

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



2016



St. Elizabeth's School

Dandenong North 3175

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Minimum Standards Attestation

I, Christine Ash attest that St. Elizabeth's 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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our School Vision



St. Elizabeth's Parish School is a Catholic Parish Primary School striving to make faith real in the world for all within our care. Parents and Staff support our students to grow to their full potential as active participating members of the faith community following Christ's example.

Our educational purpose is to meet the needs of the current generation by supporting all our students to become independent and self-motivated. We encourage them to be learners who have a deep understanding about themselves, others and the world around them. We strive to develop their capacity to build and maintain relationships and actively and positively contribute to the global community.

As teachers we see ourselves as a community of lifelong learners committed to the provision of innovative learning opportunities for every student. We believe that focussed teaching brings about powerful learning. We take advantage of contemporary tools and learning environments to support the provision of relevant, rich and personalised learning opportunities.

School Overview

St Elizabeth's School is a Catholic School offering education to all people of faith but focusing on faith as experienced within the Catholic tradition.

Our school is situated on the boundary of North Dandenong and Noble Park North and Mulgrave. Set in a natural setting with large grounds and modern buildings, we offer a well-resourced learning environment to all our Foundation to Year 6 students.

Most of our enrolments come from within our Parish, but some of our students come from a wider area. A few come from as far afield as Berwick and Cranbourne. Many families appreciate that we are just around the corner from Nazareth College and they like the fact that all their children can attend schools close to each other. Others come from families who have had a close association with the school as past students themselves or they enrolled their children here and continue their enrolment even after moving out of the area because the school offers them what they seek in a primary education.

Whilst the majority of our students come from a Catholic faith background we also have children from families with other faith traditions. We welcome, respect and acknowledge that these faiths have great value whilst we affirm the fact that we are proud to be part of the Catholic Education system of Victoria. Our multi-cultural nature ensures that we have a rich and diverse community with a close spiritual connection. Our Catholic church is actually physically attached to our school so we see ourselves very much a vital part of our St Elizabeth's Parish Community.

Our school was originally built nearly 40 years ago to educate a growing number of children but once the development of the south eastern growth corridor began, the school slowly dropped in numbers. Now the area is again going through a period of change as house prices rise in the area. This has attracted people who can afford the investment and appreciate the ease of access to the Monash Freeway and Eastlink for access to the city. The area is also a very attractive place for people of the Muslim faith who have settled in the community. Although we welcome people of many faiths, we are not the school of choice for many of the Moslem community. We currently have an enrolment of just under 300 children.



St Elizabeth's is not only contemporary in its architectural design but it is also contemporary in its approach to education. We strive to provide our students with an education that will enable them to continue to be active learners all their lives. We educate them for an uncertain education but we do so with an emphasis on ensuring their well-being and encouraging their personal happiness. We educate them for their future, not our past. This has resulted in a great focus on student engagement, purposeful

learning, a contemporary approach to use of the physical environment and the seamless integration of technology.

Our most valuable resources are our teachers. They are committed to our Vision and have a strong understanding of the importance of enabling each child to reach their own potential. This means offering learning just at the stage they need it and treating each child as an individual learner. The staff have excellent pathways to professional learning which promotes this approach.

The school is organised into communities of learners with 2 classes or home-groups in each community. Class sizes range from 16 to 27 depending on the year level. Currently, the older the students, the bigger the class. Having two teachers work together in that one community means that we get greater efficiency of learning and better use of teacher skills, understandings and knowledge.

We offer specialist programs in Media; Performing Arts; Physical Education; Chinese; Coding; Design, Creativity & Technology and we have several Learning Support Officers assisting teachers in certain programs. We also offer Mathematics and Literacy intervention programs.

Finally, we see ourselves as partners in the learning process with parents. Parents are and will always be, the primary educator of their children. Working on a basis of trust we work together to encourage and support each child to become the very best person that they can be.



Principal's Report

As a school community we had much to celebrate in 2016. Everyone worked hard and together we made a big difference to the lives of our students.

