



ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2017

REGISTERED SCHOOL NUMBER: 1580



ST STEPHEN'S
Catholic Primary School
Reservoir East

Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal's Report	5
Education in Faith	6
Learning & Teaching	8
Student Wellbeing	10
Child Safe Standards	13
Leadership & Management	15
School Community	17
Future Directions	19
VRQA Compliance Data	20

Contact Details

ADDRESS	71 Whitelaw Street Reservoir East VIC 3073
PRINCIPAL	Mr Richard Keele
PARISH PRIEST	Rev. Fr. Shane Hocotor
SCHOOL BOARD CHAIR	
TELEPHONE	(03) 9460 3566
EMAIL	principal@ssreservoireast.catholic.edu.au
WEBSITE	www.ssreservoireast.catholic.edu.au
ABN	34 344 798 402
E NUMBER	1208
FEDERAL DET NUMBER	1244

Minimum Standards Attestation

I, Richard Keele attest that St Stephen's Catholic Primary School 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 2007 (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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

9th May 2018

Our School Vision

St Stephen's School is a welcoming and open Catholic community characterised by the Gospel values of love, justice, peace and service.

Jesus Christ is the centre of our lives and we model our lives on His example.

We believe:

Each person has God-given gifts to be developed, shared and acknowledged.

Education is a means for discovering meaning in life, of developing human potential and of liberating and empowering individuals to be responsible and to contribute to society through happy and fulfilled lives.

We offer an inclusive and relevant curriculum to facilitate the growth of each individual so that they may learn the skills of co-operation, negotiation, resourcefulness and independent thinking.

School Overview

St Stephen's is a small school located in a quiet area of Reservoir East. Our facilities enable us to offer various specialist areas to address the broader curriculum with our students. We are able to support the wider community by sharing our facilities with Platon Greek School (Prep – Year 12) once a week for their classes and the Syro Malabar Indian community each Sunday for their Religious Education classes.

We share a Parish Priest with the Reservoir Parish and this has fostered interaction and connection between the schools and the parishes. The children of the two schools support each other during the Sacramental Programs, with inter-school sport and with the opportunity to attend camp together.

The parish community is regularly invited to participate in functions with the students and we involve our students in local community programs. We have a variety of Christian and non-Christian children represented in our school who participate in the Religious Education programs of the school and share in many of our beliefs and practices.

We are very proud of the great educational opportunities we provide for our students and the size of our school enables us to focus on each individual to meet their learning needs.

St Stephen's offers a comprehensive education to all students and the ability to involve parents in the children's learning makes the partnership more worthwhile. As always Religious Education, Literacy and Numeracy are major areas of focus. We strive to ensure that all students' interests and needs are included in our programs.

Family engagement in the children's learning is very important to all members of our community. Parents are always welcome in the classrooms and the staff members are available to help parents to assist their children with advice and resources to be used at home.

The staff members of St Stephen's are highly professional and very dedicated to the children in their care and always work to meet the individual needs. The teamwork and leadership shown by all makes this school a very welcoming place. Students, parents, staff, parishioners and local community members always feel comfortable when participating in the learning environment we provide. The various cultural backgrounds of our community ensure St Stephen's is an inclusive, caring and understanding community.

Principal's Report

In 2017 we continued to strengthen our links with St Gabriel's School and Parish. We continued the joint parent information evenings for all of the Sacraments. School liturgies were celebrated with the parish community. We continued to focus on scripture when planning our Religious Education Units and worked to further embed these units across the curriculum.

In 2017 Student Wellbeing continued as an important focus in our school. We maintained our 'Behaviour Management Process' where the focus is on the students learning to manage their behaviour and set improvement goals for themselves. Student Voice continued with the Student Representative Council and the provision of training for the members of the SRC.

The engagement of our families and other community members was still a high priority for staff and families. We continued to engage families in as many ways as possible and we are always willing to listen to and adopt any suggestions by parents and the community. New families to the school were warmly welcomed and became active members of our community.

