

**St. Martin de Porres School**  
Avondale Heights



## **Annual Report to the Community**

**2020**

**Registered School Number: 1674**  
**ABN : 23-704-633-497**  
**AGEID : 1132**

## School Contact Information

<b>Address:</b>	158 Military Road Avondale Heights 3034
<b>Principal:</b>	Mr. Mark Williams
<b>Parish Priest:</b>	Fr. Nhan Le
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## Our School Vision

*St. Martin de Porres Parish School Community comprises a welcoming partnership of students, their families & school staff seeking to faithfully live the teachings of Jesus Christ in the Catholic tradition.*

*We encourage each member to strive for excellence, celebrate the diversity of background, develop attitudes of life long learning & become active citizens responsive to the emerging challenges of our community, our nation & our planet.*

## School Overview

St Martin de Porres Parish School is situated in the north- western suburb of Avondale Heights, approximately 11 kilometres from Melbourne.

The school opened in 1965, Father O'Keefe having approached the Resurrection Sisters to staff it. The first lay principal was appointed in 1978. In 1994 a member of the Augustinian Sisters who resided in the parish was appointed to the school.

The main block of classrooms was refurbished in 1997. Three portable classrooms were demolished and a new library/resource area was built in late 2003. All the projects were funded by the school with loans from the Catholic Development Fund. The school has a hall which is used of an afternoon & evening as an After School Care facility contracted to 'Kelly Club'.

With the appointment of a new Principal at the beginning of 2008, a program of building refurbishment began. This added flexibility to the classrooms, improved the welcoming aspect of the school administration area, and improved the aesthetics of the student play areas. With Federal Government Education Revolution Stimulus funding, the first stages of this development occurred in 2009, with major building re-development completed by August 2010, new administration in 2014, refurbished Kitchen Classroom / Tuckshop and the re-structure of Library/Resource areas in 2016 and further works in connecting learning areas planned for 2019 - 2021.

It was also timely that the school undertook its School Performance Review in late 2007, as the recommendations were reflected in its 2008 - 2010 Annual Action Plans and successfully implemented from 2008 - 2011. This included the school community's articulation of a renewed Vision Statement in May 2008, and the formulation of a School Motto, "Faith, Diversity, Learning," in August 2010. This then informed the latest school development and improvement cycles in 2012 - 15, 2016 - 2019 and 2020 - 2023.

As of February 2020, the school will have an enrolment of 285 students from 195 families. One hundred and forty-eight families, representing 87.3% of the student population, speak a language other than English in the home. The main languages spoken are Vietnamese (31%), Italian (14%), Chinese (Cantonese and Mandarin - 6.3%), Spanish (6%), and Croatian (5%).

With regard family structures, 95% of children come from two-parent families. Of the 195 families, approximately 30% live outside the parish boundaries.

Of the total enrolment in 2020, 80% are Catholic, 11% various Orthodox, other religions (Buddhist and Hindu) 2% and the remainder are listed as being either 'no religion' or 'other' (7%).

In regard to students enrolled in additional educational classes outside the normal school day, 30% of students are enrolled in Chinese, Vietnamese, Thai or Greek language schools, which usually operate on weekends.

## Principal's Report

Major building works to ensure contemporary learning and community spaces meet the needs of educating the young people in the Avondale Heights area into the twenty-first century has continued on an annual basis since 2009.

This has included the completion of a new administration block, welcoming community hub and special needs areas, revitalized Prep/Foundation Learning Area and continued refurbishment of classrooms in the main buildings.

Major re-development of Information and Communications Technologies (ICT) infrastructure has also been a feature of capital works each year, which will continue in the long term.

Apart from this building / capital development, staff commitment to each Sphere of school development remains as strong as ever. Literacy, numeracy, ICT, personalized learning and team building remain as strong priorities, so that we all continue our journey - learning and adapting to the challenges of contemporary models of learning and teaching for our diverse school community.