A highlight for our community was the opening of the Nano Nagle Library, named after the founder of the Presentation Sisters who started so many schools in the urban and regional areas of Victoria. The library itself is affectionately known by all of us as 'The Nook'. Ms Martin was delighted to have such a welcoming space purposefully designed to serve as a resource centre for the students and staff but also as a welcoming space for our community to gather. Parents often meet in the Nook to chat when waiting to collect their children.

We began the year with a slightly reduced enrolment. The reasons for this are complex. The area of Dandenong North/Noble Park North is changing. Real estate is increasing in value, some families have moved further out taking a profit to put into bigger, newer houses elsewhere and others are forced to move further out as rents increase.

We are also seeing more people moving into the area who are not interested in seeking a Christian education for their children. In the past, many residents were from Greece and Italy and later on from Vietnam and they sought out a Catholic School for their children to continue their Roman Catholic or Greek Orthodox faith tradition and to ensure Christian values taught in the home matched the values taught at school. In our local area, the mix of nationalities has changed and so has the needs of our local residents.

We are here to be a Christian focus in our neighbourhood and that demands we remain clear that we are called to be the 'light of Christ' in our environment, welcoming others who want to know and understand the Good News. We welcome people of other faiths though and we respect their religion and its traditions and culture. We believe that people of faith can work together in harmony and mutual respect whatever their differences.

Together we celebrated many learning opportunities and one new area of learning involves the partnership we have developed with the Nazareth College music department. Our Year 5's had the opportunity to have a year's tuition in music with either a brass or wind instrument or were able to explore the delights of the percussion section of the orchestra. They also practised and performed together as a band both independently and also with the Nazareth College Band. This has been a wonderful experience for our students and we are very grateful to Nazareth College for generously funding this experience.

Whilst our community is smaller, our commitment to our Vision Statement is stronger than ever. We know that education is changing in a world where information is ever increasing and change is rapid. We have committed ourselves to developing a contemporary approach to learning and teaching and in 2016 we worked collaboratively to further develop our skills, knowledge and understandings of contemporary teaching and learning. We are committed to designing learning to equip children to meet the needs they will face in their future.

School Education Board Report

St Elizabeth's Education Board met regularly during 2015/2016 with two meetings held each term.

During the meeting the Board reviews and ratifies School Policy and offers ideas and suggestions on how to support the school and its community. We also have a link to the Parish with one member being on both the St Elizabeth's Education Board and also on the Parish Forum.

In 2016, the Board consisted of the following people in their official capacity.

Parish Priest	Rev Fr Tadeusz Ziolkowski
Principal	Ms Christine Ash
Principal's Nominee	Ms Rebecca Gage
Staff Representative	Ms Rose-Ann Melenhorst
Parent Representatives	Ms Pina Martino
	Ms Mary Mazar
	Ms Machala Livingstone
	Mr Remco Kleinman
	Mr Murray Bray
Parish Representative	Ms Kate Robinson

The Chairperson for 2016 was Ms Pina Martino

Some of the Policies and matters discussed during 2016 were:

- Child Safe Schools (Ministerial Order 807) including the Code of Conduct and the Child safe Policy
- English Policy
- Uniform Policy
- Employment Policy

Current issues were presented to the Board by the Principal each week.

Education in Faith

St Elizabeth's School is a Catholic School but we welcome people into our community who are of different faith traditions. Our focus is always on helping our students to understand the Catholic Identity and to be familiar with its beliefs, traditions, history and culture. For 2016, we set a goal of strengthening our Catholic understanding of faith in life within a contemporary context. We wanted our students and their families to understand the importance and relevance of seeing the world through Christian eyes and more particularly, through the Catholic lens.



We were invited by Catholic Education Melbourne to be one of the schools trialling the new Religious Education Frameworks and that project involved all staff using the new Religious Education Curriculum Framework throughout the year and giving feedback to the team working on the project. The Framework was in Draft form awaiting the Archbishop's approval. The project required our Religious Education Leaders to work with the Catholic Education Melbourne Team Leaders.

