

ANNUAL REPORT TO THE SCHOOL COMMUNITY



**OUR LADY OF FATIMA
ROSEBUD**

2019

REGISTERED SCHOOL NUMBER: 1881



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Contact Details

ADDRESS	16 Hinton Street Rosebud VIC 3939
PRINCIPAL	Mrs Monica Coyle
PARISH PRIEST	Father Bart Huynh San (RIP) Father John Paul Mount
TELEPHONE	(03) 59 500 400
EMAIL	principal@fatimarosebud.catholic.edu.au
WEBSITE	www.fatimarosebud.catholic.edu.au
E NUMBER	E1336

Minimum Standards Attestation

I, Monica Coyle, attest that Our Lady of Fatima 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 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.

20/06/2020

Our School Vision

Dream Believe Achieve

OUR LADY OF FATIMA MISSION AND VISION STATEMENT

Our Lady of Fatima is a community where the teachings of Jesus Christ are reflected and practised, where all children are empowered to develop to their full potential. Our curriculum aims to meet the challenges of a changing world both locally and globally.

We take our school motto "Dream, Believe, Achieve" along with our faith as our inspiration

Our Dream for each child and teacher is that they will:

- Have a love and excitement for learning
- Assume responsibility for their decisions and actions
- Experience encouragement to be creative, imaginative and innovative
- Be confident risk takers with a sense of self belief
- Develop a positive sense of self worth and their own uniqueness
- Include parents as partners in the education journey

We Believe that Our Lady of Fatima:

- Is a community that works together living out Gospel Values and proclaiming the Good News of Jesus Christ
- Provides a well balanced Religious Education Program
- Belongs to and is an important part of our parish faith community
- Supports all parents as partners in their child's education
- Encourages every child to reach their potential
- Ensures everyone has the right to learn, to feel safe and be treated with respect

We Achieve at Our Lady of Fatima by:

- Offering a wide variety of teaching strategies
- Providing staff with regular opportunities to engage in and share professional learning
- Encouraging a stimulating, safe environment in which all children can learn
- Utilising contemporary practices to maximise learning outcomes for all students
- Undertaking ongoing assessment, analysis & reporting of student performance, to enhance learning, teaching and partnership with parents

School Overview

Our Lady of Fatima School is a Catholic Primary School located in Rosebud on the Mornington Peninsula in Victoria. The school serves the needs of children from the Parishes of Rosebud and Dromana. From an opening enrolment of 60 students in 1984, the school grew steadily until in 2004 it outgrew the McCombe Street Site. In that year, both church and school were relocated to new buildings on a much larger property in Hinton Street. The school now has an enrolment of 235 students and runs 12 classes from Year Prep to Year Six.

Facilities include spacious classrooms, multi-purpose hall, specialist classrooms, library and after school care room. Specialist classes are offered in Physical Education, Visual Arts, Performing Arts, Garden Program and Indonesian. Senior students are involved in a weekly electives program offering a variety of interest based activities such as extension work in ICT, Media, Sustainability - Waste Warriors, Outdoor Education and Kitchen Garden. The school grounds are spacious and well equipped for sports, fitness, outdoor learning and play. The hall has been fitted out with lighting and audio-visual equipment to provide the school with an excellent facility for performing arts, assemblies and community functions. These excellent facilities provide a spacious and comfortable working environment for staff and students alike.

At Our Lady of Fatima, we strive to engage all students and be responsive to individual need. Our school aims to develop the whole child catering for academic, social, emotional and spiritual growth. We recognise that learning is a life-long process and we aim to constantly build upon the learning culture for staff and students alike.

Christ's presence remains the central focus for our daily interactions, our prayers and our faith. We draw inspiration from the values of the gospel and the gifts of the Holy Spirit present in our lives.

Our School Motto is DREAM BELIEVE ACHIEVE

We have developed three simple rights which students at all levels understand as part of our school culture.

Everyone has the right to learn
 Everyone has the right to feel safe
 Everyone has the right to be treated with respect

Principal's Report



2019 was a very productive year for Our Lady of Fatima. The strong community spirit was evident at our family picnic evening which marked the start of the year and was a constant presence right through to the final community events including morning tea for our parent helpers, Christmas concert and Year Six graduation.

