



St Gerard's Primary School
North Dandenong



*Access to
Excellence*

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2017

St Gerard's
North Dandenong

REGISTERED SCHOOL NUMBER: 1566



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Minimum Standards Attestation

I, Chris O'Connell, attest that St Gerard's 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)

18/05/2018

Our School Vision

St. Gerard's is a Christ centred Community that believes in the Gospel values of faith and love. We endeavour to live our lives according to these values through ...

Inclusion

We are a multi-cultural school, which encourages the inclusion of all people. This inclusiveness both enriches and promotes the growth of our unique St Gerard's community

Community Spirit

Enlivened by the Spirit of God, we are committed to supporting with love and understanding the children in our care and their families

Education

We are committed to developing the potential of all students, which will empower them to achieve success, develop their self esteem and inspire them into a lifelong love of learning that will help equip them for the contemporary world

Justice

Inspired by Christ's message of "love one another", we endeavour to foster a sense of peace, respect and equality, promoting justice for all

School Overview

St Gerard's Primary School, is a multi-cultural Catholic Primary School in Dandenong North. The school has high expectations for every student and strives to develop the whole child.

The current school population of 190 has students from around 50 different nationalities with 89.1% of students with language backgrounds other than English. The families are particularly aspirational regarding their children's futures, especially when coming from desperate circumstances, however, these educational aspirations can be stifled due to 'unfreedoms' (Sen, 1999. Development as Freedom. Oxford: Oxford University Press.) associated with poor material circumstances and limited ability/confidence to engage with the school community. In response St Gerard's values the engagement of parents as partners in their child's learning and sees parents as capable and works with families to remove barriers to effective participation in school and community life.

The school completed an extensive building program and opened new state of the art learning areas from Prep to Year six. This enables the delivery of best practice instruction, with seamless technology, in order to prepare our students for an ever changing world.

The church is on the corner of the school grounds, helping to ensure that children and their families see themselves and their school as integral to the St Gerard's parish community. St Gerard's is a very devout Parish and school, with many families attending Mass on a weekly basis. Fr Arthur (Parish Priest) and Fr Denton take a keen interest in the students and weekly visit classes and work alongside the teachers in developing faith and promoting a Christian way of life.

The school has a focus on improving learning outcomes for students and has been consistently and substantially achieving above average performance on NAPLAN.

Principal's Report

St Gerard's conducted a school review in 2017. This review demonstrated significant progress over the past four years towards the realisation of its improvement goals and associated outcomes. The review demonstrated that St Gerard's is a community where faith is central, relationships are built on love and respect and where there is a sense of great hope for the future. These characteristics and values imbue the whole community of students, parents, staff and school and parish leaders. The review in 2017 demonstrated that the students have very high levels of motivation to learn and that this is supported by parents and encouraged and fostered by the high expectations the school has for the full development of each individual student.

Improvement in student learning outcomes has been comprehensive and sustained and can be illustrated by reference to NAPLAN Student Comparison data. This very significant improvement was formally acknowledged by the Chief Executive Officer of the Australian Curriculum Assessment and Reporting Authority, Mr Robert Randall in an email to the school on 24/02/2017.

Improved student learning outcomes at St Gerard's occurred in an environment where there was a persistent and specific focus on improving student behaviour both in the classroom and wider school environment through a consistent approach to the implementation of the School Wide Positive Behaviour (SWPB) framework.

A critical element in the success of St Gerard's is the staff culture and desire to always improve. All staff are committed to further developing their capacity to deliver personalised and differentiated teaching in order to best meet the learning needs of every student.

St Gerard's continued to be part of a cluster of schools to work together with a focus on parent engagement. Joining with St Mary's Dandenong and St Anthony's Noble Park (SMAG) employing a Cluster Engagement Leader across the three schools, with support from a grant from Catholic Education Melbourne (CEM). The aim of the work was to improve student outcomes by building and strengthening links between parents, schools and the local community by:

- championing Family School Partnerships at school, community and cluster levels;
- building capacity of school leaders and personnel to promote partnerships and learning communities;
- connecting schools to community and community to schools;
- measuring and evaluating the impact of Family Engagement on student learning.