The staff built on the work we have started in previous years to always begin our Inquiry questions framed in our faith perspective. For example if we are working on a unit concerning 'Sustainability', we would consider what Pope Francis said in his writings in his encyclical letter, 'Laudate Si' and where appropriate, encourage the children to do the same.

We continued to offer Family nights to support the Sacramental program and offered Prayers in PJ's for Foundation Students, Good Shepherd Night for the Year 1's and Baptism Renewal night for the Year 2's. We changed the Year 5 Social Justice night to a day experience to suit parent's needs. We welcome all families to these opportunities but understand that many parents work shifts that make attendance very difficult. We thank those who can and do attend. We hope that our focus on Religious Education in the School Newsletter helps to keep our families informed about our work in this area as well as communicating important events and ways in which families can be involved. Our Newsletter also supports the connection we have with Parish by publicising Parish activities and Church news.

Each House; Chisholm, Polding, MacKillop and Nagle had a House Mass at a Saturday night Mass. Again, we did this to try to cater for families. As all children from the family are in the same House, we thought it would be easier for families to support their children at a Parish Mass if they all came to the one mass rather than split them up over the year to attend their Level mass.

Our Confirmation candidates were presented to Rev Peter Elliott, our Bishop for the Southern Region and he once again expressed his satisfaction with the way St. Elizabeth's teaches Religious Education, he affirmed that our candidates are always very well prepared and our staff are well skilled in teaching Religious Education and that ensures that our children are reverent and confident.

Mrs Ash was fortunate to be offered an opportunity to travel to Rome as part of a Catholic Education Melbourne project called 'Head, Heart and Hands'. During that time with other Principals from Melbourne, she explored early church history and sacred

art and met with leaders of the Pontifical Council for Family and also the Pontifical Council for Schools. Together with colleagues, she also had input from leaders of the major Religious Orders and lecturers from the Australian Catholic University (Rome Campus). The message they were given over and over again was that the Church needs to be a field hospital for those in the world who need our service.

We are called to do more than ever before and this renewed our focus on Social Justice and the importance of our Catholic Tradition and Sacred Art. The school consequently purchased a ceramic tile showing an image of the Madonna and Child that is very much suited to the needs of children. At the same time, Fr Daniel of the Oblate fathers donated an impressive art piece to the school. It is a copy of Leonardo da Vinci's drawing of Mary, Elizabeth and their sons, Jesus and John. It is a gift to remind us of the connection the Oblates had with our Parish and school.

VALUE ADDED

- School based Sacramental program for Reconciliation, Eucharist and Confirmation and access to Parish based Baptism program as required.
- Confirmation and Eucharist Workshop days.
- Parent Faith and Information Nights
- Preps in PJ's Prayer Night
- Year 1 Good Shepherd Night
- Year 5 Social Justice Night
- Renewal of Baptism Promises Year 2's Celebration
- Whole School Celebrations according to the Church Calendar as well as School celebrations e.g. Feast of St Mary MacKillop, Ash Wednesday, Feast of the Sacred Heart along with Opening and Closing of the School Year Mass, Family Week Mass and St Elizabeth's Feast day Mass. Fundraising Activities for Matutinao PS.



Learning & Teaching

St Elizabeth's School offers a contemporary approach to teaching and learning in every sense of the concept from our modern child friendly environment to our learning and teaching practices. In 2015 / 16 we supported our staff in targeted professional development and practical support to identify each student's particular need and to deliver teaching which enabled each child to work successfully at their learning.

Each week, we provided time for each community's teachers to meet with the Principal, the Deputy, the Student Wellbeing, Literacy and Numeracy Coordinators to look at every students' progress. This ensures that no child slips through without a targeted and personalised plan for their learning.

Our goal as part of a 4 year Cycle was to concentrate on Mathematics. We have now established an Intervention Program across the school. We conducted Maths interviews with our younger students and older students who were experiencing challenges attaining the expected standard. We identified from that interview what they needed to be working on to progress successfully through the new Victorian Curriculum. We identified what teaching step each child needed in order to move from what they already knew to what they needed to know.

