

# ANNUAL REPORT TO THE SCHOOL COMMUNITY



**St. Jude's Parish Primary School**

**2018**

REGISTERED SCHOOL NUMBER: 1760



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## Contact Details

ADDRESS	30 Warrandyte Road] Langwarrin VIC 3910
PRINCIPAL	Marita O'Sullivan
PARISH PRIEST	Father Martin Adichilamackal
SCHOOL BOARD CHAIR	Mr. Michael Price
TELEPHONE	(03) 9789 7581
EMAIL	principal@sjlangwarrin.catholic.edu.au
WEBSITE	<a href="https://www.sjlangwarrin.catholic.edu.au/">https://www.sjlangwarrin.catholic.edu.au/</a>
E NUMBER	E1296

## Minimum Standards Attestation

I, Marita O'Sullivan attest that St. Jude's Parish 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)*

17<sup>th</sup> May 2019

## Our School Vision

**An abundance of Mercy, Peace and Love**

**Seeking and Achieving**

**Together in God's Love**

We at St Jude's value a positive community that is inclusive and respectful of relationships, appreciative of diversity.

We are committed to our faith community, fostering an environment where all staff & students reach their potential as lifelong learners.

We recognise the importance of family in each student's learning and ensure that every effort is made to involve and inform parents in a supportive and effective manner.

We also value the diversity of families and build on the experiences that students bring to the classroom.

We value and respect each person and carry this into our parish and wider community.

We connect the learning environment of the classroom with the parish, local, national and global community in a variety of ways both internal and external, online and in person.

We aim to create a learning community that actively promotes knowledge and skills for a twenty-first century society.

We are committed to maximising the use of technologies to optimise learning for all (students, parents, staff and the wider community) in an online environment.

We are committed to building staff capacity, who are accountable to each other, through a shared ownership of teaching and learning.

In light of our Catholic faith and traditions, students are provided with opportunities to become independent learners, creative thinkers and be selective in the ways they choose to learn.

Staff emphasize the quality of learning with high expectations of achievement and support students to reach their full potential.

We provide an engaging and differentiated curriculum, growing the whole person through a climate of shared culture, and a safe and nurturing environment.

We are committed to using high quality data and targeted, explicit teaching to ensure students achievement through personalised learning.

We value every student's well being as the responsibility of every staff member as we move from class lead learners to school lead learners to global lead learners.



We are committed to achieving a high level of student engagement through planning with students' needs and interests in mind as stewards of our sustainable, global community.

Students are provided with a safe, stimulating and supportive environment where every student feels secure and valued.

Teachers use strategies to develop investigative and problem solving skills which encourage questioning, reflecting, creativity and imagination.

A variety of methods of ongoing assessment and reporting are used. Teachers explain the purpose of the assessment to students to guide and enhance future learning.

The adjustment of tasks in both planning and teaching aims to meet the range of abilities and learning styles.

Students are encouraged to take risks in their learning. They show respect for all learners and acceptance of individual differences.

**"A Positive Attitude is a little thing that makes a BIG difference."**



## School Overview

St. Jude's Parish Primary School is a Catholic Primary School located in Langwarrin. The school serves the needs of the children in the Parish of Langwarrin. We work in partnership with the home and parish to educate the children in our school. The school has an enrolment of 234 and currently runs 10 classes from Year Prep to Year Six.

St. Jude's enjoys a natural bush setting and a sustainable infrastructure that blends with the local surroundings. We have a 5 star sustainable rating, we have a strong environmental commitment. We endeavour to practice Waste Wise initiatives, promote energy efficiency, reduce water usage, increase biodiversity in the school gardens and encourage community practice of sustainability.

Facilities include a junior, middle and senior block where classrooms are spacious and all include a break out space where the classes can come together. There are also specialist rooms and spaces. Specialist classes currently offered are Performing Arts, Visual Arts, Physical Education, Italian and Library. We have a school hall which is a comfortable carpeted space where assemblies are held. There is also an indoor basketball court that opens up out to our spacious grounds. The grounds provide excellent spaces for outdoor learning, fitness and play. They include a grassed oval, two synthetic outside basketball courts, two adventure playgrounds, a kitchen garden which includes a chicken coop, a sensory garden and plenty of shaded spaces.



