Contents

Our School Vision .............................................................................................................................................. 2
School Overview .................................................................................................................................................. 2
Principal’s Report ................................................................................................................................................ 3
School Education Board Report ....................................................................................................................... 4
Education in Faith ............................................................................................................................................... 5
Learning & Teaching ......................................................................................................................................... 6
Student Wellbeing ............................................................................................................................................ 8
Leadership & Management ............................................................................................................................. 10
School Community .......................................................................................................................................... 13
Financial Performance ................................................................................................................................... 14
Future Directions ............................................................................................................................................... 15

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St Damian’s School Vision

‘Alive in the Spirit, we journey together, engaging with the present, shaping the future.’

School Overview

St Damian’s Parish Primary school was established on April 26, 1966. Hence, the school has now been in existence for over forty-six years. The school was developed under the care of the Sisters of the Order of St Clare. There have been lay teachers in the school since 1968 and in 1982 the Order of St Clare Sisters concluded their work in the Parish.

When the school opened in 1966 there were forty students enrolled, however in the eighties the enrolment reached its peak at 780 students. There was a gradual decline in the nineties, as the primary school students became secondary students, with the numbers decreasing to 455 and 16 classes. There has been a steady increase in this decade. In 2012 the enrolment reached 483 and there were 18 classes.

In 2012 the class groupings were as follows:

- Prep: 3 classes
- Year One: 2 classes
- Year Two: 2 classes
- Year One/Two: 1 class
- Year Three: 2 classes
- Year Four: 2 classes
- Year Three/Four: 1 class
- Year Five/Six: 5 classes

St Damian’s is situated in a multi-cultural area, with our data indicating that 28% of the population in the St Damian’s catchment area were born overseas. 27.3% of these people were from a non-English speaking background and the dominant non–English speaking country of birth is Italy.

The percentage of Catholics within St Damian’s is 70% which is 23% below the CEO target. Since 2006 there has been a decline in the percentage of Catholics enrolled. In 2006 there were 75.3% Catholics and in 2012 there are 70%.

In 2012 St Damian’s progressed into the second year of phase two of the School Improvement Plan. At the conclusion of the year the leadership and staff prepared an annual action plan based on the four year school improvement plan.
Principal’s Report

Throughout 2012 there was continued improvement, further growth in many areas and ongoing change.

At St Damian’s it is important to us that our Catholic school is an integral part of the parish. In 2012 there was further development in this area, due to Father Vincent Le’s support, spiritual guidance and welcoming demeanour.

In 2012 we continued to focus on building a learning community that provides relevant and engaging education for our students. It is paramount to us, at St Damian’s that our students are prepared for their future in this global world.

During 2012 we experienced a number of unexpected changes to our Leadership team. We were very proud of our Deputy Principal, Marisa Matthys, when she was appointed as Principal of St Michael’s Ashburton in June. Marisa is a competent and capable leader and very much deserved this appointment. We were very fortunate that we were able to appoint Jenny Rubira, to replace Marisa as Deputy Principal. Jenny came to St Damian’s from the Catholic Education Office where she had held a position of School Advisor in Learning and Teaching. Jenny’s knowledge and skills in the area of learning and teaching have been very supportive to our students and staff. Other leadership changes occurred in the areas of Mathematics and Information Communication Technology. Overall, throughout the year we had a professional, dedicated and competent leadership team who had a paramount influence on the further improvement of the school. Due to the strong leadership offered and the enthusiastic, team approach taken by the staff we were able to improve the learning opportunities for our students.

At the conclusion of 2011 we formulated our 2012 ‘Annual Action Plan’, from our four year School Improvement Plan. This strategic plan assisted us in providing a productive learning environment for the students of St Damian’s. It also gave us a focus for the professional learning needs of our staff and the wellbeing needs of our total school community.

We recognize the importance of our students being provided with authentic, current and global learning opportunities. To support this thinking we have ensured the inclusion of Cross Curricula Priorities which are ‘Aboriginal and Torres Strait Islanders Histories and Cultures’, ‘Sustainability,’ and ‘Asia and Australia’s Engagement with Asia.’ To support the students’ learning we are providing opportunities for the professional learning of staff. As principal I have taken all associated learning opportunities to improve my knowledge and understandings.