So we were delighted to tell our community at St Elizabeth's about our 2016 NAPLAN results. Our huge success story was in Numeracy. Whilst we have outperformed the state growth since 2012, we are increasing how much growth we are making. This year, our school made 1.24 times the growth seen across Victoria. This certainly reflected the detailed knowledge of our students, the focused targeting of our teaching and the hard work and dedication shown by the teachers at St Elizabeth's.

Our NAPLAN results in 2016 also showed we are making growth between the 2 NAPLAN tests for each child. It is the growth that counts, not the overall school result. The growth is the value that we add for every student regardless of their ability. Our results show that we add value to the children's learning at levels that outperform the State results.

Our student gain in Reading also outperformed the state which is an improvement on 2015 results. Both Spelling and Grammar and Punctuation student gain was almost the same as across Victoria which was also an improvement on previous years. Writing growth also improved from previous years and is nearing the growth across Victoria.

Data from the School Improvement Survey 2016 showed that students believed that there was an increase across all measures of teaching and learning and parents also indicated there was an improvement in all aspects of teaching and learning. Learning Focus moved from 60% to 69%, Extra-Curricular moved up from 51% to 69% and approval of Homework went up from 66% to 73%. Parents' perception of Stimulating Learning increased from 67 to 81%. Staff perception of all areas of learning and student engagement also increased. Particularly impressive was staff's perception of the improvement in their curriculum processes which rose from 65% to 77%.

This success in Literacy was no doubt partly due to the implementation of CAFE reading. In 2016, our Year 1 and 2 students joined the Years 3 to 6 students using the

program. The attitude of the children to reading has improved enormously and our children read more books and show greater interest in what they read than ever before. Our parents were keen to let us know this!

The Developmental Learning program continued to offer both Investigation time for the Foundation students and many of the Year 1 and 2 students but we also strengthened the Discovery Time where children begin to research topics of their own interest. The Discovery program continued to allow students to have an opportunity to present that learning to other children.

We also did really well in our Sports program, this is an area of learning and teaching that often gets overlooked. Sport plays an important role in health and physical, emotional and social development and many children took part not only in Physical Education and Interschool sport but also attended after-school activities such as Milo Cricket and Auskick and Gymnastics. In our inter-school sports program we also had many teams in finals, a source of pride to many children who do not get a chance to play sport after school.

STUDENT LEARNING OUTCOMES

There are many ways in which you can use the NAPLAN tests but the most telling is the growth that students make when you measure their performance in the 3 years from the time they sit their first test in Year 3 and the time that they sit their last one in primary school which is at Year 5.

In looking at NAPLAN results of students who were in Year 5 in 2016, we can see that the measure of the growth our students made between 2014 and 2016 was above the State average in Reading, Writing and Numeracy.

We believe that it is the growth in learning that is the most indicative of the effort the school makes to support teaching and learning. The growth is the value that we add for every student regardless of their ability. Our results show that we add value to the children's learning at all levels and our rate of growth outperform the State results.

Measuring performance illustrated that our results for 2016 showed a consistency with the results from previous years for both Year 3 and Year 5 students. Our Year 3 students performed substantially above the Australian average. Results for Reading, Grammar and Punctuation remained consistent over the past 3 years but our Numeracy results showed an improvement. As Numeracy has been a big focus for our school over the last 4 years, this is very pleasing.

Student Wellbeing

The Student Wellbeing goal was to develop Resiliency in our students and to continue to strive to connect and engage students in their school experience.

We continued to follow the Adlerian approach to Student Wellbeing and also the 'You Can Do It' program. However, in 2016, we strengthened our Buddy Program with fortnightly shared lunches and activities and a focus on our school values presented by different classes each week at Assembly.

Ms Diosi joined Ms Perazzo on the Student Wellbeing Team and we provided Ms Gage and Ms Diosi with the opportunity to be part of a four day Professional Learning program sponsored by Catholic Education Melbourne and delivered by an organisation promoting resilience and good mental health in children. This organisation is called Berry Street. Ms Gage and Ms Diosi returned from this experience full of positive strategies and worked with the staff on some of the strategies that they had learned. We decided that this was such powerful learning that we would book the Berry Street team to train the whole staff in 2017.