In conclusion, the school community must be congratulated on the tremendous outcomes they deliver for the students.



Education in Faith

Goals & Intended Outcomes

To improve the Catholic Culture and raise awareness of social justice activities.

Achievements

In the past twelve months there was a re-organising of school structures and an appointment of a Deputy Principal to oversee a Faith Formation and Wellbeing Team to align social emotional learning (SEL) to the Gospel values, so faith is tangible, real and lived by the students, staff and parents.

St Gerard's staff implemented the *Religious Education Curriculum Framework, Archdiocese Melbourne, Draft as at 24 January 2017* which sits within the context of the Education Framework for the Archdiocese of Melbourne, Horizons of Hope and are supported by the "To Know, Worship and Love" texts (produced by the Archdiocese of Melbourne).

St Gerard's staff endeavours to use *The Religious Education Curriculum Framework* to enrich the content of the capabilities of the *Victorian Curriculum* with a Catholic perspective.

The program is taught through a contemporary curriculum, which is planned within the Inquiry Unit and relevant to the St Gerard's School Community. It aims to help children

grow in their relationship with God and supports the family as the primary educators in faith. The program builds on the experiences of each child.

St Gerard's staff use the Teacher Dialogue Tool and the Pedagogy of Encounter Diagram (*Religious Education Curriculum Framework, Archdiocese Melbourne, Draft as at 24 January 2017, Appendix 2 and p 10*) to assist with collegial planning for rich student learning.

Our dedicated Parish Priest and assistant priest continue to give weekly Religious Instructions.

At St Gerard's School we assess religious knowledge. We do not assess nor report on a student's personal faith. We do however, nurture faith to enable it to grow. We assess students' religious knowledge, skills, participation in liturgical events and completion of classroom activities. A variety of techniques are used to assess in Religious Education. Some of the assessment tools include: rubrics, checklists, observations, journals, anecdotal records, concept maps, questioning, pre test/post test and samples of students' work.

Staff at St Gerard's use the achievement standards in the *Religious Education Curriculum Framework, Archdiocese Melbourne, Draft as at 24 January 2017, p. 21 – 25* to identify valued student learning in Religious Education that is observable.

VALUE ADDED

- Whole School Monday morning meditation to link the weekly Gospel Readings to Social Emotional Learning goals and everyday life,
- Liturgies include Beginning of the School Year Mass, Ash Wednesday, Mary Help of Christians, Feast of the Sacred Heart, Feast of the Assumption, St Gerard Majella Feast Day, All Saints Day, All Soul's Day, End of Year and Graduation,
- Prayer Services/Special Assemblies include: The Passion, National Sorry Day, Refugee Week, Mission Week, Living Rosary, Harmony Day, Advent and Graduation,
- Carols Concert,
- Family Week Breakfast,
- St Gerard's school choir at times presents singing for the parish,
- School assemblies feature the St Gerard's Prayer Song developed by a staff member,

- Parent/Child Information and Preparation sessions for the Sacraments,
- The Religious Education Co-ordinator assists the teachers in planning programs,
- Regular PLTs and staff meeting enable staff to focus on effective teaching practice for RE,
- A range of 'thinking tools' including Jigsaw Summary & Scriptural Think Pads were used,
- Class prayer is prominent across the school,
- Staff Prayer,
- Level Mass,
- Reconciliation once a term,
- Student reflection days include: First Reconciliation, First Communion, Confirmation, Gr 6 Graduation,
- Social Justice Leaders promote selected 'social justice' activities to students and community: Our Feast Day Talent Quest to raise money for the Missions, Caritas Project Compassion Appeal, Catholic Missions, White Elephant Stall, St Vincent De Paul appeals,
- Excursions include, St Patricks and Annual Mission Mass at St Patrick's Cathedral and School Choir excursion performing at nursing/rehabilitation homes.



Easter Bonnet Parade

Learning & Teaching

Goals & Intended Outcomes

To implement 21st Century pedagogy to improve the quality of teaching and learning and enhance the holistic development of each student.

