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Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>2 Rowell Street, Morwell VIC 3840</th>
</tr>
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<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mrs Teresa Greenough</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Father Francis Otobo</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Mr Allan Roberts</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 5134 3066</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@stvmorwell.catholic.edu.au">principal@stvmorwell.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td>stvmorwell.catholic.edu.au</td>
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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 Victorian Regulation and Qualifications Authority (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
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 environment 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 buildings, 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, 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 develop their professional skills so as to meet the needs of all children in our school. Additionally we provide intervention and extension programs (for example, Fountas & Pinnell Leveled Literacy Intervention (LLI) and Extending Mathematical Understanding (EMU)) and learning support with teacher aides.

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, 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

It gives me great pleasure to congratulate everyone involved in St Vincent’s school community on a very successful 2015. Our dedicated staff, parents and Parish have all contributed towards helping our students achieve their best in a welcoming, stimulating environment.

2015 was a busy and fulfilling time for the whole school community with many activities, events and achievements taking place throughout the year.

As a Catholic school in the Diocese of Sale, we continue to actively promote our Catholic Identity through ensuring a strong prayer life and providing liturgical celebrations that are meaningful and promote an understanding of our faith and traditions.

I would like to thank Father Francis and Father Antony for their support and for their joyful and prayerful celebrations.

In 2015 we introduced a number of innovations to focus learning particularly in the area of literacy. Teachers worked in their class rooms on the Fountas and Pinnell Benchmark Assessment System (BAS) which has a focus on identifying comprehension skills. With the support of funding for Low SES we were able to purchase the companion resource The Fountas & Pinnell Leveled Literacy Intervention System (LLI). This is a small-group, supplementary literacy intervention program, designed to help teachers provide powerful, daily, small-group instruction. We also purchased more levels of the Rainbow Reading resource and invested in 36 MP3 players and headsets. While these programs were aimed at small groups we also implement an explicit teaching school wide program called DiPL – Doorway into Practical Literacy. DiPL focuses on spelling, grammar and punctuation.

Our school captains and house captains represented the school on several occasions and thanks to the Parents and Friends, we were very excited to be able to purchase twelve school blazers for the student leadership team to wear when representing the school.

Parents and Friends have continued to work tirelessly during 2015. It was our Fete year which brought with it a great community spirit. Through the efforts of the fundraising over the year we were pleased to be able to purchase new take home reading books and we have plans to create a "sensory garden".

Our School Advisory Board is also a great support to both myself and the school community. We are so grateful that they share their time, skills and enthusiasm so willingly.

Teresa Greenough
Principal
Education in Faith

Goals & Intended Outcomes

In 2015 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

In 2015 St. Vincent’s School Community aimed to be one in which members felt valued, and a sense of belonging was reflected in the processes of the school. We did this by:

- celebrating Mass and Reconciliation regularly throughout the year ñ usually 2 classes together. We also celebrate Mass as a school community at the beginning of each term and at the end of the year, as well as the Feasts of the Assumption and St. Mary MacKillop. We also have Mothers’ and Fathers’ Day Liturgies followed by whole school activities;
- formally welcoming new staff and students at assemblies. We also acknowledged the value of members through the course of the year, who left our community. Graduation Mass for Year 6 students celebrated and acknowledged the individual students and all they have contributed to the community;
- 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;
- fostering relationships with parish, neighbouring schools, community groups such as RSL and Resource Smart through participation in weekly masses, sporting/debating events, ANZAC Day service and Sustainability Project.

As a staff we took part in Professional Development in Religious Education. We hosted a Catholic Education Professional Development day in which the staff of five local Catholic schools participated in sessions on the theme: Nurturing the Spirit, led by Jim Quillinan and Sr. Rose Duffy. Our staff also had a PD day on the life and work of St. Mary MacKillop of the Cross in which we visited the Mary MacKillop Heritage Centre in Melbourne.
The Religious Education Leader attended Religious Education Conferences and Professional Development: “Wrestling with Tradition ï Faith, Doubt and Questioning in the Church Today.” Relevant information was shared at staff meetings.

