



# St. Kevin's Primary School

Hampton Park

Registered school No. 1918



2019

Annual Report to the  
Community

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## Minimum Standards Attestation

I, Jason Micallef attest that St Kevin'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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

June 20<sup>h</sup> 2020

## **Our School Vision**

### ***As a faith community...***

*At St Kevin's, we are a Christ centred Catholic school. We endeavour to be a welcoming faith community that accepts all people and acknowledges the richness that we all bring to our community through a kaleidoscope of ethnic, cultural and linguistic influences. We enact the Gospel values and strive to be a community where people can experience the compassion and love of Christ. We support our students to integrate their faith and life, nurturing a love of justice and peace.*

### ***As a learning community...***

*At St Kevin's we aim to develop the whole person and to foster a culture of learning where all children reach their potential. We strive to be a learning community where everyone can experience success in an inclusive, safe and respectful environment. Our focus on teaching and learning aims to prepare our students with knowledge, skills and attitudes for lifelong learning in a complex and rapidly changing world.*

### ***As an inclusive community...***

*We promote a culture of relationships which uphold the dignity of each person. We strive to ensure that all have a sense of belonging to our school community, which is a place where teachers, students and families work together to collectively maximize learning opportunities for all.*

## School Overview

St Kevin's is a Catholic primary school in the Melbourne suburb of Hampton Park and one of two schools in the parish. The school was established in 1988 and has grown to become a highly-regarded school with a strong reputation for being a welcoming and inclusive community where all are valued and appreciated.

In 2019, we had 550 students enrolled in our school, spread over 4 Prep classes, 7 Grade 1/2 classes, 6 Grade 3/4 classes and 6 Grade 5/6 classes. We celebrate a rich diversity of 52 cultures and for 78% of our students English is not the background language. Whilst we richly embrace other cultures and faiths we proudly celebrate our Catholic faith and traditions and teach a very contemporary Religious Education Program supported and encouraged by the Catholic Church and Education Office.

Fr Desmond Moloney is the Parish Priest of St Kevin's Parish Hampton Park and is a welcome presence in our school, supporting staff, students and parents in their faith formation.

The physical composition of the school and its buildings have undergone considerable growth and change over the years, with major refurbishments and building projects undertaken to improve the learning environment for the children. Our school consists of eight main buildings that include classrooms, administration areas, shared facilities such as a library and a large multipurpose hall. Our playground areas feature 3 separate adventure playgrounds, two sand pits, athletics track, long jump pit, 5 basketball courts, a combined soccer / football field and a large, grassed area. Our outside spaces also contain a modestly sized sustainable garden with fruit trees and vegetables.

The school is very well resourced to ensure the children have access to modern learning technologies and are able to work in collaborative and engaging environments. Our school has attractive and contemporary learning spaces, with a dedicated and experienced staff and committed families. We provide a safe, caring, and challenging educational environment that promotes learning and achievement for all students and where everyone is known and valued. The students are at the centre of all we do. We recognise and celebrate the diverse learning styles, interests, talents and cultures of our students and strive to offer a rich variety of meaningful learning experiences that will drive students to become innovative thinkers, great problem solvers and demonstrate a high level of social interest.

## Principal's Report

Dear Parents and supporters of St Kevin's Primary School, it is my pleasure to present to you our Annual Report to the Community for the 2019 year. The information contained in this report should give you an insight into how busy our school community has been and how seriously we take the education of the young people entrusted to us.

Since commencing as Principal of this great school at the beginning of 2020, I have come to see that the St Kevin's community strives to be a place of welcome and inclusion to all our families, students and staff. We focus on assisting our students to achieve to their personal best and to assist them to become life-long learners and to build the skills necessary to take them into their future lives as positive citizens of our world.