To enable all students to achieve success in a contemporary and innovative environment of high expectations and continuous improvement.

- That Literacy outcomes will improve.
- That numeracy outcomes will improve.
- That student engagement will improve.

Achievements

In 2017, ACARA, identified St. Gerard's as a high gain school with substantial improvement in both literacy and numeracy, "On behalf of ACARA, I would like to extend my congratulations to you and your school community on this achievement. Gains of this magnitude are significant and worthy of highlighting and acknowledgement."

Robert Randall, Chief Executive Officer Australian Curriculum, Assessment and Reporting Authority Email 24/02/2017.

This was the result of four years of very targeted professional learning with a particular focus on instructional improvement - School Support Mathematics (SSM) 2013-2014 and School Improvement in Literacy (SILC) 2015 -2016. The 2017 school year was an opportunity to consolidate and further embed the best instructional practice that had been consistently developed across Prep to Year 6 for both literacy and numeracy. This best practice clearly impacted in a positive way on student learning outcomes.

In addition to the instructional improvements the explicit teaching of skills and knowledge through differentiation ensured we taught at the point of need for each student. The use of ongoing assessment and flexible grouping of students were also a critical factors in achieving the significant gains in learning.

Oral language development remained a corner stone of the work in addressing the high English As an Additional Language (EAL) factor in the school with a dialogical teaching approach which focussed on the relationship between language, learning and thinking. This was a professional approach where-by teaching paid as much attention to the teacher's talk as to the pupil's to harnesses the power of talk to stimulate and extend pupils' thinking and advance their learning and understanding.

In our dialogic classrooms the school always endeavoured to have children not just provide brief factual answers to 'test' or 'recall' questions, or merely spot the answer which they think the teacher wants to hear. Instead they learnt and were encouraged to,

narrate, explain, analyse, speculate, imagine, explore, evaluate, discuss, argue, justify and most importantly generate and ask deep questions of their own.

A range of intervention tools were used in the teaching of Literacy including explicit teaching of oral language skills throughout the whole school, Reading Recovery for Grade 1 students, a Literacy Intervention teacher in Grade 1 and 2 and Learning Support Officers to support students with academic and behavioural needs.

In all areas of the curriculum students undertook pre-tests before a unit of work began. These tests were used to pinpoint areas of need and at what point to begin a sequence of lessons. This has proven useful so that students were not taught what they know, but taught what they need to learn.

In Mathematics the main focus has been on deepening understanding, fluency, problem solving and reasoning. The dialogic approach was used to encourage students to discuss the strategies they use to solve problems and share with their peers to deepen learning.

In Mathematics, teachers used Maths Walls as another teacher in the room to instruct and to inform students. Students are encouraged to use correct maths terms when sharing strategies, problem solving and reasoning. Students also published their thinking and results in a variety of ways such as posters, written explanations, oral presentations and video presentations.

A comprehensive Assessment Schedule was implemented for both Literacy and Mathematics, utilising a range of tools, such as NAPLAN, Early Numeracy Research Project, Scaffolding Numeracy in Middle Years, Acer PAT on-line assessment, Fountas and Pinnell Benchmark Assessment, Record of Oral Language, observational surveys and math units of work with pre and post testing. This includes the use of formal and informal assessment.

Expectations were high to drive continuous improvement, this was done by analysing student data effectively, and ensuring teachers do not teach what the students already know. Lessons were open ended with varied entry points and allowed for individual growth and progress. Every student had the opportunity to experience success in this environment.

STUDENT LEARNING OUTCOMES

Year Three Naplan testing and results are somewhat limiting, as many of the students are being tracked on the EAL Continuum and in many cases English is not even an additional language at Year Three. At Year Five growth analysis does give us opportunity to track student development using Year Three data as a baseline. Growth analysis from 2015 to 2017 continued the five year trend, where-by school mean growth was clearly well above the State mean growth, in all areas of literacy and numeracy.