**Faith permeates all areas of a school life.**

We achieved this outcome by:

- learning about the Catholic Faith during Religious Education classes. From Prep to Year 6 a range of units under the themes: Jesus Christ, God, Church, Sacraments, Scripture, Christian Life and Prayer, and Religion and Society were taught.
- Promoting altar serving for class/school masses amongst the Grade 4/5/6 students.
- praying as a school community at the beginning of assembly, participating in school/class masses and liturgies. During the Mothers’ Day Liturgy, we acknowledged the Year of Consecrated Life in a special way by also praying for Sr. Liz, who was present. We had a Fathers’ Day Liturgy and following, the children played games with their dads in the classrooms. As a school community we celebrated Mass at the start of each term and the end of the year. We also celebrated Mass for the Feasts of the Assumption and St. Mary MacKillop.
- our student leaders attending the Diocesan Students’ Mass and Pilgrimage Mass in Sale.
- providing opportunities for staff to develop their knowledge and faith, through participation in PD Days: “Nurturing the Spirit- a Catholic Education Initiative, and St. Mary MacKillop; praying at the beginning of staff meetings. Over a 6 week period in term 4 we read, discussed and prayed for the issues raised in Pope Francis’ Laudato Si, Care for our Common Home.
- conducting Sacrament Meetings for children making First Reconciliation, First Eucharist and Confirmation. Parents, staff, priests and Diocesan Sacrament Coordinator attended, and we combined with Sacred Heart School to run the workshops. A Confirmation Retreat was also conducted and lead by Year 11 students from Lavalla Catholic College.
- Students developed their knowledge of St. Vincent de Paul, St. Mary MacKillop and the Gospels. They 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, students learnt about Mary MacKillop’s life and work. More resources were purchased to enhance this education.
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 ï In 2015 Caritas Australia aimed at helping the poor people in Fiji. Classes used Project Compassion Boxes to collect their donations. We launched Project Compassion on Ash Wednesday by having a rice lunch, and donating a gold coin to the cause.

Operation Christmas Child ï Grade 4/5/6 donated several items which were packaged in shoeboxes and sent to children in a third world country as a gift for Christmas. Samaritan’s Purse International Relief ran this program.

St. Vincent de Paul Society ï At the end of the year Students donate Christmas goods and food to be distributed by St. Vincent de Paul Society members to the needy of Morwell.

Pink Ribbon Appeal- Emily and Olivia Fourlze made pink ribbon brooches to be sold and raised funds for research into Breast Cancer, showing care and compassion for community members in need. We held a Pink Ribbon morning tea and supported the Pink Ribbon Appeal through fundraising. We held an anniversary service for Mr. Andrew Harrison during which an honorary plaque was installed on the friendship seat in the school yard;

ANZAC and Remembrance Day- students raised money by selling ANZAC badges and poppies, and this money went to the RSL. As a school community we came together at 11am on Remembrance Day to pay our respects and pray for those people who had died during the wars. We also celebrated Mass close to ANZAC day and this was combined with honouring the memory of Mr. Andrew Harrison.

2/3B donated their Eisteddfod Prize Money to the Royal Children’s Hospital in Melbourne. This was initiated by the students, wanting to especially assist those individuals in our community debilitated by sickness.

National Sorry Day ï School Community participated in a Liturgy in which we reflected on our history as a nation and prayed for our future.
Learning and Teaching

Goals & Intended Outcomes

In 2015 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 Learning is individualised and personalised.

We know we have met this goal when:

- teachers are able to articulate the Individual Learning needs for all children in their class with their learning
- Professional Learning Teams are focused on learning outcomes and are forums for rich staff learning and this will be evident through Units of Work
- teachers know their students and plan the lessons accordingly
- there is increased ownership by students in their learning

Achievements

In 2015, we introduced DiPL (Doorway into Practical Literacy) to develop students’ ability to read and write texts accurately and confidently using a common teaching language from Prep to Grade 6. DiPL focuses on reading, spelling, grammar and auditory processing skills while also incorporating a phonemic approach. DiPL has been well received by teachers and parents and is also part of the homework requirements for all grade levels.

