ANNUAL REPORT

TO THE SCHOOL COMMUNITY

**Holy Family Catholic School
Doveton**

2017

Contents

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E NUMBER	E1222
FEDERAL DET NUMBER	805

Minimum Standards Attestation

I, Steve Twomey, attest that Holy family School Doveton is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA

- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

3rd June 2018

Our School Vision

Holy Family School

Vision Statement

Holy Family School aspires to be a school community where all are celebrated and challenged to be the very best they can be in the image of Jesus with a desire for lifelong learning.

School Overview

Holy Family School was established in February 1960 to provide a Catholic education for the children of Doveton. The suburb of Doveton was developed as a Housing Commission Area to provide housing for the workers of the Industrial Area of Dandenong on Princes Highway at the end of Power Road.

Enrolments peaked in the late 1960s/early 1970s, with in excess of 600 pupils, a stark contrast to the opening enrolment of 67 and the current enrolment of 125 pupils. While the SIR on school enrolments predicts an increase in enrolments over the next few years our experience is that the enrolment figures have dipped but stabilized.

Holy Family school is in a low socio-economic area and the school's Index of Community Socio-Educational Advantage (ICSEA) is 947 compared to the national average of 1000. (ACARA, 2011) 45% of families receive Education Maintenance Allowance, a government payment to assist with the cost of education.

The school enjoys a close relationship with the Church as we regularly share religious and community events. Our students and their families come from a variety of cultural backgrounds. We have a very multicultural school. Although many of the current children were born in Australia their parents were born overseas and are immigrants to Australia.

The vision of the school is that Holy Family aspires to be a school community where all are celebrated and challenged to be the very best they can be in the image of Jesus with a desire for life-long learning.

The school achieves its goals by providing a curriculum that meets the needs of the students. This year we have several major focuses. Firstly maintaining what has been achieved in numeracy and transferring what we have learnt into the literacy area. Also we are focusing on the individual needs of the children. We have a high percentage of EALD students as well as students with a learning difficulties.

At Holy Family we have specialist teachers for art, Indonesian, drama and physical education.

Principal's Report

Holy Family had a very good year in 2017 with successes in all spheres of Catholic Education which include religious education, well-being, learning and teaching, community and leadership.

The relationship between the school and Holy Family Parish is very important to us and we take every opportunity to share liturgy's and events with the Parish. Fr. Michael is often at the school and is very supportive of the school and he also takes bible classes with the senior students.

Being a Catholic School, Religious Education is of paramount importance. The children are involved liturgy, prayer and the Sacramental Program.

We have dedicated teachers, who, work collaboratively together in order to deliver teaching and learning to the students of Holy Family that caters for their needs and interests. The school staff are continually looking at how to make improvements in teaching and learning. Any changes that are made, are based in contemporary academic research.

The school is a safe, supportive environment for children to learn. Our well-being initiatives have been very affective and based around appropriate academic research. Our HEART values are big success, are now part of our culture, and help guide how everyone interacts with each within the school.

I would like to thank all the staff, parents and children for their efforts this year. We have a lot of people within our Holy Family community every year including 2017 who make big contributions to the school. Without the goodwill of the staff and community it would be difficult to provide the rich educational experiences to the Holy Family children that we do.

I wish to acknowledge the work and support of my Leadership Team. Together we are dedicated to making Holy Family a learning institution that caters for the spiritual, educational and pastoral needs of the children.

Education in Faith

Goals

To enhance the Catholic identity of the school as a community where people unite in their shared belief of the Catholic Faith.

Intended Outcomes

That students demonstrate a greater understanding of how to live in right relationship with God and others.

That students will be able to make stronger connections between their lives and faith- based values.

Achievements

Holy Family School is a vibrant and relevant part of Dovetons local Catholic community. It is an environment that continues to shape students' Catholic identity though its teachings, discourse and actions.

The Renewed Religious Education Curriculum was introduced to staff in 2017 and they began to use this document when reporting student understandings and progress to parents. In addition the document has supported staff to work towards our goal of enhancing the Catholic identity of the school as a community where people are united in their shared belief of the Catholic Faith.

The curriculum has provided students with the opportunity to learn about and deepen their own understandings, and faith. Through a Catholic lens they have gained insights into the Catholic Church's perspectives on a range of issues and teachings. They are also exposed to a range of other perspectives, constantly encouraged to question and seek personal knowledge.

