

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

Stella Maris Catholic Primary School
Point Cook



2018

REGISTERED SCHOOL NUMBER: 2033

Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal's Report.....	5
Parish Priest's Report.....	7
School Education Board Report	8
Education in Faith	9
Learning & Teaching.....	10
Student Wellbeing	11
Child Safe Standards	13
Leadership & Management.....	15
School Community.....	18
Future Directions.....	19
School Performance Data Summary	20

Contact Details

ADDRESS	54-72 Innisfail Dr Point Cook VIC 3030
PRINCIPAL	Mr. Stephen Harrison
PARISH PRIEST	Fr. John Healy
SCHOOL BOARD CHAIR	Mrs Anggraini Prawira
TELEPHONE	(03) [93958411]
EMAIL	principal@stellamaris.catholic.edu.au
WEBSITE	http://www.stellamaris.catholic.edu.au/
E NUMBER	[1391]

Minimum Standards Attestation

I, Stephen Harrison, attest that Stella Maris 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 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

6/5/2019

Our School Vision

Our Vision

Creating a learning community,
nurturing and integrating faith and life,
in a spirit of openness.

Our Mission

Developing positive relationships in a connected community, where Gospel Values, an inquiring attitude, and personalised learning are nurtured as all aspire to experience success. We cultivate passion, spirit, creativity, innovation, stewardship and global mindedness, as we engage in learning together.

Our Gospel Values

Respect
Integrity
Independence
Creativity
Commitment
Cooperation
Empathy
Enthusiasm

School Overview

- Stella Maris Catholic Primary School was established as the fourth school in the Parish of Laverton.
- As a Catholic School, we provide education in faith and life and encourage our families to work in partnership with our school and parish.
- In 2006, we enrolled 86 students into our new school. We have a current enrolment of approximately 650 students.
- Multi-culturalism is an important aspect of our community and we are proud to share experiences and grow in understanding of the many different cultures that enrich our Stella Maris family. Included in our community of approximately 375 families, are children who were born in countries other than Australia such as - New Zealand, UK, France, Germany, Norway, Italy, Columbia, Malta, Burma (Myanmar), Thailand, Indonesia, Malaysia, Philippines, Sth Korea, Singapore, China, Japan, India, Sri Lanka, Canada, Mexico and South Africa.
- Stella Maris is contemporary in design and has been constructed with the purpose of facilitating pedagogy supporting personalised learning, aiming to meet the needs of 21st century learners.
- Traditional classrooms and corridors have been replaced with contemporary adaptive and responsive learning spaces to meet different needs at different times. Our learners are organised into four learning communities: Foundation Community, Junior Community (1/2), Middle Community (3/4) and Senior Community (5/6).
- The sense of connection between our communities is very strong, with visual connectedness through the entire school.
- At Stella Maris, we look towards being people who live with respect, integrity, cooperation, creativity, enthusiasm, independence, empathy and commitment as we live out the Gospel values and continue to build a great learning community together.

Principal's Report

As I have said many times, "We (the staff) cannot do what we do without you (our parents)!"

Our volunteer culture at Stella Maris continues to be pivotal to the engagement of our parents in the school life of their children. In being so, our volunteer culture is pivotal to the success of the students and teachers in our school. We recognise student outcomes are significantly better when parents have a strong relationship with their child's school. One of the strategies to build a strong relationship between school and parents at Stella Maris is our P&F and the volunteering within.

Once again, the last twelve months have moved ridiculously quickly. The 2018 P&F team have utilised their incredible individual and team based strengths. Once again, we have had a year of successful events, some of them being tried and tested and some of them being new. It says a lot about the successful 'Ways of working' that have been developed over the past eight years and the ongoing talent that lies within our volunteers.

Once again, this year's P&F executive have created an inclusive environment for parents to get involved, have fun, and raise funds for our school's external environment. I am incredibly grateful to Natalia, Veronica and Steph for continuing the strong tradition of parents volunteering and leading at Stella Maris. I want to clearly recognize the great outcomes for the school, financially, environmentally and socially that are happening due to their leadership and effort. **OUR AMAZING TOTALS:**

We have achieved an amazing fundraising total, once again well over our set target.

