2014 ANNUAL REPORT to the School Community

REGISTERED SCHOOL NUMBER: 1503
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Contact Details

| ADDRESS | Peterson Street  
Highett VIC 3190 |
<table>
<thead>
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<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Andrew Butler</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Fr Vincent John</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 95320344</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@sahighett.catholic.edu.au">principal@sahighett.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.sahighett.catholic.edu.au">www.sahighett.catholic.edu.au</a></td>
</tr>
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</table>

Minimum Standards Attestation

I, Andrew Butler, attest that St Agnes 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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our School Vision

St Agnes – A Vibrant Faith Community Growing Together

St Agnes’ School is a welcoming Catholic Parish Primary School. As a Faith Community, we encourage all within our care to grow in their relationship with Christ and others.

As educators, we encourage lifelong learning. We provide the skills, knowledge, values and attitudes that will empower all within our community to become participating and caring members of society.

In a spirit of co-operation, we develop willingness to contribute, a respect for others and a responsibility for self.
School Overview

St Agnes’ School was registered as a school in 1951 and was located in a hall in Worthing Road, Highett. Temporary classrooms were located on the present site in 1952 and the main school building established in 1954. The school was further developed between the years 1959–64, with a wing added in 1976.

Refurbishment took place in 1986 and in 1996. A re-locatable classroom was added to the site to cope with an increasing demand for enrolment. In 1999 and 2000 the classrooms and administration block underwent extensive refurbishment. In 2002/2003, the grounds were also upgraded, with re-seeding of the grass areas and re-surfacing and line marking of play areas. Until 1983 the school was administered under the leadership of the Sisters of Our Lady of the Sacred Heart. Since 1983 the school has been under the educational leadership of lay principals. In 2009 and 2010 the school embarked on a building program that saw substantial improvements to buildings and the grounds. During 2014 classrooms were refurbished to meet contemporary learning and teaching.

The school is located on a hectare of land bound by four neighbouring streets. The enclosed site includes the school, the parish centre, church and tennis courts. The physical dynamics of the parish complex thus contribute to a real sense of community.

St Agnes’ School comprises a diverse school community. Students come from a range of social and cultural backgrounds and Highett remains an area that is undergoing change with many new families moving into the area and the rebuilding of residential housing.

We see the diversity of our families as our greatest asset. St Agnes’ has a current enrolment of about 200 students and 2014 saw a similar number of students. 2014 was a year of undergoing change and a strong focus on improving the physical learning spaces.

School Improvement and Annual Action Plan

Our School Improvement Plan is comprises of the 5 spheres:
- Education in the Faith
- Learning and Teaching
- Student Wellbeing
- Leadership and Management
- Community
Principal’s Report

We began the 2014 school year with 206 students. Our enrolment in 2015 is very similar and is a manageable number of students for our facilities. Environmental sustainability continued to be a major focus in 2013 with the maintenance of vegetable gardens, composting, solar panels and water tanks. The students engaged in units of work linked to environmental sustainability. In 2014 there were also a substantial number of improvements made to learning spaces to enhance classroom learning and we revisited how we organised our classrooms to maximise effective learning and teaching practices.

2014 was also a year to reflect upon objectives that arose from our last School Review in 2011. In 2013, St Agnes was formally recognised as a ‘Performance and Development’ accredited school. We now move towards our next school review in 2015. This process, which occurs in Catholic schools every four years, involved the students, staff, Parish Priest and parent community in highlighting strengths, challenges and future directions. The School Review is instrumental in defining our priorities as well as celebrating our achievements, particularly those relating to our students.

The programs that we offered at St Agnes’ in 2014 included Religious Education, which permeates the whole curriculum, including Performing Arts, Visual Arts, Physical Education, Italian, Literacy support, Student Services support and psychological services. Students benefited by many lunchtime programs run by staff and parents and there was also the opportunity for students to undertake instrumental music lessons at school through an outside source. We aim to fulfil our Vision by providing a quality and comprehensive education which will allow children to achieve their personal best. In Religious Education we are focussing on Catholic Social Teaching; an approach that explicitly highlights social justice in practical ways that relate to our faith.

Parents are important partners in their children’s education and many parents were involved in initiatives from our active Education Board and Parents and Friends Association in 2014. Funds were raised to purchase new furniture, educational supplies, an industrial laminator and other equipment. 2014 was also a year of our biannual school concert held in September.