2019 was a very big year for the community of St Kevin's, with the retirement of several long-standing members of staff, including the Principal. Mrs Anni Miers. I would like to acknowledge their amazing achievements and contributions to the school and the legacy they have left as a result. I would also like to recognise the hard work and dedication of our great staff. Without their support and desire to make a difference in the lives of our children we would not be able to achieve what we have.

Beginning the journey as the new Principal of St. Kevin's is a time of excitement, of expectations and of hope that the years ahead will be ones that our children and families will enjoy. We strive to make these hopes a reality by offering:

- A welcoming, friendly atmosphere
- A Gospel based approach to all that we do
- Learning Communities based around a personalised learning environment
- A caring and happy school, where the wellbeing of all children is paramount and all children are treated with respect
- The chance for children to perform to the best of their ability

As a Catholic School, we value our rich religious traditions and culture. We provide opportunities for our children and their families to celebrate our Catholic heritage, in many different sacramental and non-sacramental ways.

At St Kevin's we value parents as an integral part of the child's education and therefore are keen to build partnerships with all of our families. There are many highlights over the last twelve months that I could discuss here, but I will leave each to their own space in the body of this report. Once again, I would like to thank all of the staff for their hard work and dedication to the children at our school. I would also like to thank the parents for their assistance in many ways and their involvement in their child's education.

Yours sincerely,

Jason Micallef  
*Principal*

## Parish Priest Report

Last year, 2019, was dominated by the Principal Appointment process. It was known early in the year that 2019 would be Mrs. Anni Miers' last year as Principal of St. Kevin's School, Hampton Park. The Principalship process stretched across much of the school year. Mrs. Anne Marciniak became the Acting Principal in Term Four. The farewells with all their tributes to Anni were fully deserved, most fitting and touching. Typically, too, of Anne Marciniak, who never failed to give of her best in her time at St. Kevin's, she saw the year through, with the support of Belinda Rowlands and all the staff, to a smooth and positive ending with the ending of her own career in view. In that final school term, the school community was relieved and delighted to welcome our new Principal, Mr. Jason Micallef.

As is often the case, in the course of the year there were a number of projects that were completed. The playground for the Preps was upgraded and planning undertaken to improve paths enclosed in "islands" adjoining the main carpark. Further landscaping works were carried out, particularly in conjunction with working bees. St. Kevin's School was pleased that prior to Anni Miers leaving as Principal there was the blessing of the new and renovated areas of the school conducted by the Episcopal Vicar, Fr. Brendan Hayes.

A feature of St. Kevin's School is that, from time to time, classes join weekday Mass congregations. The presence and participation of the children is welcomed and they often provide a particular focus for the homily.

I gratefully acknowledge the gifted leadership of St. Kevin's School throughout 2019, the various leadership teams, and all the staff, teaching and administrative.

Fr. Desmond J. Moloney

Parish Priest



### **A sense of belonging enables all to thrive**

*The experience of belonging and connectedness is essential for wellbeing to thrive.*

*St Kevin's recognises that all encounters provide the basis for deepening a relationship and interdependence with God who is manifest within and among every individual.*

*It is in relationships with God and others in the school community that young people are enabled to discover who they are where they come from and what their destiny can be.*

*(adapted from Horizons of Hope/eXcel)*

## Education in Faith

### Goals & Intended Outcomes

*To strengthen the Religious Education Program to reflect a contemporary context, engaging in dialogue and living Christian Values.*

### Targets

*That the SIP Catholic Culture Survey report averages actual scores for staff as 84, students as 80 and parents as 84.*

### Intended Outcomes

*That students will be further engaged in a Religious Education program that reflects contemporary approaches and is relevant and promotes deeper thinking.*

St. Kevin's has always enjoyed a very strong sense of Catholic Identity and culture. In 2019 continued our collaborative partnership with two other schools to develop an educational program that embraces academic rigor and deep learning. It is called The Partnering to Learn Collective and is sponsored and supported by Catholic Education Melbourne. The sharing of ideas and approaches to teaching at all levels is very rewarding.

