

ANNUAL REPORT TO THE SCHOOL COMMUNITY



**ST ROBERT'S SCHOOL
NEWTOWN**

2015

REGISTERED SCHOOL NUMBER: 1470



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Minimum Standards Attestation

I, Mark Soldani, attest that St Robert's School is compliant with:

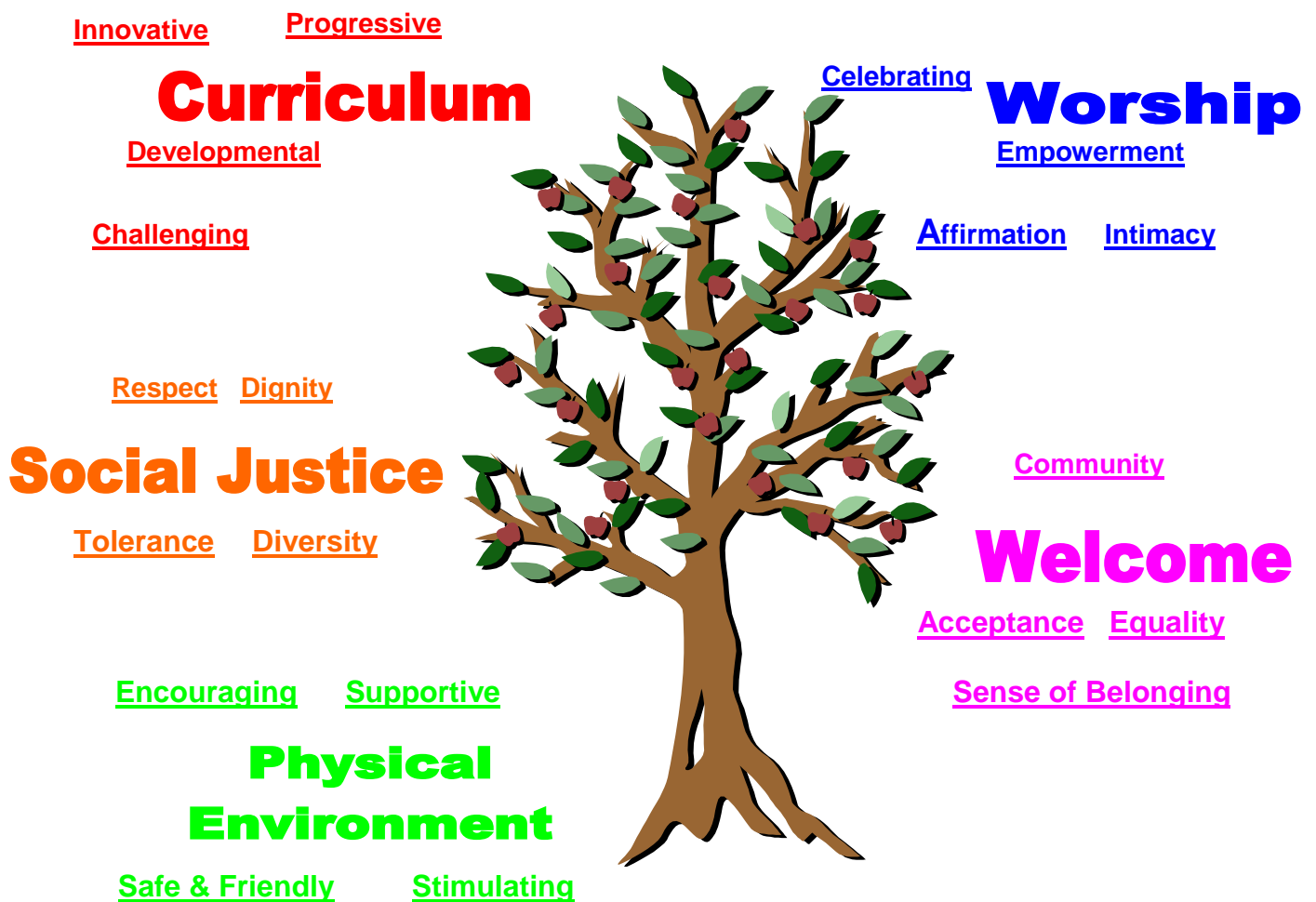
- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

Our School Vision

Following the example of Jesus, supported by Faith,
encouraging our parents and caring for those in our community
we will endeavour to educate all for their future....

Through....



....as members of the Body of Christ,
in partnership with parents, Parish Priest and the community.

At St Robert's our MISSION is

As a Catholic community and part of the Parish of St. Mary of the Angels we are called to be Christ centred in building community and providing dynamic learning through...

THE PHYSICAL ENVIRONMENT

- ❖ by **encouraging** flexible use of resources and space that caters for and drives a positive and **stimulating** learning program.
- ❖ by creating an environment that is **supportive, safe and friendly** and welcomes all members of our community.

PASTORAL CARE

- ❖ by providing a supportive environment where personal **resilience** skills are developed, **positive self esteem** is fostered and a sense of belonging to a community is an integral part of learning and well - being.

THE CURRICULUM

- ❖ by designing an **innovative** and integrated curriculum that reflects strong connections between knowledge, processes and skills.
- ❖ By offering **developmental, challenging** and **progressive** learning experiences, which promote achievement as an individual and as a member of a learning community.

SOCIAL JUSTICE

- ❖ by identifying opportunities for planning and teaching social justice, integrated within the key learning areas.
- ❖ By seeking justice in all relationships within the community – parents, staff, students
- ❖ By developing within students the skills to enable them to live and act **justly**

WELCOME

- ❖ by collaborating with the **community** to know, **accept** and include all students and their families, in their **diversity**, so that they will become positive and effective contributors in the school community.
- ❖ by recognizing, appreciating and treating with **respect** and **dignity** all who come together to form our school **community**.

