



Annual Report to the School Community

2015

PRINCIPAL REPORT 2015

It is my privilege to have been appointed Principal of Notre Dame Catholic Primary School this year. It has been a great year of discovery for me as I have gradually learnt about the school's history, how things operate and commenced planning for the future. An initial step in this process was taken early in the year when the Leadership Team led the staff through a process where we discussed our school's philosophy, shared our gifts and talents, examined our academic results, visualised what and where our students could, should and would be as they complete their time at Notre Dame and then challenged them to come up with specific ways of filling the gap between where we are and where we want to be.

Being happy to sit where we are leads ultimately to complacency, and whilst we celebrate the here and now we must constantly be looking to the future. And thus we challenged the staff to determine what they thought that a Notre Dame student would "look like" as they left our school. The results of these discussions, which have been collated and framed by Carmel Cutri, make for interesting reading as the number of words or statements which refer to purely capturing knowledge, such as "academically able" are far outnumbered by the thinking strategies and personal attributes, such as "critical thinkers", "motivated and engaged", "happy and positive", "resilient", and "patient". In a sense this touches on the complexity of our ever-evolving system of education. The era of "knowing" that I grew up with and was fed at Teachers' College is long gone as every child now has the "what", "when" or "where" answers at their fingertips in the shape of a multitude of electronic devices which can tell them the answer in a matter of moments.

Now is the time of the “how” and “why” and the ability to reason. It is the time of taking what you have learnt and applying it to new situations. It is a time of discovery and provocation and it is both exciting and challenging for teachers. Classically, in writing, we look at the 5 “Ws” and an “H”. So far I’ve mentioned the “H” and 4 of the “Ws”; what where when and why. The other “w”, *who*, I think, is different from the others in the sense that the expectation of *who* we are, or aspire to be, essentially has not, or should not, have changed from what it has always been.

The other elements are all extremely important for the children’s future prospects but, I believe, it is the *who* that we are assisting the children to become that will add great richness and fulfilment to their lives. There is now, more than ever, an immense breadth and depth that education must encompass and I am confident that we have the forward-thinking staff and supportive, trusting parents to achieve this. I commend all staff for their efforts in this year and look forward to a bright future working with such a committed and creative team.

I would like to make specific mention of the work of our Assistant Principals. With Velma Erskine filling Acting Principal roles during the year and me taking long service leave during third term Mary Tampalini has stepped into the role of Assistant Principal (Administration). Mary is a talented lady with a vast knowledge of curriculum who has supported and kept me on track throughout the year. At times I wonder if Carmel Cutri our Assistant Principal (Religious Education) has ice in her veins.

Nothing ever seems to faze her and she always gets the job done without stress or worry. At least that’s what it looks like from the outside. Thank you Mary and Carmel for all of your support and guidance throughout the year.

As I have informed the community through the newsletter two of our staff Zoe Scoble and Danielle Andrews will be leaving us at the end of this year. I wish both Zoe and Danielle success and happiness in their new schools and thank them for their dedication and commitment during their time at Notre Dame.

Whilst not officially a member of our staff, Natascia Morlotti, our Italian Language teacher, is also leaving us at the end of the year. I thank Natascia for bringing to life the Italian language and culture for our children and wish her every success for the future.

Although NAPLAN is one assessment on one day, it is the only assessment that compares the achievement of almost all children across all states and territories of Australia. Therefore it can provide us with some useful information regarding performance of both individuals and our school. Notre Dame students have again performed well in the NAPLAN although the Year 3 Writing result is below the Australian mean and will be a focus in 2016.

In some sense the School Board is made up of the “faceless people”. They’re not generally well known for their work on the Board within the school community, but it is their wise counsel, under the direction of our very capable Chair, Cheryl Blanton, that keeps our school on track. The diverse range of backgrounds and skills encourages positive discussion and our common commitment to achieve what is in the best interest of the children has seen our school continue to be a school of choice for many families in this, and the wider community. I thank the Board members for their encouragement and their commitment in working to secure our school’s future. Our retiring members of the School Board, Cheryl Blanton and Michelle McKeown have very much carried the torch of tradition within our school. With them moving on from the Board the task of honouring the past, whilst looking to the future will fall to our new and existing members. I thank both Cheryl and Michelle for their outstanding contribution to our school.

