2012 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</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Fr John O’Connor</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 9314 6271</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@asbrooklyn.catholic.edu.au">principal@asbrooklyn.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.asbrooklyn.catholic.edu.au">www.asbrooklyn.catholic.edu.au</a></td>
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</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.”
Annunciation Brooklyn

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 63 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.

Recent facilities’ upgrades have resulted in a well-appointed contemporary learning environment for the staff and students. The school is fortunate to have an abundance of playing space, both all-weather areas and fine weather grassed areas.

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. In 2013 we will be moving to AusVELS in four areas of the curriculum as the Australian curriculum begins to be phased in.

We are very generously staffed for a small school. Complementing the 3 classroom teachers are the Principal, Deputy Principal, Technology teacher, Library Technician, Italian teacher, Physical Education teacher, Integration Aides, 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

In 2012 there were many very pleasing achievements for the school community to celebrate. Some of these included:

1. The staff enthusiastically undertaking an action Research Project based around building the opportunities for greater personalised learning for each of our students.
2. A very successful Parental Involvement program aimed at bringing our families together for significant learning experiences.
3. The teaching and learning culture throughout the school, with students demonstrating that they are engaging actively and enthusiastically and with success.
4. The community spirit that is continuing to grow, due to the efforts of so many within our school community, especially the Parents and Friends Association.

The staff continued their Teaching and Learning journey with generous commitment throughout the year. A major focus area for 2012 was the Action Research, as mentioned.

A continuing 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.

Our year 5/6 class prepared and performed “Too Loud, Lily” at the Clocktower Theatre in Moonee Ponds, as part of the Catholic Education Well-being Drama Festival in June. The children thoroughly enjoyed the experience and their performance was of a very high standard.

The children in years 2-6 benefited from expert coaching by members of the Footscray Lacrosse club and subsequently the senior children competed in a Lacrosse Tournament in Altona in November. The children acquitted themselves quite well and were very competitive with a few victories.

This was the school’s first foray into interschool competition for some years. One of the targets for 2013 is to join the Spotswood District Sports Association and enter the year 4-6 children into more interschool sporting activities. We believe that there are a number of benefits for our children, if they participate in these sporting interactions.

Another 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 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.

VALUE ADDED

- Implementation, resourcing and teaching of the ‘To Know, Worship and Love’ Curriculum Program in RE.
- Sacramental Program information nights for families.
- Specific RE Planners for our teachers’ Teaching and Learning in RE.
- Whole School Masses for families on Feast Days and recognised Liturgical Celebrations.
- Classes attending Wednesday morning Parish Masses on a roster basis.
- Morning Prayer in classes, shared praying of the School Prayer every day before classes and each Tuesday afternoon at assemblies.
- Graduation Mass and Sacramental Masses which are for the whole school community.
- 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].
- Designated time provided for our REC to prepare PD, support teachers and co-ordinate RE Curriculum.
- Purchasing of resources and icons to reinforce Catholic identity of school.
- Staff Prayer and prayer roster for all staff meetings.
- Social justice focus through supporting Catholic mission work.
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.

2. 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>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>YEAR 3 READING</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>YEAR 3 WRITING</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>YEAR 3 SPELLING</td>
<td>100.0%</td>
<td>91.7%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>YEAR 3 GRAMMAR &amp; PUNCTUATION</td>
<td>91.7%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>YEAR 3 NUMERACY</td>
<td>91.7%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>YEAR 5 READING</td>
<td>100.0%</td>
<td>85.7%</td>
<td>100.0%</td>
<td>86.0%</td>
</tr>
<tr>
<td>YEAR 5 WRITING</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>YEAR 5 SPELLING</td>
<td>100.0%</td>
<td>92.9%</td>
<td>100.0%</td>
<td>100.0%</td>
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<tr>
<td>YEAR 5 GRAMMAR &amp; PUNCTUATION</td>
<td>100.0%</td>
<td>100.0%</td>
<td>92.0%</td>
<td>72.0%</td>
</tr>
<tr>
<td>YEAR 5 NUMERACY</td>
<td>100.0%</td>
<td>92.9%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Change in national minimum standard results from the previous year:

Year 3 Reading  0.0 %
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  -14.0%
Year 5 Writing  0.0%
Year 5 Spelling  0.0%
Year 5 Grammar and Punctuation  -28.0%
Year 5 Numeracy  0.0%

An examination of the tables and graphs above, suggests that in almost all areas of comparative performance in NAPLAN tests, the children continue to achieve above the minimum standard with 100per cent of students achieving minimum standard or better.

However, there are two areas where performance fell. With our small numbers in each cohort, the 14.0% decline in Year 5 Reading is, in fact, one child, while the 28% decline in Year 5 Grammar and Punctuation is two children.

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.

The students that have not met minimum standard in either Reading or Grammar and Punctuation are being supported through individual learning plans. The school is able to provide individual and small group clinics for these children and each of them is making significant gains educationally. Their progress will continue to be carefully monitored.
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 coaching, 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 and 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 have shown a very pleasing upward trend in the period of this SIP. The growth is significant and have resulted in the school achieving its targets of above 80% raw score and top 25% of school comparison scores. These results are for Annunciation School compared to the range for Victorian Primary Schools.

