

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY



2016



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## Contact Details

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## Minimum Standards Attestation

I, *Mrs. Carmen Blatti*, attest that Cana Catholic 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 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

## Our School Vision

*We Pray, Work and Share together.*

*Through the Eucharist we hear,*

*"Do what Jesus tells you."*

*We believe our children need to develop their individual potential  
with confidence and self-esteem.*

*So..... in our classrooms we will address individual learning needs  
in a creative and professional way.*

*We believe the whole staff will be enthusiastic with a generous spirit.*

*Ready to be flexible, open, honest and always professional.*

*So..... we will work as a team, happy to support each other  
and share our time and talents.*

*We believe our families work in partnership with the whole community.*

*So..... we ask for commitment to building a happy environment  
with a sense of ownership.*



## School Overview

Cana Catholic Primary School is located in the suburb of Hillside in the Outer North West of Melbourne. Cana is the third Catholic primary school in the Parish of Sacred Heart / Emmaus where a strong link between the Parish and school is valued and nurtured.



Fr. J. O'Reilly has been the Parish Priest and Faith Leader in our Parish for 48 years and maintains a firm belief in the provision of a strong catholic education for each student. Fr. O'Reilly is also committed to the wellbeing of each family, student and staff member within the Cana community.

The suburb of Hillside remains a relatively new suburb with continuing growth of homes and infrastructure development. Our community is made up of many young families. The ethnic background in the main is second generation European, with a few Asian families and an increasing number of families from Africa and the Sub Continent. The employment background of the parents generally falls within semiprofessional, professional and self-employed areas.

In **2016** the school was in its thirteenth year. Cana had **239 families**, enrolments were **345** students, and we had **28** staff members.

The school had no students requiring support as New Arrivals. There was a growing, number of families eligible for government assistance payments. In 2016 Cana received funding for **11** integrated students.

The school has 16 classes comprising 2 at each level except 3 classes in year 6 level. Specialist areas taught were Prep to Six L.O.T.E.(Italian), Visual Arts, Library and Health/P.E.

Our students and the community enjoy the use of a purpose built art room, attractive administration building, staff /resource room along with a generous technology rich library/resource center.



# CANA CATHOLIC PRIMARY SCHOOL – Hillside

The school is fortunate to have spacious playing areas for students inclusive of shaded playground equipment and two basketball courts. The students enjoy an extensive synthetic grass soccer/football oval and running tracks. The students also have an open attractive paved surface and reflective area.



Our community has the use of a multi-purpose hall where the whole school gathers to celebrate the Eucharist each week. The hall also provides a large space to host an after school program to support working families, and other whole school events/activities.

Cana school maintenance is coordinated by parish personnel, while the cleaning of the school is outsourced. Cana employs a person to oversee the maintenance of gardens/grounds.



Cana Catholic Primary School is one of the primary feeder schools for Catholic Regional College Caroline Springs with the majority of our year 6 students attending CRC Caroline Springs.

Cana Catholic School is characterized by a strong emphasis on faith development, social/emotional wellbeing and academic rigor. Care, affirmation and support of one another is emphasized along with fostering positive relationships between students, parents and staff.



Staff also implement several lunchtime alternative activities which provide games /activities (e.g. table tennis in hall, chess in library etc.) with different activities timetabled throughout the week during recess breaks.

Caná parents play a very real and active role, in partnership with members of the wider parish, through their generous involvement in one of the 22 diverse ministries. This partnership forges a sense of belonging and ownership between families, the school and the parish.

Our school motto:

## ***‘Do what Jesus tells you’***

articulates our mission, direction and remains our inspiration.





## Principal's Report

In 2016 the Cana Catholic community enjoyed a positive year building on past strengths while continuing to improve and set further ambitious goals for the year.

The school successfully educated our students, developed skills, imparted knowledge and provided engaging learning opportunities throughout the year. The Faith development was enriched through weekly Eucharistic celebrations and rich sacramental programs.



Carmen Blatti

The school achieved positive outcomes in the areas of Education in Faith, Leadership and Management, Learning and Teaching, Student Wellbeing and School Community.

Professional Development in the main was implemented in the areas of Student Wellbeing, Religious Education, Literacy and Numeracy. There was also a strong focus on implementing a 'Mentoring Program' where staff worked collegiately to reflect on their individual practice with a view of ongoing improvement.