The Pedagogy of Encounter has redefined aspects of Inquiry. Provocations and Church teachings are immersed in Inquiry; enabling children to learn and discover the world beyond its secular constraints. Through this method child are learning more about themselves and the world they are part of.

The school continued to maintain its strong link to the parish. Students are provided with frequent opportunities to participate in Catholic practices. Students regularly attended Mass and shared in the celebration of the Eucharist. As part of the Sacramental program, staff from both the school and parish worked together to plan, and coordinate the curriculum as well as collaboratively run information sessions for Reconciliation, Eucharist and Confirmation. These celebrations supported students to demonstrate a greater understanding of how to live in right relationship with God and others.

The Junior classes commenced the school year with a Prayer night in which parents and children made prayer boxes to which students added prayers to throughout the year.

Two staff members commenced their Accreditation to teach Religious Education in a Catholic school. Their commitment to strengthening their own faith and building their capacity was encouraged and applauded.

The promotion of Catholic Social Justice continued to highlight students fundraising endeavours. Their long-term project, "Water for Sudan," reached completion and the school was able to contribute over $3000.00 towards the building of a well in South Sudan.

Learning & Teaching

Goals

Enable all students to achieve success in a contemporary and innovative learning community focussed on rigorous, relevant and engaging learning experiences.

Intended Outcomes

That literacy and numeracy outcomes will improve.

That rates of learning growth will improve.

That students engagement in their learning will improve.

Achievements

The commitment to supporting students in attaining academic success in a contemporary learning environment continued to be explored at Holy Family, through professional discourse; and implemented through collaborative planning and the application of relevant and engaging learning opportunities.

A number of key elements were promoted throughout the year. Although adept at utilizing technological tools to enhance learning, teachers' understandings were deepened by employing a technologies consultant to work in classrooms with children, alongside teachers. Opportunities for purposeful dialogue and instruction were provided during professional learning team meetings, enabling teachers to investigate and share ways that digital technology can be utilised across a range of curriculum areas.

Design and digital technologies was once again offered as a specialist subject for senior students. The content was aligned with the Victorian Curriculum and reflected the learning that occurred during Inquiry.

The purchase of Chromebooks for senior students, along with the new suite of IPads for students in the junior school enabled the school to fully implement a 1:1 device program. The change in our 'digital conditions' meant that teachers were better able to utilise digital technologies via the delivery of activities through Google Classrooms and Seesaw.

The Leadership team joined the Ongoing Reporting collective in 2017 to investigate ways of providing parents with more contemporary ways of communicating student achievement alongside the traditional report. Our objective for 2018 and beyond is to use Seesaw as portfolio, providing opportunities for ongoing reporting to the parent community.

The appointment of a Digital Technologies Leader was instrumental in bringing together all these elements in a successful and cohesive way.

Using data to drive student learning was another significant focus area with the intention of improving student literacy and numeracy skills.

Staff professional development was based on enhancing teacher knowledge about the effectiveness of both research and evidence based practices. We continued to embed learning intentions and success criteria in addition to becoming more skilled in providing feedback to move students forward.

Staff explored high impact teaching strategies to build up their repertoire of instructional practices which have a strong impact on student learning. In addition to goal setting, differentiated teaching and collaborative learning, teachers focused on improving their questioning skills. Teachers created more strategic and open questions during the planning stage, specifically during reading to ignite curiosity and engage students. This will continue to be investigated over time.

Differentiation and targeting learning at students' point of need enabled teachers to monitor rates of student learning growth. Putting faces on the data will be a core element of our professional dialogue in future years and in 2018 we will commence this process through frequent 'data' discussions in our professional learning team meetings.

Students for whom an array of adjustments have been made began to be tracked with greater consistency which was particularly important as the children were taught by two or sometimes three teachers in literacy and numeracy. Folders which included an outline of the Tier 2 or 3 programs and strategies used to support students, internal and external assessments, personalised learning plans and resources were introduced . In addition to improving student tracking this process has enabled us to moderate, monitor and access information for the purposes of SWD funding and NCCD information.

A Learning Diversity Team was established and all members attended termly Learning Diversity meetings so professional knowledge and new incentives could be shared amongst staff.

A Literacy Leader was employed to navigate ways to improve student outcomes in Literacy. A consistent assessment schedule was developed as well as a vision for Literacy throughout the school. Exploration of assessment tools, methodologies and evidence-based programs enabled a strategic plan to be developed which will be undertaken by staff throughout 2018.

