2014 ANNUAL REPORT
to the School Community

St Vincent de Paul Catholic Primary School
Morwell

St Vincent de Paul Primary School
REGISTERED SCHOOL NUMBER: 1575
Contents

Contact Details ........................................................................................................................................... 2
Minimum Standards Attestation .................................................................................................................... 2
Our School Vision .......................................................................................................................................... 3
School Overview ........................................................................................................................................ 4
Principal’s Report ....................................................................................................................................... 5
Education in Faith ....................................................................................................................................... 6
Learning and Teaching ................................................................................................................................. 9
School Community and Student Wellbeing .............................................................................................. 12
Leadership and Stewardship ..................................................................................................................... 17
Financial Performance ................................................................................................................................. 20
Future Directions ....................................................................................................................................... 21
VRQA Compliance Data ............................................................................................................................ 22
Contact Details

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADDRESS</strong></td>
<td>2 Rowell Street, Morwell VIC 3840</td>
</tr>
<tr>
<td><strong>PRINCIPAL</strong></td>
<td>Mrs Teresa Greenough</td>
</tr>
<tr>
<td><strong>PARISH PRIEST</strong></td>
<td>Father Francis Otobo</td>
</tr>
<tr>
<td><strong>SCHOOL BOARD CHAIR</strong></td>
<td>Mr Allan Roberts</td>
</tr>
<tr>
<td><strong>TELEPHONE</strong></td>
<td>(03) 5134 3066</td>
</tr>
<tr>
<td><strong>EMAIL</strong></td>
<td><a href="mailto:principal@stvmorwell.catholic.edu.au">principal@stvmorwell.catholic.edu.au</a></td>
</tr>
<tr>
<td><strong>WEBSITE</strong></td>
<td>stvmorwell.catholic.edu.au</td>
</tr>
</tbody>
</table>

Minimum Standards Attestation

I, Teresa Greenough attest that St Vincent de Paul Catholic Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA

- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our School Vision

As a Catholic parish primary school we believe that the person and teachings of Jesus Christ are central to all we do. We believe it is important to encourage the spiritual growth and faith development of each community member.

We aim to provide a learning that motivates and empowers students in their learning, encouraging them to reach their full potential. Staff will be committed to professional growth and dedicated to facilitating a comprehensive curriculum for all.

We aim to develop a cohesive school community which nurtures the dignity, self-esteem and wellbeing of all.

We believe in encouraging the distinctive leadership roles of students, staff and parents and in building strong partnerships to support the mission of the school.

We strive to provide facilities and resources that enable quality teaching and learning in a safe, stimulating and supportive environment.
School Overview

St Vincent de Paul primary school provides quality education in a safe and secure setting. Our school is highly regarded in the local community and is known for its warm environment. We are a Catholic school, however many non-Catholic families wanting to provide their children with an excellent education in a Christian environment also choose St Vincent’s,

With a strong belief in education being a partnership between home and school, families and staff work cooperatively to provide the best possible educational outcomes for our children. We pride ourselves on maintaining a friendly, caring learning community with an emphasis on (i) Religious Education and spiritual growth, (ii) High quality learning and standards,(iii) Wellbeing.

Closely monitoring the learning of all our students to ensure we are supporting on-going growth and achievement is a priority for our teachers. Staff continually develops their professional skills so as to meet the needs of all children in our school. Additionally we provide intervention and extension programs (eg. Reading Recovery, EMU maths) and learning support with Learning Support Officers.

The school and its buildings have been refurbished and provide bright, modern and spacious learning areas. The outside areas have also been updated with a synthetic turf soccer pitch, new gymnasium, two adventure playgrounds, playing courts and quiet seating areas.

The staff at St Vincent Primary School believe in supporting our students to acquire the skills and Christian values to become reflective thinkers, and people of justice and peace. Students are encouraged to take responsibility for their learning through problem solving, visual learning and thinking skills. They have the opportunity to use a variety of technology as an integral part of their learning. We want our students to develop passion for learning throughout life!
Principal’s Report

The 2014 year brought many changes to St Vincent de Paul School, Morwell. Firstly there was a new Principal which always brings anticipation of change, there was also the appointment of two new graduate teachers to the school. It has been a year of patient learning for everyone, getting to know each other and the community. It has been about building relationships.

