2013 Annual Report
to the School Community

St Vincent de Paul Catholic Primary School
Morwell

Registered School Number: 1575
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Contact Details

Address: 2 Rowell Street, Morwell East

Principal: Mrs Teresa Greenough

Parish Priest: Father Francis Otobo

School Board Chair: Mr Allan Roberts

Telephone: (03) 5134 3066

Email: principal@stvmorwell.catholic.edu.au

Website: stvmorwell.catholic.edu.au

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 (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.

23 May 2014
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 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 ongoing 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 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, 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

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.

2013 saw the school returning to the weekly parish masses. The teachers prepared the mass and provided opportunities for the children to practice and understand what was happening. Families were invited to attend. We have been really pleased with the numbers of parents, grandparents and members of the parish who have joined with us for these celebrations.

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 meaningful ways of living out their faith and religious knowledge.

The school ran a fete in 2013 for the first time in a number of years with a fete subcommittee being formed. It was well attended despite the weather and was a successful community building exercise. It has been pleasing that our two parents organisations (Board and P/F) have continued to build membership and include new members. Equally pleasing has been the increase in ways parents have become involved in the life of the school. A group of parents saw the need to increase the availability of library borrowing and developed a roster to open the library for borrowing before school and at lunchtimes.

There has been an increased focus in 2013 to maintaining our accreditation as a Resource Smart school. We moved our garden beds to outside the library and through the generosity of the Latrobe City established worm farms. The St Vinnies orchard was also established via donations from community members and is already starting to produce fruit. Our solar panels have been operational and generating electricity, reducing our power bills. A sustainability team was formed and met regularly. Two of the grade 5/6 students from this team gave a presentation to the school board about ways to reduce waste at the tuckshop.

St Vincent’s has also been very lucky to have had additional assistance through National Partnerships Funding. We have received extra funding for intervention programs (EMU and Reading Recovery) as well as the last year of the Family School Partnerships convenor position. We participated in the National Partnership literacy initiative with the focus being to improve oral language in the middle school through read alouds. The initiative incorporated technology into the classrooms and produced very good results in a creative and innovative way.

During 2013 Jodie Ware accepted the Principal position at St Mary’s Yarram and Teresa Greenough was appointed as the new Principal of St Vincent de Paul Primary School for 2014.
Education in Faith

Goals and Intended Outcomes

In 2013 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
- St. Vincent’s acts as a socially just community
- Faith permeates all areas of school life

Achievements

A recognition of the diversity within the school community has been reflected in the processes of the school throughout 2013. Students have participated in numerous RE and Bounceback (Wellbeing Program) lessons having a common theme of both celebrating individuality and respecting the differences of others. Some students in Year 3 made their First Reconciliation and in Year 6, their Confirmation, highlighting their personal faith development within the community.

In term 2 our school curriculum had a history focus. By investigating the history of their families, our school and/or the local community, students were discovering how differences emerge within society.

As a staff we regularly discussed the diverse needs of our community at the various meetings ie. Staff, FSP, ILP, P&F, Level, and sought to address them through programs. An ongoing process of goal setting, program formation and evaluation were taking place to ensure the students’ needs were being met.

St. Vincent’s School Community developed its understanding of social justice in 2013 through:-

- the implementation of RE and Bounceback Units, in which the students discussed examples of social justice/injustice in their families, peer relations, local community.
- learning about Project Compassion, the St Vincent de Paul Society, the history of the Josephite Order and the work of Saint Mary Mackillop; other saints in the course of the Confirmation Program;
- its newsletters, by including informative, sometimes challenging articles and reflections written by the Principal, REC and FSP facilitator to our parent community;
• participation in the Sacrament and Family Life Programs, Masses and Liturgies, and attending the Diocesan Student Mass, having as its theme: Faith in Action.

The Catholic Faith permeates all areas of school life. St. Vincent de Paul’s life and work constituted part of the history focus in term 2. Students became aware of how he dedicated his life to God through the priesthood and establishing institutions of charity for the homeless, and particularly children. As stated above, we celebrated St. Vincent as a whole school on June 19th with multi-age activities, that drew on the children’s creative, comprehensive and problem-solving skills.