Changes were once again undertaken in how reports were used to report student achievement to parents. In Semester 2 teachers examined the Victorian Curriculum and rewrote the achievement standards and content descriptors in parent friendly language. These became learning outcomes and were used via a checklist to report on student progress at the end of the school year.

All of these incentives, practices and methodologies occurred within an environment within fluid and flexible learning spaces in which the collection of meaningful data that identifies student need, academically and emotionally is at the heart of teacher instruction.
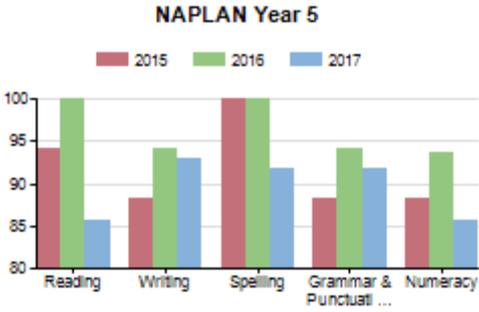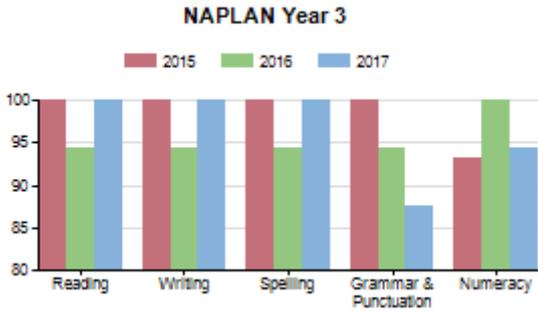
STUDENT LEARNING OUTCOMES

There has been fluctuating results in Year 3 Literacy over the past 3 years. 100% of children reached the minimum standard for reading, writing and spelling in both 2015 and 2017. Numeracy and Grammar were slightly below minimum standard. Due to the size of the cohorts this equates to 1 or 2 children not meeting the minimum standard.

Our strengths in Literacy for years 5 are writing and spelling. The use of the Teaching and Learning Cycle to support our large cohort of EALD students has been helpful in their achievements.

The data from Year 3 in 2015 to Year 5 in 2017 shows a drop in 100% of students attaining the minimum standard. This also equates to a fluctuating cohort and a relatively small sample size of students. In addition, as we encourage all children to participate in NAPLAN testing, including those who require substantial adjustments to access the curriculum it may skew our results.

PROPORTION OF STUDENTS MEETING THE MININUM STANDARDS					
NAPLAN TESTS	**2015 %**	**2016 %**	**2015 - 2016 Changes %**	**2017 %**	**2016 - 2017 Changes %**
YR 03 Grammar & Punctuation	100.0	94.4	-5.6	87.5	-6.9
YR 03 Numeracy	93.3	100.0	6.7	94.4	-5.6
YR 03 Reading	100.0	94.4	-5.6	100.0	5.6
YR 03 Spelling	100.0	94.4	-5.6	100.0	5.6
YR 03 Writing	100.0	94.4	-5.6	100.0	5.6
YR 05 Grammar & Punctuation	88.2	94.1	5.9	91.7	-2.4
YR 05 Numeracy	88.2	93.8	5.6	85.7	-8.1
YR 05 Reading	94.1	100.0	5.9	85.7	-14.3
YR 05 Spelling	100.0	100.0	0.0	91.7	-8.3
YR 05 Writing	88.2	94.1	5.9	92.9	-1.2

NAPLAN Year 3

Legend: 2015, 2016, 2017

Categories: Reading, Writing, Spelling, Grammar & Punctuation, Numeracy

NAPLAN Year 5

Legend: 2015, 2016, 2017

Categories: Reading, Writing, Spelling, Grammar & Punctuati..., Numeracy

Student Wellbeing

Goals

Create a positive, inclusive and enriched learning environment where students develop positive relationships and a sense of hope, purpose and dignity.

Intended Outcomes

That students become more confident learners.

That students demonstrate greater responsibility for their behaviour and relationships.

Achievements

The wellbeing goals promoted at Holy Family throughout 2017 were aimed at fostering age-appropriate skills that assisted children in developing healthy relationships with peers. This was achieved by a whole school focus of identifying personal characteristics and strengths as well as learning to be conscientious and persevere when faced with personal setbacks or conflicts with others.