Cana staff, along with staff from Sacred heart and Emmaus, committed to working in partnership with the Australian Catholic University in an initiative to support the formation of 4th year pre-service teachers. Interested pre-service teachers were invited to work in a classroom with a mentor teacher for an extended period of time in a classroom thereby extending their experiences in a school environment. The overall aim was to help them become 'classroom ready' and better prepared for the demands of our teaching profession within our catholic schools. This is still in the early stages of implementation. It is hoped this initiative will continue to develop and the partnership strengthened.

Thank you to the parents for their trust. We acknowledge parents are the first educators of their children and it is through genuine partnership, between the home and the school, that each student will come to know we believe in them. Together we aim to help each student become active members of the catholic church contributing to the common good of society as positive Australian citizens.

Thank you to the staff for their dedication to the children and families of Cana and for their commitment to the philosophy of this parish.



Sadly,  
last year we lost one of our dedicated teachers,  
Miss Melita Catania who died after a long battle  
with cancer.  
Her contribution to the Cana Community was  
very much valued.  
May she rest in God's arms,  
free of pain and in everlasting peace.

Thank you to Fr. O'Reilly for his Faith Leadership,  
his pastoral support and especially his personal commitment namely:  
***'each student must have their chance in life through Catholic Education'***.

Within our community of faith and trust, and with a spirit of generosity,  
Cana students, parents and staff endeavoured to live our Parish  
philosophy ...

***"To Pray, Work and Share Together"***





## Education in Faith

### Goals & Intended Outcomes

#### Goal(s):

To further enrich Cana's Catholic Identity as part of Sacred Heart, Emmaus Parish and as a place to grow closer to God.

#### Intended Outcome(s):

That the staff, student and parent perceptions of behaviour are seen to be consistent with faith based virtues.

That parents, students and staff will recognise the importance of religious education in their lives and practice of their faith as a priority.

That learning and teaching methods are current and the environment promotes creative and critical dialogue.

### Achievements

#### STAFF

A team of teachers have taken responsibility for the sphere of 'Education in Faith' and have coordinated the following:

- Weekly scripture references in school newsletter
- Advent and Lenten Staff reflections
- Planning of rosters necessary for the weekly celebration of Mass: classes, altar servers and overhead helpers.
- Whole school events e.g. Holy Family Day, Mother's Day, Father's Day and Parent Mass/paraliturgies and classroom visits.
- Family Prayer Time – blessed statues and prayer cards sent home and used throughout the week during family prayer time.
- Preparation of Eucharistic celebrations led by Cana staff on several occasions.

#### PARENTS

- Parents have been active members in leading weekly Masses throughout the year – Readers of The Word, Special Ministers and Offertory Procession.
- Parents have had the opportunity to visit classrooms, when their child's class has been rostered to lead Mass.
- Parents of the students in the Sacramental years have attended a preparation day. The whole family was involved and the parents led their children in their understandings and practice of the Catholic faith, supported by the presence of staff members.
- Parents have had the opportunity to participate in 'Family Prayer Time' when their child/ren have brought home a 'prayer bag' with items to facilitate prayer at home as a family – statues and prayer cards.
- Parents, along with their whole family have reflected upon their faith, ministry and generosity as part of a Family chat.



## STUDENTS

Leadership for students has been developed and students empowered as faith leaders in various ways in 2016.

- Groups have assisted in the preparation of, and leading in, Eucharistic celebrations each week and setting up for Mass.
- Individuals have assisted as altar servers and overhead helpers, leading the community of students and parents in the responses of the Mass.
- Students have had the opportunity to participate in 'Family Prayer Time' where each child has brought home a 'prayer bag' with items to facilitate prayer at home with members of the family – statues and prayer cards.
- Members of the Mary MacKillop group have prepared and maintained a prayer intention board and the upkeep of holy water fountains around the school.
- Members of the Mary MacKillop group have prepared and led prayer in their meetings, where they discussed how they could grow in the spirit and charism of Mary MacKillop, whilst helping others.
- On a weekly basis, members of the Mary MacKillop Group have been involved in pastoral community work and visited residents of local nursing home.
- Students have had the opportunity to lead various liturgical occasions such as Holy week, Cana Feast Day paraliturgy and Mary MacKillop Feast Day.
- Within the classrooms, students have been invited to be leaders in preparing prayer/reflection each day for their classmates.
- Each month, students in the sacramental classes, have participated in Parish Masses at weekends as Readers and assisting in presenting the Gifts in the Offertory Procession.