Throughout the year there were also many trials and sorrows for the school as well as the successes. Very early in term one, Morwell was surrounded by a serious bushfire, which then moved into the Hazelwood Coal Mine. The mine fire continued for six weeks pumping out clouds of smoke over the Morwell and surrounding area. The school community endured ill health and high absenteeism during this period, however the strength within this wonderful community was evident.

Term two brought with it another blow to the community with the death of a beloved teacher, Mr Andrew Harrison, who passed away after a short illness, and the diagnosis of another teacher with cancer. During term three one of our much-loved mums passed away after a battle with cancer. Again the community rallied together to ensure the best for the students.

At St Vincent’s we believe that educating our children is a partnership between families and school staff and through the parents engaging with the school, the learning outcomes for each child is significantly enhanced.

We are blessed at St Vincent’s to have a wonderful parent body who are active in the school particularly in the Parents & Friends Committee and the School Advisory Board.

Through our liturgies, actions and displays in our school and the church, we have kept alive the Catholic traditions. We continue to teach our children, and provide them with religious knowledge and meaningful ways of living out their faith.

All of St Vincent’s school community, including students, staff and families are to be congratulated on a very successful year, with everyone helping each other through the trials and tribulations while maintaining such a positive happy school.

Teresa Greenough
Principal
Education in Faith

Goals & Intended Outcomes
In 2014 we aimed to support the spiritual growth and faith of our school community members by ensuring the following outcomes:

- Catholic values underpin actions of community members
- Faith permeates all areas of school life
- St. Vincent’s acts as a socially just community

Achievements

Catholic values underpin actions of community members.

In 2014, St. Vincent’s School Community aimed to be welcoming towards new members, and a sense of belonging was reflected in the processes of the school. We did this by:

* welcoming our new principal, Mrs Teresa Greenough and 2 teachers, Kristina Jennings and Charley Askew. We welcomed new students, including the Preps, at school social functions, prep orientation sessions and formal assemblies at the end of 2013 and the beginning of 2014. We also welcomed our Assistant Priest, Fr Antony Rebelo at the beginning of term 3 school mass.

* inviting families to participate in school/class masses and liturgies through the newsletter and/or class newsletters.

* Acknowledging and celebrating student and staff achievements and birthdays at school assemblies.

* accepting that during the period of the Hazelwood Mine Fire many of our families left the area for health reasons. Teachers were flexible with their programs and offered activities children could do with their families. Also being accepting and accommodating when ill-health severely affects teachers and students.

St. Vincent’s School Community participated in the Catholic School Identity Project, an initiative of the Sale CEO. Staff, students and a cross section of the parent community were surveyed about the present sense of Catholicity in our school, and what they would hope for in the future. By participating in the survey the community became more aware of what it means to be Catholic within the life of the school and at home and can be proactive in building the Catholic Identity of our school.

Faith permeates all areas of a school life.

In this Year of Family Prayer all members of the community had the opportunity to experience shared prayer. We achieved this outcome by:

* completing Religious Education units on prayer at the beginning of the year.

* praying as a school community at the beginning of assembly, participating in school/class masses and liturgies. Mothers Day, Fathers Day and St. Mary MacKillop’s Feast
Day were celebrated liturgically as a community and were followed by thematic activities. As a school community we celebrated Mass at the start of each term and the end of the year and for the Feast of the Assumption.

*circulating a ‘family prayer box’ through the classes. The classes with students making First Reconciliation, Eucharist and Confirmation were given the ‘family prayer box’ at that time, as the Sacrament programs included family prayer. Every class had access to the ‘family prayer box’.