The school successfully set differentiated growth targets for each cohort in Year 3, in order to have the cohort at or above the State and/or National mean at Year 5. NAPLAN data indicated a value add growth for the 2015-2017 cohort of between thirteen to fifteen weeks in every ten.



Cave Hill Creek Camp

Student Wellbeing

Goals & Intended Outcomes

- To support and develop safe and effective learning environments that foster and develop student's social and emotional awareness and ability to self-regulate their behaviour.

Achievements

Funding was sourced and staff were able to access Professional Learning in the areas of trauma informed practice (Berry Street), Respectful Relationships (recognising and responding to family violence), Zones of Regulation (Monash Health – ELMHS) and Transitions (DEET). In addition, funding was obtained for students to be able to access Life Education modules.

The establishment of a Student Wellbeing Team (SWT) allowed for dissemination of tasks and responsibilities in this area, including the SWT attending Professional Learning on School Wide Positive Behaviour Support (SWPBS).

Social Emotional Learning was strengthened with the roll out of P-6 lessons with specific social skill teaching on a fortnightly basis. In addition, the Rights, Responsibilities and Resilience (RRR) resource was explicitly taught each alternate fortnight ensuring adequate coverage of the all of the General Capabilities (Vic Curriculum).

A Psychologist continued to work in our school – facilitated through the use of Mental Health Plans under Medicare. More than 12 students accessed this service.

Attendance.

- The Principal has a responsibility to ensure that attendance records are maintained and monitored at school.
- All student absences are recorded on the electronic attendance and the Administrative staff are to re-enter it onto SAS2000 roll daily.
- The Class Teacher and Principal have a further responsibility to ensure that unexplained absences are investigated and that high levels of absenteeism are adequately explained.
- The Principal will contact parents of students with high levels of unexplained absences, with a view to developing a plan to return to school and implementing strategies to minimize absences.
- Ongoing unexplained absences or lack of cooperation regarding student attendance may result in a formal conference being organized. Unresolved attendance issues may be referred to D.H.S.
- "ITS NOT OK TO BE AWAY" will be promoted on a regular basis
- Student absences will be noted on the formal school report – Semester 1&2.

VALUE ADDED

- Student Wellbeing Leader is a member of the Executive Leadership Team,
- Student Wellbeing is delivered through a team approach,
- Regular meetings with parents occur to support academic as well as behavioural needs,
- Buddy programs continue,
- Social Emotional Learning (SEL) taught every Thursday across the school,
- Partnering with Monash Health (CASEA Team) for preventative and interventional approach to mental health,
- School based psychologist,
- Resilient Youth Survey conducted and analysed,
- Berry Street model implemented in Years 3-6,

- Daily goal setting across the school,
- Playground awards ongoing,
- Regular attendance at CEM Wellbeing cluster meetings occurs.



Athletics Day 2017.



STUDENT SATISFACTION

Student motivation was at 88th percentile (2017 School Improvement Survey- Student Opinion Survey), being consistent with significantly above average numeracy and literacy growth data (2017 School Comparison Report-NAPLAN data service). The variables relating to *Engagement in Learning* (2015-2017 School Improvement Survey- Student Opinion Survey) displayed a pattern that could indicate that students were highly motivated to do well and student focus group feedback during the review indicated that students are generally confident in their ability to learn; in particular students spoke about goal setting and the need to gather evidence about progress towards achieving goals.

Student attendance rate for the year was 92.41%.

Child Safe Standards

Goals and Intended Outcomes

Central to the mission of St. Gerard's is an unequivocal commitment to fostering the dignity, self-esteem and integrity of children and providing them with a safe, supportive and enriching environment to develop them spiritually, physically, intellectually, emotionally and socially.

There is a specific focus on safeguarding children at St. Gerard's against sexual, physical, psychological and emotional abuse or neglect.

All staff, volunteers, clergy, board members and contractors at St. Gerard's are expected to actively contribute to a school culture that respects the dignity of its members and affirms the Gospel values of love, care for others, compassion and justice. They are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children.

Over the past 12 months St Gerard's 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 well-being programs such as Berry Street, CASEA, Youth Resilient Survey and weekly SEL lessons.

