



ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

ST CLARE'S SCHOOL
THOMASTOWN WEST

2017

REGISTERED SCHOOL NUMBER: 1752



ST. CLARE'S
Primary School Thomastown West

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Contact Details

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Minimum Standards Attestation

I, Sonia Riccardi (Acting Principal) attest that St Clare'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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

May 2018

Our School Vision

Mission

St Clare's Primary School is committed to the provision of quality Catholic Education in Thomastown West. We call on the Spirit of Clare of Assisi to guide and inspire us in serving our community and carrying out our mission. We are joyful people who reflect the light and love of Christ in today's world. We value and foster hope, respect, compassion, justice and courage.



Vision

We aspire to:

- **Celebrate** our relationship with God and the traditions of our Catholic school while remaining inclusive of other faiths and work together to participate in acts of social justice.
- Build a nurturing, supportive and **caring** community, which empowers students to be valued and successful individuals in our ever-changing world.
- Provide an engaging and **challenging** environment where students develop the characteristics to become effective, lifelong learners.
- Provide an inclusive, welcoming and outward facing community that fosters positive partnerships which empower all stakeholders to **connect** and engage in learning.
- Create a culture of trust where all members work **collaboratively** to optimise student learning.

School Overview

St Clare's Parish Primary School opened in 1977 with approximately 150 students under the leadership of Sister Joan Wilson RSM (1977-1981). Since then the school has grown and developed to cater for our current enrolment of 311 students from 240 families. Over the past 39 years of its operation, the school has undergone five major building programs, the last of which is our "Building the Education Revolution" project, completed in 2010. Our facilities boast a Sports Gymnasium, a multi-purpose learning resource building, an ICT Discovery Centre and a state of the art artificially-turfed sports field and basketball court.

St Clare's is situated 15 kilometres north of Melbourne on a five-acre site. There are 14 classrooms. An administration block is complemented by a school hall and landscaped gardens and oval. Shade covered adventure playground, fitness track and sandpit are also located within the grounds. The use of technology is evident in all classrooms and all our senior school students are provided with a laptop for their personal use.

The cultural background of the student enrolment reflects the cultural make-up of the area. In its early days this was predominantly European – Italian, Macedonian and Greek. Today the largest cultural groups in our school are Vietnamese and Indian.

The school has a strong commitment to supporting all students and their families. Therefore, programs and processes are in place to support this. Our commitment to Family Engagement in Learning underpins all we do.

All classrooms and learning spaces are air-conditioned and heated. The school offers the following specialist programs: ICT, LOTE (Italian), Visual and Performing Arts, Science and Music. All senior students have the use of a dedicated laptop, and all classes throughout the school have access to PCs, laptops, iPads, digital cameras and interactive screens.

Education in Faith

Goals & Intended Outcomes

GOAL:

To further strengthen St Clare's School as a faithful community, which actively embodies the Gospel Spirit.

INTENDED OUTCOMES:

- That students will make stronger links between Religious Education learning and everyday life.
- That the values of St Clare be connected to School Wide Positive Behaviour expectations.

Achievements

The Education in Faith Sphere at St Clare's school during 2017 was driven by the goal to further strengthen St Clare's School as a faithful community, which actively embodies the Gospel Spirit.

In 2017, the School Vision was revised with the assistance of Patricia Bergin leading the process. The community then ratified the document.

A highlight during First Term, was a visit from the Education Officer, Jim Waight from Ballarat Catholic Education. He brought ten RE Leaders from the Ballarat Diocese, who came to experience the Sacred Space at St Clare's School. It involved a question and answer session and a practical demonstration of storytelling. The feedback from the learning session was very positive regarding our professional practice in mentoring others.

For our school, Fellowship Prayer is still a regular gathering for our school community. During this time, we encourage children to act religiously in the Catholic Tradition. Staff and students have been planning the fortnightly formal prayer in the church. This not only increases the teacher's capacity to plan liturgy but also to lead their classes as a witness to expressing their faith. Holy days and the Liturgical cycle enables prayers to reflect our communal worship.

Another highlight in the Education of Faith Sphere was participating in RE Collective run by CEM. Northern Network Schools gathered each term during 2017, to building the capacity of schools to deliver a new RE Curriculum. From this Collective, St Clare's and our sister school, St Catherine's, came together and a joint RE planner was created.

Establishing new proformas in RE teaching and learning developed a new understanding in the Religious Education Curriculum from P-6. The Pedagogy of Encounter values and supports the model of dialogue. This encourages all students from diverse faith traditions to have a voice and fosters a community of openness and respect, which leads us all to understand other faith traditions within our school context. We inspire each other to learn about one another, and to have a transformative attitude to faith. Teachers from both schools were involved with its development.

Staff meetings and planning were organised to build teachers' capacity and understanding for delivering the Pedagogy of Encounter, emphasising the importance of dialogue and interfaith in units of work.

Due to support from both principals and funding offered by CEM, a joint project with St Catherine's will be undertaken in 2018. The focus is to deepen knowledge and understanding in

RE assessment, linking learning descriptors with the assessment standards schedule from CEM, P-6. The Principals, REL and teachers from both schools were involved with its development and forward planning.

