

# ANNUAL REPORT TO THE SCHOOL COMMUNITY

**St. Mary's Catholic Primary School**  
Altona

2015

REGISTERED SCHOOL NUMBER: 1273



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## Contact Details

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## Minimum Standards Attestation

I, David Kelly, attest that St. Mary's Catholic Primary School, Altona 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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

*ST. MARY'S*

*VISION STATEMENT*

**WE ARE A WELCOMING AND  
SUPPORTIVE COMMUNITY**

**WE PROCLAIM THE PRESENCE OF  
JESUS CHRIST IN ALL PEOPLE**

**WE VALUE AND CELEBRATE OUR  
FAITH, INDIVIDUALITY AND LIFE-  
LONG LEARNING**

**IN THE SPIRIT OF MARY MACKILLOP**

## School Overview

St Mary's has been an integral part of the Altona community since the Sisters of St Joseph opened the first school in 1928. We have continued to build on this rich educational foundation to maintain its place as a significant part of the wider Altona community. We proudly proclaim ourselves as a "Caring Catholic Community in the Spirit of Mary MacKillop."

Since its beginning St Mary's has experienced a range of achievements, changes and challenges. The strong sense of community within our school and the local area has endured to assist us with building the positive outcomes we currently demonstrate.

St Mary's is in the western suburbs of Melbourne, approximately 16 kilometres from the city, and Altona is situated within the City of Hobson's Bay which is a municipality that includes a wide range of cultural and socio-economic groups. Our school reflects and celebrates this diversity of cultures and traditions. We have a large multicultural cohort within our School Community. While only 10 of our current students were born outside of Australia and only 18 families in our school report to speak a language other than English in their home, the majority of our students are either second or third generation of their families living in Australia. 78% of all students are Catholic with another 7% Orthodox.

We currently have 287 students in 12 classes. These classes are organised into groupings that support our strong focus on multi-age philosophy. We have two Prep classes, four Year 1/2 classes, three Year 3/4 classes and three Year 5/6 classes.

Our classrooms and facilities are spread across three separate buildings which are regularly maintained and upgraded. We have a large grassed area which is supported by five 30,000 litre water tanks, two Adventure Playgrounds with shade sails, a large sandpit, basketball and netball courts as well as some synthetic grass playing areas and passive recreation areas. While it is managed and organised by an outside agency, we make space available for Out of School Hours Care.

We have a strong interest in preparing our students for the global world with their use of technology. We therefore place a major focus on providing adequate access to information communication technologies (ICT). We have interactive whiteboards and at least 4 computers in each classroom as well as a pod of 10 computers in each building plus 8 notebooks in our Year 5/6 and Year 3/4 areas. 18 computers are located in our Technology and Research Information Centre (TRI Centre) as well as a laptop trolley containing 16 laptops. There are also a number of iPads used to support students learning.

We are a Google Apps For Education School (GAFE). Students have a Gmail address. Through google drive students share documents with each other and teachers. We can share documents enabling multiple students and teachers to be working on the one document simultaneously.

At St. Mary's we believe that a purposeful learning environment in which students are engaged and experience success is vital. Our recent focus has been on personalising learning and clearly articulating learning intentions and success criteria.

Overall we have continued to place a major focus on Literacy Intervention Programs to support students who are at risk in their learning behaviours. We have a FTE teaching allocation for Reading Recovery/Special Needs Teacher. Our seven Education Support Officers work in various classrooms with children who are on SWD funded programs and with those who have learning or behavioural needs. They also supervise our "Stop And Have A Rest Awhile" (SAHARA Program), which operates inside for half of lunchtime as a respite for those children who struggle in the general playground environment.

St Mary's School supports The Arts. Two-thirds of our specialist teaching allocation is directed to The Arts: Performing Arts (Music) and Visual Arts (Art). These areas showcase the creative ventures of students through displays and performances in a range of settings. The students are given the opportunity to undertake a private instrumental music program (keyboard or guitar) by sessional Music teachers. Children are exposed to our community language which is Italian every fortnight for a semester.

St Mary's School supports the social & emotional and physical well-being of our students through our Student Wellbeing and Physical Education / Sport programs. We have a history of policy development and initiatives in both of these areas and have a Teacher Reference sub-library dedicated to Welfare for staff and parent use.

We have a strong student leadership program consisting of; four School Captains, eight House Team Leaders, two Social Justice Leaders, two Wellbeing Leaders and Junior School Council Representatives.

