2013 Annual Report
TO THE SCHOOL COMMUNITY

St. Mary’s Catholic Primary School
Altona

REGISTERED SCHOOL NUMBER: 1273
# Contents

Contact Details ................................................................................................................. 2  
Minimum Standards Attestation ......................................................................................... 2  
Our School Vision ............................................................................................................... 3  
School Overview ............................................................................................................. 4  
Principal’s Report ............................................................................................................. 6  
Education in Faith ............................................................................................................. 7  
Learning & Teaching ....................................................................................................... 9  
Student Wellbeing .......................................................................................................... 12  
Leadership & Management ............................................................................................... 15  
School Community ......................................................................................................... 17  
Financial Performance .................................................................................................... 19  
VRQA Compliance Data ................................................................................................. 20
Contact Details

| ADDRESS       | 95a Railway Street North  
|               | Altona, VIC 3018          |
| PRINCIPAL     | David Kelly               |
| PARISH PRIEST | Fr. Paul Tru              |
| TELEPHONE     | (03) 9398 4842            |
| EMAIL         | principal@smaltona.catholic.edu.au |
| WEBSITE       | www.smaltona.catholic.edu.au |

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.

23 May 2014
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.”

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 currently have 275 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, three Year 3/4 classes and three Year 5/6 classes.

Our classrooms and facilities are spread across three separate buildings with an internal intercom system to assist with class to class communication. While it is managed and organised by an outside agency, we make space available for Out of School Hours Care. 2011 saw the completion of our ‘Building Education Revolution Project’ the construction of our Technology, Research and Information Centre (TRI Centre).

We have a strong interest in preparing the children 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. 18 computers are located in our TRI Centre as well as a laptop trolley containing 16 laptops.

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.

St Mary’s strives to provide a stimulating and safe environment. An on-going ‘Grounds Beautification Program’ has seen the development of additional garden areas, synthetic grass playing and passive recreation areas, adventure playgrounds, sails to cover some play areas, numerous rain water tanks, resurfacing of asphalt areas, re-grassing high traffic sections of the oval and landscaping the area around the Railway Street entrance as well as all around our TRI Centre. The children have adequate space for play activities within the school grounds.
The staff at St Mary's is 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 18% of our teachers with a Masters degree.

Our teachers comply with Victorian Institute of Teaching specifications for registration. Our library is staffed by a Library Technician and we have four Education Support Staff that work in various classrooms with children who are on LNSLN funded programs and with those who have learning or behavioural needs.

Our Technology, Research & Information Centre (TRI Centre)
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 2013:

- Our Learning and Teaching focus through 2013 was the implementation of and reporting on the new AusVELS Curriculum in English, Mathematics, History & Science. This was supported by our Learning & Teaching and Maths Leaders attending Professional Development sessions and then working extensively with staff in Staff Meetings, Professional Learning Team Meetings and attending Level Planning sessions.
- Our Year 5/6 teachers and Literacy Leader attended a number of Professional Development days to support our implementation of Reading to Learn to improve our children’s outcomes in Literacy.
- We supported our focus in Mathematics by engaging Mr. Rob Vangerhoets (Maths Consultant & author) to run a parent workshop which was well attended by school families.
- Initiated “Need to Read” sessions for families before school and the occasional evening session.
- Joined in partnership with Mobil Refinery to establish a Science and Environment project.
- In the Religious Education area we celebrated our second combined celebration of Mary MacKillop’s Feast Day with St. Leo The Great School at St. Leo’s. We look forward to celebrating at St. Mary’s this year.
- Our Religious Education Leader commenced her Masters in Religious Education.
- Development of Prep – Year Six school based Social Justice Units.
- We reviewed our Discipline Policy and practices working with external experts (Patrice Wiseman and Marg Armstrong). We implemented a revised Behaviour Management Policy including our Restorative Practices.
- We continued our implementation of “Kids Matter” – an Australian Primary Schools Mental Health Initiative.
- Our Walk/Ride to School Days and our Walking School Bus (on National Active Transport Days) remains very well supported with a high participation rate.
- One of our School Closure Days (off site) was spent investigating the Herrmann Brain Dominance Instrument. Each staff member worked through a process culminating in them receiving a HBDI Personal Profile. This profile illustrates and explains the way we prefer to think, learn, communicate and make decisions. This day was then followed up in a number of staff meetings about how this information could be used to improve the way we operated as a team and also how we operated within our classrooms.
- We instigated a joint community project with the Altona Rotary Club and Bunnings Altona to build four raised vegetable garden beds. Donations of materials, soil, compost and tradesman were gladly accepted from Bunnings with seedlings and manpower supplied from the Rotary Club. A Rotary Club member then volunteered to work with a group of children every week to plant, maintain and harvest the garden beds.
**Education in Faith**

