

**ANNUAL  
REPORT**  
TO THE SCHOOL  
COMMUNITY

**St Raphael's Primary**

**West Preston**

**2019**

REGISTERED SCHOOL NUMBER: 1412



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## Contact Details

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## Minimum Standards Attestation

I, Damian Howard, attest that St Raphael's 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

19<sup>th</sup> May 2020

## Our School Vision and Mission

St. Raphael's is a Catholic primary school and an integral part of West Preston Parish.

In partnership with our parents and Church, we promote and live the gospel values and celebrate our Catholic faith and tradition. We educate children to be confident, skilled and positive contributors to our world.

Inspired by the life of Jesus our patron St. Raphael and with our students at the centre of who we are and what we do, we foster positive relationships through

*acceptance*

*trust*

*hope*

*honesty*

At St. Raphael's the learning and teaching is innovative and dynamic where children learn to be active and independent learners and socially responsible people.

We do this by:

- Creating a culture where leadership is shared
- Incorporating best practice and current education theories
- Introducing change which is relevant, owned and planned
- Fostering relationships with our broader community

We are committed to:

- Proclaiming our Catholic identity using ritual and symbol
- Exploring the gifts of our patron St. Raphael
- Development an awareness and respect of other cultures and beliefs represented in our wider community
- Creating an environment where children feel safe, happy and supported
- Developing children spiritually, socially, physically, emotionally and academically
- Enabling children to grow in confidence and to have a strong sense of self
- Valuing lifelong learning for all members of our community
- Making school and learning fun
- Using technology to enhance the learning process
- Nurturing life giving relationships between students, staff and families
- Respecting and caring for our world and its sustainable future
- Building a culture of leadership that permeates the whole school
- Staff working in a co-operative, supportive and open manner
- Gathering and acknowledging the collective wisdom

## School Overview

- St. Raphael's school was opened in 1936 and is situated in the northern suburbs of Melbourne and part of the City of Darebin. St. Raphael's was originally established by the Good Samaritan Sisters and has had a history of being 'primary' then 'secondary' and returning to a 'primary' school.
- The two storey building and hall is situated on a one hectare site in Cooper Street, West Preston. As part of the BER project we have added on a west and east wing to the old building which includes four new learning spaces and several meeting areas. The old part of the building has also been refurbished which means that our physical space matches our innovative, dynamic and contemporary learning and teaching. The outdoor learning areas are also undergoing a major facelift.
- St. Raphael's has 12 homerooms with a combination of straight and composite classes and a current enrolment of 285 students from Foundation to year 6.
- We have specialist programs in Physical Education, Science and Visual Art, as well as intervention programs in the areas of Reading Recovery and Levelled Literacy. School Officers provide additional support to special needs students at the school. We also provide programs for highly able and gifted students.
- We have a staff leadership team that includes a number of positions of leadership. As well as teachers taking on these very important roles, the students are also part of the leadership in the school. At St. Raphael's we believe in shared leadership. Our supportive leadership ensures a safe, organised, welcoming and well-resourced environment for all members of the school community.
- We have a strong community spirit acknowledging and fostering a home/school/Parish partnership. We also ensure Catholic education at St. Raphael's is accessible, affordable and inclusive. The teachers are committed professionals who are highly appreciated and respected by the students and parents.
- We also strive to maintain a positive school culture where students' resilience is fostered. We promote a healthy approach to life and general wellbeing. Overall students at St. Raphael's feel very safe, well connected to the school and their peers and their morale is good.
- Learning and teaching is of high standards, parents are always commending teachers for their excellent practice.
- We also ensure that students grow in knowledge of our Catholic religion and heritage through our religious education. Sacramental programs and parish celebrations, are also opportunities to reflect on personal faith journeys.
- At St Raphael's we endeavour to create an inclusive, educational environment, in a spirit of openness, trust and cooperation
- We will continue to deliver a high quality Catholic education. We will continue to ensure our students are successful learners who are confident, creative and have a strong faith.

