2011 ANNUAL REPORT TO THE SCHOOL COMMUNITY

ANNUNCIATION
BROOKLYN

REGISTERED SCHOOL NUMBER: 1648
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Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>4-14 Nolan Avenue Brooklyn Vic 3012</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Barry Ennis (Acting Principal)</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
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<td><a href="http://www.asbrooklyn.catholic.edu.au">www.asbrooklyn.catholic.edu.au</a></td>
</tr>
</tbody>
</table>
Our School Vision

- Annunciation - a faith community striving for excellence and personal growth while providing an education that focuses on the future and meets the needs of today."
School Overview

Annunciation School in Brooklyn is something of a hidden treasure, nestled away in Nolan Avenue Brooklyn in the midst of a relatively small residential community just off the Westgate Freeway and only minutes from Melbourne’s CBD.

The second school in the Parish of Corpus Christi Kingsville, Annunciation offers a Catholic education for families of the Brooklyn and Altona North areas, as well as for families from surrounding areas who like what a small school environment can offer.

Annunciation School was established in the mid 1960s to provide a second school in the Kingsville Parish. The early school catered for up to 200 students, many of the children attending from the migrant hostel on Millers Rd. The hostel was closed in the early 1970s and since that time the school enrolment has ranged from 60 to 110. We currently have 62 students enrolled. The Josephite Sisters administered the school up until 1980. Since that time we have had lay principals and staff.

The school has a diverse population with over fifteen nationalities represented among our families. Most children were born in Australia, and many children benefit from exposure and use of another language at home.

The school is fortunate to have an abundance of playing space, both all-weather areas and fine weather grassed areas. 2009-10 saw the completion of the Federal Government BER program which saw the school undergo the most comprehensive upgrading of physical facilities, both internal and external, in its history.

In addition to the standard Commonwealth and State Government funding the school receives special funding in a variety of areas to help us cater for special needs and specialised assistance in such areas as Literacy, Numeracy, Well Being and Languages other than English [Italian]. Presently we have 3 classes: P/1, 2/3/4 and 5/6. The exact make-up of our grade structures changes from year to year, depending on the numbers in each year level; multi-age classroom groupings have always been part of our structure, and as such our processes for catering for the needs of each individual child within these groupings is well established.

All classes are taught a comprehensive curriculum developed using the Victorian Essential Learning Standards [VELS] as well as Religious Education in the Catholic Faith as set by the Archdiocese of Melbourne.

Complementing the 3 classroom teachers are the Principal, Deputy Principal, Literacy Specialist, Special Learning Needs and Wellbeing Leaders, Library Technician, Italian teacher, Physical Education and Performing Arts Leaders, Integration Aides and Office Administration Staff, cleaners and school maintenance man.

There are also a variety of opportunities for parents to become involved in school life. Our “Parents and Friends Association” is energetic and active in the social and fundraising side of school life.
Principal’s Report

2011 was a review year for Annunciation Catholic Primary School. This review provided the school community the opportunity to take stock of current performance and practice, to look back at progress achieved and to plan future strategies to bring about desired change. There were many very pleasing achievements for the school community to celebrate. Some of these included:

1. Acknowledgement that the school had been very successful in meeting the goals set for Faith Education,
2. Several targets in the Teaching and Learning sphere had been exceeded, with an increasing proportion of children achieving above the minimum levels.
3. There is a sound working and learning tone throughout the school with students demonstrating that they were engaging actively and enthusiastically in the learning.
4. The school successfully connected with its diverse community and achieved much in welcoming parents into the school.

The recommendations of the review were all considered and endorsed, and appropriate strategies to make even greater improvement for our school community, have been included in the preparation of the school’s Annual Action Plan.

The staff continued their Teaching and Learning journey with generous commitment throughout the year. A major focus area for 2011 was the training and implementation of Godly Play and Storytelling, for all teaching staff. The aim of this training was to skill teachers so that they could better familiarise the children with the Scriptures and to enliven the scripture stories for the children.

Training for the C.A.S.E.A. program, a Royal Children’s Hospital approach was also undertaken by the staff of the school and then implemented with a small number of families in the school. Initial feedback from the families, and the presenters, suggests that the program is effective. The school will continue to monitor the needs of the school community into 2012 with the intention of running the program whenever there is a perceived need.