The staff at St Agnes’ are committed to facilitating a curriculum that enables children to be resourceful, independent and inquiring people who are able to think and reflect on their learning. We constantly measure our performance against our Vision and Annual Action Plan which sets high standards for us as Catholic Educators. Our Vision is regularly reviewed as our guide and focus.

I would like to thank the School Leadership Team, with whom I work very closely and whose support is greatly valued by me and the staff. Thank you to the staff for their connection with the students and families. I would like to thank the Education Board who support the school through providing feedback and ideas and in assisting with enrolments and future developments. The Parents and Friends have continued their valuable support in their fundraising and 2014 was quite a successful year.
Finally I would like to thank Fr. Vincent for his guidance in faith, interest and support. His contributions have helped to make St Agnes’ a wonderful community and his active presence is evident in a wide variety of ways.

Andrew Butler
Principal
Education in Faith

Goals & Intended Outcomes

Goal:
To make visible the values of the Gospel in the life of the school.

Intended Outcomes:
That teacher knowledge and understanding of the Catholic faith and traditions is highly evident in their teaching and engagement in faith activities.

That the Catholic school culture is evident in the behaviour of the staff and wider community.

That the importance of Education in Faith is improved in parent and staff perceptions.

Achievements
Surveys from 2014 indicate a strong perception of the importance and opportunity of Catholic culture in staff. The concept of transference to the behaviour of staff (consistent with faith values) and compassion is encouraged as an important focus. Students maintain results in the 60th to 80th percentile in relation to Catholic culture. Results have been similar to 2013 for our parent community with most results at or close to the 80th percentile.

VALUE ADDED

- Consistent RE contribution to the newsletter with a focus on the liturgical calendar and the Sunday readings and the inclusion of a Parish page
- Regular school and class masses. Regular school assemblies provided opportunities for whole school prayer and reflection. Regular Reconciliation for students
- Sacramental faith nights for families and reflection days for students
- Specific RE planners utilised by all teachers
- Whole school masses for families on Feast Days and recognised Liturgical Celebrations
- Morning prayer and special prayer tables
- Thanksgiving Mass at the conclusion of the year incorporating Graduation
- Designated time for the REC
- Purchasing of resources and icons to reinforce Catholic identity of the school
- Regular meetings and communication with Parish Priest
- Staff prayer at all staff meetings
▪ Social justice initiatives involving students supporting Catholic mission work
▪ Involvement in the Making Jesus Real Program for our Senior students and a focus on Catholic Social Teaching for all classes (to link our faith and our actions)
Learning & Teaching

Goals & Intended Outcomes

Goal:
To build a contemporary and inclusive environment, where all students are competent and confident in Numeracy and Literacy.

Intended Outcomes:
That student outcomes in Mathematics improve.
That student outcomes in English improve with a focus on reading comprehension and spelling.
That all teachers are seen as role models of life-long learners where students accept challenges and learn to their potential.

Achievements

![NAPLAN Year 3 Chart]

![NAPLAN Year 5 Chart]
### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
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</table>

### STUDENT LEARNING OUTCOMES

The above tables suggest that in most areas of comparative performance in NAPLAN tests there have been statistical gains in the proportion of students achieving minimum standard or better or at least maintenance of previous high figures, with only a small number of areas suggesting a decline in figures in Year 3 Reading and Year 5 Grammar and Punctuation.

Figures show stronger growth in results in Year 3 Spelling and year 5 Reading, Writing and Spelling but we must also be aware that student ability within cohorts can have an effect upon results as can the size of the cohort. We have been able to identify areas of focus to continue improvement in 2015.
Student Wellbeing

Goals & Intended Outcomes

Goal:
To enhance student wellbeing, resilience and student voice.

Intended Outcomes:
That improved student social and emotional resilience will occur.
That authentic student voice will be enhanced.
That students will take increased responsibility for their learning.

Achievements

- There is a strong sense of safety and student and family connections within the school and data reinforces this perception
- A strong student wellbeing focus and involvement in KIDSMATTER, a mental health initiative
- Excellent communication with parents through extensive Parent Support Group (PSG) meetings where required
- Values are explicitly articulated and the Behaviour Management Policy supports this
- Students are learning to set goals and opportunities exist to reflect and identify successes and areas of improvement
- Student leadership is a high priority at St Agnes’ and one example of this is the co-ordination of student led tours for visitors by our grade 6 leaders. Another is student leadership through our Student Representative Council
- Staff discuss and reflect upon shared values. There were opportunities for staff to reflect and discuss team connectedness in light of our Catholic culture utilising the Birkman Inventory.
• Positive behaviour management approaches. Practical approaches and effective communication to student behaviour management are fostered

Absences
The class roll is taken twice a day. Parents are expected to contact the school to explain student absences either by phone, email or written note. Families who take holidays during the school term are expected to provide a letter to the principal stating the time away. Families will then receive a response by the school in line with current government compliance and absences are recorded. Any prolonged absences are noted and families are contacted if explanations have not been provided.

