



ANNUAL REPORT TO THE SCHOOL COMMUNITY



St Alipius
Parish School
Ballarat East

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REGISTERED SCHOOL NUMBER: 2003

Contact Details

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E NUMBER	2003

Minimum Standards Attestation

I, Eileen Rice, attest that St Alipius Parish 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)*

<May,6th 2019>

Our School Vision

Vision

Open to God's presence, St Alipius is a Catholic learning community of *excellence, equity* and *empowerment*.

Beliefs

- We believe in nurturing the whole child through meaningful relationships in a welcoming community.
- We believe in providing structures that challenge and support, in order to develop confident, independent and resilient learners.
- We believe that the purpose of learning must be clear.
- We believe that purposeful assessment provides the data to inform and drive learning and teaching.
- We believe in personalising learning in a contemporary context that honours the affinities and interests of the learner.

Mission

As a Christ-centred educating community, St Alipius Parish School:

- Celebrates a rich TRADITION of Catholic beliefs, values, practices and history.
- Nurtures the WHOLE PERSON identifying and developing individual competencies to ensure we all aspire to be the best we can be.
- Develops and nurtures strong RELATIONSHIPS that give witness to the Good News of Jesus.
- Provides a curriculum that is INCLUSIVE, relevant, stimulating and challenging.
- Promotes EMPATHY as the lens through which we encounter each other and members of our wider communities.
- Leads students into deep inquiry; rigorously seeking the WISDOM that makes a positive difference in their world.
- Is a CELEBRATING community, inspired by hope and a positive vision for the future.
- Is committed to ensuring the SAFETY of all students in our care

School Overview

St Alipius is a primary school in the parish of Ballarat East that has a close physical and cultural connection to the parish. St Alipius is the oldest continually operating school in the Ballarat area, having first opened in 1853 as a tent on the goldfields. Ballarat East has always been a working-class area and St Alipius Primary School has served the parish community well for 165 years.

On July 22nd 2018, St Alipius had an enrolment of 276 students from 193 families. Our catchment area is largely the parish of Ballarat East however we also attract students from outlying areas whose families travel into Ballarat for work and from other parishes in Ballarat.

Learning and Teaching at St Alipius is based in a constructivist approach. Through data collection and analysis we identify students' strengths, interests, affinities and previous learning, and build on this foundation through explicit instruction and diverse learning opportunities. Our approach is developmental and this encourages us to respond to the ages and stages of students with the developmental approach that we describe below. The Victorian Curriculum is the framework that informs planning for all learning experiences and by which we assess learning outcomes.

St Alipius is recognised within the local Aboriginal community as a school that supports indigenous families, indigenous students and indigenous culture. We are proud to say that 22 Aboriginal and Torres Strait Islander students attended St Alipius in 2018; the second highest enrolment of any Catholic primary school in our diocese.

In 2018 the students are organised into eleven multi-aged learning groups. These are:

- Two groups of Foundation years students;
- Three groups of Grade One and Grade Two;
- Three groups of Grade Three and Grade Four;
- Three groups of Grade Five and Grade Six;

The number of students in learning groups ranges from twenty-one to twenty-eight.

Our total population has remained fairly stable over the past four years with enrolments sitting at the high 260s to mid 270s. The school site is limited in space being the area of almost one city block. This has encouraged the School Advisory Council to recommend a desired optimum of 280 students.

Buildings at St Alipius are a mixture of old and new and in the past nine years major building programs have seen every space either renovated, restored, demolished or rebuilt. In 2018 the process commenced to develop a Master Plan to ensure the ongoing development of the site to ensure that our physical space reflects our contemporary approach to learning and teaching.

Principal's Report

Throughout 2018 our school community has worked collaboratively to build an authentically Catholic learning community where excellence, equity and empowerment are evident and promoted. These threads, that are articulated in our school vision, don't stand alone but permeate every decision made, action taken, lesson taught and policy implemented.