**Achievements:**
The development of a deeper focus on ‘... the Spirit of Mary MacKillop’ section of the School Vision.
The analysis of the data collected from the School Improvement Survey (2013) shows that staff, 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, 79 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 marked improvement in scores for Opportunity, Behaviour of Staff, Social Justice and Compassion and parent scores in the Top 25% of Victorian Catholic School for Importance, Opportunity, Behaviour of Students and Compassion.
The study of the data collected from the School Improvement Student Survey (2013) indicates very high scores for student in the areas of Purposeful Teaching - 81, Teacher Empathy - 83, Connectedness to School - 83, Student Motivation - 92 and Connectedness to Peers – 81.
The analysis of the data collected from the School Improvement Parent Survey (2013) data shows parent perceive that there are continued and significant opportunities provided to them to be involved in their child’s faith journey with an actual score for Opportunity of 94 and Importance - 80. Parent’s impression of Social Justice has improved from 2012 (80) to 2013 (82) and in Behaviour of Students from 2012 (70) to 2013 (75).

Our School Leaders at the St. Patrick’s Day Mass at St. Patrick’s Cathedral.
VALUE ADDED:
- Attending REL Western Regional network meetings and providing feedback to staff.
- REL - commencing further study through a Masters in Religious Education.
- Providing staff opportunities to attend RE professional development.
- RE planning which is incorporated into regular Professional Learning Team and Staff Meetings.
- Encouraging the use of ICT in Religious Education Lessons.
- Continuing to use the CEOM ‘Coming to Know, Worship and Love’ curriculum framework to develop school based units.
- Opportunity for the school Sacramental Staff, REL and Parish Pastoral Associate to reflect and evaluate Sacramental programs.
- Parental involvement in the Sacraments through Family Workshops. Unit planning incorporating links to an Inquiry approach for Years 3-6 and through the Good Shepherd Experience in P-2.
- The development of P-6 school based Social Justice Units.
- Classes scheduled to attend weekday parish mass.
- School/Parish Eucharist celebrations for Mother’s Day, Father’s Day & Grandparent’s Day.
- Joint planning for feast day celebrations of Mary MacKillop’s with St. Leo’s Altona North.
- Establishing a Social Justice Student group MMCG (Mary MacKillop Children’s Group) to oversee the construction of a Mary MacKillop Garden and sign and to assist with planning for feast day activities with St. Leo’s Altona North.
- Prayer Assemblies prepared and presented by classes with a focus on Liturgical themes.
- Celebrating Catholic Education Week – Attend St. Patrick’s Day Mass.

Mary MacKillop’s Feast Day Celebrations at St. Leo’s.
Learning & Teaching

Achievements:

- Professional speakers have been sourced to provide important information to parents in different Key Learning Areas.
- Staff and students have been formally introduced to 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 ‘Need To Read’ program was successfully introduced.
- 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.
- 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.
- Numeracy and Literacy week’s whole school activities.
- ARTS Spectacular involving an Art Show showcasing children’s work and a Music Concert involving all children.
- Transition Program – “Getting A Good Start” involving pre-school students and parents.
- Fortnightly School Leadership Team meetings and Curriculum Team Meetings.
- Planned and sequential Professional Development Program involving all teachers.
### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>YR 03 Reading</td>
<td>97.6</td>
<td>96.7</td>
<td>-0.9</td>
<td>100.0</td>
<td>3.3</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>97.0</td>
<td>-3.0</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>93.9</td>
<td>-6.1</td>
</tr>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>100.0</td>
<td>96.7</td>
<td>-3.3</td>
<td>90.9</td>
<td>-5.8</td>
</tr>
<tr>
<td>YR 03 Numeracy</td>
<td>97.6</td>
<td>93.3</td>
<td>-4.3</td>
<td>97.0</td>
<td>3.7</td>
</tr>
<tr>
<td>YR 05 Reading</td>
<td>100.0</td>
<td>92.3</td>
<td>-7.7</td>
<td>100.0</td>
<td>7.7</td>
</tr>
<tr>
<td>YR 05 Writing</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>100.0</td>
<td>92.3</td>
<td>-7.7</td>
<td>100.0</td>
<td>7.7</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>97.4</td>
<td>100.0</td>
<td>2.6</td>
<td>97.4</td>
<td>-2.6</td>
</tr>
</tbody>
</table>
STUDENT LEARNING OUTCOMES:

The above table shows that:

- In Year 3 Reading we have achieved 100% of students meeting the National Minimum Standard. This is a 3% increase from both 2011 and 2012.