A feature of development has been the re-articulation of the school's Learning & Teaching Policy and Cycle and the development of protocols for improving learning through the provision of feedback. Policy and procedures for use by school staff, students, parents and parish pastoral staff continues to be implemented, with very positive outcomes.

It should be noted that our Quadrennial School Review carried out independently by Catholic Education Melbourne and the Australian Council for Educational Research (ACER) in July 2019 assessed St. Martin de Porres as a 'High Performing School'. This assessment is supported in the knowledge that the school's NAPLAN results from 2017 - 2019 show that our students in Years 3 and 5 have achieved results in all tested areas (Reading, Writing, Spelling, Grammar & Punctuation and Numeracy) nearly 10% above the State mean in each curriculum area. This is a credit to all the school's teaching, non-teaching and leadership staff.

St. Martin de Porres School Parents Association and School Advisory Board both continue to be significant contributors to the life of the school, with regular, highly successful fund raising and social activities and major policy initiatives completed by the School Advisory Board. Some highlights have been the self funding of a 'kitchen classroom,' extensions to the synthetic, athletics running track around the oval area, building of reflective garden spaces incorporating a 9 square metre octagonal deck and a 12 metre Labyrinth for both individual and group meditation, prayer and reflection.

This 2020 year also has seen a renewed focus on community health and wellbeing, with the school community taking positive action to increase biodiversity and sustainability by increasing beautification of the school environment with hundreds of indigenous trees, plants and shrubs. Dramatically reduced food waste and landfill has also been a priority, with greater education and attention given to proper grading of recycled materials, placing all food waste into digestive cones and harvesting of rain water into multiple water tanks for use in student toilets and the now more expansive playground gardens.

Our parent groups are highly supportive and committed to the school's building Masterplan, Playground Masterplan and the School's Cyclic Development Plan.

*Mark Williams  
Principal*

## Parish Priest's Report

As Parish Priest of St Martin de Porres, Avondale Heights, I am happy to continue to be part of the school and be involved in different school activities - Prep Interviews, Interviews prior to the children receiving the Sacraments, being part of such committees as the School Advisory Board and Parents and Friends Association.

I am excited about how we educate our children in the Catholic Faith. I am grateful to Mark Williams the Principal and staff of St Martin's School in looking after the welfare of our children and families. I believe the most comprehensive way to educate our children is to engage school, families and the parish community.

We have introduced the family-focused, school-supported and parish-based Sacramental Programme in recent years, as I believe that the family is the 'domestic church' and parents are to be the first educators of their children in the ways of faith and practice. I would like to thank parents for embracing that role and fostering the faith in their children's lives.

I also would like to thank the School Advisory Board and Parents & Friends Association for their support of Mark and his Leadership Team and their ongoing commitment to our school.

I have tried to visit the school as often as possible and endeavoured in many ways to support young families and children as they are the future of our parish. I extend an invitation to families to participate in parish life by providing more children's activities. We envision collaboration between families, school and parish as a vibrant model of faith in action.

Yours faithfully in Christ,

Fr Nhan Le  
Parish Priest

## School Advisory Board Report

The School Advisory Board met on five occasions in 2020 to review aspects of school direction and policy and make recommendations to the Parish Priest and School Principal.

The Board worked collaboratively to provide support and endorsement for a number of initiatives :

1. Continued support of the 'Reduce Waste' and 'Landfill Reduction' strategies.
2. Continued support of the 'LifeSkills' and 'Be You' Student Wellbeing initiative.
3. Strategic planning for the 'School Community' sphere of school development - 'School Branding' workshops initiated.
4. Review and ratification of the new school uniform initiative.
5. Continued support of the Playground Development Masterplan.
6. Continued revision and support of the school's Child Safety Policy.
7. Continued support of the newly developed (2019) 'Student Wellbeing' Policy.
8. Continued support of the 'Sustainability' initiative.
9. Continued support of the 'Reflective Gardens' project.
10. Development & Endorsement of the Critical & Creative Thinking' initiative.
11. School Fees schedule review and ratification for 2020/21.