We set the following overarching goals from our 2016 Review Process

- To empower staff and build shared ownership and responsibility for school improvement.
- To build a Performance and Development Culture at St Alipius.
- To promote and enhance positive school community well-being.
- To demonstrate evidence of growth in learning outcomes for all students.
- To continue to develop a welcoming, inclusive and contemporary Catholic community.

The following broad strategies were identified for 2018:

- Ongoing exploration of Catholic School Identity data and implementation of Awakenings curriculum using Thomas Groome's Shared Christian Praxis.
- A clear focus on collaboration
- The development of a whole school approach to data collection
- Fully implement a whole school social and emotional learning program
- That all staff have well developed learning plans that reflect the goals and vision of the school
- Engage parents in student learning and educational initiatives
- Intensive focus on reading and writing and their relevance in all learning
- Initiate a new Master Plan for future development of the site

A culture of learning means that everyone learns from each other: teachers learn from students, from each other, from parents and from the wealth of information available through technology.

Students and parents share this network of learning partners and build their skills, knowledge and understandings in a supportive learning community.

LEARNING THROUGH PLAY

In the FOUNDATION LEARNING COMMUNITY students engage in play-based learning experiences and explore topics that are of interest to them. Play experiences are explicitly designed so that students build skills in literacy and numeracy as well as essential social skills. The learning environment is designed to provoke questions, conversation and new ideas and stimulate the oral language skills that are the basis of reading and writing. Educators engage students in rich dialogue. Students create projects that show that they are learning specific skills.

LEARNING THROUGH INVESTIGATIONS

In the ONE-TWO LEARNING COMMUNITY students bring their interests to the curriculum and deepen their understandings through engaging investigations. Explicit teaching of Literacy and Numeracy skills enables students to enter into their investigations and record their understandings. Students are introduced to Science, History and Geography concepts and content, and are supported to further investigate these areas from a perspective that interests them. They gather information from a range of sources and form opinions, ask questions and express their ideas. They learn to work independently and within a group.

PROJECTS AS LEARNING

In the THREE-FOUR LEARNING COMMUNITY students continue to develop explicit skills in Literacy and Numeracy to support them as they engage in meaningful projects. Students gather information from a range of sources and form opinions that demonstrate 21st-century learning skills, these skills include critical thinking, creativity, collaboration, and communication. They apply what they know to new situations and communicate their ideas both within and beyond the school community.

The starting point for facilitating learning through meaningful projects is to engage students in rich and authentic learning experiences while supporting them to become increasingly proficient users of *multimedia* in a contemporary context.

LEARNING THROUGH DEEP INQUIRY

The starting point for facilitating learning for deep inquiry in the FIVE-SIX LEARNING COMMUNITY is to identify each student's point of need and to build relationships that both support and challenge them to grow as learners. Explicit skills and strategies are taught to ensure learning success for all. Structures that scaffold learning and support students to develop as self-responsible, independent learners are provided enabling students to direct their own learning.

Students are taught to be:

- Problem solvers
- Critical thinkers
- Collaborators
- Communicators
- Creators and
- Innovators.

As global citizens of the 21st Century, students engage in learning through the use of digital technologies.

St Alipius continues to focus on learning and building a team committed to ongoing improvement.

School Advisory Council/ Board Report

It is my pleasure to present my Chairperson's Report to our School Community.

I would like to commence by recognising our wonderful contributors to SAC this year - We have all worked well as a team and enjoyed a laugh or two along the way while being able to contribute to our School's ongoing commitment to our children.

This year we have continued our focus on the themes of

- Connectedness
- Strategic Planning
- Communication &
- Fundraising

Examples of Connectedness include work to strengthen our link with our Parish through Children's Liturgies, Pastoral Care, sharing information with the Parish about our School activities and connections with new families.

Strategic Planning has been ongoing with our continued planning towards how our School will both look and function in the future. We have focussed on communication and highlighted the need to connect with families about important issues about Child Safety, how and what our children are learning and what issues are important. For example, the idea of introducing additions to make our school uniform inclusive.