Recent surveys of students and staff continue to indicate that the goal of creating a contemporary and engaging curriculum has been maintained. Students are telling us that they believe they are being challenged and that they are engaging with multiple perspectives on a range of topical issues. We continue to embed the Pedagogy of Encounter approach to make faith development authentic and purposeful and our ongoing professional development program has assisted in further enriching the understanding of Scripture and the Catholic Faith Traditions. Students are increasingly using digital tools to enhance their engagement in Religious Education.

The long tradition of prayerfulness across all aspects of the school is very visible and at the same time we have managed to maintain a respectful engagement with our multi-faith multicultural community.

Our vision at St Kevin's continues to be committed to building and maintaining positive relationships with all in our community, including our local, national and global partners. Our Catholic ethos and faith traditions call us to be present to the needs of all people with whom we encounter, offering welcome and hospitality in a spirit of generosity and sacramentality. This continues to be our touchstone for authenticity in everything we do.

Our commitment to a relevant and rigorous Religious Education program continues to reflect this mission. All teachers are proficient in delivering a curriculum that invites all children into a dialogue that explores their own views, those of others and that of the Church of today.

### **Value Added**

- Catholic identity is evident and celebrated in the grounds, entrance and throughout the classrooms
- Engagement with a Cluster of three schools for professional development in the Pedagogy of Encounter teaching and learning approach (This process links Inquiry and Religious Education for an authentic critical analysis of topical and social justice issues.)
- Increasing numbers of staff supported to complete Accreditation to Teach Religious Education and Masters of Theological Studies
- Regular Class Masses with Buddy classes
- Priest lessons are planned in collaboration with teachers and timetabled with all classes
- Celebration of Feast Days with our sister school St Francis De Sales.
- Staff working together with the Priests to plan Masses with a particular focus
- Celebration of the Sacraments including Sacramental Family Workshops with students, staff and parents of St Francis De Sales and the Catechist families in the Parish.
- Advent and Lenten celebrations with all classes leading whole school Liturgies
- Carols by Sunlight presented by the students in Assemblies
- Spirituality and Formation professional development for all staff
- Embracing Social Justice leadership for all students through the curriculum and in Leadership positions
- Religious Education Award for Grade 6 students
- Assembly Awards based on Gospel Values and School Vision
- Regular scripture and prayer focus in Assemblies
- Altar server training offered following First Communion
- Restorative Justice used in establishing and maintaining positive relationships

## Learning & Teaching

### Goals & Intended Outcomes

*To provide a contemporary learning environment in which learning is personalised and all students are challenged and supported to achieve ongoing improvement, success and engagement.*

*That student achievement in Mathematics will improve.*

*That students have a greater voice in their own learning in an environment, which promotes resilience, persistence, self-motivation and independence*

### Targets

*NAPLAN: the proportion of students in the top two bands for Year 3=40% and for Year 5= 35%.*

### Achievements

Our focus as a school continues to be very explicitly to enable all students to be literate and numerate at the level commensurate with their ability and to ensure that growth for all students is tracked and monitored. Continuous assessment using tools which are nationally consistent and using student work informs our evaluation of growth. The collaboration of all teachers to analyse assessment evidence so that we are speaking the same language of growth is the touchstone of the way in which we view our achievements and challenges.

***Fundamental to the understanding of all growth is knowing our children and how they learn, and this means we seek to establish strong and enduring relationships with all students.***

The School Improvement information from NAPLAN, Literacy and Maths testing shows that we are steadily improving in all areas so that by the time our students are in the early months of Grade 7 we are identified as a High Achieving School. This is also evident in the Arts and Physical Education. Our students do very well in Interschool competitions which range from Chess to Debating, Writing, ICAS testing, the Arts and in a wide variety of sports.

