliff, we understand that living and working in our environment develops in us, an obligation to act in a way that ensures future generations can live sustainably on our planet Earth. In 2019 with the guidance of Project Thrive using design and systems thinking, our staff and wider community continued our journey of the application of positive psychology and wellbeing science in our educational setting with an aim to increase the well-being and resilience of our students and community. This strategic plan guides our well-being practices and builds on all the work that has been done over a number of years by many contributors at St Aloysius.*

Over the 3+ years the St Aloysius staff and community have identified nine goals we will work towards achieving:

- *Build staff and community capabilities*
- *Build a positive school community*
- *Define and measure well-being*
- *Develop resilience*
- *Develop clear behaviour management guidelines*
- *Foster collaboration and cooperation*
- *Develop a whole school approach to organisational change models*
- *Develop a social and emotional learning scope and sequence*
- *Develop a prevention and intervention approach for mental health and illness*

*We are committed to our vision for well-being at St Aloysius: we are a faith filled learning community where all individuals flourish.*

*At St Aloysius Catholic Primary School our focus on sustainability recognises the interconnectedness and interdependence of life on our planet, and acknowledges that we are responsible for each other and the earth, our common home. Being a Catholic school, we understand that our universe is a gift from God and that we have an obligation to act in a way that ensures future generations can live sustainably on our planet Earth. Our school is working to reduce our ecological footprint through adopting sustainable practises in our everyday lives*

*In 2019 a significant focus was placed on science and environmental science with a goal of instilling in our students a deep understanding of how our world works and to build upon their natural dispositions of inquiry. We engaged with Deakin University and were supported by CEM in developing a whole school curriculum, Inspiring Young Marine Scientists – Stewards of Swan Bay. Science and Environmental Sustainability is a key focus within the learning and teaching programme promoting engagement with community organizations such as Parks Victoria, Coast Care, Deakin University and Community Environment Alliance a key to its success.*

*In addition to excellent academic programs, St Aloysius offers a wide range of sporting, cultural and community involvement opportunities. The students participate in a structured Music/Performing Arts program which provides a wide range of orchestral, musical and performing arts experiences. The school has its own choir which entertains at local community events including Seniors Week. The school also provides a showcase in Visual Arts with a bi-*

*annual Art show which highlights the strength of our visual Arts program. The school celebrates the talents of students in an annual school concert which showcases music, dance and drama.*

*Physical education and sport is important at St Aloysius. Students have access to a wide variety of sporting equipment at morning, recess and lunch breaks. Students are taught basic skills in a number of recreational sports which encourage them to participate in weekend competitions. These sports include athletics, tennis, football, netball, soccer and tee-ball. Good sportsmanship and fairness is at the forefront of all sporting activities.*

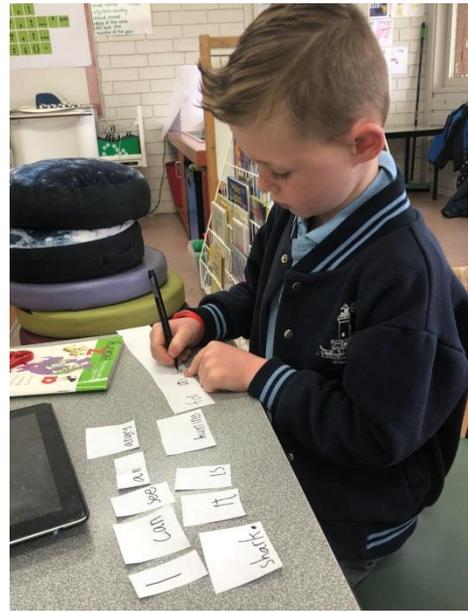
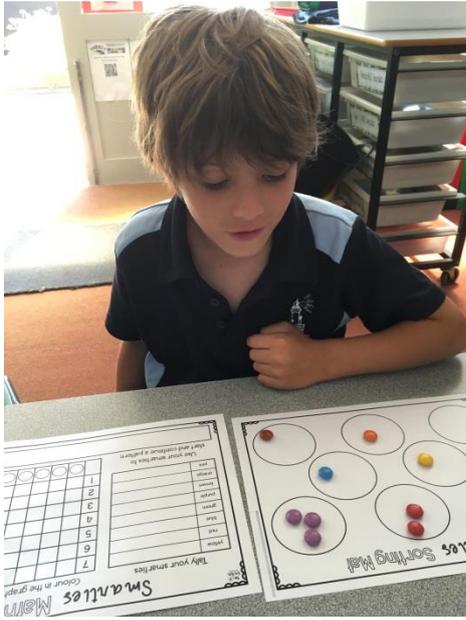
*Service to others continues to be a key focus at St Aloysius. Our school takes great pride in contributing to our community through ANZAC Day, Vietnam Veterans day, Remembrance Day and contributing to the annual Queenscliff Music festival. St Aloysius Environmental team hosted a local Kids Teaching Kids conference in Queenscliff which involved various community organisations and several other schools. The focus was educating all at the conference about sustainability and marine life found in Swan Bay.*

