

# ANNUAL REPORT

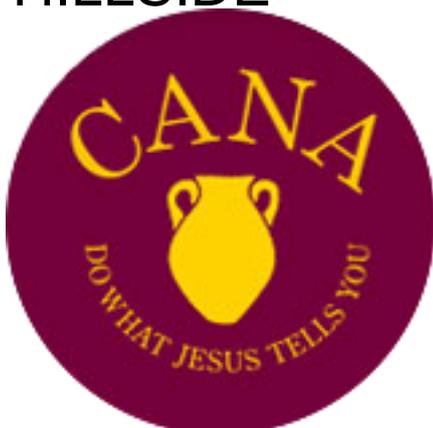
TO THE  
SCHOOL  
COMMUNITY



**CANA CATHOLIC PRIMARY  
SCHOOL  
HILLSIDE**

**2018**

REGISTERED SCHOOL  
NUMBER: 2021



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## Contact Details

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## Minimum Standards Attestation

I, **Mrs. Carment 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 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 May 2018

## 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.

The suburb of Hillside continues to experience some growth and development of homes and infrastructure. 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 SubContinent. We also have families from Syria and Iraq.

The employment background of the parents generally falls within semi-professional, professional and self-employed areas. However, there are some families who access Centrelink benefits.

In **2018** the school was in its fifteenth year. We had **27** staff members. Cana had **224 families**, enrolments were **319** students. This represented a slight decrease in enrolments.

The school had **five** students requiring support as New Arrivals and **three** families holding refugee status.

In 2018 Cana received funding for **17** integrated students.

The school has 14 classes comprising 2 at each level. Specialist areas taught were Prep to Six Languages (Mandarin), Visual Arts, Performing 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.

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 with painted games 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 Hillside

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

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



Cana continues to be a Catholic community that is focused, supportive and welcoming. We celebrate the achievements of all of the students and enjoy the uniqueness each of them brings to the school. We are grateful for the teamwork of all staff and parents who work so closely to make Cana a safe, welcoming and engaging Catholic school to belong to.

Our school motto:

***'Do what Jesus tells you'***

articulates our mission, direction and remains our inspiration.

## Principal's Report

At Cana the 2018 school year progressed in a positive manner with all staff, students and parents working in partnership. Fr. Maurie (Parish Priest) along with Fr. George (assistant Priest) brought a newness which the Cana school community and parish community embraced with enthusiasm.



In 2018, both Fr. Maurie and Fr. George worked to develop strong connections with the staff, students and families through their presence at school visiting classrooms, attending meetings and their leadership in the Eucharistic Liturgies each week at Cana.



Father Maurie



Father George

Our Annual Action Plan targets improvements in learning outcomes for all students. The goals and strategies identified in the plan are centered around personalising learning opportunities for the students based on accurate data collection, analysis and future action planning.

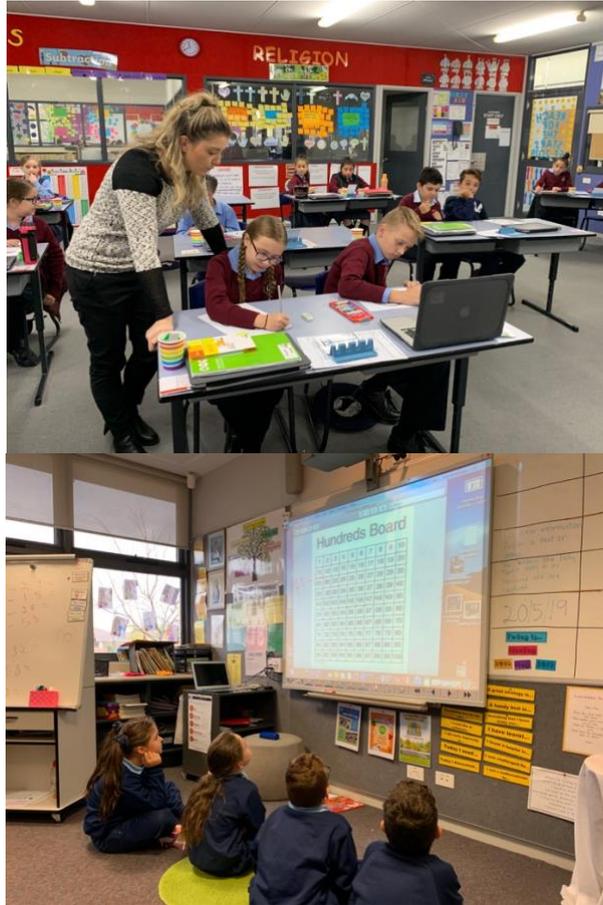
Strong Curriculum Leadership ensures teachers are able to grow in their professional knowledge enriching their capacity to deliver personalized, relevant and engaging learning experiences for all our students