The 3 year trend in NAPLAN data shows that there are both strengths and challenges in achieving consistent growth in Reading and Numeracy. Close analysis of the data as a school team P-6, has revealed that increasing numbers of students entering school need support in understanding the language of Maths and accessing meaning in Reading. Our professional development is targeted very explicitly at adjusting our teaching and learning to address the challenges and build on the strengths. The use of Essential Assessment and SPA Platform to track and monitor growth has been effective. Many students have Personal Learning Plans (PLP's) enabling us to fine tune their growth goals and very specifically target the teaching. Additional resources and professional development to support teaching and data analysis have also been provided and continues to build our collective efficacy.

Our early goal for strong academic growth for students in the higher bands for Grade 3 has been realised in Reading and is consistent with the average for like schools. It is at the average in Numeracy. In Grade 5 our students are at the average range for the top two bands in Numeracy and Reading.

In the growth from Grade 3 to Grade 5, 80% of our students have achieved higher than average retention in the top two bands of Reading and 50% of our students in Numeracy. We have achieved high relative growth for 22% of our students in the average band.

The majority of our students have achieved average growth and the few who have not yet achieved the rate of growth expected have Personal Learning Plans for specific challenges.

Developing rich curriculum offerings with a focus on rigorous evidence based teaching practices continues to form the basis of our broader curriculum design. Providing for resources in STEM and The Arts opportunities is a high priority. Expanding our sporting opportunities takes advantage of a wide variety of offers and invitations that we accept for our students. Our students are telling us that they really appreciate these opportunities in surveys and through anecdotal evidence.

Survey data shows that 80% of our students consistently feel positive at school, feel understood by their teachers and peers and there is an absence of negative emotions. The surveys indicate that they are in the 85<sup>th</sup> percentile in positive engagement, confidence to learn and motivation. These are solid results and a testimony to the effort of teachers, students and parents alike. These results have been consistent with steady increases especially in stimulating learning, motivation and student safety, all areas where we have concentrated our efforts.

Our Student Wellbeing Program includes a wide range of strategies to support students who are challenged in their learning, safety and self-esteem. These strategies are personalised to the situation and families are vital in the partnership. There are two counsellors available for student and family support.



## Student Wellbeing

### Goals & Intended Outcomes

*To continue to build a positive, safe and supportive school environment conducive to student wellbeing and learning.*

*That students will demonstrate a greater resilience and enhanced sense of confidence and responsibility for their own learning and behaviour*

### Targets

*Student Wellbeing Index will be 84.5*

### Achievements

We are very pleased with our progress in building and maintaining positive authentic relationships across the community. All year levels are setting parent partnership goals. This helps us to ensure that there is a strong sense of hospitality and invitation with all families to engage in the educational process in a way that is accessible for them. The processes we have in place to develop a positive environment in all areas of the school have proven to be very effective. They include our Social Emotional Classroom programs (Bounce Back), lunchtime activities, Better Buddy, expanded student leadership opportunities, Restorative Practices and Pathway to Resolution.

An expanded Core Wellbeing Team, consisting of a range of staff representatives, oversees the learning support program across the school. They meet weekly to evaluate student needs, referrals, policies, PSG's, funding and professional development needs. There is a balance of focus between student services and wellbeing.

Child Safety Compliance continues to be a significant focus for the school. We have attended to this with focus and rigor using a number of communication methods to share with the community. Our Strategic Plan in this domain is updated regularly in response to the changing legal landscape.

Particular focus has been on Standard 7: Empowering Students in Child Safety Awareness. This means that all students are educated to use their voice in a safe place when they feel unsafe. They also learn to recognise unsafe situations and are assisted in the development of Personal Safety Plans.

