

# ANNUAL REPORT TO THE SCHOOL COMMUNITY



**St Gabriel's Parish Primary School**  
Reservoir

**2018**

REGISTERED SCHOOL NUMBER: 1289



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## Minimum Standards Attestation

I, Mark Miatello, attest that St Gabriel's Parish Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

24<sup>th</sup> May 2019

## Our School Vision

### ***St Gabriel's Vision Statement:***

*A Christ centered community inspiring learners to grow into leaders of tomorrow.*

### ***St Gabriel's Mission Statement:***

*We are an innovative Catholic primary school that builds strong relationships between parish, families and the community. With Christ, we nurture the faith, wellbeing and diversity of all our members. At the heart of our mission is our commitment to student-centered, rigorous learning that is collaborative, engaging and reflective. Empowered with a love of faith and learning we will all achieve success.*

### ***St Gabriel's Values:***

*As part of our heritage, we honour the charism of the sisters of the Good Samaritan. Our core values are;*

*Compassion*

*Respect*

*Service*

*Courage*



*God is Strength*

## School Overview

St Gabriel's school enrolment in 2018 totalled 169 students. 69% of students have another language background other than English. This alone adds to the colourful, rich culture of the St Gabriel's Community. The Socio-Economic-Scale is 92. St Gabriel's school community is blessed through our strong multiculturalism. The gifts brought to us via many cultures are celebrated by us all. We have fifteen Teaching Staff, two Learning Support offices and three Office Staff.

Fr. James O'Grady and the parishioners of the time established St Gabriel's School in 1927. In 1930 the Good Samaritan Sisters moved into the parish and took charge of the school. Over the years the Good Samaritan Sisters, supported by lay staff and the parishioners, have proudly continued the work of educating the children of St Gabriel's Parish.

St Gabriel's Catholic Primary School is conducted for the children of St Gabriel's Parish, Reservoir. The aim of the school is to help parents to carry out their responsibility of nurturing their sons and daughters in the Catholic faith while educating them to their full potential so they can contribute to and enjoy living in contemporary Australian society. St Gabriel's is a co-educational, multicultural school.

St Gabriel's Parish Primary School offers many special facilities and programs. There is a strong link between the parish and school community. Learning and teaching occurs across eight classes; two Year Prep, two Junior School, two Middle School and two Senior School. Specialist programs include; LOTE (Italian), visual arts conducted in our dedicated art studio, Reading Recovery (Year One), Reading Intervention (Middle and Senior School) music lessons by 'Mad on Music' (keyboard & guitar) & music specialist and sport/physical education including swimming, dance, circus skills and gymnastics.

Over the years the multicultural dimension of our school community has been greatly extended to include families from many nations, some are free migrants and others are refugees. All new arrivals and second/third generation Australians have added greatly to St Gabriel's.

We recognise the changing attitudes in our world and place an emphasis on a shared commitment towards faith education. As educators, we carry the flame of hope and instruct our children in Catholic traditions and secular education, so they are able to stand strong and be future participants / leaders in democratic Australian society.



## Principal's Report

The 2018 school year has been another extremely busy and successful year at St Gabriel's. We have continued to provide excellent educational opportunities for our students. The increases in enrolment numbers affirms the positive changes that St Gabriel's is making.

It is central to our role as a Catholic school to provide opportunities for all in our school community to develop faith through participation in religious experiences, prayer and liturgy. We have continued to provide these opportunities through: Family Faith Formation Program with Faith Formation evenings held, masses for Ash Wednesday, Opening of School Year, Family Week, Feast of the Sacred Heart, Feast Day of Saints Joachim and Anne, Feast of St Mary of the Cross MacKillop, Thanksgiving and Year 6 Graduation masses.

My thanks is especially extended to Fr Hoctor for his support, help, interest, advice and leadership given to us during 2018. Our dedicated and enthusiastic staff continued to provide interesting and challenging curriculum programs for all students. Many thanks to the school staff for their professionalism, enthusiasm, dedication, support and for their constant care and concern for the students, parents and all others in our community. We are fortunate that the staff continue to provide so many extra activities/events, which further enhances our school community.

Our school curriculum leaders continue to develop the skill and knowledge base of school staff. During 2018 we focussed on developing staff understandings of Data Literacy and the development of our National Consistent Collection of Data (NCCD) protocols, as well as undertaking the initial domains of the Berry Street approach. These approaches have continued to strengthen the staff's knowledge and confidence in these areas.

We thank the parents for your support and interest that you show in your child's education. This support is shown to us in so many ways. Firstly by ensuring that your child receives a Catholic education, which is our reason for being and the foundation stone of our school. Helping your child with their homework, participating in all the school events including excursions, swimming, fund-raising support, selling raffle tickets and chocolates, Learning Conferences and Masses also shows your interest in your children's school life.

I congratulate all on an outstanding 2018 and look forward to the challenges and successes ahead in 2019.

I look forward to your continued support and participation in 2019.

Thank you

*Mark Miatello*

Mark Miatello  
**Principal**

## Education in Faith

### Goals & Intended Outcomes

- To strengthen strong Catholic identity within a diverse community.
- That we identify the significance of a contextualised, post critical, dialogical approach to our Catholic identity.
- That student engagement in all aspects of faith development and Religious Education be strengthened.

### Achievements

St Gabriel's provides both formal and informal ways for expressing faith. We provide a distinctly Catholic environment that allows each person to continue their faith development in the Catholic tradition.

The Religious Education programme offers students, the potential to be engaged in meaningful ways in learning about faith and spirituality. Values, scripture, prayer and liturgy in the Catholic tradition permeate the life of the school. We aim to develop young people who understand and appreciate religious values, who are positive about life, who have a sense of their own worth and of their contribution to the world. We hope they will be able to apply the religious values they have acquired in the context of the community in which they live.

We endeavoured to deepen our relationship with God through the prayer life of the school. As in previous years the school prayer was soon learnt by the children and used throughout the school in classrooms. Prayer is an important aspect of the each school day and the school prayer was another reminder of our mission to care and make a difference with our actions.

In 2018 we continued to support our Catholic identity by making it visible with symbols and icons: St Gabriel's is visibly Catholic from the entrance of the school, the foyer, the playground and the classrooms where there are beautiful art work depicting the life of Jesus from the gospel throughout the buildings. Displays in the front office greeted visitors throughout the year. Each classroom has a prayer table bearing symbols of our catholic faith.

At St Gabriel's we believe that daily prayer both formal and informal builds intimacy with God as we deepen our relationship and know him in our lives. Therefore, our week begins with Monday morning prayer at assembly.

Staff also had the opportunity to lead prayer at the start of every staff meeting. These prayers helped us to reflect on our faith, spirituality and vocation as teachers.

Throughout the year, we also offered other prayer opportunities to engage our parents, staff, students and parish community in prayer. One such opportunity was the celebration of Motherhood held prior to Mother's day. During the service mothers were honoured for all they do. During the weeks of Advent, students and families were invited to a weekly Advent prayer time. At this the scripture for the Sunday was broken open and the teachers had the chance to gain background knowledge during this important season of the year.

During the year, St Gabriel's also continued to offer a plethora of faith opportunities to our parents, staff, students and parish community. Special guests shared with the children their faith experiences of following Jesus and how the power of prayer and Faith was important in their lives. Our guest speaker was Paul Spence, who spoke to the sacramental students and their families about what it means to live a sacramental life.

