

Annual Report to the School Community 2019



E 1152 / VRQA no. 1461

St Benedict's Catholic Primary School
Burwood



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Contact Details

ADDRESS	3 - 9 Central Avenue Burwood VIC, 3125
PRINCIPAL	Ms Caroline Sheehan
PARISH PRIEST	Father Daniel Serratore
PARISH EDUCATION BOARD CHAIR	Mr Chris Hedley
TELEPHONE	(03) 9808 8551
EMAIL	principal@sbburwood.catholic.edu.au
WEBSITE	www.sbburwood.catholic.edu.au
E NUMBER	E1152

Minimum Standards Attestation

I, Caroline Sheehan, attest that St Benedict's 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)
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

25 May 2020

Our School Vision

St Benedict's is a Christ-centred Catholic primary school where we prepare children to be successful and lifelong learners.

We are a safe, respectful and inclusive community where we act justly and value diversity.

Together we work and pray.

We are committed to:

- living and sharing the gift of faith
- providing a learning environment that focuses on the whole person i.e. the spiritual, academic, emotional, social and physical dimensions of a child's development
- encouraging the views of the whole community including students, staff, parents and parishioners
- collaborative decision making, as integral to the life and functioning of the school
- providing a place of welcome, acceptance and growth for all members of our school community.

We seek to prepare our children for the opportunities and demands of life in the 21st Century and see the teachings of Jesus to be fundamental in this task.

"I have come that you may have life and have it to the full." John 10:10

School Overview

Our school was opened on 28 January 1941 with 15 pupils. During the 1940's, the sisters of the Our Lady of Sion Order staffed the school. Enrolments grew and extra classrooms, cloakrooms and toilets were built in the 1950's. The Sion sisters withdrew from the school and the Marist sisters from Sydney were invited to replace them. By 1955 there were 300 children enrolled and further extensions to the buildings were required.

From the late 1950's the school catered for both primary and secondary students. However, as this proved unsatisfactory, it was decided to acquire land in Central Avenue and build a new primary school. The original site of the primary school became Chavion College and was eventually incorporated into Emmaus College as the Year 9 campus.

The present primary school was opened in 1973. In 2010, using funds from the *Building the Education Revolution* program, three new classrooms, renovations to a classroom to form a library and renovations to the Computer Centre, Art Room and Hall were completed. A new playground was installed and synthetic turf was laid over the asphalt.

All classrooms are fully heated and air-conditioned. A new administration area was completed in 2006, which consists of the Principal's office, reception area, main school office, photocopy room, first aid room including a shower and toilet and an archive storage room.

The playground area is on two levels with two adventure playgrounds offering exciting play opportunities. There are two basketball/netball courts. There are two grassed areas with seating for the students. We have

a sandpit and a kitchen garden area. Much of the playground and the tennis courts have synthetic turf covering.

St Benedict's is situated within the boundaries of the City of Whitehorse and is a member of the East Central Zone of the Catholic Parish Primary Schools. The school is close to Warrigal Road and Burwood Highway/Toorak Road and has good access to public transport. There is a local shopping centre nearby and a light industrial area to the southeast. The neighbourhood is predominantly residential and made up of privately-owned homes and units.

Parent and family involvement in the life of our school is one of the highlights of St Benedict's community. With the continued support of our parent community, St Benedict's has continued to grow and be known as welcoming and supportive. Our parents support us through our *Parish Education Board, Parents and Friends*, classroom volunteering, attendance at excursions and support of our fundraising and social events to name a few ways.

In 2019, St Benedict's had 19 staff in a mix of full-time and part-time roles. This staffing included two administration staff and two Educational Support employees, as well as specialist teachers in the areas of Physical Education, Visual Art, Performing Arts, Italian and Digital Technologies. ABC Music was also employed to support our students' musical development in Years Three to Six.

Our school leadership team consisted of the Principal, Learning and Teaching and Maths Leader, Religious Education Leader, Literacy Leader and School Wide Positive Behaviour Support Leader.