Staff attended an RE professional development day focussing on their own spiritual journeys in their lives. To be effective teachers of faith, we need to spend time and energy on enriching our own.

Student representatives from Yr 6 and Prep, the Principal and REC took part in a Blessing Ritual of our Cross positioned outside the library. It was led by Fr Darek and reverently conducted by all participants. Our Cross can be a strong, visual reminder of God’s love through Jesus Christ, on whom our faith is based. A photograph of the Blessing will be printed on the cover of next year’s student diaries, hence a daily reminder of our Christian Faith in action.
VALUE ADDED

As part of the St. Vincent de Paul Celebration Day two representatives from St. Vincent de Paul Society spoke to the students about its works of charity. They also offered the senior students the opportunity to help local welfare organisations by allowing them a donation of $500.00. The senior students discussed as a large group different ways they could support the various welfare organisations within our local community, and from this 3 sub-committees were formed.

Each grade took responsibility for running social justice initiatives throughout the year and teachers took every opportunity to provide real life examples for the children such as the walkathon where the grade carried buckets of water around the gym to replicate what it would be like to live in an African village.

All classes initiated 2 social justice actions during 2013, one during Lent and another linked to an RE unit completed in the course of the year. In term 1 every class implemented a fundraising activity in order to raise money for Project Compassion.

Examples of other social justice initiatives are:

- 5/6M organised a Jelly Baby Day to raise money for Type 1 Diabetes;
- Participation by the whole school in a St. Vincent de Paul Celebration Day;
- Participation in a Footy Colours Day to raise money for the Royal Children’s Hospital, one of our students being a recent long term patient;
- Year 5 students from both St. Vincent’s and Sacred Heart Schools took part in an Anointing Mass with our Parishioners, and after, hosted a morning tea for them.
Learning and Teaching
Goals and Intended Outcomes

In 2013 we aimed to support the learning of our school community members by:

Developing the skills, knowledge and learning behaviours of Teachers so that learning is individualised and personalised. We know we have met this goal when:

1. Teachers are able to articulate the Individual Learning Plan for all children in their class with learning needs.
2. PLT’s are focused on learning outcomes and are forums for rich staff learning.
3. Coaching feedback is used by staff to inform best practice teaching and learning experiences.
4. Feedback is given and received from three different forums: staff, parents and students.
5. Before a unit all students will know the learning outcomes and measures of success.

Achievements

In 2013, St Vincent’s school took part in National Partnerships:
During the year teachers met as a team in their year level to:

- Moderate from assessments in numeracy, writing samples and running records.
- Compare growth or lack of
- Prepare Smart goals to extend growth or improve growth.
- Smart Goals to show change in teaching practices.
- Participate in peer teaching and learning
- Sharing of resources

During the year the school community explored different ways to enhance learning for children experiencing disengagement due to learning difficulties, negative learning behaviours and Autism / Asperger through:

- iPad Apps
- Modified learning programs
- Calming tools, areas and strategies.

In 2013 some of the Leadership team was supported to develop skill around running PLT meetings by:

- Working one-on-one with experienced teachers and CEO staff to develop PLT’s so that there was the opportunity to encourage staff to develop their own ideas and plans rather than leadership just providing the information for staff (for staff to take ownership).
- PLT’s were split into areas of interest / need – Visible Thinking, Wellbeing and R.E.
This year AUSVELS was used as basis of planning by:

- Using AUSVELS or CEO Ballarat Weebly for Scope and Sequences. St Vincent’s staff have planned as whole school with a common theme throughout all year levels. The idea is to be able to share resources, kids teaching kids, whole school celebrations, excursions, incursions and open classrooms.

Before National Partnerships really took hold in Term 2, approaches used in previous years were explored. National Partnerships has given opportunities to explore coaching as a team. By developing an action plan and strategies as a team it become a focus for building ownership. Term 2 and 3 was about developing a relationship within the team that had trust, fun and common goals. This led to improved confidence in teaching abilities. The teachers involved have even recorded their own teaching for their own self-reflection.

