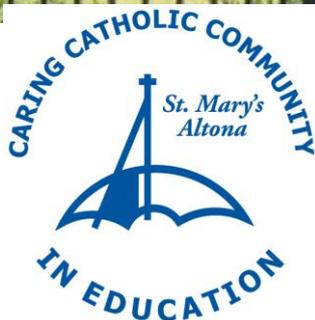




2014 Annual Report to the School Community



St. Mary's Catholic Primary School Altona

REGISTERED SCHOOL NUMBER: 1273

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Minimum Standards Attestation

I, David Kelly, attest that St. Mary's Catholic Primary School, Altona is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015

ST. MARY'S

VISION STATEMENT

**WE ARE A WELCOMING AND
SUPPORTIVE COMMUNITY**

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

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

IN THE SPIRIT OF MARY MACKILLOP

School Overview

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

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

St Mary's is in the western suburbs of Melbourne, approximately 16 kilometres from the city, and Altona is situated within the City of Hobson's Bay which is a municipality that includes a wide range of cultural and socio-economic groups. Our school reflects and celebrates this diversity of cultures and traditions. We have a large multicultural cohort within our School Community. While only 10 of our current students were born outside of Australia and only 18 families in our school report to speak a language other than English in their home, the majority of our students are either second or third generation of their families living in Australia. 78% of all students are Catholic with another 8% Orthodox.

We currently have 269 students in 11 classes. These classes are organised into groupings that support our strong focus on multi-age philosophy. We have two Prep classes, three Year 1/2 classes, one Year 2/3 class, two Year 3/4 classes, one Year 4/5 class and two Year 5/6 classes.

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

We have a strong interest in preparing our students for the global world with their use of technology. We therefore place a major focus on providing adequate access to information communication technologies (ICT). We have interactive whiteboards and at least 4 computers in each classroom as well as a pod of 10 computers in each building plus 8 notebooks in our Year 5/6 and Year 3/4 areas. 18 computers are located in our Technology and Research Information Centre (TRI Centre) as well as a laptop trolley containing 16 laptops. 2014 saw the introduction of Google Apps For Education (GAPE).

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

Overall we have continued to place a major focus on Literacy Intervention Programs to support students who are at risk in their learning behaviours. We have a FTE

teaching allocation for Reading Recovery/Support Teacher. Our five Education Support Staff work in various classrooms with children who are on LNSLN funded programs and with those who have learning or behavioural needs. They also supervise our "Stop And Have A Rest Awhile" (SAHARA Program), which operates inside for half of lunchtime as a respite for those children who struggle in the general playground environment.

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

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

2014 saw the introduction of student leaders in Wellbeing and Social Justice which were added to our existing four School Captains, eight House Team Leaders and Junior School Council Representatives.

The staff at St Mary's are dedicated and hardworking. We have a broad range of levels of experience within our teaching staff and we believe this to be a strength. We have 19% of our teaching Staff on Level 1 and 81% on Level 2. Our retention of staff is high.

Principal's Report

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

In 2014:

- The introduction of two Year 6 Social Justice Leaders and two Year 6 Student Wellbeing Leaders.
- Senior students worked with St. Vincent de Paul Society as part of whole school Social Justice Unit.
- Completed Enhancing Catholic Schools Identity Project surveys of students, staff and parents.
- A focus on the implementation of contemporary Religious Education pedagogy.
- Religious Education Leader successfully completed Masters in Religious Education course.
- Staff and students have embedded the use of Learning Intentions and Success Criteria in relation to academic outcomes.
- The school was successful in obtaining a Mobil monetary grant to purchase Science and Environmental resources.
- The Reading to Learn program has been further enriched and expanded by sending Year 3/4 teaching staff to the training program.
- Parent forums were again held early in the year at each level of the school to improve and enhance parents understanding of current learning and teaching practices.
- Continuation of Parent Information sessions eg. THRASS, Parent Helpers.
- Received acknowledgement from the Australian Curriculum Assessment and Reporting Authority as being one of fifty-nine schools to achieve outstanding progress in our NAPLAN results. Our students demonstrated significant growth in their results compared to schools with similar students and similar NAPLAN starting points.
- Participated in Change 2 Process with the focus on appraisal and recognition.
- Continued the implementation of Kids Matter: Component 2 Social & Emotional Learning.
- Focused on the implementation of Circle Time practices in classrooms.
- Parent Information sessions on Anxiety & Resilience.
- Reviewed and improved classroom / school climate through a consistent approach to Positive Behaviour Management.
- Continued support group for parents of children with ADHD and / or ASD.
- Continued development of school vegetable garden with parent helpers.
- The Parents & Friends Association had a very successful year both in enhancing our sense of a school community but also fundraising. They contributed \$25,000 to the school which helped support our upgrading of our ICT infrastructure and the quantity and quality of our ICT devices.
- Getting A Good Start (GAGS) sessions continued to be a popular and valuable aspect of our Prep Transition Program