*Curriculum development is an ongoing process and the school is at the forefront of science and environmental education in the region. At St Aloysius Catholic Primary School teachers have created exciting and dynamic learning environments in which stimulating teaching strategies are designed to maximize student interest and learning opportunities. A variety of digital devices are used by the students to enhance their learning experiences. Each student has their own Seesaw account which serves as an excellent vehicle for reflection and home /school communication.*

*Five full-time and seven part-time teachers served the school in 2019; supported by two Administration Officers and three Education Support Officers. In 2019 the classes were organized in the following six groups – P/1, 2, 3/4, 3/4, 5/6 and 5/6.*

*The St Aloysius community is made up of students not only from Queenscliff and Point Lonsdale but also surrounding areas of the Bellarine Peninsula including St Leonards, Clifton Springs, Indented Heads and Portarlington. While being very proud of its history the St Aloysius community is intent on providing the most contemporary and engaging learning and teaching programme for our students today and into the future. Being part of a Catholic Community the St Aloysius students are guided by Catholic values and Catholic Social Teaching so as to make a difference in our world both locally and globally.*

*Student Voice is encouraged through our Inquiry focus and student-led assemblies. Student Leadership is in the form of student action teams who co-ordinate various activities for student involvement. The buddy program runs right through the school. The school captains are the school representatives and attend local community events regularly. The school strives to build a happy, harmonious learning environment that focuses on well-being, student outcomes, personalised learning and building positive relationships.*



## Principal's Report

The 2019 year has seen many highlights and challenges for the St Aloysius School Community. Our student population began the year at 103. We welcomed Angela Ritchie and Julie Iglesias to the teaching team, welcomed Fiona Greene back and farewelled Nicole Pearce. The School Improvement plan continued to be implemented, enabling us to focus on further developing our strengths and building capacity in our staff and students. We continued to focus strongly on parent partnerships and establishing and maintaining positive relationships within the community.

Education in Faith continued to be a motivating force of our school community. Father Darien Sticklen and Sr Nola Morrisy gave enormous support to our Religious Education and Sacramental Programme. Staff worked conscientiously to immerse themselves fully in planning rich and engaging units of work in Religious Education.

Student well-being and the connection between home and school was a major theme throughout the year. We continued our work with Project Thrive to further enhance and embed positive education, revising our Strategic plan and developing deeper understandings of the whole school framework for student well-being. Project Thrive continued its amazing work with the St Aloysius community, culminating in a very successful evening featuring Michael Carr-Gregg and Andrea Downie presenting 'Raising resilient and adaptable young people - creating optimal conditions for well-being'.

Providing engaging teaching and learning opportunities at St Aloysius was most important. Much emphasis continued to be placed on developing a strong base of literacy and numeracy with extra support being provided in the critical foundational years of the junior school. The staff were immersed in ongoing professional development, particularly Grammar in context which focused on boosting our writing results. This has been reflected in a continued strength in terms of NAPLAN and internal data sets. STEM, Science and Environmental Science provided our students in grades P – 6 with some amazing opportunities such as our involvement in the Port Phillip Bay project and continuing established partnerships with Deakin Uni, hosting the Kids Teaching Kids community event and subsequently, attending the Melbourne Kids Teaching Kids Conference and the Marine debris data collection.