## Value Added

- provision of counselling, psychological and assessment services at the school
- provision of Speech Pathology at the school
- Lunchtime activities include Social Skills, Debating, Gardening, Art Classes, Sporting Activities, Library Classes, Robotics, Better Buddies program and Choir
- Wellbeing Leadership Meetings on a weekly basis focussing on health and wellbeing across the school.
- Mindfulness Activities and professional learning planned.
- eSmart and Better Buddies program
- Kool Kidz Rock Music Lessons Grades 1-6
- Sleepover at Year 4 and Annual Camps for Grades 5/6 (Adventure camp and City camp)
- Interschool Sports and many opportunities for sporting incursions
- Debating Teams
- Chess Club and all Grade 3/4 students are taught Chess
- Chess Competitions are extended to students in Year 3-6
- Bike Education P-6
- ICAS testing, BEBRAS and Maths Olympiad for Advanced students
- House Teams and significant increase in Student leadership opportunities
- Student led assemblies
- Attempts are made to monitor and cater for student needs in terms of uniform, breakfast, lunch etc to enable all students to participate fully in the education program

## STUDENT SATISFACTION

- The annual survey data reveals that our students continue to have improved learning confidence, high motivation and morale.
- They have identified that the learning is stimulating the teaching is purposeful and they are connected to their school.
- The data shows that they are in the top quarter of the state (75-85%) in these areas of learning.
- The Interviewers in the 2018 School Review also identified these areas of strength for the school.

## Management of Non Attendance

- The attendance of all students every day is a high priority for our school and we regularly communicate this in a variety of ways: Prep enrolment interviews, assemblies, Parent/Teacher/Student interviews, newsletters and orientation sessions. Our attendance rate is steady at 91%. Some families travel overseas to their home country for special occasions which is well understood.
- Families are required to report in for non-attendance and state reasons. Teachers follow this up on a weekly basis. The school communication App FlexiBuzz assists families to report in a timely way. They are also advised by an SMS that we have not received their absence notification. This information is stored in Nforma.
- A register is kept of all attendance/ non-attendance/punctuality and teachers flag concerns to the families first, then leadership. Family conferences will be held where there are concerns, which inhibit development of student growth. In exceptional circumstances of school refusal the school works very closely with the families to support return to school. These strategies are personalised to the student and family context. We have very few incidents of this nature. Our principal concern is attendance and late arrival with some families and we work steadily to address these. The significant absences are highlighted in the semester reports and incentive are offered for full attendance through the newsletter, in classrooms and school assemblies.
- The School Community is regularly advised about the Guidelines from the Victorian Government and the Catholic Education Melbourne Office.



## **Child Safe Standards**

### **Embedding Policies at Leadership and Management Level**

#### **The 2018 VRQA Review identified that all policies were up to date and compliant**

- Executive Leadership Team and policy development, Parish Priest and Exec
- Audit policies to include: safety of children from culturally and linguistically diverse backgrounds, and children with a disability.
- Policies audited Esmart Policy, Enrolment Policy, Excursion Policy, Wellbeing Policy, ICT Responsible Use.
- Risk Management policies and procedures upgraded Incursions and Excursions
- Identifying responsibilities for leadership staff to supervise the embedding of all strategies in Standard 1.
- Meet with Parish Priest fortnightly to update, review and identify actions.
- Agenda item in Board, SDC and Parish Priest Meeting
- Risk Assessment on impromptu activities
- Website development of Standard Risk Register Plan

#### **Teacher Training**

- Induction in Term 1: Revisit the Child Safety Policy to include the Organisational Culture and protection responsibilities regarding Institutional Care.
- All staff trained in and have completed the Mandatory Reporting Module
- Reportable Conduct Training in August and November.
- PROTECT manual revisited

#### **Community Consultation**

- Standing Item in Newsletter to address Child Safe Standards
- Education Board Standing Item
- Prep Orientation Sessions advise all families of Child safe Rules
- Parishioners advised of CSS in Parish Pastoral Council

#### **Human Resource Practices**

- Employment Practices and Referrals have standing item questions
- Volunteers trained in Risk Management

#### **Risk management**

- Risk management policies and procedures audited and upgraded for all visitors
- Working With Children Check procedures upgraded in login process
- CCTV installed in the new building project to cover surveillance of all gates, exits and entrances
- New signage installed on gates to add a layer of security across the school
- Line of sight a standing item on project design in Student Wellbeing

## Empowerment

- All staff trained in the Empowerment Standard at the beginning of the Year so that the program can continue to be delivered in a systematic way across the school and in a manner appropriate for each Grade level.



