



2014 Annual Report to the School Community

Our Lady of the Southern Cross,
Wyndham Vale



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Contact Details

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Minimum Standards Attestation

I, Jennifer Poon, attest that Our Lady of the Southern Cross Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015

Our School Vision

Motto: 'Where every child is valued'

At Our Lady of the Southern Cross we recognise the central place of faith and Gospel values in the way we interact with each other.

Members of our community are life-long learners and each person is valued for their individuality and encouraged to strive for excellence.

We aspire to be a healthy, happy learning community that fosters rich and lasting relationships.

School Overview

Our vision for the school is to be a place of innovation and learning that is taking students into the 21st Century and beyond. A place that provides an educational experience that builds a foundation of faith, that develops students' skills for current and future learning and that extends their learning beyond the school precinct and engages them in interaction with the wider community – local, national and global.

The design of the learning space reflects 21st century learning pedagogy. The embedded technology within the learning space – smart boards, ipads, direct connection and wireless computers with multi-media capacity – fosters the use of technology across the curriculum and builds the independent and interdependent learning strategies of the students as they engage with their peers and involve themselves in networking with other schools and online experts through blogs and the Google suite of collaborative docs.

Our personalised learning focus caters for the individual learning needs of each student and develops students' ability to map their own learning journey through the setting of individual goals and the timetabling of learning events.

The students work with a group of teachers who are working collaboratively within our 3 open learning spaces to provide for the learning needs of the students in their learning groups. Teachers interact with and engage the students as whole groups, small groups and on an individual basis as the learning requires. The physical environment makes this working strategy possible through the easy flow from one area to another and the clear visibility afforded by the “no wall” space. Students needs are targeted according to the assessments that occur within the learning and in summary of learning over a 5 week cycle.

Students have a voice in the planning of the inquiry units and undertake investigation of their wonderings within the framework of a particular curriculum focus. Staff and students work together to present student learning as ‘expos’, digital portfolios and learning conversations with their parents. Opportunities are also sought for students to showcase their learning in the local community.

Our staff seek opportunities for collaborative working relationships to enhance student learning. In 2014 students and teachers created partnerships with the Werribee Zoo and the local nursery for sustainability activities, an artist in schools for the creation of murals and links with the local rugby team to initiate our participation in a mini competition between a few local schools.

The learning opportunities for our students are forever expanding and we seek to work in partnership with our parent community to ensure we are attuned to all their learning needs.

Principal's Report

- Our Lady of the Southern Cross has reached an enrolment of 319 for the August census.
- Our school has participated in a Catholic Education Office project initiative, 'Schools Improving Schools', over the last 18 months. The project used the Change 2 process to involve OLSC and 3 other schools in a collaborative process to select a focus for school improvement. Our 4 schools (The Collective) chose to focus on the improvement of our students engagement and achievement in Mathematics.
The Collective has enlisted the support of Mathematics specialist Michael Ymer to work with our Leadership teams, Maths Leaders and teachers to provide a consolidated approach to assessing needs, planning and implementing learning and teaching and framing differentiation and intervention for our students to ensure their success in mathematics learning. Michael Ymer will work with our schools over the next 12-24 months.
- Our school is now a 'Google Apps for Education' school and we are seeing the benefits for both staff and students as we engage in collaborative learning processes. One example of the powerful learning processes that are being used is - students are using the google docs to work as teams on the one activity and staff are able to interact during the learning process and give feedback on progress in the form of comments.
Our staff professional learning and team planning processes are also supported by the Google interactive and collaborative environment.
- The introduction of the MyEdd App has allowed staff to engage their students in digital quests around all different aspects of their learning. Teachers can design learning quests that cater both for whole group learning and for the specific focused learning needs of individual students. Student learning is mapped and the process culminates in a digital portfolio of their work as they upload created video, images and other evidence to support their learning attainment.
- The Parents & Friends Committee worked enthusiastically to raise funds to support our special grounds development in 2014, accessing a number of grants and supporting our school to the tune of \$7,000 in fundraising. The school community with the support of the P & F has supported the family one of our students with a brain tumour as they struggled with the emotional and financial stresses of
- Our school has experienced manageable growth for 2014. Fifteen of our twenty-two Year 6 students went on to MacKillop College for secondary school and the remainder to Government schools.
- 2015 will see the forward planning for the addition of a modular unit to accommodate further growth. The current buildings will accommodate 450 students and we anticipate that the additional space will be required in 2 years time.

Education in Faith

Goals & Intended Outcomes

To continue to explore ways to make our Catholic identity increasingly visible within the wider community.