Education in Faith

Achievements

The development of a strong Social Justice focus deriving from our School Vision *'in the Spirit of Mary MacKillop.'*

The analysis of the data collected from the School Improvement Survey (2014) shows that students and parents believe that St. Mary's has a strong catholic culture within our school community.

Staff, students and parents rated Compassion with actual scores of 82, 87 and 88 respectively.

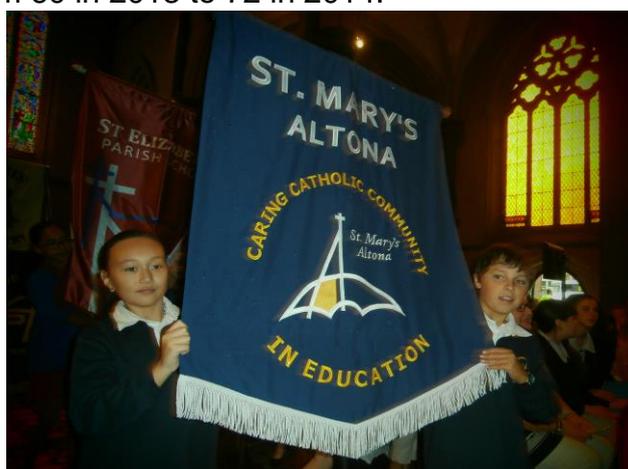
The breakdown of the actual scores for catholic culture shows that we have maintained or improved in many areas, with staff showing improvement in scores for Social Justice and parent scores for being in the top 25% of Victorian Catholic Schools for Opportunity, Compassion, and Importance.

Staff, students and parents rated Social Justice with actual scores of 73, 87, and 82 respectively.

Parents perceive that there are significant opportunities provided to them to be involved in their child's faith journey with actual scores for Opportunity maintaining at 91. The actual scores for Opportunity for staff, students and parents respectively were 80, 93 and 91.

Students' actual scores on Importance of Catholic Culture have increased from 71 in 2013, to 83 in 2014. Opportunity has increased from 80 in 2013, to 93 in 2014. Compassion has increased from 78 in 2013 to 87 in 2014 and Social Justice has increased from 79 in 2013 to 87 in 2014. These four scores for 2014 are worthy highlights and place us in the top 25% of Victorian Catholic Schools.

Staff scores on Social Justice have increased to 73 in 2014. Behaviour of Staff as seen by the students has increased from 79 in 2013 to 88 in 2014. Behaviour of Staff as seen by the parents has been maintained at 83. Behaviour of Students as seen by students has increased from 60 in 2013 to 72 in 2014.



VALUE ADDED

The Education in Faith sphere defines who we are as a Catholic school and underpins all that we do. Education in Faith continues to be a priority for all members of the school community.