The staff at St Mary's are dedicated and hardworking. We have a broad range of levels of experience within our teaching staff and we believe this to be a strength. We have 21% of our teaching Staff on Level 1 and 79% on Level 2. Our retention of staff is high.



## Principal's Report

At St. Mary's we value each child as a unique gift from God, something to cherish, to love and to respect. We hope that each child who enters St. Mary's experiences a unique education, one filled with great adventures in learning, and one where Jesus Christ is the centre of all we do and all we are.

In 2015:

- Term One saw us begin our School Review process culminating in our Self-Reflection Report being completed and presented at the School Review Previsit at the end of this term. The reviewers used the Self Reflection Report, NAPLAN data, Enhancing Catholic School Identity Project Report and School Improvement Surveys to develop an understanding of the School and prepare for the focus groups and the panel day. The final School Review Report was presented to staff and then the School Education Board on the 26 May. The recommendations from this report form the basis of our School Improvement Plan and Annual Action Plan.
- We completed the construction of a new bike shed.
- Gwenda Burnett our Deputy Principal resigned at the end of the year after 27 years (21 years as Deputy Principal) of magnificent service to St. Mary's students, parents and staff.
- We reviewed and implemented a new Workplace Anti-Bullying Policy.
- Our Parents & Friends Association had another very successful year organizing many fundraising and social events for our school with the highlight being a Cocktail Party which raised in excess of \$13,000 for the school.
- On Saturday 5<sup>th</sup> September Fr Shabin was appointed Parish Priest of St. Mary's at a special Eucharistic celebration by Archbishop Hart.
- We spent in excess of \$70,000 on Information Communication Technology improvements and purchases eg; upgraded our servers, increased wireless capacity throughout the school, purchased 16 new Notebooks & 16 new Surface Pro 3's.
- The Reading to Learn program has been further enriched and expanded by our Year 3/4 teaching staff completing the training program.
- Continued development of our school vegetable garden with the selling of produce to parents and the proceeds being given to our local St. Vincent de Paul Society.



## Education in Faith

### Achievements

Religious Education at St. Mary's Altona involves students, families, staff and the parish community. A vision inspired culture with Jesus at its centre and a strong Social Justice emphasis '*in the Spirit of Mary MacKillop*' are the focus of the Religious Education curriculum.

The analysis of the data collected from the School Improvement Survey (2015) shows that students, staff and parents believe that St. Mary's has a strong Catholic culture within our school community.

Parents recognise that there are significant opportunities provided to them to be involved in their child's faith journey with actual scores for Opportunity at 86. The actual scores for Opportunity for staff, students and parents were 82, 89 and 86 respectively.

Compassion as seen by staff, students and parents in 2015 are worthy highlights and rated in the top 25% of Victorian Catholic Schools with actual scores of 80, 86 and 84 respectively. Social Justice is seen as an important focus within the school curriculum with actual scores from staff, students and parents at 75, 88, and 77 respectively. This places Social Justice in the top 25% of Victorian Catholic Schools.

The breakdown of the actual scores for Catholic culture shows that scores have maintained or improved in many areas;

Students have increased their actual scores in many areas of the 2015 Catholic Culture data; Behaviour of Staff as seen by the students has increased to 87 in 2015. Behaviour of Students as perceived by students has increased from 71 in 2014 to 74 in 2015 and Social Justice as seen by the students has increased from 86 in 2014 to 89 in 2015. Opportunity, Importance and Compassion as rated by students have been maintained at 89, 76 and 86 respectively.

Parent scores in Opportunity and Compassion were maintained with actual scores at 86 and 84 respectively. Staff have maintained scores in Opportunity, Compassion and Social Justice with actual scores of 82, 80 and 75 respectively.

### VALUE ADDED

The Education in Faith sphere expresses who we are as a Catholic school and is committed to fostering a culture of inclusive practice, respectful and responsive to our community and the diversity of our learners.