Staff also initiated several lunchtime activities for our students which provided games/activities (e.g. table tennis in hall, chess /board games in library etc.) with different activities timetabled throughout the week during recess breaks.



Teachers, administration staff, learning support staff and parents have worked closely together to support each student in reaching their full potential as learners and active citizens.

I am very proud to be working alongside the staff at Cana. As a staff team we have worked hard to continue to develop our partnerships with our families. I thank every member of staff and congratulate them for their ongoing professionalism and willingness to give whatever is required to provide a safe and welcoming environment for our students by helping each student experience success both in their learning and through forming positive friendships and connections within the school community.



The wonderful parent community at Cana, has continued to support the staff. Every family, in some way, contributes to the culture that we enjoy at Cana. I especially thank all those members of the community who continue to be actively involved in school based ministries. Namely; the Social/Fundraising Committee who provide regular enjoyable experiences/events for our students and raise funds to purchase items for our school, the Maintenance Committee who are committed to maintain the school environment and ensure it is safe, neat, welcoming and attractive for our students and families to enjoy and the Parent Helpers group who help in the library, in classrooms and also make educational resources. I thank each of them for all they do in sharing the responsibility for the learning, wellbeing and maintenance within our school.



I congratulate each student for aiming to give their best with a smile on their face. We continue to look for every opportunity to celebrate the uniqueness of each child. They each share in the responsibility for working towards creating and maintaining a friendly atmosphere that exists within our school. The children always try their hardest to excel with their school work and are enthusiastic in their involvement on the sporting field, as well as in extracurricular activities provided at the school. Every day we look forward to watching the children as they continue to grow on their learning journey.

We continue to be committed to learning about and living out our Catholic faith. We strive to ensure that nurturing the faith of this community and the individuals in it is a priority in all that we do at Cana. 'Doing What Jesus Tells Us' remains our focus. We live out our commitment to a strong sense of justice, equity, respect and fairness for all within our community and the extended community. We embrace the challenge that Jesus left us ***"to treat others as we want to be treated"***

In 2018, as a Catholic Faith community we continued to work together on our learning journey. All at Cana Catholic Primary School will continue the great work that is already happening at our school. We will embrace the challenge of the future with excitement and enthusiasm. Cana will continue to be a place where great learning happens and positive respectful relationships are nurtured.



# 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

- Professional Day / Formation Day - Sacraments
- Professional Development - Horizons of Hope (CEM), Scripture
- Initiation of new R.E. Framework
- PLTs - Religious Education
- R.E. Reporting

### PARENTS

- Sacrament Family Evenings - Sacrament 1 and Sacrament 2 (Gr 3, 4 & 6)
- Family Chats P, 1, 2 & 5
- Mass of Blessings
- Parent Mass

### STUDENTS

- Launch of Cana's Prayer Room
- Altar Servers Training Day
- Prayer Bags
- Mary MacKillop Group
- Springtime Nursing Home Visitations

- Grade 6 Confirmation Reflection Days

### VALUE ADDED

- Holy Week Paraliturgy
- Mother's Day Breakfast
- Father's Day Breakfast
- Grandparents Day
- Cana Feast Day
- Mary MacKillop Feast Day
- Christmas End of Year Celebration
- Social Justice Awareness - Sock Day, lap-a-thon (Missions)

### **STAFF**

SRC staff data survey 2018 indicates that Cana Catholic Primary School is in the top 25% of Australian Catholic primary schools in the domains of importance, opportunity, behaviour of staff, compassion and social justice with a slight decline in student behaviour and social justice.

### **PARENTS**

SRC parent data survey 2018 indicates that Cana Catholic Primary School is in the top 25% of Australian Catholic primary schools in all domains. Parent data has remained consistent with the 2017 data with the exception of parental perception of staff behaviour and behaviour of students, showing a slight decline.