Complementary to the School Board is the PRC. If the Board is the head of the school, the PRC is certainly the heart and hands. A trap that school committees sometimes fall into is to consider that their role is all about fundraising. Yes, the money raised is important, but to have the money without community is very hollow. Our PRC at Notre Dame maintains a healthy balance between these two elements, providing numerous excellent community events and, through the money raised, ensuring that our school remains very well resourced. Thank you to all members of the PRC for ensuring that 2015 has been a highly successful year.

We are fortunate at Notre Dame to have a very strong relationship with our Parish and I believe that this is greatly due to Fr Nelson and his *nothing is too much trouble* attitude. Thank you Fr Nelson for providing such strong spiritual leadership and for holding the needs of our school in such high regard.

And so I conclude where I began. This year has been a great journey of discovery for me. We were once two schools that have become one and it is my vision that the one will continue to forge its own history whilst always remembering and honouring the charisms of the two that have brought us to where we are. Notre Dame is a wonderful school and I am proud to be part of the team, along with the parents and staff, working to provide the children with the opportunities to achieve their potential.

Darryl Winsor
Principal
25 November 2015

Board Chair Report 2015

Principal, Mr Winsor, Father Nelson, fellow board Members, staff, Parent Representative Council members and community of Notre Dame Catholic Primary School. Welcome and thank you for taking the time to come this evening to the 2015 Annual General Meeting for our school community.

I have had the pleasure and honour of serving as board chair this year. It has been a year of change for our community. A new principal for us to get to know and for him to get to know us. This brought new challenges to our school, however as a community we thrive on change and challenges.

It is hard to imagine that 5 years ago we walked out of Holy Name School or Notre Dame Catholic School for the final time. And then not quite 5 years ago onto this site in awe of what had been achieved as we embarked on the journey of Notre Dame Catholic Primary School.

At NDCPS we are privileged to have such a dedicated and caring staff, both teaching and non-teaching, whose goal each day is to

bring out the best in our children. To give each and every one them the foundation to become life-long learners and equip them for all life's challenges. It is a pleasure to watch our children grow not only in their educational journey, but also their spiritual journey with our values of Integrity, Excellence, Justice, Compassion, Courage and Innovation to guide them.

Our goal as a board is also what is best for the students, not just those here currently, also those to come in future years. As a board we have had many discussions and made many decisions. Not all decisions were easy, yet they were made.

I wish to thank all members of the board for their continued dedication to our fabulous school. In particular Michelle McKeown who after 5 years of service to the board and many years of service to the PRC & P&F, has decided to stand down from the board this year. Thank you Michelle.

I would like to thank the Parent Representative Council for their continued support of the school in organizing fabulous community events and their awesome fundraising efforts. You all work so hard to achieve your goals of what is best for our children and building a better community for NDCPS. The school and the board really do appreciate all your dedication and hard work. Thank you.

I would also like to thank all the other parents and grandparents who volunteer, in any capacity, here at our school and the parish. We are very fortunate to have such a fabulous group of people giving of their time for our children. Thank you.

As a community we need to ensure that the school continues to lead the way with incorporating innovation into the classrooms, to future proof our students, staff and school. The school continues to run its one to one laptop program with great results being achieved for the upper school students and from personal experience this has been such an advantage into high school. The junior students are also exposed to iPads as a learning tool and this will be expanded over the coming years.

Thank you to Darryl Winsor for the great work he has done this year.

It would not be easy to transition to an established school community and “fit in” straight away. I am sure it has been made much easier with the help of the Assistant Principals: Velma Erskine, Carmel Cutri and Mary Tampalini, the administrative team: David Shumack, Imelda Tassone and Joanita Stapleton and of course all of our fabulous staff. For me, working with all of you has been a great experience over the years.

In conclusion, it is with sadness that I finish at NDCPS this year. I wish everyone all the best for 2016 and beyond. To those remaining here to continue the fabulous work of those before you, respecting the traditions of the past and creating new traditions for the future. And to those moving on, remembering and cherishing your time here at NDCPS.