The gathering together for whole school prayer services to remember the events of Holy Week and St Mary MacKillop's feast day were organised with an invitation for parents to attend. This was usually run at 3.00pm before pick up and families were invited to attend.

During the month of October the Rosary was prayed as another form of prayer. The children were taught about the meaning of the rosary and its traditions and had the opportunity to pray this very beautiful and meaningful prayer. The rosary also became a focus in the classrooms for daily /weekly Monday and Friday prayer. To enhance the work being done on the rosary we tapped into the devotion to the rosary by the Parish Rosary prayer group. The students joined the parish in a decade of the rosary following mass.

The central belief of our Christian Catholic faith is the celebration of the Eucharist. During 2018, St Gabriel's community had many opportunities to celebrate this great expression of our faith together. We continue to promote and encourage a strong link with the Parish through the invitation to parents and parishioners to be a part of our whole school celebrations and liturgies which were advertised in our newsletters and at times through family invitations.

The year was blessed with a Beginning of the Year Staff Mass and the commencement of the Year Mass for the whole school. Ash Wednesday liturgy marked the beginning of Lent where the sign of the cross in ash was applied to the forehead of each person in the community. We joined with our partnered parish of St Stephen's for this event. We also celebrated the Feast of St Gabriel's. Mass was followed by a very successful sports afternoon. Belonging to St Gabriel's was also highlighted through acknowledging our new prep children and new families. We once again held the welcome mass and BBQ. Families were invited to attend a Sunday Mass and barbeque where they had the opportunity to celebrate together and then meet other parents and teachers. Our special liturgy for Grandparents Day, on the Feast day of St Ann and St Joachim was another wonderful celebration, and attended by many grandparents and special friends.

During May, Mothers were celebrated with a special breakfast and prayer liturgy. In September, Fathers were honoured with an invitation to a Father's Day breakfast, followed by games in the yard and a morning liturgy. Both of these events were very well attended by families.

To mark and give thanks for 2018, the school community celebrated with an End of the Year School Liturgy where we prayed and gave thanks for our year. Our Start and End of Year School Masses are a key feature of our celebration as a Catholic community. It is fitting that the Year 6 students also finished their primary schooling with a moving Graduation Mass.

Our Student Representative Council members were given the opportunity to attend the annual St Patrick's Day Mass at the cathedral where they proudly carried our school banner.



The celebration of Sacraments offered all a time of great joy. A successful sacrament program was conducted in Year Three (Reconciliation and Eucharist) and Year Six (Confirmation). These were important times for the school community to gather and celebrate the important milestones in a young person's faith journey. The programs offered for Reconciliation, Eucharist and Confirmation effectively prepared students for the sacraments.

Meetings with the school teachers and the Parish Catechist were held to organise the Sacramental liturgies for the year. These meetings continued to develop the Parish/School partnership as well as provide an opportunity to discuss Education in Faith, class masses and sacramental programs. There was also a very close working relationship with the Parish Catechist. The families in the Parish Catechist Program were part of all workshops and for the celebration of Confirmation and Reconciliation. Resources for the Sacraments were provided by the Religious Education Leader as another form of support. As a part of the preparation for the sacraments, families were invited to Sacramental Family Workshops for each Sacrament. The workshops were led by the staff, and parish catechist and were well attended. The workshops endeavoured to delve into the deeper meaning of the significance of the sacrament in our lives.

Families were also invited to a Sunday Commitment Mass for the sacraments. The children were presented to the Parish community who, in turn, were invited to pray for them. Staff teaching the First Communion children also organised a meaningful Reflection Day as another way to pray and reflect on the Sacrament. Our Confirmation candidates were privileged to meet Bishop Curtin prior to Confirmation where they gained insights into his life and the sacrament. All children in a Sacramental class were also prayed for by the other children. Closer to receiving the Sacrament, the 'buddy' acknowledged the candidates with a card. This acknowledgement was also given to the First Communion and Reconciliation children from an assigned buddy. Supporting and praying for the children also came from the staff who generously gave of their time to attend the celebration of the sacraments.

St Gabriel's provides many opportunities for staff to engage in a shared understanding of the ministry of teaching in a Catholic school. Religious Education continued to be prioritised within the curriculum. MJR Making Jesus Real has continued to be embedded into programs, and a focus has been unpacking the Horizons of Hope documentation.

The Religious Education Leader planned and facilitated planning sessions for units of work during each term. The planning format has continued to evolve to ensure that the curriculum was meaningful with deep and specific teaching. Each week's planning also became professional learning meetings where staff engaged and participated in professional dialogue and reflection.

St Gabriel's School continued to provide staff with opportunities to further their understanding of the ministry as Catholic teachers. This occurred through attendance at the celebration of the Sacraments, Faith Development evenings, participation at School and Sunday liturgies with their students, organising prayer for Staff Meetings, attending in-services to deepen knowledge and engaging in discussions prior to planning units of work for students.

Our Advent preparation was highlighted with reminders and displays around the school to prepare for the birth of Jesus. All classroom teachers were provided with a prayer service for the students during the four weeks of Advent. Staff were also provided with reflections on the Sunday readings for personal use in their own time. The school gathered for Friday prayer to pray, deepen and reflect on our preparation for Christmas.

In order to gauge how we see ourselves as a Catholic School, all staff and a cross section of parents and students, completed a School Improvement Framework Survey. The analysis of the data collected from the School Improvement Survey (2018) shows that staff, students and parents believe that St Gabriel's has a very strong catholic culture within our school community. Results showed that St Gabriel's school achieved in most areas in the middle to the top 25% of Victorian Catholic schools.

During 2018, St Gabriel's has continued to nourish staff, students, parents and those who entered our doors, with many opportunities that lead towards a closer relationship with many life giving and loving encounters with our steadfast God.

### VALUE ADDED

- Prayer, ritual, tradition and action to help our community to appreciate the richness of the Catholic tradition.
- School prayer services organised to remember the events of Holy Week, St Mary Mackillop, Anzac day and the Feast of the Sacred Heart.
- A whole school focus on the Rosary as another form of prayer.
- Feast of St Gabriel's highlighted the importance of our Patron Saint and students engaged in activities in family groups.
- World Staff day acknowledged by reading a prayer at morning tea and then giving each staff member a badge.
- Meetings with the principal of our partnered parish and the Parish Catechist held to organise the Sacramental liturgies for the year.
- Staff prayer based on the new Horizons of Hope introduced before staff meetings to remind each of us of our mission in Catholic Education.
- Continued embedding of The Making Jesus Real (MJR) into school programs.
- Opportunities to further staff understanding of the ministry as Catholic teachers, through attendance at the celebration of the Sacraments, Faith Development evenings, participation at School and Sunday liturgies, attending in-services to deepen knowledge and engaging in discussions prior to planning units of work for students.
- Google Apps for Education has continued to be an avenue for professional development. All staff have access to reflections and articles in relation to our Faith.
- Students led Social Justice Activities such as Project Compassion.
- Students participated in reflection days to help them prepare to receive the Sacraments
- Purchased resources to compliment the Religious Education program especially those with a focus on Sacraments



## Learning & Teaching

### Goals & Intended Outcomes

- To continue to engage students, teachers and parents in authentic learning to improve student outcomes.
- That student outcomes for Literacy and Numeracy will improve.
- That student engagement and confidence will improve.