In 2012 no major building or renovations were undertaken, however we continued to make some improvements. We renovated a dilapidated working space and changed the area into new offices and a planning room. We continued to purchase new contemporary furniture and contemporary tools for our students. St Damian’s still continues to be a very well-resourced school.

A very special highlight of the year was ‘St Damian’s inaugural school performance.’ The students performed over two nights at the Plenty Ranges Performing Arts Centre. Everyone was very proud of them and much praise was extended by the parents, families and friends.

In conclusion I would like to acknowledge the increasing numbers of parents who are now supporting their children’s learning and other aspects of the school. Our committees are now more effective and they are having far more impact on the policies of the school.
School Education Board Report

St Damian’s Education Board is a valued committee of the school. The Board meets on the third Tuesday of each month and in 2012 it consisted of the following ten members: Parish Priest, Principal, Deputy Principal, Staff Representative, School Accountant, Parents’ Committee representative and five other parent representatives.

In 2012 our Education Board Guidelines were completed by a subcommittee and ratified by the board. These guidelines proofed to be useful in ensuring that all correct protocols are followed.

At each meeting there was a specific focus, reports were presented from the Principal, Parish Accountant and Parents’ Committee and discussion was invited. An opportunity for tabled general business was provided.

On a regular basis the Board was involved in the formulation and ratification of new policies, discussing school events and finances.

Throughout the year we had two special occasions to celebrate as a School Education Board. One occasion was to congratulate Marisa Matthys on her appointment as Principal, to acknowledge her contribution to the school and to thank her. The other occasion was our annual Christmas dinner where we were able to acknowledge and thank all our Board Members. In addition we farewelled those who were resigning at the end of 2012.
Education in Faith

Goals

To strengthen the Catholic identity of the school
To engage students in a rich and relevant education in faith

Intended Outcomes

That faith-based values will be lived and modelled
That students will be actively engaged in all aspects of Religious Education.

Achievements/Value Added

Outlined are our achievements:

- competent leadership by our Parish Priest Father Vincent Le
- competent leadership by our Religious Education Leader who has a Masters of Religious Education
- successful adoption of an annual theme, “Celebrating Community” which linked with our Vision Statement and is reflected in activities across the school throughout the year
- regular whole school Liturgies to celebrate Feast Days and other special occasions
- class Masses supported by family and friends
- further embedding of Prayerful Meditation – All members of the school community meditate daily and at the same time
- effective preparation of all students for the Sacraments, including meaningful workshop evenings and reflection days
- adult faith formation sessions facilitated by Elio Capra and Ingrid Green
- celebrations of Reconciliation in March, Confirmation in May and Eucharist in August
- celebration of St Damian’s Feast Day with a Liturgy and exciting activities for the community
- professional learning for all staff related to the Inquiry Approach in Religious Education
- Religious Education Leader planning with staff in teams
- professional learning for all staff relating to the Religious Education Standards and Assessment
- continued learning for students about Social Justice and ‘Outreach’ activities within the school
- regular support of many charities including Caritas, CatholicCare, Catholic Missions, Children First Foundation and St Vincent De Paul.

Parent Satisfaction - Importance: 75% Opportunity: 90% Compassion: 82%

Student Satisfaction - Importance: 60% Opportunity: 76% Compassion: 80%
Learning & Teaching

Goals
To improve student engagement and learning

Intended Outcomes
- That students will be stimulated and engaged in their learning
- That student performance in Literacy be improved
- That student performance in Numeracy be improved