Junior Elementary Maths Mastery (JEMM) and Elementary Maths Mastery (EMM) were trialled mid-year 2015 in grades 2 to 6. It is a daily mental maths program which consists of 15 to 20 minutes of problem solving and 5 to 10 minutes of feedback or debugging. The sessions require the students to concentrate for the entire time as the concepts and questions are introduced orally. The programs’ goal is to ensure that all students have a solid understanding of the foundations of mathematics. JEMM and EMM were very successful in all the grades who trialled the program so the program will be running again in 2016 to support the schools focus on numeracy in that year.

In 2015 Levelled Literacy Intervention (LLI) was introduced to replace Reading Recovery as Reading Recovery did not have the scope and flexibility to be available to all the students needing intervention with reading. LLI is run by Helen Watson on a daily basis for the first 4 hours of each school day. In 2015, 40 students took part in intervention, with all of these students making improvement in their reading levels. Another 30 students took part in LLI for extension which was also very successful.
Extending Mathematical Understand (EMU) has continued to be a key intervention program throughout 2015. Angela Darling continued to work in this role and in conjunction with the Leadership Team supported staff during Professional Learning Teams with reading data and planning.

Sustainability continued to play an important role at St Vincent’s in 2015. St Vincent’s is a school that encourages sustainability living and supports the development of critical and creative thinking skills of our students through all areas of the curriculum. The students took part in the Gippsland Water incursions for grades Prep to 2 about the Water Cycle and we had a whole school excursion to Crinigan Road Reserve for activities, based on our biodiversity science focus for term 4 called Environmental Detectives. The preps participated in the National School Tree planting day with Bunnings to plant our vertical garden and the Make Morwell More Well Project to plant roses to take home. Grade 4s conducted a biodiversity audit and liaised with Peter Collins (Latrobe City Council) to conduct our waste audit and ongoing care for our worm bins. The Sensory Garden Competition still in the planning process, with students taking part in the planning process.

10 Minute Reading Circles at the start of the day were introduced to:

- Give students who do not get support at home an opportunity to practice their reading
- Give students an opportunity to discuss what they have read at home with peers, staff and parent helpers
- Develop the student sense of responsibility for their learning

Performance Indicators in Primary Schools (PIPS) was re-introduced in 2015 at St Vincent’s to give teachers a better understanding of the skills and knowledge our prep students come to school with. Teachers used the data to ensure learning was individualised and to plan for the needs for students. PIPS has been a useful tool to support teachers with students who have entered school well below or above the expected standard for that age. At the end of the year teachers used the second assessment to compare the growth each student has made and to compare with like schools. From this information teachers were able to review the way they plan and teach and begin to plan for 2016.
STUDENT LEARNING OUTCOMES

The NAPLAN results for 2015 show some good growth across all areas assessed in NAPLAN for Grade 5. There was a significant improvement in grammar and punctuation (7.9%) and numeracy and writing showing positive growth as well.

The Grade 3s results show that our target areas for 2016 need to be reading and numeracy to increase the proportion of students meeting national minimum standard.

From the assessment data collected from NAPLAN as well as PIPS, MAI, Fountas and Pinnell, writing samples, ROL, CATs, P-2 Early Literacy Behaviours, PAT Reading and PAT Maths we evaluated our teaching practices and curriculum planning to set targets and develop strategies to increase the number of students at St Vincent’s to not only meet the minimum national standards but to exceed them.

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

Goals & Intended Outcomes
In 2015 we aimed to continue the support of wellbeing for our school community members through:

- Strong professional relationships between all staff.
- Families working in partnership with the school to enhance and develop their children’s learning.

We know we have met this goal when:

- Staff, Students and Parents recognise that mistakes are a learning and growth experience.
- The school community of St Vincent’s will all take on the responsibility of building a positive partnership.
- Diversity will be respected and valued
- Respectful behaviour exist between Students, Staff and Parents
- Teachers share best practice and ways parents can engage at home through family school partnership opportunities, class meetings and newsletters.