### Achievements

St Gabriel's Primary School has continued to provide our students with positive educational experiences that develop their capacity for lifelong learning and personal growth. We continue to share a close parish-school partnership that provides a strong sense of community, in which our students are nurtured. Our teaching and learning practices sit closely in line with our vision and motto, and are firmly embedded in a contemporary curriculum where students are well supported and encouraged to develop the knowledge, skills and behaviours necessary to become independent 21st century learners.

We have continued to emphasise the importance of meeting children at their particular level of need and promoting best teaching and learning practice within classrooms. Teachers have worked tirelessly to develop each child to their full potential in all aspects of their schooling life. Many and varied learning opportunities such as expos, the use of technology and independent and group activities were provided for the children.

Our school based curriculum, centred on an Integrated Inquiry approach, has continued to create an engaging and stimulating learning environment where student voice and learning styles are acknowledged and catered for. Our learning opportunities also aim to empower our students to make connections between their learning and authentic action. We provide many extracurricular learning experiences to further develop and promote student expertise and interests. Our Prep and Junior classes have continued to embed the Discovery Based Inquiry program in which the children use strategically planned provocations and play to investigate their wonderings.

Our Integrated Inquiry program is planned in conjunction with English and encompasses areas of the curriculum such as Science, History, Geography, Economics, Design, Creativity & Technology and Civics & Citizenship. Innate in our inquiry approach to learning is the development of interpersonal and thinking skills, in which learners are supported to work as members of a team and are encouraged to think creatively and reflect on their learning.

St Gabriel's offers a comprehensive curriculum in line with the new Victorian curriculum. In addition to offering a solid grounding in Religious Education, Mathematics, Reading, Writing and Speaking and Listening, we also offer specialist teachers in Design and Digital Technology, Performing/Visual Arts, Physical Education and Language Other Than English - Italian.

***Contemporary Learning & Inquiry***

Developing and improving the quality of Learning and Teaching at St Gabriel's has continued to be a focus for improvement. We have endeavoured to increase student engagement and prepare our learners for tomorrow's world through the development and maintaining of consistent pedagogical understanding and teaching practices. As a staff we have continued to develop student understandings of our school Dispositions and embed them in all facets of learning. We have continued to work with Vanessa Willis to strengthen our Inquiry Approach to curriculum, through facilitated planning and the beginning of learning walks. The formula for an effective inquiry curriculum has been cemented by staff, with teachers leading students through a process of immersion and explicit instruction in the key concepts of a theme. This is followed by student generated questions, individual investigation facilitated and supported by a learning coach. The process concludes with students demonstrating their learning and showcasing it to a particular audience.

As part of our development of effective pedagogy, St Gabriel's collaborated on a collective with St Michael's North Melbourne and St Anne's Sunbury. Together we explored the idea of Genius Hour and student lead inquiries, particularly in the Middle and Senior schools. As part of this process staff from St Gabriel's attended a Professional Development session facilitated by Anthony Speranza, an educational consultant who explored the concept of Genius Hour with staff. This was followed by visits to both St Anne's and St Michaels in which project based work was explored by the teachers.

Staff have continued to be involved in professional dialogue about what powerful learning and teaching looks like, through Staff Meetings and Professional Learning Meetings. We have embarked on ensuring that learning is made visible for our students, through the implementation of anchor charts, Learning Intentions and the use of rubrics in some areas. This focus came as a result of the collaboration between some of the New Northern Zone principal's collective. St Stephen's Reservoir, Sacred Heart Preston, St Joseph's Northcote, St Joseph's The Worker Reservoir, St Michael's North Melbourne and St Gabriel's formed an Evidence Based Learning group which was facilitated by the Northern Zone Principal Consultants. Discussions with Deb Masters and a learning walk of our school assisted in setting some goals in ensuring that learning is made visible to students and that they see themselves as learners. This is a focus for future learning as well.

In 2018 we have continued to focus on strategies to improve current practices of explicit teacher instruction. The establishment of a student DATA Wall ensured that constant discussion about student outcomes took place, and that student needs were forefront when planning occurred to ensure that learning intentions and the tracking of student data to improve and focus teacher pedagogy.

The Arts also was a focus during 2018. The culmination of the year's art work was the school production in Term 3. A committee of teachers worked on writing the script, auditioning students, costuming, setting up the show, rehearsals etc. The theme was "A Night of Stars – The Gabriel's". The show was a great success and was well supported by our school and parish community.

The Insight SRC student engagement in learning scores, for Learning Confidence, Student Motivation and Connectedness to peers for 2018 was 72, 85 and 76 respectively. This was a

increase in the 2017 scores 65, 85 and 68. The wellbeing aggregate for 2018 was 76.8%. This is an increase of 8.8% from our 2017 data. This data indicates that students believe learning at St Gabriel's is engaging, motivating and delivered by teachers who are energetic and planned.

### ***Literacy***

The ability to read, write, communicate orally and understand visual media continues to be essential skills to ensure successful participation in our society. At St Gabriel's, it has been acknowledged that the early years of schooling are foundational for literacy learning, forming a basis for all future learning. The 2018 school year saw us continue to embed the strategies of the Daily 5 and CAFÉ approach to Literacy. Staff were more confident in the structures of this approach and began tweaking the strategies to meet the needs of their students. Staff continued to be supported across planning sessions and professional learning team meetings to monitoring the program.

Using current and relevant student data for English is crucial for student improvement. This saw the implementation of a whole school Data Wall. All children were placed on a Data Wall based on their proficiency in the areas of Reading and Writing. This wall became a focus for planning discussions about meeting the needs of the children. Facilitated literacy planning, provided the space for regular discussions about student learning. This, in turn, allowed teachers to plan for students' point of need (assessment for learning).

The majority of professional learning team meetings, focused on the development of Data Literacy skills and the use of data to inform planning. The staff also explored the idea of moderation of writing. This allowed teachers to further their knowledge of and confidence with the Victorian Curriculum English domain and subjectivity towards student writing.

As a whole school community, we engaged for the first time in the National Simultaneous Story Time, which is an annual campaign that aims to encourage more young Australians to read and enjoy books. The event is a colourful, vibrant, fun event that aims to promote the value of reading and literacy, using an Australian children's book that explores age-appropriate themes, and addresses key learning areas of the National Curriculum for Foundation to Year 6. Our Parish priest Fr Hoctor was our guest reader. The school also engaged in Book Week celebrations and the staff put on a rendition of "Where is the Green Sheep?" for the students which had received many accolades.

During 2018 we also received some special funding under "English as an Additional Language" umbrella. This enabled us to employ a Refugee Support Worker to work with our teachers and students. This addition to staff saw extra modelling for EAL students taking place in classrooms, as well as support with planning and one on one assistance for some 'at risk' EAL students.

The teaching staff at St Gabriel's need commendation for their consistent and relentless focus on strong literacy teaching.



***Reading Recovery***

St Gabriel's made the decision to continue with the Reading Recovery program, despite funding for the program being cancelled. Students who accessed the program in 2018 made significant gains across all Assessment Tasks. Their attitude to learning, their self-esteem and their willingness to participate in classroom activities has improved. This is a positive outcome for students, staff and parents.