Another focus area for the staff was the Contemporary Teaching and Learning of Mathematics. The three year uptake of this program was concluded at the end of 2010, but with the support of the National Partnerships Program and the Melbourne Catholic Education Office, ongoing reinforcement of the program was enabled with the assignment of funds to support the work of the schools Numeracy Coordinator and the provision of an external Mathematics Coach.

The students engaged in wonderful learning opportunities throughout the year; none better that the Aboriginal Studies that were engaged in by the whole school. This unit proved to be very exciting for the staff and students, who all experienced deep learning. One achievement that was an outcome of the work was the winning of the NAIDOC Medal by one of our year 3 students, from the Office of the Prime Minister.

A highlight of the year for many was the Book Week Play that was written and produced by Dorothea Johnson and the cast was made up of the year 6 students and the staff. The play was presented to the rest of the school community, after a family kite-making afternoon, and they all enjoyed the play immensely.
Education in Faith

Goals & Intended Outcomes
That students will report increased levels of stimulation and engagement in RE learning experiences.

Achievements
In the surveys of student attitudes towards Religious Education conducted in conjunction with the 2011 surveys of students, staff and parents, all student ‘Catholic Culture’ responses were at or above 93%, up from a range of 36% - 94% in 2009.

<table>
<thead>
<tr>
<th>VALUE ADDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation, resourcing and teaching of the ‘To Know, Worship and Love’ Curriculum Program in RE.</td>
</tr>
<tr>
<td>Sacramental Program information nights for families.</td>
</tr>
<tr>
<td>Specific RE Planners for our teachers’ Teaching and Learning in RE.</td>
</tr>
<tr>
<td>Whole School Masses for families on Feast Days and recognised Liturgical Celebrations.</td>
</tr>
<tr>
<td>Classes attending Wednesday morning Parish Masses on a roster basis.</td>
</tr>
<tr>
<td>Morning Prayer in classes, shared praying of the School Prayer every day before classes and each Tuesday afternoon at assemblies.</td>
</tr>
<tr>
<td>Graduation Mass and Sacramental Masses which are for the whole school community.</td>
</tr>
<tr>
<td>Focus on knowledge and appreciation of the school’s and Parish’s historical connection with the Sisters of St Joseph through teaching and learning units, celebration of the Canonisation of Mary MacKillop, and membership of the newly formed Association of Josephite Affiliated Parish Primary Schools [AJAPPS].</td>
</tr>
<tr>
<td>Designated time provided for our REC to prepare PD, support teachers and co-ordinate RE Curriculum.</td>
</tr>
<tr>
<td>Purchasing of resources and icons to reinforce Catholic identity of school.</td>
</tr>
<tr>
<td>Staff Prayer and prayer roster for all staff meetings.</td>
</tr>
<tr>
<td>Social justice focus through supporting Catholic mission work.</td>
</tr>
</tbody>
</table>
Learning & Teaching

Goals & Intended Outcomes
1. That student achievement levels as measured in standard ways in maths will trend upwards in the period of this SIP.
   \textit{That staff will report increased confidence levels in ability to meet students' needs effectively in Maths.}

2. That student achievement levels as measured in standard ways in literacy will trend upwards in the period of this SIP.

Achievements
Staff report improved student skill & performance in the Literacy areas of spelling, writing and reading, especially in the junior school since THRASS program introduced.

Staff members have reported increased levels of knowledge, confidence in Maths teaching as a result of the sustained participation in the "Contemporary Teaching and Learning in Maths [CTLM] and "National Partnership Maths Professional Learning programs in 2009-11.