- Our 2018 overall figure was approximately **\$51,000** (including 2018 Fun Day). Our target was \$35000.
- Our 2019 Fun Day figure was approximately **\$28,000**. Our target for this year is again \$35000.

With activities that are already planned who knows what 2019 will bring?

The funds raised by the P&F are used to create the grounds master plan (November 2017 Master Plan).

IN THE PAST YEAR THE COMPLETED WORKS P&F FUNDS HAVE PAID FOR INCLUDE:

- New ramp and pathway between the junior learning area and the hall
- A significant contribution to the new eating and play area outside the middle community at the front of the school which includes a half court for basketball, two new bike sheds and shade sails for weather protection.
- Our new garden screen in front of the western lawn and our Hall Carpark.
- Remodeling and refilling the sand pits and mulching the garden beds in the central pathway and rear entrance area of the school.
- Once again building up a variety of equipment to support the students to water, mulch, weed, etc around the school in a safe and effective manner as part of our Stephanie Alexander Kitchen Garden program and our Senior Community Sustainability actions.

YET TO BE COMPLETED WORKS THAT P&F FUNDS WILL PAY FOR DURING 2019

- Shade sails for the Junior outdoor eating and learning areas
- Outside Art space
- Further creation of landscaping and planting in accordance with 2017 Masterplan

NEW IDEAS TO BE CONSIDERED in 2019 and beyond:

- Planting around the new storage and beyond
- A new shed and shade sails in the farm and western oval area including a pod facility.
- Creating a carbon neutral footprint and emissions at Stella

On behalf of everyone, thank you and congratulations again to our P&F Executive and their team. On behalf of our students, thanks to all families, volunteers, sponsors and supporters of the Stella Maris P&F. Our external school grounds will continue to grow quickly through the ongoing contribution of our funds raised.

I will continue to support the P&F team in the most positive form possible, staying in close and regular communication with members of the team but also entrusting them with a level of decision making that empowers them to make a significant and enjoyable contribution to our community, its financial health and the development of the school grounds.

I will continue to expect staff to be encouraging of P&F efforts and committed to improving our school. I expect them to actively support and have a presence at P&F events, bringing their own passion and skills to the partnership.

Stephen Harrison
Principal
Stella Maris Catholic Primary School.

Parish Priest's Report

Unavailable at this time.

School Education Board Report

Serving on the Parish Education Board is a response to the call to support the local Catholic Parish and its school communities in a particular way. It is also a means members of the community share their skills and talents for the common good.

Our board provides a forum for discussion and discernment, where the parent voice and perspective are available to influence the decisions made by the principal and parish priest for the good of our schools and parish where the wellbeing and outcomes for students is paramount.

We believe a well-functioning Board provides a rich source of wisdom and insight as well as a means of strengthening community links and potential for partnership. In particular:

- Strengthen community partnerships
- Build a sense of belonging and ownership
- Broaden the support base for the Parish faith community
- Promote ongoing education through learning in faith and life across the LCEC community

2018 saw some changes to the membership of the Laverton Catholic Education Community (LCEC) Board.

Our 2018 members were: Leon Colla, Patricia Ducuara (St Mary of the Cross), Dan Ryan, Ray Garrata (St Martin De Porres), John Healy, Darren Gibbons, Donna Abu Elias (Queen Of Peace) Stephen Harrison, Reny Prawira (Stella Maris), Trish Armstrong, Julie Russell (lumen Christi)

Our initial work together was to complete the ratification of the constitution and discuss relevant issues so that the collective efforts of the five schools strengthens the education partnership across the parish.