The greatest gains made by the Reading Recovery cohort were in text level, Burt and Writing Vocabulary, but there were also significant gains across all other components of the Observation Survey for all students.

The Reading Recovery teacher met with the parents of students on an individual basis, prior to the commencement of the program. Classroom teachers, some pre service teachers, and some parents took advantage of the opportunity to come and observe a Reading Recovery lesson, to further understand some of the processes involved and the expectations placed upon the students. Parents were always welcome to come and see their child's Reading Recovery teacher to discuss any concerns or to share successes and some parents availed themselves of this opportunity.

Further updating of Reading Recovery resources has provided sufficient numbers of the most appropriate texts to be available to the Reading Recovery teacher.

***Mathematics***

2018 saw the continued employment of the Mathematics Leader, despite there being a change in staffing. The employment of this leader allowed time for classroom visits, mentoring and time in planning with teachers, in the area of Mathematics.

In order to cater for the diverse needs of our learners, some levels have utilised workshops, where students are assessed and placed into flexible groupings to learn a concept, e.g. decimals. The teachers involved have found that student achievement has been pleasing. Other staff have run additional intervention and extension groups within their classroom. Other ways staff cater for the range of needs in their classroom is through open ended or rich activities, and through working in supportive, mixed ability groups.

A major focus in 2018 has been the implementation of the Maths Intervention Program. A staff member was selected to be trained by the Catholic Education Number Intervention Program. This program saw the school making a commitment to two years of training and implementation.

As part of this program, students were selected based on their pre testing results and specific needs were targeted. This involved students working in small groups and individually with the Number Intervention teacher.

The Number Intervention teacher met with the parents of students on an individual basis, prior to the commencement of the program. Parents were always welcome to come and see their

child's Number Intervention teacher to discuss any concerns or to share successes and some parents availed themselves of this opportunity. Each of the Number Intervention lessons were filmed. This allowed time for the teacher to review each of the strategies the students were using and assist in best planning to move students to the next level.

Assessment is very important in the area of Mathematics. Students are regularly pre-tested on topics to ascertain current understanding before commencing new concepts. They are also regularly tested after the topic has been taught to ascertain student progress and determine whether teachers have been successful. If results are not favourable, teachers look at their own practice to determine how improvements can be made.

Professional Learning Teams (PLTs) are held several times a term. The topics of these PLTs were determined by the Annual Action Plan, needs of staff and/or requests made by staff.

The focus on Home/School partnerships in Mathematics continued in 2018 with Mathematics Activities being sent home. This has been included to promote problem solving at home and to raise the profile of Mathematics at our school.

### ***Assessment***

There has been continued improvement in our assessment and reporting practices which have been a focus for continued improvement. Significant Professional Development in rich assessment tasks and moderation has contributed to an increase in the use of higher order assessment tasks.

### ***Physical Education***

Our Physical Education program continues to include a weekly P.E. specialist program. This encompasses athletic skills, ball handling skills, swimming and safety. The Year 6 students participate in Interschool Athletics, football, basketball, rounders, softball, cricket, volleyball, handball, T-ball and netball. Other activities pertaining to our Physical Education curriculum have included cross country and our athletics carnival.

This year, each level was involved in an Out and About program, beginning with dinner at school for our Prep children. The Grade 3 and 4 children experienced the Middle School Camp, with the students enjoying an evening at Scienceworks. The Senior students went to Camp Wyuna in Queenscliff where they engaged in a range of physical activities, including boogie boarding..

### ***Languages Other Than English – Italian***

St Gabriel's embraces the culture of our Italian community with Italian lessons once a week for all students. The children from years 1-6 have participated in the Dante Alighieri poster Italian Competition. We celebrated the success of a number of Year 1-6 students who received High Distinction certificates, Honourable Mentions and certificates of excellent achievements. We have also celebrated and embraced our 1st, 2nd and 3rd place winners. The children attend a ceremony at Melbourne University with family and friends presented by the Dante committee. This competition allowed the students of St Gabriel to 'Shine' in the wider community!

The Italian program also allows the students to learn the language through other domains such as visual arts (construction work), mathematics (solving mathematical tasks in the target language.), technology, music and drama etc... The Italian program also allows the students to experience 'hands on' cultural aspects of Italian food whereby the students use the produce of the school garden.

The students also have an opportunity to share their language talent in the school concert whereby one class performs the Italian item for parents and friends. At the end of the year the children had the opportunity to be part of the school Christmas carols and performed a number of Italian songs to the school community.

### ***Digital Technologies (DCT)***

Digital Technology continues to be a priority with interactive whiteboards in every classroom and desktop and notebook computers available for student use. 2018 saw us purchase some second hand mobile interactive whiteboards that could be used across the school. We have a class set of iPads which can be used by all students across the school. This has provided the opportunity for students to explore the functions and applications of this contemporary learning tool and its uses in all areas of the curriculum.

A Chromebook platform was also investigated and established across the school.

A user agreement was established and professional development offered to staff in to effective use of the devices.

2018 saw St Gabriel's continue with DCT as a specialist subject. The DCT teacher collaborated quite extensively with the teacher of the Arts to produce some project based work. This included creating animations for the ACMI Screen It competition, working with BeeBot robots and undertaking simple programming using Makey Makey.

The students also entered the Young ICT Explorers competition in which they worked on individualised projects during their lunch times. Selected finalists were able to share their prototypes at Deakin University. This was a great opportunity for our students.

## STUDENT LEARNING OUTCOMES

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an assessment for Year 3 and Year 5 students, testing knowledge and skills in Literacy and Numeracy. The data below shows the percentage of our students who have achieved the National Standards in 2016, 2017 and 2018.

Year 3 NAPLAN Data across all areas of Literacy and Numeracy indicated that 100% of our students reached the minimum standard required in all areas.

Year 5 NAPLAN Data over the three year period (2016-2018) indicated an increase in the areas of Reading (8.7% increase), Writing (4.3% increase) and Grammar and Punctuation (4.5% increase) Spelling and Number maintained an achievement of 100%.

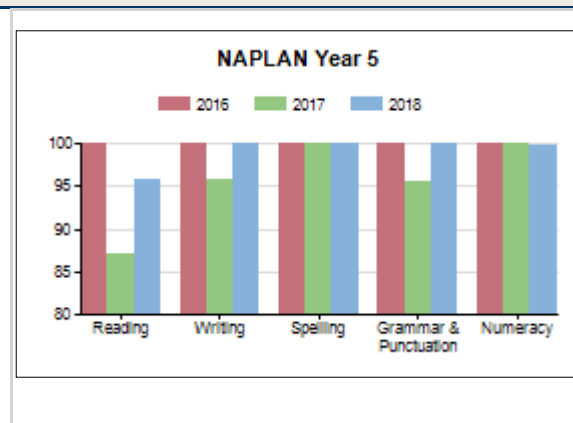
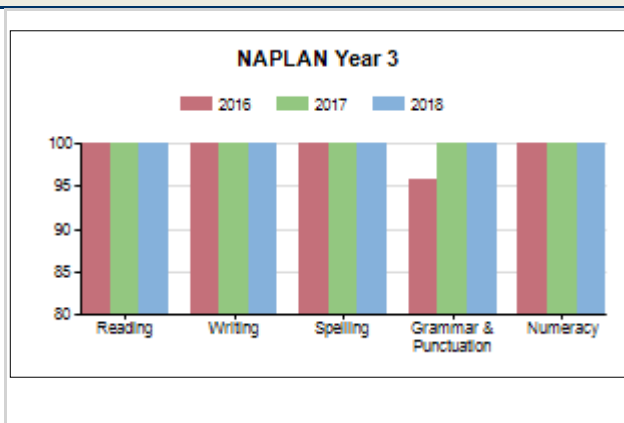
We also received notification that St Gabriel's achieved above average growth in the area of Numeracy during the 2018 Naplan testing.

