

ANNUAL REPORT TO THE SCHOOL COMMUNITY



Holy Saviour Parish Primary School
Vermont South

2019

REGISTERED SCHOOL NUMBER: 1751



Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal’s Report	5
Parish Priest’s Report	7
Education in Faith	8
Learning & Teaching	100
Student Wellbeing	144
Child Safe Standards	177
Leadership & Management	19
School Community	211
Future Directions	233
School Performance Data Summary	255

Contact Details

ADDRESS	765 Highbury Road Vermont South VIC 3133
PRINCIPAL	Mr Stephen Evans
PARISH PRIEST	Rev Fr Julian Langridge
SCHOOL BOARD CHAIR	Mr Stephen Greene
TELEPHONE	(03) 9803 6828
EMAIL	principal@hsvs.catholic.edu.au
WEBSITE	www.hsvs.catholic.edu.au
E NUMBER	E1291

Minimum Standards Attestation

I, Stephen Evans, attest that Holy Saviour Parish Primary School, Vermont South 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.

20th June 2020

Our School Vision

Together we live, love and learn in the spirit of the Good News.



Our School Mission

As a parish community we gather and joyfully celebrate our faith, culture and individuality.

In a nurturing atmosphere we work as a cooperative team towards the individual's spiritual, social and academic growth.

Our school is a place where acceptance, respect and compassion for others are reflected in thought and practice.

We promote self-esteem, confidence and skills to face challenges, changes and responsibilities individually and as part of a group.

School Overview

Holy Saviour School opened in 1977 with an enrolment of 67 children. In 2019, the enrolment was approximately 137 students. Holy Saviour school buildings form part of the greater Parish complex which serves the community of Vermont South / Glen Waverley North.

The children come from families that mostly have an upper middle class background. The majority of parents are professional people who have a keen interest in the life and education of their children. They provide a variety of 'out of school' experiences for their children in academic, leisure and sporting activities. Holy Saviour Parish openly invites staff, children and parents to be actively involved in its sacramental and liturgical life.

Holy Saviour is a suburban school situated on Highbury Road. We have well-maintained facilities and grounds with a large grass oval, two basketball courts, junior and senior adventure play equipment, and access to six tennis courts.

At Holy Saviour our Religious Education Program is of the utmost importance and permeates the whole curriculum. We encourage our children to follow Jesus to love, serve and celebrate all that is good. Liturgy has a central role in our school life, we celebrate with the parish community and in our classrooms. Parents are engaged in the prayer life of the school through class Masses, parent/child workshops, the sacramental program and special services during Lent and Advent.

Children from the Parish are prepared for the sacraments with the support of parents, teachers and the wider community. Father Julian Langridge, our Parish Priest, is involved in the life of the school through liturgies, class visits and formal and informal interaction with staff and students. The Holy Saviour School Vision Statement and Teaching and Learning Statement were developed by the staff and parents and are revisited and reviewed regularly. At Holy Saviour School teachers strive to make their classrooms vibrant and active learning environments in which stimulating teaching strategies are designed to maximize student interest and learning opportunities.

The partnership of parents and teachers is essential to the life and learning at Holy Saviour School. Parents play valuable roles assisting in the classrooms, participating in literacy programs, physical education, inter-school sport, excursions, library, festival, working bees etc. Parents have representatives on the Parish Education Board, which acts as a forum for discussing education matters concerning the school and parish. The Parish Education Board meets a minimum of seven times a year and its members include the Parish Priest, Principal, Deputy Principal, Staff Representatives and elected Parent Representatives.

Principal's Report

At the end of 2018, I was appointed Principal at Holy Saviour. I am very proud and privileged to be the new Principal of Holy Saviour Parish Primary School, Vermont South. I have had a long association with Holy Saviour having taught here for six and a half years before leaving in 2016 to further my career in education as Deputy Principal.

My vision as Principal is quite detailed, but there are two aspects that I believe are key to leading Holy Saviour in its journey. The first, and most important aspect, is the children. Everything we do, every decision that is made must address one key question: How does this affect the children? Our primary purpose is to keep the children at the centre of every decision that is made. What is going to be best for the children?

The second aspect is parent partnerships. You are the primary educators of your children. By the time your children commence primary school they have already had so many life experiences within your families. The education of each and every child must be seen as a partnership between families and the school & parish community.

In 2019, enrolments sat at approximately 137 throughout the year across seven classrooms: 1 x grade prep; 2 x grade 1/2; 2 x grade 3/4; and 3x grade 5/6. Class sizes ranged from 15-24. Enrolments have declined over the past few years, as a result of large-sized grade six exits and smaller prep intakes. Whilst Catholic Education Office Melbourne acknowledges a general decline in enrolments at the primary prep level, this is an area which will be carefully monitored for future direction.