At St. Jude's we strive to engage each child, with our personalised learning approach we meet each individual child where they are in terms of their academic, spiritual and social and emotional learning. We recognise that parents and the school work in partnership to support the development of the whole child.

Jesus' teachings remains the focus of our daily interactions, through our prayers and our faith. Acts of kindness are modelled and affirmed

by all members of our school community.

Student Wellbeing continues to be a strength at St. Jude's with many initiatives and extracurricular activities including pop up play, lunchtime clubs in place.

Our school motto is **MERCY PEACE LOVE.**



## Principal's Report

In 2018 St Jude's celebrated 40 years of educating the Catholic community of Langwarrin. We began by coming together as a community to celebrate mass with Bishop Elliot. Following mass we showcased our school by inviting past, present and future families into our buildings to enjoy the art on display. Previous principals Sr Rosemary Crowe and Mr Ken Ryan joined us for the formalities. We gathered on the oval to reflect on our 40-year journey and then celebrated with food trucks, music and fun!



St Jude's continued to connect our world to our faith. Our student leaders nurtured our social justice program which gathered strength through the integration of the Catholic Social Teachings into our curriculum. Our Mini Vinnies continued to provide our school community with strong direction in showing mercy, peace and love to those in need in our community. Our ELFs (Environmental Leaders of the Future) demonstrated their love for the environment and commitment to sustainability by building our knowledge and understanding around the 5 Stars: Core Sustainability, Water, Waste, Energy and Biodiversity.



After nine years, St Jude's said goodbye to our principal Mr Michael Kerin. Through Mick's leadership every decision was centred on the students. He showed them they were loved unconditionally and he connected to all of them. Mick was integral to our growth by integrating technology as a key learning tool, leading St Jude's into the 21<sup>st</sup> century. He believed deeply in personalised learning and it was under his guidance that our amazing focus on individualised learning was developed. Our whole school personalised approach has been consolidated in Numeracy and Literacy in 2018.

At the end of 2018 Mrs Marita O'Sullivan was appointed to journey with us as our next principal. She comes to us from Our Lady of Fatima in Rosebud where she was integral to the development of Fatima as a guiding light in particular in the area of student wellbeing. We are very excited to welcome Marita into our community to lead us as we develop as a Positive Behaviour for Learning school. We look forward to Marita joining our community where every face has a place.



Mrs. Annette Vine  
Acting Principal 2018

## Education in Faith

### Goals & Intended Outcomes

To further develop a living and authentic Catholic Culture which ensures all individuals within our community grow closer to God and to live into our Gospel values in the contemporary world.

That staff, students and parents will grow in their active participation and understanding of the importance of Catholic faith and traditions and Catholic Identity within our school and parish community.

### Achievements

Our strong emphasis on social justice teachings in our CSI program continued in 2018 making it explicit for our students that it is through justice we achieve peace in our world. We worked to integrate Horizons of Hope into our Catholic Social Inquiry (CSI) units and developed our CSI units using the Pedagogy of Encounter Approach.

Our school year commenced with our Opening School Mass, which also incorporated the blessing of our school leaders. The leaders processed in with Father Martin, carrying a butterfly which held their hopes and dreams for 2018. These butterflies were on display for all to reflect and live out their actions on a daily basis.

Our Student Leaders and Mini Vinnies leaders also took up the call to help out those less fortunate, organising the 'clash of cans' collection for St Vincent De Paul Winter Appeal; St Jude's Book Stall; the joint partnership between Mini Vinnies and the Langwarrin St. Vincent de Paul (SVDP) Conference; facilitating 'Mission Week' activities for Catholic Mission and Project Compassion fundraising for Caritas Australia.