- In Year 3 Writing there has been a minimal decrease from 100% (2012), 100% (2011) to 97% (2013) of students meeting at or above the National Minimum Standards.

- In Year 3 Spelling there was a small decrease from 100% (2012), 100% (2011) to 93.9% (2013) of students meeting the National Minimum Standard.

- In Year 3 Grammar and Punctuation we achieved 90.9% of students who met the National Minimum Standard. This was a minor decrease from 2012 (97%) and 100% (2011).

- In Year 3 Numeracy there has been an improvement from 93% (2012), to 97% (2013), remaining the same from 2011 (97%) of students meeting or above the National Minimum Standard.

- In Year 5 Reading we have achieved 100% of students meeting the National Minimum Standard in 2011 and 2013. This is an 8% increase from 2012 (92%).

- In Year 5 Writing the school’s results have remained at 100% (2011, 2012, 2013) of students meeting at or above the National Minimum Standards.

- In Year 5 Spelling the school’s results have remained at 100% (2011, 2012, 2013) of students meeting at or above the National Minimum Standards.

- In Year 5 Grammar and Punctuation we achieved 100% of students who met the National Minimum Standard in 2011 and 2013. This was an increase of 7% 2012 (93%).

- In Year 5 Numeracy there has been a slight decrease from 100% (2012) to 97.4% (2011, 2013) of students meeting or above the National Minimum Standard.

- The Literacy results demonstrate that all students in Years 3 and 5 were at the expected level for reading as well as Writing, Spelling, Grammar and Punctuation in Year 5. In Year 3 the students’ results were slightly below average for Writing, Spelling and Grammar and Punctuation.

- The Mathematics results demonstrate that a high percentage of our students in both Years 3 and 5 are working at the expected level, but there is still room for improvement.

- The 2013 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 & Value Added

- Continued our implementation of Kids Matter – an Australian Primary Schools Mental Health Initiative
- Professional Learning – Positive Behaviour Management (Patrice Wiseman) and Restorative Practices & Circles (Marg Armstrong)
- Reviewed & ratified Behaviour Management Policy including Restorative Practices & Circles
- Shared practices in Behaviour Management: Star Charts, Rules, Consequences for inappropriate behaviours
- Student Voice: JSC / two Year 6 student leaders in Wellbeing
- Development of strategies related to bullying devised by students via the JSC
- Celebrating National Events – Day of Action against Bullying & Violence, Better Buddies, Daniel Morcombe – Child Safety
- SWL attends CEOM Cluster meetings and PL days and provides feedback to the staff
- Parent Information session re Anxiety (Dr. Natalie Flatt – OnPsych)
- Walk / Ride to School Days
- Walking School Bus (linked with Term 1 & 4 W/R 2 School days & National ‘Active Transport’ Days)
- Monthly Health & Wellbeing Newsletter
- Visiting psychologist from OnPsych (weekly)
- Student Awards (Aussie of the Month, Doing it Right, from the Principal)
- Healthy Family Challenge
- Support group for parents of children with ASD / ADHD
- School Assemblies / School Prayer Assemblies

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>92.85%</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.60%</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.78%</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.07%</td>
</tr>
<tr>
<td>Year 5</td>
<td>91.71%</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.47%</td>
</tr>
<tr>
<td>Overall average attendance:</td>
<td>93.08%</td>
</tr>
</tbody>
</table>

Parents are asked to contact the school on the morning that their child is going to be away. 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.
STUDENT SATISFACTION:

- Our student data shows a marked improvement in the area of Classroom Behaviour with rise in our actual score from 39 (2012) to 52 (2013). Student Safety also shows a rise from 74 (2012) to 82 (2013)
- Teacher Empathy and Purposeful Teaching’s actual scores have been maintained in the low 80’s.
- When looking at Stimulating Learning we find that our students see their learning as stimulating shown in the rise in our actual score from 48 (2012) to 50 (2013).
- Our parents believe there has been an improvement in Extra Curricular activities and also in our work in Transition, seen in the following rise in actual scores: Extra Curricula (56 (2012) to 63 (2013) Transitions (78 (2012) to 82 (2013). Our scores in Social Skills, Connectedness to Peers and Student Safety have been maintained in the low 80’s from 2012 to 2013.
Aussie of the Month – March 2013

School Sports Day
Leadership & Management

Achievements:

- Our School Leadership Team and Curriculum Team continued to meet alternatively every week. This encouraged consistency and continuity and improved performance.
- 2013 was the second year of our School Action Teams. These were reviewed at the end of 2013 and changes were instigated.
- 2013 saw the introduction of a Bike Education Program at a Year 3/4 Level.
- We instigated a joint community project with the Altona Rotary Club and Bunnings Altona to build four raised vegetable garden beds. Donations of materials, soil, compost and tradesman were gladly accepted from Bunnings with seedlings and manpower supplied from the Rotary Club. A Rotary Club member then volunteered to work with a group of children every week to plant, maintain and harvest the garden beds.