Organisation and program delivery was conducted by a staff of 26: a leadership team of 8; classroom teachers and learning support officers; specialist teachers of LOTE Italian, Performing Arts, Physical Education and Sport, and DigiTech (Digital Technologies); and our amazing administration staff. Staffing has been consistent throughout the year. The school is fortunate in its own bank of known relief and part time staff who step in on occasions of staff absence due to sickness and family needs.

We have been fortunate to have had a very positive and successful year in 2019 in all areas of curriculum delivery. We continued to recognise the need to build foundational skills, especially in literacy and numeracy, but have also worked towards our children learning to think critically and creatively and apply their knowledge in various settings and situations. We are very pleased with our overall NAPLAN results in 2019 with 100% of our Year 3 students achieving at or above the minimum National Standard in all areas, as well as 100% of our Year 5 students achieving at or above the minimum National Standard in Reading and Numeracy.

The implementation of “The Intervention Framework” and “Levelled Literacy Intervention” this year have each been very successful; these programs will continue to inform best practice and student outcomes in the years ahead.

We also continue to build our relationship with our Parish community, looking for ways to engage with parishioners as well as our local and broader communities.



I am ever heartened by those ‘believers’ amongst staff, parents and parishioners, who recognise that our children are our first priority, to be loved and nurtured within the context of a vibrant faith filled and engaging community. I would like to welcome all parents into a long and happy relationship with Holy Saviour Primary School and Parish Community. I look forward to the journey we are all about to embark on in supporting all students to flourish spiritually, socially, emotionally and academically.

Steve Evans
Principal

Parish Priest's Report

As I reflect on 2019, I have realised that for a first time principal, it has been a big year for Steve. Steve has returned to the school as principal and there is no doubt that it has been a challenge for him.

His priority role is to enable Catholic Education to be of utmost importance for the children. This he has strived to do by being an example of what it means to be a catholic who has the Eucharist as the foundation of his life.

Modelling is one of the best methods of teaching, especially when it comes to faith and living a good life that values others. Steve strives to live this life in himself and therefore modelling for others. Steve values the Eucharist and therefore nourishes himself and his family through their participation.

Some of the challengers he has already faced has to do with enrolments, staffing and finances just to mention a few. Each of these he has tackled with a sense of care and concern for all whom these things may affect. In addition, I am sure that as time goes on there will be many more challengers.

Faith is not something that is taught, rather it is something that is caught through the family, and then reinforced through the school. If the family is not practicing their faith then more often than not, it can only be religion that is being taught. Our hope for the children is that they will come to value the Eucharist as the centre of their life. It is after all the celebration of God's love for God's people.

Last year the Catholic Education Melbourne, priest and principals talked about the future of catholic education for our area. The decision was made to have a change in enrolment policy for Emmaus rather than looking at a Prep to year 12 Emmaus College. From my perspective and for us at Holy Saviour, this does not seem to have made a great difference to our enrolment. Therefore, I do wonder what the future of our school will be. Now, with the change of Governance taking place in January 2021, more unknowns.

I do wonder sometimes about the need of Catholic schools considering the lack of commitment to our Church community. We exist because of our faith and if this is no longer relevant why do we exist?

Fr Julian Langridge
Parish Priest

Education in Faith

Priorities, Goals & Intended Outcomes

Priority: The school will intentionally develop and sustain the religious dimensions of Holy Saviour with the specific focus on the ongoing faith formation of staff and students.

Goal: To ensure the Religious Dimensions of Holy Saviour are visible and enacted.
Ensure RE engages students and informs their way of being Catholic

Intended Outcome: Policies, programs and practices strongly reflect the school's Catholic Identity.

Achievements

- Continued our growth in understanding of presenting the hermeneutical approach (Pedagogy of Encounter) in our Faith Education.
- Explored ways to strengthen and deepen staff connection to, and understanding of, scripture and other theological writing as the source that underpins our beliefs and guides our teaching.
- Continued to make links in our RE planning with the values from our Bounce Back resilience program and our Inquiry learning.
- Continued to provide high quality prayers and liturgies for students and adults throughout the community to help build on our Catholic Culture.
- Work to strengthen our relationship between school and parish
- Continued level masses at weekends which included a morning tea to enhance wider community connections
- Staff faith formation

The School's annual parent, student and staff surveys showed positive and improved feedback from all community members (Data from CEM SIS as administered by Orima Research)

Sample of **parent responses** to their school experience – the scores are based on a School Positive %

- To what extent is respect for the Catholic religion emphasised at your child's school? – 95% (CEM Primary Average 91%)
- To what extent is respect for religious belief in general emphasised at your child's school? – 89% (CEM Primary Average 86%)
- How much emphasis is placed on the Catholic ethos of your child's school? – 87% (CEM Primary Average 86%)

Sample of **staff responses** to their school experience – the scores are based on a School Positive %

- To what extent is respect for religious belief in general emphasized at your school? – 93% (CEM Primary Average 85%)
- To what extent does the principal create an atmosphere of trust for others to share their faith perspectives? – 93% (CEM Primary Average 74%)
- How important is staff participation in prayer in this school? – 93% (CEM Primary Average 85%)