- Unit planning incorporating links to an Inquiry approach for Years 3-6 and through the Good Shepherd Experience in F-2.
- Continuing to use the CEOM 'Coming to Know, Worship and Love' curriculum framework to develop school based units.
- RE planning incorporated into regular Professional Learning Team and Staff meetings.
- Providing staff opportunities to attend RE professional development.
- Introduction of two Year 6 Social Justice Leaders.
- Planning and implementation of a whole school Social Justice unit.
- Senior students work with St Vincent de Paul Society, as part of Social Justice.
- Christmas hampers donated from every class towards local St. Vincent De Paul Society and our elderly Josephite sisters (neighbours).
- Coin Trail fundraiser for CatholicCare as part of Family Week activities.
- Whole school support of sponsor child – Win Naing, (World Vision).
- Involvement in Project Compassion through Caritas Australia.
- Active member of Association of Josephite Affiliated Parish Primary Schools.
- Specific reference to Scripture in Learning and Teaching planning format.
- Visual representations of our faith throughout the school; classroom prayer space, prayer cloths, candles, Mary MacKillop statues, class sets of bibles, prayer books, Sacramental displays in corridors and Church foyer etc.
- Education in Faith section in weekly School Newsletter.
- Religious Education component on School Website.
- School Vision statement on prominent display in entrance school foyer and on school website.
- All year levels to plan and lead a Prayer Assembly.
- Timetabled regular class masses.
- Daily prayer time in each classroom.
- Supporting students and families to celebrate the sacraments of Penance, Eucharist and Confirmation through Sacramental Workshops.
- Regular opportunities for experiencing prayer and celebrating liturgy involving the whole school community:
 - Opening School Mass and family picnic
 - Ash Wednesday
 - Mother's Day Parish Mass
 - Feast of Mary, Help of Christians
 - Feast of Sacred Heart of Jesus
 - Grandparent's Day Mass, open classrooms and morning tea.
 - Feast of Saint Mary of the Cross MacKillop combined with St. Leo's Altona North.
 - Father's Day Parish Mass
 - Graduation Mass
 - End of Year Mass
- Special celebrations for significant Liturgical seasons of the year. E.g. Lent, Advent.
- Celebrating Catholic Education Week - School Leaders attend St. Patrick's Day Mass.
- Celebrate Mary MacKillop Feast Day.
- Student volunteers trained to become Altar Servers.
- Maintaining the Mary MacKillop Garden.
- School Choir's participation in major liturgical events and at local businesses at Christmas time. Year 2 students invited to become part of the school choir.



Learning & Teaching

ACHIEVEMENTS

- Professional speakers have been sourced to provide important information to parents in different Key Learning Areas.
- The staff began a review of the school's curriculum through

lines in line with the content of the Australian Curriculum. A staff based action team was put in place to facilitate this process.

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



PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS						
NAPLAN TESTS	2012	2013	2012–2013	2014	2013–2014	
	%	%	Changes	%	Changes	%
YR 03 Reading	96.7	100.0	3.3	97.5	-2.5	
YR 03 Writing	100.0	97.0	-3.0	100.0	3.0	
YR 03 Spelling	100.0	93.9	-6.1	100.0	6.1	
YR 03 Grammar & Punctuation	96.7	90.9	-5.8	100.0	9.1	
YR 03 Numeracy	93.3	97.0	3.7	100.0	3.0	
Year 5						
YR 05 Reading	92.3	100.0	7.7	95.8	-4.2	
YR 05 Writing	100.0	100.0	0.0	100.0	0.0	
YR 05 Spelling	100.0	100.0	0.0	95.8	-4.2	
YR 05 Grammar & Punctuation	92.3	100.0	7.7	100.0	0.0	
YR 05 Numeracy	100.0	97.4	-2.6	100.0	2.6	

The above table shows that:

- In Year 3 Reading we have achieved 97.5% of students meeting or above the National Minimum Standard. This is a 2.5% decrease from 2013 but still higher than 2012. (96.7%)
- In Year 3 Writing there was an increase of 3% in the number of students meeting or above the National Minimum Standard. 100% (2014), 97.0 (2013), 100% (2012)
- In Year 3 Spelling there was a notable increase of 6.1% in the number of students meeting or above the National Minimum Standard. 100% (2014), 93.9% (2013), 100% (2012).
- In Year 3 Grammar and Punctuation we achieved 100% of students meeting or above the National Minimum Standard. This was a significant increase from the previous two years. 100% (2014), 90.9% (2013), 96.7% (2012)
- In Year 3 Numeracy there has been a significant improvement from 93% (2012), 97% (2013), to (100%) of students meeting or above the National Minimum Standard.