The Mini Vinnies are responsible for collecting shredded paper, cardboard and paper scraps that can be recycled so that the Langwarrin SVDP conference transports it to the Australian Paper Recovery in Dandenong to be made into recycled paper products. For every ton that is collected \$100.00 is returned to St. Vincent de Paul Society. Our 2018 School Captain, Laura, spoke at the annual Vinnies Conference: *St Vinnies – A Call to Serve*. She shared her experiences of being President of our Mini Vinnies Committee and how humbled she was to be able to do something for others who are less fortunate than ourselves. Laura received a standing ovation for her presentation!

The practice of Christian Meditation continued throughout the school every Tuesday, Thursday and Friday mornings, after lunch, enabling all members of the school to experience a calm, reflective space from which to continue our activities for the day.

St Jude's students celebrated all three Sacraments in 2018, Reconciliation, Confirmation and First Eucharist. The students learnt in class about the significance of each Sacrament as they continued to grow in their faith development. Each Sacrament was a blessed occasion, with the St Jude's Parish community welcoming all students into the love and life of the Church. Adult Faith Sacramental evenings (under the guidance of Father Elio Capra) were offered for each Sacrament, strengthening school/family partnerships and enriching the school religious education program.

School and Parish links continued to grow with senior students involved in two Anointing Masses throughout the year. Our school choir sang at all school Masses, providing students with opportunities to connect their faith and life in the Church setting



Buddy classes on rotations attended Mass with the Parish, Father Martin spoke with all students after Mass as a follow up to his homily.

The Religious Education Leader continued to facilitate Professional Learning Team meetings each term and worked with staff to assist them with planning units of work and with preparation for their Mass or Paraliturgy. These sessions were vital to maintain the richness of the Religious Education curriculum through an Inquiry based approach to learning.



St Jude's Student Leaders represented the whole school community at Diocese Mass celebrations at St Patrick's Cathedral Catholic for Catholic Education Week and the annual Children's Mission Mass. Our leaders celebrated together with other school students from across the Archdiocese of Melbourne, sharing their faith, witnessing the Good news and spreading the love of God.

### Value Added

- The results of this year's Insight SRC Parent Survey demonstrates the parent's recognition of the development of the student's understanding of how our faith is lived out in our lives. The Parent score for Compassion was at 94% a growth of 23 points up from 2017's score of 71%. The Parent survey score for Social Justice was 100% showing upward growth from 98% in 2017.
- Parents valued the opportunity to reflect upon the importance of the sacraments with Father Elio Capra leading the conversation, prior to the First Eucharist and Confirmation programs beginning. Parents have gained a deeper understanding of the Sacramental programs and their important role they play as their child's first educator.
- The Acting Principal and REL maintained ongoing communication with Father Martin. These meetings develop the parish / school partnership, as well as providing an opportunity to discuss Education in Faith, upcoming events and broader school, parish and Church matters.
- The REL and Deputy President of St. Vincent de Paul spoke and met regularly to maintain and support the joint parish and school social justice initiatives.
- Students and families had the opportunity to grow in faith through: Reconciliation, Eucharist and Confirmation.
- Sacramental Evenings were held.

- Student Leadership (including Mini Vinnies team) and participation in Social Justice initiatives
- Regular practice across the whole school of Christian Meditation
- School leaders attending St Patrick's Mass and the annual Children's Mission Mass
- Mini Vinnies visits to Ebenezer Village to share afternoon tea with the residents
- School and Parish Masses with school choir E.g. Opening School Mass, Ash Wednesday, Grandparents Day, Feast of The Sacred Heart, Semester 2 Commissioning Mass, Sacrament of Confirmation, Feast of Saint Mary of the Cross, Feast of the Assumption, St Jude's Feast Day, Graduation Mass.
- Students attending Thursday Mass with the Parish – weekly rotation with buddy class
- Buddy classes being involved in planning and preparing paraliturgies for the following: Prayers in Pyjamas, Stations of the Cross, Alleluia Day, ANZAC Day, Mother's Day, World Environment Day, Remembrance Day, Year 1 Prayer Night , Advent
- Prayer nights for the students and their families: Foundation students -Prayers in Pyjamas, Year One Prayer night - I am Part of God's Family, Year 5 Prayer night - I am Special!