## Leadership & Management

### Goals & Intended Outcomes

*To further develop and sustain a healthy team culture characterised by a shared vision, active staff engagement and a focus on continuous improvement.*

### Achievements

In 2018, an Independent School Review conducted by the Australian Council of Educational Research using the National School Improvement Tool identified the school as being in the High and Outstanding Range of performance. 2019, was a year of consolidating the achievements of previous years and successfully embedded many of the protocols, and systems that allowed for such a high degree of success.

#### **For example:**

A continuing commitment to develop an agenda for improvement in partnership with parents and the community and school leaders. This agenda is communicated in

- staff meetings,
- school newsletters,
- parent-teacher meetings and
- on the school website

The leadership team routinely analyses school performance data and is aware of trends in student achievement levels. Targets for improvement are clear and accompanied by timelines. The school leadership team is clearly committed to finding ways student outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from other schools which have achieved significant growth.

Our NAPLAN data and classroom work samples again confirm that the school has achieved significant success in its explicit improvement agenda for the improvement in a range of curriculum areas. Leadership confirm that this has been attributed to a deliberate focus of the CLT teams through the adoption of agreed explicit pedagogies and collaborative work within teams. Currently the school continues to focus on the challenge of improvement in numeracy.

Organisational structures at the school provide leadership focussed on classroom practice. A School Development Committee, the Collaborative Learning Team leaders (CLT), wellbeing team and the religious education leader provide curriculum leadership and drive the explicit improvement foci across the school. Staff acknowledge the impact of these structures and in particular their leadership on their clarity and confidence in the classroom.

## 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.

- Child Safety Laws
- Growth Mindset Training focus on implementation of SPRINTS
- Mathematics Data Analysis
- Mindfulness Training Dr Adrian Lacey
- First Aid
- Leadership Training for the School Development Committee
- Mandatory Reporting
- Restorative Practices refresher
- NCCD Training for adjustment management and Personalised Learning Plan design
- Cybersafety Dr Michael Carr-Gregg
- Autism and ASD Management
- Inquiry Curriculum development with Lane Clark
- Pedagogy of Encounter training in Religious Education
- EAL tracking to enhance the teaching of students with English as the additional language
- Report writing linking with SEESAW
- Peer to peer appraisal
- SPRINTS student growth strategy for improving student outcomes
- Numeracy: Enabling and extending training
- Gifted Education training
- Restorative Practice conflict management training
- LOTE PD
- Physical Education PD
- ARTS PD
- Digital Technology Training
- Science Ed
- Sustainability/ ResourceSmart PD
- Safe Food Handling Certification
- Certificate 4 for Learning Support Officers

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019**

55

**AVERAGE EXPENDITURE PER TEACHER FOR PL**

\$2500

## TEACHER SATISFACTION

Results from recently completed CEMISIS surveys, indicate that staff have a high degree of satisfaction indicating an overall school positive endorsement score of 85%. As compared to the average score of 67% as an average of all other Catholic schools in the Archdiocese of Melbourne, this indicates that there is much to be proud of.

Some of the areas that staff have indicated are significantly successful include:

- Perceptions of student physical and psychological safety while at school. 88%
- Perceptions of the overall social and learning climate of the school. 93%
- Perceptions of the quality of relationships between staff and members of the leadership team. 87%
- The extent to which the school leaders set the conditions for improving teaching and learning at the school. 78%
- Perceptions of the amount and quality of feedback staff receive. 72%
- Perceptions of the school leadership's effectiveness. 80%
- Perceptions of staff safety in the school. 78%
- How safe it feels to take risks and make mistakes in this school. 74%
- Perceptions of the quality and coherence of professional learning opportunities. 82%
- Perceptions of the coherence of the school's improvement strategy. 94%
- How well teachers work together in teams to improve teaching and learning. 87%
- Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively. 87%
- Teachers' perceptions that staff at the school have what it takes to improve instruction. 82%
- Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life. 94%

## School Community

### Goals

To strengthen the collaborative partnerships between the school, local and global communities to enhance connectedness and promote authentic student learning and wellbeing.