As a school, we had 6 classes which were constructed in the following way:

- Prep
- 1 x One/Two
- 1 x Year Three
- 1 x Year Four
- 2 x Year Five/Six

As a school, the focus for 2019 continued to be an improvement focus in the area of Learning and Teaching and improved student outcomes through targeted teaching through the analysis of student data.



Principal's Report

St Benedict's Burwood celebrated 2019 as a year of success and achievement. Our school continued to focus on student learning and building character and resilience. Each student was provided with a range of opportunities that allowed them to grow in an understanding of their learning strengths and areas that needed further development. Throughout 2019, St Benedict's continued to achieve high standards in a number of areas and a range of new initiatives to further improve our school were introduced.

Some of the highlights of 2019 included:

- introduction of the ReLATE program supported by Mary MacKillop Family Services. This program is part of our whole school positive behaviour strategies intended to support students to be 'better citizens' for the future
- further implementation of our School Wide Positive Behaviour Support (SWPBS) framework to develop positive relationships across the school community
- the continued use of goal setting sheets for each student which formed the basis of Student/Parent/Teacher conversations held throughout the year.
- continued partnership with Catholic Education Melbourne to further develop our Mathematics learning and teaching.
- through funding associated with Nationally Consistent Collection of Data (NCCD), we were able to apply for and receive an additional grant to support the additional learning needs of some of our students.
- documentation and recording of the support we provide to our students who require additional learning opportunities.
- additional funding support through Indigenous funding.
- Bike-Ed program for students which included bike safety and bike maintenance components
- participation in the Burwood Festival
- fundraising food items as part of the Feast of the Sacred Heart in June and at the end of Year gifts under the Christmas giving tree
- Whole School celebration days – Italian Day, St Benedict's Day, Book Week
- supporting the ANZAC appeal and the Remembrance Day Appeal
- participation in the regional Athletics carnival
- moderation of student work through the Professional Learning Meetings and school data walls.
- school leaders reviewing and providing feedback on teacher's planning documents to ensure that our students are receiving the best learning and teaching that we can offer.
- our students visiting local secondary schools for leadership days and to experience secondary school life. These schools included Salesian College, Avila College and Emmaus College.
- our students received the Sacraments of First Reconciliation, First Communion and Confirmation
- all staff completing a range of professional learning with a focus on the ReLATE; Mathematics and Literacy
- all staff completed online modules of Mandatory Reporting and Disability Standards for Education
- staff participated in First Aid training to maintain their credentials
- a Mother's Day Devonshire Tea with all scones baked by our students and served by our Year Six students and staff.
- Annual *Men's activities* for members of our school and wider community as part of a men's wellbeing initiative
- a Father's Day breakfast and Mass organised by our Parents and Friends committee.

- Year 5/6 students and staff attended camp that included outdoor education, adventure, challenge and building resilience activities
- at the end of 2019 we celebrated the contribution of departing staff:
 - Jan Gee after 22 years of service in the Library and as Learning Support Officer;
 - Tanya Peterson after 7 years as a teacher at St Benedict's;
 - Belinda Collison, Melanie Norton, Jade Boyhan and Kate Borg also departed the school due to reduced numbers of students

These activities are a snapshot of school life at St Benedict's in 2019 and demonstrate how our school continues to support the learning needs of all within our community.



Parish Priest's Report

2019 was another fruitful year for our parish as we continued to actively pursue our purpose as a *nurturing community of faith growing in the love, life and mission of Jesus*.

A key focus for the year was developing our community life; providing opportunities for our people to connect with one-another in meaningful ways and support each other on the journey of life. St Benedict's has long been known for our friendly welcome and hospitality, and it's been so encouraging seeing this extended to more and more people, of all ages. The start of home-based '**Dinner Clubs**' has been evidence of this.

'**Small Groups**' have also recently begun, providing ongoing contexts of spiritual growth and support for people of similar ages. We also look forward to starting our **Mainly Music** group for young parents in 2020.