Achievements

- *We have continued to build our identity as a part of the St Andrew's Parish and established connections with St Andrew Parish groups e.g. St Vincent De Paul, Aged Care support group, the Catechists and staff from our sister schools*
- *We foster family links to the parish community for liturgical celebrations, the students' celebrations of sacraments and social and fundraising involvement.*
- *We have fostered parent understanding of our faith education through parent Learning Walks and talking circle processes*

VALUE ADDED

- *Social Justice Student Leadership Team – we have consolidated this team and they work with the Religious Education Coordinator to facilitate the school focus on fundraising for various charities with an emphasis on St Vincent De Paul, Caritas, the Deaf Foundation and Support for the homeless.*
- *We have a community outreach team that works with staff to plan and implement activities that engage groups of students with the people in the aged care centre adjacent to our school. These activities focus on sharing learning experiences, celebrations of events such as Easter and Mother's/ Father's Day and liturgical events that support our parish initiatives e.g. Anointing of the Sick.*
- *Parent information and faith development session to foster re-engagement with the church through sacrament and prayer*
- *Child and parent sessions to support parents in nurturing their child's faith and taking on the role of passing the faith to their children*
- *Local community celebration to make connections between our school families and the Wyndham Vale faith community*

Learning & Teaching

Goals & Intended Outcomes

To continue personalising learning to ensure success for all students

- That numeracy standards are improved
- That writing standards are improved
- That student engagement in learning is improved

Achievements

The personalized learning approach which has students receiving focus teaching in small groups at their point of learning need has assisted students to improve their skills across the literacy and numeracy areas. Students who are in the 'at risk' category receive daily focus teaching to assist the building of their skills.

Shared data records using Google Docs assist teachers in planning for and implementing learning at the point of need. This process also assists our curriculum development and team planning processes.

Implementation of numeracy teaching strategies that foster the sharing of learning and the collaboration in problem solving. An extensive professional development program to support teacher improvement in mathematics learning strategies.

The consolidation of THRASS has supported the development of grapho-phonetic knowledge and supported students in improving decoding and spelling skills.

STUDENT LEARNING OUTCOMES

- *Staff have been working on targeted literacy and numeracy strategies over the last couple of years and this is showing results in the increased number of students who are meeting the minimum standards for both literacy and mathematics.*
- *The instances where students are not meeting this standard are reflective of our special needs students and the few who are recent arrivals in Australia.*

Student Wellbeing

Goals & Intended Outcomes

To enhance the stimulating and secure learning environment of OLSC

To ensure that the school motto 'Where every child is valued' is promoted and lived

- That student behaviour management improves
- That student decision making practices and responsibility for learning is strengthened

Achievements

- Consolidation of the Whole School Positive Behaviour Process that is defining student action and embedding our school values of Cafe, Courtesy, Respect and Responsibility
- Home Groups establish a connection for students across the student cohort as they meet each morning within the Prep – Year 3 & Year 4-6 group of 29 students for prayer, the attendance roll and organizational updates and news time. A supportive, family relationship is developed among the group.
- Circle time implemented regularly as a point of discussion, affirmation and problem solving builds the capacity of students to deal with issues and support each other in their interactions.
- Introduction of behaviour plans for those students who need additional support frameworks to guide expected behaviours within their learning and social interactions
- The social skills program run by teachers and the PAL (Play at Lunchtime) program run by students leaders supports students in their ability to develop positive relationships with their peers
- Values education with a teacher facilitator helps build empathy and resilience as well as problem solving and reconciliation strategies among students.

VALUE ADDED

- *Intervention process for students struggling with social skills – Student Well being & Special Needs co-ordinators*
- *Development of play area to suit different forms of play – passive play (construction, group games), ball area, rostered adventure playground area, Yr 4-6 paddock area*

STUDENT SATISFACTION

- *Students have a high level of confidence in their motivation to learn (82%) and in their connection to their peers (84%) and see themselves as having learning confidence (78%)*
- *Students believe their teachers develop purposeful teaching (80%) and that they are empathetic (78%)*

Leadership & Management

Goals & Intended Outcomes

To develop accountability processes and protocols to ensure effective learning and teaching

- That teacher engagement in professional practice is strengthened
- That effective communication processes are enhanced between all members of the learning community

Achievements

- Communications are in shared digital format and accessible to all staff anywhere and anytime.
- Staff professional learning is team focused and goal based and works on a rotation of Workshop; team processes; reflection and sharing
- Staff are accountable to their team and to the whole staff for their implementation of the professional learning process
- Professional learning research and reading, links to other school sites and information and minutes of meetings are recorded on our Professional Learning Blog
- Whole staff professional development provides the springboard for learning and is extended through the other school based processes – staff meetings and Professional Learning Team Meetings (PLTs), Student free PD days, workshops, school visits and networking sessions.
- Whole school professional learning is supported with teams of teachers taking on the 'teach the teacher' and mentor processes following spaced learning professional development – for 2012 this area was numeracy education

