St Aloysius School, REDAN
Contents

Contact Details ................................................................. 2
Minimum Standards Attestation .................................................. 2
Our School Vision .................................................................... 3
School Overview ........................................................................ 4
Principal’s Report ....................................................................... 5
Education in Faith ....................................................................... 10
Learning & Teaching ................................................................. 11
Student Wellbeing ..................................................................... 12
Leadership & Management ......................................................... 14
School Community .................................................................... 16
Financial Performance ............................................................... 18
Future Directions ....................................................................... 19
VRQA Compliance Data ............................................................ 20
Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>800 Ripon Street South (PO Box 48R) REDAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Maree Roache</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Fr Kevin Maloney</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Mrs Annette Hirth</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 5335 8177</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@saredan.catholic.edu.au">principal@saredan.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.saredan.catholic.edu.au">www.saredan.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

Minimum Standards Attestation

I, Maree Roache attest that St Aloysius School, REDAN is compliant with:

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

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

22 May 2015
Our School Vision

Intent Statement:
We are a Catholic Parish School Community in Redan.

Purpose Statement:
We engage and educate a community of learners faithful to the mission of Jesus Christ. Faithfully serving the community of Redan since 1876

Values:
St Aloysius School espouses the values of:

- Faith
- Hope
- Integrity
- Service
- Inclusion
- Collaboration
- Responsibility
School Overview

Established in 1876, and moved to its present site in Redan in 1882, St Aloysius Parish Primary School has a long and proud tradition of serving the educational and spiritual needs of this community and beyond.

Originally staffed by the laity, the Loreto sisters took over the running of the school for the majority of its history until the appointment of the first lay principal in 1997. Since then there has been only one further appointment: that of the current principal.

Having a February enrolment of 220 students St Aloysius Parish Primary School has welcomed a series of building developments, culminating with the “Building the Education Revolution” (BER Project) which provides additional facilities to the school community including a Multipurpose / sports facility. This project completes the full refurbishment of the school’s facilities over the past five years.

The list of staff includes the Principal, Deputy Principal/Welfare & Special needs, 8 full-time teachers, 5 part-time teachers, 1 full-time administration officer and 1 part time administration officer, 1 part-time librarian, and 10 - teacher Learning Support Officers.

Over the past few years, St Aloysius has committed to the strengthening of its curriculum and nurturing the relationships throughout the school community. This commitment has led to considerable time and effort into building social skills amongst the student population, whilst extending their cognitive development through the Inquiry Curriculum, complimenting the areas of Literacy, Numeracy and Religious Education. Supported by the Federal Government funding through the School Chaplaincy initiative, St Aloysius has embarked on an ambition program to improve the social skills and personal resilience of students to support their academic learning. Coupled with rigorous assessments and attention to the individual learning needs of students, the support of the school community in nurturing the students to become active and reliable citizens of Australia is critical to the goals of this school.

SCHOOL IMPROVEMENT

The aims of the school for the four year period of the School Improvement Framework are grouped under the following clusters, and seek to improve:

- Catholic School Culture
- Teaching and Learning
- Leadership &Management
- Wellbeing
- School Community

Working in collaboration the various stakeholders of this school community strive to provide for the students of St Aloysius Parish Primary School a facility, an environment and a curriculum.
Principal’s Report

This is the tenth year as Principal of St Aloysius School. It has been my pleasure to work with the St Aloysius school community for the past nine years. Over that time I have witnessed and contributed to significant change in curriculum, facilities, resources and personnel: all for the educational benefit of the students in our care. As Principal, I am delighted to present this report to the St Aloysius School Advisory Council on the roles, tasks and achievements of the past twelve months.

The Strategic Plan, devised following the 2011 School Review continues to be implemented. Our school’s Intent and Purpose statement continue to guide our deliberations and decisions, in line with the educational and community expectations of this school community. The Values that support our Intent and Purpose are at the very foundation of our actions within this school community.

Catholic School Culture

The significant aspect of 2014 has been the proclaiming of the school’s Purpose and Identity statements, and the values that underpin these ideals. Utilising the work of theologian Bernard Lonegan, the school has based its core values on the hierarchy of values: Faith being the overarching value, followed by Hope, Integrity, Service, Inclusion, Collaboration and Responsibility. As the school continues to explore these values over the coming years, and takes action to bring these values to the forefront of our actions, our challenge will be to ensure that our words and actions reflect our faithfulness to these values in all that we do in the name of this School.