- To what extent have the school's professional learning experiences this year assisted you to contribute to the Catholic ethos of the school? – 79% (CEM Primary Average 67%)

Sample of **student responses** to their school experience – the scores are based on a School Positive %

- How often does your class pray together? – 92% (CEM Primary Average 84%)
- To what extent are the Catholic Church's celebrations and traditions, such as prayer, social justice, sacraments and Mass, a part of school life? – 66% (CEM Primary Average 74%)

VALUE ADDED

Some examples of activities at Holy Saviour school which contribute to the achievement and spiritual development of our students are as follows:

- School Masses to which the wider community are invited to attend.
- Class Liturgies are held regularly (at least once per term) – parents and the Faith community invited to attend.
Year level Sunday Masses with the children actively participating
- Focus on 'bringing the Gospels to life' during school and class liturgies.
- The strategy of '*Godly Play*' used in classes Prep-6 to facilitate a deeper understanding of the gospels and Jesus' message and engagement with our "story".
- Staff displaying greater confidence with the implementation of '*Godly Play*' in engaging students in Religious Education lessons.
- Daily classroom prayer and reflection, and reflection on weekly Sunday gospel
- Liturgical singing led by the Holy Saviour Children's choir
- Celebration of the Sacraments
- Family based Sacramental preparation
- Parent information and preparation sessions supported by school staff.
- Prep – Year 6 Inquiry based RE Program.
- Concepts of RE Program integrated into other areas of the curriculum.
- A monthly Pastoral meeting instigated between Parish Priest, Parish Secretary, School based Religious Education Leader and Principal to facilitate communication and planning.
- Active involvement in the Parish 'Project Compassion' program, Stand Up day, fundraising for Catholic Missions and St Vincent de Paul annual Winter appeal, CatholicCare Family Week, and Red Day (standing up for worldwide freedom of expression of religion)

Learning & Teaching

Priorities, Goals & Intended Outcomes

Priority 1: All teachers will consistently use agreed evidence-based teaching practices in all classrooms to maximise student learning in literacy.

Goal: To improve Literacy outcomes through the establishment of agreed, consistent research-based teaching practices across the school.

Intended Outcome:

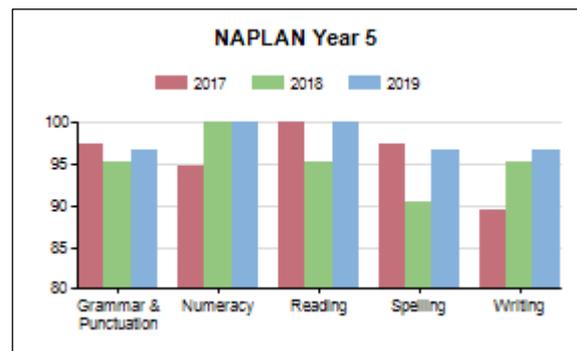
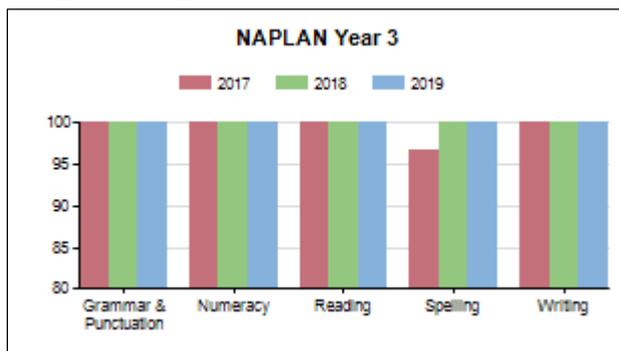
- School-wide evidence based pedagogies are developed, documented and consistently delivered for the teaching of Literacy
- Students are demonstrating consistent growth in Literacy

Priority 2: All teachers and leaders will systematically collect agreed scheduled data sets, which will enable school wide analysis of student outcomes to determine day to day teaching practices and future whole school priorities.

Goal: To ensure all decisions regarding student learning are based on evidence.

Intended Outcome: Relevant data sets are used to identify student learning needs, to inform teaching practice and to monitor student growth.

Achievements



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	96.7	100.0	3.3	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	97.4	95.2	-2.2	96.6	1.4
YR 05 Numeracy	94.7	100.0	5.3	100.0	0.0
YR 05 Reading	100.0	95.2	-4.8	100.0	4.8
YR 05 Spelling	97.4	90.5	-6.9	96.6	6.1
YR 05 Writing	89.5	95.2	5.7	96.6	1.4

STUDENT LEARNING OUTCOMES

It is clear to see within this data that in many cases across this three-year span, Holy Saviour students regularly meet the minimum benchmark in these areas. Over the past two years, our Year 3 children have achieved the minimum benchmark across all five areas. Whilst Year 5 showed a dip in 3 areas in 2018, all five areas made positive growth in 2019.