## VALUE ADDED

- All teachers attended a Professional day which comprised of Godly Play and exploration of Luke's Gospel.
- All teachers participated in a Parish Sacramental Family Day - Reconciliation, Eucharist or Confirmation.
- Teachers in Grades 3, 4 and 6 attended a Parish Sacramental Planning Day along with staff from Sacred Heart and Emmaus schools.
- Communication boards and displays informing the school community about learnings in various year levels and classes, as well as liturgical seasons.
- Students from Mary MacKillop Group (Grades 3-6) visited Springtime Nursing Home to present Christmas carols and personalised Christmas cards.
- Masses of Blessings introduced to students in Prep, 1, 2 and 5.
- Year 3 students attended annual Catholic Education Week Mass at St. Patrick's Cathedral.
- Year 6 students attended Reflection Days at Mary MacKillop Heritage Centre.



- Mary MacKillop students attended annual Children's Mission Mass at St. Patrick's Cathedral.
- Mary MacKillop Group visited Mary MacKillop Heritage Centre.
- Organised and raised funds/collected items for Caritas, St. Vincent de Paul Society, Tonga and the local community, through a variety of activities as part of the children's development as Catholics with Social Justice awareness.
- The whole staff supported and participated in the celebration of the Sacraments of Reconciliation, Eucharist and Confirmation.

## Data / Surveys

### Grades Prep – 2 (124 Responses)

- The RE report for 2016 reflects the results of feedback from students. P-2 students indicated that Godly Play and singing are the most enjoyable aspects of the program.
- More than half of the students responded that going to Mass with their families is an important part of their life and that they pray in different ways at different times.
- Students when asked about prayer and praying showed that all prayed. The majority, 58% recognised praying at school and 25% prayed with their families whilst the remainder prayed alone. However, it may well be that students pray in all three ways. The conclusion drawn is that all students pray at some time regularly.
- The children learned new things consistently and no student indicated that he/she never learns. Forgiveness in the students' lives is recognised as an important element of relationships. This was shown in the responses with times when they:
  - show forgiveness to others
  - ask forgiveness of others
  - are forgiven by others



## Grades 3-6 (188 Responses)

Students in years 3-6 were asked about:

- (a) their learning experiences in RE
  - (b) their connections between RE and their daily life
  - (c) their relationship with Jesus
  - (d) their awareness of God's presence
  - (e) their prayerfulness and
  - (f) general comments shared about RE.
- Students described themselves as creative, reflective, engaged, quiet and sometimes bored in their learning experiences in RE.
  - When asked about their level of engagement in RE 60% of students identified themselves on a level from 1-3 as a level 2. 30+% saw themselves as a level 3 and 10% as a level 1. (Level 1 as least – level 3 as most). Overall 90% saw themselves as engaged learners in RE.
  - Students indicated that Godly Play and Personal Reflection/Prayer and listening were what they enjoyed most.
  - Students responses to connections between choices and their knowledge between commandments and daily living - 60+% were aware of God's commands at times, 12% were always mindful of them and 20+% never considered the commandments.
  - When asked how helpful RE is to daily life – 25% always saw it as helpful, 66% sometimes saw it as helpful and 10% never saw it as helpful. It could be concluded that the majority of students perceive their religious education helps them in their daily living.
  - The students' responses to questions concerning their relationship with Jesus and their awareness of God indicate that the majority of students thank God for blessings, ask for forgiveness and think about Jesus when life is hard. Responses to these questions indicated that 90% of students have this positive awareness.
  - Eucharistic celebration with family, students agree is important – 41% strongly agree, 52% agree whilst 7% disagree.

Students wrote that:

- they enjoyed the Rosary
- had fun most of the time
- can be dry at times
- they would like more Godly Play
- they would like more reflection time
- they would like more acting
- they would like more creating
- they would like more scripture
- learning about the past is interesting
- activities can be boring
- R.E is useful in your life
- they like being a part of the Mary MacKillop group
- needs to be more visible than discussion
- teacher can talk too much
- sometimes stories are hard to believe
- RE is peaceful and reflective
- RE is calm time





## Learning & Teaching

### Goals & Intended Outcomes

#### Goal(s):

To engage all students in relevant and rigorous learning which challenges and empowers them to be successful and engaged learners.