I would like to thank all Board members for their commitment and support throughout 2020.

*Mark Williams*  
*School Advisory Board Chairperson*

## Minimum Standards & Accountability Attestation

I, Mark Williams, attest that St.Martin de Porres School, Avondale Heights, 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 2020 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.



*Mark Williams  
School Principal*

## Child Safe Standards

### Rationale

'The catholic school sets out to be a school for the human person and of human persons. The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: that is why the promotion of the human person is the goal of the catholic school.'

*(Congregation for Catholic Education (CCE) 1997, par. 9)*

The Catholic Education Commission Victoria (CECV) holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of Catholic Education. The commitment is drawn from, and inherent to, the teaching and mission of Jesus Christ, with love, justice and the sanctity of each person at the heart of the Gospel.

St. Martin de Porres Parish School fully supports the tenets of the above statements of the CCE and CECV and accepts its responsibility to embed a safe and nurturing culture and to ensure that policies and procedures demonstrate zero tolerance of child abuse and neglect in the school.

### Goals & Intended Outcomes

- ✓ To create and maintain a child safe school environment.
- ✓ To ensure that strategies, policies, procedures and practices are inclusive of the needs of all children, particularly students who are vulnerable due to age, family circumstances, abilities, or Indigenous, cultural or linguistic background.
- ✓ To develop policies and procedures to implement the child safe standards, communicate information about them to the school community; including staff, parents and students and conduct appropriate professional development activities.
- ✓ To ensure detailed implementation strategies are enacted related to organisation and leadership, policy, codes of conduct, screening of personnel, reporting processes, risk management and the promotion and empowerment of students which will thoroughly meet the identified standards contained within Ministerial Order 870.

### Achievements

- ◆ All staff engaged in the annual refresher course for anaphylaxis and asthma training.
- ◆ All staff annual completion of the Mandatory Reporting & Anaphylaxis eModules.
- ◆ Review of our Child Safety Policy and Code of Conduct.
- ◆ Commitment to ensuring volunteers, contractors and visitors to hold a Working With Children Check Card, sign in through the office and wear appropriate lanyards.
- ◆ Established online management procedures to maintain records for appropriate documents including Working With Children Check and signed Code of Conduct.
- ◆ Child safety is included as part of induction of any new staff.
- ◆ Improved screening, supervision, training and other human resources practices.
- ◆ Awareness of additional information and commitment to continue professional learning and training for the staff for all aspects of Child Safe, including PROTECT.

## Education in Faith

### Goals and Intended Outcomes

To engage students in the exploration of Catholic faith in the world today.

### Achievements

- ◆ Implementation of a 'family focused, school supported and parish-based' Sacramental program.
- ◆ Institution of annual planning meetings with the Parish Priest and parish pastoral associates to set sacramental dates and whole school liturgies.
- ◆ Establishment of weekly meeting between the Parish Priest and School Principal and between the Faith & Liturgy Leader and the Parish Support Team.
- ◆ Establishment of term planning days which provide the opportunity for classroom teachers to work with the Faith & Liturgy Leader.
- ◆ Implementation of CEOM Religious Education program, "Coming to Know, Worship and Love".
- ◆ Allocation of church liturgy dates to each class group.
- ◆ Introduction of an annual day of spirituality for school staff.
- ◆ Introduction of a roster whereby each class group has the opportunity to prepare and lead a prayer celebration at the fortnightly School Assembly.
- ◆ Introduction of a roster whereby staff members take it in turns to prepare a prayer celebration for the weekly staff meeting.
- ◆ Establishment of termly planning times for Professional Learning Teams with the Faith & Liturgy Leader and Religious Education Curriculum Leader.
- ◆ Prayer resources have been increased and staff prayer enhanced for staff meetings.
- ◆ Implementation of month long units of inquiry in religious education.
- ◆ Staff, parents & parish involvement in the development of the new Parish-based Sacramental programs.
- ◆ Sacrament information nights for parents and students for Confirmation, Eucharist and Reconciliation.