In order to support staff to bring these values to life in the context of this school community, the staff of St Aloysius have participated in a professional development activity to explore “Catholic Identity” in a contemporary context. As a school community: staff; parents; and senior students have participated in the ESCSI (Examining Catholic School Identity) project, where the views of the contributors have been canvassed to highlight the strength of Catholic Identity that exists in our community at present. In the future we intend to explore data gleaned from this survey and establish a strategic direction to enhance our Catholic tradition and identity.

In support of Catholic Culture this year, we have worked with the (Parish Pastoral Worker, and look forward to working collaboratively with her over the coming years to support our community to retain a vibrant place in the life of this Parish. The year we have, and will continue to support our connection with our parish through regular attendance at Parish weekday Masses and support for the Sacramental Programs that operate within our parish community.
Learning and Teaching

In keeping with this school’s regime of curriculum renewal, the staff has continued to ensure that Professional Development has been at the forefront of their quest to improve their pedagogy to support improved learning outcomes for students.

Continued commitment to supporting ‘students-at-risk’ through the various Intervention Programs for students continues. This year we have continued with the English as a Second Language (ESL) program, successfully enhancing student engagement in learning. Supported by Belinda Cooper and supervised by Donna Bryce, this program has offered our students who do not speak English at home the opportunity to explore oral language in a supported and structured environment.

The Junior school staff have continued to work with a specific program to support Oral Language in the emerging years of schooling. OLSEL (Oral Language Supporting Early Literacy) has focused on supporting children to explore the use of language to explain meaning: a process that fits comfortably with the school’s practice of Developmental Play to enhance children’s use of language as a means of effective communication. Reflecting on the success of this program, the Junior staff have been very pleased with the learning outcomes for the students in the junior classes. It is our intention to extend this teacher learning into the practices of the middle school next year, to continue to support children as they master the rigors of Literacy.

This year’s notable innovation has been the Individual iPad program implemented into the Senior unit. With the financial support through a partnership between parents and the school each of the senior students has access to an individual iPad to support their learning. In providing students with a clearly defined structure for the educational use of this technology in the school setting, the school is encouraging responsible use of ICT to enhance learning in a 21st Century setting. Under-pinning this program has been significant resourcing of staff through Professional development opportunities, as well as specific support for parents to understand the parameters of this program in an educational setting.

The extension of “iPads” throughout the school financed by the Parents and Friends funds has been ably supported by Claire McAdie, whose passion for ICT has been infectious within the school. As emerging technologies develop, the school will endeavour to embrace and master appropriate skills and attitudes, whilst ensuring that we continue to focus on legitimate learning, and maintain foundational literacy, numeracy and inquiry skills. This program has been extended to provide identified ‘students-at-risk’ with iPads to appropriately support their individual learning needs via the use of targeted applications.
**School Community**

Much of the efforts in supporting the School Community to nurture and grow over the past year have focused on the development of and support for the relationships across the whole school community. Substantial efforts have been made by many elements of the school to be consultative and engender within our community a sense of welcome and inclusion.

Through the continued work of the Family Liaison worker and Centacare, the school has offered support to families and members of our school community with individual counselling sessions, and with group skill-based sessions. Sessions supporting parents to nurture strong and sustainable relationships in and with their children have been offered throughout the year.

In collaboration with BEST (City of Ballarat) and ACU (Aquinas) the school’s Playgroup continues to flourish. Offering community connection for families with pre-school children from within the school and from the local community, this social and educative group has blossomed to include a widening circle of regular attendees. Having received commendations for this innovative approach to Playgroup organisation, this group has attracted on-going funding to support the role of the co-ordinator, an essential element in the success of this project. It has been pleasing to see the spirit of welcome and inclusion that underpins this school, to be exemplified in the workings of this playgroup. I am delighted with the success of this program, as evidenced by the number of parents of pre-school children (many of whom have no association with this school) who attend on a regular basis.

The Public Profile of this school continues to be witnessed in the wider community of Ballarat through the work of the Parents and Friends, specifically through the Deb Balls, Gala Ball, participation in Ballarat’s “Spring Fest” celebrations, and the “Bunnings” Barbecue. These efforts ensure that St Aloysius School continues to enjoy positive kudos in the wider community of Ballarat.

**Wellbeing**

Wellbeing continues to be a key focus within St Aloysius School for 2014. In conjunction with Centacare Ballarat, the school has been able to offer a variety of services to students and families. This support has extended to staff, and has been appreciated by all who have benefited by Centacare support.