WORSHIP

- ❖ by bringing to the children in our care, a sense of wonder and awe in the **gentleness, creativity** and **love** of our God.
- ❖ by gathering together as often as possible for prayer, and important liturgical **celebrations**.
- ❖ by being faithful to our Catholic heritage, traditions and values.

School Overview

Throughout 2015 the school remained diligent in working to achieve the goals and standards identified in the School Improvement Plan across the five core areas of Education in Faith, Learning and Teaching, Student Wellbeing, School Community and Leadership and Management. Central to our efforts is the continuing effort to live out our School Vision in all aspects of school and school community life. It allows us all “as the members of the Body of Christ, in partnership with parents, the Parish Priest and the community, to provide our students with an “Education for Life.”

Leadership has dedicated itself to the effective use of strategies that grow the potential and capacity of all staff members and has endeavoured to model effective leadership practices employing a wide range of strategies for communication with and between staff and parents.

The professional development of all staff has remained a priority throughout 2015. All teaching staff were encouraged to attend professional development activities relevant to their needs. After school hours Professional Learning Development sessions were scheduled on a weekly basis for all teaching staff with a learning focus for each of these sessions selected on an identified needs basis.

St Robert's has continued to demonstrate high quality learning and teaching that leads to improved student outcomes. Our NAPLAN data once again demonstrated that St Robert's maintains high standards. This is reflected in the high percentage of Year 3 and Year 5 students exceeding the state mean in all NAPLAN testing domains.

In 2015 we have continued our commitment to embrace 21st Century Education that at St Robert's. Our newly created Design Principles demonstrate a commitment to enabling all students at St Robert's to progress towards becoming self-directed learners. Teacher and student capacity in ICT has supported successful implementation of both Google Apps for Education and the use of iPads as a tool for learning. A strong emphasis this year has been placed on collaboration, which has resulted in teams working together to deliver an innovative curriculum, influenced by our current understanding of expert teaching and underpinned by our Catholic culture.

St. Robert's continues to embrace a view of 'wellbeing' as being the foundation for all core business conducted at the school. The school recognises and actively promotes the physical, social-emotional, academic and spiritual wellbeing of each student in its care, and is steadily expanding its concept of wellbeing to encompass all members of the community. The school engages in a number of strategic actions and initiatives to build individual and collective wellbeing across all levels and spheres of the community, and to actively develop individual capacity.

Religious Education has continued to be held in high regard at St. Robert's and we have successfully been able to maintain a high profile for Religious Education within the school. In this time many initiatives were implemented to continue to engage the community in the faith life of the school and parish. In 2015 St Robert's school consolidated its commitment to maintaining and strengthening the solid partnerships between teachers, parents, the other three schools of the parish; St Mary's, St Margaret's and Christ the King. We continued to forge strong links through planned initiatives that once again this year proved to be mutually beneficial for each of the schools in a supportive and collaborative spirit.

Principal's Report

Throughout 2015 the school remained diligent in working to achieve the goals and standards identified in the School Improvement Plan across the five spheres of Education in Faith, Learning and Teaching, Student Wellbeing, Leadership and Management and School Community. In addition, the school underwent a cyclical review, in line with CEM school improvement practice. Central to our efforts was the continuing effort to live out our School Vision in all aspects of school and school community life.

As a Catholic school, Religious Education has continued to be held in high regard at St. Robert's and throughout 2015 we have successfully been able to maintain a high profile for Religious Education within the school. Over these years St. Robert's school has upheld its commitment to maintaining and strengthening the solid partnerships between teachers, parents, the other three schools of the parish; St. Mary's, St. Margaret's and Christ the King. We have continued to forge strong links through planned initiatives such as the Parish Sacramental program, Derby Day Fete and whole staff, from all four schools, Faith Formation and professional development activities. These links have again proven to be mutually beneficial for each of the schools in a supportive and collaborative spirit. All classes have held Faith-centered family information and activity evenings including Sacramental preparations, Prayers in Pyjamas and Life Education.

St. Robert's has continued to demonstrate high quality learning and teaching that leads to improved student outcomes. Throughout the year we have continued to embrace 21st Century Education. The consolidation of consistent approaches to personalise and inquiry based learning, particularly in the area of Science and History, is promoting collective movement from more traditional teaching methods to contemporary professional practice. Our newly created Design Principles demonstrate a commitment to enabling all students at St Robert's to progress towards becoming self-directed learners. A priority of building teacher and student capacity in ICT has promoted this and has supported successful initial implementation of both Google Apps for Education and the use of iPads as a tool for learning. The school's BYOD policy commencing in grade four has been very successful this year thanks to the combined efforts of the teachers, Mandy and Marie working in collaboration with Pam Niewman our ICT guru and with great support and appreciation from the parents. A strong emphasis has been placed the provision of quality professional development for our teachers and on strong collaboration, resulting in teams working together to deliver an innovative curriculum. After school hours Professional Learning Development sessions are scheduled on a weekly basis for all teaching staff with a learning focus for each of these sessions selected on an identified needs basis. Quality excursions and incursions have again been evenly distributed amongst the class levels throughout 2015. Incursions including, an Author visit for Book Week, Cyber Safety Presentations, Life Education, BraveHearts, Presentations by Police Force and Fire Authorities, Wellness, a number of visits from local sporting organisations and most recently an exciting opportunity for our students to get up "close and personal" to a few reptiles in Reptile van have provide some fantastic experiences to build upon. Add to these excursions to the Water Front, Melbourne and Werribee Zoos, The Polly Woodside, Ceres, Werribee Mansion, The Geelong Football Club, The Melbourne Museum, Parliament House, the Senior interschool Sports, Camp and Leadership Programs and the school Swimming program. There is little doubt that the school has continued its efforts to provide rich and varied experiences for the children.