### 'Value - Added' Curriculum Offerings / Activities

- Eucharist and Confirmation reflection workshop days facilitated by school to prepare students for receiving Eucharist.
- All students attend and participate in church mass with parish throughout the year.
- Student preparation and participation in paraliturgies celebrating the Lent and Advent liturgical seasons.
- Building up of teacher resources and non-fiction texts related to units of work.
- Implementation of 'Mothers' Day Mass for Prep families and a 'Fathers' Day' Mass for Year 1/2 families at parish weekend masses.
- Whole school review of religious education via the CEM Reflective Tool and the identification of clear goals and 'Milestones' to be achieved in 2020-2023.
- Utilization of the school's Reflective Gardens and Deck area and Labyrinth to afford staff, students, parents and parishioners of a 'sacred space' to pray, meditate and participate in religious education studies and bio-diversity.



# Learning and Teaching

## Goals and Intended Outcomes

To build learning outcomes and engagement through meaningful and contemporary pedagogy.

## Achievements

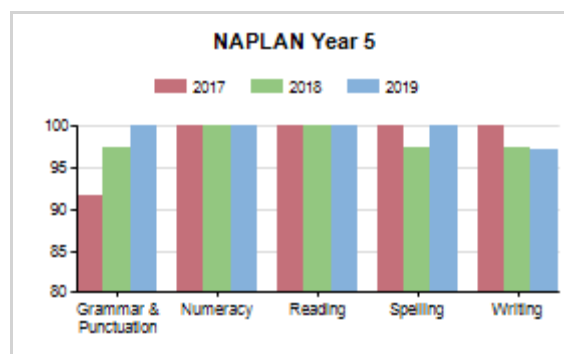
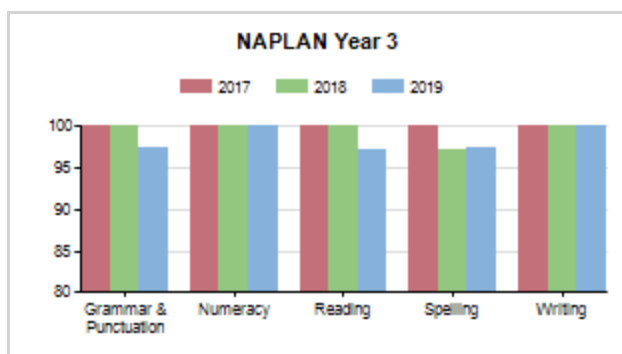
- ◆ Review of Literacy, Numeracy, Integrated Inquiry, Assessment & Reporting practices to ensure Victorian Curriculum compliance.
- ◆ Facilitated Literacy, Numeracy, RE and Integrated Inquiry planning for teams.
- ◆ Professional Learning Team Meetings held on a weekly basis, alternating between Literacy, Numeracy Learning & Teaching, Student Well-being, Religious Education and Inquiry.
- ◆ Introduction of a Literacy database to track students' progress and strategies.
- ◆ Implementation of the Success in Numeracy Education (SINE) strategy and data analysis.
- ◆ Implementation of 'Student Voice' initiatives.
- ◆ Whole school staff professional development in student empowerment via student feedback & strategies implemented through Social Justice projects and the Student Representative Council.
- ◆ Termly distribution of Course Outlines in all domains and Student Learning Journals to all families.
- ◆ Significant enhancement of ICT development in classrooms - IWB in all classrooms.
- ◆ Maintenance and expansion of wireless capabilities for ICT throughout school.