Through 2013:

- Family school partnership focused on developing methods of parents giving and receiving feedback in appropriate and effective ways.
- Students used student self-assessment and www/ebi as a means of giving and receiving feedback
- St Vincent’s completed insight data survey in 2013 in preparation for 2014 review.
- The 2/3/4 levels have explored setting goals and self-reflections in learning journals to improve reflective learning and learning behaviours.

This year as a whole school:

- The continuation of the use of WALT was encouraged - (what are we learning today? And why are we learning this?) in work programs was used to highlight the teaching focus for each lesson.
- There was an expectation that assessment will be regular and ongoing – pre and post and followed up in team meetings.

St Vincent de Paul Primary has also been part of a project conducted by CECV and Melbourne University to track the growth of oral language growth in a percentage of students throughout their primary years.

It is from the participation of these projects that we were able to identify the need to further develop the skills of teachers to improve the growth of oral language in the middle years.

- National Partnership Team have been asked to digitally publish the work done at St Vincent de Paul by the CEO.
- Improved learning behaviours in the 2/3 and 3/4 grades participating in National Partnerships and a focus upon improving student engagement in their learning.
- Improved team collaboration and planning in National Partnership team.
### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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<tr>
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<td>97.0</td>
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<td>3.0</td>
<td>86.7</td>
<td>-13.3</td>
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<tr>
<td><strong>YR 05 Spelling</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>93.3</td>
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<td>93.9</td>
<td>84.4</td>
<td>-9.5</td>
<td>93.1</td>
<td>8.7</td>
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</table>

### STUDENT LEARNING OUTCOMES

The NAPLAN results for 2013 were mixed. There was a very significant improvement in the Year 3 Spelling and Grammar & Punctuation, reversing the results from 2012. Year 3 Reading was slightly lower in 2013, however the Year 5 Reading results indicate a marked improvement. There was a dip in the Year 5 Writing and Spelling results in 2013, however the numeracy results for Year 5 shows an encouraging improvement.
School Community and Student Wellbeing

Goals and Intended Outcomes

In 2013 we aimed to support the wellbeing of our school community members through:

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

Achievements

In 2013 the focus was on “All People Matter”. Students, staff and parents demonstrated regularly that they had the skills and capacity to meet challenges and deal with disappointments. Staff, students and parents looked at setbacks as an opportunity for an educational growth experience. Students were provided with modelled learning opportunities for developing resilience in their work and social interactions.

Common language for dealing with disappointment shared with parents through meetings, PSG meetings, parent teacher interviews, class meetings, class newsletters and modelling were the means of which we accomplished this goal. Parents took the opportunity to be involved in developing goals and behaviour plans for their children. Leadership members worked intensively with small groups when needed to explore and develop avenues of alternate behaviour for dealing with conflict resolution. Regular continued contact with the students enabled them to explain what they had learnt from the experience.

In Term 3 three staff members attended the Managing Challenging Behaviours Blended Learning Course which was developed by the Boston Institute in partnership with University of Melbourne. This course supported teachers to meet the diverse needs of their students and limit the incidence and impact of complex behaviours in the classroom. The course provided the teachers with theoretical understanding of the causes and triggers of complex and challenging behaviours. It provided research-validated classroom and whole-school strategies that focus on preventative practices. The teachers also learnt about skills and knowledge to maintain safe, orderly and inclusive environments from meaningful learning.

New in 2013 we worked intensively and regularly with our Learning Support Officers to enhance their valuable contribution towards student learning. Regular meetings were held for the purpose of professional exchange of ideas and strategies. Five Learning Support Officers (LSO) attended Certificate 4 training course to update and enhance their knowledge and qualifications. Another two Learning Support Officers attended a cluster group with other catholic schools where professional learning was provided. For the first time, the Learning Support Officers had their own professional development days which the Catholic Education Office staff. On these days, CEO staff engaged with and influenced the LSO’s who make a difference in our school. They encouraged LSOs to develop knowledge, skills and confidence in the processes of engaging and relating to teachers, students and parents and supporting
them effectively. They helped build capacity in our school by encouraging LSOs to ensure the continuing development and growth of individuals. They also educated LSO about our different cultural groups and the way they learn.