Fundraising has been a highlight this year with our Trivia Night – a special thank you to Erin Kanoa for all your hard work and making the night both a success and a fixture on the fundraising calendar. Our Walkathon, Mother's Day and Father's Day celebrations, Election BBQ, movie tickets, school lunches and Gingerbread Houses have been successes and I thank all those who have volunteered and co-ordinated these ideas and wonderful events.

Our Fundraising Calendar is now available for next year and I encourage all those interested in assisting with our planned activities to speak with me.

Reflection

When thinking about all those who put in that extra effort I extend the gratitude of SAC. When asked to help there is no shortage of volunteers. So too our paid staff go above and beyond and this too is met with sincere gratitude.

Sometimes things seem so overwhelming, impossible, too hard, too big, unfathomable. But we get on with the job at hand and keep going despite setbacks and challenges faced. This for me is what makes our School Community so important, wonderful, supportive and blessed.

On behalf of the SAC I thank all those who contribute in so many ways to our community and the care of our children, their growth and development and helping our community celebrate in so many ways.

Catholic School Culture

Goals & Intended Outcomes:

To build a rich and Authentically Catholic prayer life

To examine ECSI data and deepen our understanding of this tool

To Place the explicit teaching and learning of RE as core to all learning

Achievements

During 2018 we asked members of our school community to complete a survey associated with the 'Enhancing Catholic School Identity' project (ECSI). This is the fourth time our community has been engaged in this project and the information gained will serve to help us maintain a deep, contemporary and authentically Catholic response to learning about, and living through, the Gospel message.

A direct response to the information gained through ECSI is our commitment to embracing a revised approach to the teaching of RE. This approach recognises the Gospel, and the current context of our lives as the places where God is revealed to us. Through this approach we ensure that the message of Jesus and the traditions of the Church are placed in the context of today's world.

At St Alipius having another look at our teaching of religion has meant that our RE lessons and learning will become more and more embedded into our Project Based Learning time. Evidence of this working really well comes from our year 3 /4 team who have spent this term working on a unit around 'Equity'. Whilst exploring how local, state and federal governments make decisions that respond to the needs of the most vulnerable the students also looked at the tenets of Catholic Social Teaching and the Gospel to gain a Catholic perspective. They then developed projects that allowed them to respond with a message about how they can make the world in which they live more equitable.

Our REL has embraced her role at St Alipius and has shown positive leadership and support to our staff team, our students and families, and the parish.

We are delighted to be able to support the Parish Sacramental team in bringing families and children into full communion with the parish community. I commend our staff team, under positive leadership, for the generous way they offer this support.

Our prayer life continues to be a feature of our community and prayer and liturgical experiences are invitational and inclusive of all who gather regardless of connection to the Catholic faith.

VALUE ADDED

- Ongoing Professional Learning in ECSI and in teaching for a recontextualised approach.
- Celebration of Catholic Education with all the schools in our parish
- Raising the time allocation of REL to .4
- REL engaging with learning teams to plan for specific RE components in Inquiry- based units
- Explicit teaching of approaches to 'Images of God' with both staff and students.
- Positive prayer life which reflects a current understanding and response to the Gospel

Community Engagement

Goals & Intended Outcomes

Our major focus this year has been in connecting families into their children's learning - as we are well aware that a child's interest in learning is enhanced by their parents' interest in their learning. The following opportunities were offered to assist parents to connect to their child's life at school.

Achievements

At St Alipius we recognise that the strong partnership between school, families, parish, diocese and wider community enhances student learning and builds relevant connections for students. Parent/caregiver involvement in school life is supportive of student learning and affirms the value of education for students. We are committed to ensuring that families are invited into the learning conversation and that their input is valued.

During 2018 we continued to invite families to attend three-way conferences to explore the best learning goals for each student's future learning. We shared students' final products along with the learning process that they engaged in to meet that outcome and we celebrated all sorts of learning opportunities. The use of the Seesaw app has grown this year with teachers, students and families engaging in rich conversations about learning. The chance for all families to enter into the class space in a 'virtual' way has opened all sorts of possibilities for shared learning.