The new Parish Administrator from the parish, Fr Aurelio requested that children be given a pair of rosary beads each and then share in the 100th year anniversary celebrations of Our Lady of Fatima. This event took place at St Clare's school on the school oval. St Clare's school joined with our sister school, St Catherine's and St Monica's Catholic secondary school. Children prayed the rosary, shared in a celebratory Mass then Benediction and a religious procession. Children received a hankie and candle from Fatima, Portugal. Parishioners and devotees from the Melbourne Archdioceses were invited. It was a very public occasion and was reported in the Italian Globo Newspaper. People had also posted the experience on YouTube for others to view. Children played an important role in leading the Our Lady of Fatima procession, which is a Catholic Tradition. It was a blessed event for all those who experienced the day.

Our goal to strengthen the Catholic identity of the school within a diverse school community lead to inviting Fr John Dupuche to our learning community. St Catherine's and St Clare's staff had the opportunity to listen to Fr John, who is chair of the Catholic Interfaith Committee of Victoria.

Our discussion leading from his presentation, helped inform the guidelines for the Ecumenical and Interfaith Commission of the Archdiocese, which developed a document, entitled 'Interfaith Education, Guidelines for the Archdiocese'. Through the discussions and questions from that meeting, Fr John Dupuche made amendments to the document before its publication. The document aims to support the work of Learning and Teaching in Catholic schools in a multi-faith, multi-cultural society.

The annual collection for items from each grade of the school provided hampers which were distributed by the local Conference to those in need in St Clare's Parish.

To conclude the busy year, our pre-planning Organisation Day for 2018 was marked with an Advent Prayer with seven different prayer experiences to welcome the Season of Lent into our lives.

Learning & Teaching

Goals & Intended Outcomes

GOAL:

To improve student outcomes through evidence-based practices and expert teaching within our Catholic context.

INTENDED OUTCOMES:

- That student outcomes in Literacy and Numeracy will improve, with students all demonstrating expected levels of growth.
- That student engagement and motivation to learn will improve.

Achievements

In 2017, St Clare's continued its journey in deepening our understanding and work of John Hattie through our participation in the Visible Learning Collaborative Impact Project run by Corwin and Catholic Education Melbourne.

Our focus on exploring the learning dispositions or characteristics of good learners resulted in our launch of our St Clare's Super Learners. The skills of Thinking, Investigating, Collaborating, Communicating and Self-Management were selected as are focal characteristics. These super learners are displayed through classrooms and the school, with classes given super learner capes to wear, when students have demonstrated these particular skills. Learning about these characteristics is embedded throughout daily lessons and the students are becoming more confident in their understanding and demonstrating of these skills.

Further as a part of our Visible Learning participation, we also introduced students to the concept of the Learning Pit and Growth Mindsets. Based on the work of James Nottingham and Carol Dweck, the Learning Pit explores the concept of struggling with new learning and how we feel when we're "stuck in the pit". Carol Dweck's work on growth mindsets explores how our attitudes and feelings about our own capabilities affects our success and teaches us that we can always get better at something through practice, hard work and believing we can improve.

In 2017, we continued to refine our practices around assessments and introduced PAT Testing to the Junior school at the end of the school year as a means of tracking yearly growth rates against targets.

We also introduced the Maths Online Detour kit for our Preps. This kit assesses general knowledge around many areas of mathematics. It helped identify learning gaps and learning steps for our students.

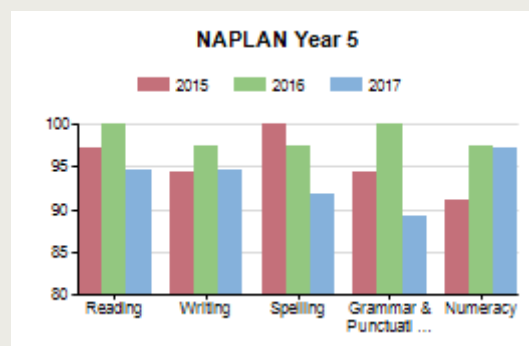
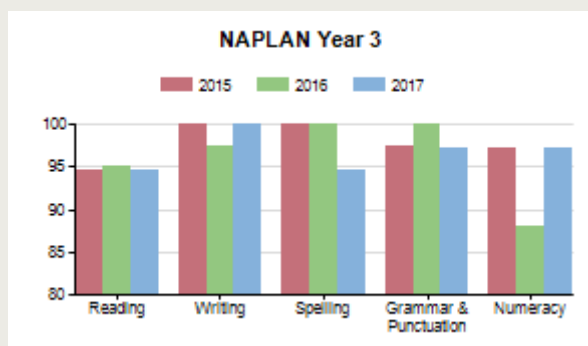
Ongoing assessments continued to be refined with PAT Testing and Student Growth Tracking being housed in a single document so as to track students throughout their school years. This data was reviewed at the end of the year, with teachers working in their levels to evaluate their effectiveness, identify achievements and areas for improvement for the 2018 school year.

2017 also saw St Clare's hosting a whole-school musical titled, StarStruck. This musical saw a group of talented leads take audiences on a journey through time, exploring the many smash hit songs from some of the most popular musicals to date.

This year was the first time we hosted the musical at Loyola's new theatre, MPAC.

STUDENT LEARNING OUTCOMES

NAPLAN



Year 3 Cohort tracking for NAPLAN this year has shown an increase in the areas of Writing and Numeracy and remained steady for Reading. There has been a drop in Spelling, Grammar and Punctuation.

For the Year 5s there have been declines across all areas, bar Numeracy which has remained relatively stable.