## Learning & Teaching

### Goals & Intended Outcomes

To embed contemporary learning pedagogies with a focus on developing a challenging, stimulating learning environment.

#### INTENDED OUTCOMES:

That student achievement will improve in:

- Mathematics
- Reading Comprehension
- Spelling
- Writing

That learning becomes more targeted and personalised.

### Achievements

A focused and consistent approach to the literacy block across the school that emphasised explicit teaching, focus groups and daily reading.

Teachers differentiated the learning to teach students at their point of need. At weekly Professional Learning Team (PLT) meetings, teachers viewed assessment, monitored and tracked the students learning to enable support to be offered.

Pre and post testing across reading (BAS), spelling (WTW), Personalised Learning in Maths - Number and writing (VCOP), ensured that students were monitored in their learning and enabled staff to teach to their point of need.

Whole school data walls were created based on both PAT Reading and PAT Maths to focus on trends observed for 2018, to inform teachers knowledge to plan support for students and to identify team projects for 2019.

Level data walls were created with a Literacy focus for the staff at these levels to refer to in order to adjust teaching groups and their purpose.

Whole staff visited a recommended local VCOP school for mentoring.

VCOP Assessment Schedule was implemented. VCOP Cold Writes were identified and applied uniformly across all levels. VCOP moderation/discussion occurred at weekly level planning meetings. VCOP learning intentions were created and then incorporated into the formal report to parents which reflected the ongoing adaptations of the programs taught.

During Numeracy PLT meetings the team focussed on the continual improvement of our Number program. They also defined how Applied Maths would be taught and devised an overview to be implemented/trialled in 2019.

Junior staff created a common Reading (CAFE) and Spelling (WTW) planner, based on the Phonics in Context outline.

Leadership attended weekly planning meetings to mentor the establishment of effective planning documents and curriculum development and initiatives.

When moderating, teachers collected student samples of work and then participated in a collegial dialogue to support judgement of student learning.



Literacy resources were replenished according to need. VCOP games, junior take home readers, and middle and senior reading comprehension guided reader cards were purchased. We maintained our on-going subscriptions to Reading Eggs and the Daily 5 online reading resource.

Many students actively participated in the 2018 Premier's Reading Challenge.

Leadership actively participated in a collective of schools investigating how reporting to parents and students can be more ongoing and not limited to the formal written report received twice a year. Through this collective, changes were made to improve the way the child-parent-teacher interviews were conducted with goal setting and the student voice a priority.

Teams of staff plan the Pedagogy of Encounter - our Inquiry program - which focuses on contemporary teaching for a differentiated curriculum.

Whole staff participation in implementing the four Capabilities from the Victorian curriculum into our teaching practice and reporting.

### STUDENT LEARNING OUTCOMES

During the last 4 years St Jude's has become very much focused on personalising learning especially in numeracy, reading, writing and spelling. The strong approach we have taken is reflected in the above average growth we have seen in the 2018 School NAPLAN Comparison report. Students in year 5 outstripped the state mean growth across the board in reading, writing, spelling, grammar & punctuation and numeracy. The students in Reading and Numeracy, in particular, achieved 23 and 10 growth points, respectively, above the state mean. The effect of this growth has drawn St Jude's average for Year 5 above the state mean in Reading and within a few points of the state mean in every other area assessed. This has been a very strong endorsement for the change to personalised learning in key learning areas.

PAT DATA in the period 2017-2018, reflected a steady growth of achievement from all students in Maths when analysing the Longitudinal report of the current Year 6 cohort. Some students showing a growth of over 20 points. The same results can be seen in Reading where the students have shown great growth in a 12 month period. This data supports the results seen in the NAPLAN data as stated above.