Achievements

The embedding of policies and commitments into every day practice.

St Gerard's has developed a comprehensive suite of policy & procedural documents to support the ongoing management of child safety. These have all been developed with a Child Safety Focus and include, but are not limited to:

- *Working With Children Check Requirements* – To reflect changes to the WWCC that came into effect in August 2017;
- *Organisational Duty of Care* – Defining the school's statutory 'duty of care' to take all 'reasonable precautions' to protect students and young people under their care;
- *Reportable Conduct Scheme* – Outlining how the school responds to allegations of child abuse and child-related misconduct by employees & volunteers;
- *School Attendance Guidelines* – Defining the school process for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern.

Training of teachers, non-teaching staff and volunteers.

All staff members participated 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:

- On-line 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.

Consultation with the community.

- St Gerard's has actively engaged 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 the school newsletter and website.

Human Resources practices.

- St Gerard's has adopted Human Administrative & Human Resource practices to ensure its recruitment & performance management processes not only identify the most suitable candidates to undertake 'Child Connected Work', but fosters continual improvement in child safety practices.
- To achieve this the school ensures that the following Human Resource processes have a child safety focus:
 - Position advertisements
 - Position descriptions
 - Referee Checks
 - Victorian Institute of Teaching Registration (VIT)
 - Working With Children Checks & National Criminal Record Checks
 - Screening of Casual Relief Teachers, Contractors and Volunteers.

St Gerard's maintains detailed records to support the screening and ongoing supervision of any individual required to undertake 'Child Connected Work'.

Student participation and empowerment strategies.

St Gerard's has ensured awareness of child safety through posters generated by students in each learning area, reflecting the developmental age of the children.

Child safety - Risk Management approaches.

St Gerard's maintains an extensive risk register, identifying risks and controls in regard child safety in all aspects of school life. In addition to this the school undertakes risk assessments when conducting any child related activities off site.

Leadership & Management

Goals & Intended Outcomes

To improve the organisational health of the school and to build the leadership capacity of staff.

- To improve staff understanding of role clarity of individual and team roles.
- To have teachers and all teams embrace contemporary learning practices.
- To improve parent perceptions of the school's learning and teaching.

Achievements

The school's significant success in improving student learning and wellbeing points to strong effective instructional leadership at many levels (external school reviewer 2017). This was supported by a re-structure which was implemented in 2017. This re-structure saw the school move from positions of leadership to teams of leadership – in particular The Faith Formation and Wellbeing Team and Learning and Teaching Team. These two teams were made of staff across Prep to Year 6 and gave opportunity for enhanced leadership capacity and distributed leadership. The two teams were overseen by the Executive Leadership Team.

This team approach is supported by a dynamic culture of high expectations and aspirations that sees all staff moving together in the same direction for the benefit of the children in our care.



Staff participating fully and celebrating reading with the students at the Book Week Parade.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

97.06%

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2017

<u>CEOM - Sourthern Region SWD and Learning Diversity Services Briefing</u>	20/04/2017	<u>CEOM - Phonics in Context: Successful Animated Readers and Writers</u>	20/06/2017
<u>CEOM - Phonological Early Reading Instruction - PERI</u>	16/03/2017	<u>CEOM - Expression of Interest Eastern Region RR Ongoing Prof Learning</u>	/
<u>CEOM - Understanding Speech, Language and Communication Needs</u>	11/05/2017	<u>CEOM - Southern Digital Education Network</u>	23/11/2017
<u>CEOM - Finance Clusters Meeting - South</u>	03/05/2017	<u>CEOM - Reportable Conduct Scheme Southern Briefing</u>	25/10/2017
<u>CEOM - New Administrative Officers' Induction - Semester 1</u>	14/02/2017	<u>CEOM - Deputy Principal Network - Southern</u>	02/03/2017
<u>CEOM - Are you ready for Hapara?</u>	25/10/2017	<u>CEOM - Southern Learning and Teaching Network</u>	09/03/2017
<u>CEOM - Improvement Sprints into Action</u>	08/02/2017	<u>CEOM - Southern Region Religious Education Leaders Network</u>	23/02/2017
<u>CEOM - Unpack the Victorian Digital Technologies Curriculum REPEAT</u>	27/10/2017	<u>CEOM - Southern Middle Leaders (Literacy and Mathematics) Network</u>	02/05/2017
<u>CEOM - Unpack the Victorian Digital Technologies Curriculum REPEAT</u>	27/10/2017	<u>CEOM - Flourishing as Leaders - Seeking God in All Things</u>	28/07/2017
<u>CEOM - Reportable Conduct Scheme</u>	31/08/2017	<u>CEOM - Inclusion Network for Student Learning Teams Term 1</u>	23/03/2017
NUMBER OF TEACHERS WHO PARTICIPATED IN PL		23	
AVERAGE EXPENDITURE PER TEACHER FOR PL		\$ 3,000	