The support of the Parents and Friends Association has been again invaluable this year with a recent upgrading of the classroom projectors to clearer short throw models having an immediate impact on the teachers and students being the most recent contribution. Other significant contributions this year supporting Learning and Teaching have been the additional Literacy intervention resources, maths and general curriculum resources.

St. Robert's continues to embrace a view of 'wellbeing' as being the foundation for all core business conducted at the school. The school has continued to recognise and actively promote the physical, social-emotional, academic and spiritual wellbeing of each student in the school. This year the conversion of the junior sand pit into a junior hard court area has provided a greater use of the available space and provided our junior students their own safe and exclusive area to play. Once again this idea became a reality thanks to the significant financial contribution from the Parents and Friends. The conversion of the sandpit along Mervyn Street has proven very popular with the children with plans for further development to that area on the agenda.

Following the completion of a major capital development project in July 2014, a building project spanning a period of almost ten years produced a physical environment that now compliments our efforts to provide best practice in all areas of school life. The start of the 2015 year allowed for a safe, attractive and flexible multi sports arena that includes fully equipped adventure playground areas for junior, middle and senior students, basketball, netball and down ball facilities and a synthetic oval that caters for football, soccer and major games in all weather conditions. A games program and a continually revised playground management strategy support a variety of activities for students at recess and lunch times. All classrooms, learning spaces and general buildings now provide up to date state of the art facilities that promote positive and stimulating learning programs.

In recent times our community has faced some very significant challenges and in a spirit of hope, love and support we have demonstrated an undeniable commitment to ensuring our school community is one that is filled with a richness of care, compassion and a living presence of God in our lives. The near completion of our Gregor McLeod memorial garden is a significant demonstration of our collective Faith and serves as a reminder of some truly remarkable demonstrations of love and support in the most tragic of circumstances. At St. Robert's School, the sense of community is highly valued. Parents continue to appreciate the interactions they have with the school and the positive relationships between parents, teachers and students through their support and active contributions has again been evident throughout 2015

The Parents and Friends' Association is a strong contributor both financially and in community building. The group remains dedicated to supporting the school's effort to build a strong supportive school environment. This year the increase in attendances at Parents and Friends' meetings has translated into a greater overall involvement in school and community events and I am most grateful to the time, effort and support of all who attend these meetings. The school is much better for it!

Education in Faith

Goals & Intended Outcomes

Goal

To maintain a high profile of Religious Education within the school.

To continue to engage the community in the faith life of the school and parish.

Intended Outcomes

That student engagement in Religious Education be further enhanced

That the understanding of our parents and teachers in Catholic faith and traditions be enhanced

That gospel values are lived and expressed through the daily interactions of the St Robert's community

Achievements

Throughout the 2015, Religious Education has continued to be held in high regard at St. Robert's and we have successfully been able to maintain a high profile for Religious Education within the school. (Goal 1)

This success was achieved by:

- Continuing to ensure Religious Education and Faith Development are a priority for staff, students, parents and families.
- Continuing to develop a school culture where relationships embody Gospel Values based on the words, actions and teachings of Jesus Christ.
- Ensuring the Catholic Tradition and practices are continually promoted in all we do.
- Supporting teachers, through professional development provided by CEO, to introduce story telling in the junior classes.
- Providing classroom programs with quality resources, especially in the area of religious literature and music.

Throughout the 2015, many initiatives were implemented to continue to engage the community in the faith life of the school and parish. (Goal 2)

This success was achieved by:

- Providing a range of diverse Religious Education and Faith Development opportunities for all members of the school community to be involved in including; Prayer, Masses at St. Mary's Basilica, Sacramental preparation programs and celebrations, prayer activity evenings and faith development workshops.
- Supporting the parents in maintaining a parents' prayer group.
- Providing opportunities and encouraging all school community members to actively participate in Eucharistic and non-Eucharistic liturgies on a regular basis.
- Ensuring inclusivity by continually inviting all members of the school community to participate in all aspects of the Religious Education and Faith program, regardless of their faith tradition and commitment.
- Strengthening the parish sacramental program.
- Providing time for the Religious Education Co-ordinator to meet with the Parish Priest and the other Religious Education Co-ordinators from the parish on a regular basis.

The target for goal two, "Increase the Catholic Culture responses on the 100-point scale realised an average of 87 for Staff; 80 with students achieving a very high score 94. These figures were the highest scores recorded over the School Improvement cycle and testimony to the school's success in this area.

The School Vision continued in 2015 to accurately reflect the shared vision of staff, students and parents of St. Robert's School. This Vision emphasizes "Education for Life." Our School Vision document states that "Following the example of Jesus, supported by Faith, encouraging our parents and caring for those in our community we will endeavour to educate all for their future" through the specifically nominated areas of "Welcome, Curriculum, Worship, Social Justice, and Physical Environment." Around each of these areas, Mission goals to achieve this Vision are articulated.

Each of the five areas stated in our Vision, directly relate to the Education in Faith Sphere.