Another key focus in 2019 has been the development of our pastoral outreach. Many in our community are living alone, and some are suffering in isolation. We have been working on identifying those in need and developing our pastoral support team, who can provide ongoing care to those who are more vulnerable. It was great to involve our primary school children in one of our healing Masses. I know that both seniors and juniors benefited from the experience immensely.

The wider parish community has continued to support the school by engaging in working bees and providing support where they can with liturgical events

As a Parish we continue to pray for our school community on an ongoing basis. We are grateful for all the staff and their ongoing hard work, and the presence of all our children and families who enrich our community.

Fr Daniel Serratore MGL

Parish Priest



Education in Faith

Goals & Intended Outcomes

To further enhance the Catholic identity of St Benedict's School as an active, living faith community within a contemporary context

- That all members of the St Benedict's School community will be able to articulate, model and live their understanding of being part of a Catholic community

Achievements

Throughout 2019, St Benedict's achieved high standards in Education in Faith through planning, programming and implementation. Classroom teachers, the Religious Education Leader and the Learning and Teaching Leader worked collaboratively to initiate 'big ideas' that encompassed Religious Education and the wider world. Religious Education is the key learning area unique to Catholic schools.

Value Added

Some of the key events and processes that were part of the Religious Education learning of students included:

- All classes prepared for and attended regular Parish Masses
- All classes prepared for attended Adoration with our Parish Community
- Whole School Masses for feast days and community events such as
 - Mother's Day,
 - Father's Day,
 - Graduation
 - Feast of the Sacred Heart
 - St Benedict's Feast Day
- Inquiry planning documents commencing with an Education in Faith focus
- Continuation of electing and meeting with Social Justice Leaders to plan and raise awareness of social justice issues
- Continued use of a format for Sacramental nights which is contemporary and interactive
- Use of a Religious Education unit planner which allows for deeper thinking and acknowledgement of teacher/student prior learning
- A fostering of greater connections with our Parish community through shared experiences
- Support of *Catholic Care Family Week* with awareness and fundraising activities
- Attendance of school leaders to Archdiocese Beginning of School Mass
- Attendance of students and Religious Education Leaders at the Catholic Mission Mass
- Fundraising for Caritas through Project Compassion

Sacramental Programs are central to the existence of St Benedict's as a Catholic school. Reconciliation, First Eucharist and Confirmation are whole school celebrations, which also provide opportunities for parents to deepen and reflect on their own faith journey.

Community Satisfaction - Survey Data

Staff reported through CEMSIS Surveys that:

- the Catholic ethos underpinning the policies and practices of the school is communicated clearly
- there is an atmosphere of trust for others to share their faith perspectives
- staff participation in faith and religious formation is encouraged
- the integration of Religious Education with other curriculum areas is encouraged
- prayer takes place at community events such as staff meetings, school assemblies and parent gatherings often
- staff participation in prayer in this School frequently
- the Catholic Church's liturgical seasons are woven throughout the school year
- the school makes time to pray in rich and meaningful ways

Students reported through CEMSIS Surveys that:

- the Catholic Church's celebrations and traditions, such as prayer, social justice, sacraments and Mass are a part of school life
- teachers encourage students to respect the religious beliefs of others
- the class prays often

Parents reported through CEMSIS Surveys that:

- emphasis is placed on the Catholic ethos of their child's school
- respect for the Catholic religion emphasised at your child's school



Learning & Teaching

Goals & Intended Outcomes

To improve learning outcomes for all students through the provision of a rigorous learning environment that challenges, engages and empowers students to grow as passionate and successful learners.

- That student outcomes in Literacy and Numeracy improve with all students demonstrating expected levels of growth
- That students engage in, reflect on and articulate their personalised learning journey in which they make sense of the world in which they live

Achievements

In 2019, in all areas of the curriculum, there was an explicit focus on the *Analysis of Data collection* that would inform teachers of the specific needs of all students. This specific information was used to implement *Targeted Teaching clinics* within the classroom setting.

A Literacy whole-school focus was the *Development of the Writing Process* which included a focus on spelling, grammar and punctuation.