Darren Perry was appointed to the role of Deputy Principal and quickly demonstrated his capability and commitment winning the respect of staff, students and parents alike. I would like to take this opportunity to thank Darren for all his hard work and the initiative shown in his first year in the role.

A new website and social media pages provided the community with up to date information about the events happening across the year and allowed us to showcase some of the exciting programs experienced on a daily basis. We had wonderful support from the parent community in the junior electives program, uniform shop, sustainability school productions and weekly assemblies.

We continued to build awareness and capacity in the area of sustainability. The focus was reinforced right across the school and was particularly driven via the senior school electives program where students were able to opt into action teams which included Waste Warriors, Outdoor Education, Garden Gurus and Performing Arts. The students were involved in planning and planting native gardens, educating the school on waste disposal, introducing soft plastics collection, cleaning up the beach, learning about the traditional owners care of the land, and a drama production called 'School of Sustainability' which explored the possibility of establishing a chicken coop in the school. Needless to say, the play was so persuasive the chickens arrived soon afterwards.

Student talent was showcased via our school choirs – The Shooting Stars and The Shining Stars. The choirs performed to a large audience at the Mornington Peninsula Choral Festival, winning the audience over with their enthusiasm and pride. The Shining Stars also performed for local retirement homes and aged care facilities.

Staff continued to show their commitment to lifelong learning and leadership in the profession with teachers achieving Master of Education Degrees in the fields of Mathematics Leadership, Expert Teaching and Allied Psychology.

We concluded the year with a celebration and farewell to Mrs Marg Warren who has been a guiding hand to generations of students in her long and successful teaching career at Our Lady of Fatima since 1987. We congratulate Marg and wish her every happiness in her retirement.

Sadly, we lost our Parish Priest Father Bart Huyn San on 10th October 2019.



Father Bart passed away following a short illness. He was a beautiful, caring man who lived a life of service and was held in high regard by our school community.

We will miss Father as he was always so supportive of the school. His welcoming high five and smile for each child as they entered and left the church let each one know they were important to him.

His reverence throughout the mass and during prayer reflected the depth of his faith and relationship with God. He adapted his sermons to reach the children and always came down from the altar to speak with them

Father Bart was a compassionate, generous, faith filled man who appeared at complete peace with whatever challenge life presented to him. He had tremendous trust in God having the bigger picture of what life had in store for him. It is sad for us, for family and all those who knew and loved him, that he is no longer with us in a physical sense, but Father Bart himself, would think his passing a perfect outcome.



Education in Faith

Goals & Intended Outcomes

That our Catholic School Identity will be defined and strengthened with a contemporary approach to the development of Catholic Culture across the school.

That parents, staff and students will grow in their appreciation of the Catholic faith as the foundation of the school's activities.

Achievements

During 2019 we strengthened our focus on incorporating Catholic Social Teachings into our Inquiry units such as the Term 1 unit on Relationships. This included extending understanding of The Common Good, Dignity of the Human Person and Preferential Option for the Poor.

The understanding was converted to action with financial support for St Vincent de Paul, Caritas and Food for All appeals. Classroom discussions led to awareness, prayer and action including visiting those in aged care and strengthening our understanding of challenges faced by our sister school in Lombok, Indonesia.

Newsletter inserts provided guidance and stimulus for parents on continuing the learning at home with practical activities such as discussion, reflection and prayer.

Parent and student attendance at Sacramental workshop nights and presentation masses was high, with positive feedback indicating the worth of these events.