Whilst cohort tracking is of interest and will need to be tracked over the next few years to ensure there isn't a negative trend developing at St Clare's in a particular area, the decline demonstrated may be indeed an overall reflection of the 2017 cohort itself. Monitoring over time will establish if this is the case.

PAT GROWTH

Reading

	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
	Year 1 - Year 2	Year 1 - Year 2	Year 2 - Year 3	Year 2 - Year 3	Year 3 - Year 4	Year 3 - Year 4	Year 4 - Year 5	Year 4 - Year 5	Year 5 - Year 6	Year 5 - Year 6
School Growth	16.25	14.86	8.83	12.82	4.66	10.12	7.14	9.34	4.26	5.01
Expected Growth	11.11	10.84	9.51	9.14	7.06	7.09	5.05	5.06	3.42	3.42
Diff	5.14	3.99	-0.68	3.68	-2.4	3.03	2.09	4.28	0.84	1.59

We can see that this year's growth compared to last year's has seen a positive improvement for every year level in Reading, with the exception of our Year 1s who, whilst have grown more than the expected level, have shown less growth than the cohort from 2016.

Our aim is, at a minimum, to match the expected growth for each year level, every year. This has definitely been achieved, with the largest growth achieved by the Year 4s. This marks the second year we introduced the CAFÉ reading strategy for Years 1 – 4. The Prep and Senior levels will be exploring the introduction of CAFÉ elements into their Reading programs in 2017.

Maths

	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
	Year 1 - Year 2	Year 1 - Year 2	Year 2 - Year 3	Year 2 - Year 3	Year 3 - Year 4	Year 3 - Year 4	Year 4 - Year 5	Year 4 - Year 5	Year 5 - Year 6	Year 5 - Year 6
School Growth	7.49	13	7.43	10.32	5.46	7.75	7.15	8.09	4.01	5.77
Expected Growth	16.29	15.82	12.62	12	8.37	8.37	5.26	5.14	2.87	2.76
Diff	-8.8	-2.82	-5.19	-1.68	-2.91	-0.62	1.89	2.95	1.14	3.01

Whilst our Year 1 – Year 3 cohorts have not achieved our minimum goal of at least matching the expected growth, we are pleased with how much we have closed the gap since last year's results. If this trend continues, we will expect to see growth in the positive in 2017. The Junior school will look at introducing ability-based grouping that has proven so successful in the Middle and Senior levels. Our Prep teachers will have access to beginning of year Maths data through the introduction of a Maths Detour test from the Maths Online Assessment Regime. This will give our Prep teachers some early data from which to plan their curriculum.

Students also participated in the following excursions during the 2017 school year:

Prep:

- Bundoora Farm Excursion
- Carp Productions Fairytale Incursion
- Storytime and activity at Thomastown library
- Firefighters visits

Junior:

- Bear Hunt Performance
- Woodwork incursion
- Fairy tale incursion
- Storytime - Thomastown Library
- Harry Potter potions class

Middle:

- Darebin Parklands
- MSO rehearsal
- African Drumming incursion
- CERES

Senior:

- SCOPE: See the person
- Werribee Zoo
- Camp (Arrabri)
- Funfields (Year 6s)
- Preston Market

Middle/Senior Inquiry Units 2017

	Middles	Seniors
Term 1	Clarian Concept: Relationships, Community and Social Justice Unit Question: What makes a great community for learning and living?	Clarian Concept: Health and Wellbeing Unit Question: How can we rise to the challenge?
Term 2	Clarian Concept: Sustainability and environment Unit Question: How do humans affect the Earth?	Clarian Concept: Relationships, community and social justice Unit Question: How can we make a difference? - Community
Term 3	Clarian Concept: Creativity, Innovation and Expression Unit Question: Why is music important?	Clarian Concept: Sustainability and Environment Unit Question: How can we make a difference? - Environment
Term 4	Clarian Concept: Country, Culture and Identify Unit Question: How does where we live affect how we live?	Clarian Concept: (Economics) Unit Question: How much does it really cost?

Student Wellbeing

Goals & Intended Outcomes

GOAL:

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

INTENDED OUTCOMES:

- That students' sense of wellbeing and connection to the school will continue to grow.
- That students demonstrate greater responsibility for their behaviour and relationships.

Achievements

Non Attendance

The Education Act 2013 requires that children of school age (six-seventeen years) resident in Victoria are requested to be in full-time attendance at a government or registered non-government school, unless they are receiving approved home tuition, correspondence education, or have been granted an exemption by the Regional Director.

Classroom Teachers and the Principal have a further responsibility to ensure that unexplained absences are investigated and that high levels of absenteeism are explained. Therefore:

- 1: Classroom teachers will contact parents/guardians on the third consecutive day of unexplained absence.
- 2: Leadership will make contact on the fifth day if unexplained non attendance continues.
- 3: The Principal will contact the parents/guardians of students with high levels of absenteeism with a view to developing a plan to return to school and implementing strategies to minimise absences.
- 4: An official letter will be mailed to parents/guardians of students who are absent for seven

or more days (cumulatively) in any given month.

5: Parents/guardians are expected to provide a medical certificate for students who are absent for more than two consecutive days.

Ongoing unexplained absences or lack of cooperation regarding attendance may result in a formal conference being organised. Unresolved attendance issues may be referred to The Department of Human Services.

'Every day counts' (State Government of Victoria Policy) will be promoted on a regular basis via the school newsletter and app notifications.

Student absences will be reported on the formal school report in Semester 1 and 2.