### Curriculum:

- Unit planning incorporating links to an Inquiry approach for Years 3-6 and through the Good Shepherd Experience in F-2
- Expanding the use of CEM 'Coming to Know, Worship and Love' curriculum framework to develop school based units – including the implementation of a whole school Social Justice unit



- RE planning incorporated into regular Professional Learning Team and Staff meetings
- Providing staff opportunities to attend RE professional development
- RE School Closure Day: 'Scripture, Jesus and Me'- Presenter- Sr. Lorraine Testa
- Specific reference to Scripture in the Learning and Teaching planning format

### **Social Justice initiatives**

- Selection of Year 6 Social Justice Leaders
- Senior students work with *St Vincent de Paul Society* to help plan Social Justice unit
- Christmas hampers donated from every class towards local *St. Vincent De Paul Society, Joseph's Corner* and our elderly Josephite sisters in our local community
- Coin Trail fundraiser for *CatholicCare* as part of Family Week activities
- Whole school support of sponsor child – Win Naing, (*World Vision*)
- Involvement in Project Compassion during Lent through *Caritas Australia*
- Active member of Association of Josephite Affiliated Parish Primary Schools
- Maintaining the Mary MacKillop Garden

### **Sacraments & Prayer**

- Supporting students and families to celebrate the sacraments of Penance, Eucharist and Confirmation through Sacramental Workshops
- Visual representations of our faith throughout the school; classroom prayer space, prayer cloths, candles, Mary MacKillop statues, class sets of bibles, prayer books, Sacramental displays in corridors and school foyer
- Education in Faith section in weekly School Newsletter
- Religious Education component on School Website
- School Vision statement on prominent display in school foyer and on school website
- All year levels to plan and lead a Prayer Assembly
- Timetabled regular class masses with invitation for parents to attend
- Daily prayer time in each classroom
- Regular opportunities for experiencing prayer and celebrating liturgy involving the whole school community:
  - Opening School Mass and family picnic
  - Ash Wednesday
  - School – Parish Mother's Day Mass
  - School Feast Day - Mary, Help of Christians
  - Feast of Sacred Heart of Jesus
  - Grandparent's Day Mass, open classrooms and morning tea.
  - Feast of Saint Mary of the Cross MacKillop combined with St. Leo's Altona North.
  - School – Parish Father's Day Mass
  - Graduation Mass – Year Six students
  - End of Year Mass
- Special celebrations for significant Liturgical seasons of the year. E.g. Lent, Advent.
- Celebrating Catholic Education Week – All school Leaders attend St. Patrick's Day Mass.
- Student volunteers trained to become Altar Servers.
- School Choir's participation in major liturgical events and at local businesses at Christmas time.

## Learning & Teaching

### Achievements

- Professional speakers have been sourced to provide important information to parents in different Key Learning Areas.
- The staff adapted Integrated Studies units, in line with AUSVELS.
- Further embedded inquiry and personalised based learning approaches and provided rich tasks that have challenged and extended students.
- Staff and students have refined and embedded the use of Learning Intentions and Success Criteria in relation to academic outcomes and are now exploring the use of Feedback and Goal Setting.
- The Learning and Teaching Leader attended all Western Region Network meetings, providing concise feedback and professional development at regular staff meetings.
- The school was successful in obtaining a Mobil monetary grant to purchase Science and Environmental resources.
- Professional learning teams met regularly to plan, discuss and evaluate learning and teaching.
- Fortnightly School Leadership Team meetings and Curriculum Team Meetings.
- Learning and Teaching Leader, Religious Education Leader, Literacy Leader and Maths Leader allocated time to attend classroom teacher's term planning sessions.
- Allocation of one day per term for teachers in all year levels to do 'Big Picture' planning and goal setting for Curriculum areas.
- Parent information sessions and curriculum reading material.
- ARTS Spectacular involving an Art Show showcasing children's work and a Music Concert involving all children.
- Improvement of Transition Program – "Getting A Good Start" involving pre-school students and parents and increased support for students transitioning to secondary school.
- Planned and sequential Professional Development Program involving all teachers.
- Continued to develop the 'Need To Read' program which involves students and families reading together before school.
- Implementation of additional support and extension programs for Literacy.
- The Reading 2 Learn program has been further enriched and expanded by sending Year 3/4 teaching staff to the training program.
- Numeracy, Literacy and Book Week whole school multi age activities.
- Teachers used the PAT Maths assessment tool to track pre and post numeracy results from Year 1 – Year 6.

## STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS						
NAPLAN TESTS	2013 %	2014 %	2013–2014 Changes %	2015 %	2014–2015 Changes %	
YR 03 Reading	100.0	97.5	-2.5	100.0	2.5	
YR 03 Writing	97.0	100.0	3.0	100.0	0.0	
YR 03 Spelling	93.9	100.0	6.1	100.0	0.0	
YR 03 Grammar & Punctuation	90.9	100.0	9.1	100.0	0.0	
YR 03 Numeracy	97.0	100.0	3.0	100.0	0.0	
YR 05 Reading	100.0	95.8	-4.2	100.0	4.2	
YR 05 Writing	100.0	100.0	0.0	100.0	0.0	
YR 05 Spelling	100.0	95.8	-4.2	100.0	4.2	
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0	
YR 05 Numeracy	97.4	100.0	2.6	100.0	0.0	