Student Morale measures:
- 70% in 2011
- 80% in 2012

Student Distress measures:
- 80% in 2011
- 85% in 2012
STUDENT ATTENDANCE RATE

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>91.82%</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.13%</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.75%</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.63%</td>
</tr>
<tr>
<td>Year 5</td>
<td>97.50%</td>
</tr>
<tr>
<td>Year 6</td>
<td>98.57%</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>95.07%</td>
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</table>

Student attendance is carefully monitored, recorded and reported. If formal contact with the school is not forthcoming, following a child’s non-attendance, the matter is pursued until a satisfactory explanation has been received.

Where patterns of non-attendance are becoming obvious, personal contact is made with the family and goals are set, to rectify the problem. We have no chronic absenteeism.

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;
  - 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 95.0%.
- 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

- Significant growth in measures of Staff Appraisal, Recognition and Empowerment, but an acknowledgement that the Appraisal area needs to be a focus for us, as it is still the area that staff report lowest in.
- Participation by staff in National Partnership – Maths PL program, Year 1, including PL in Leadership for Maths Co-ordinator.
- Participation by staff in the Whole School Approach to Personalised Learning professional development program.
- Participation by staff in the Community Arts / Well Being program and professional learning course.
- PL in Reading Recovery and Literacy Leadership for Literacy Co-ordinator.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
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<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>0.08%</td>
<td>0.22%</td>
</tr>
<tr>
<td>Degree - Masters</td>
<td>16.67%</td>
<td>12.65%</td>
<td>12.82%</td>
</tr>
<tr>
<td>Diploma - Graduate</td>
<td>50.00%</td>
<td>22.61%</td>
<td>18.97%</td>
</tr>
<tr>
<td>Certificate - Graduate</td>
<td>0%</td>
<td>2.45%</td>
<td>2.25%</td>
</tr>
<tr>
<td>Degree - Bachelor</td>
<td>16.67%</td>
<td>45.77%</td>
<td>50.50%</td>
</tr>
<tr>
<td>Diploma - Advanced</td>
<td>16.67%</td>
<td>9.09%</td>
<td>7.75%</td>
</tr>
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</table>
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2012

- National Partnership Maths Year 3;
  - Regular Maths Coaching for classroom teachers and Maths Leader.
  - Maths Learning and Teaching emphasis for classroom teaching staff,
  - Leadership emphasis for Maths Co-ordinator
- First Aid training for updating staff.
- CASEA social skills and wellness program – social work student.
- 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 driver education training (bus).

NUMBER OF *TEACHERS WHO PARTICIPATED IN PL | 8

#AVERAGE EXPENDITURE PER *TEACHER FOR PL | $3,354

- *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

There were 22 measures of Staff Climate in the 2012 Insight SRC School Improvement Survey. In 16 of the 22 measures, the result was in the top 25% of Victorian Primary Schools. Of the 12 measures that were recorded in both 2011 and 2012 for staff climate, the teacher satisfaction for all 12 showed significant gains. This indicates that many of the areas, previously identified by staff as areas of concern and opportunities for growth, improved.
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’.

Close liaison regularly with the Parish Priest and leaders of Corpus Christi School, Kingsville, and St. Augustine’s School, Yarraville, 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.

Support the meetings, fundraising and social activities of the Parents and Friends Association.

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]:
- 2011 - 70%
- 2012 – 74%

- Regular meetings with Parish Priest, as needed.
- 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 Emmanuel College, Mount Saint Joseph’s College and St. Aloysius College. Activities have included our use of their mini-buses for excursions, Annunciation student transition activities, support for College Scholarship programs and 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 2012 implementation of the Insight SRC School Improvement Report Surveys provided data relating to satisfaction among parents.

Parent data in terms of satisfaction showed significant, and pleasing, increases compared to 2011, in all but one of the 20 measures. The parents’ perception of Classroom Behaviour fell from 72% in 2011, to 67% in 2012.
## 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.

### 2012 Outcomes

- All classroom teachers implemented approaches and strategies learned through CTLM PD program.
- All classroom teachers used CTLM Clinical Interviews to ascertain Growth Points and needs of individual students in mathematics.
- The school participated in ‘National Partnership – Maths’ Program.
- The school strengthened our engagement in the PLT process by consolidating good practice.
- The school is committed to strengthening family engagement in mathematics learning, through improved communication with parents, via newsletter and website and extra curricular offerings.
## Financial Performance 2012

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH ($)</th>
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</thead>
<tbody>
<tr>
<td>Recurrent income</td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>15,765</td>
</tr>
<tr>
<td>Other fee income</td>
<td>21,335</td>
</tr>
<tr>
<td>Private income</td>
<td>22,909</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>176,802</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>827,826</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>1,064,637</strong></td>
</tr>
</tbody>
</table>

| Recurrent Expenditure                |                   |
| Salaries; allowances and related expenses | 671,796         |
| Non salary expenses                  | 125,016           |
| **Total recurrent expenditure**      | **796,812**       |

| Capital income and expenditure       |                   |
| Government capital grants            |                   |
| Capital fees and levies              | 16,841            |
| Other capital income                 |                   |
| **Total capital income**             | **16,841**        |
| **Total capital expenditure**        | **12,096**        |

<table>
<thead>
<tr>
<th>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total opening balance</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td></td>
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</tbody>
</table>