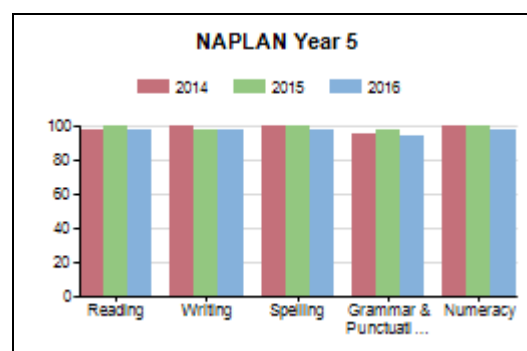
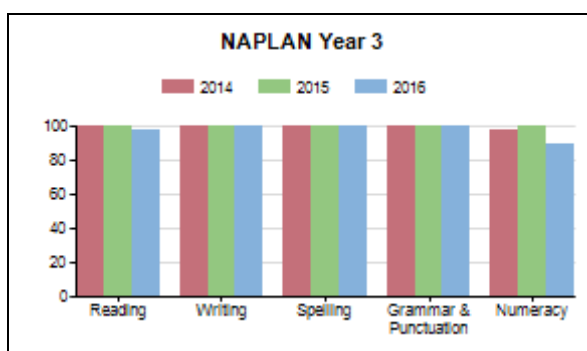
#### Intended Outcome(s):

The following outcomes are Cana's foci for the next four years.

- That student confidence and engagement in their learning improves.
- That teaching practices are rigorous and relevant.
- That students achieve high relative growth improvements in line with proposed yearly academic targets.

### Achievements

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	100.0	100.0	0.0	97.8	-2.2
YR 03 Writing	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 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	97.9	100.0	2.1	89.1	-10.9
YR 05 Reading	97.7	100.0	2.3	98.0	-2.0
YR 05 Writing	100.0	98.3	-1.7	98.0	-0.3
YR 05 Spelling	100.0	100.0	0.0	98.0	-2.0
YR 05 Grammar & Punctuation	95.5	98.3	2.8	93.9	-4.4
YR 05 Numeracy	100.0	100.0	0.0	98.0	-2.0



## Other achievements:

### Contemporary Learning and Teaching

The Learning and Teaching sphere aims to provide the staff with relevant and innovative teaching practices that ensure students are encouraged in their learning and empowers their thinking.

### Literacy

- Beginning of year assessments in Literacy and analysis of data with staff to plan for the children's learning needs from the beginning of formal classes.
- Teachers participated in Professional Learning Team (PLT) meetings to discuss and plan for student learning.
- Student data from the NAPLAN tests was analysed by all teachers and learning challenges were identified and addressed.
- P-2 - Literacy Co-ordinator was appointed
- Literacy Co-ordinator P-2 supported teachers through modelling whole class shared reading and writing sessions, assisting classroom teachers with literacy strategies and providing resources.
- Staff attended a variety of Literacy professional development sessions e.g. Differentiated Curriculum
- 3-6 Literacy support officer was appointed
- Spelling Bee for students P-6 was implemented in Term 4.
- P-2 Literacy Support Officer was appointed

### Numeracy

- Beginning of year assessments in Numeracy and analysis of data with staff to plan for the children's learning needs from the beginning of formal classes.
- Teachers participated in Professional Learning Team (PLT) meetings to discuss and plan for student learning.
- Cross grade teaching - Fractions in Year 4 & 5.
- The Australian Mathematics competition continued. In 2016 a record number of entrants for 3-6 cohort (62).

## STUDENT LEARNING OUTCOMES

- NAPLAN data for 2014, 2015 and 2016 remained unchanged showing 100% of students in Year 3 achieving the minimum standards in the areas of Writing, Spelling and Grammar and Punctuation.
- In 2016, the Year 3 Reading data dropped by 2.2% with the percentage of students achieving the minimum standard dropping from 100% in 2014 and 2015 to 97.8%.
- In 2016, the Year 3 Numeracy data showed a 10.9% drop (i.e. 89.1% of students achieved the minimum standard, compared to 100% in 2015 and 97.9% in 2014).
- Year 5 data for Reading showed a 2% drop to 98% of students achieving the minimum standard, compared to 100% in 2015 and 97.7% in 2014).
- In 2016, the Year 5 Writing data continued to drop from 100% of students achieving the minimum standard in 2014, 98.3% in 2015 and 98% in 2016 (a drop of 0.3%).
- Year 5 data for Spelling and Numeracy showed a 2% drop to 98% of students achieving the minimum standard, compared to 100% in 2014 and 2015).
- Year 5 Spelling and Punctuation data showed a 4.4% drop with 93.9% of students achieving the minimum standard, compared to 98.3% in 2015 and 95.5 in 2014.
- We continue to be committed to improving student performance in all areas of the curriculum.
- Cana's Inquiry curriculum continues to deliver innovative and targeted learning experiences to our students, harnessing student interest and engagement in order to drive powerful learning outcomes.