The above table shows that:

- In Year 3 Reading we have achieved 100% (2015) of students meeting or above the National Minimum Standard. This is a 2.5% increase from 2014 and the same as 2013.
- In Year 3 Writing there we maintained 100% of students meeting or above the National Minimum Standard. 100% (2014), 97.0 (2013).
- In Year 3 Spelling we have maintained the number of students meeting or above the National Minimum Standard. 100% (2015, 2014), 93.9% (2013).
- In Year 3 Grammar and Punctuation we achieved 100% of students meeting or above the National Minimum Standard. This was a significant increase from the previous two years. 100% (2015, 2014), 90.9% (2013).
- In Year 3 Numeracy we have maintained 100% of students meeting or above the National Minimum Standard (2015, 2014) this increased from 97% in 2013.
- In Year 5 Reading there was an increase of 4.2% in the number of students meeting or above the National Minimum Standard which took us to 100%. 95.8% (2014), 100% (2013).

- In Year 5 Writing the school's results have continued to be outstanding, achieving 100% (2013, 2014, 2015) of students meeting or above the National Minimum Standard.
- In Year 5 Spelling there was an increase of 4.2 in the number of students meeting or above the National Minimum Standard to 100% from 95.8% in 2014, 100% (2013).
- In Year 5 Grammar and Punctuation we achieved 100% of students at or above the National Minimum Standard in 2015, 2014 and 2013.
- In Year 5 Numeracy we have maintained 100% of students meeting or above the National Minimum Standard (2015, 2014), from 97.4% in 2013.
- The Literacy and Numeracy results demonstrate that 100% of our students in Years 3 and 5 were at or above the expected level for all areas.



## Student Wellbeing

### Goals & Intended Outcomes

To develop students as self-managing (independent) and collaborative (interdependent) learners who take responsibility for the learning, actions and wellbeing of themselves and others.

That students will feel more connected to school and their peers and that respectful relationships are evident across the community.

To assist students in acquiring and effectively applying the General Capabilities of Personal & Social Learning.

To further improve the capacity of the staff to teach Social & Emotional Learning.

### Achievements

Our Student Wellbeing programs are implemented with consideration given to the positive impact they will have on enhancing the relationships between all members of our school community because we know and believe that it is healthy relationships that underpin the work that we do in this area.

#### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

**Prep – 92.8%**

**Year 1 – 93.8%**

**Year 2 – 94.5%**

**Year 3 – 93%**

**Year 4 – 93.7%**

**Year 5 – 92.3%**

**Year 6 – 94.6%**

**Overall Average attendance – 93.5%**

Parents are asked to contact the school on the morning that their child is going to be away. There is provision for a message to be left on our phone answering system if you do not need to speak directly to office staff. When the child returns to school they are asked to bring a written note from their parents explaining the reason for the absence. We will contact families if a child has been away for a number of days.



## VALUE ADDED

## LEADERSHIP

- Student Wellbeing Leader attended CEM cluster meetings & PL days, providing feedback and professional development at staff meetings.
- Fortnightly School Leadership Team meetings and Curriculum Team Meetings support our actions in Wellbeing.

## CURRICULUM / BUILDING CAPABILITY &amp; KNOWLEDGE

- Continued the implementation of Social & Emotional Learning into our curriculum through staff meetings and PLT's. We provided PL for staff on the General Capabilities specifically the Personal and Social Capability and on Restorative Practice & Behaviour Management approaches.
- Made provision for good practice sharing in the area of Wellbeing during staff meetings and PLT's.
- Continued to implement and improve Circle Time practices in classrooms.
- Reviewed and improved Classroom / School climate through a consistent approach to Positive Behaviour Management.
- Continued the process of making links between Learning & Teaching integrated units, SEL and Religious Education.
- Purchased new SEL / Wellbeing resources.
- Set up of classrooms promote collaborative learning opportunities.

## STUDENT LEADERSHIP

- Continued our work in Student Leadership: Junior School Council, Hobsons Bay Junior Council, Student Leaders including School Captains, House Captains, Wellbeing & Social Justice Leaders.
- Enhanced our Student Leadership program as we worked more effectively with our Wellbeing and Social Justice Leaders for the second year.
- Attended a Year 6 Leadership Day.