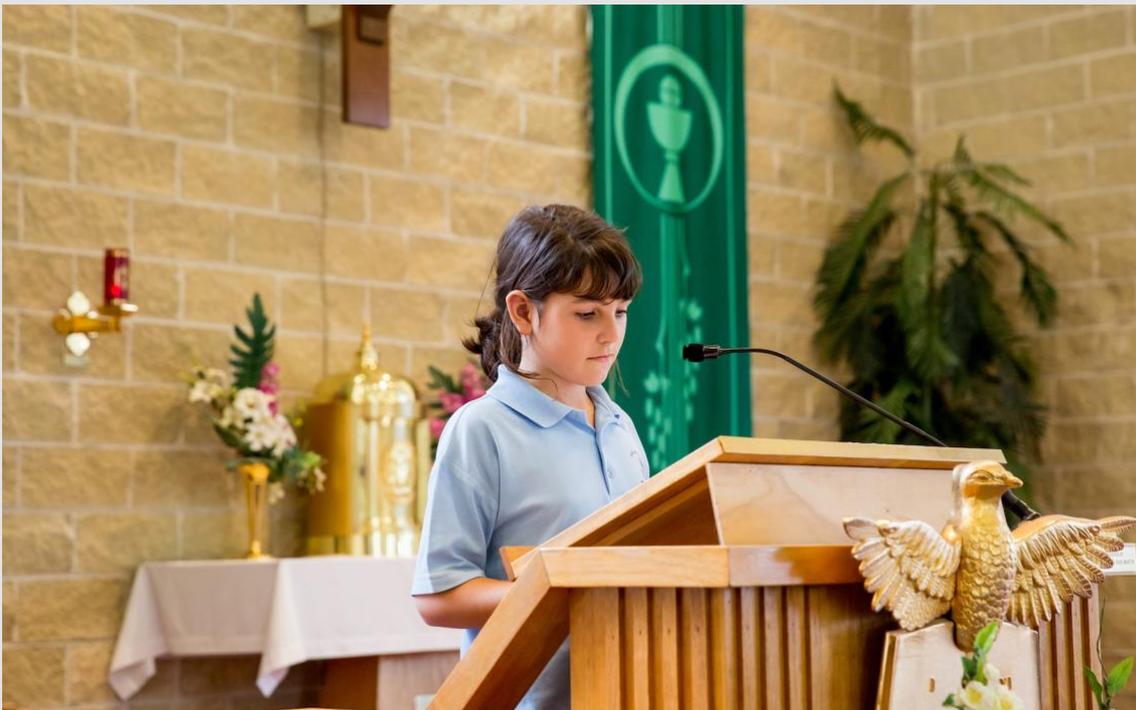
Students continued to be involved in the preparation of prayer and liturgy with regular whole school masses each term. In addition to the whole school celebrations, each class attended several Thursday morning masses. Parishioners and parents were invited to classrooms following the mass for morning tea and sharing of student work.

Christian Spirit remains a very positive feature of our school spirit award. Through this award, students are recognised for their leadership and participation in a range of activities, which celebrate faith in action.

As the year drew to a close we welcomed Father Matthew Baldwin on leave from the Vatican as a temporary Parish Priest pending the arrival of a more permanent appointment for 2020. Father Matthew visited all classes and celebrated masses for students during Advent. He also celebrated our final Graduation Mass and fare-welled the families leaving us at the end of the year. Father John Paul Mount was appointed to the parish in late December 2019.

VALUE ADDED

- Sacramental Preparation forms part of our regular school program. The Sacraments celebrated in 2019 included Reconciliation (yr3), Eucharist (yr4) and Confirmation (yr6). Sacraments were preceded by family workshops and a series of presentation masses where students invited parishioners to pray for them and shared specially prepared prayer cards
- Students from all year levels took turns in leading us in prayer and reflection during Lent, Holy Week and Easter. The Advent prayer services during November and December were also prepared by a different year level each week and were delivered with reverence and joy as we shared the journey to celebrate Christ's birth at Christmas. These beautiful services were held as our Friday assemblies and were well attended by the community
- All mothers were invited to the Mother's Day Mass (led by our Prep students) and Morning tea. Attendance was once again strong with many mothers and grandmothers in attendance. The Mother's Day Mass is a highlight of the year and is always very well attended.
- Reverend Father Brendan Hayes visited our year six students and Confirmed the students at the Sacramental celebration in April.
- Our Christmas concert was written, directed and produced Performing Arts teacher, Mr Aidan McLindon. It was a very entertaining combination of contemporary and traditional Christmas songs with a strong message of the real reason why we celebrate Christmas.



Learning & Teaching

Goals & Intended Outcomes

To create a vibrant professional learning culture which maximizes the learning opportunities for all students.

To improve student outcomes in Numeracy and Writing.

Achievements

In 2019 we appointed Mrs Ange Dee to the position of Literacy Leader. Ange has post graduate qualifications in Early Literacy and a Masters in Educational Research. Her experience as a Literacy Coach has had a positive impact across the school. Ange introduced students and teachers to the THRASS program – (teaching handwriting, reading and spelling skills), which has provided a sound structure and common language for teaching and learning in English.