Special Education and Wellbeing has also been supported by CEO personnel who have been generous in their professional support of staff, and in providing programs to nurture our students to achieve the best possible outcomes, both socially and academically. We have continued to be supported by CEO Special Education, Speech Pathologist and Psychology support personnel who have offered invaluable advice and strategies to teachers, Learning Support
Officers (Teacher Aides) and to parents. Working together we hope to ensure improved learning outcomes for all our students, including the more vulnerable learners who are supported by individual learning programs (ILPs).

Students have been offered a number of programs to support their social learning throughout this year. “Socially Speaking” is one of the programs offered, where small groups of children work to refine their personal skills in social interaction, to build their confidence and to develop appropriate and sustainable social skills to support their personal interactions into the years ahead.

**Leadership and Management**

The development of our Strategic Plan for St. Aloysius School by staff in conjunction with the School Advisory Council to cater for our projected needs into the future, have worked on developing an achievable Annual Action Plan to ensure that the plans for the future come to fruition.

Having heeded the concerns and recommendations raised through the School Improvement Framework, considerable effort has been made by the staff over recent years to clarify the various roles within the school, and to improve communication channels within the staff group and the wider school community. Time will tell if these efforts have achieved substantial improvement in the perceptions held within the various components of the community. From a whole school perspective, the new and improved School Website affords us the opportunity to maximise opportunities to improve communication with parents and the wider community through new and emerging technologies.

The consolidation of an Occupational Health and Safety role within this school has raised the profile of OH&S, and has enabled many of the mandatory requirements to be updated and fulfilled. I have been very pleased to deputise the secretarial functions of this role to our new Administration Officer, who has taken on the challenge with enthusiasm and skill. It is gratifying to have the confidence that this important area of school administration is being reviewed regularly, with regular updates being provided and acted upon.

Of particular note this year has been this school’s participation in the “Leading Curriculum Change” project, designed to provide the school’s Leadership Team with practical skills in designing, developing, implementing and evaluation a specific project within the school. The focus of our project was the AITSL standards to teacher skills and practice, to support existing staff to identify their own learning needs and to focus on improving their professional knowledge, skills and attitudes. Led by two senior staff, this project has been successfully concluded in recent weeks.
For the future

As we come to the end of the 2014 school year, we are looking forward to the challenges that lie ahead: preparation for the School Improvement Framework review, scheduled for 2015. This is a wonderful opportunity for us to reflect upon our existing practices, programs and protocols within the school, and to make recommendations for their improvement over the coming four year period.

We will continue to implement AusVELS as our baseline curriculum; focus on the provision of Intervention programs and supports to ensure that all children can access the curriculum; ongoing support for enhanced Literacy and Numeracy through programs such as OLSEL; and continued focus on healthy living as a life-long personal focus for all students. The extension of the Individual iPad program for the Year 5/6 students defines a new era in learning for staff and students. I commend Claire McAdie who has driven this innovation in our school, ably supported by staff and the CEO personnel. In addition, this school will continue to focus on encouraging our students to take an active and vital role in the community of the future through planned opportunities to experience leadership within our community.

A Vote of Thanks

I wish to acknowledge and thank Fr. Kevin Maloney for his invaluable support as Parish Priest of St Aloysius community. I also acknowledge the professionalism, generosity of spirit and the good humour of the staff who work tirelessly for the benefit of all students in our care. I thank them for their dedication and hard work in their quest to provide the best possible learning experiences for all student of St Aloysius Parish Primary School.

I thank the parent community who entrust their children into our care each day. I acknowledge the support of the School Advisory Council and the P&F and thank them for their generosity and on-going commitment to the ideals of our school.

Maree Roache

PRINCIPAL
Education in Faith

Goals & Intended Outcomes
To improve staff, student and parents’ understandings of the Catholic faith and what it means today.
- To improve student, staff and parent community understanding of and participation in St. Aloysius Parish Sacramental Program
- To encourage greater participation of staff, students and families in faith experiences and Liturgies and life of the school and parish community in promotion of our Catholic identity.

Achievements
During 2014 the St Aloysius School community: staff, students and parents worked to improve our understanding of Catholic School Culture through:
- Participation of all staff in the Religious Education Professional Development activity led by Dr Rosemarie Prosser
- Implementation of “Awakenings” Core Document and planning tool for the teaching of Religious Education in this school
- Exploration of Godly Play as a tool to introduce students to and in-depth investigation of Gospel narratives.
- Review of the Sacramental Program in the Parish, as supported by the school’s program.
- Teachers working with Religious Education Office personnel to implement effective assessment activities to accompany RE units of work.
- Focus on Outreach to the wider community through student reflection on the missionary ethic of their call to be Christians in a modern world.