## PARENT ENGAGEMENT

- Encouraged through: Parent Information Sessions (Anxiety & Resilience, THRASS), Classroom Helpers, Parents & Friends, Education Board, Regular communication through newsletters, face book, website, email, class forums, phone calls, school yard chats, Involvement in school initiatives such as Walking School Bus, Mother's Day & Father's Day stalls, Vegetable Garden.

## INTERVENTION

- Parent Support Group meetings: Individual (students & parents) and Group (ASD parents).
- Sessions with our new school psychologist from OnPsych for students with special Social & Emotional needs.

## SCHOOL COMMUNITY INITIATIVES &amp; PROGRAMS

- Reviewed and improved Transition program: Kinder to Prep and Year 6 to Year 7.
- CEM Wellbeing Cluster: Year 6 Transition Day.
- Prep / Year 6 Buddy which includes a family Buddy night.
- Termly "Colour Days" – National Day of Action Against Bullying (Orange), Buddy Day (Purple), Kindness Day (Yellow) and Child Safety (Red).
- Lunchtime & After School Activities: Library, SAHARA, Knitting Club, Choir, Kelly Sports.
- Physical Activity Initiatives: Active Transport, Before School Fun & Fitness and Sport Training.
- Vegetable Garden, Art Group, Choir.
- Grandparents Day, Footy Fun Day.

## STUDENT SATISFACTION

- Most significant in our 2015 'Student Experience' SIS Data were the increases shown in Connectedness to School, from 87 to 91 and Classroom Behaviour, from 64 to 68. While all other scores remained fairly constant, the majority of them were in the Top 25% of Australian Primary Schools.
- From the staff's perspective, Student Behaviour (Classroom 80 - 84 & School 86 - 93) and Student Management (78 -80) have all shown increases, reinforcing for us that our work in this area is paying dividends. The 7% rise in Student Behaviour - School takes us in the Top 25% of Australian Primary Schools.
- Parent Opinion scores for Social Skills and Connectedness to Peers have remained constant in the low 80's indicating to us their approval of the work we do in these areas.
- Our Student Wellbeing Aggregate Index has sat at 86 for the past two years with an increase from 79 in 2013. This indicates to us that we are progressing well in this area first and foremost due to our whole school approach to Positive Behaviour Management but also due to our work in Curriculum and Community Initiatives.





## Leadership & Management

### Achievements

- Term One saw us begin our School Review process culminating in our Self-Reflection Report being completed and presented at the School Review Previsit at the end of this term. The reviewers used the Self Reflection Report, NAPLAN data, Enhancing Catholic School Identity Project Report and School Improvement Surveys to develop an understanding of the School and prepare for the focus groups and the panel day. The final School Review Report was presented to staff and then the School Education Board on the 26 May. The recommendations from this report form the basis of our School Improvement Plan and Annual Action Plan.
- As a result of our work in the Change 2 Project at the end of 2014. We engaged Mr. Mike Sherry to work with staff in 2015 on Peer Observations, setting protocols and procedures. These then successfully began in Term 4.
- We became a Google Apps for Education School (GAFE) this year with all staff and students allocated Gmail accounts. Through google drive students share documents with each other and teachers. We can share documents enabling multiple students and teachers to be working on the one document simultaneously.
- Our School Leadership Team and Curriculum Team continued to meet alternatively every week. This encouraged consistency and continuity.
- Reviewed and implemented a revised Annual Review Meeting form and process with a focus on personal and school goals.
- Continued our emphasis on developing teacher's use of Learning Intentions and Success Criteria embedding into our daily teaching practice.



**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2015**

- Reading to Learn
- THRASS
- Leveled Literacy Intervention Training
- Writing and Spelling
- The Bible - Your Faith and Spirituality
- Edu Tech Conference
- Website Development
- Evidence Based Assessment - Strategies for the Middle Years
- Peer Observations and Feedback
- Student Wellbeing
- Understanding Autism Spectrum Disorder
- Circle Time
- Primary School Choirs for Beginners
- Anaphylaxis Training
- Romance & Reality in the Treatment of Reading Disability - Dyslexia
- School Review - A focus on reflection of all spheres.
- AusVels Level P-6 Visual Arts
- Write Now Conference
- Spelling Prep - Year 6.
- Religious Education - Horizons of Hope
- Catholic Identity Conference

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL****23****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$1,865.22**