- In Year 5 Reading there was a small decrease of 4.2% in the number of students meeting or above the National Minimum Standard however this is still higher than our 2012 percentage. 95.8% (2014), 100% (2013), 92.3% (2012).
- In Year 5 Writing the school's results have continued to be outstanding, achieving 100% (2012, 2013, 2014) of students meeting or above the National Minimum Standard.
- In Year 5 Spelling there was a small decrease of 4.2 in the number of students meeting or above the National Minimum Standard. 95.8% (2014), 100% (2013), 100% (2012).
- In Year 5 Grammar and Punctuation we achieved 100% of students at or above the National Minimum Standard in 2014 and 2013. This was an increase of 7.7 from 2012 (92.3%).
- In Year 5 Numeracy we have improved from 97.4% (2013) to 100% (2014) maintaining our 2012 outcome of 100% of students meeting or above the National Minimum Standard.
- The Literacy results demonstrate that 100% of our students in Years 3 and 5 were at or above the expected level for Writing and Grammar and Punctuation as well as Spelling for Year 3 students. In Year 3 the students' Reading results indicate a minimal number did not meet the minimum standard and this also occurred for Year 5 Reading and Spelling.
- Worthy of mention is the acknowledgement by the Australian Curriculum Assessment and Reporting Authority of the significant growth made by our students between Year 3 and 5 in 2014. Our students demonstrated above average NAPLAN gain compared to schools with similar students and similar NAPLAN starting points.
- The Mathematics results demonstrate that all of our students in both Years 3 and 5 are working at the expected level, but there is still room for improvement.
- The 2014 results have been thoroughly analysed by teachers. As a group they have identified specific areas with Literacy and Numeracy that require further development and refinement.

Student Wellbeing

ACHIEVEMENTS

Our Student Wellbeing programs are implemented with consideration given to the positive impact they will have on the relationships between the members of our community and how they will enhance our learning environment.

Our 2014 SIS data indicated that our student's experience of school is very positive and this belief is supported by the staff and parent data.

Our recent results in Student Wellbeing were very favourable and having shown good improvement from 2013 to 2014.

We believe these gains indicate our support for and the importance we place on the wellbeing of our students, staff and parents.

Our Behaviour Management & Restorative Practice Procedures and Policies were revisited in 2012. At this time we worked to further embed our whole school approach to Behaviour Management and have since maintained this consistent approach which is understood by staff, students and parents. We believe that having this whole school philosophy has worked in our favour as we are now more consistent in our approach and it has resulted in a positive change in behaviour and perceptions.

Circle Time was also introduced in 2012 but taken on board in earnest in 2013 & 2014.

We believe that these initiatives, combined with the many others we have initiated and maintained have had a positive impact on the relationships and learning environment that exists in our school.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Prep	–	94.2%
Year 1	–	94.22%
Year 2	–	93.29%
Year 3	–	93.42%
Year 4	–	93.57%
Year 5	–	94.04%
Year 6	–	94.38%
Overall average attendance		93.87%

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

VALUE ADDED

- Continued the implementation of Kids Matter: Component 2 Social & Emotional Learning.
- Two staff facilitators attended the Kids Matter 'Train the Trainer' SEL PL.
- Staff facilitators provided PL at staff meetings for the whole staff in the area of SEL
- Reviewed and improved Classroom / School climate through a consistent approach to Positive Behaviour Management.
- Implemented Circle Time practices in classrooms.
- Appointed Wellbeing & Social Justice Leaders and Sports Equipment Monitors to enhance our Student Leadership program.
- Began the process of making links between Learning & Teaching integrated units, SEL and Religious Education.
- Provided PL for staff on the General Capabilities: Personal and Social Capability.
- Provided PL for staff on Restorative Practice & Behaviour Management approaches.
- Made provision for good practice sharing in the area of Wellbeing during staff meetings and PLT's.
- Purchased new SEL / Wellbeing resources.
- Student Wellbeing Leader attended CEOM cluster meetings & PL days, providing feedback and professional development at staff meetings.
- Parent information sessions: Anxiety & Resilience.
- Parent Support Group meetings: Individual (students & parents) and Group (ASD parents).
- Fortnightly School Leadership Team meetings and Curriculum Team Meetings support our actions in Wellbeing.
- Regular communication with parents through newsletters, face book, website, email, class forums, phone calls, school yard chats.
- Reviewed and improved Transition program: Kinder to Prep and Year 6 to Year 7.
- Heightened awareness around our termly "Colour Days" – National Day of Action Against Bullying (Orange), Buddy Day (Purple), Kindness Day (Yellow) and Child Safety (Red).
- Lunchtime & After School Activities: Library, SAHARA, Knitting Club, Choir, Kelly Sports.
- Physical Activity Initiatives: Active Transport, Before School Fun & Fitness and Sport Training.
- Community Building Initiatives: Vegetable Garden, Art Group, Choir.
- Provided intervention for students with special Social & Emotional needs through our OnPsych psychologist.
- Classrooms set up to promote collaborative learning opportunities.