Agenda topics during meetings included:

- **Focussing on the Child Safety Standards and what school's must do?**
 1. Maintain an **organisational culture** of child safety,
 2. Maintain & Communicate a **Child Safety Policy**,
 3. Establish clear expectations – **Code of Conduct**,
 4. **Implement Screening Processes** – WWCC / Reference Checks,
 5. **Respond to & report** suspected child abuse,
 6. Identify, **reduce or remove risks** of child abuse;
 7. **Include & empower** children to identify inappropriate behaviour and report it
- Identity Growth
- National Consistent Collection of Data
- Enhancing Catholic Identity project:
 - The PCB scale
 - Melbourne scale
 - The Victoria scale
- Change of Suburb name - Sanctuary Lakes
- Enrolment process updates
- The Parish School Divide - how can we close the Parish and School gap?

Provocations we discussed included:

- Parish Catholic Identity

The LCEC Board invites members of our community to make contact with the Board via Our Parish Priest, your school Principal or your school representative.

Regards Stephen Harrison 2018 Chairman

Education in Faith

Goals & Intended Outcomes

To deepen Catholic Identity at Stella Maris

- Increase the post-critical belief style through a pedagogy of encounter.
 - **Key Strategies for this Sphere**
Provide rich experiences across the community in:
 - Social Justice
 - Prayer
 - Relationships
 - Gospel Values
 - Tradition

Achievements

VALUE ADDED

1. Improve the engagement of families in dialogue and recontextualisation of faith through:

- Restructure Family Sacramental Nights and community prayer nights
- Survey families for feedback using What Went Well (WWW) and Even Better If...so that.. (EBI) when engaging in community prayer nights/sacrament nights
- Promote understanding of Catholic faith and social justice actions by linking whole school events with actions, for example making packs for Alannah & Madeline foundation during Father's Day activities
- Continue to participate with the five other parish schools (LCEC) in the faith formation of our students and families, focusing on sacramental understandings in Eucharist, Reconciliation and Confirmation.
- Buy and exhibit iconology that inspires and visually represent the multi-cultural aspects of our community.
- Ensure rich connections between Gospel Values, scripture and prayer are modelled through staff prayer, Homeroom and community prayer
- Provide opportunity for student voice and self-directed action when planning prayers (developmental)

2. Make explicit Catholic Identity at Stella Maris through Social Justice:

- Link Positive Education strategies with current prayer practice, Social Justice and Gospel Values
- Unpack social justice principles explicitly
- Link a social justice principle within each RE inquiry
- Continue to develop Student Leaders understanding of Social Justice Principles, service and stewardship within their context and link these to actions
 - Connecting learning with Social Justice actions and linking community organisations with these actions

3. Develop staff understanding, development and teaching of Catholic identity

- Explore Catholic identity project to assist staff, students and parents to promote dialogue between faith and life, for example Principal and REC will attend training in Leuven in September.
- Continue to develop understanding and implementation of Horizons of Hope New RE Curriculum Framework
- Provide opportunities through prayer, planning and professional learning for ethical, cultural and multi-faith dialogue.
- Provide opportunities for Faith Formation for the staff.

Learning & Teaching

Goals & Intended Outcomes

To achieve 12 months growth for 12 months learning for every student in Writing and Number

- Establish processes and strategies to engage and challenge different cohorts of students
- Establish Personalised learning and differentiated teaching as visible strategies.
 - **Key Strategies for this Sphere**
 - Identify a small number of proven and effective evidence based teaching strategies that engage and challenge all students in writing and number
 - Deliberately focus progressing the top 30-40% in writing and number.

Achievements

1. Use existing effective teaching strategies in Number and Writing

- Focussed teaching groups
- Big Write/ VCOP
- Continue to develop the Learning Framework In Number (LFIN) data to drive our teaching in Number, with particular focus on skill based maths workshop groups
- Continue to implement THRASS tool and Number Framework into F-4 teaching,
- Consolidate the planning process for English and Mathematics, reviewing the English documents and inducting new staff with the maths documents

2. Professional Learning in writing and number

- Build teacher pedagogy content knowledge of the LFIN Learning Progressions in Yr 1/2 through access to team planning and facilitated PLT
- Junior community team to participate in (LFIN) Classroom Practice professional learning as part of CEM cluster
- Maths leadership team to participate in 'Developing Mathematical Understanding' PD in Geometry, Algebra, Multiplicative Thinking and Statistics & Probability
- Use Growth Mindset to develop a positive image of Maths in our learners - 'Growing their maths brains'
- Implement Learning Sprints
- inducting new staff and extending training of existing staff through half day session and PLT's

STUDENT LEARNING OUTCOMES

Across 2016 to 2018 Year 3 Naplan indicates:

An upward trend in the top two bands in numeracy. The trend is flat in reading. The targeting of planning and pedagogy to challenge our top 30% of students continues to be a School Improvement Focus.