- One of our School Closure Days (off site) was spent investigating the Herrmann Brain Dominance Instrument. Each staff member worked through a process culminating in them receiving a HBDI Personal Profile. This profile illustrates and explains the way we prefer to think, learn, communicate and make decisions. This day was then followed up in a number of staff meetings about how this information could be used to improve the way we operated as team and also how we operated within our classrooms.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2013

- Phonics & Spelling
- Literacy Cluster Meetings
- Reading to Learn
- Understanding & Teaching Students with Language Disorders
- THRASS – 2 day course
- Systematic Synthetic Phonics teaching
- Planning Quality Integrated Units
- Reading Recovery Network
- Mary MacKillop Seminar
- Using Data to Identify Students Mathematically
- What to do with Students Mathematically at Risk
- Understanding Autism Spectrum Conditions
- Save Your Sanity – Proactive Strategies for Challenging Children
- Reviewing & Developing a School Behaviour Management Policy
- Restorative Practices
- Kids Matter Network Meeting
- Integrating IPads into your Classroom for Learning Support & Special Education
- Mentor Support Program
- Graduate Teacher Program
- Herrmann Brain Dominance Instrument

NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 20

AVERAGE EXPENDITURE PER TEACHER FOR PL | $2,726.69

TEACHER SATISFACTION:

Our staff climate data shows:
- School Morale has increased from 65 (2012) to 68 (2013).
- Supportive Leadership, Role Clarity, Teamwork and Empowerment have been maintained from 2012 – 2013.
- Student Behaviour (classroom) has improved from 74 (2012) to 82 (2103).
- Student Management has also improved from 64 (2012) to 76 (2013).
- Appraisal & Recognition and Professional Growth have slightly decreased from 2012 and have been designated as priorities in our Annual Action Plan for 2014.
School Community

Achievements:

- Parent discussion groups on a range of school initiatives.
- Intensive Transition program from Kinder to Prep (incorporating GAGS program).
- Open mornings for current and perspective parents to visit classrooms.
- 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 Mathematics and Reading, Spelling and Writing.
- Development of school vegetable garden with Rotary Club and Bunnings.
- 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 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.
- Sing / Dance Club at lunch time.
- 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.
• Prep & Year 6 Buddy Family Night.

**PARENT SATISFACTION:**

The analysis of the data on parent opinion showed that we maintained or exceeded scores in many areas in 2013.

• Our comprehensive and intensive Transition Program was acknowledged with our score increasing from 79 (2012) to 83 (2013).
• This was further supported by parent’s response to our Reporting of Student Progress which scored 70 in 2012 and rose dramatically to 76 in 2013.
• Our Parent Partnership score increased from 72 (2012) to 76 (2013) which continues to support our ongoing initiatives in this area.
• This is further supported by our high score in Approachability of staff which rose from 77 (2012) to 83 (2013).
• Community Engagement scores for three of the past four years have been maintained at a consistent level with a small decrease in 2012. (74.5, 74.8, 71.4 & 73.0).
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>124,139</td>
</tr>
<tr>
<td>Other fee income</td>
<td>98,334</td>
</tr>
<tr>
<td>Private income</td>
<td>36,910</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>571,127</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1,673,090</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>2,503,600</strong></td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>1,935,673</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>364,707</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>2,300,380</strong></td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>-</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>50,238</td>
</tr>
<tr>
<td>Other capital income</td>
<td>84,012</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>134,250</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>83,196</strong></td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>71,234</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>42,500</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.
## VRQA Compliance Data

### TEACHING STAFF ATTENDANCE RATE

<table>
<thead>
<tr>
<th>Teaching Staff Attendance Rate</th>
<th>85.5%</th>
</tr>
</thead>
</table>

### STAFF RETENTION RATE

<table>
<thead>
<tr>
<th>Staff Retention Rate</th>
<th>83.33%</th>
</tr>
</thead>
</table>

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>17.65%</td>
</tr>
<tr>
<td>Graduate</td>
<td>29.41%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>76.47%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>47.06%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>23</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>23.937</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>11</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>12.356</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>