In 2017 the Learning and Teaching Leaders continued to support all staff through coaching and mentoring particularly through Professional Learning Team meetings. Other staff members improved their leadership skills by accepting roles at various times and leading staff in a broader aspect of personal development.

As a community – students, parents, staff, parish and wider community - we continued to work together to improve our school in all aspects of the curriculum. We worked to 'facilitate the growth of each individual' to develop the skills required to become an independent learner.

During 2017 the school underwent a four year review which allowed parents, staff, and students, along with professional support from members of Catholic Education Melbourne to reflect on the past in order to develop a clear picture of our forward journey from 2018-2021.

We will continue to ensure that the students are always at the centre of our planning, wellbeing and teaching and continue to work to ensure that each child's needs are met.

Education in Faith

Goals & Intended Outcomes

To build a strong Catholic Identity within our diverse community at St Stephens.

- ⊕ That stronger links be forged between the parishes and schools of St Stephen's and St Gabriel's.
- ⊕ That students and staff will make strong connections between the teachings and practices of the Catholic Church and their own lives.

Achievements

As we have a shared Parish setup we wanted to strengthen the links between the two parishes in order to strengthen the bond of our Catholic Identity.

On special occasions we invite the students of St Gabriel's to join us for Mass at St Stephen's. This fosters the shared practice of our faith. At the same time the parishioners from both parishes come to know the staff and students from both schools.

The planning for our joint parent evenings for the Sacraments is now shared between the Religious Education Leaders and relevant classroom teachers from both schools which enables both schools to be leaders in the teaching of the faith to the children.

We have a shared vision between both schools of how the Sacramental Program should look and operate both for the children involved and the parents of these children.

The sharing of feast days, some excursions, school camp, and interschool sport has worked towards strengthening the message of unity between the two schools and churches within one parish.

As a staff we are aware of the need for us to focus on the teachings and practices of the church due to the multi-faith composition of our students. At the same time we aim to assist the children to transfer these teachings and practices into their daily lives.

We have a whole school approach to teaching Religious Education with whole school planning to ensure there is a progression in content and skills across the school and that there is a development of learning.

Teachers now plan according to the calendar i.e. seasons of the Church, Sacrament times and special feast days. Student needs are now addressed with an open ended focus rather than relying on exemplar units.

Teachers have now begun to better assess prior knowledge in order to offer targeted learning within the religious education domain as well as making meaningful links with their Inquiry units, Italian and other learning domains at the same time maintaining a strong catholic identity.

Our Social Justice leader works to raise awareness of social justice issues and instigates fundraising or information sessions for all the students. This enables stronger links between social justice and the Catholic Faith.

VALUE ADDED

- Shared information nights for Sacraments are now planned and held alternately between the two schools
- A Reflection Day is held for Confirmation candidates from the schools and the Catechetic class of the parish.
- Religious Education Units per term are planned as a whole staff group.
- The introduction of a student Liturgy Leader and a Social Justice Leader
- Professional Learning teams developed more rigorous ways to assess in Religious Education.
- The understanding of Catholic Identity was broken open in Professional Learning teams.
- Religious Education planners were better linked to the Inquiry approach used in other curriculum areas.

Learning & Teaching

Goals & Intended Outcomes

To maximise the learning of all in a vibrant learning environment which reflects contemporary pedagogy

- ⊕ That student engagement is strengthened.
- ⊕ That personalised learning is embedded in the schools learning culture.
- ⊕ That individual students will demonstrate measurable improvements in literacy and numeracy outcomes.

Achievements

Learning Intentions are now a non-negotiable part of the Mathematics and Literacy lessons. The learning is made explicit to the children and serves as a point for future referral. Students continually show that they can make connections to the learning intentions and are able to use the shared language around their learning.