We will continue to have high expectations of our students' learning by ensuring our teachers continue their active involvement in dynamic, data driven professional practice based on contemporary research by leading academic stakeholders. The students enrolled at St Gabriel's have a range of abilities. Any students not meeting National Benchmarks in the areas of Literacy and Numeracy have been identified as requiring extra assistance and have been accessing support programs and focussed teaching sessions.



## PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	95.7	100.0	4.3	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	95.5	-4.5	100.0	4.5
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	87.0	-13.0	95.7	8.7
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	95.7	-4.3	100.0	4.3





## Student Wellbeing

### Goals & Intended Outcomes

- To further strengthen the student's efficacy to become self-managed independent learners.
- To improve learning efficacy and engagement in Literacy and Numeracy F-6
- That students leadership across the school is strengthened
- That students feel safe and included within the school learning community
- That students feel they are confident and resilient.

### Achievements

We ensure a culture is maintained at St Gabriel's where students rights to learn in a safe environment are embedded in all school practices and procedures. We believe that student wellbeing affects all aspects of students life at school and therefore we aim to create an environment where students feel, 'safe, happy and are ready to learn.'

### Survey Results

The Insight SRC Survey results show a need to keep student sense of safety a high priority at St Gabriel's. An environment where all students feel safe and secure is promoted through our school mantra 'safe, happy and ready to learn'.

We are continuing to implement programs addressing the survey results to ensure our school is a leader in wellbeing practices.

### 2018 Initiatives

During 2017 a number of initiatives were introduced or consolidated to promote student wellbeing and increase students sense of safety.

### MJR

MJR has continued to be ingrained in the culture of our school and continues to promote values that align with our school's Wellbeing Vision. These include the values of:

- Showing care and compassion
- Respect
- Honesty
- Trustworthiness
- Understanding
- Tolerance
- Inclusion

These values encourage students to do their best, treat others fairly, be responsible for their actions, follow the principles of moral and ethical conduct and stand up for the rights of others.

MJR has as its foundation a positive approach to life and highlights the importance of respectful and right relationships with all those we come in contact with during the course of each day.

In summary the MJR way of life teaches us to be...Welcoming, Encouraging, Saying Sorry, Thankful, Interested, and Enthusiastic.

Whilst MJR is a way of life it promotes that through Jesus student's sense of self respect and respect for others will enhance their wellbeing.

### **Wellbeing Practices**

We believe that school should be a positive and enjoyable experience for all. We have embedded a range of strategies to assist with problem solving conflicts. Some of these have included;

- Reaffirming relationships through developing social and emotional skills
- Repairing relationships in the classroom, small groups, individual conferences
- Providing processes for holding students accountable for their choices, actions and behaviour while at the same time building and repairing relationships within a nurturing school environment.
- Teachers and students have 'Circle Time' and class meetings to discuss issues and build positive relationships.

Conflict occurs in human relationships and in school communities. Helping the students to speak up, to have the skills to deal with conflict and to seek assistance is an important aspect of the partnership between home, parents and the school.

A major focus for our work in this sphere during 2018 was the beginning of ensuring that all staff are Berry Street trained. We were fortunate during 2018 to join a collaboration funded by the Darebin City Council and their alignment to Berry Street. We joined forces with Charles Latrobe Primary School, East Preston Islamic College and Olympic Village Primary School to train all staff in the methods and ideas of Berry Street Trauma informed practices.

This was a very important commitment St Gabriel's has made, and the strategies from the training are already becoming visible in the classrooms. This training will continue in 2019.

### **Student Services**

Students with identified special needs are also supported through a range of intervention programs and classroom assistance. St Gabriel's provides support at all levels and implements programs designed specifically to address the needs of all students. The student Wellbeing Leader conducts program Support Group Meetings each term, which establishes learning goals and ongoing developmental steps.

The introduction of the NCCD (Nationally Consistent Collection of Data) was a large focus for 2018. A Learning Diversity Leader was employed to work with staff in ensuring that the learning needs of students were continually met.

The Learning Diversity Leader regularly met with staff to look at Personalised Learning Plans and ensure that appropriate adjustments were recorded for each child. This was a major focus of our work during 2018.

### ***Student Leaders***

At St Gabriel's, we believe that student leadership provides opportunities for students to be part of the schools decision-making process, to work cooperatively with staff and to represent the student body in school. In 2018 our student leaders represented St Gabriel's at the Caritas young leaders day. Student leadership is comprised of Year 6 school, social justice and house captains. Student leaders are responsible for many roles which include, assisting students in the playground, meeting and greeting invited guests to the school, organizing fund raising events and meetings with staff.

### ***School Based Extra –Curricular Activities***

The provision of extra-curricular activities and opportunities can have many positive effects, including building friendships, promoting student relationship which is ultimately aimed at reducing incidences of bullying. Structured lunchtime activities keep students enthusiastically engaged and make lunchtimes less boring. Lunch- time activities in 2018 included, Movement Mondays, Mindful Colouring, library activities, computer lab access and gardening club. Peer support structures are also utilized within the school through our prep and year 6 buddy system and peer mediation in the playground.

The school also offers the opportunity for pre-school children and their families to attend our weekly Playgroup. This program is an opportunity for families to get together as well as promoting our school and the opportunities available at St Gabriel's to all families in the community. The program offers children an opportunity to become familiar the school environment and to enjoy, fun games, songs and stories. It provides opportunities for all cultures to meet and become part of the St Gabriel's family.

### ***Community Partnerships***

The formation of community partnerships is an important part of our philosophy at St Gabriel's. We believe that students live, learn and grow in communities where strong connections can make a powerful impact on their sense of belonging, self-worth and wellbeing. During 2018 partnerships enhanced with several organisations, including, On Psych Service, Royal Children's Hospital, Secondary schools, kindergartens and the Reservoir Traders association.

St Gabriel's also became involved with the Darebin City Council Play Map program. Our students in Year Prep worked with members of the council to design and construct a new Play Map for our area. This was a great initiative and was launched with local councillors attending an event at our school in November of 2018.

### *On-Psych Service*

Students learn skills every day that helps them to succeed in life however, some students need assistance to develop vital skills in the area of social and emotional development. On-psych staff are experts in their field. They offer professional help with simple problems like making friends to complex needs of mental health issues e.g. dealing with fears, phobias, and anxiety, behaviour problems at home and school, anger management etc.

### *Transition*

We believe that it is our responsibility to ensure our prep students also feel safe and secure in their new environment. The transition from home/kindergarten is a significant experience in possible by having prep information sessions where parents are provided with information, which will help to prepare their child for school. The children also attend three sessions in the classroom to become familiar with the school environment before commencing school the following year.

During 2018 St Gabriel's joined the Darebin Early years to Primary Network, which involved regular meetings between primary schools and kindergartens in the Darebin area. This was a great way to form connections with other educational facilities in the municipality.

