



2014 Annual Report to the School Community

St. Peter's Catholic Primary School, Sth West Sunshine



REGISTERED SCHOOL NUMBER: 1784

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Contact Details

ADDRESS	2A Killeen Street, Sunshine South West, VIC 3020
PRINCIPAL	Ms Karen Bergin
PARISH PRIEST	Father Cornelio S. Solis CMF
SCHOOL BOARD CHAIR	N - A
TELEPHONE	(03) 9312 3147
EMAIL	principal@spsunshinesw.catholic.edu.au
WEBSITE	www.spsunshinesw.catholic.edu.au

Minimum Standards Attestation

I, Karen Bergin, attest that St. Peter's Catholic Primary School is compliant with:

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



School Overview

St. Peter's Catholic Primary School is situated in South West Sunshine, 15 kilometers west of Melbourne's CBD and is part of Brimbank City Council. St. Peter's is located in a quiet pocket of St. Paul's Parish, West Sunshine which is under the administration of the Claretian Fathers. St. Peter's is committed to the teachings of the Catholic faith and provides quality programs, which foster the full and balanced development of every child.

Family-School partnerships are a priority at St. Peter's. We believe education is a joint responsibility and we aim to work with families to educate children to reach their full potential. Parents, family and friends form an integral part of our school community. We are always searching for ways to engage families in their children's learning as we continue to implement our strategic approach to Family-School Partnerships to enhance learning. This included the identification of issues that impacted on family engagement in learning, planned with the Family-School Partnership Convenor and the implementation of strategic activities to strengthen school-family-community partnerships.

St. Peter's School is committed to providing innovative curriculum and encouraging all students to unlock their potential in all facets of their school life. Our 2014 enrolment of 185 students allowed us to provide quality education in a small school setting. In 2014 there were 138 families enrolled at St. Peter's. We had 26 children begin their education in Prep at St. Peter's. Our other class groupings were three 1/2 classes, two 3/4 classes and two 5/6 classes.

One of the strengths of St. Peter's school is the diversity of cultural backgrounds, which really brings richness to our community. 50% of our school is made up of students from a Vietnamese background, while 90% of students speaking a Language Other than English at home. With a 6% reduction, only 44% of our families accessed the Education Maintenance Allowance in 2014.

In 2014 we have a total staff of 26. We had eight classroom teachers and four specialist teachers (Physical Education, LOTE – Italian, Information and Communication Technology and The Arts – Visual Art) and 6 non-teaching staff.

We are proud of our growing traditions and our cultural diversity, which, as one of our major assets, we value and celebrate regularly. As a Catholic School we embrace our rich religious traditions and culture. We provide for our students and their families an opportunity to celebrate our Catholic heritage in many different sacramental and non-sacramental ways. All students who attended St. Peter's in 2014 participated in major feasts days throughout the year. These were celebrated at school and at St. Paul's Church and were led by the Priests in our Parish. Students participated in all aspects of the Mass. Parents, families and friends liturgies by their attendance. In 2014, our Year 3 Catholic students celebrated the Sacraments of Penance and First Eucharist, while our Year 5 and 6 Catholic students were confirmed by Bishop Vincent Long Van Nguyen OFMConv. All students participated in Class Masses or Prayer Services throughout the year.

At St Peter's we adopt a whole school approach to the promotion of wellbeing, with a focus on prevention and early intervention. Policies and organisational structures are embedded within the school, to link with curriculum, and the development of strategies for social emotional learning.

Principal's Report

Dear Families,

2014 was a year of consolidation the St. Peter's community. We settled into our newly refurbished administration building, and relocated the Year 5/6 students back into the main school building. This enabled 5/6s ease of access to our newly renovated special project learning space. This space quickly became a natural place for learning as well as a space for families to congregate at the end of the day to enjoy a cup of tea or conversation with families and staff.



In 2014 we welcomed 26 new Prep children to the St. Peter's community. We did have a waiting list in Prep this year as families are keen to source a Catholic Primary School, big enough to cater for their children's needs, while being small enough to care about each and every individual. We welcomed 9 new students to other year levels throughout the year. With pride and sadness we said farewell to our year six graduates as they completed their primary schooling. St. Peter's students continue to fill us all with pride as they love being engaged in their learning, while embracing with respect the diverse and culturally rich backgrounds of all who contribute to our school community. I congratulate each and every child on following their dreams in 2014.

Family engagement in learning continues to be high on our agenda and in 2014, parents, students and staff worked collaboratively to rewrite our school vision. This was a powerful process and facilitated by the expertise of Ms. Janine Luttick. Janine worked with parents and staff looking at who St. Peter is and how he impacts on the charism of our community. This day was followed by a 'Creative Juices' team of students, staff and parents who brought together the community ideas to write our vision. By the end of this process it was with much pride that our new school vision was launched;

**United in Community,
Building on Foundations for Life and Faith,
Unlocking Potential in All.**

This vision was inspired by Jesus' famous words to Peter, "***I also say to you that you are Peter, and upon this rock I will build my church***" (Mt: 16:18).

Finally, I would like to congratulate our staff on all they have achieved in 2014 with their students. The staff at St. Peter's are always looking for ways to improve student learning as they aim to provide outstanding education for all children. I would personally like to thank Ms Maree McIntosh (Deputy Principal) for her professionalism and dedication to school improvement. Maree has been an inspiring addition to our leadership team and school community. Thanks also to our Parish Priest, Father Cornelio Solis CMF, and the assistant priest, Father Luis Rey Fernandez CMF, for their support continued support during 2014.