VALUE ADDED

The school maintained the following programs during the 2019 school year which added value to the overall curriculum. We believe these have contributed to positive outcomes for both the achievements and wellbeing of students and the school community.

Learning and Teaching –

- Recording testing results in a central place on resource drive
- Began using Lyn Sharratt 5 questions
- PAT Reading continued professional analysis
- Whole school Literacy planner with accessible links
- Teaching and learning Cycle for writing introduced using mentor texts
- Implementation of focus groups
- Collected data more effectively including essential assessment
- Data wall for maths
- Data wall for Writing using Vic Curriculum and school devised learning outcomes/ progressions. Using this data to plan for explicit teaching of writing
- Moderation - writing as a focus in PLMS which altered teaching practices and learning (Learning and teaching cycle)
- Small focus groups used in all classes, targeting the range of specific and individual learning needs of students.
- Extension programs to cater for students who are excelling.
- Modification of curriculum to meet the needs of students with special needs. Regular Program and Support Group meetings held throughout the year to discuss classroom programs and support.
- Promotion and regular attendance at Gateways extension programs for students across year levels 1-6.
- Enrichment programs provided; eg Maths Olympiads; Maths Challenges, Gateways programs.
- Built knowledge strength and common understanding about the phases of the Inquiry process.
- Continued to research methods for engaging students in their learning through focusing on investigations and ‘personal inquiries’.

- Whole school engagement in a STEM collective with three other schools. Investigate ways in which areas of STEM can be integrated into Inquiry and other curriculum areas.
- Use of a range of Contemporary learning tools and strategies to engage students in their learning. We have continued to upgrade and add to our wide bank of devices to provide opportunities for students to have a range of experiences.
- Celebration days held throughout the year which enhance learning eg Italian Day; Stand Up day.
- Focus on individual learning goals for students, accepting, seeking and acting on feedback.
- Continued use of learning intentions in classrooms and range of success criteria, again meeting a broad range of needs in classrooms.
- Strengthened knowledge of Victorian Curriculum in Numeracy.

Use of information and communications technology (ICT)

- Continuation of eLearning Leader as part of the staff and Leadership Team to ensure programs of a high quality are implemented with staff and students. ICT specialist co-plans with staff, teaching and practising with devices and contemporary learning tools and strategies.
- Strengthened knowledge of Victorian Curriculum in Information Technology.
- Continued learning for all staff in Google Apps for Education (GAPE tools).
- Support from ICT Student Leaders in classrooms to support staff and students in implementing new technologies and various tools for learning, helped promote the eSmart message around the school.
- Phasing out IWBs and replacing them with TVs. Only specialist rooms ended the year with an IWB, all the rest are TVs.
- Collaboration and sharing of work with parents/families in a digital portfolio (Seesaw)

Music programs

- Performing Arts is taught as a specialist program in the school. Each class engages in one lesson per week. This program incorporates performance and music education. Every second year, Holy Saviour school holds a concert which combines performance (dance and drama) skills as well as music. This concert is held at the Besen Centre in Burwood so that children receive the experience of a fully equipped auditorium, complete with sound and lighting.
- Individual instrumental lessons are also available upon request of parents through outsourced company, *Music Corp*. Concerts are performed by students two-three times a year.

Visual Arts programs:

- The visual arts program is taken by classroom teachers who plan units of lessons based on the Australian Curriculum. Lessons are taken in the school's well resourced Art room, which is well supplied with a range of arts materials.
- Every second year, Holy Saviour school holds a Visual Arts show which showcases the various skills taught. Each child will have 2-3 pieces of art work of their choice on display.
- Arts coordinator resources art room with relevant materials dependent on teachers' programs. Also supports visual arts program and coordinates a weekly Art lunch time club.



Student Wellbeing

Priorities, Goals & Intended Outcomes

Priority 3: The school will strategically establish, monitor, evaluate and document partnerships designed to enhance student learning and well-being.

Goal: To develop strategic partnerships which enhance student learning & wellbeing

Intended Outcome: The school has clearly documented, formalised partnerships in place, designed to support student learning & wellbeing.

Achievements

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	96.0
Y02	93.1
Y03	95.3
Y04	94.6
Y05	94.1
Y06	95.1
Overall average attendance	94.7

Once again Holy Saviour has maintained an excellent standard of student attendance in 2019, however this is slightly down on our overall percentage in 2018 by 0.3%. We continue to find that students are strongly connected to each other and their teachers and enjoy being at school. We believe a strong wellbeing program which supports children in highlighting their skills and encourages risk taking is also a reason for this excellent standard.

Whilst there is minimal non-attendance, when necessary we make contact with parents if there is a concern about students not attending or arriving late to school on a regular basis. We believe strong communication between home and school maintains positive outcomes in this area.