- **Welcome:** It is our intention that each member of our school community feels accepted and has a sense of belonging. That the equality of each person is assured and that they recognize themselves as valued members of the school community. Therefore our Religious Education and Sacramental programs and celebrations are inclusive and meet participants where they are on their faith journey.
- **Curriculum:** Learning and teaching strategies and resources are continually being explored to ensure experiences in Religious Education are relevant and engaging. Developmentally appropriate innovative, challenging and progressive curriculum initiatives are introduced to increase student knowledge and engagement in Religious Education.
- **Worship:** Prayer and liturgy are important features of our Religious Education and Faith Development Program. The St. Robert's School prayer is prayed at the beginning of each whole school assembly and each class prays daily. Staff meetings and professional development days always begin with a prayer, often related to the Church's liturgical calendar. Sacramental meetings begin and end with a prayerful reflection and out of school hours meetings, including school board and parents and friends' meetings begin with prayer. Class and whole school Masses and liturgies are celebrated regularly and attendance is very pleasing, illustrating the value and importance they have within our school community.
- **Social Justice:** Respect, dignity, tolerance and diversity are some of the qualities continually promoted and highly valued within our school community. The support given to community members in need, as well as the generous financial assistance given to both local and global community fundraising organisations, is at times overwhelming. Not only are monetary donations given, but awareness is raised and knowledge increased so that greater understanding of issues and circumstances is achieved.
- **Physical Environment:** Classrooms, hallways and offices all contains religious icons as a constant reminder that the Catholic Tradition is what our school is based upon. The onsite Chapel is also an important feature of our school, allowing us to pray and celebrate Eucharistic and non-Eucharistic liturgies on a regular basis as a whole school. The classrooms are safe and teachers ensure the learning environment is inclusive, supportive and stimulating.

VALUE ADDED

In order to continue to add value we are committed to ...

- Christ-centred community activities that builds an awareness of diversity and commitment to social justice
- Social and emotional learning that promotes a strong sense of wellbeing within a safe, inclusive learning environment
- Personalised and targeted learning and teaching opportunities for all students to experience success
- An engaging curriculum that links process and content through Inquiry learning
- Current and emerging technologies to enhance learning
- Working collegially and collaboratively, sharing and reflecting on professional practice and building a culture of mutual support
- Ensuring our six design principles, continue to remain a focus when introducing Religious education and faith development initiatives.
- Continuing to provide opportunities for ongoing professional development, providing up-to-date knowledge and research, best practice learning, teaching and assessment strategies, sourced from both within and outside the school.
- Continuing to provide opportunities for Religious Education teachers plan Religious Education units of work in teams with the assistance and input of the Religious Education Co-ordinator.
- Creating greater links with local Catholic community organisations such as St. Mary's Food Pantry and Samaritan House.
- Ensuring regular class and whole school Masses and liturgies continue.
- Encouraging students and their families to strengthen their relationship with the parish by attending Sunday Mass regularly and supporting various events organised through the parish.
- Investigating the possibility of formally introducing meditation and/or mindfulness to students.

Learning & Teaching

Goals & Intended Outcomes

To continue to focus on improving literacy and numeracy outcomes.

To enhance student skills, enabling movement towards becoming independent, twenty-first century learners.

Achievements

Once again in 2015 the key elements of our school's teaching and learning philosophy were to provide learning experiences that are innovative, progressive, challenging and developmental, interwoven with the building of personalised learning and intrapersonal skills. Staff consolidated their commitment to Design Principles that fostered personalised and targeted learning and teaching opportunities for all students to experience success (Design Principle #3). Curriculum planning reflects an engaging curriculum that links process and content through Inquiry learning (Design principle#4).and the use of current and emerging technologies to enhance learning (Design Principle#5) Working collegially and collaboratively, sharing and reflecting on professional practice and building a culture of mutual support continued to be a major focus of staff sharing, planning and professional learning and development sessions (Design Principle #6).

In accordance with the 2015 School Action Plan a number of key improvement strategies were initiated and a focus was once again placed on the allocation of staff to support children at risk in the early years. The Reading Recovery program continued to be provided for children in the year one cohort and the Literacy intervention program was introduced and staffed for the year one and two area. The implementation of such a program has established a consistent teaching approach to a balanced literacy program in the junior school.