Achievements
In 2015 our School Community began the year with our start of year BBQ celebration. Parents were also invited to attend class meetings prior to the BBQ to meet their child’s teacher and to learn about class expectations and routines. We had a positive turn out for this event with new families mixing in well with parents and staff.

Both the School Advisory Board and Parents and Friends continued to play a vital part at St Vincent’s in 2015. Both groups have close connections with the school promoting positive communication and working relationships between parents and staff. They supported the school with not only with some significant fund raising events, but also the welcoming of new families, supporting new programs to parents and contributing to the students successes in sporting events.

We continued to have more prep parents become involved in our Parents and Friends committee in 2015 which is positive for the future of the group and support of the school. The P&F efforts to run a very successful School Fete went far beyond any expectations, which resulted in a community event that not only raised a significant amount of money but also become an important community-building avenue for the school.

Other very successful fund raising events include: Mothers’ and Fathers’ Day Stalls, Easter and Christmas Raffles, Winter Night Market and 2 Discos.
We also had a large presence of parent helpers for everyday classroom help, reading groups, Pancake Day, Book Week Celebrations, Swimming Program, Athletics day and Winter Sports.

**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**

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.

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:

- Fathers’ Day and Mothers’ Day Liturgies and activities that followed in the classrooms;
- Sacrament Meetings for parents to educate on particular sacraments;
- Pancake Tuesday – cooking with parents;
- Start of Year and End of Year School BBQ was celebrated by the many nationalities within our community.
- School Camps and excursions.
- Parents and Friends Committee also organised events such as:
  - School Fete
  - School Disco
  - Ladies Day Out
  - Shopping Trip
  - Morning Teas for Staff
  - Mothers’ Day Stall and Fathers’ Day Stall
  - 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. The Insight Survey process provided the means for students to provide direct feedback about the school and its programs. Through the Insight Survey, the general attitude from the students indicated a positive result in the extent to which students feel

- They are encouraged to learn and that the learning is stimulating
- Connected to the school and their peers
- Student Behaviour is positive in the classroom

PARENT SATISFACTION

Many parents have commented on the great sense of community that exists at St Vincent’s and how we are always working to ensure the communication between home and school is at its best to continually strengthen the home/school partnership.

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.

The Insight Survey process provided the means for parents to provide direct feedback about the school and its programs. Feedback through the Insight Survey indicates that parents are very positive with:

- Feeling connected to the school
- The school providing opportunities to learn which are stimulating
- Homework
- The motivation of students

St Vincent de Paul Catholic Primary School, Morwell

2015 ANNUAL REPORT TO THE SCHOOL COMMUNITY
Leadership and Stewardship

Goals & Intended Outcomes
In 2015 we aimed to continue to support leadership skills for our school community members through:

- Cultivating professional “collaborative capacity” of school leaders.
- Teachers collectively report to staff and PLT meetings the successes, effective teaching practice and support for the students in their team.
- Leadership team sharing collective responsibility and accountability for the growth of every student in their department.
- Promoting strong professional relationships amongst all staff.

Achievements
Throughout 2015 teachers took part in PLTs to unpack:

**Team building** - Treating others with respect and dignity, managing emotions, relaxation techniques, communicating effectively, being an active listener, speaking with discretion, valuing face-to-face interactions, use of emails, learning to work with others in a team, being responsible for assigned roles for the team, acknowledging what your team members have contributed and offering emotional support.

As a result teams were finding ways to diffuse stressful situations more effectively and professionally. There was more open communication during team meetings in regards to different needs that was comfortable for all teachers to take part in.

**Identifying stress** - staff looked at their own lives and the stress that was in it from home and school. From there they had to determine what could be controlled and what couldn’t be controlled. This was a very successful activity for our staff as they were able to separate issues and set goals to self-manage their stress.