VALUE ADDED

- The Leadership Team has continued previous efforts to build a culture of welcome and respect throughout the school. We expect all members of our school community to treat each other with respect at all times; staff members, students, families and visitors alike. A 'Meet and Greet' roster for staff continues with the specific goal of encouraging staff to be visible and accessible to families before and after school in the playground.
- The Buddies Program continued to run in 2017. Grade Preps had a grade 5 and grade 6 buddy in which they met prior to beginning school. They then worked together throughout the year completing different activities around Social Emotional Learning and the school expectations.
- There have been a number of opportunities for students to work with a small group of students outside of the classroom, including looking after the chickens (Chook Champs) and gardening (Garden Gurus). Both of these provide opportunities for students to build positive relationships around a shared passion.
- The Student Wellbeing Team was established at the beginning of the year consisting of a selected group of year 5 and 6 students to assist the Wellbeing Leader, including overseeing and creating activities in the quiet play space.
- The senior student leaders were trained to become Peer Mediators in 2017. Peer Mediators have the role of assisting students with minor problems on the yard. The introduction of this initiative in 2016 aimed to reduce incidents of bullying and issues in the school yard, build leadership skills and develop conflict resolution strategies in our students.
- Class Representatives were elected at the beginning of the year from each Junior,

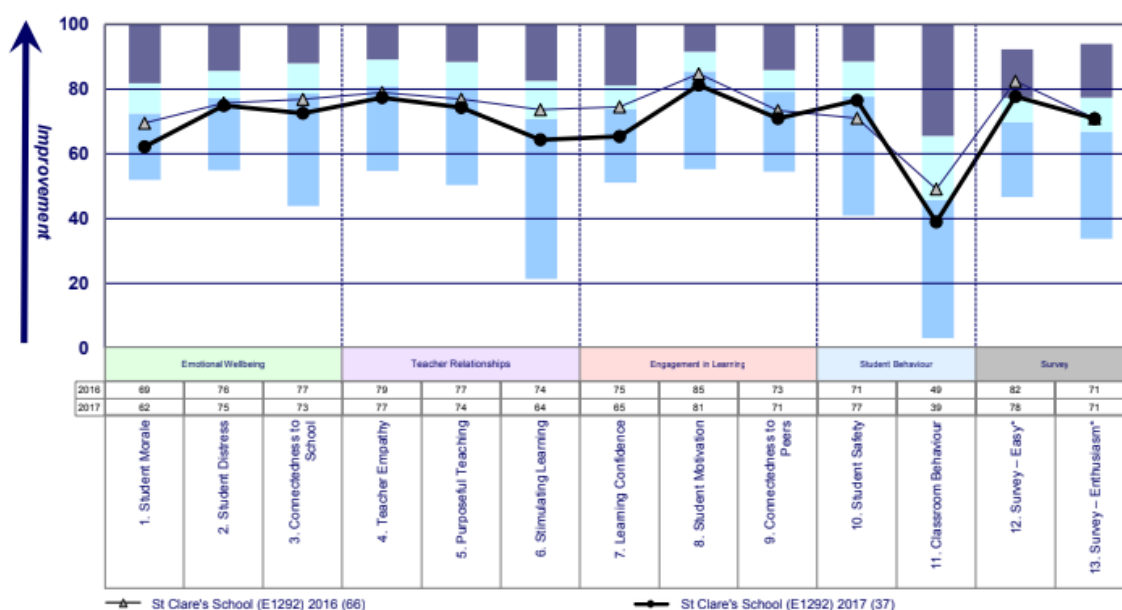
Middle and Senior class as a way of receiving feedback and increasing student voice.

- In second term, Social Skills groups were run for students who required extra support in this area. Groups met weekly for 45 minutes for a period of 8 weeks.
- In third term, the Peaceful Kids program was run for small groups of students requiring extra support with managing worries. Groups were held weekly for a period of 8 weeks.
- In fourth term, the Seasons program was run for those students who experience grief and change in their life. This program supports children who have lost a parent or experience divorce or other trauma in their lives.
- St Clare's School continues to employ a counsellor one day a week to assist with children's emotional and social needs.
- Many whole-school activities have been organised by the school's Wellbeing Team, R.E Team, Class Representatives and School Captains. These include National Day against Bullying, Daniel Morcombe Day, whole school picnic, and social justice fundraising events such as the Christmas Hampers.
- An acknowledgement system was continued throughout 2017. This included whole school rewards for desired behaviours outside and an acknowledgment system in each class for students using the expectations in the classroom. Safe yard cards have continued to be used as a way of collecting behaviour data during recess and lunchtime. The data collected since these were introduced has shown a decline in the number of reported incidents.
- A student wellbeing team of staff has continued to regularly meet to assist in identifying needs within our school and help organise activities that promote safety, inclusivity and our school wide expectations.

STUDENT SATISFACTION

2017 student experience – actual scores ...

Your school relative to the range for Australian primary schools.