## Principal's Report

*We offer a progressive and engaging Catholic education for your child as we strive for academic excellence in all areas of the curriculum.*

*In response to a rapidly changing world, our innovative and contemporary approach to learning and teaching is based on the Victorian Curriculum and our extensive programs offer the children an exciting and personalised approach to learning. In recent years, the school has undergone a major physical transformation from traditional classrooms into bright, contemporary, stimulating, exciting and safe learning environments that complement the learning and teaching.*

*At St Raphael's we value authentic student voice to ensure that we are meeting the children's academic, social, emotional and spiritual needs. Our dedicated and professional staff set high expectations for the children and encourage them to be independent, resilient and confident members of today and tomorrow's society.*

*"The greater danger for most of us lies not in setting our aim too high and falling short, but in setting our aim too low and achieving our mark." – Michelangelo*

*We are now delighted to receive the recognition from respected academic partners for our innovative and dynamic approach to learning and teaching.*

*St Raphael's is a vibrant Catholic community where the Gospel values and the key values of our Mission Statement - Honesty, Acceptance, Hope and Trust - underpin everything we do. We have a strong sense of Catholic identity where we value spirituality, building and maintaining community and living out the Gospel values as we aim to provide a nurturing, inclusive and strong sense of pastoral care for all students.*



*'Every child has a face and a place' at St Raphael's and we pride ourselves on knowing, nurturing and respecting every member of our school community.*

Damian Howard  
**Principal**

## Education in Faith

### Goals & Intended Outcomes

To strengthen the RE program to reflect a contemporary context, celebrating Catholic traditions, engaging in dialogue and living Christian values.

That students are more engaged in a Religious Education program that reflects contemporary approaches to learning and teaching.

### Achievements

**Education in Faith is important at St Raphael's because it permeates through all aspects of our school life. It has been evident through all of our surveys that catholic identity is very strong throughout our school.**

Our Vision states that we;

- Foster relationships with our broader community
- Proclaim our Catholic identity using ritual and symbol
- Explore the gifts of our patron St Raphael
- Develop an awareness and respect of other cultures and beliefs represented in our wider community
- Develop children spiritually
- Respect and care for our world and its sustainable future

We live and realise this vision through our prayer life, display of religious symbols and that of our patron St Raphael. We acknowledge and respect other cultures and beliefs and take action for social justice. We develop students spiritually through the teaching of Gospel Values, sacramental life and worship.

We were successful in our achievements because of the strong student and teacher involvement in planning, facilitation and implementation of our Religious Education Programs throughout the School.

### VALUE ADDED

- Whole School Liturgies/Masses
- Parent Sacramental Meetings for all Sacraments
- More parental involvement in Sacraments
- Reflection Day for Confirmation Candidates
- R.E.L Released 1 day
- Professional Learning for staff in RE

- Prayer opportunities for staff and students
- Identifying our Catholic identity through signs and symbols
- Living our core gospel values of Acceptance, Hope, Honesty and Trust

## **2019 CEMSIIS Data**

### **Student Data**

**Domain 9: Catholic Identity – 65%**

### **Staff Data**

**Domain 14: Catholic Identity – 93%**

### **Family Data**

**Domain 7: Catholic Identity- 69%**

## Learning & Teaching

### Goals & Intended Outcomes

To further develop a stimulating, rigorous and differentiated learning environment in which all students are challenged and supported to become independent, self-motivated learners who achieve continuous improvement and success.

That Reading outcomes will improve.

That Writing outcomes will improve.

That Numeracy outcomes will improve.

### Achievements

*As stated in our Mission and Vision*

- We educate children to be confident, skilled and positive contributors to our world.
- At St Raphael's the learning and teaching is innovative and dynamic where children learn to be active and independent learners and socially responsible people.
- Incorporating best practice and current education theories.
- Making school and learning fun.

Achievements were overall successful in the Learning and Teaching Sphere. Progress is always carefully monitored. Issues have been discussed at Leadership Team Meetings and a timetable devised whereby specific targets could be addressed at Professional Learning Meetings.

Reading Recovery for students at risk in year 1.

Levelled Literacy across the school F-6

Learning Support Officers are also placed in levels throughout the school to support students who are experiencing difficulties particularly in English and Maths.