TEACHER SATISFACTION

A positive staff culture underpins all the achievements made in 2017. The Teaching Climate Aggregate (Insight SRC 2017) score was 89.1 and the Organisational Climate Aggregate (Insight SRC 2017) score was 83.2, both scores far exceeding the target score for the year. Although it's pleasing both scores are in the 80th percentile and indicate supportive leadership, quality teamwork, role clarity, high teacher confidence and well organised curriculum, we strive to be in the 90th percentile for both scores.

School Community

Goals & Intended Outcomes

- That the communication with parents will be enhanced.
- That the community connection with the school will be strengthened.

Achievements

The school community had much to be proud of and to celebrate in 2017. We celebrated 60 years of catholic education at St Gerard's and opened and blessed new buildings and celebrated with traditional dance.



School 60th Anniversary celebrations.



Bishop Elliott addressing the community before blessing our new buildings.

The current school community has students from around 50 different nationalities with 89.1% of students with language backgrounds other than English. The families are particularly aspirational regarding their children's futures, especially when coming from desperate circumstances, however, these educational aspirations can be stifled due to 'unfreedoms' (Sen, 1999. *Development as Freedom*. Oxford: Oxford University Press.) associated with poor material circumstances and limited ability/confidence to engage with the school community. In response St Gerard's values the engagement of parents as partners in their child's learning and sees parents as capable and works with families to remove barriers to effective participation in school and community life. In order to effectively remove barriers we partner with many agencies to meet the needs within our community, these include, Mission Australia, City of Greater Dandenong, Best Start, Windermere, Catholic Education Melbourne, SMAG, WAYSS, Rowville Neighbourhood House, Keysborough Learning, Centrelink/DHHS, Bunnings, The Waterwell Project, Tenderbridge, Berry Street, Active After School Activities, Monash Health (CASEA), Monash University and Deakin University.

All teachers continued to work on establishing partnerships with parents and increasing the types and frequency of communication with parents. In addition, some teachers worked with families in small groups or within Level planning sessions to help them to understand their child's learning and for teachers to explore the "gaps" in their own or the parent's capacity and/or knowledge in educational partnerships.

Monash University Occupational Therapy students continued to develop and follow through on projects – fine motor skills – with a particular emphasis on working with parents.

A link with Caulfield Grammar eventuated in the establishment of a Homework Club each Wednesday afternoon where Caulfield Grammar students (From Years 10 and 11) tutor St. Gerard's students from 4-5pm.

The Family Engagement in Learning Leader continued to link in with community organisations, as outlined above.

PARENT SATISFACTION

As highlighted above St Gerard's values the engagement of parents as partners in their child's learning and sees parents as capable and works with families to remove barriers to effective participation in school and community life.

