

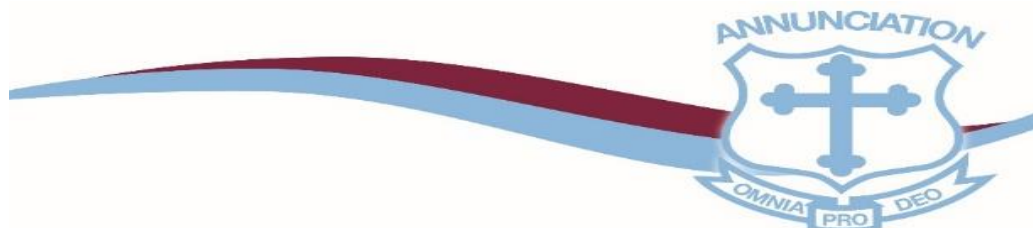
# ANNUAL REPORT TO THE SCHOOL COMMUNITY



2018

**Annunciation Primary School**  
Brooklyn, Melbourne

REGISTERED SCHOOL NUMBER: 1648



## Contents

Contact Details .....	2
Minimum Standards Attestation .....	2
Our School Vision .....	3
School Overview .....	4
Principal's Report .....	5
Education in Faith .....	6
Learning & Teaching .....	7
Student Wellbeing .....	8
Child Safe Standards .....	10
Leadership & Management .....	11/12
School Community .....	13
Future Directions .....	14
School Performance Data Summary .....	15

## Contact Details

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<b>PRINCIPAL</b>	Mrs Robyn Kelly
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## Minimum Standards Attestation

I, Robyn Kelly, attest that Annunciation Primary School in Brooklyn 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 10<sup>th</sup> 2019

## 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 is a Catholic primary school in Nolan Avenue Brooklyn, in the midst of a small residential community just off the Westgate Freeway and only minutes from Melbourne's CBD.

Annunciation is the second school in the Parish of Corpus Christi, Kingsville, and one of three Catholic primary schools under the care of our Parish Priest, Fr. John O'Connor.

Annunciation School was established in 1965. 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 67 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 many nationalities represented amongst our families. Most children were born in Australia, and many children benefit from exposure and use of another language at home.

In 2018 there were 4 grades which consisted of: Foundation, Grade 1/2, Grade 3/4 and a Grade 5/6. The exact make-up of our grade structures changes from year to year, depending on the numbers in each year level.

All classes are taught using the Victorian Curriculum as well as Religious Education in the Catholic Faith as set by the Archdiocese of Melbourne.

We are generously staffed for a small school, enabling a comprehensive curriculum. Complementing the 4 classroom teachers is our Deputy Principal who delivers the Reading Recovery Program, a Digital Learning Technologies Leader, a teacher of Japanese, an Arts and Music teacher, a Physical Education teacher and two Learning Support Officers.

Our focus for school improvement throughout 2018 was around developing our students as learners. We were fortunate to begin our first year as a Visible Learning school led by a team from Corwin Education. Alongside two other Western schools we have had the opportunity to engage in professional learning as a whole staff. Two staff members were also appointed as Visible Learning Leaders and they continue to be coached in how best to support staff in their journey. In 2018 we saw a definite shift in student thinking as they moved beyond seeing learning as having good behaviors i.e. listening, to developing positive mindsets that truly assist in their learning. We now have a school set of positive mindsets which are visible throughout the school and learning intentions and success criteria are used rigorously throughout all classes.

The introduction of Japanese as our LOTE program has been received with enthusiasm by our students. The appointment of an experienced Japanese teacher has ensured that the program is contemporary and is based around current pedagogies of learning a second language.

The Parents and friends group worked tirelessly this year to help raise funds to improve the aesthetics of our school buildings and playground. They also organized several family events that were well attended. We will continue to seek ways to include families in school life as well as student learning.



## Principal's Report

The 2018 school year saw many achievements at Annunciation Primary school. One of the biggest changes that has impacted both student learning and teacher efficacy is the notion of "What makes a good Learner?" At the start of the year this question was asked to a core group of students and many answers were based around behaviours such as "Doing as you are told, good handwriting and listening skills. After one year of being involved in the Visible Learning project students can now articulate positive mindsets and how they can take risks in their learning. Learning Intentions and Success criteria are now the basis for students to understand what they know and where they need to go next.

Our Literacy and Numeracy data continues to meet standards and due to the small class sizes we are able to personalise learning for each child and ensure that students have high expectations set for them. All children in Grade One that require Reading Recovery have access to this program and this year we were also fortunate to employ an extra teacher (experienced with gifted students) who took a group of students for writing.

The introduction of NCCD encouraged us to reflect deeply on how we differentiate for all student needs. Staff attended several professional learning sessions about the collection of NCCD Data. Staff engaged in dialogue around what makes a suitable adjustment for students identified at risk. Our record keeping procedures were refined in light of NCCD and teachers now consistently collect and analyse data that assists in planning the curriculum.