Cheryl Blanton
 Board Chair
 25/11/2015

LEAD 2016

| STRATEGIC DIRECTIONS | LEARNING STRATEGIES |
|--|--|
| <p style="text-align: center;"><i>LEARNING</i></p> <ul style="list-style-type: none"> • <i>Investigate and trial alternative structures and pedagogy with improved outcomes for students as a focus.</i> | <ul style="list-style-type: none"> • <i>Reassess the current support offered to all year levels with regards to specialist support staff</i> • <i>Continue to differentiate the curriculum to cater for all students</i> • <i>Pre-test students in numeracy to differentiate learning</i> • <i>All staff to continue the Sound Waves spelling programme from PP to Year Six. K to continue to use the Initial Sounds programme</i> |

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| <p>ENGAGEMENT</p> <ul style="list-style-type: none"> • <i>The wellbeing of all members (staff, students and parents) of the community is effectively embedded within the school culture.</i> | <ul style="list-style-type: none"> • <i>Empower teachers with student engagement strategies</i> • <i>Assess the individual roles of staff in student engagement</i> • <i>Assess the effectiveness of the Rock and Water Program</i> |
| <p>ACCOUNTABILITY</p> <ul style="list-style-type: none"> • <i>Provide relevant high quality resources and facilities including ICT, to support a dynamic educational program, which is intentionally directed to fulfilling the mission of the school.</i> • <i>Demonstrate an effective reflective learning culture characterised by regular and focused reflection and feedback.</i> | <ul style="list-style-type: none"> • <i>Conduct an audit of ICT in the junior classes and address areas of concern</i> • <i>Upskill all staff in the use of technology acknowledging the current levels of ability</i> • <i>Reassess the ICT support services (internal, external)</i> • <i>Upgrade to school wireless network, servers and staff laptops</i> |
| <p>DISCIPLESHIP</p> <ul style="list-style-type: none"> • <i>Continue to promote Notre Dame Catholic Primary School vision, mission and values in keeping with the Mercy and Presentation traditions.</i> | <ul style="list-style-type: none"> • <i>Provide resources on Mercy and Presentation orders</i> • <i>Raising the profile of school factions</i> • <i>Sacred space, shrine for staff and students to reflect and pray</i> • <i>Mass, mini fete for the poor</i> |

Contextual Information

Notre Dame Catholic Primary School is a co-educational school catering for about 450 children from Pre-Kindergarten to Year 6. The school has strong links to the Parish and is well supported by the parent body through its School Board and Parent Representative Council. The school aims to develop the whole child - spiritually, intellectually, emotionally, physically and socially and works in partnership with the parents to achieve this. The learning program offered at the school aims to address the needs of all students and to provide the broadest range of educational experiences. Staff make every effort to keep abreast of educational developments and to integrate the best of the new with traditional educational values.

A comprehensive educational program is provided by the school to students from a variety of backgrounds. There is a strong emphasis on literacy and numeracy which incorporates literacy intervention and support for children who require extra assistance. The school also offers a variety of specialist programs which include music, history, science, Italian and physical education.

Information technology has a high profile in the school and in 2012 we introduced a 1:1 laptop program commencing with the Year 4 students who will carry it on to Years 5 and 6 and banks of iPads support the learning as well.

The dedicated teaching team and support staff work collaboratively to ensure each child receives a rich and broad based learning experience through both the educational and specialist programs. Notre Dame Catholic Primary School came to fruition through the amalgamation of two schools - Notre Dame School, Cloverdale and Holy Name School, Carlisle. In 2011, we opened our new two-stream primary school on the old Cloverdale school site. The school's motto "Founded on Faith" encompasses the charisms of both the Mercy and Presentation Sisters that formed the original schools. Notre Dame Catholic Primary School is a wonderful new school and provides students and their families with the opportunity to be educated in a very modern facility.

FOCUS AREAS FOR 2015

1. Mathematics

We will continue working towards achieving the goal of 80% of

students achieving 66% in MTS assessment. Teachers are to differentiate their maths program to cater for the other 20% and the special needs of children.

2. Explicit Teaching

During 2015 all teaching staff will continue to follow the explicit teaching model, prescribed by the school iTeach@ND document, in all learning area. Warm-ups are to be a specific area of focus, discussion and collaboration.