## 'Value - Added' Curriculum Offerings / Activities

- Specialist staffed programs in Physical Education, Visual Arts, LOTE Indonesian, ICT, Library skilling, Reading Recovery, Reading Intervention, Maths Intervention and 'Advanced Learning' initiatives.
- Establishment of Interest based focus groups for students, one lunch time each week.
- Athletics Sports Day for all students.
- Inter-school Summer & Winter Sports programs for Year 5/6s.
- Multi-Cultural Festival - celebration of dance, music & food present in school profile.
- Christmas Carols Night for all families.
- Prep - Year 6 student participation in many incursions and excursions -St. Patrick's Cathedral, Victoria Market, Immigration Museum, Scienceworks, Royal Botanical Gardens, Werribee Treatment Plant & Melbourne Zoo, Wood work.
- Yr. 5 & 6 - 3 Day Outdoor Adventure Camp to Cape Schanck & Australian History Camp to Sovereign Hill Ballarat in alternate years.
- Paents Information Nights in Literacy, Numeracy and Cyber Safety.
- School choir performances at local events, including High Point & Milleara Shopping Centres, Doutta Galla Aged Care Facility, Keilor East RSL and Queen's Park Carols Night.
- Excursions around the local environment and facilities in junior and senior classes.
- Student preparation and participation in paraliturgies celebrating the Lent and Advent liturgical seasons.
- Parent Helper and Excursion Helper Programs implemented.
- Whole school masses to celebrate school and church events.
- Senior students attended St. Bernard's and Ave Maria College performing arts productions.
- Book Week celebrations & Visual Arts Exhibition.
- 2 week intensive swimming program for Prep/Foundation students implemented.
- Utilization of the school's Reflective Gardens and Deck area and Labyrinth to afford staff, students, parents and parishioners of a 'sacred space' to pray, meditate and participate in religious education studies and bio-diversity.

**School Performance**

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	97.3	-2.7
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	97.2	-2.8
YR 03 Spelling	100.0	97.2	-2.8	97.3	0.1
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	91.7	97.4	5.7	100.0	2.6
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	97.4	-2.6	100.0	2.6
YR 05 Writing	100.0	97.4	-2.6	97.1	-0.3



When matching the growth in Student Performance from Year 3 in 2017 to the same students in Year 5 in 2019, we can make the following observations :

- **In Reading** : The School Mean was 9.7% above the State Mean in 2017 and the School Mean was still 9.5% above the State in 2019.
- **In Writing** : The School Mean was 9.6% above the State Mean in 2017 and the School Mean was still 9.7% above the State in 2019.
- **In Spelling** : The School Mean was 9.5% above the State Mean in 2017 and the School Mean was still 9.2% above the State in 2019.
- **In Grammar & Punctuation** : The School Mean was 9.3% above the State Mean in 2017 and the School Mean was still 9.2% above the State in 2019.
- **In Numeracy** : The School Mean was 9.7% above the State Mean in 2017 and the School Mean was still 9.2% above the State in 2019.

**Staff – Professional Learning – Participation & Expenditure****PROGRAMS**

STAFF MEMBER	MAJOR LEARNING ACTIVITIES	HRS.	DATE(S)
All Staff	Staff Induction, planning & test analysis	10	Day 1 & 2 Term 1
Principal	CEM NW Zone Principal Network (6 meetings) & Archdiocesan briefings (3)	40	
Leaders	Numeracy Cluster Days (2)	20	Termly
Leaders	REC Cluster Days (2)	20	Termly
Leaders	Masters in Literacy Leadership (1)	40	
Leaders	Masters in Numeracy leadership (2)	80	
All Staff	Review of 2020 School Development Plan actions & planning for 2021	5	Day 1 Term 4
Teaching Staff	PLTs, 2hrs. each week	65	Twice weekly
Non-teaching Staff	Team meetings fortnightly each Term	16	Fortnightly
All staff	Mandatory Reporting eModules	2	
All staff	Anaphylaxis Training eModules	2	
All Staff	Staff planning for 2021	10	Last 2 days of Term 4

\* All staff participated in professional learning programs in 2020.

**EXPENDITURE**

TOTAL COST :           \$ 503,176 OR \$ 14,376.00 per staff member

**N.B ~ Other professional learning costs** include costs for employing facilitators, travel, hire of venues, materials purchased and school levy costs distributed to Catholic Education Melbourne for our proportion of consultancy costs in servicing the school, the Zone, the Area and the Archdiocese.