*inviting parents and others to class/school masses and liturgies. With the deaths of Andrew and Alison, many attended prayer services and Masses in their honour. Both tragic incidences brought the community together to pray for our beloved members who had passed away and nurture each other’s wellbeing. We had a Memorial Mass for Andrew which was well attended by St. Vincent’s as well as Sacred Heart’s school communities.

*providing opportunities for staff to develop spiritually, through participation in PLTs such as ‘Nurturing the Spirit – Part 2’ (a school closure day); staff retreat in which we had a session run by Ted Javernik from the CEO on prayer ideas for adults; and staff meetings, assemblies, masses and liturgies.

*providing opportunities for prayer during the course of the Sacrament Meetings. We have prayer to begin and conclude the meetings involving parents, students and teachers.

Students developed their knowledge of St. Vincent de Paul, St. Mary MacKillop and the Gospels. They then identified how this knowledge connects to their own lives and actions. This was achieved in the context of RE lessons, particularly at the Grade 5/6 level when completing the Confirmation unit. In the lead up to St. Mary MacKillop’s Feast Day, during which we had a liturgy, students learnt about Mary MacKillop’s faith in God and how this inspired her life’s work. They were asked then about their faith and how this can inspire action in their lives.

At the end of the year students modelled the charity work of St. Vincent de Paul by collecting Christmas goods and foods that were distributed to the poor of our community.
VALUE ADDED

St. Vincent's acts as a socially just community.

Staff and students have developed their understanding of social justice through teaching/learning RE units pertaining to this theme.

Classes were also involved in varying degrees in the following social justice projects:

*Project Compassion – Caritas initiative during Lent aimed at helping the poorest in our global community

*‘Sock It To Poverty’ – Catholic Mission initiative during October, the month devoted to raising money for Missions around the world. This year they focussed on communities in Jamaica as being the beneficiaries of our donations.

*Hazelwood Mine Fire Recovery Project – some staff and students contributed to the making of a large ‘dove lantern’ that was paraded with many other large-scale lanterns made by various groups in the local community. This was part of a rebuilding program for the people of Morwell and surrounding areas following the setbacks of the Hazelwood Mine Fire.

*Jelly Baby Day- the school community came dressed in single colours and raised money for JDRF (Juvenile Diabetes Research Foundation). One of our students has type 1 diabetes and she was able to promote this cause.

*Pink Ribbon Day- staff and students came dressed in pink or yellow, made morning tea fare, had nails painted pink or yellow and raised money for the ‘Pink Ribbon Appeal’. This money goes towards research into Breast Cancer. This appeal was very well supported by all members of the community after the death of Mrs Alison Fourlze.

*Remembrance Day- students raised money by selling poppies, and this money went to the RSL. As a school community we came together at 11am to pay our respects and pray for those people who had died during the wars.
Learning and Teaching

Goals & Intended Outcomes
In 2014 we aimed to support the learning of our school community members by:

*Developing the skills, knowledge and learning behaviours of our School Community so that Learners value learning as a lifelong process. We know we have met this goal when:*

- PLT’s are focused on learning outcomes, are forums for rich staff learning and staff build their capacity through professional learning opportunities.
- Feedback is given and received from three different forums: staff, parents and students.
- That students’ learning will be based on interests and be engaging
- Parent engagement in their child’s learning is evident throughout the school.

Achievements
In 2014, St Vincent’s school developed a structure for staff meetings on three levels: Whole Staff PLT / Staff Meeting, Junior / Senior Meetings and Cohort Meetings.

Whole Staff PLT’s – Leadership team became more involved in the development and running of PLT’s. The PLT’s were based on Religious Education, Curriculum and Wellbeing needs. Wellbeing was shared amongst the Leadership Team when the Wellbeing Leader became seriously ill and needed substantial time off.

The Junior and Senior Meetings were designed to investigate and plan with data. They were also used to invite other staff members to provide professional development on the curriculum, for example, Reading Recovery and EMU teachers would attend meetings to discuss and provide advice on individual students and whole team planning. These meetings were also used for coaching purposes, for example, guided reading was investigated as a team – what skills did they have within the group, who needed more coaching and guidance and working out team teaching and coaching opportunities

Cohort Meetings – This time is used for team planning and support.

