



# ANNUAL REPORT TO THE SCHOOL COMMUNITY

**ST ANDREW'S PRIMARY SCHOOL  
WERRIBEE**

**2019**

REGISTERED SCHOOL NUMBER: 0338

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## Contact Details

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## Minimum Standards Attestation

I, **Michael Gavaghan**, attest that **St Andrew's PS** is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

13 May 2020

## Our School Vision

At St. Andrew's School, we believe that we are a community centred in Christ, working in partnership in the education of each child. The school strives to develop within the child the fundamental beliefs and values of the Catholic Church in a Gospel based environment.

St. Andrew's is a school of rich history immersed in the culture of the school, parish and wider community. The school endeavours to provide opportunities for the children to be part of this tradition, so they embrace it as part of their heritage.

We believe that the years in primary school should be happy, allowing each child to feel successful and develop skills and talents supported by the pastoral care of the staff and parish community.

We believe that primary school education helps prepare the child for challenges in life. This preparation will enrich the spiritual, intellectual, physical and emotional growth of each individual.

## School Overview

Having been established in 1908, St Andrew's School has been educating the children of the St Andrew's parish for more than one hundred years. For most of those years the Sisters of St Joseph were the custodians, providing their unique charism, leadership and care for those who chose St Andrew's for their education. From humble beginnings in a small bluestone church the school, like the parish and the municipality, grew and changed as the face of the community grew and changed. Over time more primary schools have been built within the parish of St Andrew's to cater for the expansion experienced in the region as Melbourne's population has sprawled further westward and in 2019, five parish primary schools cater to those wishing for a Catholic Education for their children, with the announcement that St Joseph's Primary School will open in 2021 to service the rapidly developing area of Harpley Estate.

The combination of history and recent expansion has developed a unique school population that includes families who have a generational connection with the parish and school, as well as families who have moved into the many new developments within the Wyndham municipality. This adds richness to the school community while at the same time providing us the challenge to build a strong and harmonious community, providing for the many needs each individual student brings with them each day as they enter the school gate.

St Andrew's has significant populations from Australia, South Sudan, South East Asia and Central Asia. This diversity of culture and socio economic circumstances is reflected in the ICSEA measure of 992.

In recent history the enrolment of the school has declined from a high of around 400 that in 2019 is about 290. With the 2021 opening of St Joseph's, new enrolment boundaries will be negotiated to ensure the viability of all St Andrew's Parish Primary schools. In 2019 St Andrew's Primary School was arranged into 13 classes, two classes at Foundation, two Year 1 classes, two Year 2 classes, two Year 3 classes, two Year 4 classes, one Year 5 class and two Year 6 classes.

## Principal's Report

Dear Parents,

This report outlines goals and achievements in the five CECV School Improvement spheres of Education in Faith, Learning and Teaching, Wellbeing, Leadership and Management, and School Community. We are proud of our achievements at St Andrew's while acknowledging that we aspire to improve to be the best school we can.

We believe a school curriculum attends to knowledge, skills and understanding in a student's spiritual life as well as their academic, physical, emotional and social learning. We strive to strengthen our Religious Education program to maintain connectedness for our students and their families with the parish and the broader Catholic Church. Faith is a lifetime process and we want to support families, in faith education throughout the time that their child/children attend our school.

Teaching and Learning at St Andrew's is a continual search for an effective contemporary approach based on quality research and evidence. Our goal is always to ensure students are given the necessary fundamental tools to be successful global citizens. It is our belief that academic achievement is enhanced by the quality of the relationships that exist within the school, student to student, teacher to student, student to teacher. Many steps have been taken to enhance relationships and the partnership that exists between school and family, school is but a small yet critical element in the life of a child

I celebrate the positive achievements of our students in all areas of their learning, the dedication and commitment of our teachers, and the wonderful participation in and support of the parents for our school. I am proud of our efforts in the five spheres of Education in Faith, Learning and Teaching, Wellbeing, Leadership and Management, and School Community, while

Finally, I thank Father Albert Yogarajah, his support has allowed our school community to continue to be an integral part of our parish. Our sacraments this year were very much a combined effort between School and Parish. Together this year we have achieved much.