## Some of the activities that help promote these understanding

- Australian Mathematics Competition (Grades 3-6).
- National Assessment Program – Literacy & Numeracy (NAPLAN)
- Italian Day, which teaches students about the cultures and traditions.
- Incursions / Excursions such as The Shrine, Immigration Museum, Melbourne Zoo, Koorie Centre, Melbourne Museum/IMAX, St John's First Aid and visits from a variety of community helpers.
- Cyber safety information sessions to inform students, parents and teachers of how to stay cybersafe when using technology.



- Australian Catholic University Mentoring Days for staff to help strengthen the teaching practices within our school.
- Parent/Teacher Interviews, which informs parents of various teaching practices, used to support student learning.
- Interschool sports to encourage students to work as a team across grades 5 and 6.
- Teachers involved in professional development about strategies to use to differentiate the curriculum to support student learning.
- CESH (Cana, Emmaus & Sacred Heart) day.

- First Aid student sessions.
- Book Week
- Art Show
- Spelling Bee
- Buddy program
- Open Classrooms



## Student Wellbeing

### Goals & Intended Outcomes

#### Goal(s):

To empower students to be independent, resilient and responsible members of the parish and wider community.

#### Intended Outcome(s):

That students are in harmonious relationships and feel connected to school, their peers and parish community.  
That students develop resilience strategies which improve their emotional wellbeing.

### Achievements

- Continued to build upon connectedness to school via house teams
  - Week 5 activity afternoon where house teams gather together to compete in activities and build sense of house spirit.
  - Fortnightly wellbeing focus (e.g. including others, using manners, self-control / regulation)
  - Teams working together to earn points for their house team each term via focus and school activities (e.g. week 5 activity afternoon, lapathon, sport carnival)
- Implemented lunchtime activities to provide opportunities for students to compete in a range of educational and sporting activities to further develop resilience. (table tennis, chess, spelling bee)
- Implemented lunchtime activities to provide alternative activities for students who find it challenging to play happily on the yard. (Technology group, indoor games/board games)
- Extended mini jigs program to grade 1. Grade 1-4 participated in mini jigs, grade 5-6 participated in jigsaw program
- Student Leadership - Expansion of leadership roles and encouragement of student's voice in leadership areas (e.g. preparation of house activity afternoon) beginning with grade 6 students



- ABLES - Attempting to identify & target SEL (Social and Emotional Learning) of children.
- Extra classroom support was provided to students in Prep - Grade 3 to help support specific wellbeing needs and act as an early intervention to promote success in later year levels.

- Students participated in Social Justice activities to promote connectedness to local and global community (e.g. lapathon, St Vinnie's clothes and blanket appeal, Christmas vouchers for local community, Tonga book drive)
- Students participated in Cyber Safety Day promoting the importance of being safe online from Grade Prep to Grade 6.





AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	94.10
Y02	93.75
Y03	93.64
Y04	93.67
Y05	96.06
Y06	93.26
Overall average attendance	94.08

## ABSENTEEISM

It is a legal requirement that all student absences are recorded.

All absences are recorded on the electronic roll by the classroom teacher. The electronic attendance roll is a legal document. It is completed daily and all attendees are registered accordingly.

When a child is late, the Late to School Register Book is signed on arrival.

When a child is absent, parents are required to notify the school of their child's absence via a written note and provide reasons to account for a child's absence from school. All absentee notes are kept by the classroom teacher and at the end of each school year and filed for possible future reference. It is a teacher's responsibility to ensure that they receive this written notification from parents.

Where a family is planning an extended period of absence due to overseas or extended family holidays, parents are asked to ensure the school is notified in advance.

In the event of **prolonged, unexplained absence** class teachers are to notify either the Principal or Student Wellbeing Co-ordinator and attempt to contact the family to ascertain the whereabouts of the child. Regular absenteeism is followed up with telephone calls to parents/guardians. Further meetings with parents/guardians are held to discuss absenteeism. Strategies are discussed and implemented with parents/guardians to ensure school attendance. Any further action, such as contacting outside agencies or departments of CEOM will be decided upon by consultation with the Principal.