All staff participated in the Intervention Framework Blended Learning Modules. They are a series of seven modules designed to be used by schools to support leaders and teachers to work collaboratively with their school community to inquire into their practice and develop a shared focus for optimising student learning.

The Intervention Framework has supported us to scaffold our teaching and strategically support learners in a multi-tier capacity in our school. We have been able to work in teams to better understand how we can meet the learning needs of every student. This includes looking at how we assess our students, analyse data collected from assessments, identify those that require additional support, plan specific programs and make adjustments to support student learning.

VALUE ADDED

Social Skills programs -

- Continued use of Circle Time Restorative practice.
- Renewed focus on the use of restorative questions – placed into yard duty bags for immediate access.
- Bounce Back wellbeing program implemented Years P-6.
- Regular newsletter items and promotion of seminars to support parents with parenting and ways to support children with personal development.
- Provision of counselling services through the OnPsych Psychology services.
- Links with community advice and programs, counselling for families as needed.
- Student Wellbeing Leader continued to lead wellbeing programs through strategic planning.
- Regular Program and Support Group meetings held for students with social / emotional needs.
- Continued focus in 2019 on the Values curriculum, integrated with Inquiry learning and Bounce Back program.
- Continued focus on students implementing the values and recognising this through the **Aussie of the Month** special award.

The Student Wellbeing Leader continues to be a member of the Leadership Team, advising staff of best researched practices in this area.

- Focus on development of **growth mindset** and how this supports learning.
- Explored and examined ways in which the Victorian Curriculum Personal and Social Capability curriculum enhances student self-awareness, self-management and relationships.
- Continued to focus strongly on the values within the Bounce Back program, embedding these into the daily classroom.
- Continuation of regular Program and Support Group meetings for all funded students and many non-funded students who require support with their learning or social skills.
- Continuation of provision of a variety of extracurricular lunch time clubs within which students can be involved according to personal interest.
- Use of rich assessment tasks and learning rubrics with students so that they can take control of their own learning and development at the point of need.
- Preps entering Holy Saviour School are assigned a Year 6 'buddy' for support as they enter this new setting.
- New students to Holy Saviour School are assigned two buddies from their classroom to assist with transition. These students are trained by the Student Wellbeing Leader in how to support new students.
- Whole school focus on the National Australian Values which are linked with Inquiry learning and Religious Education units. The school also awards an Aussie of the Month award, elected by peers, which is linked to the Australian Values.
- PAT Student Wellbeing Test conducted annually

STUDENT SATISFACTION

The School's annual parent and student surveys showed positive and improved feedback from all community members (Data from CEMIS as administered by Orima Research) Please find below a sample of student and parent responses to their school experience.

Sample of **student responses** to their school experience – the scores are based on a School Positive %

- How many adults at this school care about you and your future? – 84%
- Do you have an adult in the school you would go to if you had a concern about safety? – 82%
- How likely is it that someone from your school will bully you at school? (reverse scored) – 76%
- How much do you enjoy being together with students in your class? – 74%

Sample of **parent responses** to their school experience – the scores are based on a School Positive %

- Overall, how much respect do you think adults at your child's school have for the children? – 95%
- How approachable are the staff at your child's school? – 95%
- How comfortable do you feel reaching out to the school for support? – 86%

STUDENT ATTENDANCE

Non-Attendance: Parents are required to provide a note when students are away from school and a medical certificate for extended absence. Teachers provide weekly attendance data to the deputy principal as an extra check, in order to contact parents for extended absence, teachers contact parents after 3 consecutive days of absence. Where extended absence is not supported by medical certificates, support group meetings are held and where practicable support from external agencies is engaged. The school advisory council reviewed the attendance policy and decided that beginning in 2018, parents will be contacted if their child is not at school by 9:30am and the school has not previously been notified of this absence



Child Safe Standards

Goals and Intended Outcomes

At Holy Saviour we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel. Throughout 2019, a committee consisting of the Principal, Deputy Principal, Student Wellbeing Leader, and Learning & Teaching Leader, met regularly to discuss the progress of reviewing the Child Safety Policy and the School Code of Conduct. These are reviewed regularly at leadership meetings and filtered through to staff at various meetings.

Achievements

Over the past 12 months Holy Saviour has furthered its commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountabilities for people working with our students. The continued application of student wellbeing programs such as **Bounce Back** and our **Values Education** have encouraged our students to engage in conversations about their welfare and safety. The Circle Time strategy also contributes to students' growing awareness of their personal safety and who students can turn to in times of need.

Holy Saviour Parish School continues to make regular reference to its **Child Safe Policy**, our overarching guide for safety within our community, and the **Code of Conduct** which provides guidelines for adults in our community and is displayed in all prominent areas of the school and Parish.