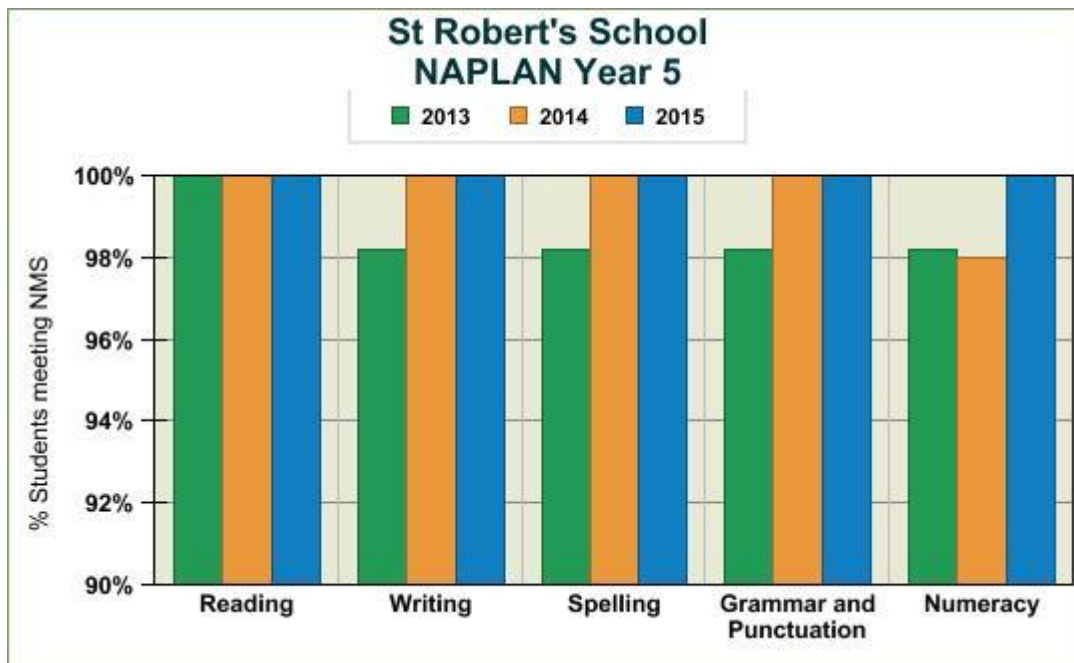
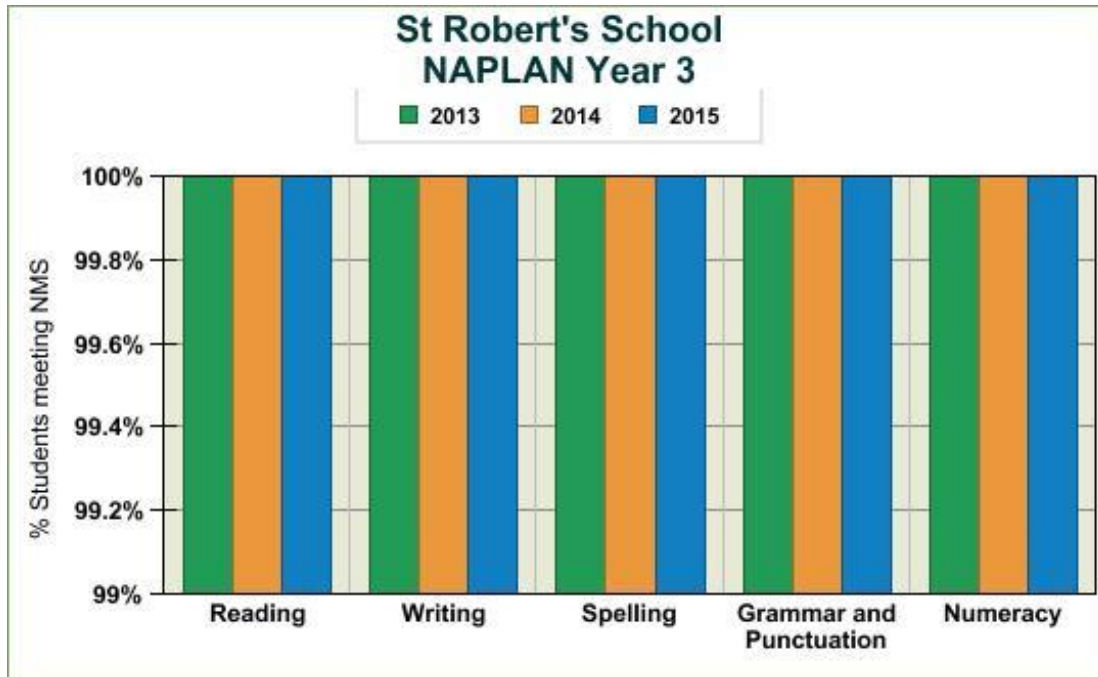
The school also continued to maintain the profile of mathematics across the school through the provision of highly engaging, interactive workshops with students. The scheduling of Numeracy focused Professional Learning and Development sessions with a focus on developing and engaging number activities and learning experiences provided a great source of professional development for staff that was then transferred into staff learning and teaching experiences across the classes

The introduction of a Bring Your Own Device Policy for year four students and to provide additional technology support, both skills and resources to students and teachers was successful adopted this year. Developing and implementing a Bring Your Own Device Policy for the senior school and scheduling Professional Learning and Development sessions with a focus on the SAMR (Substitution, Augmentation, Modification, Redefinition) model was an integral part of the success of the program.

The Contemporary Learning Schema framed our scope of new learning in this area. In 2015, we have consolidated a common understanding of fundamental aspects to personalised learning, including contemporary approaches to teaching Science, learning intentions, success criteria, goal setting, student voice and personal inquiries. These personalised learning aspects are now

part of our current professional practice, which promotes students as managers of their own learning.

STUDENT LEARNING OUTCOMES



Proportion of Students meeting National Minimum Standard

	Year 3			Year 5		
	2013	2014	2015	2013	2014	2015
Reading	100%	100%	100%	100%	100%	100%
Writing	100%	100%	100%	98.2%	100%	100%
Spelling	100%	100%	100%	98.2%	100%	100%
Grammar & Punctuation	100%	100%	100%	98.2%	100%	100%
Numeracy	100%	100%	100%	98.2%	98%	100%

Change in Proportion of Students meeting National Minimum Standard

	Year 3			Year 5		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Reading	0%	0%	0%	0%	0%	0%
Writing	0%	0%	0%	-1.8%	1.8%	0%
Spelling	0%	0%	0%	-1.8%	1.8%	0%
Grammar & Punctuation	0%	0%	0%	0.0%	1.8%	0%
Numeracy	0%	0%	0%	1.8%	-0.2%	2%

This year's data once again indicated that in Literacy and Numeracy, St. Roberts continues to achieve strong results which can be seen as an indication that the school continues to offer stimulating and contemporary learning experiences for our students. Pre and Post test data was again used determine understandings and needs providing information required to group students according to developmental needs and to drive the explicit teaching for these groups.