2013 was an exciting year for our school as we were one of only 20 schools in Australia to be recognised as a KidsMatter School. To gain recognition status our school had to provide evidence and data to show a whole school approach to improving children’s mental health, through building a positive community which is founded on relationships and a sense of belonging and inclusion. We promoted our evidence based social and emotional learning program which is being taught, displayed ways in which St Vincent’s works authentically with parents, carers and families and provided evidence of support for students who may be experiencing mental health difficulties.

St Vincent’s School have helped parents and students become more resilient by providing outside agencies for counselling and psychological assistance. Parents worked with school staff and outside agencies in helping their child develop better outcomes in social and emotional learning.

The diverse needs of the community were addressed through various activities initiated by staff and enhanced by the Families in Partnership with Schools Program

- ‘Reading at Home’- Meeting for parents discussing literacy skills;
- Father’s Day Liturgy and science activities that followed in the classrooms;
- Sacrament Meetings for parents to educate on particular sacraments;
- Pancake Tuesday – cooking with parents;
- Green Produce Stall at the Fete involved teachers, students and parents using their talents to sell and promote ‘green produce’;
- Employment of Buoy Kach to help maintain communication and build healthy cross-cultural relations with the Sudanese families within our community;
- Kidsmatter Recognition Celebration was held in conjunction with our End of Year School BBQ and celebrated the many nationalities within our community.

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
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<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>
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</table>
FOLLOW UP OF UNEXPLAINED ABSENCES

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

Parents are feeling more confident to ask teachers questions relating to how they can support their child with their learning. Parents are seeking more information by requesting ideas to be placed on our skool bag app for families to use at home.

This year we worked with and supported local KidsMatter primary schools in a cluster group. This enabled us to share ideas and resources and to visit other schools.

We have a newly formed KidsMatter working party for our school which consists of very interested staff and parents in continuing working with parents in partnership and raising awareness mental health issues.

2013 saw a newly formatted KidsMatter working party committee set up to keep the promotion and sustainability of KidsMatter alive in our school. A highlight for this group was to work with the Parents and Friends committee in organizing the End of year BBQ and KidsMatter Recognition event as a multicultural celebration.

Year 9 students from Lavalla were also invited to work with our middle grades as positive role models by joining in games. They modelled values from Bounce back lessons and participated in groups work by displaying connecting habits.

We moved our garden beds to outside the library and through the generosity of the Latrobe City established worm farms. The St Vinnies orchard was also established via donations from community members and is already starting to produce fruit. Our solar panels have been operational and generating electricity, reducing our power bills. A sustainability team was formed and met regularly. Two of the grade 5/6 students from this team gave a presentation to the school board about ways to reduce waste at the tuckshop.
STUDENT SATISFACTION

The students have appreciated the leadership roles that are available at St Vincent’s.

They have enjoyed taking responsibility for the garden.

The children have expressed that they are feeling safer and happier in the playground. They enjoy the different events which are offered by the school – ride to school day, fun run, school fete and athletic trials.

They liked the new toys for the sandpit and the division of the playground where the younger children felt that the Junior Adventure playground provided them with a safe place to play.

The children said they were feeling good about themselves.

PARENT SATISFACTION

Feedback from parents has been very positive and this is evident in the numbers of new parents interested in enrolling their child in 2014.

In 2013, parents commented on how welcome they felt when they first came to St Vincent’s and how they still feel welcomed. There are many opportunities for parents to participate in St Vincent’s activities: - fete, liturgies, Masses, as classroom helpers and especially on special days, like Italian Day and sporting events.

The parents are impressed with the overall appearance of the school, especially since the completion of the building program that had been running for the last 7 years.