STUDENT SATISFACTION

Most significant in our 2014 'Student Experience' SIS data were the increases in our scores in Teacher Empathy from 81.38 (2013) to 89.71 (2014), Purposeful Teaching from 80.76 (2013) to 90.51 (2014), Stimulating Learning from 71.03 (2013) to 80.93 (2014), Connectedness to Peers from 81.18 (2013) to 86.65 (2014) and Connectedness to School 81.18 (2013) to 87.29 (2014). In all but one of these areas (Stimulating Learning – top of the Middle 50%) we are ranked in the Top 25% of Victorian Catholic Primary Schools.

Student Engagement, indicated by our scores in Learning Confidence: 72.21 (2013) to 84.85 - 2014 and Student Motivation: 88.53 (2013) to 94.41 (2014), has also improved significantly from the student's perspective.

From the staff's perspective, Student Management 76.30 (2013) to 78.27 (2014) and Student Behaviour (School) 84.78 (2013) to 85.90 (2014) have both increased. Classroom Behaviour from the student's perspective has increased from 53.33 (2013) to 63.84 (2014) as has Student Safety from 81.35 (2013) to 84.14 (2014).

There has also been an increase in the parent's perception of Classroom Behaviour from 43.29 (2013) to 59.87 (2014), Student Safety from 79.63 (2013) to 82.91 (2014) and Behaviour Management from 75.62 (2013) to 78.49 (2014).

According to our 2014 SIS data, our parent's perceptions have risen in 15 of the 18 areas they were questioned about from 2013 – 2014.

Leadership & Management

ACHIEVEMENTS:

- At the end of 2013 we were invited to participate in the 'More Support for Students with Disabilities (MSSD) initiative.

The Catholic Education Commission of Victoria Ltd received Ministerial approval of the plan submitted under the National Partnership Agreement for MSSD Strategy.

The Plan seeks to contribute to the learning experiences and educational outcomes of students with disabilities by strengthening the capacity and expertise of Australian schools and teachers to provide students with additional support.

The teacher nominated by the school also needed to participate in the Postgraduate Certificate in Educational Intervention with the University of Melbourne.

The Catholic Education Office Melbourne supported this initiative financially, FTE of \$66,000 plus the University course fees of approximately \$10,000.

We benefited greatly from our involvement in this initiative through a range of means e.g. modelled lessons, coaching / mentoring, professional learning team meetings, staff meeting presentations and one on one testing, etc.
- Our School Leadership Team and Curriculum team continued to meet alternatively every week. This encouraged consistency and continuity.
- We had a very informative and worthwhile professional development day on 'Social Justice through Scripture' led by Rose Marie Prosser. This supported the introduction of our whole school unit on Social Justice.
- October 2014 saw the entire staff go offsite for a two day Professional Development Conference on "Teamwork and Challenging Conversations" lead by Mr. Mike Sherry.
- A number of staff worked with a Catholic Education Office Western Region facilitator in term four on the Change 2 Project.

The main focus of this project was staff appraisal and recognition.

Recommendations from this project will be included in our Annual School Review which will take place early in term two, 2015.

A review of our Annual Review Meeting procedure also took place as a result of our involvement in this project and a revised procedure was trialled at the end of 2014.

TEACHER SATISFACTION

Supportive Leadership increased from 67.39 in 2013 to 70.00 in 2014. Role Clarity also increased from 70.11 to 72.12 in 2014.

Individual Morale remained constant from 2013 to 2014.

Work Demands increased slightly from 63.04 in 2013 to 63.46 in 2014.

Student Management also increased from 76.30 to 78.27 in 2014.