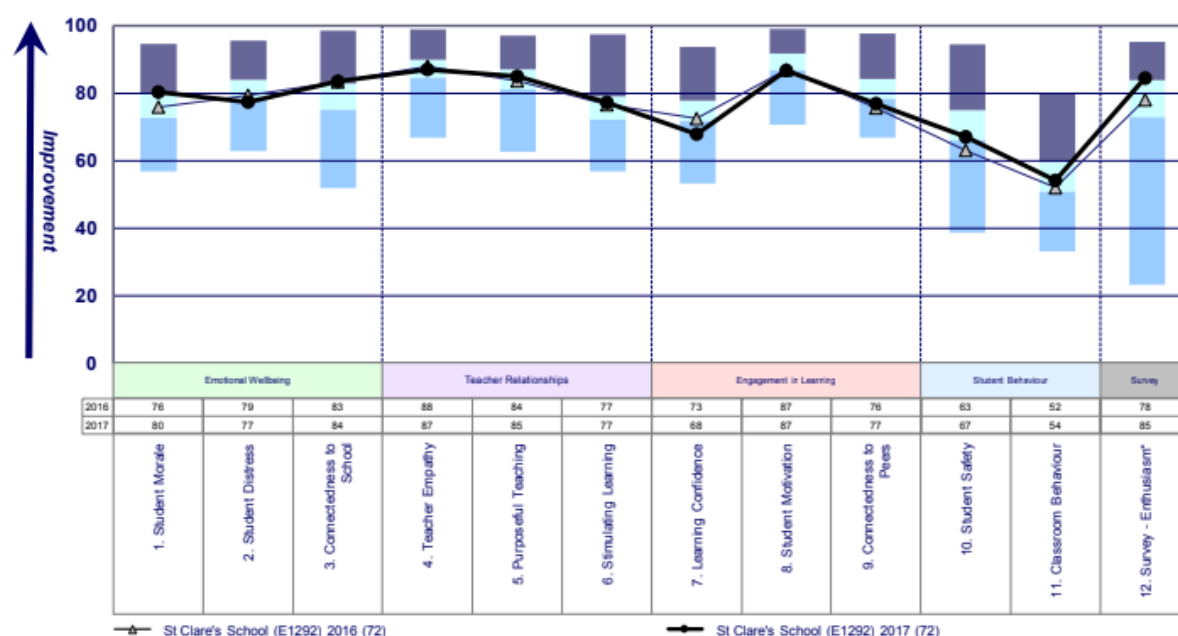
2017's Year 5 and 6 student satisfaction surveys saw a decline in several areas. Particularly in the following:

- Morale
- Stimulating Learning
- Learning Confidence and
- Classroom Behaviour

Upon further exploration of the data, it has been noted that our senior students have been disappointed in the behaviour of other students, predominantly within the classroom. As a response to this, the school will make student classroom behaviour and ensuring consistent behaviour management a focus for 2017.

2017 student experience – actual scores ...

Your school relative to the range for Australian schools – students years 3 & 4



Our Year 3 and 4 student satisfaction data shows a slight decline in student confidence. Most areas have remained consistent or have shown a slight increase since 2016.

Child Safe Standards

Goals and Intended Outcomes

To improve and build upon the school community's understanding of Child Safe Standards and how these are implemented at St Clare's

Achievements

The development of policies and commitments

- *Development and use of policies for all people who enter the school grounds, including families, emergency teachers, external service providers.*
- *A code of conduct is signed by everyone who works, in a paid and voluntary capacity, at St Clare's.*

Training and awareness raising strategies

- *All staff completed the e- learning module Protecting Children- Mandatory Reporting and other obligations*
- *A staff meeting is allocated termly to keep staff updated on latest changes and implementation process*
- *Each term the family newsletter includes an article about child safety for the families to read*
- *Yearly all students complete a term of social/ emotional learning focussing on ways to protect themselves and how to respond to all different forms of abuse*
- *Yearly all students learn about Cybersafety and ways to keep themselves safe online.*

Leadership & Management

Goals & Intended Outcomes

GOAL:

To build a professional culture of dialogue, trust and reflective practice to positively impact on improved student learning.

INTENDED OUTCOMES:

- That staff engagement will improve (teamwork, empowerment and ownership).
- That a culture of expert teaching is developed.

Achievements

In 2017, the School Leadership team focussed on beginning to implement the 2016 Review findings through the implementation of the 2017-2020 Strategic Plan.

With a heavier focus on data and analysis, as well as continuing to embed the Visible Learning Implementation Cycle as the school nears the end of its participation in the CEM's Collaborative Impact Project, staff have identified the need to develop better process around appraisal and feedback.

The Leadership team will be looking at implementing classroom observation practices in 2018.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2017**