The parents have a positive relationship with their children’s teachers and in most cases, they feel their concerns are listened to and acted upon.
Leadership and Stewardship

Goals and Intended Outcomes

In 2013 we aimed to support the leadership of our school community members through:

- School leaders cultivating professional “collaborative capacity”
- Providing accessible leadership opportunities to all members of the school community

Achievements

During 2013 teachers were provided opportunities to share professional practice and learning at scheduled staff meetings. The three staff involved in the National partnership Literacy initiative presented at the Diocesan Learning expo as well as at the November school board meeting. They have been given a grant by the CEO to write up their project so it can be shared with other schools via the CEVN website.

Two new POL team leader positions were created in 2013. The aim was to build a new leadership level within the school. Team leaders were given professional learning opportunities to build their collaborative capacity. Staff were placed into one of two teams which met for planning and analysis of data. An electronic data wall was trialled as a way of reviewing student progress.

Lead teachers in the areas of faith, learning and wellbeing led Professional Learning Team meetings. Staff were able to choose the area they were interested in building skills and knowledge. The action research model was used as a way of identifying and improving best practice in these three areas.

Opportunities were provided for parents to build their leadership capacity within the school in formal and informal forums. Parents took on responsibility for an increasing range of groups within the school including the library borrowing program before school and at lunchtimes as well as the establishment of a second hand uniform shop.

Students in every grade level were given the chance to develop their own leadership capacity through the development of the new student sustainability group, the green team. This group took responsibility for several initiatives within the school including the worm farms, the produce stall at the fete and exploring ways of reducing waste through the tuckshop. Two students presented at a school board meeting about a reusable lunch bag that would significantly reduce the waste produced by the tuckshop.

The school Techsperts program was supported by Phil Rebbechi from the CEO. The focus was on developing the students leadership skills using the area of ICT.
### Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate       | 75.79% |

### Staff Retention Rate

| Staff Retention Rate           | 85.71% |

### Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Doctorate</td>
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<tr>
<td>Masters</td>
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<tr>
<td>Graduate</td>
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<td>Certificate Graduate</td>
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<tr>
<td>Degree Bachelor</td>
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<tr>
<td>Diploma Advanced</td>
<td>15.38%</td>
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<tr>
<td>No Qualifications</td>
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### Staff Composition

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<tr>
<th>Category</th>
<th>Value</th>
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<tbody>
<tr>
<td>Principal Class</td>
<td>3</td>
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<tr>
<td>Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Teaching Staff</td>
<td>19.320</td>
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<tr>
<td>Non-Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Non-Teaching Staff</td>
<td>10.990</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
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## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

During 2013 Staff participated in the following professional development activities:

- Masters of Educational Leadership
- Aspiring to Principalship
- Country Diocesan Leadership Program
- Accreditation to teach Religious Education
- Catholic Social Teaching
- Reading Recovery continuing contact
- EMU continuing contact
- Bluearth Training
- Using art to teach the scripture
- Glasser (Basic Practicum)
- The Singing Classroom
- First Aid
- Anaphylactic Training,
- Recognising Disability Training
- Blended Learning of Challenging Behaviours.
- Managing Challenging Behaviours Blended Learning Course
- 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 | 22 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL   | $800 |
### TEACHER SATISFACTION

Feedback from staff have include comments like:

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

**School choir:**
“The choir was a great success, through their presence at Masses and enthusiastic participation in outside activities”.

**Mini Vinnies:**
“The way the students took on board the various activities to raise money for various charities is to be commended”.

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

**Showcases:**
“My class planned an investigation about the London Olympics. The students were incredibly interested in the city of London and spent time finding about what London was like geographically. They were so excited by this task many of them went home to find out more about London by researching it with their families”.

“As a class we turned our room into London. This involved mapping out the famous streets of London and making artworks of the landmarks. The children were incredibly engaged and enthusiastic by their learning”.