We had an outstanding year with recognition from a variety of organisations for our strong Science/Sustainability curriculum:

- Winner – ResourceSmart Award – Victorian Curriculum Leadership Primary school of the year
- Nomination for the Premier's Sustainability Awards
- Community event of the Year – Borough of Queenscliffe
- Parks Victoria – Environmental Sustainability Award

Creating stronger links between the school and the community continued to be an area of focus throughout 2019. We remain very conscious that strengthening parent school partnerships needs to be a continued focus into the future.

## Parish Priest's Report

2019 was a year of challenges and great successes for St Aloysius – a small school in a certain sense, but big in terms of achievements. At the centre of St A's learning community is a focus on the well-being of each child as a unique individual, but more than that, as a child of the God whom we call Love.

There is a saying: 'Work is love made visible,' and the incredibly hard work that our teachers and support staff undertake shows the enormous love and care they put into their work. It's not just a job, it's a true calling. The academic aspect is important, but not the whole picture. This is evident in the ways our students are taught to care for creation, to respect and care for one another, and to contribute to the greater community.

Through Project Thrive, the students grow in adaptability and flexibility as they face the complexities of our 21<sup>st</sup> Century world. Through daily prayer and the sacraments, each child is encouraged to dive below the surface to a deeper part of their being, to sustain them through life.

Our many wonderful families also make a great contribution through the Parents and Friends, the School Education Board and other ways. Words cannot express my admiration for Ms Fiona Dawson and her amazing team. Congratulations on another successful year, and sincere thanks to all.

## School Education Board Report

The provision of a school environment that supports the Catholic ethos is largely the responsibility of the Parish Priest, the principal and staff. The School Advisory Board plays an advisory but significant role in supporting the spiritual and educational welfare of students, particularly ensuring that the school's procedures and policies are critically reviewed and kept up to date.

Our focus for the year was to continue a stimulating learning environment for students and work on improved literacy and numeracy skills. We also sought to strengthen family-school relationships and ensure student emotional wellbeing. As one of the smallest Catholic schools in Victoria, we also worked to ensure we remain well-positioned to attract and maintain families and students interested in a faith-based education.

Project Thrive was a big part of the school activities during 2019, working with parents and students in the area of student relationships, language and communication. This program ended with Andrea Downie and Dr Michael Carr-Gregg presenting 'Raising resilient and adaptable young people - creating optimal conditions for well-being'.

Situated on the tip of the Bellarine Peninsula, adjacent to Port Philip Bay, and Swan Bay, students of St Aloysius have an obvious connectedness with the marine environment. This has flavoured many aspects of the school curriculum and extra-curricular activities during the year, including the 2nd year of our Marine Science program and excursions to the Marine Discovery Centre, Swan Bay, Camp Wyuna and our fifth year partnering the Two Bays project, sailing on the Pelican catamaran to Mud Islands to observe the shorebirds, seabirds, marine flora and fauna and explore human impact on the Bay and its marine life. This work culminated in St Aloysius being a finalist in the 2019 Premier's Sustainability Awards – Education category, for its Inspiring Marine Science Experts – Stewards of Swan Bay Program.

The Parents and Friends Group have done an excellent job throughout 2019 in fundraising through a number of different events including ongoing catering nights at Point Lonsdale Bowling Club, Footy Colours Day, a Movie night and the Trivia Night. Many of these events are great for families getting together socially but also, they improve the school's profile in the broader community. Importantly, these events have helped raise many thousands of dollars to assist the school in purchasing special equipment for the students.

## Education in Faith

### Goals & Intended Outcomes

**To enhance the Catholic faith formation and spiritual development of the whole school community**

1. To improve the level of importance placed on participating in prayer, celebrating liturgies including Sunday liturgies and sacraments at school and in the Parish
2. To improve the ability of students to explore their own ideas within the context of Religious Education

### Achievements

Raising the Catholic identity of all at St Aloysius Catholic primary school continued to be a focus in 2019. The new Religious Education Framework was further explored throughout the year with staff creating rich units of Inquiry aimed at engaging and immersing the students in Catholic values and traditions. For the students, engaging in purposeful religious education lessons and actions further deepened their understandings of the world in which they live. Parents were invited to engage in the opportunities presented to them in deepening their understandings of Catholic faith. The Insight SRC data indicated that there were still improvements to be made in raising the Catholic Identity. Improvements need to be made in regards to student voice in social justice issues and actions. The school community continued its commitment to engaging in prayer and celebration.