VALUE ADDED

• Student leadership structures are imbedded for all Grade 6 students. Excursions and special programs planned explicitly for Grade 6 leadership opportunities. Leaders were given many opportunities to fulfil their leadership roles
• The Student Representative Council (SRC) provides formal leadership across the whole school
• Improved role clarity and time allocation for the Student Services Coordinator has resulted in greater effectiveness and support for students in areas such as Individual Education Plans, Parent Support Group meetings (PSGs) and assistance to families. The Student services Coordinator was a member of the Student Services Network
• There was a strong focus on evaluating Values education and the ties to Religious Education. Values were explored at the class level and recognised with special awards given at assemblies
• Students were engaged in many clubs and extra-curricular activities such as Jog the Block, Garden Club, Instrumental Music (optional for Grades 1-6) and the St Agnes’ Choir.
• Preps continued to be supported by the successful “Buddy Program” with the Grade 6 students. We continued planning and Professional development to introduce You Can Do It, Bounce Back and Make Jesus Real Programs into our whole social skills program.
• Regular articles in the newsletter informing parents of the manners, parenting tips and social skills foci
• Consolidating the Onpysche service to support students to meet with the psychologist. Individual Learning Plans continued targeting children with academic or behavioural difficulties
• Cybersafety initiatives
STUDENT SATISFACTION
The analysis of data revealed that the Student Wellbeing Aggregate Indicator was at 75.2% in comparison to other schools in 2014. This can be seen as a positive result.
Student school improvement data shows the following:
• Purposeful teaching actual score from students was 75/100.
• Connectedness to school actual score from students was 75/100.
• Student distress (that is a lack of distress) actual score from students was 80/100.
• Student morale actual score from students was 73/100.
• Student motivation actual score from students was 86/100.
Leadership & Management

Goals & Intended Outcomes

Goal:

To develop a strong and positive leadership school culture.

Intended Outcomes:

That there will be an improved staff climate particularly in relation to staff morale and teamwork.

That supportive and empowering leadership is a strong feature of the Leadership Team.

That all staff take an active and supportive role in the growth of the school.

Achievements

- Revisitation of our Vision statement and a school theme “Jesus said let your light shine”.
- Targeted Professional development at a school level linked to teaching.
- The continuation of our induction process.
- Participation in an initiative called ‘Change2’. This enabled staff to build greater collaborative processes and a focus on feedback, and
- Participative leadership structures.
- A revised Leadership Team with restructured Leadership Team meetings with redefined purpose
- Leadership Team Project ‘Enhancing Leadership Team Capability’
- Specific committees to build leadership and collaboration.
- Training in first aid procedures.
- A focus on learning technologies including Google Docs.
• Audit and build Literacy and Mathematics resources.

• Professional development in the ‘Performance and Development Culture’ framework which is linked to school improvement with a focus on staff.

• Goal setting and Annual Review meetings for all staff and Network associations that lead to school improvement.

• Literacy and Numeracy intervention was supported.

• An emphasis on the empowerment of the staff.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**DESCRIPTION OF PL UNDERTAKEN IN 2013**

- Professional development was targeted through staff meetings. Topics included Literacy, Mathematics, Religious Education and Student Wellbeing
- Participation in Networks for leadership (includes Principal, REC and Deputy Principal networks, Learning and Teaching, Mathematics, Student Services and Literacy)
- Collaborative planning amongst staff.
- Professional development in the use of technology in teaching
- First Aid training
- A focus on the Performance and Development Culture and Change2 process of professional development
- Each staff member initiated their own Customised Individual Learning Plan that included identifying Professional Development that would benefit the school’s goals and those of the individual staff member
- Professional development in relation to Leadership, Student Wellbeing and Learning and teaching initiatives
- A focus on whole staff learning opportunities

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>17</th>
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</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$5,476</td>
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</table>
TEACHER SATISFACTION

Staff data continued to show good results in areas in connection with students such as student behaviour, decision making and discipline. However, our St Agnes’ School Review in 2015 has greatly helped us to support future growth in facets of staff data such as perceived morale, teamwork and professional growth in addition to further development of the most effective teaching and learning processes. We look forward to enhancing this growth to mirror the successes in our student and parent data.