During the second half of 2016, staff and students were introduced to the strategy we call the Four F's as a result of this work. This has been a wonderful success, it is so easy to remember and the children remind us of the steps restoring relationships every day. From Foundation to Year 6, it's always effective!

Face up, Fess up, Fix up and Follow through.

We follow the Victorian Governments and Catholic Education Office procedures regarding attendance at school.

Our Parents use a simple App called Tiqbiz on their Smart Phone to inform the school of student absences. All absences are tracked by the Wellbeing Leader who follows up any prolonged or unexplained absence where there has been no contact between home and school. In individual cases where we have concerns about wellbeing, contact may be made on a daily basis.

VALUE ADDED

Student learning Expos Buddy Program (Alannah and Madeline Foundation)
You can Do It program
Footsteps Dance program
Jelly Bean Music Program
Cross Arts Performances
Wellbeing Days,
Inter-school Sports,
Cross Country Race, Picnic Sports)
School Choir
MacKillop. Nagle, Polding and Chisolm House Events
Incursions and Excursions (e.g.: Surf Lifesaving, Melbourne Zoo, Drum Theatre)
Interschool Sports Programs
Mothers' Day Cup Cake and Fathers' Day Breakfast Celebrations
Sustainability Program (supported by Bunnings)
Mini Vinnies
Carols by Candlelight
Year 6 Leadership Program
After School Programs (Auskick, Net Set Go Program, Guitar lessons)
Out of School Hours Care (Morning and Afternoon Programs).

STUDENT SATISFACTION

The pattern of student satisfaction with their Emotional wellbeing, Teacher Relationships and Engagement in Learning followed a similar pattern to the scores for the previous year but with an average drop of 5%. This holds true except for student satisfaction with Learning which increased by 3% points in Student Safety. However, there was drop of 3 % points in student's perception about classroom behaviour. This contrasted markedly with Parent satisfaction. Parent satisfaction increased by 20% in the area of Student safety.

Student Morale only recorded a very slight drop from 71% to 69% and Motivation dropped slightly from 90% to 88%.

Our school sets high standards for all students but the standards are tailored to each individual. We prepare programs at St Elizabeth's that allow children to experience success but we also set the bar with appropriate challenges. We believe that all children can and must be on a sound path to learning.

Child Safe Standards

In 2016, as a result of the Community's focus on protecting children from harm, there was a Victorian Government order (Ministerial Order 870) that requires all organisations in Victoria to ensure that they had a culture and processes and protocols that would protect young people from harm and keep them safe.

St Elizabeth's school has always had a strong focus on keeping children safe and we have required all volunteers at the school to have a Working With Children Check since the checks were introduced. So we were well placed to take the steps to protect our students and assist them to know what to do if they felt unsafe.

Our staff have been informed about new procedures and protocols which meet the 6 Standards of Child Safety. Below is an example of some of the work we have done to meet the requirements:

- School Governance (*Board informed and ratified appropriate Policies and Code of Conduct*)
- Enrolment (*Condition of Enrolment that parents are informed of School's commitment to Child Safety and a requirement that Parents affirm their commitment to the school's Child Safe Culture and Policies etc.*)
- Curriculum and student learning (*Students educated as part of our Wellbeing program about ways to recognise and report unsafe behaviour.*)
- Student Welfare (*Staff training in Anaphylaxis management and the managing the risk of child abuse in schools*)
- Staff Employment (*Revised Policy of Managing Human Resources ratified by the St Elizabeth's School Board*)
- School Infrastructure (*Inserted glass panels for increased visibility in all solid doors within the school environment*)

Just to put the Child Safe Standards into a local context, our students improved their perception of the improvement in their safety at school in 2016 from 71% up to 74%, but parents indicated a much greater improvement in their perception of safety from 66% up to 86%.