Teachers from Prep to Year 2 engaged with our regional office Mathematics leaders Joanne Pringle and Jan Walker and enjoyed strategic support professional learning in Mathematics. This brought renewed enthusiasm and direction for the teaching of Mathematics. We also extended our use of assessment data to inform planning and differentiate curriculum to match students’ point of need. Each term we explored a different inquiry focus across the school.

2019 inquiry units were: Relationships, Place, Systems, Creativity and Innovation. These units provided the focus for learning across the curriculum, delivering widespread engagement and development of our learning culture. Incursions and excursions supported the learning.

Term 1 - Odd Year	Term 2 - Odd Year	Term 3 - Odd Year	Term 4 -Odd Year
<p>Relationships</p> <p>Every person has roles and responsibilities within the community and we can all make a difference.</p> <p><i>Health and Wellbeing Civics and Citizenship</i></p>	<p>Place</p> <p>We all have a place in Australia and Australia has a place in the world.</p> <p><i>Geography, History</i></p>	<p>Systems</p> <p>There are laws and systems and cycles that govern the way the physical and natural environment works.</p> <p><i>Science</i></p>	<p>Creativity and Innovation</p> <p>I can use my ideas and current technology to make the world around me better.</p> <p><i>Design and Technologies</i></p>





Our Indonesian language program was enhanced by a visit to our sister school in Lombok. Teachers from Our Lady of Fatima along with colleagues from St Joseph's Crib Point travelled to Lombok visiting the sister schools. They connected with staff and students sharing learning, language and culture.

Ayo Belajar the Sister Schools' blog provides us with a source of connection and language. It is hoped that the reciprocal visits will continue into the future with benefits for all schools involved. Teachers and students have enjoyed the experience of learning and using Bahasa Indonesia together in daily interactions.

The senior electives program offered Outdoor Education, Garden Gurus, Waste Warriors, Stage Performance and Film Making. Incursions in support of the programs included visits from The Australian Ballet, local Indigenous Leader Lionel Lauch, Bee Keepers and Coles cooking masterclass.

Students took part in beach clean-ups, bush walks, rock climbing, beach safety, paddle boarding, snorkelling, indigenous study, landscape design and waste management. Excursions enhanced the learning and included visits to the Replas – plastics recycling centre in Carrum Downs, local council, Melbourne Arts Centre and the Padua production School of Rock. Year 5 students were all involved in the Two Bays – Salt Water Marine Education program which included a trip aboard the purpose built catamaran, The Pelican.





Year 3/4 students attended Environmental Week at The Briars in Mt Martha, while juniors visited Science Works in Spotswood. Closer to home, our Preps visited the local library, Woolworths supermarket and D'Alia's fresh produce – green grocery store and Moonlit Sanctuary in Pearcedale.



Students participated in a range of competitions achieving some great results including The Premiers Reading Challenge and The Australian Mathematics Competition.

Our Lady of Fatima year 6 team took out second place in the local Lions Club Quiz.

We celebrated Book Week with multi-age activities a dress up parade and a visit from local poet Jai Thoolan who share his work with the students.

Our camping program offered opportunities from Prep to Year 6.

Preps set up tents on the oval, had dinner at school and songs around the campfire.

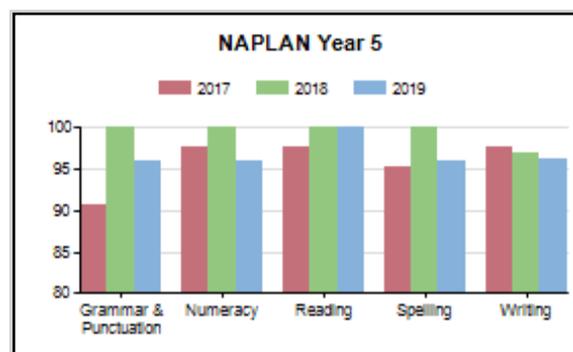
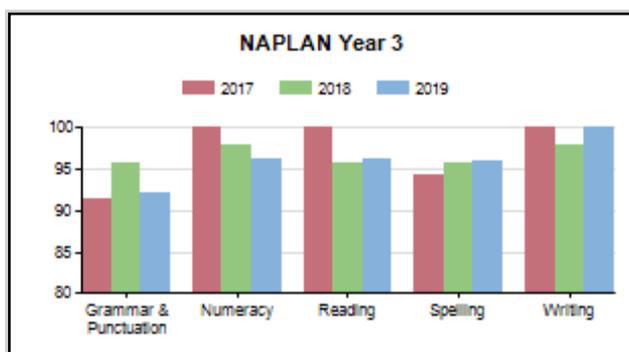
Year /2 students spent the day at Don Bosco camp at Safety Beach. They enjoyed a wide range of activities and enjoyed the experience of sharing a meal at camp.