### **STUDENTS**

SRC student data survey 2018 indicates that Cana Catholic Primary School is in the mid 50% of Australian Catholic Primary schools. Each domain indicates a slight decline with the significant downward trend identified in the behaviour of students.

# 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.

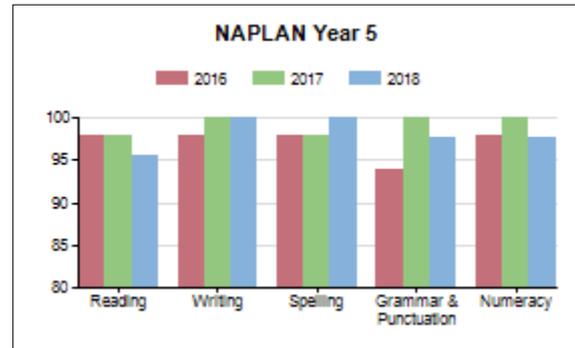
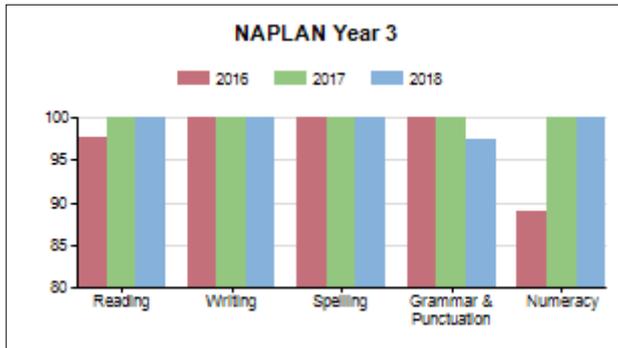
- That student confidence and engagement in their learning improves.
- That teaching practices are rigorous and relevant.
- That students achieve high relative growth improvements in line with proposed yearly academic targets.

## Achievements

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	97.5	-2.5
YR 03 Numeracy	89.1	100.0	10.9	100.0	0.0
YR 03 Reading	97.8	100.0	2.2	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	93.9	100.0	6.1	97.8	-2.2
YR 05 Numeracy	98.0	100.0	2.0	97.8	-2.2
YR 05 Reading	98.0	98.0	0.0	95.6	-2.4

YR 05 Spelling	98.0	98.0	0.0	100.0	2.0
YR 05 Writing	98.0	100.0	2.0	100.0	0.0



## STUDENT LEARNING OUTCOMES

- NAPLAN data for 2017 and 2018 remained unchanged showing 100% of students in Year 3 achieving the minimum standards in the area of Numeracy, Reading, Spelling and Writing.
- The Year 3 data for Grammar and Punctuation changed with 97.5% of students achieving the minimum standard for 2018.
- NAPLAN data for 2017 and 2018 remained unchanged showing 100% of students in Year 5 achieving the minimum standards in the area of Writing.
- The Year 5 Grammar and Punctuation and Numeracy data changed with 97.8% of students achieving the minimum standard for 2018.
- The Year 5 Reading data changed from 98% of students achieving the minimum standard in 2017, to 95.6% of students achieving the minimum standard in 2018.
- In 2018, the Year 5 Spelling data increased by 2% with the percentage of students achieving the minimum standard increasing from 98% in 2017 to 100% in 2018

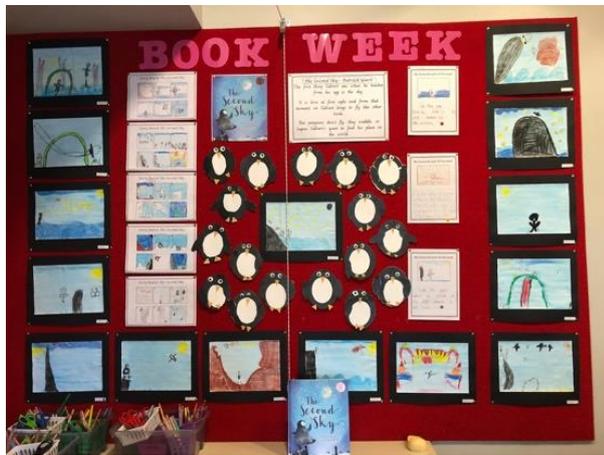
## Other Achievements:

- Employment of 5 LSOs
- Learning Diversity Leaders attended PD in SPAT R and YARC assessment (Comprehension and Phonological Awareness Assessment)
- Extended Orientation for students
- Changed format of Pre Prep Program
- Implementation of PPT (Professional Planning Time)
- Cybersafety session for students and information evening session for all parents of students in Gr 5
- Know thy Impact parent session.
- Swimming program for Grade 6 students
- In Search of Christmas Production
- Grade Prep took part in the Australian Early Development Census.
- Chinese Cultural Day.
- St John Ambulance First Aid in Schools
- Book Week celebrating our favourite books/characters.