School Extension Programs continued this year targeted at highly able and gifted students. We also offer external programs e.g. Australian Primary School Mathematics Olympiad (APSMO), external competitions including debating.

Weekly PLM's and Level Planning have provided the teachers with an opportunity to foster a culture of professional inquiry with peer support.

English and Mathematics resources and professional learning programs are constantly reviewed to ensure staff keep abreast of new initiatives and meet our students' needs.

We also decided as a staff that P.D is more successful if done as a whole school therefore as a consequence we have had more whole school closure days ensuring a whole school approach and commitment

Teachers released for 3 hours each week. Planning protocols were agreed on by all staff. Teachers plan with Leading in the areas of Maths, Literacy, Religion, Walker Learning and Student Wellbeing

The Victorian Curriculum and EAL Continuum used for teaching, assessing and reporting to parents

Staff agreed on a consistent work program structure, which included teaching students to use Learning Intentions and Success Criteria

The Victorian Curriculum was written in 'parent friendly' language, and was used in all reports to parents i.e Learning Intentions

Year 5 and 6 students use self-directed learning

In Maths, pre and post assessments are also used to group students for daily teaching and to track student's growth

Teachers track 'effect' sizes to show evidence of student growth

## STUDENT LEARNING OUTCOMES

### *Year 3 NAPLAN*

Year 3 Reading results have been maintained with 100% of students meeting the minimum standards in 2017, 2018 and 2019.

Year 3 Writing results have been maintained with 100% of students meeting the minimum standards in 2017, 2018 and 2019.

Year 3 Grammar & Punctuation results have been maintained with 100% of students meeting the minimum standards in 2017, 2018 and 2019.

Year 3 Spelling results have been maintained with 100% of students meeting the minimum standards in 2017, 2018 and 2019.

Year 3 Numeracy results have been maintained with 100% of students meeting the minimum standards in 2017, 2018 and 2019.

*Year 5 NAPLAN*

Year 5 Reading results have been maintained with 100% of students meeting the minimum standards in 2017, 2018 and 2019.

Year 5 Writing results have been maintained with 100% of students meeting the minimum standards in 2017, 2018 and 2019.

Year 5 Grammar & Punctuation results have been maintained with 100% of students meeting the minimum standards in 2017, 2018 and 2019.

Year 5 Spelling maintained 100% of students meeting the minimum standards in 2017, with a slight drop in 2018 to 94.9% back to 100% in 2019.

Year 5 Numeracy results have been maintained with 100% of students meeting the minimum standards in 2017, 2018 and 2019.

**2019 CEMSIS Data**

**Domain 1: Rigorous expectations – 84%**

**Domain 2: School engagement – 74%**

**Domain 6: Learning disposition – 87%**

**Staff Data**

**Domain 2: School Climate - 92%**

**Domain 9: Professional Learning – 68%**

**Domain 11: Collaboration in Teams – 93%**

**Family Data**

**Domain 1: Family Engagement- 43%**

**Domain 2: Barriers to Engagement- 87%**

**Domain 3: School Fit- 74%**

**Domain 4: School Climate- 80%**

**We want children to:**

**Thrive and flourish not just cope**

Feel good about themselves as a learner  
Make the most of every opportunity at school  
Have a strong sense of their own success

*Shona Bass*

*Walker Learning Approach*

## Student Wellbeing

### Goals & Intended Outcomes

To further develop an environment which empowers students to be independent, self-motivated, successful and resilient learners and leaders.

That students will demonstrate increased resilience in their learning and relationships with others.