In Mathematics, a focus on the analysis of the pre-testing and post-testing data of mathematical topics, inclusion of enabling and extending prompts into work programs to ensure that students were taught from *point of need* to enable all children to progress and achieve at an individual level. Ongoing professional development, in partnership with CEM, continued in 2019.

A continuation of whole school *Big Ideas* was implemented in 2019. Each level of the school, using the Victorian Curriculum outcomes and the student's interests, scaffolded learning intentions and outcomes of the topics throughout the school to ensure consistency and learning development.



Value Added

Throughout 2019, St Benedict's achieved high standards in a number of areas in the sphere of Learning and Teaching. These included:

- Professional Learning Meetings focussed on developing teacher skills with an improvement agenda
- Professional learning in the area of *Respectful Relationships*
- Involvement with Principal network; Religious Education network; Teaching and Learning network
- All staff participated in 2019 School Review process and development
- All staff were members of *Self Improvement Rubric* teams
- School policies were reviewed and updated
- Staff participated in School Improvement Plan moderation and development
- Staff participated in the development of the Annual Action Plan for 2020
- Learning Diversity with a focus on Nationally Consistent Collection of Data (NCCD)
- Information Night for parents and caregivers at the beginning of the school year
- Review of and improvements to school planning documents
- Development of a Mathematical, Literacy, Religious Education and Well Being 2019 Action Plans
- Review of School Assessment and Reporting Schedule
- Continuation of the Mathematical Partnership with CEM including participation in 'Developing Mathematics Understanding with a focus on Measurement and Fractions
- On- site Mathematics Professional Development twice a term
- All staff completed AISTL Australian Professional Standards for teachers Self-Assessment Tool
- Ongoing self-improvement for staff using data from Self-Assessment Tool.
- Development of a Mathematical, Literacy, Religious Education and Well Being 2019 Action Plans
- Moderation in Literacy area of writing and specific Mathematical Topics from Prep to Year Six.
- Use of Writing Standard Rubrics for Junior, Middle and Senior aligned to the Victorian Curriculum
- Completion of Progressive Achievement Tests in Reading Comprehension and Numeracy in March and October for all students
- Professional Development for staff in NAPLAN data trends and growth reports
- DATA walls in Literacy and Maths
- checklists for domains of the curriculum aligned to the Victorian Curriculum Outcomes used for Semester One and Two student reports
- Whole school closure days for teacher professional learning with a focus on RE, the General Capabilities, Assessment and Reporting, and Learning and Teaching
- Participation in the Australian Mathematics Trust Competition by students from Years Three to Six
- Student use of Google Apps for Education Chromebooks to support their learning
- Senior students built and programmed Jimu robots, supported and supplied by Melbourne City Football (soccer) club
- Student participation in off-site programs including Robo Girls, Leadership Day at Emmaus College, Just Leadership Day and whole day incursions to Salesian College and Avila College
- P.E/Sport activities involving other schools and support from external providers included:
 - sports day
 - netball
 - basketball
 - cross-country
 - athletics gymnastics
 - swimming program
 - Hoop-Time
 - soccer
 - hockey