- Child Safety Code of Conduct remained in place for 2019
- Volunteers who enter the school are checked for their Working With Children Check.
- Holy Saviour Parish introduced briefings run by trained volunteers to inform all parishioners (including parents) of requirements and expectations. Parents wishing to help in the school are now also required to complete a Parish briefing.
- All working staff in the school are required to sign a Code of Conduct.
- New staff appointed in 2019 were required to provide three references who were questioned about the person's work with children. As per the legislation they are also required to be registered with the **Victorian Institute of Teaching**.
- Child Safe Information for Holy Saviour School is provided and raised at beginning of year parent meetings to raise awareness.
- All visitors to the school are required to sign in and out of the office.
- All teaching staff continue to complete a **Mandatory Reporting** online module annually.
- Beginning and middle year training of staff in child safety
- Continued implementation of the Bounce Back program from Year P-6 which helps embed messages for students about who they can talk to.

- Whole school anti-bullying policy and practices in place.
- Parent Code of Conduct Policy

All Holy Saviour Parish School staff members participate in regular briefings and training to ensure the school's legislative obligations and the school's Child Safety Strategy remains front of mind.

Staff members have participated in a variety of training initiatives including:

- Online Mandatory Reporting Modules (Annually);
- Protect – Responding to Suspected Student Sexual Offending;
- The School's Child Safety Policy & Code of Conduct (Annually);
- Reportable Conduct Scheme Requirements;
- Organisational Duty of Care;
- Risk Management – Excursions & Camps;
- School Attendance Requirements.



Leadership & Management

Priorities, Goals & Intended Outcomes

Priority 2: All teachers and leaders will systematically collect agreed scheduled data sets, which will enable school wide analysis of student outcomes to determine day to day teaching practices and future whole school priorities.

Goal: To ensure all decisions regarding student learning are based on evidence.

Intended Outcome: Relevant data sets are used to identify student learning needs, to inform teaching practice and to monitor student growth.

Priority 3: The school will strategically establish, monitor, evaluate and document partnerships designed to enhance student learning and well-being.

Goal: To develop strategic partnerships which enhance student learning & wellbeing

Intended Outcome: The school has clearly documented, formalised partnerships in place, designed to support student learning & wellbeing.

Achievements

- Commitment to the implementation of the School Improvement Plan for 2019
- Ongoing professional learning for all staff, embedding an expectation that all staff have a responsibility to share and implement new findings: peer observations, appraisals and staff mentoring
- Staff role clarity has been further developed through the commitment of school leadership
- Participation in the Intervention Framework by all teaching and support staff
- NCCD data and Assessment and reporting to the new Vic Curriculum
- Introduction of Parent Forums for clarity & transparency around the school
- Develop of a whole school literacy planner with accessible links
- Staff PL around data walls & case management meetings to assist with development of student learning
- Introduction of *About Real Life* Sexuality Program for Yr3-6 children & families

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Leadership:

Eastern Region Networks – Principal, Deputy Principal, REL, Teaching and Learning, Student Wellbeing, Learning Diversity, Reading Recovery

First Aid and Occupational Health and Safety:

Anaphylaxis Information Session, Anaphylaxis Full Accreditation, CPR Update , Asthma update, Level 2 First Aid Update, Emergency Management Training, OH&S Training,

Education in Faith:

Catholic Identity, New Religious Education Curriculum

Teaching and Learning:

AusVELS Briefings, GAFE workshops, Whole staff participation in STEM learning through STEM collective, G-Suite online courses, Soundwaves Spelling Program

Wellbeing

Teacher Aide Workshops, Diversity & Inclusive Practice, PROTECT Resources-Child Safety, NCCD briefings and staff meetings, 2 staff trained in User B assessments

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

24

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$286

TEACHER SATISFACTION

Sample of **staff responses** to their school experience – the scores are based on a School Positive %

- How much trust exists between school leaders and staff? – 92% (CEM Primary Average 74%)
- When you face challenges at work, how supportive are your school leaders? – 91% (CEM Primary Average 81%)
- How collegial are relationships between staff members at this school? – 88% (CEM Primary Average 80%)
- How positive is the tone that school leaders set for the culture of the school? – 86% (CEM Primary Average 76%)
- Overall, how positive is the working environment at your school? – 83% (CEM Primary Average 78%)
- How effectively do school leaders communicate important information to teachers / staff? – 82% (CEM Primary Average 72%)
- How easy is it at this school to speak up about what's on your mind? – 71% (CEM Primary Average 59%)

School Community

Priorities, Goals & Intended Outcomes

Priority 3: The school will strategically establish, monitor, evaluate and document partnerships designed to enhance student learning and well-being.

Goal: To develop strategic partnerships which enhance student learning & wellbeing

Intended Outcome: The school has clearly documented, formalised partnerships in place, designed to support student learning & wellbeing.