The School's 2015 Improvement Survey data reflected the positive attitudes our students have to the range of Learning and Teaching opportunities offered to them. The 2015 Learning Confidence was at 91%, Distress 91%, Student Morale 92%, Connectedness to Peers 93%, Motivation 81% and Student Safety at 90%.

Student Wellbeing

Goals & Intended Outcomes

To continue to provide an inclusive and safe, school environment in which social competencies and resilience are developed.

That the school is more consistent and uniform in its approach to restorative practices.”
 “That student interpersonal skills and resilience are further improved.”

Achievements

Data gathered, via internal and external surveys, indicated that the school had been successful in achieving its stated goal in 2015. Both intended outcomes have been – and continue to be – addressed as part of the school's ongoing commitment to student wellbeing as an integral part of our core business.

In 2015 staff and school community were provided with opportunities to refresh and update understandings and strategies for 'Restorative Practices approach to Justice', 'KidsMatter Component 4' and 'Positive Psychology'. Regular sessions were scheduled for professional learning, utilizing both external and internal presenters to facilitate these sessions. The school has been conscious of the need to provide new members of staff with introductory training, and throughout 2015 utilised professional learning opportunities provided by CEOM to meet this need.

The school has completed its implementation of the whole-school, Social Emotional Learning program, including the provision of further resources, speakers and incursions to support effective learning and teaching. At this point, the SEL program is in its second cycle of implementation, and will be ready for review and improvement at the end of 2016.

To further enhance and build inclusiveness, safety, social competence and resilience, the school has continued to participate in the 'Kids Matter' Initiative and 'Healthy Together' Health Achievement Program. Both initiatives match the school's ethos and commitment to a broad, multi-faceted view of student wellbeing. In 2015 the school worked towards and achieved the 'Safe Environments' health priority icon within the 'Health Achievement Program'.

St. Robert's continues to embrace a view of 'wellbeing' as being the foundation for all core business conducted in the school. The school recognises and actively promotes the physical, social-emotional, academic and spiritual wellbeing of each student in its care, and is steadily expanding its concept of wellbeing to encompass all members of the community.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	93.8
Year 2	93.9
Year 3	95.0
Year 4	94.1
Year 5	93.8
Year 6	94.7
Overall average attendance	94.3

Pupil absences are noted by the teacher and checked as to whether the school has been informed of the child's absence. In some cases the teacher may need to follow up absenteeism by phone contact at the earliest appropriate time.

The school does not encourage the taking of family holidays outside the designated school holiday period and parents are asked to avoid as much as possible, taking the children on holiday during school terms. When family holidays are taken outside the school holiday periods, at least two week's notice should be given in writing addressed to the Principal with a copy to the child's class teacher/s outlining circumstances associated with the decision to withdraw the child/children from school outside of holiday periods.

In cases of extended periods of non-attendance for no apparent reason, the school will make contact to ascertain the reasons for a child's non-attendance. The school may then arrange a meeting between the relevant parties, the parents or guardians of the student, teachers and the principal or representative to discuss all relevant circumstances and plan strategies moving forward.

VALUE ADDED

As part of ongoing efforts to promote safety and wellbeing, members of staff completed professional development sessions for Asthma management and Treatment, Anaphylaxis training, Understanding Children with Diabetes, Chronic Illness/Cystic Fibrosis, Asperger's Syndrome and Understanding and Managing Epilepsy for Teachers. In 2015, 100% of classroom teachers held a level 2 first aid certificate.

Increased allocation of staff to support children at risk in years one and two.

Targeted PL&D schedule for 2015 covering Restorative Practices approach to Justice', 'KidsMatter Component 4' and 'Positive Psychology' with the expectation that all staff attend met.

The provision and uptake from all staff of opportunities for Individual feedback from staff members.

The review and implementation of OH&S policies including Anti Bullying Policies, Inappropriate Behaviour Policies, Social Media Policy.

The school was able to achieve the Safe Environments' icon satisfying all requirements as set through the Health Achievements Program

STUDENT SATISFACTION

Some comments on responses from internal data

1. Overall perception of connectedness in 2015 is 88% - up 1% on 2014, and improving by 3% since 2011.
2. Highest Performing Question in 2015: Question 9: "I look forward to being with the other kids in this school." 96% (up 2% from 2014 & 2011) **Most likely indicates strong/stronger connectedness to each other.
3. Lowest Performing Question in 2015: Question 7: "No-one feels left out and lonely in this school." 77% (Down 1% from 2014 & 2011)
4. Question 2: "I like being in this school." Most likely indicates overall connection to the school as a whole (teachers and students). It seems to most closely match question 9. In 2015: 94% (same as in 2014 & up 1% from 2011)
5. Questions 6 and 11 refer directly to connectedness with teachers (student/teacher relationships). In 2015: 95% and 93% respectively.
6. Question 7 ("No-one feels left out and lonely in this school") remains the area of least growth over the past 4 years: +1%, and remains our lowest scoring question.

Leadership & Management

Goals & Intended Outcomes

Continue to promote a vibrant, empowering professional culture based on collaboration, openness and trust.

That the development of supportive leadership is enhanced through collaborative processes.

That individual and school morale be strengthened.

Achievements

- *In this section schools should describe and/or illustrate their achievements in a manner appropriate to the school community.*

Over the course of the four years since the establishment of the goal to continue to promote a vibrant, empowering, professional culture based on collaboration and trust, Leadership at St. Robert's has been unwavering in its determination to adopt effective leadership practices that have the capacity to engage all staff in programs and activities that build a positive school climate.