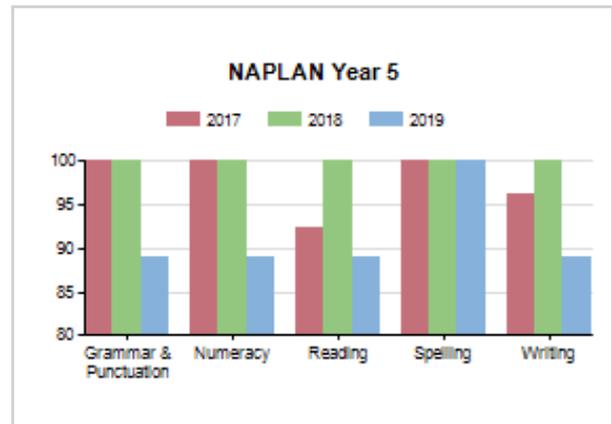
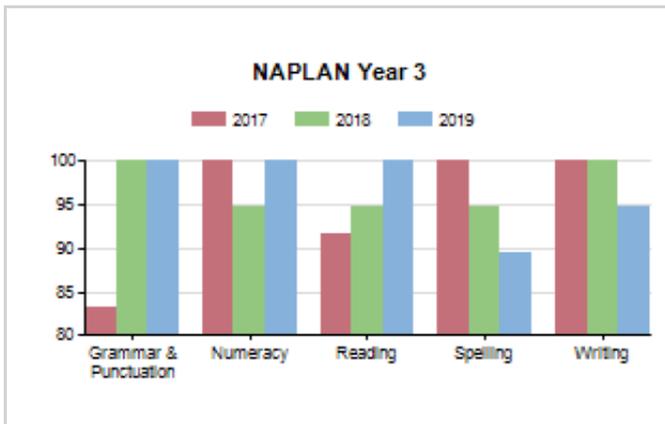
- Emmaus Secondary College Year 9 Physical Education program with Years Three and Four
- Students participated in fundraising events - Day for Daniel, Children's Hospital, Book Fair, St Vincent de Paul Christmas Appeal, Project Compassion, Walk to School
- Bi- Annual Art Expo was held
- Student participation in Wakakirri Performing Arts Event for Schools
- Performing Arts lessons for Prep to Years Two
- Music lessons with ABC Music for Year Three to Six students
- Digital Technologies lessons facilitated by specialist teacher
- Italian Specialist Teacher program from Prep to Year Six
- Art Specialist Program from Prep to Year Six
- MSL spelling continued to assess students in Prep to Year Six
- Sexual Education Program for Year Five and Six students
- First Aid Training and updates for all staff
- Planned excursions and incursions to support students' learning in a variety of areas of the curriculum
- Years Five/Six camp
- The School Representative Council continued to give our students the platform for our students to share their ideas and views with the wider community
- Student data is openly shared with parents to ensure the identification of a student's strengths and areas of challenge
- Student goal setting was refined to ensure all goals SMART
- Parent/Teacher/Child Conversations in Term One and Term Three
- Email contact encouraged with all parents to inform parents of student successes
- Email contact with parents to inform them of student awards at assembly
- SWPBS raffle introduced to reinforce behavioural expectations on an individual level
- Community Volunteer Students Placement from surrounding Secondary Schools



National Minimum Standards

The following data indicates the percentage of students in our school who are at or above the National Minimum standards as assessed by the National Assessment Program Literacy and Numeracy (NAPLAN) over time. These graphs indicate that our lowest bar in the graphs still had 83% of our students performing at the national standard

In 2019, our Year 3 Writing and Spelling are areas for us to focus on into 2020. For Year 5 all areas except Spelling are areas to focus on in 2020.



Student Wellbeing

Goals & Intended Outcomes

To further develop a supportive school climate which fosters positive relationships and empowers every student to be a successful learner

- That all students are supported to develop as responsible, confident and resilient learners aware of their connectedness to each other and to God
- That the school community is committed to developing a positive school climate to support learning

Achievements

In 2019, St Benedict's School Community was part of pilot program that integrated the MacKillop Education program – ReLATE (Rethinking Learning and Teaching Environments) into school processes. This program built upon the existing strategies of School Wide Positive Behavioural Support that were already implemented in the school curriculum.

ReLATE combines shared knowledge, language, values and practices to create safer, healthier learning environments by:

- developing in all members of the school community a sensitivity to culture, gender and diversity, as well as an understanding of the impact of adverse experiences on a student's behaviour, academic performance and the long-term physical and emotional effects of chronic stress
- addressing the diverse needs of all students, particularly those who have experienced adversity, building emotion regulation skills, using strategies shaped by neuroscience to promote engagement, inclusion and participation, restoring enthusiasm for learning
- expanding the capacity of the school staff – leaders, teachers and support staff – to respond effectively and sustainably to the needs of students in ways that can positively transform behavioural, academic, professional and school community outcomes
- facilitating the connection between parents, guardians, care teams and teachers to foster respectful partnerships that support student safety, wellbeing and learning
- supporting school leaders and school staff professional learning and development, aligned with AITSL Australian Professional Standards for Teachers and Principals, Child Safe Standards and the Australian Student Wellbeing Framework, to promote a safe learning and working environment and demonstrate milestones.