Achievements

- The Parish Education Board reviews the annual school data and assists in goal setting with the leadership team.
- The school continues to promote and encourage engagement of students and families in local community activities, eg sports groups, environmental learning, Community House activities.
- Local schools, kindergartens and people living in the area were invited to attend Holy Saviour School's Biennial Production in 2019.
- Student engagement in Caritas and Missions fundraising projects to aid communities outside Australia and gain understanding of global contexts.
- Biennial Father's Day event (Mother's day event in alternate year)
- Continued provision of a variety of lunchtime clubs, eg Choir, garden, Art Club
- Annual family Twilight Sport event at Bill Sewart Track
- Parish Sacramental program involving families and recognizing them as the 'Primary educators' of their children in faith.
- Whole school / Parish liturgies for special events and Feast days.
- Fortnightly assemblies to which school community members are invited.
- Class prayers and liturgies to which families are invited.
- Annual Italian day during Multicultural Week – focus on the Italian culture to extend children's learning. Families invited to attend and support activities.
- Annual Giant Easter Egg Hunt – invitation to local kindergartens, Holy Saviour play group to partake in events.
- Open days and information sessions to which all community members are welcome to attend.
- Interschool sports activities between Holy Saviour and neighbouring schools, district, division, region, state.
- Graduation liturgy and ceremony – all families invited to attend as the official end of year / farewell function.
- Active Parish family groups which are promoted through the school. Prep families are informed and invited to attend at the annual Prep parent dinner.
- School involvement in the annual Parish and community St Vincent de Paul food drive collecting food stuffs, clothing, toys for local community.

- Principal participated in Vinnies CEO Sleepout
- Involvement in Catholic Care’s Family week celebrations and fundraising.
- Holy Saviour community fundraiser with 2 BBQs at Bunnings Vermont South
- Parent afternoon teas at the beginning of the year
- Yr3-5 students attended both the Avila/Mazenod and Emmaus productions
- Participation and 2nd placing in the STEM MAD Showcase
- Senior students participated in the Write A Book In A Day & Tournament of Minds
- Continued connection with Japara The Highbury Aged Care facility, as well as local connection with Vermont South Library
- Developed stronger relationship with “Crafty Ladies” including specialised work with small groups of children

PARENT SATISFACTION

Sample of **parent responses** to their school experience – the scores are based on a School Positive %

- How pleasant or unpleasant is the physical environment at your child's school? – 97% (CEM Primary Average 87%)
- How approachable are the staff at your child's school? – 95% (CEM Primary Average 90%)
- Overall, how much respect do you think adults at your child's school have for the children? – 95% (CEM Primary Average 89%)
- How comfortable do you feel reaching out to the school for support? – 86% (CEM Primary Average 79%)
- At your child's school, how well does the overall approach to discipline work for your child? – 84% (CEM Primary Average 80%)
- How well does the school support you to engage in your child's learning? – 79% (CEM Primary Average 67%)
- How well do you feel your child's school is preparing your child for the next academic year? – 75% (CEM Primary Average 71%)



Future Directions

As we move into the 2020 school year, we continue to look at ways we can engage with our Parish community as well as the community at large. The connections our students make with the wider community will only aid in their overall academic, social, emotional and spiritual development – a responsibility we have to developing the whole child. Our pastoral and Sacramental programs continue to be pivotal in our community and we continue to look for ways to engage parents in this space and ways in which we can be partners with them in educating their children.

We move into year 2 of our School Improvement Plan, with the following directions being set for 2020 - 2022.

Priority One: All teachers will consistently use agreed evidence-based teaching practices in all classrooms to maximise student learning in literacy.

- Delve into Lyn Sharratt's 5 Key Questions for Student Learning further
- Consolidate intensive evidence -based strategies
- Revise benchmarks for testing
- Leaders to continue to check in during planning
- User B assessments

Priority Two: All teachers and leaders will systematically collect agreed scheduled data sets, which will enable school wide analysis of student outcomes to determine day to day teaching practices and future whole school priorities

- Build on and refer to data walls
- Maintain Learning and teaching Cycle
- Continue systematic collection of agreed useful data
- Resilience Project youth survey
- Learning Collaborative
- NAPLAN and PAT analysis- using to direct teaching