Across 2016 to 2018 Year 5 Naplan indicates:

An upward trend in the top two bands in numeracy and reading. We achieved a strong positive growth in this cohort relative to like schools.

Across 2016 to 2018 our retention of students in the top two bands remaining so across years three to five is trending up in both numeracy and reading.

Across 2016 to 2018 our data is indicating that our lower students are progressing more in numeracy than the top two bands, whilst our top two bands are progressing more than lower students from years three to five in reading.

Student Wellbeing

Goals & Intended Outcomes

To build student responsibility for learning and behaviour to enable students to flourish

- Investigate and implement Positive Education tools and strategies that develop social and emotional learning
 - **Key Strategies for this Sphere**
 - Teach, build and embed 'Positive Education' and a 'strengths' focus
 - Establish clarity, consistency and capacity amongst staff when managing student learning and behaviour

Achievements

VALUE ADDED

1. Establish the relationship and presence of new staff:

- Wellbeing Coach, Olivia, and new Wellbeing (foundation community) team member, Kylie to the school community
- Review the policy and process of Student Leadership model, induct new student leaders and their mentors

2. Train staff in positive psychology and positive ed

- begin with RE coach, Positive Ed coach.
- Allocate a staff member and teaching time for every class across the school, create a positive education team and continue to create a understandings across the community in:
 - Positive Psychology
 - Character strengths
 - Positive bystander behaviours
 - Growth Mindset
 - Active Travel Program (in partnership with Wyndham council)

3. Evolve and clarify the positive approach to managing the student behaviour plan:

- Review the existing policy and induct new staff
- Develop consistent logical consequences for school rules
- Develop explicit strategies for dealing with behaviours in the yard
- Establish clarity around school responses to bullying and harassment in the physical and online space
- *Development of Safety Plans as part of our behaviour management plans. Safety plans (zones of regulation and actions in each to get back to 'safe')*
- *Improve the Behaviour Reflection Sheets with the addition of 'loss' category to assist in identifying logical consequences and future actions and impact. Investigate the SELF framework for the reflection sheet. (Safe, Emotion, Loss, Future)*
- *Investigate Using Sanctuary in Schools Model - a trauma informed model of practice that promotes healing and care - to be explicit about behaviours and expectations:*
 - *3 question script:*
How are you feeling today?
What is your goal for today?
Who will you ask for help?

4. To sustain and embed best practice in Student Wellbeing:

- NCCD
- Document how we make adjustments (Children's full names, number of sessions - Wellbeing staff and Classroom teachers)
- Run regular PLTs for staff
- Improve what we do in assessment and reporting
- Initiated new extra-curricular opportunities such as yoga, drama, drum, violin, comic and coding clubs

STUDENT SATISFACTION

Based on the CEM school data snapshot 2018 our relative strengths are student morale and students' motivation. Our relative weaknesses are connectedness and purposeful teaching.

Whilst our school based assessment and learning data in numeracy, reading and writing indicate upward trends, our students appear to require higher levels of the way learning is planned and implemented.