### Intended Outcomes

That students will be more connected with the wider and global community through their learning.

That parent engagement with their children's learning will be strengthened.

### Targets

The CEM SIS Family Survey will show a positive school endorsement score of 88% for Parent Engagement.

### Parent Satisfaction

Parent Survey Data Indicators show a strong degree of positive endorsement from parents in the following areas:

- Absence of factors hindering a family's interaction or involvement with the school (92%)
- How well our school matches the developmental needs of children (90%)
- Perceptions of the school's social and learning climate (90%)
- Perceptions of students physical and psychological safety while at school (90%)
- The timeliness, frequency, and quality of communication between the school and families (84%)
- Perceptions of and engagement with the overall Catholic identity of the school. (85%)

### Achievements

An invitation was sent to parents across the school community to provide a testimonial of their experience as members of our school community. Below are some examples of the kinds of feedback we received:

- "What can I say about St Kevin's Hampton Park? Our four children attend the school and all I can say is not only are you treated like you are apart of a school community, you are treated like family. The Principal, Admin Staff and Teachers are so welcoming, friendly, caring and nurturing. I wouldn't think of sending my kids anywhere else." – Sharon Rulach
- "We choose St. Kevin's Primary School because of the very good feed back we heard from previous families who were there and in our own experience the teachers are very supportive to our kids and listens to us parents about our concerns regarding the learning of our kids. Personnel staff are accommodating and ready to help if you need one." - Marichu Pastorpile

- “Our two boys always love to be at school. St Kevin’s have a family like environment where everyone is welcomed with amazing teachers and admin staff. We have found the school curriculum very valuable and helpful to our boys. We have also found St Kevin’s a very safe place for our boys.” – Sharon Nadan
- "St. Kevin's primary school has not only Terrific, Adaptable, Creative, Hardworking, Efficient and Resourceful TEACHER's it is a home away from home for our children. The support that is given to shape the children of the future encourages them to be terrific, adaptable, creative, hard-working, efficient and in turn resourceful. This was clearly evident in witnessing how the students and teachers worked together to overcome the obstacles created by an uncontrollable situation in our country and world at large."  
– Olivia D'Souza
- “St. Kevin's is a wonderful primary school with dedicated and caring staff. They are always there to help us at any time. The school provides a safe and comfortable environment for our kids to learn and develop. At St. Kevin's my three kids are able to learn catholic faith based values, pray together and involving charity. This is extremely important to me in current world that losing the focus on God and family. St. Kevin's encourages kids to be respect, responsible and compassionate. I am highly recommending St. Kevin's as an excellent primary school.” - Samangi Chandrasekera

## Future Directions

The recent Masterplan is now complete subject to a few landscaping projects and we are about to generate a new Master Plan based on the excellent results in our School Review which took place in 2018. We have in our vision the expansion of the Library area to become an exciting STEM centre for all and the refurbishment of our senior and junior classrooms.

The family partnership with school and parish continues to grow and our community engagement is strengthening. We hope to maintain a high level of engagement and broaden the scope for all to feel engaged and welcomed.

The wellbeing and academic growth of each student is always our leading priority and will shape our goals for improvement. All staff have set the goal to ensure that we move each student at least twelve months in academic progress and focus on the top two tiers as a special challenge. We typically prioritise the students with learning challenges and are now sharpening and balancing our focus towards the average to higher achieving students.