Family School Partnerships - throughout 2015 staff continued to look at the Family School Partnership model and how it relates to us personally and to St Vincent’s community. As a result here was a lot more discussion between staff before meeting with parents. Teachers are realizing that the answer to a problem/concern cannot always be predetermined by a teacher prior to a meeting. Teachers are now looking for ways to conduct meetings that will meet the needs for different families, for example, building a bigger picture of the family and understanding how the mood of the parent in a meeting can be greatly impacted by day to day issues. There has been a lot of work in PLT meetings looking at empathy and sympathy and how this fits into our position at school and
community. There is also a greater understanding of a parent’s role in a meeting and that as teachers we need to be more comfortable at allowing parents to lead the discussion and/or be an equal contributor to working out a solution to obtain success with future goals.

We are communicating better and using resources and knowledge within the school first to build a better understanding of families. Staff members have a better understanding of where we, as a school, fit into the community and how other services are linked to families.

Staff and families no longer look at Family School Partnership as the role of one person, they have expressed a need and want for a successful FSP at our school and it is slowly becoming a shared responsibility.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING (PL)

Staff participated in a wide range of Professional Development, including:

- RE Accreditation
- Graduate Inductions
- ICON
- Complispace
- RE ï Spirituality Day
- EMU
- Sustainability
- Kidsmatter
- Change2
- Fountas and Pinnel
- Google Apps for Education
- Anaphylaxis Training
- Bluearth
- Dynamiq Emergency Management Training
- Mandatory Reporting
- First aid and CPR certificate
- Whole School Spirituality Day
- Masters of Educational Leadership

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 26 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL     | $918.50 |
TEACHER SATISFACTION

The Insight Survey process provided the means for teachers to provide direct feedback about the school and its programs. Through the Insight Survey, the general attitude from staff was positive in regards to:

- Individual Morale and being enthusiastic with a sense of pride in the work they are doing.
- The learning environment and in particular, that children were motivated to learn and connected to their peers.
- The positive relationship between parents and staff.
Financial Performance

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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.
Future Directions

Some of our goals for 2016 are:

- Improve Student Outcomes by: continuing with the DiPL program for literacy and introducing the EMM and JEMM programs for mathematics
- Implement the LLI program for reading
- Involve parents in the Incredible Years Parenting Program
- Continued work in technology through GreenScreen lessons
- Create the sensory garden

In 2016 our school will be participating in the School Renewal Process to develop our plans for the next 4 years. We will also be involved in the Complispace program to renew and update many of our school policies.
## VRQA Compliance Data

### E4023
St Vincent de Paul's School, Morwell East

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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</tr>
<tr>
<td>YR 05 Writing</td>
<td>86.7</td>
<td>91.3</td>
<td>4.6</td>
<td>97.4</td>
<td>6.1</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
<td>93.3</td>
<td>95.7</td>
<td>2.4</td>
<td>97.4</td>
<td>1.7</td>
</tr>
<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>100.0</td>
<td>87.0</td>
<td>-13.0</td>
<td>94.9</td>
<td>7.9</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>93.1</td>
<td>92.0</td>
<td>-1.1</td>
<td>97.3</td>
<td>5.3</td>
</tr>
</tbody>
</table>

![NAPLAN Year 3](image1.png)

![NAPLAN Year 5](image2.png)
### Average Student Attendance Rate by Year Level

<table>
<thead>
<tr>
<th>Year Level</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Y01</td>
<td>89.78</td>
</tr>
<tr>
<td>Y02</td>
<td>90.96</td>
</tr>
<tr>
<td>Y03</td>
<td>91.70</td>
</tr>
<tr>
<td>Y04</td>
<td>92.20</td>
</tr>
<tr>
<td>Y05</td>
<td>92.49</td>
</tr>
<tr>
<td>Y06</td>
<td>91.17</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>91.38</td>
</tr>
</tbody>
</table>

### Teaching Staff Attendance Rate

Teaching Staff Attendance Rate: 92.31%

### Staff Retention Rate

Staff Retention Rate: 83.33%

### Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>7.14%</td>
</tr>
<tr>
<td>Graduate</td>
<td>28.57%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>64.29%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>42.86%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### Staff Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>20</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>14.700</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>14</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>9.878</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>