The year 3/4 students enjoyed a two night stay at The Portsea Camp, while our Year 5/6 students attended the Phillip Island Adventure Camp



E1336
Our Lady of Fatima School, Rosebud

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	91.4	95.7	4.3	92.0	-3.7
YR 03 Numeracy	100.0	97.8	-2.2	96.3	-1.5
YR 03 Reading	100.0	95.7	-4.3	96.3	0.6
YR 03 Spelling	94.3	95.7	1.4	96.0	0.3
YR 03 Writing	100.0	97.8	-2.2	100.0	2.2
YR 05 Grammar & Punctuation	90.7	100.0	9.3	96.0	-4.0
YR 05 Numeracy	97.6	100.0	2.4	96.0	-4.0
YR 05 Reading	97.6	100.0	2.4	100.0	0.0
YR 05 Spelling	95.3	100.0	4.7	96.0	-4.0
YR 05 Writing	97.6	96.8	-0.8	96.2	-0.6



While we would like to see 100% of students achieve the minimum standards in all areas, we do not exclude or discourage any students from participating in NAPLAN testing. Over 95% of our cohort achieved the minimum standards in all areas with the exception of Year 3 Grammar and Punctuation. Trend results are impacted by a degree of transience in the school population with families moving in and out of the area due to work commitments and the reality of the commute to Melbourne. In this group, the relative strength for year 5 cohort was Reading, while in Year 3 it was Writing. Our current focus on Literacy should see continued gains in Spelling, Grammar and Punctuation. Numeracy results in standardized PAT Maths reflect a higher standard than NAPLAN for both year levels. Closer analysis of these results will continue to inform our practice and future goals for greater success in Numeracy.

Student Wellbeing

Goals & Intended Outcomes

- To improve learning outcomes through maximizing students' sense of wellbeing, resilience, engagement and connectedness to school.
- To strategically address promotion of positive relationships including bullying, cyber-safety and behaviour management.

Achievements

Student Wellbeing is a major focus of the school. In 2019 we provided targeted social emotional learning programs. Our senior girls were involved in The Stride Foundation's MPower program. Teachers undertook training to continue leading the group in understanding peer relationships, effective problem solving and everyday social challenges. Following the program girls indicated greater confidence and a sense of positive self-empowerment.

Our senior boys worked with their teachers who undertook three days training in the Rock & Water Program. Teachers then guided students through the program which included body awareness exercises understanding the impact of heart and head in the development of self control, self confidence and self reflection. Following the programs boys indicated feeling a sense of control and greater awareness of how they could respond to challenging social situations.

The Learning Diversity team developed individualised social stories to support students throughout the school challenged by change such as transitioning to new classrooms.

Social emotional programs were supported with the addition of two students from Monash University on long term placement. Belinda Chandler (Bachelor of Human Services) and Peter Kim (Master of Social Work) were a very welcome addition to our staff. Belinda and Peter delivered programs to develop social skills and resilience training to our middle school students, and contributed to our student wellbeing programs in a myriad of ways during their four month placement.

Extensive work was undertaken in centralizing record keeping to assist with assessing students for NCCD accountability.



The Spirit of Fatima Award continued to provide great incentive for students to explore and expand their own skills and interests with awards in the areas of Christian Spirit, Studentship, Community, The Arts and Sportsmanship.



Our short video entry into the Coles National Rainbow Challenge won a \$5,000 grant for the school plus a fully catered cooking class incursion with a focus on healthy eating.

The prize money was used to construct a chook pen and an herb/eco garden to educate children on fresh produce and healthy eating.