We undertook a four year review in 2017 which allowed for staff to focus on achievements and any areas within the curriculum that require our school improvement plan to reflect and prioritise from 2018-2021

The CAFÉ approach to literacy is still having a positive impact as indicated in our reading data.

Regular Professional Learning Team Meetings continue with an emphasis on student data using the 'Student Performance Analyser' program (SPA). During these meetings teachers have the opportunity to participate in discussions around assessment and analyse the data. The impact of this is that teachers have a shared understanding of the data and how to use it. The analysis of the data now enables more purposeful teaching within the classrooms and specialist areas.

Whole school planning has continued each term so that there is a shared and collaborative approach to learning and teaching. Teachers have an opportunity to sit with a leader and discuss the data and develop strategies to engage and grow our students. This shared planning time has helped to target the teaching to improve student growth and build teacher capacity.

Since the introduction of 'Google Apps for Education' (GAFE) teachers are more confident in using technology to engage students in their learning. Students are encouraged to use technology to explore different concepts using a variety of media that suits their learning style.

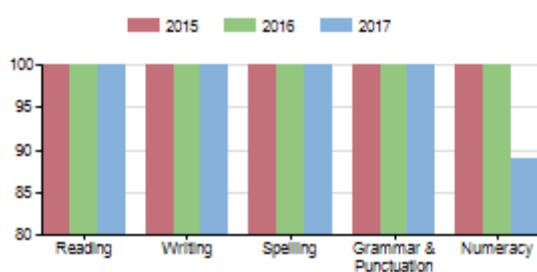
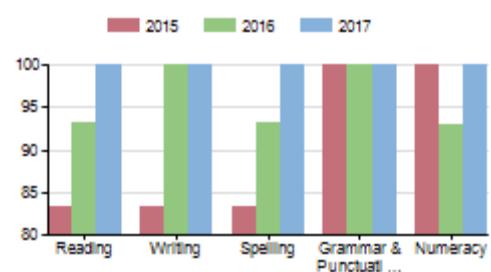
The See Saw App was introduced in late 2017 as a way to keep up communications between school and home, also allowing for the personal portfolios to demonstrate student growth over time.

STUDENT LEARNING OUTCOMES

E1208
St Stephen's School, Reservoir East

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	88.9	-11.1
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	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	100.0	92.9	-7.1	100.0	7.1
YR 05 Reading	83.3	93.3	10.0	100.0	6.7
YR 05 Spelling	83.3	93.3	10.0	100.0	6.7
YR 05 Writing	83.3	100.0	16.7	100.0	0.0

NAPLAN Year 3**NAPLAN Year 5****NAPLAN**

Year 3 & Year 5 - We have continued to maintain consistent NAPLAN results over the past three years however our small number of students sitting individual tests each year can easily alter our overall outcomes as can be seen by our Year 3 numeracy results in 2017. We continue to monitor our assessment practices to gain a clearer picture of each student's growth.

Student Wellbeing

Goals & Intended Outcomes

To build resilience, engagement and connectedness in students.

- That students develop positive social behaviours and problem solving skills.
- That students will continue to develop as responsible learners and leaders

Achievements

The Social and Emotional Learning (SEL) framework has been embedded throughout the school. The units are planned as a whole school according to the SEL framework and our student needs and school values. Efforts are made to integrate the SEL framework and other programs throughout the school e.g. Sacraments, Religious Education.

The introduction of Child Safety Legislation Standards has progressed over the year and will continue to be at the forefront of student, parent and staff practices and learning.

We have expanded the leadership roles for students to include a Liturgy Leader and a Social Justice Leader in addition to the school Captains. Our Student Representative Council meets regularly to have a greater voice and more time to plan and bring ideas to fruition. We now have an allocated teacher to monitor Student Leadership and connected to this the SRC members attend external leadership training. The skills that they learn are utilized at school.

In October students took part in the Walk to School Month for VicHealth. Families were asked to walk all or part of the way and to tally results on a class chart. Individual students and classes were recognised for their achievements.