With the Morwell Mine Fires, the death of one our teachers and parent as well as the seriously ill health of another teacher occurred, the focus within learning became “Resilience”. Assessment such Naplan, and end of Term 1 Literacy Assessment occurred during our school’s critical events which meant our students were attempting these assessments under stress and high absences. We believe that even though our student’s results were greatly impacted by the critical incidents the fact that our students were still willing to participate and showed an incredible amount of resilience was a success in itself.

Mid-Year Parent / Teacher Interviews were changed in 2014 to online booking and day / night interviews instead of two nights of interviews. The venue was also changed from the school hall to Room 8 for the Senior Team and the Library for the Junior Team. The
feedback from parents and staff was encouraging, the parents were happy to make their own appointment times and found it more parent friendly to have day and night interviews to choose from. Also the change of venue meant the interviews were held in rooms that were warmer with less noise. Our ESL families will need continued support in booking the interviews and an interpreter may need to be booked for 2015 interviews.

Reading at Home - Meeting for parents discussing literacy skills needed to support their children at home.

An Open Night was held with a whole school focus on Geography. We had a large number of parents attend and the children worked very hard on their presentations and projects for the night.

STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
</tr>
<tr>
<td>Reading</td>
<td>95.7%</td>
<td>89.5%</td>
<td>85.5%</td>
</tr>
<tr>
<td>Writing</td>
<td>95.7%</td>
<td>97.3%</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>82.6%</td>
<td>94.6%</td>
<td>88.5%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>82.6%</td>
<td>97.3%</td>
<td>100%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.7%</td>
<td>94.7%</td>
<td>92.6%</td>
</tr>
</tbody>
</table>

Change in Proportion of Students meeting National Minimum Standard

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>-4.3%</td>
<td>-6.2%</td>
<td>-1.0%</td>
</tr>
<tr>
<td>Writing</td>
<td>-4.3%</td>
<td>1.6%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Spelling</td>
<td>-17.4%</td>
<td>12.0%</td>
<td>-6.1%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>-17.4%</td>
<td>14.7%</td>
<td>-5.0%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>-1.2%</td>
<td>-1.0%</td>
<td>2.1%</td>
</tr>
</tbody>
</table>
The NAPLAN results for 2014 show a significant improvement in Writing for Grade 5. Grade 5s also showed improvement in Spelling, but results were lower in Reading, Grammar and Punctuation and Numeracy.

The Grade 3s result show that 100% of our students in that level are meeting the National Minimum Standard in Writing, but there is definite room for improvement in all other areas assessed in NAPLAN.

Please see Future Directions for School Curriculum Planning to improve Student Outcomes.
School Community and Student Wellbeing

Goals & Intended Outcomes

In 2014 we aimed to continue the support of wellbeing for our school community members through:

- Developing St Vincent’s as a resilient community of learners
- Strong professional relationships between all staff.

Achievements

In 2014 our School Community began the year with a new principal, Mrs Teresa Greenough. The staff and families greeted her appointment with excitement and the community looked forward to new beginnings.

2014 was also our first year without Julie Kindellan which created many opportunities for staff and parents to take over the responsibility of the Family School Partnerships role.

Both the School Advisory Board and Parents and Friends committees expressed their appreciation of the Family School Partnership work that had been done since 2009. Both committees made a commitment to continue the work already done and to take Family School Partnership to the next level.

Two staff members had the opportunity to take part in a five day Professional Development on Family School Partnership Initiative. The aim of the course was to learn more about the core tasks and processes of the Family School Partnership Model. The essential aims were to enable our staff working with children and parents to improve their understanding of the helping process and to practise the skills of engaging parents and developing supportive and effective relationships with them. Upon the completion of the five day course goals set for St Vincent’s were:

1. To present to staff the Family School Partnership Model. To investigate what we have achieved over the five years and where to go next.
2. To develop an understanding with staff as to where our school fits into the community using the Ecological Systems Theory Model. – What other community services are we linked to? What resources are in the community that we can access?
3. To deepen the understanding of constructs and develop our listening skills within the Helping Process.