The school hosted visits from many interested schools to showcase what we are doing in the area of Student Wellbeing. This included a snapshot of our school community, the professional development provided for staff, our learning about best practice with at risk students, the value of creating alternative spaces and the introduction of programs and strategies to assist students regulate their behavior and manage emotions.



Year six leaders along with Student Wellbeing Leader Aidan McLindon and class teacher Milan Greco, represented local schools for an announcement regarding the establishment of the Southern Peninsula Integrated Youth Hub.

Federal Minister for Health, Greg Hunt welcomed our students who shared their thoughts on this initiative.

VALUE ADDED

We hold a weekly assembly at 9.00am each Friday. Student effort and achievement is recognised, successes are celebrated and creative talents are shared. This is well attended by parents and provides a great opportunity to build our school culture

The lunchtime activities program, includes having the library open every lunchtime, opportunities to build, create and conduct risk assessments while accessing a range of clean scrap material from the pod. Our student leaders continue to plan and organize lunchtime dance, drama, singing, ball games and more as part of their community award.

Access to point of need support in social emotional learning in The Hub
Buddy Program from years Prep to Year 6
All Year 6 students also have a teacher buddy
All students belong to a house team with multiple opportunities to come together

Running Club is held three times a week before school
Electives Programs for year 5/6 offering a wide range of activities including: movie making, stage craft, kitchen garden, outdoor education, waste warriors and sustainability.

Assembly awards recognise positive actions in the classroom and the playground.

Social/Emotional Programs are actively taught including: A for Attitude, Zones of Regulation, MPower and Rock and Water

Before and after school care 7.00am – 6.00pm

Strong Performing Arts and Visual Arts
Wide range of Sports offered along with participation in local schools' competition.

Beach Program expanded for Years 5/6

Celebrations of House Sports, Book Week and Footy Day were huge highlights for students helping them feel celebrated and connected at school.

The school participated in the National Day of Action Against Bullying with special assemblies and class work following up the 'Bullying – No Way' message.

Camp programs operate for all year levels

Our award winning Wellbeing Hub continues to go from strength to strength and is well utilized for both support and extension programs as well as scheduled and unscheduled student breaks. This resource caters for a wide range of learning and social emotional needs. The focus on assisting students to self-regulate emotions and have explicit teaching around social – emotional challenges has been very successful.

STUDENT SATISFACTION

Feedback to the school via the cemsis surveys in 2019 indicated that

The relative strengths in the student survey lay in responses to learning dispositions, with 96% of students indicating it was important for them to do well in school and that they tried hard to do well. 95% indicated that they would try again if they didn't succeed.

92% of students responded positively that their teachers held high expectations for them.

91% indicated that teachers would take time to make sure students understood the material.

Students felt that teachers were respectful towards them 87%, would respond with concern if students were upset 85%, and cared about their future 89%.

Students did clearly indicate that they would like more voice in decision making. They recognize the student leadership opportunities and structure but would like more involvement in major decisions.



STUDENT ATTENDANCE

Attendance is closely monitored and entered electronically on a daily basis. Late arrivals and early departures are recorded daily. All instances of non- attendance are required to be explained by way of a written note, email or phone call from parents and the reason is recorded. Where a student is absent without explanation, parents/guardians are contacted by phone as soon as possible on the day. For any periods of extended absence or where it appears there may be a pattern of absenteeism, the principal will call the parents and follow this up with a written note detailing the cause for concern. If required, support for the family is accessed.



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.2
Y02	92.9
Y03	91.7
Y04	93.2
Y05	92.1
Y06	92.9
Overall average attendance	92.6

Child Safe Standards

Goals and Intended Outcomes

To ensure our community is informed and committed to understanding and implementing the Child Safe Standards in a timely manner and to be compliant in all areas.

Achievements

Our Lady of Fatima continue to hold the care, safety and wellbeing of students as a central and fundamental responsibility. Staff have worked consistently to embed all Child Safe practices and policies.