Value Added

Throughout 2019, St Benedict's achieved high standards in a number of ways in the sphere of Student Wellbeing. These included:

- two day on- site Professional Development on Introduction to ReLATE with McKillop Education with all staff present
- ReLATE Core team members selected to oversee timeline of implementation of ReLATE non-negotiable aspects
- Fortnightly meetings of ReLATE Core team
- All staff and students formulate individual Safety Plans

- Community Meetings initiated and formalised in all classrooms
- Introduction of Zones of Regulation
- Scaffolded Social and Emotional inquiry unit linked to Zones of Regulation emotions- whole school
- ReLATE Core team members attended pilot schools Training Days
- ReLATE Core team members presentation at McKillop Family Services Conference in Sydney
- Participation in *Day for Daniel* and *National Day against Violence and Bullying*
- Anglicare team meetings for students in out of home care
- NCCD classroom books/note-taking introduced
- School Wide Positive Behaviour Support (SWPBS) meetings held every fortnight
- SWPBS *Tier One Minor Behaviour* books used in classrooms
- SWPBS playground folders to monitor behaviours on the playground
- *Reflection Sheets* for reporting of behaviours for students and parents
- Whole school use of the language from *HEROES* acronym which links to our school reward system
- Whole School focus on one *HEROES* expectation for two weeks
- Introduction of whole school raffle system to support SWPBS expected behaviours and Whole School rewards
- *Student of the Week* awards
- *School Captains Award* that recognised children who practiced SWPBS HEROES expectations
- Data Wall of SWPBS Minor classroom and playground Behaviours
- Calming Room with guidelines implemented
- SWPBS links to other Curriculum areas
- Regular SRC meetings with SWPBS Leader
- Implementation of HEROES Matrix lessons plans for each level of the school
- Development and implementation of a Respectful Relationships Action Plan
- Implementation and refinement of a school standardised Social and Emotional unit planner
- Students taking the initiative, through SRC, to fundraise for different charities such as Project Compassion, Catholic Family Care Week, Caritas, St Vincent de Paul
- Development and implementation of Student Goal setting
- Behaviours and Interventions strategies information sheets added to staff drive
- VicPol Cyber-Safety sessions for whole school

Student Satisfaction – Survey Data

Through our CEMSIIS Surveys, it was identified that the majority of our students are aware that:

- teachers encourage them to do their best
- teachers are respectful towards students
- the adults at your school give students support
- adults at this school care about students and their future

Student Attendance

Student attendance is monitored by teachers and the principal. Non-attendance is managed by the admin staff in conjunction with the classroom teacher. We must contact parents /guardian about any unexplained absences, on the same day, as soon as practicable. We follow-up any extended unexplained attendance.

Child Safe Standards

Goals and Intended Outcomes

At St Benedict's, Child Safety is of paramount importance and has been addressed through the following goals and outcomes:

- to continuously unpack the Child Safety Standards
- to continuously refer to and update the school's Code of Conduct
- to identify and assess risks to child safety and embed this into our everyday practices
- to continue with protocols around the induction of and involvement of volunteers within our school community

Achievements

Throughout 2019, St Benedict's achieved high standards in a number of ways in the area of Child Safety. These included:

- An updated Child Safety and Mandatory Reporting policies
- All staff contracts and job advertisements include a commitment to Child Safety
- All staff, priests and volunteers signing the school's Code of Conduct
- Updating and monitoring of the school's Working with Children database
- All volunteers completing a Volunteer Application form
- All staff completing the Mandatory Reporting online module
- Child Safety Standards: Compliance Assessment Tool for 2029 completed
- Employee OHS Induction Checklist completed by all staff
- OHS Committee formed
- SWPBS Focus meetings held every fortnight with SWPBS Leader
- SWPBS Tier One Minor Behaviour books used in the classrooms
- SWPBS playground folders to monitor behaviours on the playground
- Use in classrooms of SWPBS HEROES Matrix lessons plans for each level of the school
- SWPBS Team Drive
- Staff professional development in First Aid and Anaphylaxis training
- Continued staff Professional Development in PROTECT protocol and requirements as mandatory reporters
- Child Safety as a standing item on Professional Learning Meeting Agendas
- Display of and access to resources for PROTECT in staffroom
- Commitment to Child Safety posters displayed in multiple areas within the school