Leadership & Management

Our school is well led and well managed. Our structures, Policies and Procedures are the result of collaboration between staff and parents and through the work of our St Elizabeth's Education Board. Our school continued to be committed to a goal of all staff being productive members of their teams. In their work over the last year, they shared a common objective of improving their skills, knowledge and understanding. We did this by emphasising our work as collaborators. We learnt about the difference between cooperation and collaboration. We don't just want to share the workload we want to work in true collaboration. We want to continue to improve our professional capacity as teachers. We participated in meetings and workshops that focused on what we needed to do to move from just sharing and cooperating in our work to challenging and questioning our practices so that everyone improves professionally.

We have a coaching culture and each of our teachers sets goals for improvement as part of their year's program. Over the course of the year, they were in coaching situations where two colleagues came into their lessons and observed them teaching. Their colleagues were also there to see what the children learned! The coaching experience was repeated several times throughout the year. Our focus was on the effectiveness of the teaching. Colleagues asked if the children learnt what they were intended to learn. The Colleagues then gave feedback to the teacher on what they observed. This was feedback designed to improve practice and was the focus of each teacher's personal learning plan which demanded a great deal of self-reflection. At the end of the year, each teacher brought evidence of their learning to their Annual Review Meeting with the Principal and Teaching and Learning Co-ordinator.

As part of our commitment to rigorous learning, Lane Clark worked with teams over 2 days in March to embed the strategies of 'Author Think' and 'Think it Great'. These are two learning processes which involve deep learning from both the student and the teachers and are critical processes designed to make children think about their learning. Following these workshops, the teachers were involved in Action Research Projects to embed Lane's strategies at St. Elizabeth's.

In the Administration area, the school continued to be well served. Finance and reception is well managed by Ms Gray and Ms D`Cruze. Our 2016 Auditors report was the best we have ever received.

Unfortunately, because we manage our resources well, we did not attract any funding for the Nano Nagle Library and the Foundation outdoor shelter work, it was all paid for by money we had put aside for the project.

Communication is a vital part of a well-managed school and our parents and office staff are to be congratulated on the way they engaged with the school and the community using CareMonkey and Tiqbiz. Our participation rate grew and we are acknowledged as the 'go to' school in our area for other schools beginning to use these tools.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

Our school staff participated in reviewing the Draft Religious Education Framework and were responsible for providing feedback to Catholic Education Melbourne lead by their curriculum team. This involved Professional Learning for Team Leaders delivered by Catholic Education Melbourne.

Teachers participated in a range of professional learning Activities designed to deepen our knowledge, understanding and skills in teaching pedagogy. We have now worked with Lane Clark, our Canadian educational mentor for seven years and once again we provided staff with a series of workshops over 2 days so that new staff could be introduced to her concepts about learning and teaching and experienced staff could continue to deepen their teaching knowledge.

The work done across the year at internal staff professional learning was mostly concerned with continuing to embed the CAFÉ reading strategy and unpacking the Ausvels approach to curriculum particularly in Mathematics. Staff also participated in learning related to Coaching both from the perspective of the Coach and the Coachee. All staff attended training in Asthma Management and Anaphylactic responses. Individual staff members also attended professional learning in Subjects related to their roles within the school e.g. Leadership, Religious Education, and Physical Education.

The Student Wellbeing Coordinators attended a four day program at the Catholic Leadership Centre facilitated by Berry St.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	26
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1230

TEACHER SATISFACTION

Teacher satisfaction grew across all areas of the School Climate section of the School Improvement Survey. The overall growth was 9.7% points over the 2015 results. Of particular note was a huge improvement in Staff Wellbeing which includes Teachers' individual morale, the School morale, Role Clarity and Teamwork.

The only areas that showed a slight decrease was Student Motivation, down 5% points and Student Behaviour (5 % points) . This matches the student and parent recognition that Student Motivation was a concern.

All staff will be working with Berry Street in 2017 to develop stronger approaches

to Student Wellbeing. All staff will attend the same 4 day Wellbeing Program that our Student Wellbeing Coordinators attended in 2016.