Family Week was recognised with an "At Home" activity. Students completed a portrait of their family and wrote a statement about what makes their family special. These portraits were displayed around the school.

The students and staff explored what a value is and chose four that we all thought most important to the staff and families of St Stephen's. These values are now displayed around the school – Honesty, Respect, Persistence & Teamwork.

Management of Non Attendance.

There have been occasions where children have not maintained regular attendance at school. The first step to correct this issue is for the class teacher to contact the parents to let them know how many days their child has missed and to explain the importance of being at school every day to ensure they do not miss valuable teaching time.

If the attendance does not improve the parents are again contacted and asked to attend a meeting with the class teacher and the principal. This meeting is to clarify what work the child has missed, how this has affected their learning, how time away also affects friendships and to discuss how their child could have difficulties over the rest of the year. On a few occasions during the year we also send home the flyer, "It's Not OK to Be Away."

VALUE ADDED

- Used the SEL framework as units of work to reinforce specific areas of need.
- Student of the Week nominations now also nominated by specialist teachers.
- Aussie of the Month decided by staff nomination and voting.
- Regular Student Representative Council meetings enabling more student voice in the school and fostering actions to support the school and wider community.
- Student Representative Council nominates social justice activities for each term eg Caritas, St Vincent de Paul. These were based on a community or world project.
- Allocated teacher to manage the SRC
- Regular reminders and updates to parents regarding 'It's Not OK to be Away'
- Greater emphasis on taking action throughout the school.

STUDENT SATISFACTION

The Year 5/6 students indicated:

- They were motivated to learn.
- Student morale was high.
- Students felt there was purposeful teaching in order for stimulating learning to take place.

The Year 3/4 students indicated:

- They felt very positive when at school.
- They felt connected to the school.
- Purposeful teaching was taking place within the school.

Child Safe Standards

Goals and Intended Outcomes

To implement the Child Safe Standards

- ⊕ That many sections of the standards will be addressed
- ⊕ Continued monitoring and updating will occur

Achievements

- [Standard 1 – Organizational culture of child safety.](#)

Appropriate guidance and training was provided for staff members to understand their obligations and responsibilities for managing the risk of child abuse. Staff understand all the forms of child abuse and guidelines that are in place to ensure the risk factors are controlled.

- [Standard 2 - A child safety policy.](#)

We have developed our Child Safety Policy based on the requirements of the Victorian Government and Catholic Education Melbourne.

- [Standard 3 – Code of Conduct.](#)

We have developed a Child Safety Code of Conduct based on the requirements of the Victorian Government and Catholic Education Melbourne. All staff have signed this document and the families have been given two copies – one to keep and one to sign and return to the school.

- [Standard 4 – Human Resources Practices](#)

The requirements for new staff will be implemented whenever new staff are employed at the school.

- [Standard 5 – Responding to and reporting suspected child abuse.](#)

The procedures for responding to /reporting abuse are in place through the requirements of the Mandatory Reporting document.

- [Standard 6 – Reduce or remove risks of child abuse.](#)

Risks of child abuse have been identified and strategies are in place to reduce or remove the risks.