VALUE ADDED

Activities which have ‘added value’ to the achievement and spiritual development of the students and to the Catholicity of St Aloysius:
- The ongoing development of a Prayer Focus to the Monday Assemblies – led by individual classes
- Introduction of the school song: “One in our Faith”, specially commissioned to highlight the school’s Values
- Review of the reporting of student progress to parents in Religious Education based on “knowledge” as evidenced by the Awakenings program and activities.
- Teacher professional development to improve ‘teacher knowledge’ and to assist staff to focus on the development of rich assessment tasks to assess and evaluate student achievement and progress.
- Outreach to the community through student participation in the Parish “Caring Circle” activities, liturgies and community events.
Learning & Teaching

Goals & Intended Outcomes

- Continue to implement the Ballarat Diocesan Religious Education program ‘Awakenings’ as an integral and dynamic component of our school’s Catholic culture, and as a basis for our teaching and learning.
- To continue to work towards improving P-6 student performance outcomes in Literacy.
- To continue to work towards improving P-6 student performance outcomes in Mathematics.
- To enhance students’ learning through visual and performing arts experiences.
- To continue to improve student learning and students as learners, through engagement, motivation and skill development based on an integrated inquiry approach to teaching and learning.
- To continue to improve student learning of, and students as learners and as users of Information and Communication Technology.

Achievements

In order to improve the learning and teaching outcomes for students at St Aloysius, the following initiatives and programs were implemented to support student learning:

- Timetabled support from the Religious Education Centre personnel to assist teachers with planning, implements and evaluating effective programs in Religious Education.
- Focus on the development of Numeracy strategies throughout the school to enhance student’s learning and understanding. This is supported by the EMU (Extending Mathematical Understandings program), focusing on small groups of children receiving targeted support to achieve prescribed benchmarks.
- Targeted teacher support in Literacy – specifically writing skills, to enhance teacher knowledge to boost student achievement.
- Introduction of Multi-Lit as a small group initiative targeting ‘at risk’ literacy learners in Years 2–4.
- Implementation a project in Performance and Development Culture, specifically targeting teacher knowledge and skills in the use of ICT to improve student learning outcomes.
- Introduction of ERIK (Enhancing Reading Intervention Knowledge), supporting small groups of students with specific literacy and comprehension skills in Years 2-4.
- Regular Professional Development activities to support staff to plan and implement effective programs in Integrated Inquiry. NB: this Domain support a number of Dimensions – including research, thinking skills, co-operative learning skills, etc.
- Implementation of a specific Special Education program to support students to improve their achievement in Literacy and Numeracy. This required employment of a ‘dedicated’ teacher whose role it was to conduct short small group lessons to support reading, writing, spelling, handwriting, counting, numeracy skills, and social skills.
- Enhanced the ICT in the school with the purchase of tablet devises in class groups throughout the school, and the implementation of an individual 1:1 tablet program, in collaboration with the parents throughout the senior school unit.
- Continued commitment to the Visual Arts through the implementation of a Visual Arts focus, concluding with the bi-annual Art Show.
- Continued emphasis on Bluearth as a Physical Education program for all students, as well are competitive interschool sports programs and the “Active After-School Communities” program.
- Implementation of the Occupational Therapy project in conjunction with Deakin University, Geelong to assessments of class groups of students, to identify OT issues, and implement a program to rectify the concern.
Student Wellbeing

Goals & Intended Outcomes

• To promote a school that is safe, inclusive and welcoming for students, staff, families and the community.
• To improve student responsibility for themselves, their learning, their actions and their behaviours.

Achievements

Over the course of 2014 the students at St Aloysius participated in a variety of activities to support their wellbeing, including:

• Sessions (both individual and small group) with the Family Liaison Officer – employed by Centacare through the Chaplaincy project funds, to build resilience, self-esteem and the development of appropriate social skills.
• Implementation of electronic rolls – and the implementation of a phone call system to check on the status of non-attendance of every student.
• Implementation of the SIMON electronic Reporting of Student Progress to parents
• Implementation of the ICT co-ordinator to promote teacher learning and competence in the use of ICT as a tool for learning.
• **After school sporting activities** organised by staff, including: netball, basketball, soccer, badminton, and participation in local Fun Runs. Continuation of the “Active After School Communities” program has supported the level of physical activity enjoyed by the students.
• Timetabling sufficient time for the Special Education officer to meet with students to organise testing, referrals, follow-up with Parents etc.
• Implementation of a Values program to consolidate appropriate student attitudes to support relationships and learning
• Regular Family Group Activities eg. P&F Lunch days, Walkathon, ,

Non-attendance of students is managed at St Aloysius by a variety of methods.