For myself, I continue to grow personally and professionally as I interact on a daily basis with all members of our school community, students, staff and families.

I look forward to 2020.

Michael Gavaghan

## Education in Faith

### Goals & Intended Outcomes

To enhance student engagement in RE through authentic participation in liturgy, prayer and social justice activities

### Achievements

At the end of 2018 Glenn Mugavin resigned his position as Religious Education Leader to take an extended period of leave. Glenn held this position of leadership over many years making an enormous contribution to the faith life throughout. The REL position was advertised and a suitable applicant was not identified through the recruitment process. The decision was taken to use this as an opportunity for distributing responsibilities traditionally associated with the REL throughout the staff. Barbara O'Farrell (F-2), Primola Atribo (3/4) & Anne Marie Palmer (5/6) formed the Religious Education team and were supported by Rosa Grabovac (Western Region CEM) to plan and co-ordinate the RE curriculum throughout the year. Chrissie Van Der Hoeven and Liz Kietner took responsibility for planning whole school liturgies and Michael Gavaghan had oversight of professional learning. A student closure day was facilitated by Fr Richard Leonard in which the staff were privileged to participate in a day of conversation about the role of the Catholic School in contemporary society and to receive a modern perspective on many current Catholic teachings. A further staff meeting was held to later in the year.

Across the parish a new sacramental process was introduced requiring greater partnership between family, school and parish. A sacrament journal was introduced as support for students and their families in their preparation to celebrate each sacrament.

The Mini Vinnies team continued their impact across the school and the team meetings and projects were co-ordinated by a parent, Mrs Susanne Sweeny in consultation with school leadership. This team held a successful rice day to raise awareness of the plight of refugees. They also co-ordinated the Christmas hamper collection for the St Vincent De Paul society.

The school continues to participate in the St Andrew's Parish liturgical life via sacramental celebrations and Feast day masses although attendance at the weekly parish mass ceased. Two successful school masses were held during the normal parish mass time on Saturday night and our school choir was privileged to be selected to perform at the end of year Archdiocesan Principal mass at St Patrick's Cathedral.

**VALUE ADDED**

During the year the children and staff were involved in a number of Liturgical events including:

- Opening of the School Year Mass at St Andrew's Church
- St Patrick's Day Celebration at St Patrick's Cathedral
- Easter Paraliturg
- Mission Mass at St Patrick's Cathedral
- Healing Mass for the elderly within the community
- Celebration of St Andrew's Feast Day
- Choir performance at St Patrick's Cathedral for Archdiocesan Principal Mass



## Learning & Teaching

### Goals & Intended Outcomes

All students make optimal progress in all areas of the curriculum by the end of 2019

- To routinely analyse the teachers impact on the progress of individuals and groups of students.
- To work collaboratively to address achievement concerns.

### Achievements

New staff appointments were made for the beginning of the 2019 school year to strengthen the school's learning and teaching strategy for increased student learning engagement and achievement growth. Daniel Cook was appointed Numeracy Leader and provided with two days release from classroom teaching to work with teachers across the school. Beth Henry was appointed to a similar role for Literacy. Both new leaders were under the direction of Marie Westgarth, the school's Learning Leader and Impact Coach.

The year began with closure days designed to develop collective understanding and agreement of school standards for achievement and growth. Teacher PLTs focussed on strengthening routines and processes to collaboratively monitor student achievement and progress against these school standards for achievement and growth

Based on our participation in the Visible Learning project, teacher practice improvements were identified, with the focus being deepening understanding of the elements, process and positive impact of collaborative practices such as moderation, on student achievement.

The Nationally Consistent Collection of Data (NCCD) funding increase for 2019 allowed St Andrew's to appoint two Learning Diversity co-ordinators, Lisa Black (3-6) & Amy Casely (F-2). They worked closely with the new Learning Leaders to Align of Learning and Teaching plans with Personal Learning Plans through Regular involvement in Collaborative Planning.

A speech pathologist, Bianca Corvo, was also appointed to the staff to provide advice and support to teachers in interpreting speech reports as well as advising on whole school phonemic and phonological awareness practices in the Early years.