STUDENT ATTENDANCE

In accordance with the Victorian Education and Training Reform Act 2006 requirements and the school's moral obligation to ensure the safety & welfare of students under its care, the school:

- Records every child's attendance twice per day via NForma or paper copy for CRT's. This will be completed by the classroom teacher before 9:00 am & 2:20 pm;
- Records reasons for absence, and records the absence as "unexplained" if no reason has been provided (updating the records once a reason is established);
- Determines if the explanation provided for a student's absence is reasonable for the purposes of the parent meeting their responsibilities under the Education and Training Reform Act 2006. The Principal will use their discretion in making this decision;
- Determines if the reason for the student's absence is acceptable and whether any follow up is needed to support the child's education and wellbeing;
- Notifies the parent/guardian if the absence has not been approved;
- Keeps records of all attempts to contact parents/ guardians in relation to attendance;
- Records attendance of any student who only attends half a day (two hours or more);
- Monitors attendance and develop improvement strategies for attendance where necessary;
- Takes further action (at its discretion) if a student reaches five days of unapproved or unexplained absences within a school year;
- Reports the annual rates of school attendance.

Based on the CEM School data snapshot 2018 our attendance rates are out performing similar school averages.

Child Safe Standards

Goals and Intended Outcomes

Stella Maris Primary School continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. Stella Maris Primary School acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2018-2019, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

Achievements

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at School Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student management, duty of care, and reporting requirements.

Training of teachers, non-teaching staff and volunteers

- All teaching & nonteaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training 's on-line Mandatory Reporting module.

The participation & empowerment of students

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through participation in experiences such as student leadership and positive education played a fundamental role in achieving this outcome. This culminated in the development of a 'Child Friendly Code of Conduct' developed and reviewed by the Student Representative Council (SRC) and communicated to students via relevant learning opportunities and made available to the broader school community via the school website.

Consultation with the community

- Stella Maris Primary School continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.
- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.

Human Resource Practices

- Stella Maris Primary School continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.
- To achieve this the school implements rigorous screening processes which have a child safety focus and include:

- Position advertisements
- Position descriptions
- Referee Checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.

Stella Maris primary School remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.

Leadership & Management

Goals & Intended Outcomes

To narrow and sharpen the school's improvement agenda with learning targets accompanied by timelines.

- Establish the starting point for 12-month growth targets for all students in writing and number.
- Establish short term growth targets within the 12-month growth cycle.
- Create explicit targets and strategies for top 30% of students in writing and number.
 - **Key Strategies for this Sphere**
 - Peer observations, modelling, feedback and 'GROWTH' coaching conversations
 - Enhance staff skills in analysing interpreting and applying student data to identify appropriate starting points and progress

Achievements

1. Establish explicit learning targets accompanied by timelines in number and writing.

- Set up Growth Targets for Number and Writing using the Learning Framework in Number, Australian Writing Criterion scale and other resources

2. Build Peer Observations and Coaching into our day to day practices:

- Start a new two-week timetable, whole day planning model and encourage teams to play and learn and build a strong sense of team with it. Components include:
 - Data analysis
 - Professional learning - needs based with coach support
 - Facilitated planning
 - Sprints preparation and review
 - Professional practice/Administrivia time
- Induct new staff - Wellbeing Coach, Junior and Middle coaches through one on one coaching and Tuesday Leadership team professional learning sessions
- Begin training staff in SPRINTS utilising the explore and experiment phase.
- Identify links to wrap the Peer Coaching behaviours with the sprints process
- Run a staff retreat to focus on team morale and wellbeing whilst participating in sprints and coaching training.

3. Use data to drive learning in number and writing

- Buy Spa platform - Standard, Tracker, Markbook and Reporter
- Input all Naplan, PatR and PatM, Fountas and Pinnell, Learning framework in number, semester reports (teacher judgements into spa platform)
- Develop Coaches expertise in using SPA
- Invite PAT and F&P experts to ensure our data inputting is correct for the tool
- Run Professional learning for staff on SPA platform
- Utilise spa data during sprints
- Transfer existing data tracking documents into SPA platform Writing moderation using 'The Australian Criterion Scale' and Number Framework - whole school
- Continue to record and track interventions for students as part of analysis days and new whole day planning model

4. Complete the building of new junior learning areas and storage facility

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

Each year has a very similar spread of professional learning as we are building capacity in our School Improvement focus areas.

Our significant introduction during 2018 was Catholic Identity, VCOP, Big Write, Australian Writing Criterion scale and Learning Sprints.