Portion of students meeting the Minimum Standards in Years 3 and 5

<table>
<thead>
<tr>
<th>NAPLAN TESTS</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 3 READING</td>
<td>89.5%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>YEAR 3 WRITING</td>
<td>94.7%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>YEAR 3 SPELLING</td>
<td>100%</td>
<td>91.7%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>YEAR 3 GRAMMAR &amp; PUNCTUATION</td>
<td>94.7%</td>
<td>91.7%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>YEAR 3 NUMERACY</td>
<td>84.2%</td>
<td>91.7%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>YEAR 5 READING</td>
<td>84.6%</td>
<td>100%</td>
<td>85.7%</td>
<td>100%</td>
</tr>
<tr>
<td>YEAR 5 WRITING</td>
<td>92.3%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>YEAR 5 SPELLING</td>
<td>100%</td>
<td>100%</td>
<td>92.9%</td>
<td>100%</td>
</tr>
<tr>
<td>YEAR 5 GRAMMAR &amp; PUNCTUATION</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>YEAR 5 NUMERACY</td>
<td>84.6%</td>
<td>100%</td>
<td>92.9%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Change in national minimum standard results from the previous year:

Year 3 Reading 0.0% Guide
Year 3 Writing 0.0%
Year 3 Spelling 0.0%
Year 3 Grammar and Punctuation 0.0%
Year 3 Numeracy 0.0%
Year 5 Reading 14.3%
Year 5 Writing 0.0%
Year 5 Spelling 7.1%
Year 5 Grammar and Punctuation -8.3%
Year 5 Numeracy 7.1%

An examination of the tables and graphs above suggests that in almost all areas of comparative performance in NAPLAN tests there have been statistical gains in the proportion of students achieving minimum standard or better, or at least maintenance of previous high figures, with only one area suggesting a decline in the figures. Again with our small numbers in each cohort, the 8.3% decline in Year 5 Grammar and Punctuation is, in fact, one child.

We are pleased that this year’s data is largely reflective of what we know; namely that the quality of teaching and instruction at Annunciation is high, that the level of achievement in student learning is largely reflective of those high standards, especially when we take into account what we know about our individual students and the ‘distance travelled’ in their time at school.

We also however continue to exercise caution when examining the raw data of these figures, as we know that for a variety of reasons such reflectiveness may not always be the case. Firstly the comparisons are between different groups of children with different abilities. Secondly, with such a small student population as ours [our Year 3 population was 6 students], a seemingly large percentage change is likely to only be one or two students. These factors can make ‘changes over time’ data unreliable in terms of measuring ‘school performance’, which is also problematic given that, while most in the education community recognise that tools such as NAPLAN and their results are not appropriate tools for measurement of school performance, others will attempt to suggest so. Parents should always discuss their own children’s achievement with the school.
Value Added.

- Staff participation in the CTLM Maths Professional Learning [PL] program has been very well received. Staff report that the resulting changes to planning, teaching and assessment has lead to increased focus on deeper learning through problem solving in maths investigations, and on catering for the variety of needs within a classroom.

- Participation in National Partnerships – Maths program has provided time and resources in using data to inform planning and teaching in Maths.

- Whole school Professional Learning Teams [PLTs] focusing on collecting and analysing data to inform planning and teaching.

- Use of CEO personnel to help facilitate PLTs and other PL sessions.

- Strong investment in Teacher Aide presence in classrooms to assist teachers in catering for small group and individual assistance.

- Full compliance with systemic requirements for data collection in relation to student learning.

- Continued PD of Literacy Co-ordinator in Reading Recovery.

- Successful progression for year 1 students through ‘Reading Recovery’ program.

- Implementation of ERIK literacy support program for students needing extra support.

- Planning for learning experiences in English and Maths based on assessment of readiness and achievement.
Student Wellbeing

Goals & Intended Outcomes

That students report increased satisfaction with opportunities for decision making.

That there be a reduction in students reporting dissatisfaction in behavioural measures in Student Surveys.

Achievements

Student safety and morale rankings show an upward trend in the period of this SIP [2007-10]; targets of above 80% raw score and top 25 % of school comparison scores.