**STUDENT LEARNING OUTCOMES**

We celebrate that 100% of Grade 3 students are meeting the minimum national standards in Numeracy and Writing. More than 95% of the 2019 cohort of Grade 3 students met minimum standards in Reading, Spelling and Grammar and Punctuation

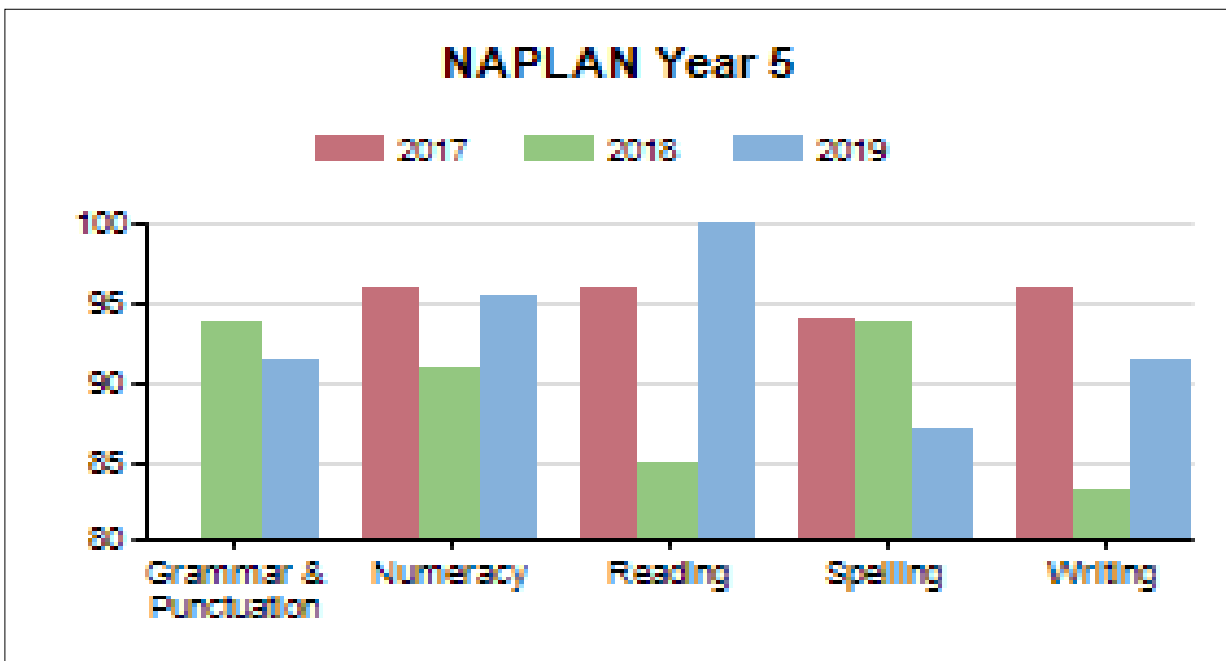
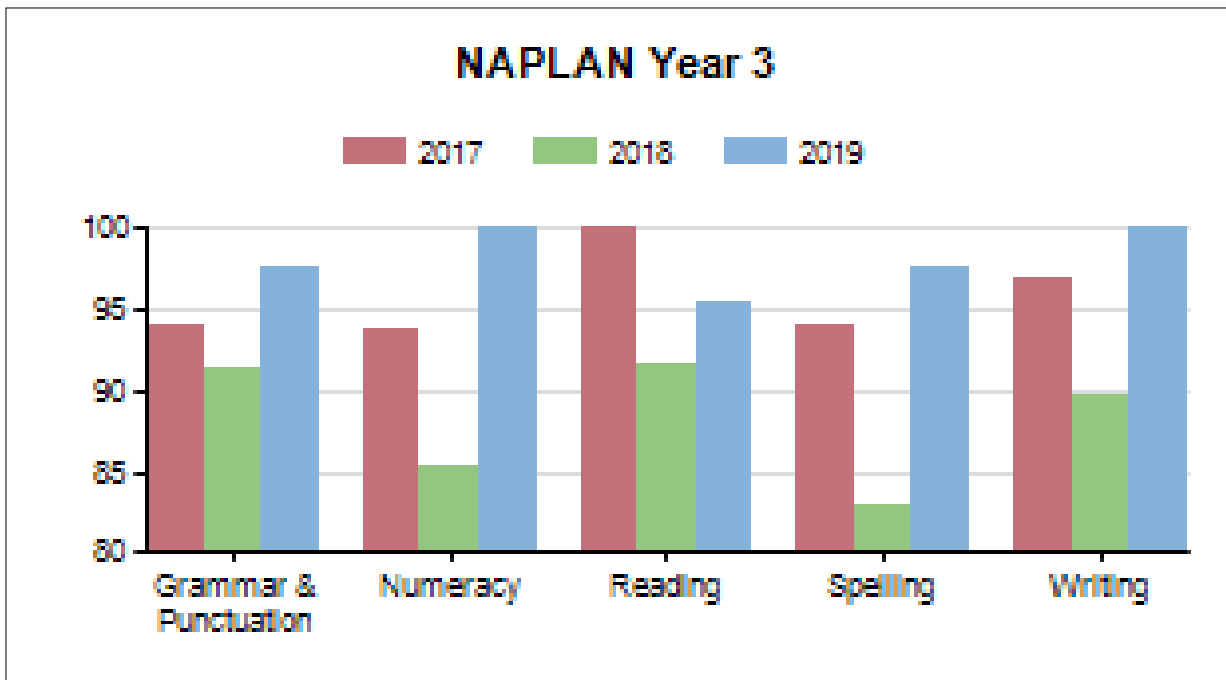
Of the 2019 Grade 5 cohort of students, 100% met the minimum standards for Reading while more than 90% met minimum standards in Grammar and Punctuation, Numeracy and Writing. Spelling remains an area of concern with less than 90% meeting minimum standards.