2014 presented the school community with many challenges, including:

The Morwell Mine Fires – As a result of the fires, St Vincent’s Primary School went into long term lock down. For the majority of Term 1, staff and students were unable to be outside due to high levels of smoke and at times Carbon Monoxide. This impacted our students with asthma, we experienced “cabin fever” on a daily basis, and some children (approximately 60 students) either remained absent from school or enrolled in schools in other areas. Children suffered from stress of being inside all day, there was increased anxiety due to adult reactions to the fires and fear that the fires would come closer. The families also reported issues, such as increased tiredness and decrease in fitness due to inability to exercise and lack of vitamin D before the winter months. We had many families, who in the initial stages of the fires were evacuated from their homes. Families from the south side of Morwell were evacuated from their homes on a
long term basis. Throughout 2014 there has been an increase of absences due to upper respiratory infections.

- Students and families were greatly impacted by the death of one of our teachers and serious illness of another. Two grades also had to adjust to different teachers during this time as well the anxieties and fears that come from these types of situations. These critical incidents were then followed by the death of a parent who played a big part in the school community.

- When the Wellbeing Leader became seriously ill and needed substantial time off over Terms 2 and 3 areas of Wellbeing, such as Kidsmatter did not receive the attention that it normally has in previous years. But staff as a whole, as well as the school community stepped up and took on the role of Wellbeing and worked together on developing the resilience of all.

A Staff Retreat was organised in Term 2 with two major focuses:

1. To develop resilience in staff and promote the understanding of improving one’s own wellbeing through physical, mental and emotional health.
2. To allow staff to be together without the stress of school and family commitments – to further develop relationships amongst staff and to have the chance to learn more about each other on a personal level.

Family School Partnership is no longer considered the role of one person. Instead the school is developing a culture where FSP is the responsibility of all staff and families. An understanding is developing that Family School Partnerships is not a checklist of activities to undertake over the year, rather a change in attitudes and school culture.

Students, parents and staff have developed resilience that can only come from life experiences and human suffering. There is an appreciation for the roles we all play in the student’s lives and a want to take this relationship further.

We had a large number of prep parents become involved in our Parents and Friends committee which has resulted in less pressure on some of long term P&F members, continued successful fund raising events and an improved community spirit within the school.

Our connection with Lavalla continued to strengthen through:

- Past students attending the memorial of Mr Andrew Harrison
- Many students returning for work experience and;
- Extra transition supported to families requiring it

What we have experienced this year and how well we have dealt with it is due to the hard work of all teachers, parents and families. We have built a very strong foundation that consists of mutual respect, community awareness and the shared goal of achieving the absolute best for the children of St Vincent Primary School. We look forward to continuing and improving this partnership in the future.
### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>94.57</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.15</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.64</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.55</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.72</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.62</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>95.04</td>
</tr>
</tbody>
</table>

**Non Attendance Procedures**

The attendance is marked twice a day on the Nforma program and teachers monitor non-attendance. Parents usually ring the school in the morning if their child is going to be away due to ill health. If the family is going on an extended break the parents will either send a note to the school or speak directly to the class teacher. If there is an unknown absence of more than two days the classroom teacher will contact the parents directly.
VALUE ADDED

Despite the many setbacks, St Vincent’s primary school was able to continue on and provide a very normal and structured school day. There were many events still occurring at school, such as:

- Father’s Day and Mother’s Day Liturgies and activities that followed in the classrooms;
- Sacrament meetings for parents to educate on particular sacraments;
- Pancake Tuesday – cooking with parents;
- School Concert
- Re-employment of Buoy Kach to help maintain communication and build healthy cross-cultural relations with the Sudanese families within our community;
- Start of Year and End of Year School BBQ was celebrated by the many nationalities within our community.
- School Camps and excursions.
- Pink Ribbon Morning Tea – Our school community is to be commended for continuing on with this event as it closely followed the death of one of our parents for whom the morning tea was organised.