Achievements

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 3 READING</td>
<td>94.7%</td>
<td>98.5%</td>
<td>+3.8 %</td>
<td>100%</td>
<td>+1.5%</td>
</tr>
<tr>
<td>YEAR 3 WRITING</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>98.5%</td>
<td>-1.5 %</td>
</tr>
<tr>
<td>YEAR 3 SPELLING</td>
<td>96.5%</td>
<td>98.5%</td>
<td>+ 2.0%</td>
<td>100%</td>
<td>+1.50%</td>
</tr>
<tr>
<td>YEAR 3 GRAMMAR &amp; PUNCTUATION</td>
<td>98.2%</td>
<td>97.1%</td>
<td>-1.1%</td>
<td>100%</td>
<td>2.9 +%</td>
</tr>
<tr>
<td>YEAR 3 NUMERACY</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>97.1%</td>
<td>-2.9 %</td>
</tr>
<tr>
<td>YEAR 5 READING</td>
<td>98.4%</td>
<td>100%</td>
<td>+1.6%</td>
<td>88.7%</td>
<td>-11.3 %</td>
</tr>
<tr>
<td>YEAR 5 WRITING</td>
<td>100%</td>
<td>97.2%</td>
<td>-1.5%</td>
<td>96.2%</td>
<td>-1.0 %</td>
</tr>
<tr>
<td>YEAR 5 SPELLING</td>
<td>98.4%</td>
<td>98.6%</td>
<td>+2.0%</td>
<td>96.2%</td>
<td>2.4- %</td>
</tr>
<tr>
<td>YEAR 5 GRAMMAR &amp; PUNCTUATION</td>
<td>98.4%</td>
<td>97.2%</td>
<td>-1.2 %</td>
<td>88.7%</td>
<td>-8.5 %</td>
</tr>
<tr>
<td>YEAR 5 NUMERACY</td>
<td>98.4%</td>
<td>97.1%</td>
<td>-1.3%</td>
<td>96.1%</td>
<td>-1.3 %</td>
</tr>
</tbody>
</table>

Achievements / Value Added
These were as follows:

Literacy
- two Literacy leaders (P-2, 3-6) appointed
- participation in the Learning Assessment Project (L.A.P.)
- literacy action plan devised
- provision of Reading Recovery at 0.6
- fortnightly Professional Learning Team Meeting (P.L.T.)
• implementation of Prep-Year Six Assessment schedule
• celebration of literacy/ numeracy/book week

Mathematics
• Mathematics Leader appointed 0.6 time allocation
• participation in Contemporary Teaching and Learning Mathematics Project
• Year Five and Six student participation in 24 Game Tournament
• fortnightly Professional Learning Team Meeting (P.L.T.)
• continuation of Early Numeracy Research Project (ENRP) testing
• introduction of PAT Testing
• participation in Regional “Tournament of the Minds” challenge activities
• additional Support Staff employed to assist students

Overall Curriculum
• regular Support Group meetings for students requiring additional support
• introduction and implementation of Student Action Teams
• provision of extended periods of time, on a termly basis, to plan as teams, for student learning
• facilitated planning introduced
• introduced Australian Curriculum and AusVELS through PL meeting
• participation by Principal, Staff and students in the ‘Leading 21st Century Schools- Engage with Asia’ Program
• further professional learning for all staff relating to Aboriginal and Torres Strait Islanders Histories and Cultures
• endorsement of our Reconciliation Action Plan
• Commissioning of three staff to enable St Damian’s to become a ‘Fire Carrier’ school
• procedures adopted to ensure consistent assessment and organisation of assessment Practices
• further developed the use of contemporary tools to improve pedagogy and to support student learning e.g. ipads, laptops, flip cameras, interactive white boards
• built on ICT skills ensuring staff introduce and utilise Scootle, Blogging, Skype and Wiki’s as part of the curriculum to enhance student engagement
• participation in the ACMI Film Festival - two films were screened and one film won an award
• introduced Australian Curriculum and AusVELS through PL meeting
St Damian's Bundoora

Student Wellbeing

Goals
To improve the wellbeing of all students

Intended Outcomes
- That there is a common and agreed understanding and a consistent approach to management of student behaviour
- That knowledge, skills and behaviours in social and emotional learning are improved

Achievements / Value Added
These are as follows:
- appointed new Student Wellbeing Leader who is undertaking Masters Studies in the area of Student Wellbeing
- regular, ongoing learning for Student Wellbeing Leader
- professional learning for all staff relating to social and emotional learning
- professional learning on ‘Restorative Practice’ provided for all staff by Margaret Armstrong—both onsite and offsite
- further embedding of the restorative approach into our school
- continuation of the “Bounce Back” resilience program
- continuation of Prep and Year Six ‘Buddy System’ to support our transition to school program
- participation in a ‘Transition and Engagement’ program for Year Six students with Loyola College, St Mary’s, Greensborough and St Martin’s, Rosanna
- provision of more extra curricula activities such as chess, school band, choir,
- numerous resources purchased to support the student wellbeing area
- Student Wellbeing Core team established
- Student Support team continued
- provision of a residential school psychologist from Nirodah