## Student Wellbeing

### Goals & Intended Outcomes

**To develop a positive community that is inclusive and respectful of relationships, appreciative of diversity and providing assistance, support to ensure the mental health and wellbeing of all.**

#### INTENDED OUTCOMES:

That student social and emotional learning skills are strengthened.

That students experience a safe, caring and collaborative environment.

That students become self-managed, collaborative learners who take responsibility for learning, choices and well-being of self & others.

That students develop strategies to strengthen student/teacher and student/student relationships.

**Achievements:** We entered our third year as a Positive Behaviour for Learning (previously SWPBS) school. PBL is a systematic approach for implementing proactive school wide behaviour management. During 2018 we continued to build on Tier 1 Universal expectations of all our students. Staff also worked to develop strategies and procedures for the support of Tier 2 and Tier 3 behaviours. Teachers reinforce and teach our expectations with fidelity and consistency across the school. Families have been very supportive of the school in implementing PBL.

Our school wide reward system Spirit Token was introduced. Students are awarded tokens for a huge variety of good choices. These tokens are collected for each House and when the cylinder is full the whole House group enjoys reward time.

Our before school and lunchtime activities continued to grow. We offered Gardening Club, Maths Club and Breakfast Club before school. At lunchtimes students can participate in choir, instrumental and drama groups or join knitting club! They can choose to become an Environmental Leader of the Future and participate in ELF activities at the breaks.



Pop Up play is a hugely successful initiative offered three lunch times per week. Pop Up play makes use of the pergola area to set up various toys and games which encourage imaginative and cooperative play. It provides an opportunity for students to experience play supported by our staff. It is an exciting opportunity for all students to be engaged in imaginative play including enthusiastic Year 6's dressing up!

Students can choose to join Mrs Tobin, our PE teacher, before school at Breakfast Club. Mrs Tobin trains students for upcoming interschool sports events including cross country running and athletics. In Term 4 Wednesday mornings begin with walking or running laps for fun and fitness. Mrs Tobin is supported by parents who cook toast for breakfast

after training.

The Student Leaders successfully led the school community throughout the year. They were responsible for planning and implementing meaningful social justice days for the whole school community.

Attendance at St Jude's is closely monitored electronically. Late arrivals and early departures are required to sign in or out at the office. To ensure safety of all students, we introduced an automated system to communicate with parents when their child is absent from school. It has been a terrific initiative especially for families whose children walk or ride to school.

In strict compliance of the Child Safety Standards, all visitors are required to sign in at the office and have their Working With Children Check recorded.

## VALUE ADDED

Student Wellbeing and Learning Diversity Teams designed to lead change and consolidate practices to support all student needs.

Formal completion of the KidsMatter criteria and confirmed status as a KidsMatter School.

Clear and consistent team supported approach to developing and monitoring Personal Learning Plans and Positive Behaviour Plans.

Access to on site psychologists to facilitate counselling for students as needed.

Professional development for leaders and staff to assist understanding of the Disability standards and the NCCD process.

Implementation of the SWIS data package.

Development of the whole school House Team reward system to promote positive behaviours.

St Jude's Day Awards for Respect, Safety and Learning were awarded at our St Jude's day assembly. The inaugural Flynn Sheldon Award was presented to honour the memory of Flynn Sheldon. It is a perpetual award given to a student from any year level who has:

- Been an agent of change in our school, parish or community  
or
- Demonstrated outstanding resilience  
or
- Encouraged others to think outside the square

Student Wellbeing is also supported via the following:

- Buddy and Family group activities
- Whole School Reward System - Spirit Tokens
- Social & Emotional learning support: Lego Club, In Real Life, Circle Time



- Life Saving Victoria Beach Safety program
- Year 5/6 camp to CYC Camp Adanac

### STUDENT SATISFACTION

The Student Wellbeing Index on Insight SRC survey showed an increase from 71.4 in 2017 to 72.5 in 2018

Data from PAT SEW 2017 reflected overall a higher mean score which indicates that the students in our school on average enjoy a higher level of social-emotional wellbeing than students in other schools

### STUDENT ATTENDANCE

When a child is absent the parents have the option to phone or use the Update-ed application to inform the school for the reason and period of absence. Teachers update the attendance roll in the morning and afternoon, if unexplained absences occur the following procedure takes place.