The school has responded to these results by increasing support to teachers through the appointment of a Literacy Leader and a speech pathologist.

Future Professional development will target Phonics & Spelling specifically but Literacy and Numeracy in general remain priorities.

<b>PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS</b>					
<b>NAPLAN TESTS</b>	<b>2017</b>	<b>2018</b>	<b>2017 - 2018</b>	<b>2019</b>	<b>2018 - 2019</b>
	<b>%</b>	<b>%</b>	<b>Changes</b>	<b>%</b>	<b>Changes</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
YR 03 Grammar & Punctuation	94.1	91.5	-2.6	97.6	6.1
YR 03 Numeracy	93.9	85.4	-8.5	100.0	14.6
YR 03 Reading	100.0	91.7	-8.3	95.5	3.8
YR 03 Spelling	94.1	83.0	-11.1	97.6	14.6
YR 03 Writing	97.0	89.6	-7.4	100.0	10.4
YR 05 Grammar & Punctuation	78.0	93.8	15.8	91.3	-2.5
YR 05 Numeracy	95.9	90.9	-5.0	95.5	4.6

YR 05 Reading	95.9	84.8	-11.1	100.0	15.2
YR 05 Spelling	94.0	93.8	-0.3	87.0	-6.8
YR 05 Writing	96.0	83.3	-12.7	91.3	8.0



## Student Wellbeing

### Goals & Intended Outcomes

Improve Student Engagement by a reduction in classroom behaviour that impacts negatively on student learning

- To strengthen implementation of PBL
- To engage student voice in school decisions and school life.
- To implement and embed a child safe culture through forums - SRC, Student justice
- To conduct regular Walkthrough

### Achievements

#### VALUE ADDED

- Student Leadership Program – School Captains, Class Captains & Sports Captains
- Mini Vinnies Social Justice Student Team
- Buddy Program
- Year 3 – 6 Camp Program
- Friendly Meeting Place.
- Community Links: MacKillop College SEDA students
- Prep & Year 6 Transition/Orientation Programs
- Breakfast Club
- Berry St Education Model tools implemented
- Participation in Positive Behaviour for Learning project in partnership with Catholic Education Melbourne
  - School wide routines are developed and practiced
  - Classroom routines are developed (incorporating student voice) and implemented