Due to the change of Principal and some staff members it was imperative that staff took the time to get to know the students and their families. We had several social events that helped to promote relationships and this continues to be a priority for us into the year 2019 and beyond.

Enrolments are challenging as the Brooklyn catchment area is small, however we tried several different initiatives to get the school name out into the community. Students and teachers visited the local kindergartens and spent time with the Kinder children. We formed an association with a local Real Estate agent who now advertises our school to prospective home buyers. Our Facebook page became active and is used often to showcase what we are doing at Annunciation. The school website was also revamped so that it was appealing to new families. Along with pancake days in the local park, an enrolment cluster with other small schools and new signage, many initiatives have been utilised to encourage enrolments.

Annunciation Primary School is truly a happy place to be and the enthusiasm of students, staff and families makes it a warm and welcoming environment. Every student is valued and we embrace the motto that "At Annunciation every child matters to every teacher".

Mrs Robyn Kelly

Principal

## Education in Faith

### Goals & Intended Outcomes

**By engaging in the school vision we will strengthen the ways we express the Religious Dimension of the school.**

### Achievements

- Horizons of Hope document explored with staff and links made to the Religious Education Curriculum
- Focus on how we assist students to make links with their own lives and their faith. Professional learning days attended by the REL and then shared back with staff in regular PLT's
- RE staff from CEM led several staff meetings to help make links between Religious education and what we are learning in the Visible learning Project
- RE Planning each term as a whole staff to ensure collaboration and sequence

### VALUE ADDED

- Students participated in Sacramental workshops
- Staff Member roster for prayer every Monday morning which is open to all parents
- Opportunities to pray with other schools in our Parish
- Links made with units of work and the Religious Education Framework
- CEM Staff attend staff meetings throughout the year to assist in making links with our School Vision and the Learning and Teaching goals



## Learning & Teaching

### Goals & Intended Outcomes

**By building teacher capacity there will be shared understandings and common practice in the area of Mathematics**

**By building teacher capacity there will be shared understandings and common practice in the area of Literacy**

### Achievements

- Maths leader and Principal attended Maths PD on how to set goals for the Annual Action Plan. This practice was then carried throughout all spheres as it identified the key challenges in each area
- New staff attended THRASS Professional learning to ensure consistency across the school
- Gifted program: Focus on writing
- A protocol for PLT's was devised to ensure all Curriculum leaders ran meetings with similar expectations
- Professional Reading became a part of each PLT or staff meeting
- Visible Learning practices trialled firstly in the areas of Maths and Literacy to build teacher confidence
- Learning Intentions and Success Criteria were made explicit in the areas of Maths and Literacy
- Classroom walkthroughs focussed on Literacy and Maths
- Data was analysed and moderated with whole staff at several staff meetings and PLT's

### STUDENT LEARNING OUTCOMES

- NAPLAN Data in Year 3 was substantially above similar schools in Numeracy and above like schools in Reading. The trend suggests an upward growth from 2015 in both these areas
- Grade 5 NAPLAN results were also above in Numeracy and this has shown an upward trend from the previous year
- All other areas of Literacy were similar to like schools
- The School Improvement student surveys indicated a growth in learning confidence and motivation
- We believe that our success has been the result of explicit teaching of learning intentions and success criteria, small class sizes and extra staff that run intervention programs. A focus on building teacher capacity has also assisted in building teacher confidence which was reflected in the staff surveys (School Improvement)



## Student Wellbeing

### Goals & Intended Outcomes

That students can articulate and self-monitor positive behaviours and mindsets that impact their learning

### Achievements

- Whole school teaching of the Respectful Relationship Program
- School Psychologist employed one day a week to work with students identified with emotional and wellbeing needs
- Principal and Student well-being leader attended PROTECT professional learning days and shared this back to staff
- Student wellbeing leader attended Cluster days
- Positive mindsets from Visible Learning aligned to goals in well being
- Whole school participation in the Visible Learning Project
- CASEA Discipline approach reviewed and adopted by all staff members

### VALUE ADDED

- Shared language amongst students on what are positive behaviors and mindsets
- School Psychologist now has groups of students working together using a well-being program called “Cool Kids”
- Respectful Relationship program across all classrooms once a week
- School now has their own mindsets developed throughout the year with the students. These are displayed in every room and are referred to regularly
- Student awards at assemblies reflect positive mindsets



### STUDENT SATISFACTION

- Students were very positive about the teaching, learning confidence and motivation in the School improvement survey. All three areas indicated an upward trend since 2015. Both learning confidence and motivation were above the CEM average for primary schools.
- Student safety (Student survey) was above the 50% percentile and was the highest ranked indicator for students
- Student morale had an upward trend from 2017
- Student attendance rates (according to School data snapshot 2018) was similar to and slightly above the average of similar schools with an attendance level above 92% in Semester One

### STUDENT ATTENDANCE

Student attendance is monitored very closely at Annunciation. The role is taken each morning and if a child is absent without an explanation the administration staff or Principal call the family.