Leadership & Management

Goals & Intended Outcomes

To grow and sustain a staff faith-based culture that is characterised by shared vision, a strong sense of engagement and expectations, and a focus on continuous learning and improvement for all staff

- That feedback processes are embedded in the professional development plan for each staff member and lead to the professional growth of all staff

Achievements

Throughout 2018, St Benedict's achieved high standards in a number of ways in the sphere of Leadership and Management. These included:

- Continued use of Care Monkey for a more environmental communication system between the school and parents/guardians
- Whole staff signing of Code of Conduct
- Annual update of school Staff handbook before the 2019 school year commenced
- Principal attendance at school Education Board Meetings with presentations from staff where appropriate
- Marketing meetings
- Updated contracts and letters of variation for all staff
- Attendance at Principal and Parish Priest briefings
- Parent forum to highlight the vision for St Benedict's
- Attendance Principal Network meetings
- Review of school protocols which includes meetings
- Enrolment Working Party Meetings and report to Catholic Education Melbourne
- Annual Review Meeting (ARM) with each staff member
- fortnightly Leadership Team meetings, with some attended by Catholic Education Melbourne staff
- Vision updated for 2019
- Staff attendance at Sacraments, Parent and Friends events and out of school activities

Expenditure and Teacher Participation in Professional Learning

All 14 teachers and 5 admin and support staff participated in Professional Learning during 2019. The average expenditure per teacher was \$2068

Professional Learning undertaken in 2019 included:

- Designing and Learning in a Catholic School
- Horizons of Hope workshop
- Pedagogy of Encounter workshop
- ReLATE workshops for whole staff
- Curriculum - English, Numeracy, SWPBS, RE, General Capabilities
- Pedagogy in a Catholic School
- Assessment methods and practices

- Building student's assessment in the General Capabilities
- R.E. Forum
- Religious Education Frameworks
- Disability Standards for Education eModules
- Child safety training
- Math Professional Partnership with CEM
- Respectful Relationships Clusters
- Whole school closure days with a focus on RE, the Capabilities, Assessment and Reporting
- First Aid Level Two for all staff
- Dynamic Warden Training for all staff
- Focus group Inquiry/Stem with CEM
- Professional Learning Networks - religious education leaders; teacher & learning leaders; principal



Teacher Satisfaction – Survey Data

Through the analysis of CEMSIS Surveys, staff have identified that:

- the working environment at the school is positive
- relationships are collegial between staff members at the school
- school leaders are friendly, trustworthy and approachable to all members of the school
- working with the leadership team is motivating
- the school leaders care about teachers as an individual and treats them fairly
- there is confidence that the school leaders have the best interests of the school in mind
- school leaders are supportive and respectful when staff face challenges at work or in their personal lives

School Community

Goals & Intended Outcomes

To build strong collaborative partnerships between the school, home, parish and wider community which acknowledge the Catholic school community as part of the body of Christ in the world

- That student learning is improved through families being actively engaged in their child's learning

Achievements

Throughout 2019, St Benedict's achieved high standards in a number of ways in the sphere of School Community. These included:

- School Choir events for Parish and Community
- Community/Parish events participated in:
 - Burwood Festival
 - School Twilight Fete
 - Parish Dinner
 - Parish Leadership Forum
- Parent/Student events:
 - Mother's Day Breakfast
 - Father's Day Breakfast
 - Shrove Tuesday Pancake Breakfast
 - Visits to neighbouring kindergartens
- Volunteers in the classroom program
- Open Days across school days and weekends
- Parish St Vincent de Paul Christmas Appeal
- Building a social media presence in the community using Facebook and Instagram
- Social and fundraising events organised by our Parents and Friends Association
- Year Six and Prep Buddy Program
- Extracurricular activities such as the School Choir and Computer Club
- A supportive Education Board who advise the principal on different areas and decisions