Parents and Friends Committee also organised events such as:

- Walk-a-thon
- School Disco
- Ladies Day Out
- Shopping Trip
- Morning Teas for Staff
- Easter Raffle and end of year raffle.

STUDENT SATISFACTION

Students have continued to step up to leadership roles within the school.

Students have gained an awareness of community school spirit.

They commented how much they have continued to enjoy the role they have in maintaining St Vincent’s as a sustainable school.

Students have continued to be interested in and enjoy the buddies program.

The students have expressed their satisfaction at the Sporting Events entered and the achievements from them.
PARENT SATISFACTION

Feedback – The result of the 2014 critical incidents provided St Vincent's with the unique opportunity of continuous one on one communication and feedback between our staff and parents. Parents commented that they appreciate “the strength, love, support and courage to our most treasured children”, during the difficult times. The parents organised a High Tea for staff and composed a heart-felt thank you to staff.

Parents have shown a true sense of empathy towards staff during the difficult times. They have displayed patience and understanding towards some student behaviour that has been a direct result of the critical incidents and been willing to give up time when needed in school events and classrooms.

The strong attendance of parents for class activities, Mass and Liturgies and social gatherings indicates that our parents feel comfortable at school and want to be part of their child’s education.

Parents will have the opportunity to take part in the School Insight Survey and School Renewal in the next two years which will further develop the needs of our school community.
Leadership and Stewardship

Goals & Intended Outcomes

In 2014 we aimed to continue the support of leadership for our school community members and the stewardship of our school through:

- cultivate professional “collaborative capacity” within our school leaders
- Leadership opportunities are accessible to all members of the school community and are taken up.
- That students, staff and parents believe that the school environment and resources are a shared responsibility

Achievements

At St Vincent’s we have continued to develop the leadership capacity of staff, students and parents. We had a strong focus on building student leadership in 2014. We wanted the student leadership positions to be highly sought after by the students and to be something of value. We were delighted with the large number of students who applied for the positions. The students were required to present a speech to the whole student body who then had the opportunity to vote for the most suitable representatives. The students are to be congratulated on their efforts. These positions included, school captains and house captains.

Our Learning Leaders continued to work, with the support of the CEOSale, in building the capacity of our Professional Learning Teams. In 2014, the focus for the leadership team was to explore effective teaching and its relationship to building effective learning in all curriculum areas. The emphasis was to support staff to make these connections in their own practice.

The school is committed to the maintenance of the building, grounds and play equipment. One member of staff acts as the maintenance co-ordinator and they allocate resources to repair and replace items around the school. In 2014 our maintenance program allowed us to: fit sound reducing panels on the walls of the gym; replace outdated computer equipment; update and paint Room 8 including installing a kitchenette; and make improvements to the gardens and grounds.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2014

As a staff we meet weekly to participate in Professional Learning Team meetings (PLT's) with a focus on student learning.

The average spending on staff professional learning in 2014 was $1,100.00 per teacher with 19 teachers involved in professional learning activities. These activities ranged from Diocesan professional learning days and cluster meetings, to representative staff attending professional learning, to whole school closure days for Religious Education, First Aid and Staff Wellbeing. Our two Religious Education closure days were in the areas of Prayer and Spirituality.

During 2014 Staff participated in the following professional development activities:

- Masters of Educational Leadership
- Accreditation to teach Religious Education
- Catholic Social Teaching
- Reading Recovery continuing contact
- EMU continuing contact
- Bluearth Training
- First Aid
- Anaphylaxis Training,
- Mandatory Reporting
- Staff Wellbeing
- Principals’ Conferences
- Staff attended an RE professional development day focussing on their own spiritual journeys in their lives and to be effective teachers of faith.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL 19

AVERAGE EXPENDITURE PER TEACHER FOR PL $1,100
TEACHER SATISFACTION

In 2014, the teachers appreciated the opportunity to be involved in the whole school improvement in accordance with the school strategic plan and the Annual School Improvement Plan. Staff meetings, professional learning team meetings, team and cohort meetings, enabled staff to access professional reading, learn from colleagues and moderate data in a collegial manner, to assist in the development of teaching and learning. The two graduate teachers completed their full VIT registration with the help of their mentors.