• Electronic rolls to ensure accurate communication of daily school attendance
• Parents/guardians are encouraged/required to notify the school of any absence on the day of the absence
• Regular dispersal of “Absence” forms via the weekly newsletter and school website
• Follow-up phone calls to parents/guardians re: any unexplained absence of 3 days or more.

VALUE ADDED

Extra-curricular activities that operate within the school that have contributed to the Wellbeing of the school community include:

• Active After School Program to support student fitness and group behaviour
• Continuation of the Chaplaincy Program with the employment of a new Family Liaison Worker – under the direction of Centacare.
• Continuation of a whole school fitness campaign – supporting the ‘Running Club’ and after school sporting teams organised by the school.
• Professional Development of staff with “Positive Partnerships”, focussing on inclusion of students with Asperger’s Syndrome, and “Management by Profile”
• Professional development of staff with “All Kinds of Minds” to support student learning by focusing on learning capacity and engagement, rather than focussing on ability deficit.
### STUDENT SATISFACTION

The students of St Aloysius Primary School participate in the Insight SRC surveys which provide information to the school about the level of student satisfaction. In addition the students participated in a Social and Emotional Survey. Students completed these surveys in 2014, and the following information can be gleaned from their responses:

- Students feel motivated towards school
- Students have minimal concern about their level of safety at this school
- A significant proportion of students believe that their learning is purposeful and stimulating
- Emotional Wellbeing, relationships with teachers, and engagement in learning all scored highly in the students’ response.
Leadership & Management

Goals & Intended Outcomes

- To improve the public profile of St. Aloysius Parish School.
- To provide a learning environment that is stimulating, safe, efficient and welcoming.
- To enhance the performance of staff promoting the continuous culture of development and improvement of our school.
- To provide a learning environment in which the daily operations of the education process are resourced with the best materials available.

Achievements

In order to better serve the needs of the students and the school community of St Aloysius School encourages the development of the school in a number of specific areas:

- **Staff Professional Development** activities to encourage professional pedagogical growth, to meet specific needs in relation to learning and/or behavioural needs of individual students or groups of students, and to meet the challenges of a diverse and crowded curriculum.

  Professional Development was offered and accepted by staff in a variety of areas:

  - Integrated Inquiry
  - Literacy focus – specifically targeting writing skills
  - Spelling
  - Numeracy
  - Religious Education – staff teams working with REC support to improve planning and evaluation of units of work.
  - Inquiry Learning Professional Development
  - Asperger’s Syndrome
  - First Aid Training
  - E.R.I.K. literacy and comprehension intervention
  - Multi-lit
  - ICT program the Performance and Development Culture project
  - Team planning

Other activities that have been a major focus for the school in 2014 include:

- Actively implementing a program of **Promotion** to the wider community to encourage enrolments.
- Review of the operations of the School Canteen, and the services provided by this facility.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2014

- Integrated Inquiry
- Literacy focus – specifically targeting writing skills
- Spelling
- Numeracy
- Religious Education – staff teams working with REC support to improve planning and evaluation of units of work.
- Inquiry Learning Professional Development
- Asperger’s Syndrome
- First Aid Training
- E.R.I.K. literacy and comprehension intervention
- Multi-lit
- ICT program the Performance and Development Culture project
- Team planning

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

<table>
<thead>
<tr>
<th></th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$931.57</td>
</tr>
</tbody>
</table>

TEACHER SATISFACTION

The following activities would strongly suggest that there is a high degree of satisfaction among staff:

- Staff retention
- Teacher morale
- Teacher confidence
- Working in a team-base
- Positive staff relationships
School Community

Goals & Intended Outcomes

- To establish strong relationships with all stakeholders to develop a supportive and successful learning environment.