All Child Safe policies and procedures were reviewed and updated in 2019

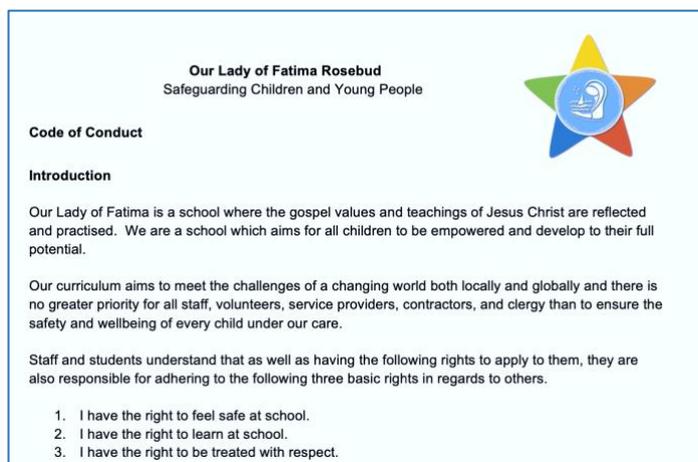
The provision of the Code of Conduct and education around the Child Safe policy is standard practice when engaging volunteers and employing staff.

All staff again completed the online mandatory reporting module and had input at staff meetings on child safety and risk management approaches.

Our Lady of Fatima 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
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.

All contractors were provided with a Child Safe Standards Package with relevant information and copies of the Code of Conduct, Memorandum of Agreement and Child Safe Policy.



Strict sign in procedures for parent helpers, visitors and contractors are in place

We have a designated child safety officer and students are made aware of the importance of telling a trusted adult if they feel unsafe at any time.

Leadership & Management

Goals & Intended Outcomes

To build leadership capacity, ownership and teamwork in an enhanced professional learning culture

Achievements

Teaching staff were supported in furthering their own studies which saw Milan Greco and Aidan McLindon enroll at Melbourne University to study Masters in Wellbeing and Leadership. Mary Lenko completed her final year in Master of Education in Expert Teaching at Monash University. Darren Perry and Braden Hammond attended their graduation in March after completing Master in Mathematics Leadership, while principal Monica Coyle completed the final year of the Master in Education Allied Psychology degree through Australian Catholic University.

Professional development for staff in the key areas of Literacy and Numeracy was further reinforced through shared professional learning team meetings. Both Literacy and Numeracy leaders were able to draw on their own studies and experiences to guide teachers in using data to inform practice.

Staff have been appointed to roles in Religious Education, Student Wellbeing, Learning and Teaching and Learning Diversity. The leadership team met regularly to consult on directions, monitor progress, and adapt planning according to need.

A school closure day was set aside to prepare for the review and an audit was conducted to allow staff to analyse progress on the developmental rubric tool.

Professional development for staff in the key areas of Literacy and Numeracy was further reinforced through shared professional learning team meetings. Both Literacy and Numeracy leaders were able to draw on their own studies and experiences to guide teachers in using data to inform practice.

Security and aesthetics of the property was further improved with the replacement of the fence between the school and the shire reserve.

An architect was engaged and plans were drawn up for the refurbishment of an existing storage space. This involved relocation the storage, creation of a lock up garage for our Outdoor Education trailer and equipment, plus the creation of a new STEM learning area. It is anticipated that the work will be completed in the first half of 2020.

Grounds development continued with the removal of several large trees on the property and the planting of native gardens. This venture was supported with a \$2,000 grant from Landcare Australia under the Junior Landcare and Biodiversity Project.

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

Religious Education Leaders Network
 Southern Digital Education Network
 Principal Network
 Deputy Network
 Inclusion Network
 Finance Network
 VACPSP Conference
 Indigenous Perspectives – Culture Connect
 School Refusal
 Cystic Fibrosis
 Student Wellbeing – Enable, Connect, Engage Learn
 Berry Street Education Model
 Rock and Water
 Stride – M Power
 Catholic Social Teaching
 Mathematics – planning and resourcing yrs Prep - 2
 ICT – Google Suite
 School Wide Positive Behaviour
 THRASS – Teaching Handwriting Reading and Spelling
 Nationally Consistent Collection of Data – Students With Disabilities
 Learning Diversity Modules
 Intervention Framework Modules
 Occupational Health and Safety – Risk Assessment
 Dynamiq – Emergency Management Plan
 First Aid
 Anaphylaxis
 Mandatory Reporting
 Inhouse shared learning

University Degrees Completed by staff
 – Wellbeing, Leadership, Mathematics, Allied Psychology, Expert Teaching

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

24

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1067



TEACHER SATISFACTION

Our CEMSIS survey data provides the following information:

Staff responded very positively to all questions relating to teamwork, scoring well above the Catholic Education Melbourne average in the areas of collective efficacy, collaboration in teams and support for teams.