### TEACHER SATISFACTION

- Student Management increased from 78 in 2014 to 80 in 2015.
- Appraisal & Recognition increased from 43 in 2014 to 49 in 2015. This score is still a concern but the improvement reflects the work we have begun with our Peer Observations and Feedback and the changes made to our Annual Review Meeting process. These areas will continue to be a focus in 2016.
- Teacher Confidence increased from 78 in 2014 to 80 in 2015.
- Teacher Professional Growth also increased from 61 in 2014 to 64 in 2015.
- Teacher assessment of Student Behaviour increased from 80 in 2014 to 84 in 2015.
- It was also pleasing that Teacher assessment of School Improvement Focus also increased from 70 in 2014 to 72 in 2015.
- Staff Opportunity increased from 79 in 2014 to 82 in 2015.
- Staff Ownership which reflects the extent to which staff goals and approach to work are aligned with the goals and approach of the school also improved from 66 in 2014 to 69 in 2015.
- Respect for Students which reflects the extent to which students are treated as responsible individuals, are respected , and are encouraged to experience success in the school increased from 77 in 2014 to 79 in 2015.



## School Community

### Goals & Intended Outcomes

- To promote our school as a community centre of learning.
- To continue to enhance the partnerships between home, school and community.
- To improve the parents' understanding of contemporary learning and teaching.

### Achievements

- Parent discussion groups on a range of school initiatives.
- Intensive Transition program from Kinder to Prep (incorporating GAGS program).
- Open mornings for current and perspective parents to visit classrooms.
- Upgrades to school website.
- Family involvement in Sacramental Program.
- Support group for parents of children with ADHD and / or ASD.
- Parent Classroom Helper course.
- Community education evenings involving talks/film 'Outside the Square' Dyslexia organised by St. Mary's staff, with guest presenter from Learning Difficulties Australia.
- Parent courses in Reading, Spelling and Writing.
- Continued development of school vegetable garden with parent helpers.
- Community involvement in Kids Matter.
- Pasta Day – as part of our LOTE program involving parents and grandparents.
- Grandparents Day – involving mass, classroom visits and scones and morning tea.
- Footy Fun Day.
- Mary Help of Christian's Feast Day.
- Parents and Friends events eg. Beginning of the school year mass & family picnic, Family Film night, school disco, cocktail/auction evening, to name a few.
- School choir performances at local events.
- Student attendance and participation in Hobsons Bay Junior School Council.
- Kelly Sports Dance Activities at lunch time and Games after school.
- Library lunch time activities.
- Knitting Club at lunch time.
- Fun & Fitness before school.
- Need 2 Read – Morning library sessions and the occasional evening for students and families.
- Walk or Ride to School Days & Walking School Bus.
- Facebook page to inform parents.
  - Termly "Colour Days" – National Day of Action against Bullying (Orange), Buddy Day (Purple), Kindness Day (Yellow) and Child Safety (Red).



## PARENT SATISFACTION

The analysis of the data on Parent Opinion showed that we continued to maintain the scores from 2014 in specific areas in 2015.

- Our parents' perception of students' Learning Focus was maintained, the 2014 result being 76, the 2015 result being 76.
- Peer relations in the area of Social Skills remained constant. Results indicated scores of 83 in 2014 and 82 in 2015.
- Another area of peer relations, Connectedness to Peers indicated similar results over the two years. Result in 2014 showed a score of 84 whilst in 2015 the resulting score was 82.
- Parent perception of Classroom Behaviour in 2014 was scored at 60 whilst in 2015 the score was 59. This indicates a steady maintenance over the two year period.



## Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
<b>Recurrent income</b>	<b>Tuition</b>
School fees	156,788
Other fee income	96,986
Private income	23,323
State government recurrent grants	579,055
Australian government recurrent grants	1,986,379
<b>Total recurrent income</b>	<b>2,842,531</b>
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	2,087,529
Non salary expenses	349,751
<b>Total recurrent expenditure</b>	<b>2,437,280</b>
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	-
Capital fees and levies	62,176
Other capital income	2,000
<b>Total capital income</b>	<b>64,176</b>
<b>Total capital expenditure</b>	<b>84,030</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
<b>Total opening balance</b>	<b>69,281</b>
<b>Total closing balance</b>	<b>113,705</b>

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

## VRQA Compliance Data

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	85.99%

STAFF RETENTION RATE	
Staff Retention Rate	90.48%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	10.53%
Graduate	26.32%
Certificate Graduate	0.00%
Degree Bachelor	68.42%
Diploma Advanced	42.11%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	23
FTE Teaching Staff	17.487
Non-Teaching Staff (Head Count)	12
FTE Non-Teaching Staff	9.621
Indigenous Teaching Staff	0