### Achievements

- A whole school approach to student wellbeing has been developed at St Raphael's. The school's values of Acceptance, Hope, Honesty and Trust have been explicitly linked to the curriculum and are a focus each term for the whole school community. The Kids Matter framework also provides an overarching student wellbeing strategy to target the school's needs in the area of student wellbeing.
- Consistency in behaviour management has been a focus at St Raphael's and a whole school approach to conflict resolution. The strategies used enable students to have a common language to problem solve issues and help build resilience.
- St Raphael's has a strong focus on building positive relationships between students and teachers. There is mutual respect, shared responsibility, and a sense of trust between students and teachers.
- Leadership opportunities are available for all year six children so as to involve students in decision making. Year 6 leaders participated in the Young Leaders Conference in 2018 to further develop their leadership skills. All other levels have SRC representatives in order to ensure that all students are heard.
- We acknowledge student's achievements through the maintenance of the Student of the Week, sports days, community events, class meetings, lunch time activities eg. Gardening club, drawing club and buddy program. We endeavour to cater for individual needs by offering a number of extension programs including Gateways program for Gifted and Talented students and through differentiation of the curriculum.
- PSG meetings are held each term to ensure programs for special needs children are well supported.
- School policies have been reviewed and updated by members of the Leadership team and presented to staff for further review.
- A good referral system is in place and annual pre and post testing is used to identify students at risk and their progress is regularly monitored. A reading Recovery program is available to Year 1 students who need further literacy support. Students requiring additional assistance are assisted by outside agencies. eg. Royal Children's' Hospital, private speech therapists, occupational therapists, psychologists.
- All staff members are regularly trained in Asthma and Anaphylactic Reactions and Level 2 First Aid and emergency management procedures.

- School attendance is recorded and if non-attendance is an issue then the Victorian Government initiative, "Every Day Counts" is used to educate parents and students of the importance of school attendance. Families are required to notify the school of all absences on the day. The school will follow up if this does not happen.

#### VALUE ADDED

- Students in year 6 apply for a leadership role and are supported in that role
- SRC reps F-6
- Lunch time clubs have been established and has been very successful
- Student Wellbeing Leading Teacher
- Learning Diversity Leading Teacher
- Extension opportunities for highly able students
- Learning Support Officers for students with special needs

**STUDENT SATISFACTION**

**Assessing Wellbeing in Education**

**For Happiness, Resilience and Health areas to increase.**

**For Bullying area to decrease.**

**July 2019**

**December 2019**

**Happiness – 7.0**

**Happiness – 7.4**

**Resilience – 5.4**

**Resilience – 6.1**

**Health – 7.5**

**Health – 8.2**

**Bullying – 2.2**

**Bullying – 1.9**

**2019 CEM SIS Data**

**Student Data**

**Domain 3: School climate 73%**

**Domain 4: Teacher-student relationship – 72%**

**Domain 5: School Belonging – 81%**

**Domain 7: Student Safety - 62%**

**Domain 8: Student Voice – 71%**

**Staff Data**

**Domain 1: Student Safety – 76%**

**Domain 2: School Climate – 92%**

**Family Data**

**Domain 5: Student Safety – 77%**

**Domain 6: Communication- 65%**

### **STUDENT ATTENDANCE**

School attendance is recorded and if non-attendance is an issue then the Victorian Government initiative, "Every Day Counts" is used to educate parents and students of the importance of school attendance. Families are required to notify the school of all absences on the day. The school will follow up if this does not happen.

## Child Safe Standards

### Goals and Intended Outcomes

To ensure the safety and wellbeing of every child at St Raphael's.

### Achievements

- **St Raphael's policies and procedures comply with requirements** for responding to & reporting suspected child abuse. Eg Policy 2.19, Protect Responding Template
- **Staff, volunteers, contractors know appropriate course of action** when an incident/ allegation occurs including compliance with all legal requirements.
- **Effective procedures for recording & securely storing records/notes** are in place.
- Comprehensive and culturally appropriate **processes to support** students, staff & families following disclosure are in place.
- Working on developing processes for **ongoing training, regular review & continuous improvement** of procedures.
- Working towards processes that are **child-friendly & age appropriate** to ensure children know who to talk to if they feel unsafe or have a concern.

## Leadership & Management

### Goals & Intended Outcomes

To embed a dynamic and high performing school culture characterised by a shared vision, active staff engagement and a focus on continuous improvement.

That staff are more empowered through the collaborative decision making processes of the school.

That staff have frequent opportunities to give and receive effective and relevant feedback on teaching and leadership practices.

### Achievements

Leadership and management are required for the effective running of a school. It provides structure and a common process for decision making and direction to meet goals and vision. We feel we have an environment where students and staff feel safe, happy and supported.