Parent Satisfaction – Survey Data

Through the analysis of CEMSIS Surveys, parents/ caregivers have identified that the school:

- supports parents/ caregivers to engage in their child's learning
- communicates well with people from wide-ranging cultural backgrounds
- teachers meet your child's learning needs
- welcomes parents/caregivers when they enter the school
- provides timely feedback about your child's progress
- principal is approachable at all times

Parents/ caregivers have identified the following as areas that need additional focus:

- that students can be disrespectful to each other
- feedback about child's progress needs guidance so that parents/caregivers can understand how their child is progressing

Future Directions

As we move into 2020, the focus at St Benedict's is to continue to offer learning opportunities that challenge and extend each and every student in our care. Our priorities for 2020-2023 are as follows.

Priority 1: Optimise each student's learning growth and development in a culture of high expectations

Goal	Intended Outcome/s
To develop a learning culture designed to bring the richness of Catholic tradition into dialogue with the world of the students and contemporary culture.	That learning opportunities reflect a dialogical approach which invites an openness to encounter with deep knowledge of the Catholic and other faith traditions. That Curriculum is differentiated and learning is optimised That clear expectations about quality classroom practice, assessment and monitoring of progress should promote consistency to enable all students to become confident individuals, successful learners and responsible citizens.

Priority 2: Develop effective pedagogical practices that enable optimal learning.

Goal	Intended Outcome/s
To ensure agreed teaching practice is grounded in evidence-based pedagogy. To maintain effective pedagogical practices that benefit the learning of all students. To develop a culture of high expectations where learning is differentiated and personalised.	That there is consistency of teacher practice across the school. That teachers are able to select appropriate teaching strategies to match the identified needs of individuals & cohorts. That student learning is engaging and challenging in a safe, supportive environment That all students demonstrate growth, and experience success in their learning.



Priority 3: Enhance the capacity of the leaders to support the growth of others and to lead and manage change

Goal	Intended Outcome/s
<p>To mobilise leadership expertise at all levels of the school to generate more opportunities for change and to build the capacity for improvement</p> <p>To create a culture where the giving and receiving of feedback and the need for challenging conversations is acknowledged</p>	<p>That there is a demonstrated capacity for change that benefits the St Benedict's community</p> <p>That provision is made for a supportive and growth feedback culture for all teaching staff</p>

Priority 4: St Benedict's is a place of first choice for Catholic Families

Goal	Intended Outcome/s
<p>To ensure the immediate and future sustainability of the school.</p> <p>To provide existing students with expanded opportunities to learn and interact with each other</p>	<p>That there is a strongly positive reputation of the school in the local community</p> <p>That there is an ongoing increase in enrolment</p>



School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	83.3	100.0	16.7	100.0	0.0
YR 03 Numeracy	100.0	94.7	-5.3	100.0	5.3
YR 03 Reading	91.7	94.7	3.0	100.0	5.3
YR 03 Spelling	100.0	94.7	-5.3	89.5	-5.2
YR 03 Writing	100.0	100.0	0.0	94.7	-5.3
YR 05 Grammar & Punctuation	100.0	100.0	0.0	88.9	-11.1
YR 05 Numeracy	100.0	100.0	0.0	88.9	-11.1
YR 05 Reading	92.3	100.0	7.7	88.9	-11.1
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	96.2	100.0	3.8	88.9	-11.1

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	89.0
Y02	93.3
Y03	90.8
Y04	92.1
Y05	93.5
Y06	91.6
Overall average attendance	91.7

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.3%

ALL STAFF RETENTION RATE	
Staff Retention Rate	68.2%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	6.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	83.3%
Advanced Diploma	83.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	12
Teaching Staff (FTE)	9.0
Non-Teaching Staff (Headcount)	5
Non-Teaching Staff (FTE)	3.8
Indigenous Teaching Staff (Headcount)	0

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