The opportunity for staff, students and families to join a conversation that is pertinent to everyone came through a learning project this year. Whilst learning about Respectful Relationships and the negative effect of gender stereotyping a group of students wrote to the School Advisory Council expressing their concerns about the flexibility of the uniform they are required to wear and suggesting that a 'gender neutral' uniform could be a way forward. A parent joined the discussion and raised her concern about the validity of girls wearing dresses for play and asked SAC to explore options. A survey asking for expressions of interest to look more closely at the options available for uniform received more respondents than any other survey we have had. It is an agenda item that SAC is committed to creating a process around.

PARENT SATISFACTION

Current data regarding Parent Satisfaction is largely anecdotal and locally collected. We look forward to more formalised data through our Insight SRC surveys later in 2019.

In the meantime:

Student numbers continue to grow and Foundation places for 2020 are all taken

Prospective parents regularly comment that they have 'heard great things about the school' from current families

Engagement at social and school functions is positive.

Attendance at Student-led learning conferences in 2018 was:

F- 100%

1/ 2 - 100%

3 /4 - 97.5 %

5 /6 - 92.5 %

172 of the 193 families at St Alipius in 2018 were represented at student expos in term 1. this decreased slightly in terms 2 and 3 and rose to 188 at the Expo of Arts in Term 4.

98% of families are registered on See-saw - and most of these families access this app regularly to follow, and contribute to, student progress.

Family connection at Student Support Group meetings is strong. 100% of families of students on individual learning plans attended at least one SSG in 2018. 88% attended an SSG each term.

Leadership & Stewardship

Goals & Intended Outcomes

Develop a culture of coaching using effective processes for feedback and appraisal

Establish effective leadership structures that drive performance and development

Teaching staff engaged in coaching relationships

All staff have Professional Learning Plans aligned with the school AAP

Master Plan is initiated

Achievements

The management decisions (Vision and Direction setting, Improved Performance, Strategic Planning, Employment and Deployment of Staff, Building Staff capacity, Budget and Resourcing) impact on all areas of school life and are key to ensuring that student learning is optimised.

In 2018 key directions taken have been:

1. A commitment to Distributive Leadership: The development of a leadership structure that identifies and promotes leadership at the classroom level and brings those leaders together to drive school improvement has been key to much of the curriculum growth in 2018. This team has driven the development of our guaranteed and viable learning maps for reading and writing and have supported staff with strategies to use these plans to moderate their assessments and drive targeted teaching.
2. Master Planning: Continued development of the learning environment is important to ensuring that students learn in a safe, respectful space that reflects contemporary learning. In 2016 the final stage of our original Master Plan was completed and we began the process of engaging a new architect who could work with us to create a new vision for the site on which we learn together. Early this year we engaged Peter Dunn of Morton Dunn architects who has listened attentively to the sort of learning spaces we are looking for and worked with his colleague Russell Hawkes to pull together an initial plan for the learning spaces that will take our 165 year old school into the future of contemporary learning.
3. Building Staff Capability: Staff development is key to improved learning in students. The St Alipius staff team has committed to a range of professional learning opportunities to improve the quality of learning for students. Staff engage in PD in leadership for curriculum knowledge, personal capabilities, management strategies and coaching. They attend inservices that develop strategies to improve teaching and support the social and emotional wellbeing of students. Staff learn from each other through professional conversations, shared resources and readings and formal coaching opportunities. They learn in teams (as they plan the learning intentions and explicit teaching required for the students in their unit) and across teams (as they develop shared whole school understandings).

4. All teachers have a comprehensive Professional Learning Plan that is linked to the Vision and strategic direction of the school and reflects the AITSL standards for teaching.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

List a range of the Professional Learning activities that staff have undertaken.