**Staff Composition, Attendance, Retention, Qualifications**

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	77.6%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	86.1%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	35.3%
Graduate	11.8%
Graduate Certificate	11.8%
Bachelor Degree	76.5%
Advanced Diploma	35.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	23
Teaching Staff (FTE)	20.4
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	8.7
Indigenous Teaching Staff (Headcount)	0

## Student Wellbeing

### Goals and Intended Outcomes

To build a culture that develops critical, resilient and confident learners in a reciprocal partnership with parents and caregivers.

### Achievements

- ◆ Establishment of a more formalised Student Well-being staff Position of Leadership to oversee all Student Well-being initiatives.
- ◆ Establishment of 'Student Empowerment' strategy in 'Student Voice'.
- ◆ Establishment of explicit leadership opportunities for student leader participation.
- ◆ Establishment of School Choir, IT Club, Social Skilling Club, operating at recess times for students, supervised by school staff.
- ◆ Formulation of a detailed database of students considered 'at risk' and the strategies implemented and monitored to cater for them.
- ◆ Establishment of counselling services at St. Martin's on a weekly basis.
- ◆ Establishment of regular, formalised meetings of the Student Well-being and Literacy Leaders to cross-reference 'at-risk' students.
- ◆ Establishment of strong liaison between the Student Well-being Leader and Teacher Aides in developing projects which target strategies for 'at risk' students.
- ◆ Establishment of cross-curricula projects in the Art Room by Teacher Aides, overseen by classroom teachers and Student Well-being Leader.
- ◆ Establishment of a Prep - Yr. 5/6 'buddy system' to support the transition of Prep students to St. Martin's school.
- ◆ Implementation of a two day per week staff position as Student Well being Leader.
- ◆ Implementation of Parent Helper and Excursion Helper courses by Literacy Leader and Principal.
- ◆ Implementation of a 'Buddy System' between Prep and Year 5/6 students.
- ◆ Consolidation of Student Representative Council, which met fortnightly to discuss school issues and suggest improvements in school practices.

### 'Value - Added' Curriculum Offerings / Activities

- Implementation of the 'Be You' National Wellbeing Framework and the establishment of a 'Be You Action Team' to roll out wellbeing initiatives and engage with the wider school community.
- Implementation of Prep 2021 orientation program in October.
- Initiation of Prep teachers' Kindergarten visits and communication with Kindergarten teachers.
- Implementation of Year 1 - 6 orientation to the following year in December.
- Utilization of the school's Reflective Gardens and Deck area and Labyrinth to afford staff, students, parents and parishioners of a 'sacred space' to pray, meditate and participate in religious education studies and bio-diversity.

### Student Wellbeing in the School

2019 CEMIS Student Data (Yrs. 4 -6) - school overall performance at 61% - CEM average 66%.

2019 ACER National School Improvement Tool Review - the school was assessed as 'high performing' in 4 of the 9 domains and medium to high performing in the other 5 domains.

### CONCLUSION

Though generally positive in most domains, school feedback from Yr. 4-6 students suggest improvements are required in 8 of the 9 assessed domains.

**ACER NSIT Data** - the school was assessed as 'High Performing' in the domains of 'A Culture that Promotes Learning', 'Targeted Use of Resources', 'Effective Pedagogical Practices' and 'School Community Practices'. The school was assessed as 'Medium / High Performing' in the domains of 'Explicit Improvement Agenda', 'Analysis & Discussion of Data', 'Expert Teaching Team', 'Systematic Curriculum Delivery' and 'Differentiated Learning & Teaching'.

**Student Attendance Data**

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.3
Y02	94.1
Y03	94.3
Y04	91.6
Y05	92.6
Y06	89.5
Overall average attendance	92.6

**Management of Attendance**

- ◆ Strict completion of attendance records twice daily by school teaching staff.
- ◆ Notification of weak attendance 'trend' reported to Student Wellbeing Leader and School Principal.
- ◆ Parent notification of weak attendance and requirement of family to improve attendance.
- ◆ If non-compliance, family is warned of Mandatory Reporting procedures with DHHS.
- ◆ Grading of attendance at each year level reported as part of General Comments sections of Mid Year and End of Year Reports.