As stated in our Vision & Mission

- Create a culture where leadership is shared.
- Incorporate best practice
- Build a culture of leadership that permeates the whole school
- Work in a cooperative, supportive and open manner.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2019

- Weekly Professional Learning Meetings and Level Planning
- Leadership Team Meetings
- Learning Diversity
- P-6 Literacy and Mathematics Leaders PD Days
- Northern Region Networks-Principal, Deputy Principals, Learning and Teaching, R.E & Reading Recovery
- Walker Learning Approach- ongoing with Walker Mentor in levels

- Student Wellbeing Leader PD
- LLI PD for Intervention teacher and homeroom teachers
- SMART Spelling –All Staff

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	28
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1800.00

**TEACHER SATISFACTION**

**2019 CEMSI Data**

**Staff Data**

**Domain 2: School Climate - 92%**

**Domain 9: Professional Learning – 68%**

**Domain 11: Collaboration in Teams – 93%**

## School Community

### Goals & Intended Outcomes

To continue to develop dynamic community partnerships in support of student learning and wellbeing. That parents are actively engaged in their child's learning and current approaches to teaching and learning.

That improved student outcomes will be evident through strategic partnerships with families and community organisations.

### Achievements

As stated in our Mission and Vision.

- Fostering relationships with our broader community.
- Develop an awareness and respect of other cultures and beliefs represented in our wider community.
- Valuing lifelong learning for all members of our community.
- Gathering and acknowledging the collective wisdom.
- Greater use was made of local resources to enhance the children's learning e.g. senior students visited Darebin Council as part of Civics and Citizenship etc...
- Children were involved in local and wider community initiatives e.g. World Vision, National Young Leaders Day, fundraising, Project Compassion etc.
- Parents are involved in learning programs, especially in junior level to support children's learning e.g. Literacy, Numeracy, Visual Art, PMP etc. and assist on excursions.
- Engagement of parents in their children's learning through the use of SeeSaw

**PARENT SATISFACTION**

**2019 CEMSIIS Family Data**

**Domain 1: Family Engagement- 43%**

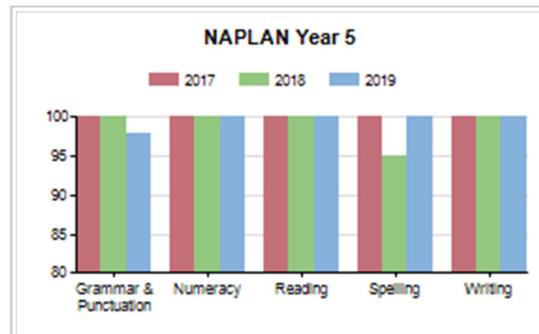
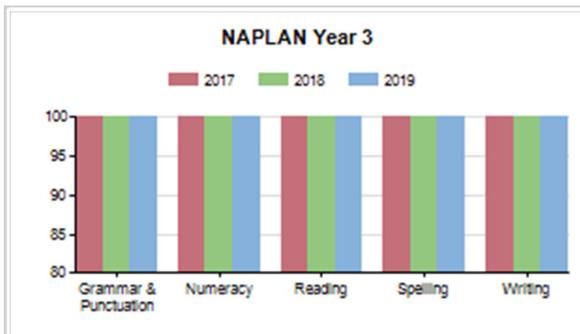
**Domain 2: Barriers to Engagement- 87%**

**Domain 3: Communication- 65%**

## School Performance Data Summary

**E1143**  
**St Raphael's School, Preston West**

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 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	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	97.8	-2.2
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	94.9	-5.1	100.0	5.1
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.8
Y02	91.5
Y03	94.1

Y04	91.8
Y05	92.2
Y06	90.7
Overall average attendance	92.2

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	85.5%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	92.9%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	23.5%
Graduate	29.4%
Graduate Certificate	0.0%
Bachelor Degree	64.7%
Advanced Diploma	23.5%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	26
Teaching Staff (FTE)	21.5
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	4.9
Indigenous Teaching Staff (Headcount)	0

**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](http://www.acnc.gov.au)