Year 6 transition is of equal importance. Year 6 teachers meet with year 7 co-coordinators to ensure a smooth transition for all students. Year 7 students were involved in a 'back to St Gabriel's day', where they had an opportunity to return to their school and celebrate mass with the parish.

Student wellbeing at our school is everyone's responsibility. It is seen as a high priority as we believe that social and emotional wellbeing underpins effective student learning and positive behaviour. St Gabriel's is committed to ensuring that all students feel safe and secure. Students can reach their full potential when they are happy, healthy and safe and when there is a positive school culture to support them in their learning.

We believe that each staff member is a vital source of support and their role is integral to the success of the students. The school will continue the current programs and explore and implement new initiatives in wellbeing and ensure they form an integral part of our school.

**VALUE ADDED**

Our commitment to Student Wellbeing is reflected in the commitment of all teachers at our school to devise a curriculum which focuses on the wellbeing of all our students. This Curriculum encompasses resilience, drug information, personal and interpersonal capability, and social competencies. Skills from each of these areas are taught explicitly to groups of students and at point of learning for individuals.

**Curricula and Co-Curricula Opportunities**

- Music and Choir – Student opportunities in public choir performances
- Sports Program – A wide variety of sports clinics with local experts and coaching opportunities (Basketball, Soccer, Table Tennis, Rugby, Badminton, AFL)
- Lunchtime Clubs – Drawing, gardening,
- Student Leadership
- Before / After, and Vacation Care is available, run by Academy for Kids
- Learning Support Officers employed to support children in their learning.
- Class debating and whole school public speaking involving Foundation through to Year Six
- Buddy Programs: Foundation/Year 6 students which include weekly mentoring sessions
- Positioning of a 'buddy-seat' in the junior playground. Constant reminders & actions/behaviour for anti-bullying.
- Reinforcement and use of house family groups through already established colour groups. The four groups have been divided into two. Family members have been grouped together. These eight family groups will be used when the school as a whole participates in activities that are conducive to multi-age groupings.
- In 2018 family groups joined together for special theme days, cultural days, Making Jesus Real days, Bullying- No Way! days and team spirit building around the school athletics carnival.
- Focus on cyber safety with the continuing reinforcement of a Cybersmart policy and student contracts, parent brochure, links to 'Think you Know' in the school newsletter. Staff professional development with current ICT practices, Cybersmart practices and opportunities for contemporary classroom practices that enhance student learning and outcomes.
- Recognition of our volunteers through 'Thank-you' morning teas and a protocol letter enforced for parent volunteers and parent training sessions.
- Celebrating School & Individual Achievements Birthdays/Anniversaries etc. Together with the Religious Education Program, the school uses Making Jesus Real (MJR) as a way of reinforcing values.
- Further exploration and auditing of the Social Emotional Learning framework for the staff to utilise.
- Implementation of Berry Street approaches
- Positive Behaviour Policy



## STUDENT SATISFACTION

During 2018, students completed the Insight SRC School Improvement Survey. Our Insight SRC data showed the Student Wellbeing aggregate for 2018 was 76.8. The Student Wellbeing aggregate is based on all the Indicators within Engagement and Relationships from the student survey.

An aggregate indicator was also used to provide a high level picture of a school's effectiveness. These indicators measure the different aspects of a school's functioning.

The Student Wellbeing aggregate indicator of 76.8 was an increase of 8.8 points on the 2017 result of 68.0.

This has made us aware that the practices we have put into place such as the consistent approach to behaviour management and our Berry Street training is having a positive impact on student sense of wellbeing and safety.

## STUDENT ATTENDANCE

The number of school days in 2018 was 203 with a total of 1900 absences. The percentage average student attendance rate for the year was 94.20% indicating a good student attendance rate.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.8
Y02	91.2
Y03	94.2
Y04	94.8
Y05	94.2
Y06	92.2
Overall average attendance	93.2

Every effort is made to ensure that student non-attendance is addressed. Meetings with parents are arranged to discuss issues of non-attendance and establish a plan to assist students and parents with and attendance.

The school has put procedures in place so that parents of children who are absent must contact the school to inform of their absence.

If the school does not receive notification then parents are contacted via the office staff.



## Child Safe Standards

### Goals and Intended Outcomes

*"Catholic schools have a moral, legal and mission driven responsibility to create nurturing school environments where children and young people are respected, their voices are heard and where they are safe and feel safe." (Catholic Education Commission of Victoria Ltd 2016)*

St Gabriel's Parish Primary School is committed to child safe practice. The care, the safety and the welfare of students are embedded in policies and practices which ensure a commitment to zero tolerance of child abuse. All actions and programs will maintain high ethical standards and work in accord with child safe practices and child protection reporting guidelines. The participation and empowerment of all children is a consideration in decision-making, as we seek to provide a safe and nurturing environment where children are respected and listened to.

Furthermore, the principles of child protection (stated in the applicable Child Protection legislation and Child Protection Policy) are a fundamental responsibility of all Clergy, Staff, Volunteers and Visitors to St Gabriel's. St Gabriel's has zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.

We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously. Our school is committed to preventing child abuse and identifying risks early, and removing and reducing these risks. Our school has robust human resources and recruitment practices for all staff and volunteers. Our school is committed to regularly training and educating our staff and volunteers on child abuse risks.

St Gabriel's has developed a Child Safety Policy and Code of Conduct for all staff, visitors, volunteers and contractors. Existing policies have been reviewed to ensure that they are aligned with our schools approach to child safety. We have an active wellbeing team who meets regularly to discuss and review items pertaining to child safety.

The wellbeing team was responsible for leading the school community towards compliance with child safety. An action plan was established and the wellbeing team worked with staff, clergy and parents on the development of the Child Safety Policy, Code of Conduct and ensuring appropriate protocols for child safety are in place.

Child safety maintains a regular item on staff agendas, and information is constantly shared with the community via the school newsletter.

### Achievements

Creating a culture of child safety is vital to lowering the risk of harm to children. St Gabriel's believes that it is the shared responsibility of our school community to protect children and prevent child abuse. Our school aims for all its members, including children and their parents or

guardians, to feel confident and comfortable in discussing any allegations of child abuse or child safety concerns.

To ensure St Gabriel's meets the child safe standards;

- All staff are required to complete a range of on line child safety training modules, including mandatory reporting
- Identified staff, volunteers, contractors and students on placements are required to undertake a Working with Children Check
- The development of the St Gabriel's Child Safety policy including the code of conduct, guidance on recognising child abuse and reporting requirements.
- A system is in place to report and respond to child safety concerns through the Child safety reporting process flowchart.
- Delivered Child Safety Staff Training
- Revised the School's Recruitment and Induction processes
- Created a Child Safe Risk Assessment for offsite activities
- Creation of Position Descriptions for staff and volunteers. The position descriptions outline the importance St Gabriel's places on maintaining a child safe environment.
- The school's commitment to child safety is include in advertised position descriptions.
- Our MJR (Make Jesus Real) approach is embedded in our curriculum and aims to educate and empower students about acting and behaving with Jesus as the model. Our approach outlines expected behaviours and aims to facilitate a secure, respectful and inclusive environment.
- Circle Time aims to promote students consecutiveness and empowers students to discuss issues.
- The Student Code of Conduct outlines students' responsibilities to being a student at St Gabriel's
- The Child Safety Standards have been written in child Friendly Language.