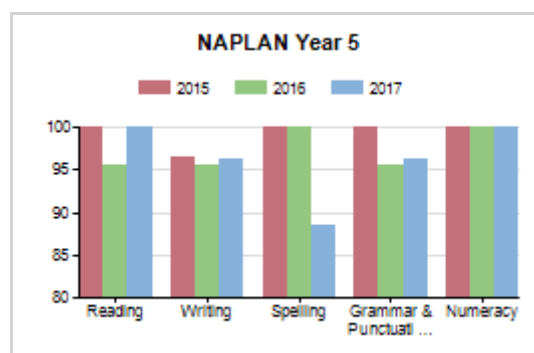
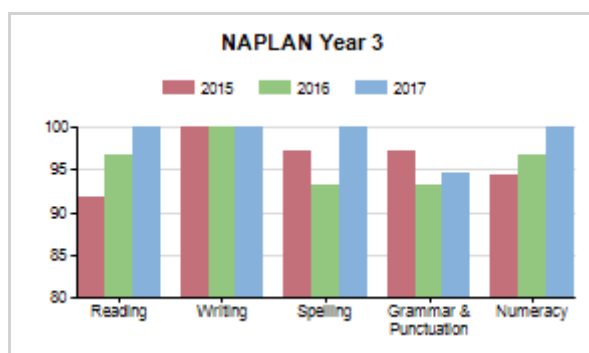
The effectiveness of the schools endeavours is well reflected by the positive parent perceptions of their involvement in the school and their child's education, (Insight SRC- Parent Opinion data 2017) with the variables, Parent Partnership, Approachability and Parent Input all in the top 25% of Australian schools. The Community Engagement Index (Insight SRC- Parent Opinion data 2017) was in the 80th percentile of all Australian schools.

Future Directions

Sphere of Schooling	GOALS	INTENDED IMPROVEMENT OUTCOMES
Education in Faith	Celebrating and enlivening the principles, values, ideals and challenges of the Gospel and the Catholic faith within the life of the school community.	<ul style="list-style-type: none"> • <i>That students will be more compassionate and engaged members of our Catholic community</i>
Learning and Teaching	Providing a challenging and personalised approach to learning that has depth and breadth and which fosters creativity and maximises student outcomes across the curriculum.	<ul style="list-style-type: none"> • <i>That student outcomes in literacy and numeracy will improve</i> • <i>That student outcomes in STEM will improve</i>
Student Wellbeing	Enabling students to thrive and flourish within an environment characterised by unity and quality relationships which fosters dignity, respect and hope.	<ul style="list-style-type: none"> • <i>That the web of relationships that make up the school community will be further enhanced</i> • <i>That the capacity of students to utilise personal and social capabilities will improve</i>
Leadership and Management	Fostering high quality leadership at all levels of the school that will inspire and unite all staff in their commitment to continuous improvement.	<ul style="list-style-type: none"> • <i>That clarity and staff engagement will improve</i> • <i>That the school's Teaching Climate will improve</i>
School Community	Strengthening partnerships with families and the community that will unite all in achieving and celebrating enhanced student wellbeing and learning.	<ul style="list-style-type: none"> • <i>That levels of parental input, engagement and partnership will improve</i>

School Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	97.1	93.3	-3.8	94.6	1.3
YR 03 Numeracy	94.3	96.7	2.4	100.0	3.3
YR 03 Reading	91.7	96.7	5.0	100.0	3.3
YR 03 Spelling	97.1	93.3	-3.8	100.0	6.7
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	95.5	-4.5	96.2	0.7
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	95.5	-4.5	100.0	4.5
YR 05 Spelling	100.0	100.0	0.0	88.5	-11.5
YR 05 Writing	96.4	95.5	-0.9	96.2	0.7



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	89.89
Y2	91.64
Y3	94.85
Y4	91.23
Y5	93.06
Y6	93.93
Overall average attendance	92.43

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	97.06%
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STAFF RETENTION RATE

Staff Retention Rate	86.36%
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TEACHER QUALIFICATIONS

Doctorate	0.00%
Masters	33.33%
Graduate	13.33%
Certificate Graduate	6.67%
Degree Bachelor	86.67%
Diploma Advanced	60.00%
No Qualifications Listed	0.00%

STAFF COMPOSITION

Principal Class	3
Teaching Staff (Head Count)	20
FTE Teaching Staff	13.771
Non-Teaching Staff (Head Count)	10
FTE Non-Teaching Staff	9.350
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