School Community

We have always been proud of our community and in turn we are very well supported by them. 2016 was no exception and many of our parents continue to work long hours and often tag each other in shift work to attend meetings and to interact with the school.

Some very powerful signs of this in 2016 was the continuing high levels of parent attendance at our school Assemblies and the support the community gives us in our work with our sister school in the Philippines. Even Parishioners are keen to come in with donations for Matutinao School when we do one of our regular drives which included in 2016 a very successful Hygiene Box and a Shoe Box for children. We also sent boxes of computers that were no longer required by our school.

We also had many parents and friends who volunteered their time and effort to the school in many different ways. We had great support for Sporting programs, Excursions, fund-raising and once again, our friend Ms Sladen a retired St Elizabeth's teacher gave many hours to the library, preparing visual materials and covering countless books.

We had excellent attendances from our Parents and Grandparents at many events including Cyber Safety Night, the Foundation students' 100 days Celebration and our Cross Arts Expo's.

Parents are very generous in supporting our sports teams. Our Athletics Day and Cross Country Event and Picnic Sports were all well attended. Parents and Grandparents came in for many events, such as Learning Expos, Level prayer activities, the Stations of the Cross, the Father's Day Breakfast and Mother's Day Cup- Cake Prayer Celebration.

In 2016 we again celebrated our Year 6 Transition to Secondary Colleges in the new format with Mass, Disco and Supper on the evening of the Year 6 Students' last day. We had a wonderful turn out and everyone enjoyed the celebration.

Our Parents and Friends raised the money for stage lighting to be installed in the Performing Arts Centre and that had been their focus for 2015 -2016.

PARENT SATISFACTION

Parents were generally much more satisfied with the school in 2016 than they were in 2015. Improvement across the board averaged an increase of over 11%. Parents identified Student Safety as being an area that showed a great increase in Parent satisfaction and also extra-curriculum activities. Both of these items scored a 20% increase in Parental Satisfaction. Interestingly, parents identified Student Motivation as the only area to register a fall. Parents saw student motivation as 14% lower in 2016 than in 2015.

Parents were satisfied with classroom behaviour, recording a slight rise of 3 points. However, they were very satisfied with Student Safety which rose by 20% points from a ranking of 66% to 86%.

Future Directions

St Elizabeth's School has been a leader in contemporary learning and teaching for many years and that will not change!

What will change is the way in which we are now drilling down to make sure that our policies and strategies are understood by all staff, from those who have been on this journey with us, previously to those who started recently.

In the area of Faith, we have a lot of work to do to skill all staff to be able to lead children in their understanding of the Mission of the Church and its relevance to their lives. Of course, we know that Christ is central to our faith but we need to help our students put the message of Jesus and his teachings into everyday language so that it becomes their compass for life.

In Teaching and Learning, It is easy to say that we plan work for individual students at their point of need but is not easy to put that into practice for every child, in every learning community, every day. That is our aim and that is where we will be focusing our attention.

In Student Wellbeing, we will be supporting our children to live in harmony with others and also on how to deal with the disappointments that everyone meets in their life. Some of our children see more threats than opportunities in their future and they are not able to bounce back from normal setbacks. They have a low sense of resilience. We cannot stop our students from having disappointments, but, we can teach them to manage themselves so that they can learn and grow from adverse situations.

We will continue to implement the Child Safe Policies and procedures and we can help students and families to understand how they can protect themselves when necessary.

Leading and managing the school into the future will require new structures to manage the changing demographics of the area. Smaller numbers can be a positive as we reduce class sizes. The community needs to decide what programs are a priority and work towards making sure they can be supported and resourced.

St Elizabeth's may be looking at a future with a smaller local community but the wider global community is more accessible every day. The challenge will be working out how to tap into those resources to support both a broad and a deep curriculum with a focus on enabling every child to become the very best person that they can be.