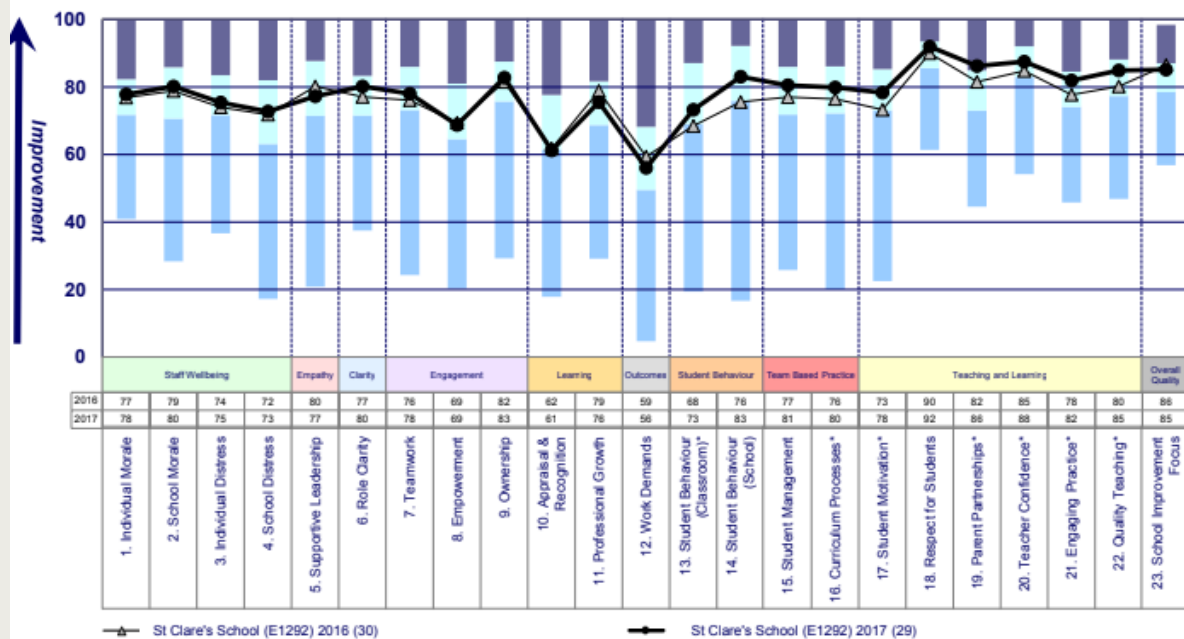
- P-2: Walker Learning Mentoring
- 3-4 Kath Murdoch Inquiry Planning
- Renewed Religious Education Curriculum
- PROTECT Department Training in Child Safety
- Learning Intentions and Success Criteria
- Visible Learning Symposium
- RE PLTs
- Visit to Vietnam (Mrs Mercadante and Mrs Cain)
- Visible Learning Impact Coaching (Mrs Riccardi)
- Network Meetings (Principals, Deputy Principals, RE Leaders, Wellbeing Leaders, Student Services, Learning and Teaching Leaders, ICT)
- Introduction to Parent Engagement (new staff)
- Parent Engagement Conference (Mrs Di Noto)
- Schools and Refugee Health (Mrs Mercadante and Ms Brown)
- Visible Learning Into Action (various staff)
- James Nottingham (various staff)
- Wellbeing Conference (2 days) onsite
- Early Educators: Partnering for Success
- North Central Zone Principal's Conference
- Youth Mental health First Aid (Ms Brown and Mrs Riccardi)
- Weekly Level PLTs covering the areas of English, Maths, Family Engagement, Learning and Teaching
- Weekly Staff Meetings cover various areas of professional learning from meeting mandatory obligations to working on the year's action plans

NUMBER OF TEACHERS WHO PARTICIPATED IN PL**34****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$ 4 100**

TEACHER SATISFACTION

2017 school climate – actual scores ...

Your school relative to the range for Australian primary schools.



We were pleased to report increases across many areas of staff satisfaction, with the largest increase since 2016 being recorded in the area of student behaviour across the school.

School Community

Goals & Intended Outcomes

GOAL:

To improve student learning through family and school engagement.

INTENDED OUTCOMES:

- That learning links between school, home and the broader community are strengthened
- That parents and families will have an improved knowledge/appreciation of and engagement in the educational programs of the school.

Achievements

At St. Clare's, we continue to focus on parental and community engagement and seek to enhance learning through collaboration and partnership (St. Clare's Family Engagement in Learning Policy). In 2017, we continued to build staff and parent understandings about fostering authentic relationships and the importance of working in partnership to improve student learning through family engagement.

Staff continued to engage in regular professional learning about fostering Family School Partnerships, led by Julie Di Noto, our Cluster Engagement Leader and Family Engagement in Learning Leader. In this work we are part of a cluster of 3 school communities, including St. Catherine's Lalor and St. Pius X Heidelberg West. This is the fourth year the cluster has worked together showing commitment to build staff capacity to engage in family engagement strategies and work in partnership to improve learning for all. These shared goals are highlighted in our Cluster Priorities, which identify the importance of embedding effective sustainable practices and building communication processes using technology to share learning. As a cluster we led and participated in school workshops, professional learning and cluster dialogue, where we shared how curriculum can be linked to family engagement in learning. A combined staff 'Community Awareness Walk' directed staff to complete a treasure hunt aimed to deepen awareness of community assets and better integrate them into the school and to bridge gaps between home, school and community.

All staff at St Clare's are committed to continue to find new and innovative ways to encourage conversations about learning at home. We continued to explore online learning applications to share learning with our community including Seesaw and Class Dojo. A high proportion of parents successfully downloaded the Seesaw app which provided teachers with the opportunity

to share learning in real time. Feedback gathered from the community suggested this was a favourable and successful way to inform and engage parents in the learning process and have relevant and meaningful learning conversations with their children.

Staff recognise the importance of the connections made with families and the wider school community. To deepen understandings we continue to ensure we are facilitating purposeful initiatives to enhance relationships and learning. Julie led a variety of professional learning including facilitating Professional Learning Team meetings and regular staff meetings, focused on building family school partnerships understandings. We continued to employ our Vietnamese family worker, Mrs. Tien Vu, who acts as a translator, interpreter and support person. She translates signage, newsletters and other correspondence that goes home to families (Interpreters are also used for non-Vietnamese families when necessary). In 2017, we welcomed student and teacher visitors from a school in Vietnam with families hosting the students. This was a great opportunity for our students to learn about and with students from another culture. Long lasting friendships and relationships were built and the community was enriched by the experience. We also hosted a dinner welcoming all families from our Indian Community with the purpose to deepen understandings about the Indian culture.