#### STUDENT SATISFACTION

The overall school positive endorsement percentage for students is at 53%. This percentage is aggregate of a number of domains in the student CEMISIS surveys. Our students score for Learning Disposition was the highest (68%) meaning they have a relatively positive mindset about themselves as learners. This affirms work done by St Andrew's staff in the Visible Learning project that students are assessment capable learners, they display a growth mindset towards their learning. Student Safety remains a concern for our students (43%) thus the school's involvement in Positive Behaviour for Learning as an approach to try to address this.

**STUDENT ATTENDANCE**

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Y01	90.4
Y02	92.8
Y03	93.5
Y04	91.5
Y05	93.8
Y06	90.2
Overall average attendance	92.0

The attendance roll is marked electronically twice daily. All unexplained absences The school makes contact with parents/guardians about any unexplained absences as soon as is practicable. Unexplained absences that are more than two days without notification are followed up with a phone call to parents initially by the classroom teacher but continued unexplained absence would be referred to the school's leadership.

## Child Safe Standards

### Goals and Intended Outcomes

All students enrolled, and any child visiting, have a right to feel safe and to be safe. The wellbeing of children in our care will always be first priority and we have zero tolerance to child abuse. We aim to create a child safe and friendly environment where children feel safe and are free to enjoy life to the full without any concerns for their safety.

### Achievements

- The embedding of policies and commitments into every day practice
- Professional learning of teachers, non-teaching staff and volunteers
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Student participation and empowerment strategies
- Risk assessment and planning documentation address the principle of inclusion
- Child safety Officer appointed and is included as a standing order on Staff meeting agendas
- Engagement of Families and communities in promoting child safety
- Human Resources practices (recruitment, supervision, performance review)
- Child safety – Risk Management practices

## Leadership & Management

### Goals & Intended Outcomes

Support teachers to increase the interpretation of evidence through the provision of targeted professional learning and coaching

To routinely monitor and analyse progress data and give feedback to teachers on their impact on student learning.

### Achievements

The 2019 leadership team was:

Michael Gavaghan	–	Principal
Tracie Kunigiskis	–	Deputy Principal
Marie Westgarth	–	Learning & Teaching Leader
Daniel Cook	-	Numeracy Leader
Beth Henry	-	Literacy Leader
Amy Casley	-	Learning Diversity Leader
Lisa Black	-	Learning Diversity Leader
Anne Marie Palmer	–	3-6 Wellbeing Leader
Teah Sullivan	–	F-2 Wellbeing Leader

With such an injection of new but enthusiastic leaders, hopes are high for a sustained period of stability in the middle leadership area, with a chance to initiate and implement a number of initiatives and to influence school culture, vision and direction.

Many initiatives continued to promote teachers working collaboratively together, engaging in rich professional dialogue, resulting in engaging and stimulating learning and teaching for our students. To support this, the school maintained the provision of at least 3 hours of facilitated and collaborative planning for classroom teachers, which was led by learning, curriculum and team leaders. Professional Learning Team meetings were also held weekly.

In addition to this, teachers had 1.5 hour of Professional Practice time built in to their release time. This time was provided to give each teacher time to perform administrative duties as well as pursue professional improvement plans.

Construction began on the refurbishment of the F-2 Learning Centre, administration and staff facilities, identified as stages 1 a & b of the current master plan. This is a \$3 million project consisting of \$1.65 million of Victorian Government funding, \$850,000 loan from Catholic Development Fund and \$500,000 from school reserves. We thank the Victorian Government for their support towards this project. Baldasso Cortese have been appointed architects and Reliance Constructions were the successful tenderers to build the project.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2019**

- Visible Learning - Impact Coach workshop – Leading for Impact
- Nationally Consistent Collection of Data for Students with Disabilities
- Phonics in Context: Learning Sprints
- Leading Languages Professional Learning Primary (LLPLP) Italian
- Leading wellbeing for learning & growth: What lies ahead?
- PROTECT: Identifying & responding to abuse: An introduction
- Student Wellbeing: Enable, Connect, Engage, Learn
- Understanding Significant Difficulties in Reading and Dyslexia
- Developing a whole school annual action plan
- Accreditation to Teach Religious Education
- 