### VALUE ADDED

#### **Staff Practice**

- *Continued implementation of Religious Education framework – development of engaging units connected to Inquiry*
- *Religious icons and prayer table in each classroom*
- *Morning prayer - explicit expectation that children are present and taking part in prayer - student led, invitation to parents to participate (inclusive)*
- *Circle time, meditation and values program*
- *Sacramental information nights - linked to Parish*
- *Sacramental displays on RE board - in the foyer*
- *Staff prayer at meetings*
- *Whole school prayer opportunities*
- *Attendance at Sacraments/beginning and end school year mass*
- *Staff professional development – Horizons of Hope, CEM network*
- *Professional reading at regular PLT's throughout the year*
- *Use of liturgical music in celebrations*

#### **Student Practice**

- *Whole school prayer opportunities - liturgical seasons - Advent, Lent, feast days - led by children*
- *Student action teams - Liturgy and Social Justice*

- *Links to parish - participation in events - World Prayer Day*
- *Involvement in Project compassion/Caritas, Mission week and Social Justice action through outreach e.g. St Vincent De Paul, indigenous community links, collection of books for distribution*
- *Raising awareness of Social Justice through presentations and guest speakers/ Catholic Social Teaching*
- *Student leadership team attendance at Kids View Social Justice conference*
- *Beginning assemblies with prayer*
- *PPT for each class and Parish mass*

### **Professional Development**

- *Planning rich RE Inquiry units and assessment*
- *Unpacking Horizons of Hope documentation*
- *Planning proformas in work programs*
- *Faith Formation – Spirituality (Paul Spence)*

### **Parish Connections**

- *Inclusion in Parish life with class masses each term - more participation by children*
- *Parish mass feast days - The Assumption, Ash Wednesday*
- *Collaboration of staff across parish in celebrating Sacrament of Confirmation*
- *Inviting Parish priest to speak to children about parts of the mass*
- *Open invitation to Parish Priest to participate in school events*
- *Parishioner on School Board*



## Learning & Teaching

### Goals & Intended Outcomes

**To foster an environment that supports and challenges learners to be active, engaged co-creators in the learning process**

1. That student learning outcomes in Writing and Spelling be improved
2. That student engagement in learning across the curriculum be improved