The Junior School children explored Mindfulness. They applied the mottos of 'The Power of Yet,' and 'Take a Risk,' from the Growth Mindset premise so students could begin to articulate that their efforts and dedication help them to achieve their personal learning and social goals. Although all Junior children participated collectively in this SEL theme, Term 4 was deliberately chosen to promote Growth Mindset and Mindfulness in order to aid the Year 2's in their transition to the Senior School.

Consideration was also given to targeting specific areas of need at the Senior level. The identification of varying needs in conjunction with children's social and emotional developmental stages enabled teachers to develop explicit programs in Term 4. Year 3 children learned about becoming more resilient. Year 4 & 5 girls delved into puberty and social issues pertaining to girls, while the Years 4 & 5 boys participated in the Rock and Water program, focusing on becoming more centered and grounded. The Year 6 students learnt about transition from primary to secondary school.

As a school we believe that developing our own curriculum resources suits the personal and social needs of our cohort. This can change over time to reflect current trends but more importantly we aim to support children's immediate needs.

Our HEART values, which also form the basis of our Behavioral Expectations Matrix are embedded across the school. Children not only understand and use the language, many of them actively promote HEART by asking that other students be nominated to receive an award at Assembly. Parents continued to praise and support the values by feeding back to teachers how our continuous conversations with children and the endorsement of these values creates a positive atmosphere within the school.

Research indicates that schools that have a clear approach to the management of student behaviour enhance students' academic skills and competencies in addition to their social and emotional development. At Holy Family, the primary method of understanding and managing behaviour is based on the model of School Wide Positive Behaviour Support.

SWPBS continued to be advocated across the school in 2017.Teachers embraced this philosophy; and classrooms became more harmonious – language became calmer, expectations were more visible and follow-up more consistent.

Opportunities for feedback from staff led to a modification in behavioural expectations, demonstrating that the process is fluid and reflects the internal changes within our environment. For example, the "T" in HEART previously focused on 'trusting' others to use personal belongings and school resources respectfully. By the end of 2017 we had made a deliberate shift to reflect the social and emotional learning children had undertaken throughout the year. "T" now represents 'believing in yourself,' – learning to display initiative, persistence and courage as well as learning how to deal with challenging situations.

We had the privilege of working with CEOM/CLiL team to develop a resource focusing on how Catholic schools can use their LOTE language in other areas of the school besides LOTE classes. With the assistance of some children we converted our Behavioural Expectations into short (1-3 words) statements. These were then translated into Indonesian and visual prompts added. The project culminated in students being filmed by CEM staff. This project not only promoted how a LOTE language is taught at Holy Family it showcased the importance we place on our HEART values. The statements will be promoted further within classrooms and the wider school community when we receive a copy of the finished product in 2018.

 Our Year 6 students continued to explore opportunities for Leadership. Our 2017 cohort were exemplary and mentored students throughout the school in positive ways. For example, they willingly gave their time to participate in programs such as Morning Reading Club, ran Assembly with great capability and represented the school at a number of external events. Although six students represented the school in the official capacity as "School Leaders," our promotion of participation and inclusivity saw all Year 6's display leadership qualities and a willingness to contribute to the school community. As a consequence of their dedication 100% of Year 5 students participated in the 2018 School Leaders Speeches. The children's responsiveness has also meant that we have tabled reintroducing Year Level Captains in 2018.

The school expects parents to notify us prior to planned absences and on the day if a child is sick. The school contacts parents if the child is away for a number of days. Further education is necessary for parents to understand the requirement of communicating to the school when their child is absent.

VALUE ADDED

Holy Family Primary School provides a number of school activities and programs that have a positive effect on student Wellbeing. Below is a list of curricular and extra-curricular activities that have been successful at our school:

- Student Voice through leadership roles and initiatives

- Student Led Assembly

- The introduction of Year 3 and 4 school based overnight camp

- HEART day to promote our values, intertwined with Gospel values

- Art Work – paintings and mosaics that promotes and identifies our school as Doveton's local Catholic Primary School

- The creation of a Harmony Garden which is maintained by students

- Participation of a group of students with St Johns Regional College in their school musical, 'The Wizard of Oz.'