## VALUE ADDED

- Promoting sense of team and connectedness through house teams (95.9% of students indicated they enjoyed house activities, 95.9% have earned raffle tickets as part of school house point focus, 97% of students feel connected to the school)
- Providing an environment where students have the opportunity to participate in activities at lunch time in a supportive environment to help develop social skills. (66.6% have participated in a lunchtime activity)
- Providing staff with a tool to monitor students' social and emotional wellbeing and track progress and development. (100% stated ABLES made them more aware about students SEL, 71% stated that this helped them to better address needs of students)
- Support students from grade Prep to Grade 3 to develop academic and social skills, enabling them to participate in class and school activities happily and experience success. (100% of staff stated benefit in classroom support)
- Target classroom support according to the needs of students.

## STUDENT SATISFACTION

Staff and students completed surveys to help gauge the development of wellbeing within the school. The students survey focussed on their connectedness to the school and parish and their participation in wellbeing initiatives (e.g. house activities, lunchtime activities). The staff survey asked staff about their awareness of students SEL and the classroom support provided.

### Survey Results:

#### Staff:

- Every staff member stated that ABLES made them more aware about student SEL (71.4% somewhat more aware, 28.6% considerably more aware).
- Staff indicated that ABLES helped them better address the needs of their students (42.9% somewhat helped, 28.6% considerably). 28.6% of staff (4 responses) indicated ABLES did not help them to better address the needs of their students.
- All staff indicated there was a benefit from classroom support provided throughout the year (71.4% considerable benefit, 28.6% some benefit).

#### Students:

- 95.9% of students indicated that they sometimes, usually or always enjoyed House Activities, with 50.6% stating they always like house activities.
- 66.6% of students have participated in lunchtime activities, with 72% of them rating the activities 4 or 5 out of 5.
- 95.9% of students have tried to earn raffle tickets as part of our house point focus. 43.7% indicated that they always try to earn raffle tickets.
- 97% of students indicated that they feel connected to the school (38.1% always, 22.6% sometimes, 36.3% usually and 3% not connected).
- 85.2% of students know they belong to Sacred Heart/Emmaus Parish.
- When students were provided with an opportunity to comment on activities they would like to participate in to improve connectedness, it was consistently stated that they would like to work more often and see the work of children in different grades and year levels.



## Child Safe Standards

### Goals and Intended Outcomes

#### Goal(s):

To meet the requirements of the Ministerial Order 870

#### **Achievements**

- Developed a Child Safe Standards Policy
- Initiated and begun to implement the development of 7 Child Safety Standards.
- Implemented a timeline to complete the necessary requirements concerning the 7 Child Safe Standards.
- Across the Federation, each staff member of the Federation was provided with professional learning concerning the 7 Child Safety Standards.
- Each staff member has read, agreed to and signed the Code of Conduct (Standard 3).
- Each staff member has been made aware of the protocols required for complying with Standard 4 (Identifying and Responding to All Forms of Abuse in Victorian Schools)
- Each staff member has completed an online Mandatory Reporting Module.
- Staff meetings – explaining the Ministerial Order 870
- The leaders of each school have been inducted into an understanding of the protocols required in adhering to the Child Safety Standards.
- We have become aware of and are using the Human Resources Practices i.e. Employment of Staff, Engagement of Contractors and Volunteers in the school.
- Parents have been informed via the school newsletter, website, signage around the school concerning Child Safety.
- Parent were given the opportunity attend cybersafety meetings.

## Leadership & Management

### Goals & Intended Outcomes

#### Goal(s):

To strengthen the learning culture of the school community to improve student outcomes.

#### Intended Outcome(s):

That staff develop clarity about school expectations and greater ownership in leading learning.

Develop strategies and structures that enable effective

- mentoring and feedback
- use of data to improve student learning

Review and develop shared understandings about leadership, role clarity, teamwork, empowerment and parent partnerships.