In 2015 Leadership once again dedicated itself to the effective use of strategies that grow the potential and leadership capacity of all staff members. Leadership has endeavoured to model effective leadership practices employing a wide range of strategies for communication with and between staff.

- Our goal was to promote a vibrant, empowering professional culture based on collaboration, openness and trust and despite some challenging times both physical, the school has undergone considerable capital works over recent years, and emotional, leadership has held a strong focus on establishing a culture of support and collegiality amongst all staff. As a consequence, individual morale has increased from 76% in 2014 to 83% in 2015 and although the data might only indicate slight increases in empathy and clarity leadership is confident that supportive and collaborative strategies currently in place will continue to support continuing gains in these areas. The establishment of routines and practices designed to give individuals and teams within the school structure a strong sense of value and significance have been established to ensure individual and collective contributions within all aspects of the school have provided a platform for staff to confidently contribute and have a positive impact on the school. In 2015 a sense of ownership amongst staff recorded its highest ever percentile of 78%
- School Climate surveys suggest that individual morale is high (85%) and individual distress is at a very good level given the high demands placed on teachers.
- Leadership has continued to focus on empowering and providing opportunities for all teachers and staff to be the best they can be and 2015 school climate percentiles indicate great achievements in this area with scores at or above 90 % and an overall quality of School Improvement focus at 96%.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2015**

I Sea-I Care Science Partnerships
 Assessment and Reporting
 Understanding Children with Diabetes
 PLT-Professional Learning Team Meetings – RE, Spelling, Number, SEL- Kids Matter, Wellbeing and ICT
 Athletics
 Big Write
 Spelladrome
 Asthma Friendly Schools Accreditation
 Personal Development
 Reading Recovery Continuing Contact
 Cyber bullying
 Anaphylaxis Training
 Chronic Illness/Cystic Fibrosis
 Asperger's Syndrome
 First Aid Certificate 2 Updates
 Understanding and managing Epilepsy for Teachers
 RE Network
 Web Design
 ICON Readiness
 School Improvement Surveys
 Parish Schools Faith Development
 Blogging and GAFE with Anthony Laffy
 Geelong Teachers Gatherings
 Librarians' Network
 Global Budgeting in Schools
 School Officers and Administrators Conference
 SAS Administration
 Leadership Conferences
 Levelled Literacy Intervention
 Emergency Control Organisation Staff Training
 Mandatory Reporting
 OH&S in Schools training
 Learning and Teaching Network PD- Curriculum and Catholic Identity Project

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	ALL STAFF
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$275.00

TEACHER SATISFACTION

Staff at St Robert's continue to consider themselves important contributors to the school due to even more opportunities in 2015. We were able to further strengthen improvements in teacher efficacy through building on our awareness of everyone's capacity to contribute to all aspects of the curriculum. With a critical objective, "To improve teacher efficacy to encourage an atmosphere in which a common appreciation of a shared responsibility for feedback and appraisal existed, staff continued to work together to improve levels of behaviour, communication and social justice within the group. As a result of these efforts individual morale increased from 76% in 2014 to 83% in 2015 and there was a marked improvement in staff wellbeing scores- Staff Social Justice 85% and Staff Importance 82%.

School Community

Goals & Intended Outcomes

To maintain links within the St Robert's community and continue to strengthen school/home/parish relationships

That attendance at P&F meetings will be increased.

That links with parents, the wider community, other parish schools and the parish are strengthened.

That Percentiles in Parent Partnerships and Approachability are maintained at or around the 80th percentile and that Parent Input and Reporting increase to 70%

Achievements

Since the 2011 School Improvement Review the school community has been working towards achieving the intended outcomes and targets outlined in the School Improvement Plan 2012 to 2015. Annual Action targets to increase attendances at Parents and Friends' meetings and increase the parent satisfaction index have been achieved thanks to the implementation of the key improvement strategies outlined in the plan and a commitment to undertake specific and targeted actions devised and carried out by the leadership team in collaboration with staff.

In 2015 Leadership promoted the ongoing expectation that all classes would have representation at parents and Friends meetings through their nominated 'Class Parent' representative and the use of a wide range of communication tools have developed over the years moving on from the traditional newsletter to parent texting (SMS), email, community blogs, personal and class group invitations, advertising via the school website, and the school community notice board.

The school has always prided itself on a strong home-school partnership and in 2015 once again has taken every opportunity to involve parents in the activities of the school. Parents' skills were called upon to assist in a wide range of activities including, coaching and assisting at sports events, excursions, costume preparation for the school concert, book week art work, Christmas craft, cooking classes, sewing, ceramics, and woodwork and construction. The successful implementation of Book Clubs in the middle and upper school and the parent helpers program in Foundation through to Year Two where parents are encouraged to come into classrooms to assist in small group rotations in the English and Mathematics areas was once again very well serviced in 2015. A number of parents help out in the school library and assist with the Physical education program. This year the school also established a 'Family Garden' and Grade two families are very much involved in the school's chicken coup. The school currently has 152 parents with 'Working with Children Checks' on file.

The School Advisory Board continues to provide a strong voice for the parent and parish community. It is made of parents from each of the grade levels and includes a parent representative from the Parents and Friends' Association, the Parish Priest, an independent chairperson from the parish and the principal and staff representative. Parent and Parish

representatives are active in disseminating matters concerning the management, organisation, policy and practices of the school to their group, ensuring the continued development of a strong relationship between school and parish.