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>86.33</td>
</tr>
<tr>
<td>Year 2</td>
<td>90.07</td>
</tr>
<tr>
<td>Year 3</td>
<td>90.07</td>
</tr>
<tr>
<td>Year 4</td>
<td>89.86</td>
</tr>
<tr>
<td>Year 5</td>
<td>90.09</td>
</tr>
<tr>
<td>Year 6</td>
<td>89.93</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>89.39</td>
</tr>
</tbody>
</table>
If students have been absent from school their parents are expected to notify the school in writing of the reason for absence.

If parents know in advance that their children will be absent they are expected to notify the school of the expected days of absence.

If students are absent for an extended period without notification to the school the principal or teacher contacts the parents.

### VALUE ADDED

- Choir
- School Performance
- School Band
- Kelly Sports
- Footsteps Dancing
- Chess
- Lunchtime Clubs
- Gardening
- Primary Music Program

### STUDENT SATISFACTION

The student attitude to school survey data indicates that the relative strengths are teacher empathy, learning confidence and classroom behavior.

A challenge indicated is some student’s connectedness to peers.

<table>
<thead>
<tr>
<th>Teaching Staff Attendance Rate</th>
<th>86.85 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Retention Rate</td>
<td>87.1 %</td>
</tr>
</tbody>
</table>
Leadership & Management

Goals
To develop an effective professional culture

Intended Outcomes
That organizational health (empathy, clarity, engagement and learning) will improve

Achievement / Value Added
The achievements are as follows:

- in May Deputy Principal appointed as a Principal
- new Deputy Principal appointed in June
- new Deputy Principal familiarised herself with the culture of the school
- leadership team changed and restructured
- more teaching staff undertaking the responsibility of leading and managing school and community projects
- leadership team involved in professional learning both on-site and off-site
- new directions provided for the Leadership Team from the 2012 Annual Action Plan
- all staff involved in professional learning in accordance with the School Improvement Plan and specific needs of staff
- professional learning focusing on leadership at some team meetings
- focussed Leadership Team Meetings
- strategic approach to fortnightly Professional Learning Team meetings
- regular facilitated planning in teams
- whole staff released each term, in levels to ensure consistent term planning

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOCTORATE</td>
<td>0 %</td>
</tr>
<tr>
<td>MASTERS</td>
<td>26 %</td>
</tr>
<tr>
<td>GRADUATE</td>
<td>11 %</td>
</tr>
<tr>
<td>CERTIFICATE GRADUATE</td>
<td>4 %</td>
</tr>
<tr>
<td>DEGREE BACHELOR</td>
<td>55 %</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
<td>4 %</td>
</tr>
<tr>
<td>NO QUALIFICATIONS LISTED</td>
<td>0 %</td>
</tr>
</tbody>
</table>
Examples of Professional Learning activities undertaken in 2012 are:

- Contemporary Teaching and Learning Mathematics – onsite and offsite
- Restorative Practices - Marg Armstrong
- Literacy Assessment Project (LAP) Years Three & Four
- New Literacy Leaders Course – two teachers
- Leadership Programs
- C.E.O. Leadership Conference
- Leading 21st Century Schools: Engage with Asia
- Regional and Zone Network Meetings
- Aspiring to Principalship undertaken by Deputy Principal
- Administrative Training
- NALSSP and CECV Film Literacy Workshops
- Madeline and Alanah Foundation
- ICON Training
- Nirodah Training
- Seasons Training
- International Speaker Series for Leaders
- Drama Victoria Conference
- Achper Conference

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$2100.00</td>
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</tbody>
</table>
### Staff Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>32</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>28.38</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>9</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>4.95</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>

### Teacher Satisfaction

<table>
<thead>
<tr>
<th>Category</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Leadership</td>
<td>60%</td>
</tr>
<tr>
<td>Appraisal and Recognition</td>
<td>73%</td>
</tr>
<tr>
<td>Ownership</td>
<td>45%</td>
</tr>
<tr>
<td>Individual Morale</td>
<td>48%</td>
</tr>
<tr>
<td>Empowerment</td>
<td>44%</td>
</tr>
</tbody>
</table>
School Community