Student Morale measures;
- 32% in 2007,
- 46% in 2009
- 86% in 2010

Student safety measures;
- 4% in 2007,
- 78% in 2009
- 94% in 2010

STUDENT ATTENDANCE RATE | 96.73 %
VALUE ADDED AND STUDENT SATISFACTION

- Participation in Student Well Being Cluster Meetings and PL sessions with CEOM Well Being Leadership Team by Student Well Being Co-ordinator.
  - Involvement in CASEA program has been beneficial;
  - Intense work with small targeted group of students identified as socially ‘at risk’, aimed at developing more successful social skills,
  - Use of a related social skills program throughout school,
  - Use of CASEA principles to school-wide behaviour rules & processes
- Planning of ‘whole school’ units of Inquiry that enhanced connectedness within and between classes across the school and between classroom learning and ‘real life’.
- Student average attendance rate as sampled in the ‘May 20 day’ survey, was 96.64%.
- Student Satisfaction: The measurements of student satisfaction in the Insight SRC Surveys continued to rise in comparison to 2007 and 2009. All eleven measures of student wellbeing, engagement and relationships, which were already generally strong in 2009, were higher than in 2009. All measures were in the top quartile.
- High rates of participation on the “Active After School Communities” after school sports programs.

Leadership & Management

Goals & Intended Outcomes

To create a staff learning culture with an increased vibrancy.

That staff will report increased levels of satisfaction in scores on the Staff Opinion Survey in the variables relating to Professional Growth, Appraisal & Recognition and Empowerment.

Achievements

- Participation by staff in Year 3 of ‘Contemporary Teaching and Learning in Mathematics’ [CTLM] Professional Learning [PL] Course.
- Participation by staff in National Partnership – Maths PL program, Year 1, including PL in Leadership for Maths Co-ordinator.
- Participation by staff in THRASS Language skills development PL program.
- Participation by staff in CASEA social skills and wellness development program and PL course.
- PL in Reading Recovery and Literacy Leadership for Literacy Co-ordinator.

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
<th>92.93 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAFF RETENTION RATE</td>
<td>77.78 %</td>
</tr>
</tbody>
</table>
Teacher Qualifications

<table>
<thead>
<tr>
<th>Level</th>
<th>This School</th>
<th>Like Schools</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree - Doctorate</td>
<td>0%</td>
<td>0.46%</td>
<td>0.21%</td>
</tr>
<tr>
<td>Degree - Masters</td>
<td>12.50%</td>
<td>11.56%</td>
<td>10.88%</td>
</tr>
<tr>
<td>Diploma - Graduate</td>
<td>37.50%</td>
<td>21.44%</td>
<td>19.09%</td>
</tr>
<tr>
<td>Certificate - Graduate</td>
<td>0%</td>
<td>2.44%</td>
<td>2.08%</td>
</tr>
<tr>
<td>Degree - Bachelor</td>
<td>37.50%</td>
<td>44.92%</td>
<td>49.42%</td>
</tr>
<tr>
<td>Diploma - Advanced</td>
<td>12.50%</td>
<td>8.37%</td>
<td>8.06%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0%</td>
<td>10.81%</td>
<td>10.26%</td>
</tr>
</tbody>
</table>

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2011

- CTLM Maths program Year 3 and 4
- National Partnership Maths Year 2;
  - Learning and Teaching emphasis for classroom teaching staff,
  - Leadership emphasis for Maths Co-ordinator
- First Aid training for all staff.
- CASEA social skills and wellness program - ongoing training.
- Reading Recovery and Literacy Leadership PL for Literacy Co-ordinator.
- Participation in Student Well Being Cluster Meetings and PL sessions with CEOM Well Being Leadership Team by Student Well Being Co-ordinator.
- Participation in regional network for Special Needs Leader.
- Participation in regional network for Religious Education Leader
- Principal participation in Zone Principals Network Meeting PL experiences, and in O.H. and S. training.

NUMBER OF *TEACHERS WHO PARTICIPATED IN PL | 9

#AVERAGE EXPENDITURE PER *TEACHER FOR PL | $3,267

- *Not all STAFF who attended PL were teachers. Non-teaching staff who attended PL are included in this figure.
- # Average expenditure is divided between those staff whose PL involved actual monetary expenditure.
Teacher satisfaction data as measured in the Insight SRC Survey of Staff Climate showed overall gains; in 16 of the 17 measures rises were recorded. This indicates that many of the areas identified by staff as areas of concern and opportunities for growth in fact improved. Given that the 2009 data overall was quite low, there is room for further gains and work will continue on addressing areas such as Professional Development, Appraisal and Recognition and Empowerment.

School Community

Goal & Intended Outcomes

- To continue to improve community connectedness
- That parents will report improved levels of satisfaction in measures of ‘Extra-curricular Offerings’.