## Leadership & Management

### Goals & Intended Outcomes

- To build the capacity of all to lead.

### Achievements

In 2018, our major leadership focus was on the development of staff. St Gabriel's made the decision to employ two new graduates. As a commitment to their development a teacher mentor was employed, who had extensive experience working with undergraduate teaching students, in the tertiary sector. Provisions were put into place, so that additional support could be offered to the graduate teachers. This support also included being buddied with current staff.

This was an initiative that occurred across the school. As St Gabriel's had a number of new staff members, provision was put into ensuring that each new staff member had a buddy who could assist them with the expectations and functioning of St Gabriel's. A comprehensive induction booklet was put together which outlined strategies and tasks that needed to be addressed to support an individual's induction into St Gabriel's. This proved to be a very successful exercise.

Our 2018 project continued to be the expansion of our GAFE platform within the school community. More Chromebooks and iPads were purchased and this has been supported with the continued employment of a Digital Technologies specialist. The students' learning and engagement have anecdotally improved considerably. More authentic and rich learning tasks have been able to be undertaken with the students. This will be an on-going area of teacher and student development for 2019 and beyond.

Leadership Team members continued to build cohesion and communication within the teams and with staff. The Leadership Team made a commitment to meet frequently to raise and discuss issues. These meetings also assisted the members to focus on developing their own leadership skills and abilities. Distributed leadership remains a focus and is evident by the multi-tasking of leadership team member's skills (e.g. co-ordinators assisting at RE workshops). The leadership team has continued to be a visible part of the school community.

Our learning philosophy continued to be promoted amongst staff. This philosophy has led to the class structures we have in place as well as the employment of school aides and teachers as support staff from Prep to Year 6 students. Support teachers include, Reading Recovery, Numeracy Intervention, Literacy support as well as Curriculum Leaders. Parent helpers, with appropriate in school training, also offer added support in the classroom.

The staff composition at St Gabriel's is as follows;



STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	23
Teaching Staff (FTE)	15.9
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	3.3
Indigenous Teaching Staff (Headcount)	0

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	18.2%
Graduate	27.3%
Graduate Certificate	0.0%
Bachelor Degree	81.8%
Advanced Diploma	45.5%
No Qualifications Listed	0.0%

The teacher qualifications are a celebration of the diversity amongst the teaching staff, their high level of skill and professionalism and their commitment to lifelong learning.

STAFF RETENTION RATE	
Staff Retention Rate	76.5%

2018 staff retention was 76.5%. Staff resigned from St Gabriel's because of retirement, seeking a position in another school (to further their career) and deciding on a career change.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.3%

The average attendance rate per staff member is as follows: Teaching Staff 87.3%. Staff attendance figures include staff on extended leave, such as: Long Service Leave, Leave Without Pay, Maternity Leave, Study Leave and Long Term Sickness. When absent or on leave, staff are replaced by a bank of teachers who make themselves available to work on call at St Gabriel's.

Staff commitment to the students and families at St Gabriel's was demonstrated by involvement in the school's camp program, after hours meetings, working bees, parent/teacher interviews, parent information evenings, organising excursions and incursions for the students, attendance on weekends for activities / events such as: Staff Commissioning Mass, family Masses and barbeques and sacramental celebrations.

Careful resource management has ensured that significant resources have continued to be allocated. In 2018 a new children's playground was installed in the Junior School yard, new pin boards were placed in some of the classrooms and the hallways, and new fencing and marked entrance were erected along our Spring Street boundary.

We will endeavour to continue striving for excellence at St Gabriel's and provide an environment where opportunities for lifelong learning are made to staff, students and parents in our school community.

Twenty staff, both teaching and non-teaching, had access to both internal and external professional learning activities. A total of \$25000.00 was spent on providing these opportunities. The average expenditure in this area was \$1250 per staff member. Opportunities for further learning and understanding were provided as part of the Literacy, Anaphylaxis & Asthma Management, Reading Recovery, Discovery Learning and Integrated Inquiry, Contemporary Learning and Thinking Processes – just to name a few. Staff have a commitment to their own professional learning and qualifications in education.

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

A major focus for professional learning was building teacher capacity. This was evident in the engagement of consultants to lead learning in the areas of Inquiry (Deb Vietri and Vanessa Willis). We continued to develop a contemporary professional learning culture lead by school leaders. twenty staff, both teaching and non-teaching, had access to both internal and external professional learning activities.

A total of \$25000.00 was spent on providing these opportunities.

The average expenditure in this area was \$1250 per staff member. In addition to our key focus areas of Learning and Teaching, opportunities for further learning and understanding were provided as part of the Wellbeing Domain through Berry Street Training, GAFE, Development and Personal Learning, Staff Appraisal and Religious Education. Staff have a commitment to their own professional learning and qualifications in education, with many staff seeking opportunities for further study.

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018**

20

**AVERAGE EXPENDITURE PER TEACHER FOR PL**

\$1250

**TEACHER SATISFACTION**

During 2018, staff completed the Insight SRC School Improvement Survey. Our Insight SRC data showed the Organisational Climate Index for 2018 was 66.8. This Index is based on all the indicators within Empathy, Clarity, Engagement and Learning from the staff survey. The aggregate indicator was also used to provide a high level picture of a school's effectiveness. This aggregate demonstrated a decrease of 10 points. This could be attributed to the changes in staff that occurred during this year and the new focus for staff learning. The Teaching Climate aggregate indicator for 2018 was 74.2. This aggregated indicated an increase of 1.8 points.

## School Community

### Goals & Intended Outcomes

- To strengthen partnerships in student learning through authentic engagement.
- To provide students with authentic learning experiences through community links.

### Achievements

A close parish-school partnership provides a strong sense of community in which our students are nurtured. This is reflected in the number and variety of parish-school events that take place in any one year. In 2018, some of these events have been a Welcome Mass and barbeque for the Year Prep students, their parents, teachers and friends, Sacramental preparation evenings, a Commissioning Mass for the staff of the school within the context of a parish Mass, whole school Masses, Project Compassion, working bees, a Year Prep and 6 transition program and the monthly masses hosted by classes.

We focussed on continuing to be a welcoming community that values all people within our community and beyond. We aimed to promote effective home – school partnerships to assist in making a deeper and more positive impact on the learning of all students.

During 2018 we offered parent education sessions for Literacy, Numeracy and Contemporary Learning teaching. Parents assisted staff in the creation of staff resources and aides via our 'Cuppa and Chat' parent helpers group.

The School Advisory Council met twice a term and focussed on a range of issues which included: input into future building projects, developed ideas to include into our new social skills program, developing understandings around Contemporary Learning philosophy.

The Parents' Fundraising Group is a group which is small in number however, they are hardworking organise a range of activities. In 2018 they organised a golden ticket fee relief raffle, Footy lunch, Easter and Christmas hampers, etc. A major new event which was very successful was our "May the 4<sup>th</sup> Be With You" family night. Over twenty families and staff enjoyed a great night of Star Wars activities. All events took much time and effort in the planning, implementation and the events itself. There was much school support which showed a real community spirit. We have much to thank this group for as the funds raised assisted the school in purchasing much needed resources.