## Contemporary Learning and Teaching:

- Whole school implementation of the SMART spelling approach.
- Change in LOTE program from Italian to Mandarin.
- Continued use of Learning Intentions and Success Criteria.



# 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 embed the Cana Characteristics of an Effective Learner through House Point Focus, Weekly Newsletters, classroom Wellbeing Sessions and beginning to use language consistently throughout the school (e.g. in Success Criteria).
- Continued development of House Teams and link to Cana Characteristics.
  - Acknowledgement of term and whole year winning house.
- Begun training in Berry Street Education Model.
  - Staff have begun to implement Berry Street Education Model strategies, including Morning Circle Time, Brain Breaks, self-regulation strategies.
- Weekly “Wellbeing Sessions” scheduled into class weekly timetable.
  - Sessions still incorporate aspects of Jigsaw Program, including Catch Up as well as the Berry Street Education Model and Cana Characteristics of an Effective Learner.
- Continued to reinforce connectedness to House Teams.
- Continued and maintained eSmart accreditation.

- Continued to support transition to Primary School through Better Buddies Program.
- Transition PSGs for students with additional needs.
- Thorough handover including aspects concerning social and emotional wellbeing.



### VALUE ADDED

- Begun to embed a shared language about what an effective learner looks like and the Cana Characteristics of an Effective Learner.
- Revised and begun to enhance Student Wellbeing program in the school, through Berry Street Education Model.
- Teacher Professional Development and planned Wellbeing Scope and Sequence and Classroom Sessions reinforced the priority of Student Wellbeing.
- Development of personal ownership of Student Wellbeing, ability to reflect on wellbeing, self-regulate and set learning and wellbeing goals.

### STUDENT SATISFACTION

- Student morale decreased from 82 in 2017 to 72 in 2018, while the student distress decreased from 87 to 78.
- Connectedness to school decreased from 86 in 2017 to 79 in 2018.
- Please note that in 2017 SRC student data was only collected from Grade 6 students, while in 2018 data was collected from both Grade 5 and Grade 6 students.

### STUDENT ATTENDANCE

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.

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Y01	91.9
Y02	93.2

# Cana Catholic Primary School Hillside

Y03	93.5
Y04	94.9
Y05	92.6
Y06	92.2
Overall average attendance	93.0



# Child Safe Standards

## Goals and Intended Outcomes

### Goal(s):

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

### Achievements

- Continue to strengthen embedding of Child Safe Policies and embedding this practice into everyday life.
- Commitment to training of teaching and non-teaching staff and volunteers.
- Continue monitoring 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'.
- Continue implementing the Cana Characteristics in order to empower students in their learning.
- Address risk management practices when planning school activities and events.
- Continued to implement the development of 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)
- Staff member has completed an online Mandatory Reporting Module.
- Staff meetings - explaining the Ministerial Order 870 (Reportable Conduct)
- We are using the Human Resources Practices i.e. Employment of Staff, Engagement of Contractors and Volunteers in the school.
- Parents remain informed via the school newsletter, website, signage around the school about school expectations regarding Child Safety.
- Parents continue to be given the opportunity attend cybersafety meetings.
- Parent education in promoting Child Safety policies and protocols.



# 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

School Vision and Goals visible and drive all decisions

Commitment to regular meetings with Parish Priest and school leaders within the federation remains a priority.



School administration team work collaboratively to maintain accurate finance management and smooth clerical processes.



Provision of structures to support learning and teaching - staff provided with weekly release time for planning

Curriculum leaders - (Curriculum and Religious Education leaders) continue to support collaborative planning and track progress across the school - focus on data analysis to improve learning outcomes a high priority.