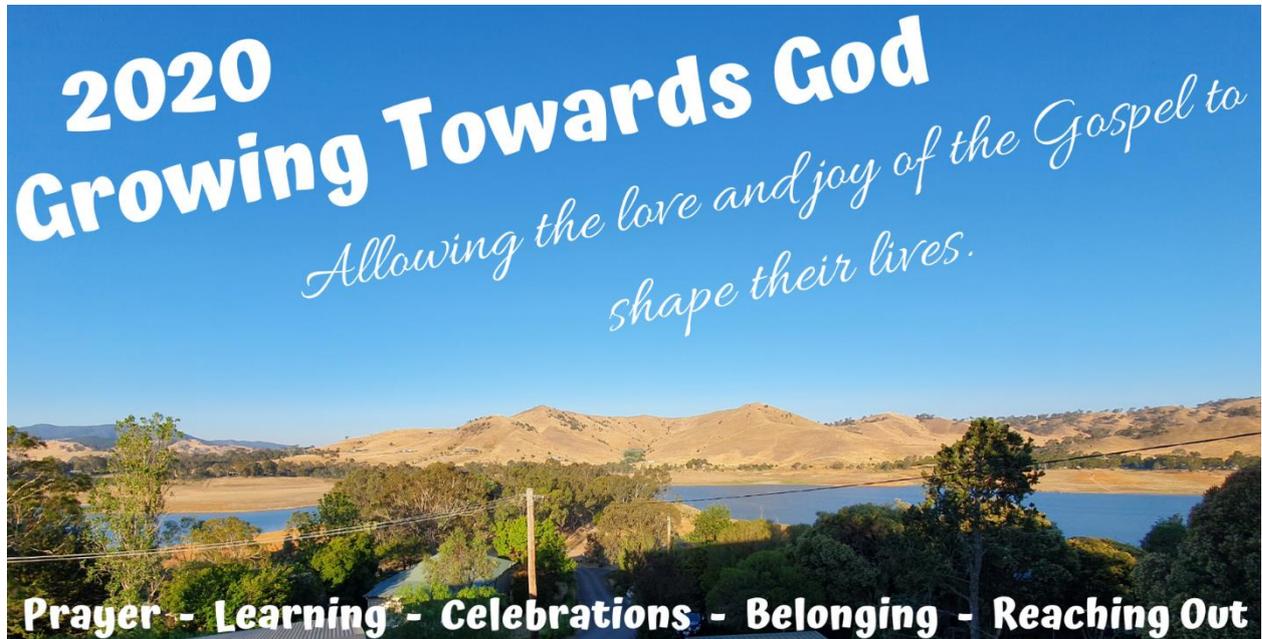
Priority Three: The school will strategically establish, monitor, evaluate and document partnerships designed to enhance student learning and well-being.

- Build stronger relationships with local kinders
- Maintain Japara, Crafty ladies and Vermont South Library connections
- Develop a Wellbeing Hub
- Playground patrol
- Engage with *The Resilience Project*
- Cyber safety
- Vermont School Special school
- Men's Shed
- Emmaus VCAL students

Priority Four: The school will intentionally develop and sustain the religious dimensions of Holy Saviour with the specific focus on the ongoing faith formation of staff and students.

- Work to strengthen our relationship between school and parish
- Parent and child faith nights (non-sacramental focus)
- Continue level masses

- Trial Saturday night mass as a way of engaging more families
- Staff faith formation with Maria Forde
- Further PD to develop staff confidence
- More visuals around school- displays

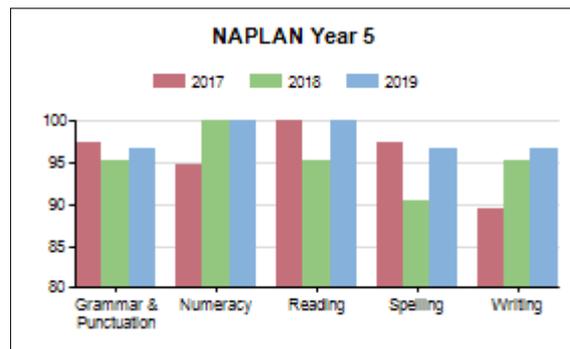
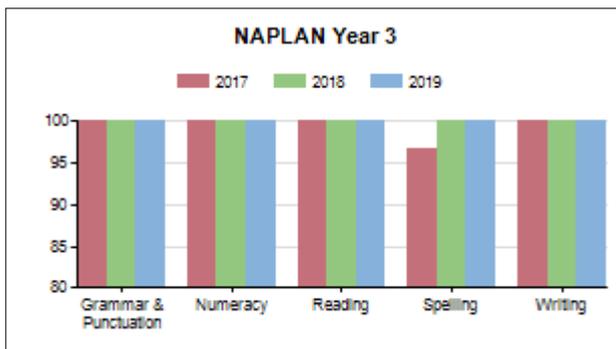


School Performance Data Summary

E1291
Holy Saviour Parish School, Vermont South

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	96.7	100.0	3.3	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	97.4	95.2	-2.2	96.6	1.4
YR 05 Numeracy	94.7	100.0	5.3	100.0	0.0
YR 05 Reading	100.0	95.2	-4.8	100.0	4.8
YR 05 Spelling	97.4	90.5	-6.9	96.6	6.1
YR 05 Writing	89.5	95.2	5.7	96.6	1.4



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	96.0
Y02	93.1
Y03	95.3
Y04	94.6
Y05	94.1
Y06	95.1
Overall average attendance	94.7

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.5%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	88.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	33.3%
Graduate	22.2%
Graduate Certificate	0.0%
Bachelor Degree	88.9%
Advanced Diploma	22.2%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	18
Teaching Staff (FTE)	12.3
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	4.6
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