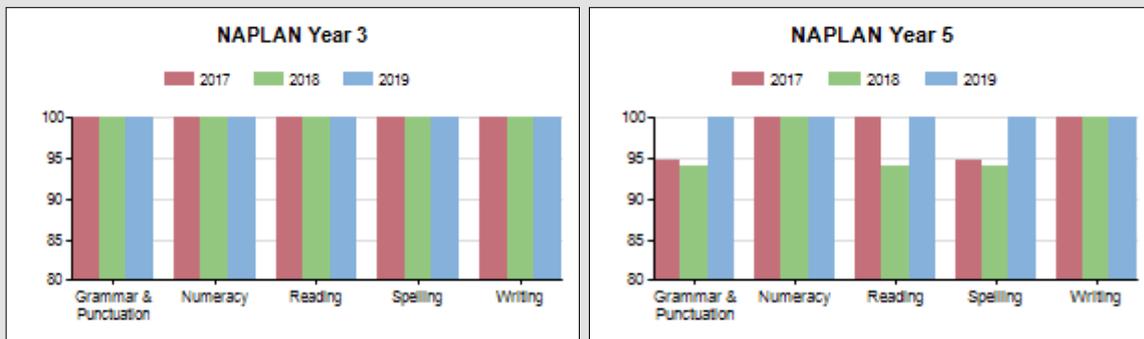
### Achievements

*The St Aloysius Staff have focused intently on improving standards of achievement across curriculum areas with a specific focus on Literacy and Numeracy. An intensive programme of literacy support programmes such as Reading Recovery, Enhancing Reading Intervention Knowledge (ERIK) and Leveled Literacy Intervention (LLI) have targeted students with specific literacy needs in the early years of primary school. The combination of programmes facilitated by classroom teachers, a Learning Diversity leader, reading recovery teacher and education support officers has seen an intensive and consistent targeting of students with ongoing literacy needs. A focus on whole school improvement through professional learning teams has led to a collective aim to improve standards of literacy from P to 6. The role of the Literacy Leader to facilitate PLTs, coordinate the recording and analysis of data P to 6 has led to an awareness of whole school trends and improvement focus areas. This has led to a continued improvement in mean Literacy Scores across data sets compared to State and National Standards. The collection and analysis of further data sets including Progress Assessment Testing Comprehension (PAT R and PAT V) has added another layer of information for the staff allowing a genuine and ongoing focus for PLT meetings and curriculum planning. The involvement of most staff in the CEM led Grammar in Context professional development has enhanced teacher knowledge and student outcomes in writing.*

*There has also been a specific focus on improving standards of achievement in Numeracy. A focus on whole school improvement through professional learning teams has led to a collective aim to improve standards in Numeracy from P to 6. The role of the Numeracy Leader to facilitate PLTs; coordinate the recording and analysis of data P to 6 has led to an awareness of whole school trends and improvement focus areas. This has led to a continued improvement in mean Numeracy Scores across data sets compared to State and National Standards. A consistent process of planning based on 'Key Understandings in Mathematics', a planned process of planning, moderation and assessment as well as a commonality of instruction including the use of enabling and extending prompts has allowed for a more consistent model of mathematics instruction across the school. Involvement in the Maths Olympiad has allowed for extensive learning opportunities in the middle to senior school. The collection and analysis of further data sets including Progress Assessment Testing Mathematics (PAT M) has added yet another layer of information for the staff allowing a genuine and current focus for PLT meetings and curriculum planning.*

**STUDENT LEARNING OUTCOMES**

*From our NAPLAN data, we have identified the areas of spelling and grammar and punctuation in year 5 has an area for continued improvement. There was consistency across all areas of Year 3 NAPLAN data, highlighting the strength of our Junior Literacy program. Results in Year 5 demonstrated much improvement with growth attributed to explicit teaching and learning opportunities. We continued to focus on creating rich learning opportunities for growth in the students from year 3 to year 5 in Reading, Spelling and Grammar.*



## Student Wellbeing

### Goals & Intended Outcomes

**To enhance the social and emotional wellbeing of all students so that they can flourish as members of the community**

1. That school-wide positive behaviours are visible and experienced across the school.
2. That student connectedness to peers and school will improve.

### Achievements

*The St Aloysius staff has implemented a variety of strategic programmes and strategies aimed at developing the social and emotional well-being of all the students. While St Aloysius has some students who present with issues of anxiety, lack of self-esteem and resilience and some with related anger management difficulties, strategies that have been implemented have targeted a student well-being culture at a whole school level. The staff have been working with Project Thrive to further enhance the wellbeing of our students and their families. We continued our work with Project Thrive to further enhance and embed positive education, revising our Strategic plan and developing deeper understandings of the whole school framework for student well-being. Project Thrive continued its amazing work with the St Aloysius community, culminating in a very successful evening featuring Michael Carr-Gregg and Andrea Downie presenting 'Raising resilient and adaptable young people - creating optimal conditions for well-being'.*

*The following programmes and strategies have been implemented at St Aloysius in developing a whole school approach to the well-being of our student body as a whole:*

#### VALUE ADDED

##### **Restorative Practices**

- Professional development – Dave Vinegrad
- Resources purchased to support staff and students
- Dynamic displays to promote restorative practices
- Question cards added to yard duty bags to be used when necessary
- Using different approaches with specific children
- Preventative measures in place to support children
- Students feel they can talk to any staff member

##### **Circle time**

- Professional development
- Implemented whole school
- Displays in school & classrooms
- Resources available on Google+ and Google Drive for staff
- Ideas shared at staff meetings which can be used in classrooms

##### **eSmart program**

- Working through the 3 phases to support ICT & Wellbeing
- Awareness of safety online
- Digital citizenship programs to promote online wellbeing
- Documentation of issues so we can track certain behaviours

**Values / SEL (CEM) program**

- Whole school program
- Awards at assembly
- Whole school implementation of mindfulness and meditation
- Implementation of Berry St modules and Bounceback
- Continued implementation of CEM initiative 'eXcel – Wellbeing for Learning'