## Leadership and Management

### Goals and Intended Outcomes

To develop and sustain a professional learning culture and a focus on continuous improvement.

### Achievements

- ◆ Consolidation of a detailed Staff Handbook which included role descriptions and duty statements for all staff.
- ◆ Integration of 'Child Safe' Policy and practices with existing Pastoral Care policy and practices.
- ◆ Consolidation of agreed 'Staff Protocols' so that staff would work most effectively together.
- ◆ Consolidation of agreed Annual Calendar of Events, developed in consultation with parents, staff and parish.
- ◆ Establishment of Term 4 Day 1 annual planning day for the following year to agree on class group structures, specialist areas, evaluate Annual Action Plan and develop stationery orders.
- ◆ Establishment of agreed weekly general and specific purpose staff meeting and Professional Learning Team schedule.
- ◆ Establishment of a Leadership Team which meets weekly to oversee school development implementation strategies.
- ◆ Establishment of regular, formalised meetings of the Student Well-being and Literacy Leaders to cross-reference 'at-risk' students.
- ◆ Establishment of regular, formalised meetings of the Literacy and Numeracy Leaders to set priorities for PLTs and to analyse data.
- ◆ Establishment of an agreed School Master plan for buildings and facilities development in the short and long term.
- ◆ Establishment of an agreed Playground Refurbishment Masterplan.
- ◆ Establishment of an agreed role description for the external provider of ICT hardware, software and system support.
- ◆ Establishment of a maintenance schedule for refurbishment or replacement of school facilities and ICT components.
- ◆ Establishment of annual program budgeting for all curriculum areas.
- ◆ Improved appraisal and feedback structures implemented for staff.
- ◆ Improved goal setting for teaching and non-teaching staff.
- ◆ Whole school collaborative decision making.
- ◆ Completion of a new contemporary Prep/Foundation learning space.
- ◆ Completion of Education Resource Centres located in the Prep/Foundation, Yr. 1/2 , 3/4 and 5/6 Learning Areas.
- ◆ Project management for the on-going maintenance of a Reflective Gardens and Deck area and Labyrinth to afford staff, students, parents and parishioners of a 'sacred space' to pray, meditate and participate in religious education studies and bio-diversity

### Organisation & Teaching Climate in the School

- 2019 CEMSIS Staff Data – overall school positive endorsement- above the CEM average.
- 2019 ACER National School Improvement Tool (NSIT) Review – the school was assessed as 'high performing' in 4 of the 9 domains and medium to high performing in the other 5 domains.

### CONCLUSIONS

The school scored above the CEM average in comparison of schools in 11 of the 14 assessed domains.

**ACER NSIT Data** - the school was assessed as 'High Performing' in the domains of 'A Culture that Promotes Learning', 'Targeted Use of Resources', 'Effective Pedagogical Practices' and 'School Community Practices'. The school was assessed as 'Medium / High Performing' in the domains of 'Explicit Improvement Agenda', 'Analysis & Discussion of Data', 'Expert Teaching Team', 'Systematic Curriculum Delivery' and 'Differentiated Learning & Teaching'.

## School Community

### Goals and Intended Outcomes

To strengthen links between the school, parish and wider community to enhance the sense of belonging to our catholic community.