### Achievements

- Staff participated in the Mentoring Program (2 days of PD)
- Partnership developed with Australian Catholic University - supporting Formation of pre-service teachers along with providing better understanding of 'Mentoring'
- Staff established individual goals using the AITSL standards
- Staff received written/oral feedback from colleague - strengths / challenges discussed
- SPA (Student Performance Analyser) program used to track individual students/group/cohort
- ABLES (Ability Based Learning Education Support) assessment tool / tracking tool implemented (Social, emotional, oral language reading and writing)
- NCCD (Nationally Consistent Collection Data) - tracking, identifying and monitoring student progress
- Using data to develop and depth understanding of differentiation to improve student outcomes
- Teachers appointed to support in literacy P-2 & 3-6
- Teacher continues to work with students intervention/extension P-2
- Management and regular monitoring of budget - updates/status reports shared with staff
- Management /monitoring of school facilities / equipment
- Regular meetings with Fr. O'Reilly as a parish leadership team each week
- Annual Review Meeting held with all staff members (Term 3)- help plan and inform decisions for subsequent staffing / school planning.
- Curriculum leader continues to support collaborative planning and track progress
- Google Suite implemented which provided an opportunity to clearly communicate across school/parish
- Google Suite implemented in Grade 5 and Grade 6 to enhance collaboration between students.
- OH&S monitoring / best practices observed and implemented





All Cana staff are committed to continued professional improvement. The teaching staff participated in a range of professional learning activities during staff meetings, professional learning team PLT and facilitated planning sessions, off-site professional development training, Coordinator Network days, whole staff professional development days and planning days. These activities enabled Cana staff to focus on improving teaching practice in the areas of Mathematics, Learning Intentions / Success Criteria and Personalised Learning.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2016

- Sacramental Theology
- Godly Play
- ACU - Mentoring for Teacher's in the 21<sup>st</sup> Century (2 days)
- Patrice Wiseman – A Positive Approach to Supporting Student Behaviour
- Colourful Semantics
- The Singing Classroom
- eSmart Cybersafety
- iBook – Andrew DelMaestro
- Dr. Margaret Carswell – Luke's Gospel
- Emergency Control Organisation Training
- Prep Reading and Writing Workshop
- VCAA – Digital Technologies
- A Balanced Literacy Program
- Running Records
- VCAA – Unpacking Mathematics
- First Aid – CPR and Anaphylaxis
- VCAA – Ways of Thinking in Digital Technologies
- VCAA – Design and Technologies
- Dyslexia and Other Learning Difficulties
- Sue Larkey - Making It A Success – Teaching and Behaviour Support Strategies for Students with Autism Spectrum Disorders.
- Practical Strategies for Non-Funded Children
- VCAA – Introduction to F-6 Visual Arts and Media Arts
- Differentiation and Modification
- VCAA – Overview of the Languages for the Victorian Curriculum
- Literacy Within the Classroom
- ASCIA – Anaphylaxis e-training
- Lighting the Literacy Fire
- Differentiating Teaching for Learning
- Susan Ongarato – ASD – Autism Spectrum Disorders – Special Needs
- Oral Language
- Anaphylaxis Verifiers Course – 22303VIC
- CEOM - Cued Articulation
- Online Mandatory Reporting

<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</b>	<b>23</b>
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	<b>\$ 208-</b>

## TEACHER SATISFACTION

Staff completed a School Designed Survey.

### Areas surveyed were:

- Mentoring Professional Development
- ATSIL Standards
- Feedback
- Clarity of School Expectations

Data indicated we had made positive gains in addressing areas listed, as articulated in Value Added.

### Future Direction:

- Professional Development - How to use data to improve student learning
- Develop shared understandings about leadership, teamwork empowerment and parent partnerships.
- Professional Development - How to use feedback (Parents / Staff/ Students) to improve student outcomes.
- Forums to strengthen parent partnership to improve student outcomes.

## Value Added - Data from School Designed Staff Survey

- Better understanding of role of a mentor
- Collegial feedback helpful
- ATSIL standards revisited. Professional discussion around what each standard looks like in practice
- Helpful to reflect on professional skills/practices /knowledge in light of ATSIL standards
- Revision of ATSIL standards provided a good indicator of professional strengths and areas for improvement
- School expectations are clear
- School Vision and goals clearly communicated
- Staff meetings/PLT meetings provide opportunities for discussions to ensure clarity around school expectations
- Staff feel we work collaboratively to achieve the goals of the school and support each other and therefore improving outcomes
- Staff collaboration helps teams achieve best results for students

## School Community

### Goals & Intended Outcomes

#### Goal(s):

To strengthen the partnership between the school, parents and parish through praying, working and sharing.

To use student voice to engage student participation and promote ownership.

#### Intended Outcome(s):

That student and family engagement in the school and parish community improves student and family connectedness.

That students and family engagement in the school improves student learning.