- School Wide Positive Behaviour Support implemented and promoted through CLiL program

- Fortnightly postcards sent to parents reporting on their Child's Positive behaviour

STUDENT SATISFACTION

Students feel connected to the school and there is evidence of a slight improvement in student motivation, particularly amongst our Year 5/6 cohort. The Year 3/4 cohort believe that the learning environment is stimulating and that the teaching is purposeful.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	94.44
Y2	92.33
Y3	95.14
Y4	92.84
Y5	94.53
Y6	94.94
Overall average attendance	94.04

Child Safe Standards

Goals

Develop an explicit Child Safety Culture at Holy Family

Intended Outcomes

To implement all that actions required to comply with the seven Child Safety Standards.

Document and share the Child Safety Standards with the staff and community.

Achievements

By the end of 2017 the child safe standards were implemented in the school. The staff and community are well aware of the requirements and we are continuing our relationship with Safe Smart Solutions.

There have been considerable changes in how we operate on a day to day basis. Examples being how visitors sign in to the school and the documentation that we now produce when having excursions.
We use the Passtab system to electronically store all information including a digital image of all visitors to the school. The data is stored offsite and the system emails me straightaway if a visitor's information is incorrect.
All staff records related to the Child Safe Standards are scanned and stored in our system and it lets us now when records need to be updated.
During 2017 Child Safe Standards became a permanent agenda item at staff and leadership meetings.
Through staff meetings we give staff professional development around the standards so that they are aware of the background, formation and implementation of the standards.

Leadership & Management

Goals
To create a professional culture of dialogue, trust and reflective practice to positively impact on improved student learning

Intended Outcomes
That the staff climate will improve

Achievements
During 2017 the school leadership team remained the same with the Principal, Religious Education and Learning and Teacher Leader and the Wellbeing leader.
We also in 2017 had a teacher addressing Literacy in the school and another teacher streamlining Technology and STEM within the school.

The school leadership team is driven by a desire to continually improve learning through a strengthened professional culture. We look for improvements in all aspects of the school and are guided by a combination of experience, knowledge and current educational research. The leadership team has a belief in lifelong learning and in 2017 the Principal continued studying at ACU doing a Masters of Business Administration Executive and the Religious Education Learning and Teaching Leader complete a Masters of Educational Leadership.

The leadership team attended a number of CEM professional learning opportunities including the Learning and Teaching Networks as well as the Principal, Religious Education and Student Services Networks.

At the start of 2017 the leadership team discussed the school's appraisal process, making necessary changes to improve this process. The teachers set goals based on the AITSIL teaching standards and strive for continual improvement of their teaching practice. The principal also has appraisal, hiring an external appraiser to provide feedback after interviewing staff and reading the principal's self-reflections.

The leadership team looks for opportunities to give the school community a voice and uses parent forums, surveys, the newsletter and school events to do this. We held parent forums to gauge parent opinion about how the school is operating and for parents to voice their ideas. In 2017 the Parents and Friends Association formed a new committee under a new constitution and has organized events within the school.

In 2017 we used what we had learnt in numeracy and applied it to literacy in the school. We had advisors from the Catholic Education Office assisting in this which will continue into next year.

The school leadership team which continually looks at becoming more effective, continued the learning that took place in 2016. Everything that the school leadership does is aimed at enhancing the learning and teaching for the students and is firmly grounded in contemporary educational research.

We unpacked the SIS data with staff during the year so that as a group we could look at what the data was telling us about our organizational and teaching climate, in order to use the information to guide future actions.

The leadership team also focused on making improvements to what was a very effective and safe learning environment for the students through continuing involvement in School Wide Positive Behaviour Support.

After trialing Mappen at the end of Term 4 in 2016 the leadership team and teachers were keen to use the program in 2017. It proved to be successful and gave new direction to the teaching and learning in Inquiry.

Through a supportive leadership team, we are focused on celebrating the successes within our school but also facing the challenges head on. With a shared vision and high expectations, we are committed to improving the learning outcomes for all of our students. The leadership team is committed to providing the students at Holy Family school with a Faith based education that is grounded in contemporary educational research.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

- STEM
- PLT's and staff meeting in all curriculum areas
- Learning and Teaching Network
- Leadership Team Roles and Responsibilities
- Maths Intervention
- A large number of CEOM activities
- Feedback
- 2 leadership team members continued their Masters level degrees
- Interpreting and Analysing SRC Data
- LEAC

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	**14**
AVERAGE EXPENDITURE PER TEACHER FOR PL	**$ 2300**

TEACHER SATISFACTION

Teachers believe their professional growth has developed and that appraisal and recognition process have improved their professional learning. Role clarity and teacher engagement have also improved. Other areas have either slightly improved or remained the same.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.09%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	16.67%
Graduate	8.33%
Certificate Graduate	8.33%
Degree Bachelor	66.67%
Diploma Advanced	25.00%
No Qualifications Listed	33.33%

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	15
FTE Teaching Staff	11.900
Non-Teaching Staff (Head Count)	9
FTE Non-Teaching Staff	8.082
Indigenous Teaching Staff	0

School Community

Goals

That students demonstrate greater responsibility for their behaviour and relationships.