Overall, our specific data suggests that despite some challenges we were successful in achieving our goals for this sphere and the strong and supportive partnership between parents, teachers, students and the wider community was consolidated in 2015. Survey responses and positive community feedback this year once again indicated that our school is held in high esteem. All involved, teachers, parents and the parish community are committed to maintaining the provision of a stimulating, faith centered, learning atmosphere that is supported by quality resources and rich learning experiences within a welcoming environment.

Percentiles in Parent Partnerships and Approachability have increased due to a strong commitment to provide opportunities for parents to approach the school to ask questions and clarify or make comment on matters relative to their children or the school in general. Leadership and staff make themselves available to meet with parents at their request and members of staff are comfortable in requesting meetings with parents when they feel there is the need. This open and honest communication between parents and the school is a most valued characteristic of our school's operation. The school has responded to feedback regarding the school's reporting format and has made adjustments accordingly. We will continue to encourage feedback from parents in an effort to make the report format reflective of parents' views and expectations. We will continue to work on providing rich and meaningful opportunities to engage parents in the operations of the school.

On balance, after reflecting on the School Improvement Framework - Self Assessment Rubric, the Leadership group and staff have formed the opinion that we are currently sustaining effective practice in the sphere of School Community –*“The school promotes and sustains effective communication and contact with families and/or the broader Catholic community, with particular focus on target populations. It actively encourages and provides opportunities for parents, individuals, community groups and agencies, business and industry groups and other educational institutions to participate in a range of school activities designed to impact positively on the learning and wellbeing of students and the school as a community centre of learning.”*(School Improvement Framework- Self Assessment- Rubric)

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	\$138,588
Other fee income	\$8905
Private income	\$40,187
State government recurrent grants	\$640,954
Australian government recurrent grants	\$2,240,180
Total recurrent income	\$3,068,814
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	\$2,451,856
Non salary expenses	\$729,855
Total recurrent expenditure	\$3,181,711
Capital income and expenditure	Tuition
Government capital grants	\$0
Capital fees and levies	\$301,731
Other capital income	\$54,400
Total capital income	\$356,131
Total capital expenditure	\$356,131
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	\$1,588,227
Total closing balance	\$1,333,132

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

Future Directions

Within the school community, a strong emphasis on regular open and honest discussion between staff and the parent community will continue to be a focus. Successful strategies implemented this year will be reinforced and conversations in consideration of new ideas and initiatives to further strengthen school and community partnerships will be explored.

The St. Robert's School Vision was formulated some years ago and although it still holds true to the collective aspirations of our staff, students and parents, there are elements that require review, reconsideration and refinement. The school needs to recreate a School Vision statement that is relevant to the thoughts and visions of current staff, families, parish and wider communities, recognising our Catholic Identity and the school's commitment to Horizons of Hope – An Education Framework for the Archdiocese of Melbourne.

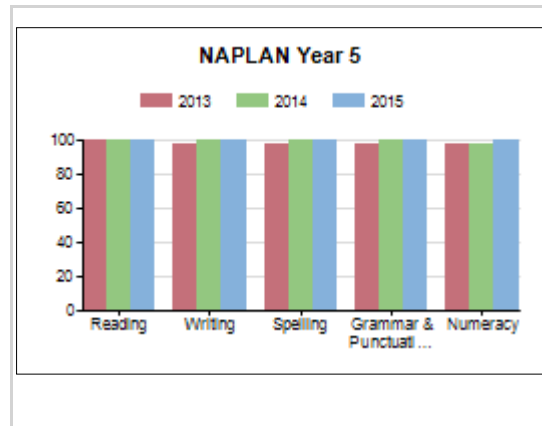
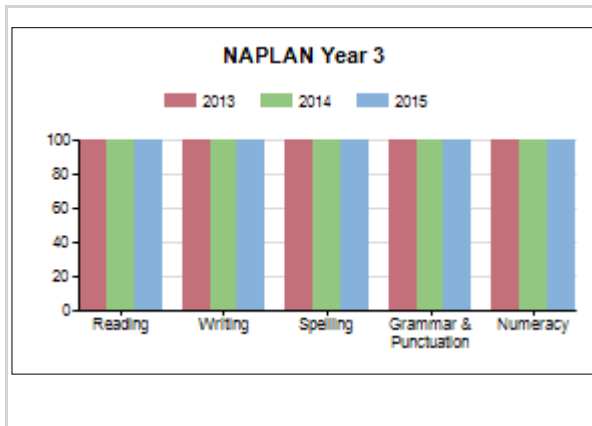
VRQA Compliance Data

E1156

St Robert's School, Newtown

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2013 %	2014 %	2013–2014 Changes %	2015 %	2014–2015 Changes %
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
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	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	98.2	100.0	1.8	100.0	0.0
YR 05 Spelling	98.2	100.0	1.8	100.0	0.0
YR 05 Grammar & Punctuation	98.2	100.0	1.8	100.0	0.0
YR 05 Numeracy	98.2	98.0	-0.2	100.0	2.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.98
Y02	95.29
Y03	96.23
Y04	93.88
Y05	94.94
Y06	95.39
Overall average attendance	94.95

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.74%

STAFF RETENTION RATE

Staff Retention Rate	91.30%
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TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	11.11%
Graduate	33.33%
Certificate Graduate	11.11%
Degree Bachelor	83.33%
Diploma Advanced	50.00%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	25
FTE Teaching Staff	19.844
Non-Teaching Staff (Head Count)	15
FTE Non-Teaching Staff	9.216
Indigenous Teaching Staff	0