VRQA Compliance Data

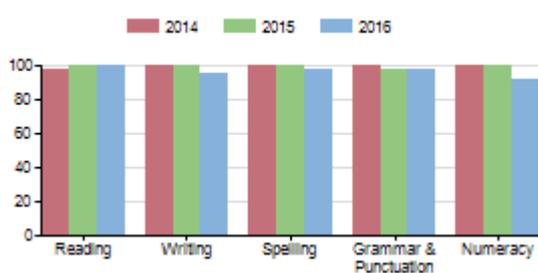
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St Elizabeth's School, Dandenong North

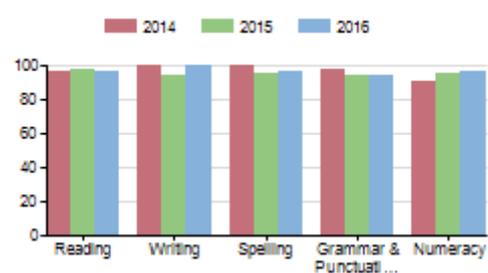
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2014 %	2015 %	2014-2015 Changes %	2016 %	2015-2016 Changes %
YR 03 Reading	98.3	100.0	1.7	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	94.9	-5.1
YR 03 Spelling	100.0	100.0	0.0	97.4	-2.6
YR 03 Grammar & Punctuation	100.0	98.2	-1.8	97.4	-0.8
YR 03 Numeracy	100.0	100.0	0.0	92.3	-7.7
YR 05 Reading	96.5	98.0	1.5	96.5	-1.5
YR 05 Writing	100.0	94.0	-6.0	100.0	6.0
YR 05 Spelling	100.0	96.0	-4.0	96.5	0.5
YR 05 Grammar & Punctuation	98.2	94.0	-4.2	94.7	0.7
YR 05 Numeracy	91.2	96.0	4.8	96.4	0.4

NAPLAN Year 3



NAPLAN Year 5



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
YR01	93.56
YR02	94.36
YR03	94.57
YR04	93.60
YR05	94.56
YR06	95.26
Overall average attendance	94.32

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.9%
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STAFF RETENTION RATE

Staff Retention Rate	92.59%
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TEACHER QUALIFICATIONS

Doctorate	0.00%
Masters	4.55%
Graduate	18.18%
Certificate Graduate	0.00%
Degree Bachelor	81.82%
Diploma Advanced	18.18%
No Qualifications Listed	0.00%

STAFF COMPOSITION

Principal Class	3
Teaching Staff (Head Count)	24
FTE Teaching Staff	20.080
Non-Teaching Staff (Head Count)	10
FTE Non-Teaching Staff	6.172
Indigenous Teaching Staff	0

SURVEY RESULTS

Parent	Approachability	100.00%
	Attitude to Survey	87.30%
	Behaviour Management	100.00%
	Classroom Behaviour	55.56%
	Connectedness to Peers	96.30%
	Connectedness to School	94.44%
	Extra-Curricular	77.78%
	Homework	94.44%
	Learning Focus	91.67%
	No# of Parents	9.00%
	Parent Input	96.30%
	Parent Partnerships	100.00%
Reporting	66.67%	

	School Improvement	97.22%
	Social Skills	96.30%
	Stimulating Learning	100.00%
	Student Motivation	72.22%
	Student Safety	100.00%
	Teacher Morale	100.00%
	Transitions	94.44%
Staff	Act on Results - Personally	84.38%
	Act on Results – School	62.50%
	Acted on Previous Surveys – Personally	65.63%
	Acted on Previous Surveys – School	65.63%
	Issues Coverage	75.00%
	No# of Staff	32.00%
	Overall Enthusiasm	62.50%
	Survey Usefulness - School	59.38%
Student	Classroom Behaviour	38.97%
	Connectedness to Peers	91.67%
	Connectedness to School	82.95%
	Learning Confidence	92.47%
	No# of Students	97.00%
	Purposeful Teaching	86.10%
	Stimulating Learning	82.03%
	Student Distress	79.66%
	Student Morale	84.58%
	Student Motivation	96.87%
	Student Safety	82.08%
	Survey – Easy	91.05%
	Survey Enthusiasm	72.98%
	Teacher Empathy	85.74%

NOTE:

The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

[Victorian Registration and Qualifications Authority](#)