There is room for further gains and work will continue on addressing areas of challenge, particularly for some staff who would benefit from strategic support and mentoring. A major focus will continue in relation to supportive leadership and role clarity. Curriculum processes remains a strength at St Agnes.
School Community

Goals & Intended Outcomes

Goal:
To strengthen and broaden the relationships between the school, the parents and the broader community.

Intended Outcome:
That a more positive perception of the school by parents and the local community continues to grow.

Achievements

- The review and consolidation of special events to enhance connections eg: Family night, Opening Mass, School Concert, St Agnes Fete, faith based evenings, footy night, twilight sports, fundraiser activities and social evenings. The utilisation of surveys to gauge parent opinion.

- Continued support of the St Agnes’ Advisory Education Board and the Parents and Friends Association. Fundraising enabled the purchase of many school resources.

- A Parent Forum with a specific focus is held each year.

- Parental assistance in classroom programs, excursions and special events.

- A strong focus on extra-curricular activities.

- Links with local Catholic secondary colleges.

- Environmental sustainability links with AuSSIE VIC, CERES and Bayside Council.

- Links with community groups such as the Bendigo Bank and the Highett RSL.

- Promotional materials and signage to enhance the school presence in the community

- Links with local kindergartens

- The continued development of our school website
• Emailed newsletter and the establishment of an effective App called CAREMONKEY to assist in collecting student information and permission for various excursions.

PARENT SATISFACTION

The 2014 school Improvement Parent Survey provided data relating to satisfaction among parents. Most of the measures showed similar scores to that of 2013.

Some measures showed a very slight decline and these will be an area of focus for the school. The overall Parent Satisfaction index has stabilised and future goals will continue to focus on improvement, especially where growth is not as pronounced. This includes areas such as homework. Areas of relative greatest strength included transitions, social skills, connectedness to peers, approachability, parent input and school improvement. Overall the Parent Satisfaction Index percentage remained relatively stable at 74.6
## Financial Performance

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<td>Other fee income</td>
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<td>Australian government recurrent grants</td>
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<td><strong>Recurrent Expenditure</strong></td>
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<td>Salaries; allowances and related expenses</td>
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<td><strong>Total closing balance</strong></td>
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Note that the information provided above does not include the following items:
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
## VRQA Compliance Data

### E1167
St Agnes’ School, Highett

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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### Diagrams

**NAPLAN Year 3**

- Reading: 100% in 2012, 96.2% in 2013, 100% in 2014.
- Writing: 100% in 2012, 96.2% in 2013, 100% in 2014.
- Spelling: 96.2% in 2012, 95.8% in 2013, 100% in 2014.
- Grammar & Punctuation: 96.2% in 2012, 100% in 2013, 95.7% in 2014.
- Numeracy: 100% in 2012, 100% in 2013, 100% in 2014.

**NAPLAN Year 5**

- Reading: 100% in 2012, 95.8% in 2013, 100% in 2014.
- Writing: 100% in 2012, 96.2% in 2013, 100% in 2014.
- Spelling: 96.2% in 2012, 95.8% in 2013, 100% in 2014.
- Grammar & Punctuation: 96.2% in 2012, 100% in 2013, 95.7% in 2014.
- Numeracy: 95.8% in 2012, 100% in 2013, 100% in 2014.
### Average Student Attendance Rate by Year Level

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<th>%</th>
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<td>Year 1</td>
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<td>Year 2</td>
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<td>Year 6</td>
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<td>Overall average attendance</td>
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### Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 95.86% |

### Staff Retention Rate

| Staff Retention Rate | 86.67% |

### Teacher Qualifications

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<tr>
<th>Qualification</th>
<th>%</th>
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<tr>
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<tr>
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### Staff Composition

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<th>Category</th>
<th>Quantity</th>
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<tbody>
<tr>
<td>Principal Class</td>
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<tr>
<td>Teaching Staff (Head Count)</td>
<td>15</td>
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<tr>
<td>FTE Teaching Staff</td>
<td>11.800</td>
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<tr>
<td>Non-Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Non-Teaching Staff</td>
<td>3.331</td>
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<tr>
<td>Indigenous Teaching Staff</td>
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