**Lunch time groups**

- Craft club
- Calm club
- Dance/drama
- Library
- Environmental group
- Choir

*The lunch time clubs have been extremely well received by the students who attend in great numbers on a daily basis. These clubs offer students quiet, calm and passive play experiences and an alternative to outside play in a well-adjusted manner. Other programmes such as the Buddy Programme have seen connections made between Prep and Year 4, Year 1, 3 and 5 and Year 2 and 6 has been recognized by staff and the community that has resulted in the enhancement of the Student Wellbeing Programme in general, particularly in regards to connectedness to school and connectedness to peers.*

*The St Aloysius staff focused intently on developing programmes and whole school strategies aimed at developing student well-being in a variety of areas including reducing student anxiety, providing processes for conflict resolution and behaviour management in general. Staff worked with Andrea Downie from Project Thrive, looking into systems thinking, positive psychology and co-designing solutions. Staff continued to refine their own skill sets in these areas to meet ongoing student needs and the continuation of parent nights with Project Thrive to communicate the latest research and information has helped address this as well.*

**STUDENT SATISFACTION**

*In relation to CEMSIS data, it is evident that there needs to be a continued focus on well-being particularly in reference to Student safety, School Engagement and Student voice from the Student perception data. Perceptions of Student Safety (Parent data) are another area of focus that requires ongoing attention*

## STUDENT ATTENDANCE

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	90.6
Y02	87.1
Y03	93.1
Y04	92.2
Y05	86.9
Y06	90.6
Overall average attendance	90.1

The school role is taken twice daily using the programme nForma. Parents are requested to inform the school of non-attendance through phone calls, emails and face to face contact. If an absence is recorded with no explanation, the school follows up with a phone call. Parents are contacted if there are irregularities in attendance.



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## Child Safe Standards

### Goals and Intended Outcomes

In 2019 the St Aloysius Leadership team continued a rigorous approach to Child Safety. Leadership continued to work collaboratively with the community to guarantee that the school met all the requirements of the VRQA in terms of Child Safe Standards. Members of the Leadership team continued to attend systemic briefings. The St Aloysius School Advisory Board was active in promoting the Child Safe Standards within the parent community with a regular focus on the agenda each month. The St Aloysius Staff continued to keep Child Safety at the forefront with regular briefings and workshops to refine Child Safe practices at the school. The school community was briefed continuously through newsletter, assemblies, school enrolment sessions and other forums.

Child Safety at St Aloysius Queenscliff is overseen by the Principal (or Principal's delegate e.g. Deputy Principal in her absence). Any issues regarding child safety process, protocols or policy are to be discussed at School Improvement Team meetings which are held once a fortnight. The School Improvement Team is made up of the school's leadership team. Child Safety is a standing agenda item at all Leadership team meetings. Child Safety is also a standing agenda item at all staff briefings. Any organisational or process concerns are to be discussed by the whole staff. More confidential discussions re child safety can be addressed with the Principal or Principal's delegate at the point of need.

### Organisational Arrangements for Monitoring Child Safety

Action to Monitor Child Safety	Responsibility	Time
All staff, volunteers, contractors etc who have access to St Aloysius School and its students on an ongoing basis must sign a 'code of conduct' agreement.	School Administration Officer  School Principal or Principal's delegate	Before ongoing involvement at St Aloysius.
Visitors must sign in at the front office and wear appropriate signage around the campus.	School Administration Officer  School Principal or Principal's delegate	Ongoing
Any adult working with children must present a Working With Children Card	School Administration Officer  School Principal or	Ongoing

on arrival.	Principal's delegate	
Continuous monitoring of children working with all adults- i.e. in view	School Principal or Principal's delegate	Ongoing
Continuous monitoring of adults in or near playground. (e.g. visitors using back entrance to school)	School staff on yard duty.	Before, recess, lunch and after school duty
Ensure back entrance doors are closed during school hours so that visitors can only access the building via the front foyer.	School Principal or Principal's delegate	After recess and lunch
All staff to report any unauthorized visitors to the Principal or Principal's delegate.	All staff	Ongoing
All staff involved in ongoing professional development in Child Safe Schools.	All Staff	Ongoing
St Aloysius Child Safety Policy is to be reviewed annually	School Improvement Team All Staff	Annually