Intended Outcomes

That learning links between school and home are strengthened.

Achievements

Holy Family is an inviting school community. Visitors regularly comment on how are welcomed into the school by children and are treated with respect and courtesy. This illustrates how our School Wellbeing Values - shown through the acronym of HEART are part of the school's culture and are 'lived' rather than just a set of statements.
The HEART Values is the cornerstone for how children experience growth and progress. Through our wellbeing initiatives a positive culture is developed throughout the school. We have endeavored to enhance this culture further by adopting and following the process of School Wide Positive Behavior support.
At Holy Family we are proactive in engaging in conversations with parents. These can be either formal or informal, about keeping parents up-to-date with what is happening in the school, and to gage their opinion about future school direction. Parent forums are an organised method used to survey parent opinion. These are attended by the school leadership team so questions can be directed to the person responsible for that aspect of education within the school. Parents acknowledge that their viewpoints are valued and that they are a key component of their child's education.
During 2017 we continued to host community events that fostered parental involvement. These events were both community and educationally based. These included:
- Family Prayer Night
- Maths Night
- Harmony Day
- HEART Day
- Holy Family Day
- Mission Fair
- Mother and Fathers day events
- Parent Teacher Interviews
- School Athletics Carnival.

All these events enabled parents to interact and form relationships with other parents and cement existing relationships with staff.
We also communicate with parents through our website, newsletter, parent forums, surveys and formal and informal conversations.
We believe in being proactive when communicating with parents and if teacher's believe that children have social and emotional or educational needs we work in partnership to support their child.
In 2017 we rejuvenated the Parents and Friends Association and a new committee was formed. Meetings were attended by a number of interested parents, with some members being new families to our school. The P&F held a working bee, assisted in

fundraising and endeavored to create opportunities for more social interactions for parents.

Links with local kindergartens were maintained and visits were arranged so the pre-school children could engage in literacy-based activities with some of the children from Prep.

The school and parish collaboratively ran the Sacramental Program and parish members continued to be involved in the school through the breakfast club and school events.

At the end of the school year we organised a BBQ with parents and children at Lysterfield Lake after our annual Family Carols and Prize giving. This was attended by a great number of families, creating an enjoyable opportunity for staff, parents and children to engage in a different context.

PARENT SATISFACTION

Parents scores in all areas of the survey remain high and show that on the whole they are satisfied with the direction of the school, and the pastoral care of their children at school.

VRQA Compliance Data

School Governance

- ✓ Democratic Principles.
  Programs and teaching support and promote the principles and practice of Australian democracy

- ✓ School Governance Structure
  The governance of a school is structured to enable the school to develop its strategic direction, effectively manage its finances and fulfil its legal obligations.

- ✓ Probity

  *On file at the school, there is a completed Declaration of Good Character **OR** a Fit and Proper Person Declaration for the principal, parish priest, members of the governing body and proprietor.*

  (Please note: A 'fit and proper person' declaration is replacing the 'good character' declaration. Currently, both declarations are acceptable. As of 1 July 2018, all schools must have the 'fit and proper person declaration in place to be compliant with the Education and Training Reform Regulations 2017).

- ✓ School Philosophy
  A school must have a clear statement of its philosophy

- ✓ Not-for-profit Status
  A school must be a not-for-profit school

Enrolment

- ✓ Minimum Enrolments (**#**)
  School has at least the minimum number required by the standard, or as approved by the VRQA.

- ✓ Register of Enrolments
  An enrolment register which is accurate and contains the information required in the standard.

- ✓ Enrolment Policy
  Clearly defined enrolment policy that complies with all applicable State or Commonwealth laws.

Curriculum and Student Learning

- ✓ Curriculum Framework (**#**)
  Framework is in place for the organisation, implementation and review of school curriculum and teaching practises which ensures that all eight key learning areas are addressed.