One of our intended outcomes was that families are valued contributors to the life of St Gabriel's. Parental involvement is an integral part of school life, created with St Gabriel's families in regards to assistance, guest speakers in the classrooms etc. are encouraged and appreciated. All parents' contributions are encouraged in all areas of school life.

The parent response to the Insight SRC survey conducted in 2018 (a total of 23 parents responded to the surveys) showed that the parent responses to the staff approachability questions in the survey were at 93.48 percent favourable, to the parent partnership questions were at 94.57 percent favourable. The Community Engagement aggregate for 2018 was 77.8. This Index is based on all the indicators within the School Climate, Relationships and Engagement from the parent survey, and has shown a decrease of 5.8 points.

The aggregate indicator was also used to provide a high level picture of a school's effectiveness. The Teaching Climate aggregate indicator for 2018 was 74.2 an increase on the 2017 result of 72.4.

One of our major foci in the area of School Community was our Family Engagement conference. St Gabriel's partnered with St Catherine's Lalor, St Clare's Thomastown and St Pius Heidelberg, as part of our learning collective. An outcome of this collective was to discuss how the engagement of families in their child's learning may occur. The collective worked alongside Sharon Butler and educational and family engagement facilitator. The result was a very successful conference that was attended by the staffs of all schools. An invitation was also extended to families from each school. Some of the families took up this invitation and the conference was a great opportunity to work in partnership.

A monthly whole School Assembly was also initiated last year and was attended by parents. It is a forum for celebrating and recognising student (and/or staff) individual or group successes. Student involvement in assemblies is displayed by: students from the Student Representative Council providing a report from their year level on what they have been learning, handing out of Disposition awards and students being recognised for their success and/or special events/achievements.

We have been the beneficiaries of many of our community links and it is only right that we also contribute to our community. In 2019, we will be seeking new ways to contribute to the wider community however this year saw us raise money for St Vincent De Paul and caritas. We continue to welcome and value all members of our community in various ways. Interpreters were available for Parent/Teacher evenings, counselling and advice about community services that are available and have been made accessible to our families. Access to our qualified Wellbeing Co-ordinator is another avenue of support for our community.

This year, in an effort to sustain and improve communication, we have continued to publish a fortnightly Newsletter, a fortnightly bulletin, a termly curriculum newsletter and made use of the School App for mobile phones. Notice boards in the school yard were another new initiative which informs parents and students of upcoming events. These print publications and technologies have continued to provide an avenue of direct communication for families. St Gabriel's has also embarked on the SEESAW journey, with the school establishing a SEESAW account. Parents have been invited to connect to their child's journal so that they can keep abreast of their child's successes and what is happening in the classrooms.

**PARENT SATISFACTION**

The parent response to the Insight SRC survey conducted in 2017 showed that the parent responses to the staff approachability questions in the survey were at 94.57 percent favourable. When asked about parent input, responses were 88.41 percent favourable.

Parents are confident that there is a clear commitment to building community at St Gabriel's. The school promotes their involvement through the newsletter and they regard communication as strength. They see the school as a welcoming community, connected to the Parish and the local area.

Partnership with parents is sought and acknowledged; this complementary relationship contributes to a safe and supportive environment that underpins all the school's practices and is the foundation of the St Gabriel's community.



## Future Directions

### EDUCATION in FAITH

**To strengthen Catholic identity within a diverse faith community.**

*We will, as a St Gabriel's parish community, deepen our understanding of what it means to be a Catholic School within a contemporary, multi-faith context.*

### LEARNING and TEACHING

**To engage students in authentic learning and improve outcome in all learning areas.**

*We will aim to connect with and motivate our students through purposeful learning that is accessible to all learners. We will personalise our curriculum in order for students to identify their own measurable improvements in learning goals and desired learning dispositions.*

### STUDENT WELLBEING

**To develop a school culture that fosters positive interaction, engagement in learning, resilience and a sense of wellbeing.**

*We will encourage strong connections with each other based on an awareness of self and others. We will nurture a shared value of the importance of balance in our lives.*

### SCHOOL COMMUNITY

**To further strengthen and consolidate partnerships between home, school, the parish and the wider community.**

*We will bring strong foundations, through developing connectedness with all members of the St Gabriel's community.*

### LEADERSHIP and MANAGEMENT

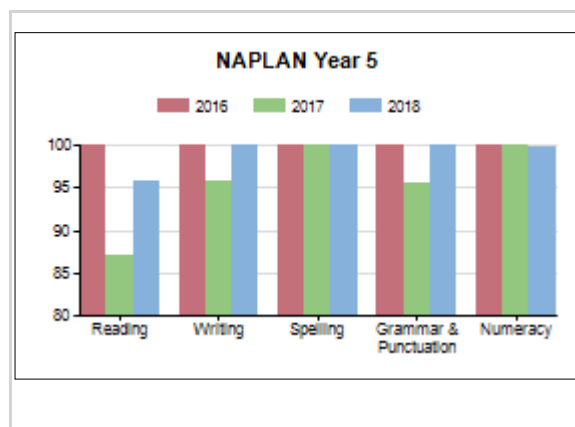
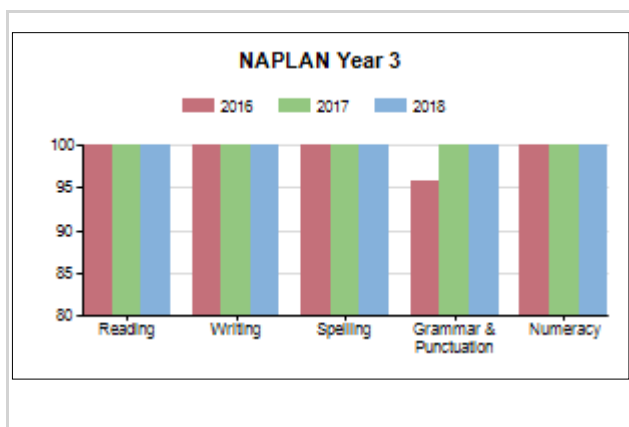
**To build a leadership climate characterised by strengthened clarity, ownership and partnership, where all members of the community are engaged in developing St Gabriel's as a vibrant learning community.**

*We will work collaboratively, empowering all to take ownership and responsibility that leads us towards our shared vision of being a vibrant learning community.*

## School Performance Data Summary

<b>E1122</b> <b>St Gabriel's School, Reservoir</b>
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PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
<b>NAPLAN TESTS</b>	<b>2016 %</b>	<b>2017 %</b>	<b>2016 - 2017 Changes %</b>	<b>2018 %</b>	<b>2017 - 2018 Changes %</b>
YR 03 Grammar & Punctuation	95.7	100.0	4.3	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	95.5	-4.5	100.0	4.5
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	87.0	-13.0	95.7	8.7
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	95.7	-4.3	100.0	4.3



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.8
Y02	91.2
Y03	94.2
Y04	94.8
Y05	94.2
Y06	92.2
Overall average attendance	93.2

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.3%

STAFF RETENTION RATE	
Staff Retention Rate	76.5%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	18.2%
Graduate	27.3%
Graduate Certificate	0.0%
Bachelor Degree	81.8%
Advanced Diploma	45.5%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	23
Teaching Staff (FTE)	15.9
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	3.3
Indigenous Teaching Staff (Headcount)	0

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)