Goals Intended Outcomes
To strengthen the links between the school, the parish and the wider community

Intended Outcomes
That the students’ engagement with the wider community will be strengthened

Achievements/Value Added
These are as follows:

- increased awareness in social justice issues
- focus on social justice within the community
- regular support of charities and appeals, such as Caritas, CatholicCare Overseas Missions, St Vincent De Paul
- participation in parish masses
- multicultural celebrations
- participation in ACMI Film Festival
- biannual school performance
- involvement in wider community events such as entertaining residents at Vasey House, Bundoora Extended Care
- participation in community Reconciliation activities
- becoming a ‘Fire Carrier School’
- ‘Walk Safely to School Days’
- parent participation in classroom programs, sausage sizzles, class Masses, open days, school tours, sporting events, incursions and excursions
- successful and well attended ‘Grandparents, Family, Friends Day’ including a classroom expo and activities
- revitalising and increased numbers in the Parents’ committee
- electing a Chairperson, Deputy Chairperson and Secretary as part of the Education Board
- participation in Parish and Community Carols Evening
- communication with parents via the newsletter, updated School Website and email

PARENT SATISFACTION
Our Parent Opinion Survey Data indicates that our relative strengths are connectedness to peers, student motivation and social skills. Challenges include perceptions of homework, extra curricula activities and parent partnerships.
# Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td><strong>$</strong></td>
</tr>
<tr>
<td>School fees</td>
<td>368,339</td>
</tr>
<tr>
<td>Other fee income</td>
<td>204,361</td>
</tr>
<tr>
<td>Private income</td>
<td>300,540</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>867,882</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>247,0089</td>
</tr>
<tr>
<td>Total recurrent income</td>
<td><strong>4,211,191</strong></td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td><strong>$</strong></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>289,1173</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>940,827</td>
</tr>
<tr>
<td>Total recurrent expenditure</td>
<td><strong>3,832,000</strong></td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td><strong>$</strong></td>
</tr>
<tr>
<td>Government capital grants</td>
<td><strong>$</strong></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>135,409</td>
</tr>
<tr>
<td>Other capital income</td>
<td>43,305</td>
</tr>
<tr>
<td>Total capital income</td>
<td><strong>1,787,14</strong></td>
</tr>
<tr>
<td>Total capital expenditure</td>
<td><strong>4,500,40</strong></td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td><strong>7,566,85</strong></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>496,938</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>6,081,22</strong></td>
</tr>
</tbody>
</table>

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

As stated in our St Damian’s school vision it is paramount to us that we are “Alive in the Spirit as we journey together”. We will continue to focus on ensuring that all students are being offered a contemporary education. In addition it is paramount to us that we provide students with social and emotional learning opportunities. At St Damian’s we will continue to use the inquiry model to foster a deeper understanding of Religious Education pedagogy. Continued emphasis will be on effective team planning and the provision of ongoing induction and consistent learning.

Strategic professional learning opportunities will be provided to ensure all staff members are familiar with contemporary pedagogy. We anticipate that this will result in further student engagement and the inclusion of a personalised curriculum that responds to students’ needs. Consistent facilitated planning structures will be enhanced to support staff in providing appropriate learning outcomes for students.

Social and Emotional Learning and Values Education will be given a high priority to ensure that it is embedded in the traditions and culture of the school. As a staff we will continue to develop a common understanding of the philosophy and process of Restorative Practices so that this practice becomes entrenched in the school. We will continue to provide a welcoming community where parents feel supported and have a sense of belonging. Further opportunities will be provided for consultative and collaborative decision making within the community. A wider variety of communication channels will continue to operate and to be extended. Community connectedness will continue to be strengthened.

Leadership and Management will focus on the induction of staff that are new to a role, the school or a level and to the appraisal and recognition of all staff. Professional learning teams will be constantly reviewed in terms of their purpose and relevance. There will be continued professional learning for the team. At St Damian’s every endeavour will be made to continually improve and to provide opportunities for relevant student and community learning.

Alive in the Spirit

we journey together, engaging with

the present, shaping the future