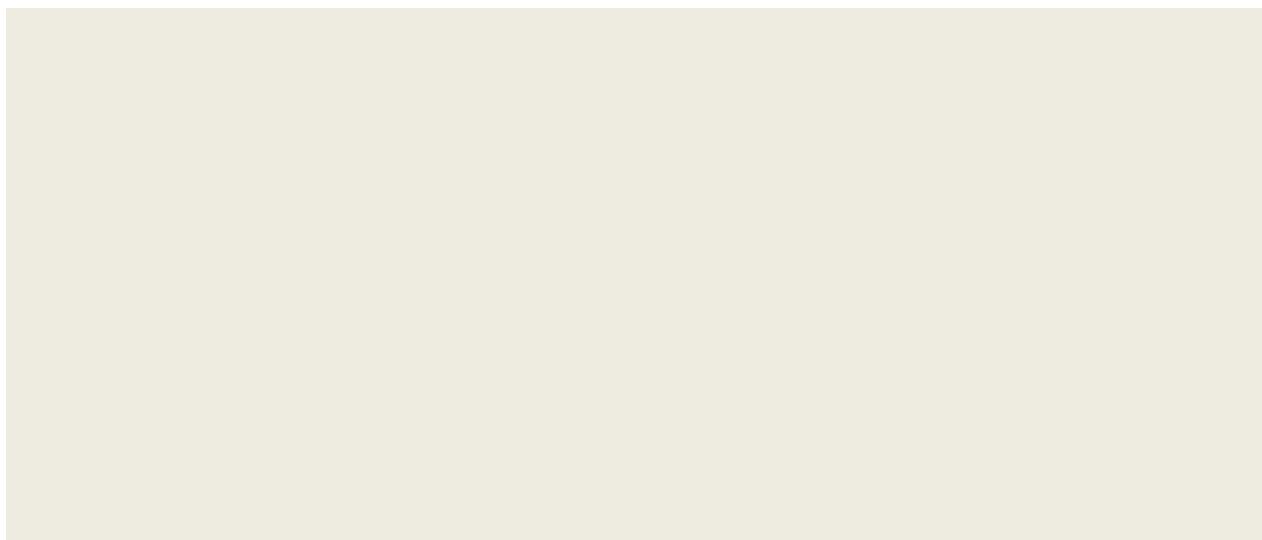
- [Standard 7 – Empowerment of Children.](#)

Social and Emotional Learning practices in place to empower the students. This area needs is being constantly reviewed by staff to proactively work with students with social issues or within class and as whole school approaches.

In place in the school:

- Working With Children Checks for all member of the community working with the children
- Victorian Institute of Teaching registration for all teachers
- Code of Conduct
- Mandatory Reporting requirements
- Schedule for reviewing documents

- Signing in / out process at the school
- Esmart accredited school
- Pastoral Care Policy
- Privacy Policy
- Communication to the parents on website
- Bounce Back – Social & Emotional Learning (SEL) modules identified and taught as part of the curriculum.
- Behaviour Management Policy and practices
- Looking at case studies around Reportable Conduct Scheme.
- “Day for Daniel”
- Class unit - safety when on your own –Stranger danger.



Leadership & Management

Goals & Intended Outcomes

To foster a vibrant, empowering professional culture.

- ✚ That staff engage in effective and relevant feedback in relation to their teaching, learning and leadership.
- ✚ That shared leadership is visible and encouraged.

Achievements

We have included a Planning Day each term where class teachers and curriculum area leaders plan together to ensure continuity and progress across the school.

At Professional Learning Team meetings, teaching strategies that have been trialled in class are shared and discussed and informal feedback from colleagues fosters further growth in teaching skills. At PLTs informal mentoring and coaching in the form of facilitation of the meeting by leaders, supports staff in their personal learning. The PLT structure and protocols were refined and made non-negotiable. Staff members are required to bring evidence of student learning to PLTs, which is discussed and then used for planning for targeted teaching to take place. The reporting back on external Professional Learning and professional reading now takes place in PLTs.

The responsibility for driving enrolments was shared by everyone with staff members carrying out various tasks eg. Taking flyers to kindergartens, attending Open Days, etc. as well as being visible to the community and meeting with visitors.