We continue to seek to provide a welcoming community for all, by which we offer a parent meeting space, for the exclusive use of parents, located in our 'Harmony Building' featuring privacy, coffee and tea making facilities and comfortable seating. We actively promote this space and have some regular attendees. Other community-building events that aim to build relationships and social capital held in 2017 were the Welcome BBQ, Grandparents' Mass, Family Week Fellowship and lunch, Thanksgiving Mass, Dad's nights and Morning Tea. Building relationships roster continued to operate which is an opportunity for staff to have an informal chat with parents and/or grandparents, with the aim of being visible and building relationships with families. This initiative was designed to further build approachability and welcome for all staff, students and families. Family meditation opportunities continue to be offered to parents as well as Family Fellowship invitations.

As our core belief is that parents are the primary educators of their children and students learning and wellbeing is greatly improved when parents are engaged in their child's learning, we continue to strive to support families to do this. Some Family Engagement opportunities, where parents and carers participated in learning activities with their children, were open classroom opportunities, Senior Moving On Transition partnership, family maths learning

experiences, Let's read for new Preps and class expos. Learning at Home activities provide an opportunity for parents to gain insights into school based teaching and learning, but also value the learning opportunities that happen inside the home and wider community. Preps continue to implement 'Home Investigations' and Juniors a 'Take home teddy program' which includes a story book, writing book and a camera. This encourages families and students to share learning together with teddy at home. Furthermore, our 'celebration of learning board' allocated in our school assembly area, showcases the learning happening across our school. Student Led Conversations continues to be another highlight of the calendar, with many families providing positive feedback about how eloquently students are able to share their learning and future goals.

We are proud to promote a learning community for students, teachers and parents. We continued to build on our community learning opportunities, maintaining positive relationships with community organisations such as Preston Reservoir Adult Community Education (PRACE), The Smith Family, Thomastown Library and City of Whittlesea. Being part of the 'Linking Learning Project' in Thomastown for the last three years, has built and maintained our relationships with local community including kindergartens, local primary schools, Maternal and Child Health and City of Whittlesea. All settings were jointly working towards improving oral language and family engagement understandings around oral language for the children of Thomastown. A committee of management is represented by Julie Di Noto. Work to sustain some of these learnings and practices, is currently the focus. Furthermore, for the first time we partnered with Inner Northern Local Learning and Employment Network, and were part of a Senior Transition Review Project. This helped us identify our strengths in supporting students and families to transition from Year 6 to Year 7 and stimulated discussion about possible improvements we can make. In this network we are working closely with a local Secondary school and primary school. Transition processes across the school is also a focus.

St. Clare's school playgroup continued to thrive, led by facilitator Michelle Pryn, who is also a Learning Support Officer at our school. An Indian Family Playgroup, led by a parent from our school community, also continues to operate successfully, which is a way to connect our Indian community. Our partnership with 'The Smith family' has provided an opportunity for parents to participate in a 'Let's Read' and 'Let's Count' course teaching them how to read and count with their children and how to make reading and maths fun. Showbags, including a picture story book and maths games, were given to all families who participated in the sessions.

We have continued to reflect upon and gather feedback from our community regarding our Prep Orientation sessions so as to provide a successful and informative transition from Kindergarten to school. This year, for the first time, we introduced an information evening, where students were not required to attend. This proved to be a wonderful opportunity for families to get to know each other, as well as learning a bit more about starting school for their Prep student. Other sessions included current parents sharing their experiences of starting school, Preps sharing what they love about school, as well as informative sessions about preparing healthy snacks and lunches, presented by Kate from Foost. Our annual Community expo, which is part of our Prep Orientation workshops for new families, proved to be another success. Various organisations from local community such as Whittlesea Community Connections, Anglicare Victoria, Life without Barriers, Thomastown Library and Children's Protection Society were able to connect with families, informing them of the various resources and support available in our local community.

For the second time, St Clare's successfully held our biannual school musical. The theme of the musical was called 'Star Struck.' The script was written by our very talented Art teacher, Liz Douglas. Each class learnt a dance to perform on the night as well as select Senior students having a lead role. Feedback from the community suggests it is a welcomed event and families look forward to seeing their children shine on stage.

We continue to explore various communication methods, as we know different methods suit different families. The family engagement in learning newsletter continued to be distributed fortnightly which includes classroom snapshots of learning as well as community flyers and reminders. Other communication tools are the School App, Facebook page, school newsletter, awards, School Wide Positive Behaviour postcards, school website as well as Seesaw and Class Dojo apps.