Achievements

- Successful fundraising through P&F activities
- Successful running of several social activities for members of our school community eg: Bare-foot Bowls, and the Footy Night
- Successful running of Debutante Balls for the community, in partnership with Lumen Christi schools.
- Collaborative and supportive work by the School Advisory Council to encourage the maintenance building and development of the school curriculum, the community and the facilities.
- Kinder Transition Program for all local Kindergartens
- Collaboration with the Parish in the use of shared facilities eg. Ryan Hall

St Aloysius School community actively supports the development of effective and affirming relationships with the school and wider community through:

- Inviting community members to activities within the school community:
  - Mother’s Day liturgy and Morning Tea
  - Father’s Day Barbecue
  - Welcome Barbecue
  - Christmas Concert
  - Open Days
  - Class, unit and whole school assemblies
  - Whole school events eg: Environment Day, Missions Day
- Active support for and participation in the activities of the Parents and Friends Association, and the School Board.
- Continue to maintain effective home/school communication through engaging newsletters and regular phone contact, when necessary.
- Participation in the leadership of the Parish – membership of the Parish Council.
- Invite parents to participate in Information sessions to support their child’s learning
- Activities of support and welcome, as sponsored by the ‘Caring Circle’.
- Survey parents on a regular basis to determine parental opinion and feedback on a variety of issues e.g. Uniform, Canteen, Curriculum Survey
# PARENT SATISFACTION

In 2014, the Insight SRC Survey was not completed by parents.

Anecdotal information gleaned from parents through both formal and informal meetings highlights the following:

- Parents appreciate the level of communication between home and school, as evidenced by the School Newsletter, the Student Reports and Learning Journals, the accessibility of staff members for parent contact, and the community participation at school events and activities.

- Feedback from parents regarding specific activities eg: School Sports, Swimming Program, Art Show.

- Feedback through the various committees that operate within the school: the School Advisory Council, The Parents & Friends, and the Deb Ball Committee, indicating a high level of support for the school and its activities.
### Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>86,001</td>
</tr>
<tr>
<td>Other fee income</td>
<td>75,466</td>
</tr>
<tr>
<td>Private income</td>
<td>52,905</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>721,955</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1,678,047</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>2,614,375</strong></td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>1,782,888</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>303,700</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>2,086,587</strong></td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td>0</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>66,196</td>
</tr>
<tr>
<td>Other capital income</td>
<td>15,160</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>81,536</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>50,936</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>119,539</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>90,519</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 following is an insight into some of the initiatives and strategies which we will be working on in response to our intent and purpose and the subsequent review process that will take place in 2015.

As a school, we continue to focus on the development and subsequent implementation of student centred inquiry units that are rigorous, engaging, and are relevant and reflective of our ethos. The delivery of a Catholic education as well as the focus on fundamental literacy and numeracy skills will once again be of prime importance in the future. Meeting the varied professional development needs of our staff is critical in improving student learning outcomes across Foundation to Grade 6.

It is envisaged that we can build upon the development and subsequent integration of Information Communication Technologies (ICTs) across all areas of the school. An extensive ICT plan has been established that will guide our staff to improve student learning outcomes across all areas of the curriculum.

We continue to be mindful of the need to foster strong links with our school community and continue to build positive working relationships with our families.
## VRQA Compliance Data

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 03 Reading</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 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 03 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 03 Grammar &amp; Punctuation</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 03 Numeracy</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>94.7</td>
<td>-5.3</td>
</tr>
<tr>
<td>YR 05 Reading</td>
<td>94.1</td>
<td>91.7</td>
<td>-2.4</td>
<td>95.5</td>
<td>3.8</td>
</tr>
<tr>
<td>YR 05 Writing</td>
<td>100.0</td>
<td>88.0</td>
<td>-12.0</td>
<td>95.8</td>
<td>7.8</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
<td>100.0</td>
<td>84.0</td>
<td>-16.0</td>
<td>91.7</td>
<td>7.7</td>
</tr>
<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>88.2</td>
<td>88.0</td>
<td>-0.2</td>
<td>87.5</td>
<td>-0.5</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>87.9</td>
<td>88.0</td>
<td>0.1</td>
<td>100.0</td>
<td>12.0</td>
</tr>
</tbody>
</table>
## Average Student Attendance Rate by Year Level

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>94.52</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.84</td>
</tr>
<tr>
<td>Year 3</td>
<td>92.40</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.05</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.29</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.06</td>
</tr>
<tr>
<td>Overall</td>
<td>94.19</td>
</tr>
</tbody>
</table>

## Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 80.56% |

## Staff Retention Rate

| Staff Retention Rate | 100.00% |
### 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>23.08%</td>
</tr>
<tr>
<td>Graduate</td>
<td>30.77%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>100.00%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>38.46%</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>1</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>15</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>14.560</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>20</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>13.806</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>