There were also above average positive responses to questions relating to school climate, staff leadership relationships, staff safety and professional learning.

Staff reported the school climate is orderly 96% and positive in terms of working environment and respectful attitudes 100%.

Teacher satisfaction with professional learning is high with teachers responding 100% in agreement that the professional learning is related to their needs, has improved their practice and that teachers are open to try new approaches in response to evidence

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.7%
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ALLSTAFF RETENTION RATE

Staff Retention Rate	81.1%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	15.0%
Graduate	30.0%
Graduate Certificate	5.0%
Bachelor Degree	60.0%
Advanced Diploma	35.0%
No Qualifications Listed	5.0%

STAFF COMPOSITION

Principal Class (Headcount)	2
Teaching Staff (Headcount)	24
Teaching Staff (FTE)	18.7
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	7.2
Indigenous Teaching Staff (Headcount)	0



School Community

Goals & Intended Outcomes

To further develop effective partnerships between parents, parish and the local community

Achievements

Our community partnerships were strengthened in 2019 as we began the year with a huge *Welcome Back to School Picnic* and Pizza night. This was very well attended and set the stage for a year of engagement with our parent community. The senior school beach days in February were hosted at McCrae Lifesaving Club.

Catholic Education Week in March was a big week as we opened the doors with a showcase of classroom activities This was very well received and drew many visitors to the school. During this week we also had our students going out into the community. Our Year 3/4 students attended The Briars Environment Week, our Year 6 leaders attended the St Patrick's Day mass in Melbourne and our Year 5 students boarded The Pelican for a marine education project on Western Port Bay.

In April we joined the Rosebud community at the ANZAC day march and ceremonies. We also attended the Remembrance Day ceremonies at the RSL. Our students participated in the Lions Club Quiz. We are very grateful for the support of the community groups and businesses who provide scholarships for our senior students at the time of their graduation. These include: Southern Peninsula Community Fund, The Lions Club, the Rosebud RSL and Athlete's Foot. We also welcome the support from Padua College, Martin Dixon and family who sponsor the Christine Dixon Literacy Award and an anonymous benefactor for the Paula Duff Arts Award.



We participated in the Walk to School initiative. The walking bus continued throughout the month of October with consistent support from parents.

Students from Padua Campus at Rosebud were regular visitors as part of their Catholic Action Program. We also welcomed our main feeder preschools to visit us and experience pod play.

The practice of inviting parishioners and parents back to the classrooms after weekday masses continued. As a community we were all saddened by the loss of our Parish Priest Father Bart Huyhn San in October.

The school community also offered support for the parish initiative hosting the Big Morning Tea and offering the hall for the Waterfall Gully Preschool Trivia Night.

Community spirit is strengthened with a good number of parents showing support for special events such as sports days, footy day, book week parade, school production, book fair and open classroom events. On these occasions the hall or school grounds are full of happy faces and the students love sharing these events with their parents.



Mother's Day and Father's Day were both celebrated with our school community. This involved a special mass, classroom visits for some pampering and morning tea for the mums, while the dads were celebrated with a cooked breakfast, followed by fun and games with the children.



PARENT SATISFACTION

Survey responses reflect a high level of satisfaction from parents in relation to school climate, with 97% of parents indicating their child enjoys going to school and that the school values diversity. 100% indicated that the staff are approachable and that mutual respect is evident between staff and students. 98% of parents also responded positively acknowledging the pleasing physical environment, which includes fully fenced spacious grounds, well equipped classrooms and off road parking.

Parent satisfaction was also high in relation to the school meeting children's needs with 96% indicating their child felt a sense of belonging, and that the activities offered matched their child's interests.

Parents found the school easy to access with welcoming staff and opportunities for engagement. These factors contributed to 93% of parents feeling a sense of belonging to the school community.

Parents responded positively to questions relating to communication, appreciating the timeliness, frequency and quality of communication between school and families.



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*