### Achievements

School Leadership attendance at systemic briefings

Staff Professional development and briefings

Ongoing maintenance of an evidence based folder to record Child Safe practices and initiatives

Ongoing Review of Child Safety policy

Ongoing Review of St Aloysius Code of Conduct

Continued implementation of Child Safe Guidelines: Staff Employment and Contracts

Continued implementation of Child Safe Guidelines: Volunteers, Casual Workers and Contractors

Mandatory Reporting online Professional development

Ongoing communication to Parent community: Briefings, Newsletters and Signage

The embedding of policies and commitments into every day practice

Training of teachers, non-teaching staff and volunteers – ongoing Professional Development

Professional development of all new staff regarding 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'

Student participation and empowerment strategies

Strategies addressing the principle of inclusion

Engagement of Families and communities in promoting child safety



## Leadership & Management

### Goals & Intended Outcomes

To empower staff to lead for enhanced student learning and wellbeing in partnership with parents

1. That professional learning and appraisal and recognition is improved (Feedback)
2. That role clarity and staff engagement is improved

### Achievements

*There has been a focused effort to continue to develop a professional culture amongst staff based on a developing sense of trust, acknowledgement of individual knowledge and talent and work ethic. This has also included the willingness of each staff member to develop their craft as educators as well as be a model as learners. This has led to:*

1. *An ongoing schedule of minuted Professional Learning Team and curriculum meetings across curriculum areas.*
2. *Staff professional learning including:*
  - a. *Mathematics Leadership Professional Development*
  - b. *Science Leadership Professional Development*
  - c. *Student Well Being Leadership Professional Development and Network Meetings*
  - d. *Literacy Leadership Professional Development and Network Meetings*
  - e. *Learning and Teaching Professional Development and Network Meetings*
  - f. *Principal Network and Professional Development Series*
  - g. *Religious Education Leader Professional Development and Network*
  - h. *Deputy Principal Network and Professional development Series*
3. *The development of the School Improvement Team*
  - a. *Ongoing targeted communication and minuted meetings.*
  - b. *Reflecting on past and shaping new Annual Action Plans*
    - i. *Design of professional development*
    - ii. *Prioritizing programmes to attain goals.*
4. *Involvement in Enrolment Maximization Framework cluster*
  - i. *Strategic marketing meetings*
5. *Principal induction*
6. *Principal Immersion – USA/Canada*

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2019

##### 1. Professional Learning 2019 - via CEM networks

- Principal Network
- Learning and Teaching network
- Learning Diversity/NCCD
- Deputy Principal network
- Student Wellbeing network

- Digital Technologies
- Religious Education Leader Network
- STEM
- Numeracy Leader network
- PE Network (GDCSSA)
- Education for Sustainability
- Finance Cluster meetings
- Drumming (Music)
- Grammar in Context
- OH & S training for School leaders
- Reading Recovery network
- Autonomous Language Learners Program
- Developing Mathematical Understandings
- Big Talk for Big Write

**2. Professional Learning 2019 - Whole staff**

- Restorative practices - Dave Vinegrad
- Staff Faith Formation - Paul Spence
- Global Sustainable Development Goals - Annie Woollard
- Child Safety
- Project Thrive - Andrea Downie
- Mandatory Reporting
- Reporting Obligations
- First Aid/Anaphylaxis
- Emergency Management
- REL Faith Formation with Marg Carswell
- Smart Spelling
- Sustainability/Science
- Digital Technologies - led by CEM - analysis of curriculum and designing teaching and learning tasks
- Michael Carr-Gregg/Andrea Downie - Creating Optimal Conditions for Wellbeing
- Big Write PD
- Snorkelling Instructor training
- Possibilities with Play
- Leadership PD - Brene Brown
- Mental Health First Aid
- Developing Student Safety/Escalation Management Plans for students (OH & S)

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019**

Whole staff - 16

**AVERAGE EXPENDITURE PER TEACHER FOR PL**

\$1000.00

**TEACHER SATISFACTION**

Staff data indicates that Feedback (67%) and Collaboration around an improvement strategy (74%) are areas for improvement. Staff satisfaction with collaborative planning processes (including more time to meet and plan) are needs that will continue to be a focus moving forward.