The school review in 2017 also ascertained the need to develop further the online profile of the school and that a marketing plan should be developed in order for strategies to be put in place that will get St Stephen's more exposure to the local communities and ultimately increase the enrolments at the school.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2017

- Digital technologies
- Maths for Graduates
- VATI conference (Italian)
- Health Guard Level 2 First Aid
- Curriculum network clusters
- Whole school STEAM professional development
- Preparation for 2017 Review
- Nforma reporting updates

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	11
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$440.00

TEACHER SATISFACTION

Insight SRC data indicates that staff believe:

- There is effective communication in the planning of the curriculum.
- There is a high degree of supportive leadership where leaders are approachable and communicate well with staff.
- That role clarity is articulated so as everyone knows what is expected and required of them.
- Processes are in place to enable them to receive feedback on their performance as well as the extent to which their efforts are recognized.
- There is a high degree of teamwork amongst each other.

School Community

Goals & Intended Outcomes

To strengthen the sense of ownership, belonging, inclusiveness and authentic engagement within our Catholic school community.

- That parents and community members are meaningfully engaged in the learning process, including participation in formal leadership roles within the school.
- That the profile of St Stephen's within the community continues to grow.

Achievements

In 2017 we maintained a range of strategies to involve the parents in their child's learning. The Junior School has continued with the '3.15 Reading' sessions where parents can come into the classroom and read with their children. We continue to have a curriculum night each year to focus on a different area of the curriculum. We developed the new report format so it is now skill based and is in parent friendly language. The parent letters and term overviews are sent home each term to let parents know what is being taught each term and keep the parents informed of the school's expectations.

We continued our rotation each year of a night for the mothers, grandmothers, aunts, etc with a night for the fathers, uncles, grandfathers, older brothers, etc. These nights foster relationships between the families and the school and also provide an opportunity for the parents to participate and play games with their children.

The profile of St Stephen's within the community continues to grow through the continued use of certain practices and the extension of these practices. We have refined our marketing practices to engage those families within the school catchment area e.g. advertising through real estate agents, placing advertising boards in public parks in the area and advertising in local papers and educational magazines. The School Website was enhanced to provide greater detail for any person visiting this space. A school 'Facebook' page was established to enable a further section of the community to learn about our school.

The variety of options for families to learn about our school are still maintained, such as: -

- school tours at times that suit families
- school Open Day on a weekend to meet the needs of families
- accepting Latrobe University students studying Occupational Therapy to work with teachers and students
- the school's facilities are utilized by a Greek School each Friday evening and the Syro-Malaba Church use our facilities and the church on a weekend.
- St Stephen's Playgroup meets weekly and welcomes all families from the local community
- Many school based events run outside school hours to foster a greater community awareness with working families eg. Athletics night, Blokes and Kids night, Welcome BBQ, friendship group and working bees etc.

PARENT SATISFACTION

Data from the Insight SRC survey indicated parents:

- Felt that were engaged and were working in collaboration with staff to achieve student outcomes.
- Felt their children enjoyed and were motivated by the learning and teaching provided by the school.
- Believe the school has appropriate and fair behaviour management practices in place.
- Believe student reporting provides useful information about their child's progress.

Future Directions

As a small catholic primary school St Stephen's staff and families are committed to continuing the past traditions of the school with the knowledge that further growth in enrolments is a priority in order to maintain a viable school for the 21st century. Our review undertaken in 2017 allowed the school community to clearly articulate priorities for the next four years with regard to the learning & teaching, student wellbeing, education in faith, leadership & management & school community.

With these clearly defined pathways and a committed staff and school community St Stephen's is ready to begin the next phase of its resurgence as a relevant catholic primary school in the heart of Reservoir offering an extensive curriculum for all primary aged students no matter their background or abilities.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	94.65
Y2	91.58
Y3	94.82
Y4	96.96
Y5	97.78
Y6	94.85
Overall average attendance	95.11

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	97.77%

STAFF RETENTION RATE	
Staff Retention Rate	87.50%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	0.00%
Graduate	22.22%
Certificate Graduate	11.11%
Degree Bachelor	77.78%
Diploma Advanced	44.44%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	10
FTE Teaching Staff	6.330
Non-Teaching Staff (Head Count)	2
FTE Non-Teaching Staff	1.938
Indigenous Teaching Staff	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