Teamwork, Appraisal & Recognition and Teacher Confidence all decreased in varying amounts from 2013 to 2014 with Appraisal & Recognition receiving the lowest score of 43.27 in 2014 dropping from 47.20 in 2013.

These areas became a priority for our Change 2 Project in Term Four, 2014 and were highlighted as a focus within our School Review in early 2015 and as a result are emphasized within our School Improvement Plan.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL**DESCRIPTION OF PL UNDERTAKEN IN 2014:**

- Reading to Learn
- THRASS
- Teaching the Craft of Writing
- Phonics & Spelling
- Grammar – Language for Expressing & Developing Ideas
- Enhancing Catholic Schools Identity Project
- Social Justice Through Scripture
- Teaching Mathematics to Prep Students
- Trend Data for Continuous School Improvement
- Change 2 Facilitator Training
- Communications Master Class
- Google Apps
- More Support for Students with Disabilities Initiative (MSSD)
- A positive Approach to Managing Student Behaviour
- Teaching Social & Emotional Learning via General Capabilities
- National Data Collection for Students with Disabilities
- Multilingual Languages Learning Communities
- Kids Matter – Social & Emotional Learning for Students
- Student Anxiety & Mental Illness
- CPR & Asthma
- Level Two First Aid
- Beyond Spelling Basics
- Mentor Support Program
- Catering for EAL Students in Mainstream Class
- Teamwork and Challenging Conversations

NUMBER OF TEACHERS WHO PARTICIPATED IN PL**21****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$2,693.53**

School Community

Achievements

- Parent discussion groups on a range of school initiatives.
- Conduct year level forums at the beginning of the year.
- Intensive Transition program from Kinder to Prep (incorporating GAGS program).
- Open mornings for current and perspective parents to visit classrooms.
- Upgrade to school website.
- Family involvement in Sacramental Program.
- Support group for parents of children with ADHD and / or ASD.
- Parent Classroom Helper course.
- Parent courses in Reading, Spelling and Writing.
- Continued development of school vegetable garden with parent helpers.
- Community involvement in Kids Matter.
- Pasta Day – as part of our LOTE program involving parents and grandparents.
- Grandparents Day – involving mass, classroom visits and scones and morning tea.
- Footy Fun Day.
- Mary Help of Christian's Feast Day.
- Parents and Friends events eg. Beginning of the school year mass & family picnic, Family Film night, school disco, cocktail/auction evening, to name a few.
- School choir performances at local events.
- Student attendance and participation in Hobsons Bay Junior School Council.
- Kelly Sports Dance Activities at lunch time and Games after school.
- Library lunch time activities.
- Knitting Club at lunch time.
- Fun & Fitness before school.
- Need 2 Read – Morning library sessions and the occasional evening for students and families.
- Walk or Ride to School Days & Walking School Bus.
- Facebook page to inform parents



PARENT SATISFACTION

The analysis of the data on parent opinion showed that we maintained or exceeded scores in many areas in 2014.

- Our Parent Input as part of Community Engagement increased from 67.94 (2013) to 74.56 (2014).
- This was further supported by parent's response to our Parent Partnerships which rose from 74.54 (2013) to 77.35 (2014).
- Parents perceptions of Stimulating Learning rose from 78.33 (2013) to 81.73 (2014).
- This is further enhanced by parent's perception of Learning Focus which has risen from 72.57 (2013) to 77.88 (2014).



Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	170,506
Other fee income	106,233
Private income	32,836
State government recurrent grants	554,391
Australian government recurrent grants	1,925,660
Total recurrent income	2,789,626
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	2,062,006
Non salary expenses	368,979
Total recurrent expenditure	2,430,985
Capital income and expenditure	Tuition
Government capital grants	-
Capital fees and levies	12,930
Other capital income	-
Total capital income	12,930
Total capital expenditure	16,081
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	42,500
Total closing balance	69,281

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.

VRQA Compliance Data

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	84.15%

STAFF RETENTION RATE	
Staff Retention Rate	85.71%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	18.75%
Graduate	31.25%
Certificate Graduate	0.00%
Degree Bachelor	75.00%
Diploma Advanced	50.00%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	23
FTE Teaching Staff	18.687
Non-Teaching Staff (Head Count)	10
FTE Non-Teaching Staff	7.442
Indigenous Teaching Staff	0