These are a few of St Clare's Family Engagement sessions in 2017:

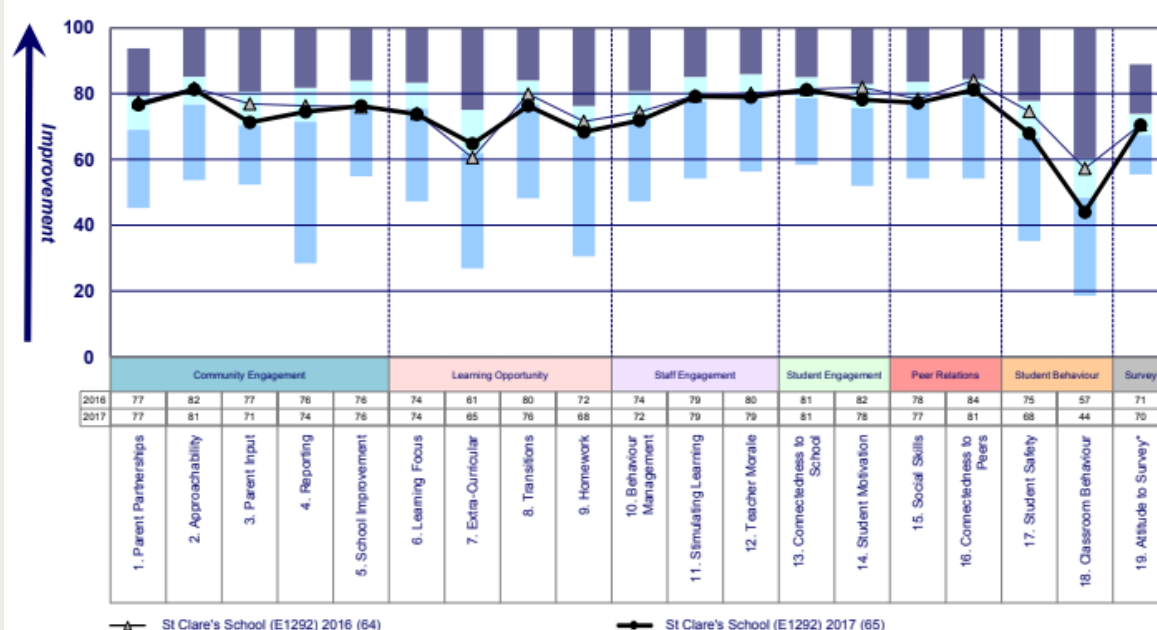
- Prep:
 - Bedtime Stories Reading Family Night (P-2)
 - Family Investigation morning
 - Maths Family Night
- Junior:
 - Expo

- Open Classroom morning
- Maths Family Night
- Middle:
 - ITIME expo
 - Inquiry expo
- Senior:
 - Community Conversation/Student Led workshops
 - Literacy expo
 - Day of the Disasters
 - Classroom walk throughs
- Whole School:
 - Musical

PARENT SATISFACTION

2017 parent opinion – actual scores ...

Your school relative to the range for Australian primary schools.



There have been some declines in particular areas of the Parent Satisfaction survey since the last results. The areas of decline include:

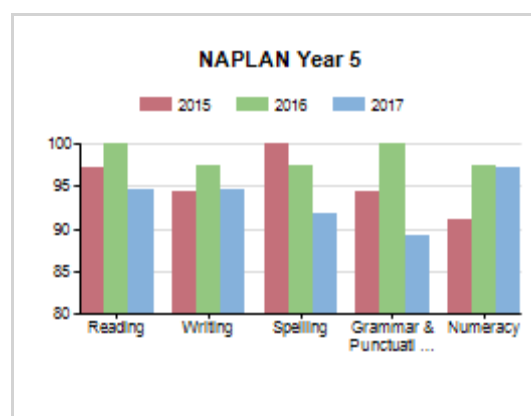
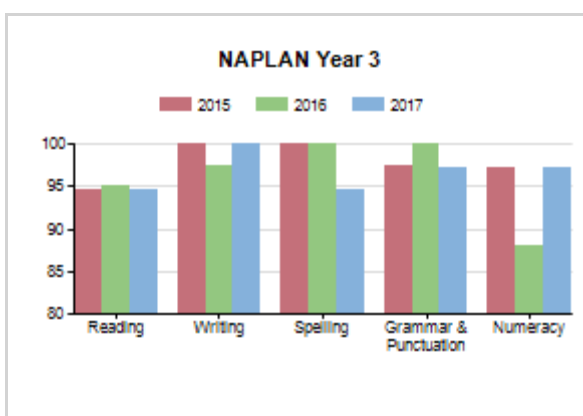
- Parent Input
- Student Safety and
- Classroom Behaviour

As classroom behaviour was also identified as having declined in the student surveys, this area has already been identified as a major focus for staff learning and leadership in 2018.

School Data

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

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	97.4	100.0	2.6	97.3	-2.7
YR 03 Numeracy	97.3	88.1	-9.2	97.3	9.2
YR 03 Reading	94.6	95.1	0.5	94.7	-0.4
YR 03 Spelling	100.0	100.0	0.0	94.6	-5.4
YR 03 Writing	100.0	97.5	-2.5	100.0	2.5
YR 05 Grammar & Punctuation	94.4	100.0	5.6	89.2	-10.8
YR 05 Numeracy	91.2	97.5	6.3	97.3	-0.2
YR 05 Reading	97.3	100.0	2.7	94.6	-5.4
YR 05 Spelling	100.0	97.5	-2.5	91.9	-5.6
YR 05 Writing	94.3	97.5	3.2	94.6	-2.9



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	92.18
Y2	90.37
Y3	92.22
Y4	93.18
Y5	94.04
Y6	95.23
Overall average attendance	92.87

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.73%

STAFF RETENTION RATE	
Staff Retention Rate	92.31%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	33.33%
Graduate	16.67%
Certificate Graduate	4.17%
Degree Bachelor	79.17%
Diploma Advanced	37.50%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	26
FTE Teaching Staff	22.554
Non-Teaching Staff (Head Count)	14
FTE Non-Teaching Staff	8.700
Indigenous Teaching Staff	0