“Showcases after school were very successful in 2013. Visible learning was apparent in all classes as children were able to articulate what they had learnt, why they were learning it and make links to their prior knowledge. The showcases enabled the children to teach their parents what they had been learning about”. The parents were able to see the results of different investigations; worm farms, rubbish free lunches, Olympics and science”.

<table>
<thead>
<tr>
<th><strong>TEACHER SATISFACTION</strong></th>
<th>Feedback from staff have include comments like:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Success of teams:</strong></td>
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<td>“The way the students took on board the various activities to raise money for various charities is to be commended”.</td>
</tr>
<tr>
<td><strong>School concert:</strong></td>
<td>“As the chair of the concert committee I was very pleased with the co-operation and highly visible teamwork among parents, students and teachers”.</td>
</tr>
<tr>
<td><strong>Showcases:</strong></td>
<td>“My class planned an investigation about the London Olympics. The students were incredibly interested in the city of London and spent time finding about what London was like geographically. They were so excited by this task many of them went home to find out more about London by researching it with their families”.</td>
</tr>
<tr>
<td></td>
<td>“As a class we turned our room into London. This involved mapping out the famous streets of London and making artworks of the landmarks. The children were incredibly engaged and enthusiastic by their learning”.</td>
</tr>
<tr>
<td></td>
<td>“Showcases after school were very successful in 2013. Visible learning was apparent in all classes as children were able to articulate what they had learnt, why they were learning it and make links to their prior knowledge. The showcases enabled the children to teach their parents what they had been learning about”. The parents were able to see the results of different investigations; worm farms, rubbish free lunches, Olympics and science”.</td>
</tr>
</tbody>
</table>
Financial Performance

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>45 096</td>
<td></td>
</tr>
<tr>
<td>Other fee income</td>
<td>52 478</td>
<td></td>
</tr>
<tr>
<td>Private income</td>
<td>53 262</td>
<td></td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>498 215</td>
<td></td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1 614 070</td>
<td></td>
</tr>
<tr>
<td>Total recurrent income</td>
<td>2 263 121</td>
<td></td>
</tr>
<tr>
<td>Recurrent expenditure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries, allowances and related expenses</td>
<td>1 633 561</td>
<td></td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>240 813</td>
<td></td>
</tr>
<tr>
<td>Total recurrent expenditure</td>
<td>1 874 374</td>
<td></td>
</tr>
<tr>
<td>Capital income and expenditure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>68 872</td>
<td></td>
</tr>
<tr>
<td>Other capital income</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Total capital income</td>
<td>68 872</td>
<td></td>
</tr>
<tr>
<td>Total capital expenditure</td>
<td>30 916</td>
<td></td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total opening balance</td>
<td>76 175</td>
<td></td>
</tr>
<tr>
<td>Total closing balance</td>
<td>55 847</td>
<td></td>
</tr>
</tbody>
</table>

Note that the information provided above does not include the following items:
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

The school is committed to continually working on developing a sense of independence in the children so they become independent learners with the skills and strategies to be successful. All staff are committed in developing as teachers so they can facilitate and be part of this change.

The school, in partnership with the parish, is developing a comprehensive Sacramental program which is engaging for the parents and the children with the aim of preparing the children to receive Sacraments in the church and to re-engage the parents with life in the parish.

Some of our goals for 2014 are:

- To provide more support to staff on how to link their ideas with AUSVELS. Team leaders also need support so that their teams are working effectively, sharing work-loads evenly and providing time in team meetings to share and appreciate everyone’s expertise.
- Clear expectations to all staff that time needs to set aside at the end of each term to moderate and discuss assessments.
- Provide staff with information on how to use results for BAS assessment was really worthwhile, so providing ways for staff to have this opportunity in other areas of the curriculum would be beneficial.
- Junior Team with a focus on Numeracy and a focus on transferring skills and reasoning.
- Middle Team with a focus on Oral language and the correlation to reading comprehension and writing
- Senior Team with a focus on Oral language and guided reading and reciprocal teaching
- We are planning to continue to embed the oral language focus into the middle years and address the correlation to writing and introduce the focus of oral language in the senior grades.