The school will contact parents /guardian via a SMS about any unexplained absences, on the same day, as soon as practicable

The School Attendance Guidelines are followed to record, monitor and follow up student attendance in order to meet the requirements of the relevant act and regulations.

## Child Safe Standards

### Goals and Intended Outcomes

St. Jude's Parish 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. St. Jude's Parish 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 2017 - 2018, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. We continued processes to induct and digitally track all visitors and volunteers to our school and to maintain current records of Working With Children Checks. 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 Parish 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 students management, duty of care, and reporting requirements.

#### Training of teachers, non-teaching staff and volunteers

- All teaching & non-teaching 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.
- 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 the Bounceback Program and our Catholic Social Inquiry units of work played a fundamental role in achieving this outcome. This culminated in the development of a 'Child Friendly Code of Conduct',

which was communicated to students via relevant learning opportunities and made available to the broader school community via the school website.

### Consultation with the community

- St Jude's 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

- St Jude's 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.

St Jude's remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving our child safety strategy.



## Leadership & Management

### Goals & Intended Outcomes

To develop a staff culture that is characterised by a shared vision with a strong sense of teamwork, collaborative practices and a focus on feedback for continuous improvement.

That staff develop a vibrant, empowering, professional learning culture which reflects a strong Performance and Development understanding and employs effective feedback strategies

- Introduction of Educator Impact to support Performance and Development Culture

### Achievements

Strong teamwork is a focus at St Jude's. All staff belong to a number of teams and contribute at regular meetings. All leadership positions are supported through the team approach. Teams include: Executive team, School Wellbeing Team, Positive Behaviour Learning Team, Level Professional Learning Team, Learning Support Officers Team, Numeracy Team, Literacy Team, ICON Team and the Social Committee.

Staff at St Jude's have a shared understanding of practices common to a professional culture within a Catholic school. Teachers use the Australian Professional Standards for Teachers to reflect on their teaching. Teachers and leaders work together to draw on ideas and research about good practice to develop a shared understanding of effective teaching and learning. The school provides opportunities for effective professional learning from within the school in professional learning teams and from external providers. Opportunities are provided for staff to share their learning with team members.

In 2018 the school introduced Educator Impact to support a performance and development culture. This 360 degree feedback program empowers teachers to use their reflection on their own practice to increase their impact in the classroom. Teachers support their ongoing professional development by setting their own development goals based on the evidence collated from student feedback, peer observation and self-reflection. The evidence is mapped according to the eight competencies of the Australian Professional standards: setting objectives, calibrating difficulty, driving surface and deep learning, providing feedback, managing the classroom, developing relationships, communicating effectively and building relevance.

Teachers completed one cycle of EI observations in 2018. From their individual feedback summary, teachers set their own goals to work on for the remainder of 2018. In 2019 they will evaluate the goals and participate in the next cycle of feedback reflecting on their development against the goals set in 2018.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2018**

Principal Network  
 Deputy Principal Network  
 Religious Education Leaders Network  
 Southern Digital Education Network  
 Inclusion Network  
 Finance Network  
 New staff VCOP training  
 Further whole teaching staff VCOP development PD  
 Effective Teaching & Learning in Literacy  
 NCCD training  
 Disability Standards in Education  
 YARC training  
 Certificate IV in Education Support  
 In Real Life Program training  
 Enable, Connect, Engage & Learn PD  
 Self-Injury in primary School Children  
 Mental health First Aid  
 Trauma Informed Practice  
 Autism PD  
 Language Education : VATI and MLTAV conferences  
 First Aid training  
 Anaphylaxis training  
 OH&S Training  
 IEU Training  
 Dynamiq - Emergency Management Plan  
 Understanding the ECSI Report  
 RE Accreditation

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018**

25

**AVERAGE EXPENDITURE PER TEACHER FOR PL**

\$325

**TEACHER SATISFACTION**

2018 was a difficult year for St Jude's with the retirement of Mr Michael Kerin as principal and the long period of waiting until the new principal was installed. As a result, the teacher climate aggregate indicator on Insight SRC survey showed a decrease from 79.2 to 74.0.