Examples of whole staff learning focused on:

- Sprints for Learning – Agile Schools
- A positive approach to Student Management, including school rules, the language of choice and logical consequences.
- Coaching at Stella Maris using the GROWTH Coaching international framework (GCI).
- Information Communications and Technology in the development of personalised learning – prioritising the Google Apps for Education (GAPE) suite.
- Learning Framework in Number across all communities
- Ongoing THRASS training for all staff and follow up training for Foundation teachers.

Examples of small group staff learning focused on:

- Principal and Religious education Coach attended Catholic Identity training in Leuven.
- Solution focused coaching master class
- Phase 1-4 GCI coaching training
- Assertive discipline
- Graduate teacher registration training and mentoring
- Religious Education accreditation
- Google Apps for Education
- Leading Personalised Learning
- Stephanie Alexanders Kitchen Garden program
- Feedback for improving classroom practice and Coaching for learning conversations
- Ongoing First Aid training

Examples of individual staff learning focused on:

- Mathematics Intervention training
- Christian Meditation and scripture in the classroom
- Social justice and Catholic identity
- Assisting students on the Autism Spectrum

Professional networks attended by staff included:

- Laverton Catholic Education Community
- Western Principals network
- Western Deputy Principal network
- Mathematics and English leadership Clusters
- Reading Recovery teachers cluster
- Financial administration clusters

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	54
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$ 750

TEACHER SATISFACTION

Our staff survey indicates trends above the CEM average in teamwork, leadership, individual morale and appraisal and recognition. Although professional growth continues to trend upwards and is out performing CEM averages it is a relative weakness.

Our Catholic Culture surveys indicate staff recognise a visible Catholic Culture

School Community

Goals & Intended Outcomes

To build strategic partnerships to improve student learning and behaviour

- Create a connectedness with parents and the community to enhance student learning and behaviour.
 - **Key Strategies for this Sphere**
 - Strengthen the partnership with families about their child's learning progress through reporting
 - Support parent and community groups to build a safe, stimulating and engaging environment.

Achievements

1. P&F run fundraising events with support from principal and staff

- Priorities are 2018 Fun day and Mother's Day Fun Run
- Use funds raised to further develop school grounds

2. Establish a strong staff social group to initiate opportunities for relationship building within teams and the whole staff

3. Investigate and plan the implementation of partnerships

- 'Extending Capable Learners in Number' network with St Monica's and Resurrection Catholic Primary schools
- 'Active Travel schools program with Wyndham Council'
 - Investigate and utilise ARC linkage project - 'Enhance active school trips' in connection to Active Schools Program
 - Establish an 'Active Travel Schools Program' team of teacher and parent and students to participate, investigate and lead our community, inclusive of Pat Love
 - Establish website link and forum for community information regarding 'Active Travel Schools Program'

4. Develop active involvement of parents in the learning areas

- Being able to engage parents more deeply/ effectively/ when they are here (Foundation Prayer → THRASS)
- Develop parents' capacity to engage in home learning with particular clarity in curriculum benchmarks, home learning, reporting and transition expectations.
- Continue to use Espresso Martini task box to build connectedness amongst parents
- Strategically plan for Learning Assemblies, including parent input

PARENT SATISFACTION

Based on CEM school data snapshot 2018 we upwards trends in retention of students, year 5 and 6 enrolments as a percentage of enrolments and community engagement.

We have waiting lists at all year levels except year five and six.

Catholic Culture survey indicates as growing trend amongst our parents that our school has a visible Catholic Culture.

Future Directions

In 2019 we will target the following as priorities within the five spheres:

Identify and implement expert teacher strategies and behaviours through informal and formal peer observation, modelling, feedback, goal setting and coaching

Ed in Faith:

Exploring and engaging with our 'Hermeneutical space' through a Pedagogy of Encounter-

- Social Justice actions, Recontextualisation, Post Critical Belief styles, listening to and telling story (Visual Arts) - creating Dialogue

Leadership and Management:

Collaborating on and clarifying School Improvement Plan (SIP) targets

- Reword strategic intent
- Setting clear and explicit targets across spheres
 - Investigate options for tracking all spheres
- Establish our data story
 - Where are they now - complete 12 months targets using - PatM and PatR, Pat Spelling, F&P, LFIN, data tracking tools/strategies for each sphere and tracking and priorities document

Teaching and learning:

Developing 'expert' behaviours in every staff member

- Peer Coaching - Observation, modelling, feedback and coaching and 'Sprints for learning'
- Maths - 12 months growth in Number - Learning Framework in Number and beyond
- English - 12 months growth in Writing - Thrass, VCOP, Big Write and beyond
- Intervention Framework Modules
- a consistent approach in student management

Student Wellbeing:

- Build student responsibility
 - eating and cleaning practices, student leadership, active travel and self-directed learning
- Build student personal and social emotional skills
 - Positive Psychology - Positive Education, students coaching students,

School Community:

Strengthen Parent connectedness across our community.

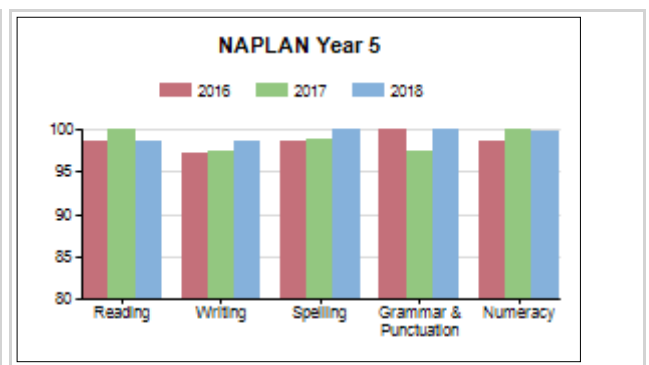
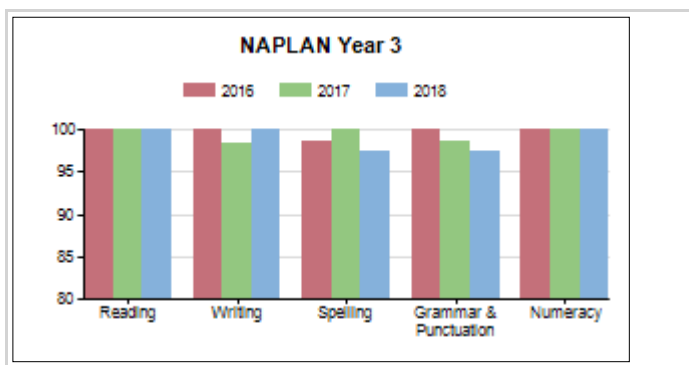
- in student learning and behaviour through a new Learning Management System
- P&F endeavours and events that build our physical environment.

School Performance Data Summary

E1391

Stella Maris Catholic Primary School, Point Cook

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	98.6	-1.4	97.4	-1.2
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	98.7	100.0	1.3	97.4	-2.6
YR 03 Writing	100.0	98.5	-1.5	100.0	1.5
YR 05 Grammar & Punctuation	100.0	97.5	-2.5	100.0	2.5
YR 05 Numeracy	98.6	100.0	1.4	100.0	0.0
YR 05 Reading	98.6	100.0	1.4	98.7	-1.3
YR 05 Spelling	98.6	98.8	0.2	100.0	1.2
YR 05 Writing	97.3	97.5	0.2	98.7	1.2



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.6
Y02	93.9
Y03	94.5
Y04	94.0
Y05	94.5
Y06	92.1
Overall average attendance	93.6

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	84.8%
--------------------------------	-------

STAFF RETENTION RATE

Staff Retention Rate	75.0%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	9.4%
Graduate	3.1%
Graduate Certificate	0.0%
Bachelor Degree	81.3%
Advanced Diploma	15.6%
No Qualifications Listed	9.4%

STAFF COMPOSITION

Principal Class (Headcount)	2
Teaching Staff (Headcount)	55
Teaching Staff (FTE)	47.8
Non-Teaching Staff (Headcount)	18
Non-Teaching Staff (FTE)	13.9
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