Professional Learning Activities undertaken by staff have included:

- Weekly Professional Learning Team Meetings with a particular focus on Reading and Writing and developing a viable curriculum in these areas.
- Whole School Writing PD with Misty Adoniou
- Whole School PD with Thomas Groome in understanding the Gospel within a contemporary context.
- Child safe standards
 - Mandatory Reporting
 -
- Intensive accounting and Administration PD
- 2 day intensive whole staff work on Collaboration
- Writing GVC Formation
- Coaching (staff engaged weekly using the GROW model)
- Integrity in the service of the Church
- Understanding ECSI - (4 hrs Gina Bernasconi)
- Collaborating through communication. Sharing Learning with Parents 1.5 hrs
- First Aid Update
- Personal Style Indicators - working with self and teams 5 hrs
- NAPLAN Online training
- Peaceful Kids/ Peaceful Parents
- Leading for Learning - the Journey Continues.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	32
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$750

TEACHER SATISFACTION
<p>Current teacher satisfaction data shows significant growth in the areas of Teacher Confidence. The following shows results of a survey in regard to 'Staff Perceptions of Leadership' which was conducted in July 2018</p> <p>All staff contributed to this survey</p>

3.1 Shared Leadership

Not evident: 0%

Somewhat evident: 14.5%

Evident: 61.5%

Highly evident: 24%

3.2 Building Staff Capacity

Not evident: 0%

Somewhat evident: 14.5%

Evident: 61.5%

Highly evident: 24%

3.3 Ensuring Effective Governance

Not evident: 0%

Somewhat evident: 14.8%

Evident: 64.4%

Highly evident: 20.8%

3.4 Stewardship of Resources

Not evident: 0%

Somewhat evident: 0%

Evident: 85.7%

Highly evident: 14.3%

Learning & Teaching

Goals & Intended Outcomes

To build a collaborative team approach to learning and teaching by:

Developing agreed common formative assessments in Reading and Writing

Developing a Guaranteed and Viable Curriculum in Reading.

Implementing our G&V in Writing

Building common understandings and practices in the implementation of Project Based Learning

The comprehensive use of learning intentions, success criteria and rubrics.

Achievements

St Alipius is a community of learners. We continually look for effective ways in which to engage our community in the learning process and to provide explicit and relevant learning opportunities for everyone. Evaluative processes are in place that ensure a constant cycle of reflection and action to improve the learning programme on offer.

In 2018 our staff team has worked to develop an agreed curriculum in the areas of reading and writing that is current, documented, relevant, needs based and rigorous. The Victorian Curriculum is the source of this document and the Vic Curric capabilities are embedded across the learning areas. These documents guarantee the learning in which our students will become competent in the areas of Reading and Writing. Teachers use them as a basis for planning in unit teams so that all students have access to a common curriculum base from which their learning is extended and developed.

Student learning results are used to map individual student and whole school learning trends. Through data analysis starting points for student learning are identified in order to meet student needs through differentiation of explicit teaching. Personalised Learning Plans have been developed for more than 30 students who require significant teaching and learning adjustments and targeted instruction to support their learning.

The implementation of a range of effective intervention strategies has resulted in significant growth in reading and writing for students at risk. Pre-Lit, Mini-Lit and Macq-Lit programmes, and the Reading Tutor programme, have been conducted across year levels providing support and effective strategies for students who have not gained the literacy skills that build confidence and independence. The success rate of these programmes has been high, empowering students to use literacy skills in all learning areas.

Project-Based Learning (PBL) continues to be the driving pedagogy through which students apply their learning. St Alipius promotes a culture of inquiry and innovation where creative learning and independent learning are evident. Strong literacy and numeracy skills are key to the success of PBL, as are a range of skills and strategies associated with the driving curriculum. If our project has a Science base (for example) we learn the scientific process and language through which we work to

Projects this year have explored the themes of: Respectful Relationships, Environments for Learning, Equity, Floating and Sinking, Mission, Finding our Greatness, Past/ Present/ Future, Fantasy and Fact. The projects and learning have been empowering and have created richer vocabulary, deeper understandings and connections between learning and life. Teachers effectively use explicit instruction during Project Based Learning time to maximise student engagement and focus. They make explicit links, build connections and teach relevant skills at point of need.

Coding is a new addition to the curriculum across the year levels. Our Foundation students have been programming Bee-Bots to follow a course, our 1/2s are using the *Codable* app to programme information and 3-6s are learning about different types of data – such as text, images, and videos – and representing this information in different ways using codes and symbols. It is a brave new world!