With the arrival of our new principal Mrs Marita O'Sullivan in 2018 we would expect to see an increase in this data.

## School Community

### Goals & Intended Outcomes

To strengthen the collaborative partnership between home, school, parish and the wider community to support student learning and wellbeing.

That parents will be more actively engaged with, and have a greater understanding of their child's learning.

That students' learning will be enhanced by way of stronger community connections.

### Achievements

2018 was an exciting year for St Jude's as we celebrated our 40th Anniversary as a school. The community came together to plan and enjoy a 40<sup>th</sup> year Festival. We began with a Mass and then opened our doors with a showcase of what happens at St. Jude's.

St Jude's Feast day was celebrated with a visit by Obstacool. This inflatable obstacle course was enjoyed by all students across the school.

St Jude's continued to implement sustainability initiatives in 2018 which encouraged community involvement. We celebrated becoming a Five Star Sustainable School with a presentation by Sustainability Victoria and our local state member Mr Neil Burgess.

Student leaders educated their peers on Waste, Water, Energy and Biodiversity practices. St. Jude's environmental team invited the local preschools to take part in our Kinder Kids in the Kitchen/Garden program. ELF students (Environmental Leaders of the Future) lead the pre-schoolers and educated them on sustainable practices in the garden. Then cooked and ate produce from the garden. Parents also helped facilitate this program.

Participation in the Ongoing Reporting Collective has encouraged communication with the school community regarding what style and frequency of reporting they would prefer. Leaders shared ideas and suggestions between schools participating in the collective and teachers trialled a variety of approaches to support ongoing reporting to ascertain which approaches could work for our community.

Social Justice days were planned and organised by the School Leaders and the Mini Vinnies Teams. Time and energy was committed to ensuring the whole school community was educated about the causes we decided to support: Give the Boot to Breast Cancer, Feed the Farmers, Vinnies Winter Appeal and St Vincent de Paul Christmas Appeal. Because of the education sessions the Student Leaders conducted, the students were able to articulate what the problem was we were trying to address and how what we were doing as a community could help to bring about change.





Walk to School days were organised by our school leaders. The parents and students enjoyed the walk to school and the welcoming healthy fruit snack on arrival.

In 2018, the students invited their grandparents or a special person to participate in a paraliturgy and activities for the day. The activities promoted the sharing of knowledge and experiences and engaged the visitors in our school community. Mother's Day was celebrated with a beautiful paraliturgy led by the prep students and followed by a high tea for all the mums, grandmas and special friends. Father's Day was celebrated by the staff cooking breakfast for all the fathers and their children. These events were extremely well attended and a huge success.



The school community organised and enjoyed 'The Big Bash' - a cricket night where parents, teachers and children played cricket and enjoyed a sausage sizzle. Other evening events were Foundation Welcome BBQ, Movie Nights, Soccer Evening with a community picnic, Prayers in Pyjamas, Yr 1 Prayer Night and Christmas Nativity Concert for parents and friends.

### PARENT SATISFACTION

Parent satisfaction is reflected in the data from the Insight SRC survey. The Community Engagement Aggregate indicator shows an increase in community engagement from 75.8 in 2017 to 77.5 in 2018. The parent Catholic Culture index also showed increase from 83.4 in 2017 to 86.5 in 2018

## Future Directions

A whole school Review will be conducted in 2018. At the completion of the Review process we will develop our School Improvement Plan outlining our goals for the next 5 years. This will be an excellent opportunity for our community to acknowledge the considerable growth our school has experienced during the last four years since our previous whole school Review.