### Achievements

- Father's and Mother's Day celebration morning
- Parish events such as: Tabloid Sports Family Fun Night, Parish Fair.
- Parent invitation to School celebration days i.e. Mary Mackillop Feast Day
- Opportunities for parents to participate in any facilitated weekly Mass.
- Parents invited to attend classes after Mass
- Open classrooms and ART show in Term 3 to celebrate student learning with their parents
- Website and Cana App to continue to share / invite parents to attend events
- Participate in school events with their children such as: Book Week, Italian Festa Day, Interschool School Sports



Italian Festa Day

Overall this year we have seen a greater participation from students and parents in a number of these outlined events. The school received positive feedback from parents and students expressing their enjoyment from the variety of opportunities they have to engage with their children. We feel as a group that there has been a greater number of parents attending school events, such as: Book week parade, Mother's and Father's days and Italian Festa Day.

As a sphere we surveyed 300 students about their participation in and level of enjoyment towards a range of community events. Our school survey data indicates a high level of student satisfaction across major events celebrated in our school / parish. The Parish Fair showed the greatest level of participation with over 55% of the students and their families attending, followed by Father's Day morning with 45.1% and Mother's Day morning with 40.4% attendance rate.

As part of our survey, students were given the opportunity to offer suggestions for future directions and to comment about events that have occurred this year. A high number of students requested the following:

- Casual clothes/Jeans for Genes day
- Cross Country included at Sports Carnival
- Earth day
- Crazy Sock day

## PARENT SATISFACTION

Parents were anonymously surveyed about events they had attended during the year of 2016.

They were asked to indicate events they have attended and provide any feedback on these events.

Forty-three (43) parents participated in the survey, with the majority indicating that they have attended most school based events that have been arranged. Parents overall commented that they enjoyed and appreciated the events which helped strengthened partnership between home and school. Further comments indicated that they enjoyed the opportunities to join their children in their learning. Some suggestions were offered which will be considered by this sphere team for 2017.



Students visit Spring Time Nursing Home



Open Classroom



Art Show



Holy Family Week



Mother's Day



Father's Day



## VRQA Compliance Data

### NOTE:

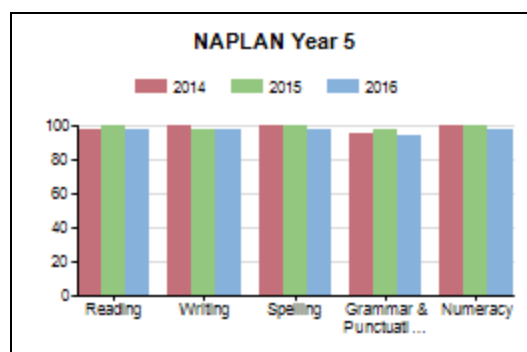
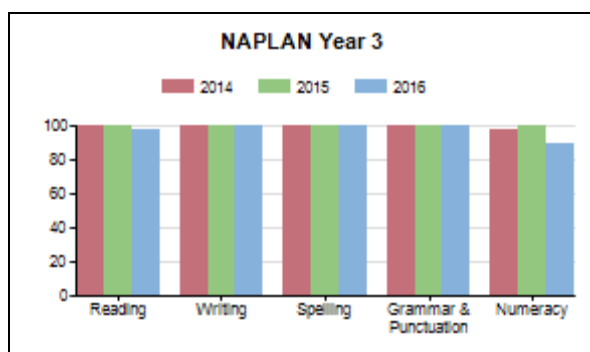
The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

[Victorian Registration and Qualifications Authority](#)

E1381

Cana Catholic Primary School, Hillside

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	100.0	100.0	0.0	97.8	-2.2
YR 03 Writing	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 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	97.9	100.0	2.1	89.1	-10.9
YR 05 Reading	97.7	100.0	2.3	98.0	-2.0
YR 05 Writing	100.0	98.3	-1.7	98.0	-0.3
YR 05 Spelling	100.0	100.0	0.0	98.0	-2.0
YR 05 Grammar & Punctuation	95.5	98.3	2.8	93.9	-4.4
YR 05 Numeracy	100.0	100.0	0.0	98.0	-2.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	94.10
Y02	93.75
Y03	93.64
Y04	93.67
Y05	96.06
Y06	93.26
Overall average attendance	94.08

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.69%

STAFF RETENTION RATE	
Staff Retention Rate	85.19%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	12.50%
Graduate	18.75%
Certificate Graduate	6.25%
Degree Bachelor	93.75%
Diploma Advanced	31.25%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	23
FTE Teaching Staff	21.119
Non-Teaching Staff (Head Count)	3
FTE Non-Teaching Staff	2.184
Indigenous Teaching Staff	0