Our Maths project will run for another two years as we build the capacity for each teacher to analyse data and differentiate the programs accordingly. We are already very excited to be working with experts every month to monitor our progress and that of our students.

Student Voice, engagement and leadership is also a major goal for the future. We will continue to strengthen our six House Teams and create a wider variety of options for the students throughout the school. All students are increasingly identifying that they see pathways for themselves in the leadership options and regularly write letters of petition and thanks to leadership in the school and the wider community.

Building on the broader curriculum consolidating STEM and Sustainability will continue to be incorporated into the everyday curriculum woven into innovation in teacher and student and parent learning.

Our hopes and dreams are for each student to who walks through our doors to flourish, engaged in their learning and excited about their futures as faith filled young citizens.

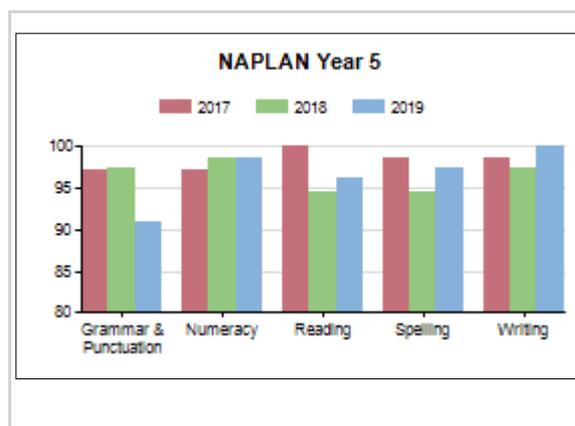
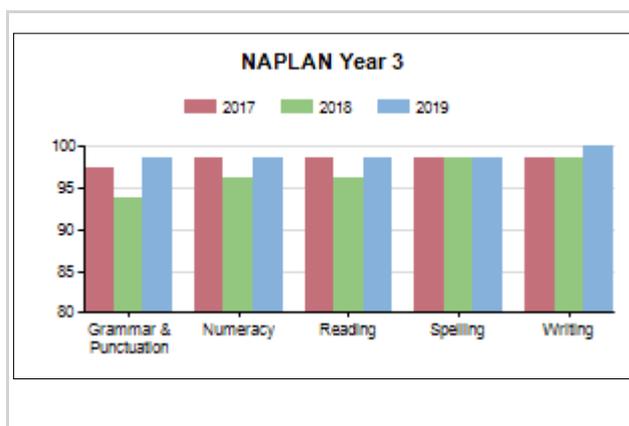


## School Performance Data Summary

E1349  
St Kevin's School, Hampton Park

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	97.5	93.7	-3.8	98.6	4.9
YR 03 Numeracy	98.7	96.2	-2.5	98.6	2.4
YR 03 Reading	98.7	96.2	-2.5	98.6	2.4
YR 03 Spelling	98.7	98.7	0.0	98.6	-0.1
YR 03 Writing	98.7	98.7	0.0	100.0	1.3
YR 05 Grammar & Punctuation	97.2	97.3	0.1	90.9	-6.4
YR 05 Numeracy	97.2	98.6	1.4	98.7	0.1
YR 05 Reading	100.0	94.5	-5.5	96.2	1.7
YR 05 Spelling	98.6	94.6	-4.0	97.4	2.8
YR 05 Writing	98.6	97.3	-1.3	100.0	2.7



<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Y01	92.0
Y02	93.0
Y03	92.4
Y04	91.8
Y05	93.1
Y06	91.0
Overall average attendance	92.2

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	91.5%

<b>STAFF RETENTION RATE</b>	
Staff Retention Rate	91.5%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	22.7%
Graduate	13.6%
Graduate Certificate	4.5%
Bachelor Degree	68.2%
Advanced Diploma	27.3%
No Qualifications Listed	2.3%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	50
Teaching Staff (FTE)	39.5
Non-Teaching Staff (Headcount)	13
Non-Teaching Staff (FTE)	17.2
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)