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2013

- *Schools Improving Schools : Change2 process– Principal & Deputy – 10 days*
- *Schools Improving Schools – Leadership teams & schools data – 1 day x 6 staff*
- *Administration Officers Conference – 2 days*
- *Principals Conference -3 days*
- *Deputy Conference – 3 days*
- *Diploma of administration*
- *Learning & Teaching Network PD – 3 staff x 4 days*
- *Student Well Being Network and cluster days – 4 days*
- *Numeracy Coordinators network – 4 days*
- *Literacy Coordinators Network – 4 days*
- *THRASS Introductory Training – 2 days x 4 staff*
- *THRASS Day 3 follow-up – all staff + 3 x Emergency teachers*
- *Learning & Teaching Network – 4 days x 3 staff*
- *ICT Network Coordinators network x 2 staff – 4 days*
- *ICT conference – 2 day x 5 staff*
- *Deputy Network – 4 days*
- *Principals Network – 8 days*

- *Autism Spectrum Disorder – 2 days x 2 staff*
- *Anaphylaxis & Asthma training – whole staff – 1 day*
- *ACHER Conference 1 staff member x 3 days*
- *Ipads in LOTE – 1 Staff x 1 day*
- *Meditation – Evening + 1 day – all staff*
- *Technify your teaching – 2 hour workshop x 11 staff*
- *Literacy Big Write – 1 day x 20 staff*
- *School Wide Positive Behaviours Workshop 1 day x 19 staff*
- *Story Telling in Religious Education 1 day x 5 staff*
- *Graduate Teacher function x 3 staff*
- *MSSD Nationally Consistent Collection of data – 1 day x 2 staff*
- *MSSD Prologue@ go 1 day x 3 staff*
- *Additional Learning Needs network*
- *Mathematics expert teaching F-4 4 days x 6 staff*
- *Leading Mathematics Professional Learning – 4 days x 1 staff*
- *Leaders as Coaches – 4 days x 1 staff*
- *Primary Principal Professional Learning Program – 2 days x 1 staff*
- *Reflective action for Active Leadership – 4 days x 1 staff*
- *Return to work coordinator*
- *CAM Accrual accounting*

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

28

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 4 214

TEACHER SATISFACTION

- Teachers want to build their capacity to meet the learning needs of students and the engage them in their learning (45%)
- Teachers are seeking opportunities to work collaboratively to develop strong practice. They want further opportunities to provide feedback to each other and support improved practice
- Teachers are confident in the students motivation for learning (75%), they have respect for the students (82%). They feel the opportunities for parent partnerships in student learning (70%) for learning are remaining stable
- Staff have indicated that there is a strong focus on improvement in our school (88%)

School Community

Goals & Intended Outcomes

To ensure all members of the community live the vision through words and deeds.

- That parent partnerships in student learning and community building are strengthened

Achievements

- High focus on Learning conversation processes and the chance for parents to 'hear' their children talk about their learning
- Parent workshops, learning walks and conversation circles in areas of key learning have assisted parent involvement and understanding of how and what the children are learning
- Online information about school organization and their child's learning is available to parents 24/7 through blogs and the Google sites.
- Morning coffee get-togethers help develop the parent sense of belonging and build their confidence to ask questions and discuss aspects of school organization and the approach to learning
- Involvement with outside groups has raised the school profile in the community and given parents the chance to get feedback from a wide range of community groups regarding student activity and learning

PARENT SATISFACTION

Parent satisfaction with the school's operations ranges between 65 and 75% according to the Insight SRC School Improvement Survey in Term 3 2014

Areas of high satisfaction were :

- Staff engagement
- Student engagement
- Peer relations

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	113 071
Other fee income	80 532
Private income	28 628
State government recurrent grants	813 433
Australian government recurrent grants	2 407 895
Total recurrent income	3 443 559
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	2 087 765
Non salary expenses	1 229 229
Total recurrent expenditure	3 316 994
Capital income and expenditure	Tuition
Government capital grants	432 609
Capital fees and levies	136 230
Other capital income / loans	315 815
Total capital income	887 938
Total capital expenditure	1 108 229
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	6 908 420
Total opening balance	771 639
Total closing balance	(41 848)

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. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. 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.

Future Directions

Christian Meditation & Catholic Identity will be the focus for our Faith Education with staff, students and parents this year. Bringing to life in our context the traditions and rituals of our faith and their connection to life experience.