Liaise regularly with the Parish Priest and Corpus Christi community to strengthen parish/school relationships.

Maintain and promote the catholic faith tradition of the school by encouraging potential catholic families to enrol at Annunciation

Encourage all families to participate in the life of the school

Strive for excellence and personal growth by networking within the local community.

Develop strategies to ensure the values of care, compassion, doing your best, fair go, freedom, honesty and trustworthiness, integrity, respect, responsibility, understanding, tolerance and inclusion are practised as a means of meeting the needs of today while focussing on the future.

[Source: School Mission Statement]

Achievements

Reported satisfaction levels in Parent Surveys in Insight SRC School Improvement Surveys for Extra-curricular Offerings [percentile rankings];

- 2007, 1%
- 2009, 10%
- 2010, 77%
- 2011, 70%

- Weekly meetings with Parish Priest.
- Regular meetings between Principals of three Parish schools.
- Celebration of the Sacraments of Reconciliation, First Communion and Confirmation.
- Regular participation in Parish Masses.
- Partnerships with local Catholic secondary schools St Pauls and Mount Saint Josephs. Activities have included our use of their mini-buses for
excursions, Annunciation student transition activities, shared sporting, multimedia and arts activities

- Partnerships with two feeder kindergartens [Frances Sullivan and Altona Gate], with activities including student exchange activity sessions.
- Multiple opportunities for parent participation including active ‘Parents and Friends’ Association, Working Bees, classroom help in rooms, on special activity days and on excursions
- Year 5/6 student participation in Hobsons Bay Council “Junior Council” program.
- *Many of the ‘links to community’ activities have afforded [especially senior] students opportunities to develop and display leadership attributes.*

PARENT SATISFACTION

The 2011 implementation of the Insight SRC School Improvement Report Surveys provided data relating to satisfaction among parents. Parent data in terms of satisfaction was generally positive; of the 18 measures, two showed increases compared to 2010, while two measures were close to the same. Areas showing pleasing improvement included Student Safety, [up from 70% in 2010 to 82% in 2011] and Classroom Behaviour [up from 63% in 2010 to 72% in 2011].
Smarter Schools National Partnerships Statement

**Improvement Targets/Milestones**

That staff will report increased confidence levels in ability to meet students’ needs effectively in Maths.

**Improvement Strategies**

- The school was committed to providing both external and internal Professional Learning opportunities for staff.
- The school was committed to release teachers willing to work and plan with National Partnership coaches.
- The school utilised the support of the National Partnership Coaches to develop and improve their teaching practice and plan the Maths curriculum using the Big Ideas of Maths.
- Staff planned learning experiences using data based on knowledge of the child’s learning.

**2011 Outcomes**

- Staff members participated in 3rd year of ‘Contemporary Teaching and Learning in Mathematics’ [CTML] PD Program in 2011.
- Implemented approaches and strategies learned through CTLM PD program.
- Used CTLM Clinical Interviews to ascertain Growth Points and needs of individual students in mathematics.
- The school participated in ‘National Partnership – Maths’ Program.
- Strengthened our engagement in the PLT process by consolidating good practice - writing an agenda and keeping a record of minutes.
- The school is committed to strengthening family engagement in mathematics learning through improved communication with parents via newsletter and website and extra curricular offering eg Family Maths Night.
## Financial Performance

### REPORTING FRAMEWORK | MODIFIED CASH$
---|---
Recurrent income | Tuition
School fees | 0
Other fee income | 21,586
Private income | 25,763
State government recurrent grants | 339,803
Australian government recurrent grants | 584,570
**Total recurrent income** | **971,722**

Recurrent Expenditure | Tuition
Salaries; allowances and related expenses | 686,278
Non salary expenses | 125,526
**Total recurrent expenditure** | **811,804**

Capital income and expenditure | Tuition
Government capital grants | 
Capital fees and levies | 36,969
Other capital income | 
**Total capital income** | **36,969**
**Total capital expenditure** | **41,878**

Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) | 
**Total opening balance** | 
**Total closing balance** | 

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Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2010 that may ultimately change the method of reporting these exclusions. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website later this year. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.