Under the leadership of our new principal Mrs Marita O'Sullivan, St Jude's will continue to develop as a Positive Behaviour for Learning school. Staff will work to develop procedures for recording data and supporting positive behaviour. Opportunities for play and extra curricula activities will continue to be developed with the introduction of a Play Pod and alternate play activities.

In 2019 St Jude's will introduce the Resilience Project with the training of staff, teaching of students and engagement of families in this initiative to help build resilience in our community through gratitude, empathy and mindfulness.

Work will continue in 2019 to explore and develop ongoing reporting practices and to streamline the communication of student's goals and achievements with families. Staff will seek to consolidate personalised learning and increase student voice in their learning through goal setting, assessment & evaluation and reporting.

Staff will unpack the Intervention Framework to build on processes we have in place to support the individual differences of our diverse range of learners.

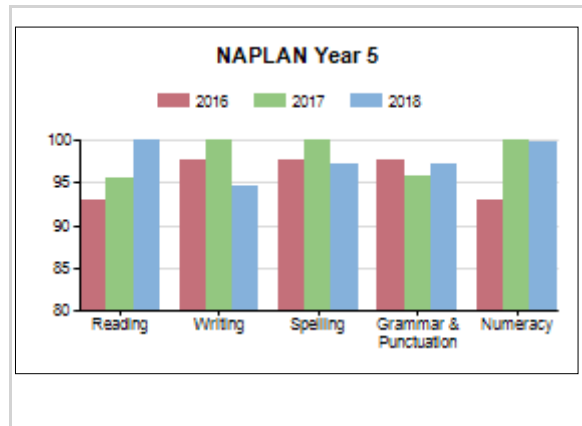
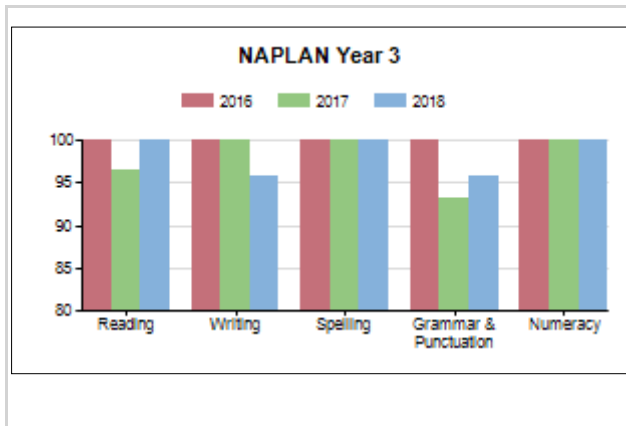
Staff will engage in the Educator Impact process to allow for students to voice, acknowledge their strengths and develop and enhance their skills as educators because we are all life long learners.

## School Performance Data Summary

**E1296**  
**St Jude's School, Langwarrin**

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	93.3	-6.7	95.8	2.5
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	96.6	-3.4	100.0	3.4
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	95.8	-4.2
YR 05 Grammar & Punctuation	97.6	95.7	-1.9	97.3	1.6
YR 05 Numeracy	92.9	100.0	7.1	100.0	0.0
YR 05 Reading	93.0	95.5	2.5	100.0	4.5
YR 05 Spelling	97.6	100.0	2.4	97.3	-2.7
YR 05 Writing	97.6	100.0	2.4	94.6	-5.4



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.4
Y02	90.8
Y03	92.5
Y04	90.3
Y05	89.8
Y06	86.2
Overall average attendance	90.2

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.8%

STAFF RETENTION RATE
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Staff Retention Rate	81.8%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	27.8%
Graduate Certificate	5.6%
Bachelor Degree	77.8%
Advanced Diploma	55.6%
No Qualifications Listed	5.6%

STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	28
Teaching Staff (FTE)	20.2
Non-Teaching Staff (Headcount)	12
Non-Teaching Staff (FTE)	8.7
Indigenous Teaching Staff (Headcount)	0

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