There is an expectation that parents phone, send a note or email to explain absences and this is clearly stated several times per term via the school newsletter and in the initial enrolment form.

If absences become a concern meetings are arranged between the parent and the teacher with the Principal or Deputy Principal's support

## Child Safe Standards

### Goals and Intended Outcomes

- To review Child Safe Policies and ensure the school community is aware of these policies and procedures
- To ensure the PROTECT program is understood and that all staff understand how to identify and respond to concerns for student's well-being

### Achievements

- All classrooms have a PROTECT folder which includes step by step instructions and templates if concerns arise
- Child Safe policies and standards on school website were reviewed and those identified as needing a change were timetabled into the 2018/2019 planner (eg Child friendly policy was not deemed as being easy for students to access)
- Principal and Student Wellbeing Leader attended all PROTECT Professional learning and conducted staff meetings at school
- Inclusion Professional Learning attended by Principal and Deputy Principal (this also included attendance at several days of NCCD)
- All teaching staff involved in E-Learning modules for Mandatory reporting and Disability Standards



## Leadership & Management

### Goals & Intended Outcomes

Through feedback, teacher capacity in engaging students will be strengthened

### Achievements

- Feedback was an integral part of the Professional Learning in Visible Learning project
- Feedback goals were set by staff as part of the Visible Learning timeline
- Classroom walks were established and protocols set for these
- A statement regarding the importance of classroom walks was written by staff to ensure a shared understanding
- ARMS were established twice a year for all staff

### 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.

- First Aid training
- THRASS PD
- Visible Learning PD (Whole staff and Impact Coach workshops)
- Principal Clusters
- REL Networks
- Student Well Being Networks
- Reading recovery Networks
- Literacy and Maths Networks
- New principal Finance PD's
- NCCD PD's
- PROTECT PD's
- Respectful Relationship PD's
- Principal Breakfast Meetings
- E Module Learning (Mandatory Reporting and Disability Standards)
- REL staff from CEM leading several staff meetings
- Berry Street PD
- Marketing PD's
- Song room PD
- Reportable Conduct PD

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	12
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$ 1559

#### TEACHER SATISFACTION

- In the staff survey (School Improvement Surveys) staff indicated that there was supportive leadership and this was a definite area of growth
- Teamwork and professional growth were also on an upward trend
- The strongest domain in the School Improvement Survey was Leadership; with empowerment and leadership above the 50% percentile.



## School Community

### Goals & Intended Outcomes

**By building our knowledge of our families we will begin to strengthen relationships**

### Achievements

- Welcome BBQ at the start of the year
- Social events organised to include families eg Fun Day at the end of the year
- Parents included in excursions/incursions where possible
- Parents and Friends group
- Communication was deemed to be vital in connecting families so newsletter and SKOOLBAG Apps were used more consistently to inform families of upcoming events
- Monday morning Prayer open to parents to attend
- Term overviews sent home by all classes
- All teaching staff take children outside at the end of the day to give opportunities to get to know families

### PARENT SATISFACTION

- According to the School Improvement Survey Student behaviour was ranked in the top 25% of Australian primary schools
- Learning opportunities remained in the middle 50%
- Parent Catholic Culture index was above the mean
- Student safety was higher than the previous year with a shift from 70 to 77

## Future Directions

The future directions for Annunciation will be:

- To have best practice in the teaching of Religious Education and all other curriculum areas by developing shared understandings
- To continue to seek different ways to promote the school, to the wider community
- To build teacher efficacy through feedback
- To ensure student voice is valued
- To build student leadership
- Continue to seek ways to personalise learning for all students
- To use every opportunity from the Visible Learning project to develop our students as learners
- To promote positive mindsets
- To strengthen family engagement within the school
- To strengthen parents' understandings on how their child learns



## School Performance Data Summary

<b>E1244</b> <b>Annunciation School, Brooklyn</b>
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PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	90.0	-10.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	85.7	-14.3	93.3	7.6
YR 05 Numeracy	100.0	71.4	-28.6	100.0	28.6
YR 05 Reading	100.0	100.0	0.0	93.3	-6.7
YR 05 Spelling	81.8	100.0	18.2	93.3	-6.7
YR 05 Writing	100.0	85.7	-14.3	93.3	7.6



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y01		93.4
Y02		90.4
Y03		92.4
Y04		89.4
Y05		94.3
Y06		93.9
Overall average attendance		92.3
TEACHING STAFF ATTENDANCE RATE		
Teaching Staff Attendance Rate		86.0%
STAFF RETENTION RATE		
Staff Retention Rate		60.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	22.2%
Graduate	22.2%
Graduate Certificate	0.0%
Bachelor Degree	77.8%
Advanced Diploma	55.6%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	14
Teaching Staff (FTE)	9.5
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	2.5
Indigenous Teaching Staff (Headcount)	0