## School Community

### Goals & Intended Outcomes

To enhance student learning and student wellbeing through active partnership between St. Aloysius School, families, parish and the wider community

1. That school/parent partnerships are strengthened

## Achievements

*There has continued to be a focused effort to organize learning and teaching programmes that offer opportunities for involving parents, grandparents, carers and the wider community. There has been a particular emphasis on parental involvement in excursions, science and sustainability programmes and outdoor learning opportunities. Parents as experts have been utilized as guest speakers as part of inquiry immersions and in areas such as Visual Arts, Music, Science and Sustainability. There has also been a concentrated effort to involve community groups, some of which have parent connections, to enhance the learning and teaching programme. Parents continue to be invited as part of each classes' morning prayer ritual between 8.50 a.m. and 9.00 a.m and are regularly invited to participate in all social and school events. The small but dedicated Parents and Friends Association have been extremely active organizing events that involve the whole school community. The Catering Nights (involving the school captains as active representatives in the community), Trivia Night, Family Movie night and the Christmas tree Drive were highly successful P and F initiatives both as fund raising and civic initiatives. The school has worked closely with the Queenscliff RSL, Queenscliff library, Lions Club, Borough of Queenscliffe and Marine Discovery Centre to further foster positive community relationships.*

### PARENT SATISFACTION

In 2019, 12 families completed the Parent surveys, in comparison to 37 families in 2018. Parent satisfaction surveys indicate that Student Safety and Barriers to engagement are areas for improvement. The staff and families have been engaged with Project Thrive to work together to address student safety concerns and build positive relationships across the community.



## Future Directions

*Over the next 12 months St Aloysius Primary School aims:*

- *To promote and raise the Catholic identity of St Aloysius Catholic Primary School by encouraging participation in the Catholic ethos of the school*
- *To improve student learning outcomes in all areas*
- *To continue to develop effective programmes and strategies for literacy and numeracy intervention.*

- To further develop and implement effective programmes for Science and Sustainability
- To further develop programmes and strategies that target students in the 75<sup>th</sup> and 90<sup>th</sup> percentile for both growth and engagement in Numeracy, Spelling and Writing.
- To improve student engagement in all curriculum areas
- To continue implementation of Wellbeing and Strategic plan
- To continue developing a professional culture among staff.
- To develop and support the social and emotional wellbeing of all students:
- Implementing a school wide framework for Student Well Being/Positive Education
- To develop further the skill set and leadership capacity of each staff member.
- To strengthen the communication and partnerships between St Aloysius' school, families, parish and the wider community

*These are the broad recommendations (goals) that the St Aloysius staff had set themselves as part of their own self-reflection in 2016 and are ongoing. Several professional development and learning projects were continued in 2019 including a PD series with Project Thrive and building a framework for student well-being. Other projects such as the development of a new educational vision which began in 2017 and the Marine Science partnerships continue to be a focus moving forward.*



## School Performance Data Summary

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

- Proportion of Students Meeting the Minimum Standards
- Average Student Attendance Rate by Year Level
- Teaching Staff Attendance Rate
- Staff Retention Rate
- Teacher Qualifications
- Staff Composition

**E1089**

**St Aloysius' School, Queenscliff**

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	94.7	94.1	-0.6	100.0	5.9

YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	94.1	-5.9	100.0	5.9
YR 05 Spelling	94.7	94.1	-0.6	100.0	5.9
YR 05 Writing	100.0	100.0	0.0	100.0	0.0

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	84.1%

<b>ALLSTAFF RETENTION RATE</b>	
Staff Retention Rate	70.6%

**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	25.0%
Graduate	25.0%
Graduate Certificate	12.5%
Bachelor Degree	62.5%

Advanced Diploma	50.0%
No Qualifications Listed	0.0%

## STAFF COMPOSITION

Principal Class (Headcount)	2
Teaching Staff (Headcount)	16
Teaching Staff (FTE)	10.6
Non-Teaching Staff (Headcount)	5
Non-Teaching Staff (FTE)	3.5
Indigenous Teaching Staff (Headcount)	0

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)