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019**

29

**AVERAGE EXPENDITURE PER TEACHER FOR PL**

\$1850

**TEACHER SATISFACTION**

The overall school positive endorsement percentage for staff is at 53%. This percentage is aggregate of a number of domains in the staff CEMSIS surveys. Our staff score for Collaboration in Teams was the highest (71%) meaning our staff have a positive perception of themselves working together to improve Teaching & Learning. Support for Teams was also scored high (68%), affirming the school leadership's efforts to set the conditions for teams to collaborate effectively. There were three areas that were each rated lowest (39%), School Leadership Effectiveness, Feedback & Staff Safety. Through focussing on providing better feedback, more effective communication and increased safety in 2020 the overall staff culture would be expected to improve.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate

87.4%

**ALLSTAFF RETENTION RATE**

Staff Retention Rate

69.8%



<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	20.8%
Graduate	25.0%
Graduate Certificate	8.3%
Bachelor Degree	75.0%
Advanced Diploma	20.8%
No Qualifications Listed	8.3%
<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	31
Teaching Staff (FTE)	27.1
Non-Teaching Staff (Headcount)	22
Non-Teaching Staff (FTE)	24.1
Indigenous Teaching Staff (Headcount)	0

## School Community

### Goals & Intended Outcomes

To build an understanding of student engagement in learning at school and beyond.

To provide opportunities for the whole school community to have a common concept of progress across the curriculum.

### Achievements

After 12 months in hiatus while we engaged in consultation about the future composition and opportunities for parent engagement, a parent body was relaunched as the Parent Association. This group essentially had the following purpose:

#### Parent Association purposes

The purposes of the Parent Association are to:

- (a) act as an advisory body to the principal on matters concerning the parish primary school
- (b) promote community development by fostering a strong interrelationship with in the school and between parish and the parish primary school, Catholic secondary colleges and pre-schools.
- (c) act as strong advocates for the school and to positively promote it within the school community and in the broader local community.

#### Parent Association responsibilities

The responsibilities of the Parent Association are to:

- (a) promote the Catholic ethos and Catholic identity of the school
- (b) provide advice on the development and review of school policies
- (c) plan for the future of the parish primary school and its ability to accommodate future enrolments
- (d) assist in the maintenance, upgrade and development of school facilities
- (e) assist in the conduct of functions organised for the benefit of schools

The Parent Association contributed to the following events throughout the year:

- Opening of the school year picnic & Jingle & Mingle
- Trivia Night
- Parish Fair
- Mother's Day, Father's Day, Christmas stalls
- Raffles
- Food Days – Subway & Cheese toasties
- Zooper Dooper sales.

Money raised throughout the year was being targeted to the upgrade of the senior students basketball towers.

## PARENT SATISFACTION

It should be mentioned here that response rate in this year's parent surveys was 6% of the surveys circulated therefore rendering the results as somewhat unreliable as a snapshot of the total parent community.

The overall school positive endorsement percentage for staff is at 65%. This percentage is aggregate of a number of domains in the family CEMSIIS surveys. Our score for Barriers to Engagement was the highest (83%) meaning our families have a positive perception of the way the school removes barriers for parents to engage with the school. School Climate also rated highly (73%), the perceptions of the social and learning climate of the school. Communication rated lowest (39%), the timeliness, frequency, and quality of communication between the school and families.

## Future Directions

### 2020 Priorities

- Strengthen Catholic Identity within the school community.
- Embed the Visible Learning Plus Collaborative Learning approach
- Review Literacy & Numeracy outcomes, identifying effective learning strategies.
- Continue to build teacher capacity for Learning diversity & inclusion.
- Strengthen the implementation of Positive Behaviour for Learning
- Victorian Government Capital Works project
- Maintain Partnerships with Engaging Wyndham Families & The Huddle
- Through the Parent Association, reinvigorate Parent Involvement and Parent Engagement in learning

**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)