3. 21st Century Learning

We aim to develop an understanding of what 21st Century Learning will look like in our classrooms and begin to implement in some learning areas such as geography and science.

Strategies to Support the Focus Areas

Some of the strategies that will be put in place to support the focus areas are:

- ❖ Allocation of support time for Maths
- ❖ Regular MTS assessment data to be given to the Leadership Team as well as shared among the staff at staff meetings and/or PLC Meetings
- ❖ Teachers to develop an individualised maths program that EAs will use with identified students
- ❖ Professional development in Explicit Teaching and the John Fleming model to be given to all new staff
- ❖ Professional development at staff meetings to develop an understanding of what 21st Century Learning and what it looks like in our classrooms.

Teacher standards and qualifications Notre Dame Catholic Primary School 2015

| Qualifications Descriptions | Number of Staff with Qualifications |
|---|-------------------------------------|
| Diploma of Education | 3 |
| Bachelor of Education | 21 |
| Bachelor of Music | 1 |
| Master of Education | 3 |
| Graduate Diploma of Music Education | 1 |
| Bachelor of Health and Physical Education | 1 |

Workforce composition

| Category | Number of Staff |
|--------------------|-----------------|
| Teaching Staff | 25 |
| Non-Teaching Staff | 20 |
| Males | 7 |
| Females | 38 |
| Indigenous | 0 |

Student attendance at school: Average student attendance (%) for 2015 was 97.0%

| Year Level | Attendance Rate(%) |
|------------|--------------------|
| Year 1 | 97 |
| Year 2 | 97 |
| Year 3 | 97 |
| Year 4 | 97 |
| Year 5 | 96 |
| Year 6 | 97 |

Notre Dame Catholic Primary School has a positive attendance rate. Non-attendance is managed through the SEQTA system. Class teachers enter attendance on a daily basis. Parents are contacted by SMS if a child is marked as absent and the school has not been notified. Parents are asked to contact the school by phone or email if their child is absent. An electronic and hard copy of the children's attendance is kept. Administration staff may contact parents /guardians if absenteeism persists.

Parent, students and teacher satisfaction

As part of the QCS review and improvement program parents, staff and students were surveyed in relation to their satisfaction with the school. Those families responding to the survey indicated a high level of satisfaction with the school.

Staff also indicated that it is a supportive and fulfilling environment to work in. In planning discussions with the principal, staff stated they found Notre Dame Catholic Primary School provided a challenging and supportive working environment.

Survey within the school relating to the children indicated that the majority found school to be a safe and secure place to be. They generally enjoyed school like and the activities and people they were involved with.

NAPLAN Information 2015

National Assessment Program in Literacy and Numeracy NAPLAN School Results 2015

 Above Australian Mean

 Below Australian Mean

YEAR 3 - NAPLAN RESULTS

| YEAR 3 2015 | READING | WRITING | SPELLING | GRAMMAR & PUNCTUATION | NUMERACY |
|------------------------|----------------|----------------|-----------------|--------------------------------------|-----------------|
| AUSTRALIAN MEAN | 426 | 416 | 409 | 433 | 398 |
| SCHOOL MEAN | 435 | 411 | 410 | 449 | 412 |

YEAR 5 - NAPLAN RESULTS

| YEAR 5 2015 | READING | WRITING | SPELLING | GRAMMAR & PUNCTUATION | NUMERACY |
|-----------------|---------|---------|----------|-----------------------|----------|
| AUSTRALIAN MEAN | 498 | 478 | 498 | 504 | 492 |
| SCHOOL MEAN | 508 | 504 | 520 | 514 | 505 |

Post school destinations

| High School | Number of Students Attending | Percentage of Total Students |
|--------------------------------|------------------------------|------------------------------|
| Ursula Frayne Catholic College | 23 | 49 |
| St Norbert College | 5 | 11 |
| Mercedes College | 5 | 11 |
| Aranmore College | 1 | 2 |
| Mazenod College | 4 | 10 |
| La Salle College | 3 | 5 |
| Lumen Christi College | 1 | 2 |
| Wesley College | 1 | 2 |
| Carmel Adventist College | 1 | 2 |
| Belmont City College | 2 | 4 |
| Kent Street Senior High School | 1 | 2 |

School Income: School income information can be located on the My School Website