Feedback from staff have include comments like:

School concert:
“As part of the concert committee I was very pleased with the co-operation and highly visible teamwork among parents, students and teachers”.

Success of teams:
“I always felt supported by the staff on my team”.

## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>$ Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td></td>
</tr>
<tr>
<td>Other fee income</td>
<td>53,876</td>
</tr>
<tr>
<td>Private income</td>
<td>27,675</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>581,809</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>2,137,303</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>2,800,664</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td>$ Tuition</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>1,679,986</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>267,240</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>1,947,226</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>$ Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>121,569</td>
</tr>
<tr>
<td>Other capital income</td>
<td>10,191</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>131,760</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>92,556</td>
</tr>
</tbody>
</table>

**Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)**

| **Total opening balance**                                | 55,847        |
| **Total closing balance**                                | 35,519        |

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**

In the area of student learning, we are continuing to examine how we can best implement learning programs for all students that meet their spiritual, educational, social and emotional needs. We are working to ensure that our resources adequately support our teaching and learning programs. Teachers’ professional development will continue to be a priority in order that St Vincent school staff best meet the needs of all students.

Some of our goals for 2015 are:

- Improve Student Outcomes by:
  - Implementing a Bridging the Gap / Oral Language program into the Prep Area
  - Introduce a whole school spelling, grammar and punctuation system called Doorway into Practical Literacy (DiPL)
  - Work with Kinder parents to support them on their vital role in preparing their child for school and for learning
  - Expand Rainbow Reading in the Middle / Upper grades
  - Strong Professional Learning Team focus on reading data, planning and assessment
  - Preparing for School Renewal in 2016 which will further develop the needs of our school community.
  - Using student data from all areas of the curriculum as an ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgments to improve future learning and development.
### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 03 Reading</td>
<td>95.7</td>
<td>89.5</td>
<td>-6.2</td>
<td>88.5</td>
<td>-1.0</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>95.7</td>
<td>97.3</td>
<td>1.6</td>
<td>100.0</td>
<td>2.7</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>82.6</td>
<td>94.6</td>
<td>12.0</td>
<td>88.5</td>
<td>-6.1</td>
</tr>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>82.6</td>
<td>97.3</td>
<td>14.7</td>
<td>92.3</td>
<td>-5.0</td>
</tr>
<tr>
<td>YR 03 Numeracy</td>
<td>95.7</td>
<td>94.7</td>
<td>-1.0</td>
<td>92.6</td>
<td>-2.1</td>
</tr>
<tr>
<td>YR 05 Reading</td>
<td>84.4</td>
<td>96.7</td>
<td>12.3</td>
<td>92.0</td>
<td>-4.7</td>
</tr>
<tr>
<td>YR 05 Writing</td>
<td>100.0</td>
<td>86.7</td>
<td>-13.3</td>
<td>91.3</td>
<td>4.6</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
<td>100.0</td>
<td>93.3</td>
<td>-6.7</td>
<td>95.7</td>
<td>2.4</td>
</tr>
<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>84.4</td>
<td>100.0</td>
<td>15.6</td>
<td>87.0</td>
<td>-13.0</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>84.4</td>
<td>93.1</td>
<td>8.7</td>
<td>92.0</td>
<td>-1.1</td>
</tr>
</tbody>
</table>
AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>90.56</td>
</tr>
<tr>
<td>Year 2</td>
<td>92.18</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.24</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.80</td>
</tr>
<tr>
<td>Year 5</td>
<td>91.21</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.95</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>92.16</td>
</tr>
</tbody>
</table>

TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 86.04% |
### Staff Retention Rate

| Staff Retention Rate | 72.22% |

### Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>7.69%</td>
</tr>
<tr>
<td>Graduate</td>
<td>30.77%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>61.54%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>46.15%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### Staff Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>23</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>24.040</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>13</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>8.794</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>