The Visual Arts have permeated learning this year. Teachers have taught specific skills and explored opportunities for students to find creative ways to express their understandings through a range of media. Specialist Japanese, Music, Science and PE programmes continue to enhance student learning and provide opportunities for children to celebrate the diverse ways in which they learn.

STUDENT LEARNING OUTCOMES

The introduction of the Multi-Lit suite of intervention programmes at Foundation (Pre-Lit) 1 /2 (Mini-Lit) and 3/ 4 (Macq-Lit) has seen solid growth in Reading results in our PAT testing. This follows through strongly in Year 5 NAPLAN data and may be impacting the strong growth in Grammar and Punctuation in Year 3 data.

The 2017 Year 3 cohort of students was a small group (29 when most groups are 40) and included 9 students with additional learning needs funded through NCCD - all of whom sat the NAPLAN assessment. Targeted reading and numeracy support programmes F-2 showed growth in their reading, writing and numeracy but failed to embed spelling, punctuation and grammar skills.

St Alipius continues to attract students at year 4 from neighbouring schools and continues to lose students at the start of year 5 who have gained scholarships to independent schools in the region.

The NAPLAN results for 2018 do not match other standardized testing data we hold at St Alipius and we have to ask ourselves why this occurs.

The number of entry level students at St Alipius who are identified with articulation errors, severe language disorders and dyspraxia has risen dramatically over this time. In our desire to address the speech needs of our students, we employed a Speech Therapist. We are unsure if this has meant that students with speech and language needs now find our school a good option, however the NAPLAN data is not showing the positive trends we have been actively working towards.

Wellbeing

Goals & Intended Outcomes

Schools may include the goals and intended outcomes from the Annual Action Plan.

Achievements

There is an intentional focus on the social, emotional and mental wellbeing of all members of the school community at St Alipius. The employment of Emily Clarke, wellbeing worker, puts a face to a commitment that is everyone's responsibility. A culture of child safety is paramount and is supported through policy development and daily practice. Children are supported and empowered to articulate their feelings and given time and space to do so. Parents are treated as partners in the promotion of student learning and wellbeing.

Self-talk is a driver of mental wellbeing, both positive and negative. Emily Clarke and Lauren Spicer have been facilitating Peaceful Kids workshops to support students in building strategies for positive actions in times of stress, including turning negative thought to positive self-talk.

A strong sense of personal identity is key to our wellbeing. Knowing who we are, celebrating our unique gifts, putting effort into building personal competencies and articulating our personal beliefs all build a sense of personal identity. This is ego at its finest - a sense of self, loved by God and capable of giving love to others.

VALUE ADDED

Students at St Alipius are provided with a wide range of extra-curricular opportunities: camps, excursions and various off-site experiences, Boite Choir, music and vocal lessons, Community Garden, Passive Play activities, a knitting group, a range of sporting activities and school carnivals.

All Grade 6 students at St Alipius are provided with leadership opportunities and have the opportunity to work in student action teams for a range of leadership opportunities.

The school engages in community events such as Ride to School Day, Clean-up Australia Day, ANZAC Day and Harmony Day.

We provide a Japanese Club, Ukulele club, Taiko Drumming Team, Guitar group, Library Club and Mindfulness Club.

STUDENT SATISFACTION

St Alipius School engages in regular surveys to determine student responses to wellbeing and connection to school. When surveyed in mid-2018 and at the end of that year, students in years 5 and 6 provided the following information.