Provision of Professional Development for all staff to enhance and build teacher knowledge and capacity

Support and strengthening of leadership structures - Learning Diversity Leader, Student Wellbeing, IT Leader, Guiding Coalition teams, Sphere teams.



Staff meetings to provide opportunities to discuss understandings of Leadership, school expectations, role clarity, teamwork, empowerment and parent partnerships

Provision of meeting structures to support students with additional needs. Parent support Group meetings, Student Wellbeing meetings.

Continuation of professional partnership with Keilor Views Primary School . Staff supported in the development of 'Visible Learning' philosophy and practices throughout the school.

Staff Meetings and Professional team meetings scheduled with focus /agenda.

Reporting Format improved - skill based.

Scheduled Parent / Teacher interview days twice per year.

Communication maintained with families via electronic newsletter and school app. - further developments via the school app with parents able to notify school of absences remotely

Ongoing review and evaluation of school policies and practices

OHS - remains a priority to ensure best practice is observed and ensuring a safe and harmonious environment is maintained

Management and monitoring of school facilities and maintenance of the school environment a priority



Catch up and Annual Review Meeting held with all staff individually

Google Docs continues to provide a collaborative and effective means of communication across the school and parish

Collaboration and open dialogue maintained with families in order to foster strong partnerships - Maintenance committee / Fundraising Committee /Parent Engagement Group.

### **EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

#### **DESCRIPTION OF PL UNDERTAKEN IN 2018**

**Religious Education - Sacraments**

**Understanding the RE Guidelines**

**Berry Street**

**Understanding students with additional needs- personalized planning**

**Nationally Consistent Collection of Data (NCCD)**

**Strategies to support Students on the Autism Spectrum**

**Dyslexia**

**Data Analysis**

**Writing Learning Intentions and Success Criteria**

**SMART Spelling**

**First Aid/Anaphylaxis training**

**Mandatory Reporting**

**Child Safe Policies / Practices /Code of Conduct**

**Student Wellbeing - Classroom strategies /Restorative practices**

**Visible Learning**

**Characteristics of an Effective Learner**

**Professional Learning Team (PLT) Meetings with targeted focus each week**

**Emergency Management Procedures**

**Occupational Health and Safety Policies Practices**

**Participating in Catholic Education Network meetings**

<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018</b>	24
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	\$1173.22

**SPONSORED STUDY EXPENDITURE PER TEACHER**

Two teachers have undertaken further sponsored study Master of Educational Leadership - Leading Learning at Australian Catholic University	\$1888-
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**TEACHER SATISFACTION**

The SRC Insight Survey results indicate where Cana is placed in comparison to other Australian Schools:

(Performance and Development lead indicators)

Professional Culture	78%
Leadership	69%
Student Outcomes	84%
Professional Knowledge and Practice	72%
Performance and Development Cycle	68%

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	90.7%
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**STAFF RETENTION RATE**

Staff Retention Rate	83.3%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	17.6%

## Cana Catholic Primary School Hillside

Graduate	23.5%
Graduate Certificate	5.9%
Bachelor Degree	82.4%
Advanced Diploma	35.3%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	22.9
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	4.8
Indigenous Teaching Staff (Headcount)	0

# 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.
- Professional Development days for parents i.e. Berry Street
- Opportunities for parents to participate in any facilitated weekly Mass.
- Parents invited to attend classes after Mass
- Open classroom and end of term 4 christmas production.
- Website and Cana App to continue to share / invite parents to attend events
- Participate in school events with their children such as:
  - Interschool School Sports
  - Book Week
  - Buddy program
  - Sports Carnival
  - Excursions
  - Cana Feast 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.

Our school conducted a whole school survey, where 85 families replied. Data indicates a high level of parent satisfaction across major events celebrated in our school / parish. 98% of parents responded positively to the question 'Do you feel that there are enough opportunities to be invited to School/Parish events. The Parish Fair showed the greatest level of participation with over 67% of the students and their families attending, followed by Book Week parade morning with 66% and Mother's Day morning with 65% attendance rate.

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

- Outdoor twilight activities i.e Movie night, Market
- Trivia Night
- Parish Fair improvement

### PARENT SATISFACTION

**From the 2018 data, it is evident that both teachers and parents/ guardians believe that the parent partnership with Cana Catholic Primary School has remained consistent with an overall score of 72%. Similarly, parent input coincides with 2017 data with a percentile of 65%.**