The planning for the Schools Improving Schools team has been completed and we are in the implementation phase for 2014/5. We will be building the capacity of our leaders to engage in Learning Walks, Instructional Rounds, Coaching and Data analysis with a view to building staff capacity and improving student learning outcomes.

Our Leadership team is undertaking consolidated PD in coaching with a trainer who will work with our team over a 6 month period (June – November)

Michael Ymer will be working the 4 SIS schools delivering whole cohort PD, working with our Principals, Learning & Teaching leaders and Maths leaders, working within individual schools work-shopping, mentoring and modeling & running twilight workshops with Year level cohorts of staff (teachers, learning assistants and leaders) from the 4 schools.

Opportunity for our staff to take on team leadership in key learning areas will be fostered through the consolidation of Vertical Teams. Groups of 4 staff will become the experts in the areas of literacy, numeracy/ICT, religious education, student well-being and sustainability. Their expertise will be developed through involvement in conferences/ PD.

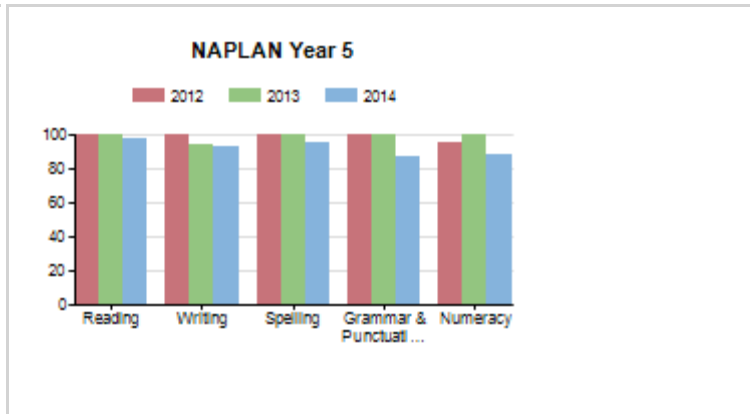
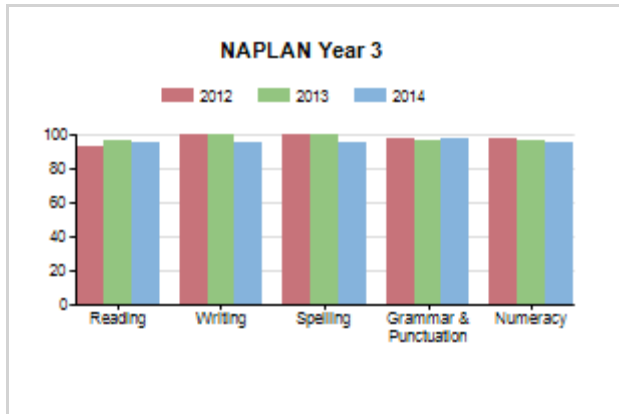
Well-being within the school will be enhanced through our ongoing involvement over the next 4 years in Whole School Positive Behaviours. This work will be supported by the Vertical team and their learning around 'Play is the Way'.

School Partnerships Processes will be further developed through:

- involvement in the Wyndham Schools Community Hub and its working relationship with the Smith Family around parent partnerships and community involvement
- Parish and sister school partnership and our work with George Otera developing relational processes. Staff teams from each school and the parish to participate in a study tour.

VRQA Compliance Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2012 %	2013 %	2012–2013 Changes %	2014 %	2013–2014 Changes %
YR 03 Reading	92.7	96.7	4.0	95.2	-1.5
YR 03 Writing	100.0	100.0	0.0	95.2	-4.8
YR 03 Spelling	100.0	100.0	0.0	95.2	-4.8
YR 03 Grammar & Punctuation	97.6	96.7	-0.9	97.6	0.9
YR 03 Numeracy	97.6	96.7	-0.9	95.1	-1.6
YR 05 Reading	100.0	100.0	0.0	97.8	-2.2
YR 05 Writing	100.0	94.7	-5.3	93.3	-1.4
YR 05 Spelling	100.0	100.0	0.0	95.6	-4.4
YR 05 Grammar & Punctuation	100.0	100.0	0.0	86.7	-13.3
YR 05 Numeracy	95.0	100.0	5.0	88.9	-11.1



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	92.54
Year 2	93.42
Year 3	92.57
Year 4	93.93
Year 5	95.40
Year 6	94.57
Overall average attendance	93.74

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.93%

STAFF RETENTION RATE	
Staff Retention Rate	94.74%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	32.00%
Graduate	32.00%
Certificate Graduate	12.00%
Degree Bachelor	84.00%
Diploma Advanced	24.00%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	22
FTE Teaching Staff	20.200
Non-Teaching Staff (Head Count)	9
FTE Non-Teaching Staff	7.270
Indigenous Teaching Staff	0