I feel safe from being bullied:

June: 91.2% said Always True or Usually True

Dec: 96.2% said Always True or Usually True

If someone bullies teachers would try and stop it:

June: 91% said Always True or Usually True

Dec: 99% said Always True or Usually True

Our playground is safe and fun with interesting things to do:

June: 94.6% said Always True or Usually True

Dec: 91.2% said Always True or Usually True

I feel like I belong at school:

June: 95.9% said Always True or Usually True

Dec: 100% said Always True or Usually True

My school teaches us to treat each other with respect and kindness:

June: 100% said Always True or Usually True

Dec: 98% said Always True or Usually True

I've been taught to stay safe online at my school:

June: 98.6% said Always True or Usually True

Dec: 100% said Always True or Usually True

We learn how to get along at my school:

June: 94.7% said Always True or Usually True

Dec: 100% said Always True or Usually True

My teachers help me to improve in my learning:

June: 94.7% said Always True or Usually True

Dec: 91.% said Always True or Usually True

STUDENT ATTENDANCE

St Alipius Parish School recognizes the importance of regular attendance for all school-aged children in their educational and social development. Children who attend school regularly have better health outcomes, better employment outcomes, and higher income levels across their lifespan. It is important that children develop habits of regular attendance at an early age to maximise their life opportunities.

St Alipius School communicates these expectations to parents on enrolment and through regular updates such as the school newsletter. Students are expected to attend school during normal school hours every day of each school term unless:

1. There is an approved exemption
2. The student is registered for home schooling and has only partial enrolment
3. Students are considered to be in attendance at school if they are involved in an offsite curriculum program or activity organized by the school.

Procedures

- Classroom teachers twice daily will record attendance, and late arrivals, in the mornings and afternoons; including those days when the class may be off site.
- Parents are expected to provide an explanation for students who are absent. This can be done in via SkoolBag, in writing or by phone contact.
- In instances where the parent has not provided an explanation in writing staff will note this on SIMON. This must be provided by 10 am on the day the student is absent.
- If a child is absent and no communication has been received from the parent, a phone call will be made by the administration officer.
- Long term and / or unexplained absences will be followed up by the principal and parents informed, in writing, if the principal deems that they have not met their obligations under the Education and Training Reform Act 2006.

- All records of contact and attempted contact with families regarding student absences will be recorded and the records kept.

Attendance Improvement Strategies

- Attendance improvement strategies are implemented for any student who has been absent more than five days in a school term, or in situations where school refusal is a factor in attendance.
- A support group is established if the principal believes that the individual student and / or family require this support.
- The school refers to Every Day Counts (DET) and uses the CECV process outlined on CECV/Curriculum and Student Support/Every Day Counts.
- The principal contacts the Catholic Education Office in accordance with CECV procedures should school based attempts fail to improve student attendance.

STUDENT SAFETY

Goals and Intended Outcomes

That Child Safety is a priority for all community members at St Alipius

That all children are safe, feel safe and act in ways that keep themselves safe.

That our school staff build relationships of trust with all students

To maintain full compliance with Child-Safe Standards in accordance with the Ministerial Order

Achievements

Alipius Parish School is an authentically Catholic learning community of Excellence, Equity and Empowerment. Student safety is central to our vision and the goals of our school. The empowerment of students through education and protective behaviours is evident in the curriculum and in the strength of student voice that is integral to our vision of excellence.

The strategies implemented at St Alipius focus on preventing, identifying and mitigating risks to children. A major component of our Child-Safe strategy is in teaching student's protective behaviours.

- St Alipius Parish School articulates and communicates its commitment to Child Safety; our Child Safety Policy is available on our Web-site and referred to through newsletters and communication
- Students are engaged in learning their rights and responsibilities in being safe and are taught protective behaviours at every year level
- All staff engage in ongoing Child Safe training
- All staff are familiar with, committed to, and adhere to a Child Safe Code of Conduct
- Processes for reporting and preventing breaches of our Child Safe Code are communicated
- Child Safe Standards are communicated to all current and prospective staff and employees (including contractors) as well as volunteers to the school.
- Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- An appointed Child Safeguarding Officer is responsible for ensuring policies and procedures are up-to-date and reflect current legislative guidelines and promote relevant information to the school community.
- All Child Safety Policies are promulgated, communicated and committed into everyday practice
- Students are empowered with knowledge, language and their right to be heard
- Teachers, non-teaching staff and volunteers are trained in Child Safe practices and sign a Code of Conduct
- Child Safety is a standing item in weekly team meetings
- A year 5/6 leadership group worked with the Child Safeguarding Officer to produce child friendly promotional resources for our school.
- Strategies addressing the principle of inclusion are embedded at all levels of school life.
- Our school has fully engaged in the Respectful Relationships initiative

- Risk Management register is reviewed regularly by the Child Safeguarding Officer and Principal.