- ✓ Student Learning Outcomes
  Processes are in place to plan for, and achieve improvement in student learning outcomes.

- ✓ Monitoring & Reporting on Students' Performance
  There is ongoing assessment, monitoring, recording and reporting of each students' performance.

Student Welfare

- ✓ Care, Safety and Welfare of students
  Policies in accordance with any applicable State and Commonwealth laws. Staff are advised of their obligations under these laws.

- ✓ Student welfare
  Policies and procedures relating to the duty of care owed to students, student welfare, bullying and harassment (including cyber bullying) and managing complaints and grievances.

- ✓ Student safety

  Policies and procedures in place to protect students from reasonably foreseeable injury, which includes necessary and appropriate maintenance of the premises and making extra provision for younger students or students with disabilities.

  Proper arrangements for on-site supervision, off-site activities, the risk of bushfire in the activity location and the safety and welfare of students learning with an external provider.

  Ensuring all staff understand mandatory reporting, and the failure to disclose and failure to protect offences.

- ✓ Student care
  Policies and procedures in place for ill students, distribution of medicine, first aid register, first aid training and recording student medical conditions

- ✓ Managing the risk of child abuse

  School has developed policies, procedures, measures and practices in accordance with Ministerial Order No. 870 for managing the risk of child abuse by implementation of minimum standards for a child safe environment, and responding to allegations of child abuse of a student at the school by someone connected to the school - another student, employee, contractor, volunteer or other person connected to the school.

- ✓ Anaphylaxis management policy

  If the school is aware of a student at the school who has been diagnosed as being at risk of anaphylaxis, the school must have an anaphylaxis management policy which meets all the requirements of Ministerial Order No. 706

- ✓ Emergency bushfire management

  Monitor daily attendance and identify absences from school or class

- ✓ Student Discipline
  Policies relating to the discipline of students must be based on principles of procedural fairness and must not permit corporal punishment.

- ✓ Attendance Monitoring
  Monitor daily attendance and identify absences from school or class

- ✓ Attendance Register
  Maintain an attendance register, record attendance at least twice per day as well as any reason for a student's absence

Staff Employment

- ✓ Teacher Registration
  All teachers employed to teach at school are registered or have permission to teach

- ✓ Compliance – Working with Children Act 2005
  The requirements of the Working with Children Act 2005 are complied with in respect of the employment of all staff and any others having direct contact with children at the school

School Infrastructure

✓ Buildings, Facilities and Grounds
Comply with any laws that apply to the school including local laws and building, planning and occupational health and safety laws.

✓ Educational Facilities
Suitable for the programs offered at the school and for the students' age levels.

Information on School Performance

✓ School Annual Report
Mandatory information about the school's performance is provided to the school community

Federal Department of Education and Training Compliance Items:

✓ Enhancing principal and teacher performance and professional development

School implemented the Australian Teacher Performance and Development Framework and provided access to ongoing professional development consistent with the Australian Charter for the Professional Learning of Teachers and School Leaders.

✓ Participation in National Assessment Program – Literacy and Numeracy (NAPLAN)
School students in years 3, 5, 7 and 9 participate in the annual National Assessment Program – Literacy and Numeracy (NAPLAN)

✓ Participation in National Sample Assessments
IF the school was selected to take part in national sample assessments it did so, OR school was not selected to participate.

National Sample assessments: Science Literacy; civics and citizenship; Information and communication technology (ICT) Literacy; Programme for International Student Assessment (PISA); Trends in International Mathematics and Science Study (TIMSS); Progress in International Reading Literacy Study (PIRLS)

✓ Compliance with Disability Discrimination Laws
The school complies with requirements of the Disability Standards for Education 2005 under the Disability Discrimination Act 1992 (Cth) and. the Equal Opportunity Act 2010 (Vic)

✓ National Data Collections
The school holds the required information on background characteristics of students enrolled in 2017 as specified in the Data Standards Manual: Student Background Characteristics.

The school participates in the annual Nationally Consistent Collection of Data (NCCD) on School Students with Disability.

✓ Provision of Plain Language Student Reports
School provided parents with 'plain language' student reports at least twice a year as required in the Australian Education Regulations 2013.

✓ Publication of School Annual Reports
The school published the required information about the school for 2016 on the internet by 30 June 2017.

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