### Achievements

- ◆ Consolidation of a detailed and agreed Parent Handbook distributed to all families each year.
- ◆ Consolidation of a regular process of parent correspondence being made available in English and Vietnamese.
- ◆ Calendar of school events distributed to all families and the parish each December for the following year.
- ◆ Consolidation of a formalised events schedule for fund-raising and social functions on an annual basis, linked into the annual calendar of events.
- ◆ Initiation in 2019 of new community social events : Kids' Car Wash Day, Colour Fun Day and Car Show.
- ◆ Consolidation of an agreed annual Multi-cultural Festival.
- ◆ Annual display of student Art Work at each Catholic Education Week Art Exhibition.
- ◆ Regular attendance of our School Choir at local Aged Care facilities, Parish sacrament masses, shopping centres and Moonee Valley festival.
- ◆ Consolidation of 'parent open mornings' every Friday morning from 8.50 – 9.00 am.
- ◆ Consolidation of on-going 'Parent Open Days' from February until May each year.
- ◆ Termly meetings established between Faith & Liturgy Leader, Religious Education Curriculum Leader & Parish Priest (PP).
- ◆ Regular meetings set between Parish Pastoral Associates & Faith & Liturgy Leader
- ◆ Contact and visiting of local kindergartens by school leadership and Prep teachers.
- ◆ Consolidation of New Parent Orientation evening, Prep Students Orientation and Year 1 - 6 Orientation mornings.
- ◆ Provision of an Out of School Hours facility, including for local schools, on-site at St. Martin's.
- ◆ Enhanced relationships with Moonee Valley Council 'Wipe out Waste' and 'Sustainability' strategies.
- ◆ Membership of the local schools' 'Environmental Network'.
- ◆ Utilization of the school's Reflective Gardens and Deck area and Labyrinth to afford staff, students, parents and parishioners of a 'sacred space' to pray, meditate and participate in religious education studies and bio-diversity.

### Community Engagement with the School

- CEMIS Parent response rate - 63 responses -120 families invited - 200 families in total.
- 2019 CEMIS Parent Data - overall school positive endorsement of 74% - CEM average 77%
- 2019 ACER National School Improvement Tool (NSIT) Review - the school was assessed as 'high performing' in 4 of the 9 domains and medium to high performing in the other 5 domains.

### CONCLUSIONS

The school scored above the CEM average in relation to 'Family Engagement' and just below CEM averages in the other 6 CEMIS domains.

**ACER NSIT Data** - the school was assessed as 'High Performing' in the domains of 'A Culture that Promotes Learning', 'Targeted Use of Resources', 'Effective Pedagogical Practices' and 'School Community Practices'. The school was assessed as 'Medium / High Performing' in the domains of 'Explicit Improvement Agenda', 'Analysis & Discussion of Data', 'Expert Teaching Team', 'Systematic Curriculum Delivery' and 'Differentiated Learning & Teaching'.



## RECOMMENDATIONS FOR FUTURE DEVELOPMENT 2020 - 2023

**Strategic Intent** : *“To enact a shared vision for learning and teaching at St. Martin de Porres.”*

**GOAL 1 : To effectively implement the Learning & Teaching Cycle.**

**Milestones to achieve :**

- ◆ An established, shared Vision for Learning & Teaching.
- ◆ A learning and teaching statement that reflects sound evidence based teaching practices and that all staff understand and commit to embedding.
- ◆ Exploration of community partnerships for authentic learning.

**GOAL 2 : To use data effectively to improve student learning.**

**Milestones to achieve :**

- ◆ All teaching staff adept at analysing & interpreting agreed data sets & using them to inform teaching.

**GOAL 3 : To strengthen team culture.**

**Milestones to achieve :**

- ◆ Team work visible all the time.
- ◆ Improvement of both individual teacher practice & student outcomes.

**GOAL 4 : Staff, students and parents actively engage in opportunities to encounter the sacred and celebrate the mystery of Christ, and consider this to be an important part of the life of a Catholic school community.**

**Milestones to achieve :**

- ◆ Regular & diverse forms of religious celebration facilitated to engage staff, students & parents.
- ◆ All stakeholders valuing the above as an integral part of our Catholic community.

**GOAL 5 : Leaders facilitate Religious Education professional learning in a strategic manner, in line with the identified needs of the school as evident in the school improvement plan**

**Milestones to achieve :**

- ◆ Religious education professional learning regularly facilitated by Leaders, based on the articulated needs of staff and informed by the SDP goals and actions.