Future Directions

OVERARCHING GOALS

- To empower staff and build shared ownership and responsibility for school improvement.
- To build a Performance and Development Culture at St Alipius.
- To promote and enhance positive school community well-being.
- To demonstrate evidence of growth in learning outcomes for all students.
- To continue to develop a welcoming, inclusive and contemporary Catholic community.

School Performance Data Summary

The School Performance Summary reports on data in the following areas:

- Proportion of Students Meeting the Minimum Standards
- Average Student Attendance Rate by Year Level
- Teaching Staff Attendance Rate
- Staff Retention Rate
- Teacher Qualifications
- Staff Composition

School data can be found on CEVN under the tab **Data & Surveys**. Click **Annual Report to the School Community 2018**. To access the data, scroll down to the heading **School Data** and click the link **Download your SP data**. Select the option to download as a word report and copy and paste the data in this section.

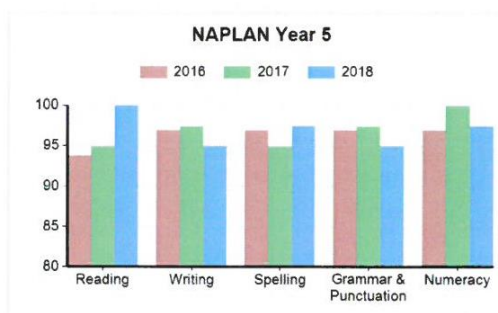
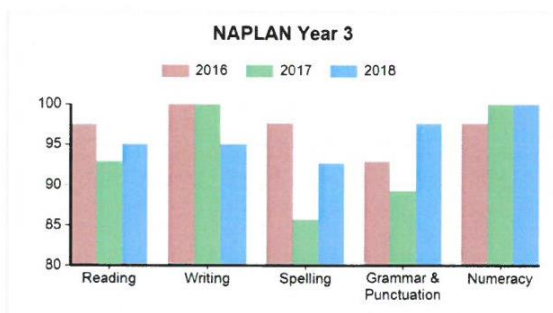
Alternatively, you may wish to copy and paste the data into the body of your report and delete this page. E.g. Proportion of Students Meeting the Minimum Standards (NAPLAN) would fit under the heading Student Learning Outcomes and Average Student Attendance Rate by Year Level would fit under the heading Student Attendance. Teaching Staff Attendance Rate, Staff Retention Rate, Teacher Qualifications and Staff Composition would all fit under the section titled Leadership & Management.

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*

E2003
St Alipius' Parish School, Ballarat East

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	92.9	89.3	-3.6	97.6	8.3
YR 03 Numeracy	97.6	100.0	2.4	100.0	0.0
YR 03 Reading	97.5	92.9	-4.6	95.1	2.2
YR 03 Spelling	97.6	85.7	-11.9	92.7	7.0
YR 03 Writing	100.0	100.0	0.0	95.1	-4.9
YR 05 Grammar & Punctuation	96.9	97.4	0.5	95.0	-2.4
YR 05 Numeracy	96.9	100.0	3.1	97.5	-2.5
YR 05 Reading	93.8	94.9	1.1	100.0	5.1
YR 05 Spelling	96.9	94.9	-2.0	97.5	2.6
YR 05 Writing	96.9	97.4	0.5	95.0	-2.4



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

	%
Y01	91.5
Y02	93.2
Y03	91.8
Y04	92.4
Y05	91.4
Y06	90.2
Overall average attendance	91.7

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.5%
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STAFF RETENTION RATE	
Staff Retention Rate	83.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	15.8%
Graduate Certificate	0.0%
Bachelor Degree	68.4%
Advanced Diploma	26.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	28
Teaching Staff (FTE)	20.5
Non-Teaching Staff (Headcount)	27
Non-Teaching Staff (FTE)	15.9
Indigenous Teaching Staff (Headcount)	2