Karen Bergin
PRINCIPAL

Education in Faith

Goals & Intended Outcomes

- To develop a greater knowledge and understanding of the Gospel Values.
- To deepen an understanding and awareness of Social Justice.
- That staff and students develop a greater understanding of how living of the Gospel Values are evident in and beyond the school.
- That staff and students develop an understanding of what constitutes social justice.
- That teachers possess a deep knowledge and understanding of Gospel Values including Social Justice and how this can be incorporated into student learning.

Achievements

In 2014, St. Peter's have achieved the following:

- Students had many opportunities to participate in liturgies and understand Gospel Values. They have attended school, class and community liturgies. Many Feast day masses were celebrated throughout the school year and these were well attended by families. The senior school leaders also attended the annual Catholic Education Saint Patrick's Mass at the Cathedral.
- The feast of Ss Peter and Paul were celebrated with Parish schools sharing mass, lunch and a concert.
- Sacramental families attended three separate evenings with Paul Spence where they explored their understanding of Penance, Eucharist and Confirmation.
- All Catholic Year 3 children celebrated the sacraments of Penance and First Eucharist at Saint Paul's Church.
- All Catholic Year 6 children celebrated the sacrament of Confirmation at Saint Paul's Church.
- Five Saint Peter's students were welcomed into the Catholic Church at their Baptism.
- Members of St. Paul's Parish gave their time every Wednesday in October to pray The Rosary with the year 3-6 children.
- Staff received professional learning on Godly play and scripture.
- The Religious Education Leader (REL) supported staff in planning each term.
- The Religious Education Leader (REL), with the support of the Leadership team, developed a Professional Learning Inquiry project with a Social Justice focus.
- The school was involved in raising money and awareness for social justice projects such as Caritas Project Compassion.
- Religious Education resources were updated, a new school candle and crucifixes were purchased.
- The REL attended all CEOW Zone network days and was an active member of Saint Peter's leadership team.
- A beginning and end of year mass for staff were celebrated led by the Parish Priest.
- The REL was a member of the School Leadership Team.
- Teachers and school family members attended a school closure day, led by Janine Luttick to focus on Saint Peter and his attributes. The focus question was 'How are the attributes of Saint Peter relevant to our community?'

VALUE ADDED

Programs and extra-curricular activities offered to students in 2014 have included;

- Whole school liturgies to celebrate church feast days
- Sacramental Family Faith nights for the Sacraments of Penance, Eucharist and Confirmation
- Children participated in the Sacraments of Baptism, Penance, Eucharist and Confirmation
- The Feast of Ss Peter and Paul were celebrated by both parish primary schools in the West Sunshine Parish
- Student led Social Justice Activities, such as the mini fete and the Christmas giving tree to support the community



Learning & Teaching

Goals & Intended Outcomes

- To develop engaged and independent learners.
- To empower students to become self-directed learners and improve outcomes particularly in Reading and Mathematics.
- That student achievement in Reading, particularly in comprehension, is improved.
- That there is an improvement in student achievement in Mathematics, particularly those students at or below expected levels.
- That teachers' capacity in using data to inform planning and personalise learning is improved.

Achievements

In 2014, St. Peter's have achieved the following.

- In Literacy, staff continued to consolidate literacy structures, including exploring the introduction of Daily 5 / CAFÉ model. Staff also analysed data to inform planning and teaching and Year P-2 EAL students were placed on the EAL continuum.
- Years 3-6 students participated in the 100 story-building excursion focussed on Writing.
- In Mathematics, the school focussed on ways of supporting learning, including the introduction of maths buddies with some Year 5/6s students mentoring Year 1/2 students. Greg Thomas facilitated a Maths Family Night which was attended by nearly 50 families. Staff designed moderating task for P-6 (not the same task yet for all levels) and Mangahigh was introduced from Year 3-6.
- In Inquiry Based Learning staff rewrote concise elaborations for our Big Ideas (Wellbeing, Community, Environment, and Innovation), Clarify the Year A /Year B through-lines for inquiry based Learning units.
- Students participated in incursions and excursions related to their Inquiry Based Learning to CERES Environment Park, Immigration Museum, Parliament House, Bundoora Park Farm and Craft Power.
- Staff and families gathered for a 'Learning Better Together' Conversations around our Environment Sustainability Inquiry Units.
- The school continued to be outward facing by making connections with local businesses such as Bunnings who supported the establishment of school vegetable patches.
- Staff continue to plan in levels, with a focus of consistent planning documentation in all areas. Facilitated planning days were introduction to support team planning.
- Staff continue to attend weekly PLTs rotating in Literacy/Mathematics.
- Term overviews were introduced after being requested by parents.
- The establishment of a Prep – 6 assessment schedule for literacy and mathematics was a major focus for St. Peter's in 2014. This included the purchase and implementation of online ACER PAT – Mathematics and PAT-Reading assessments. These customised assessments have supported teachers in targeting explicit learning needs of students.
- An overhaul of Student Services was conducted and executed in 2014, with the establishment of protocols and explicit documentation for all intervention at St. Peter's. Staff now maintain written documentation of all meetings and phone calls with families, as well as detailed documentation of additional needs.
- The school has continued to work with specialist staff from CEOW to support the stream lining of student services at St. Peter's.
- As always at St. Peter's, family Engagement in student learning is paramount and we have been able to showcase student learning through the 'Celebration of Learning Expos' each term, as well as using the school Twitter handle @stpeterssws to regularly communicate day to day learning.

- The school continues to look for ways to work with families including community conversations, information sessions, via the newsletter, school app and of course the very important face to face approach.
- In 2013 the school was selected to be part of the CEOM Schools Improving Schools (SIS) Trial. As part of this ongoing project St. Peter's continued to cluster with St Francis of Assisi, Tarneit, Our Lady of the Southern Cross, Wyndhamvale, St. Martin de Porres Laverton focussing on building leadership capacity. A focus from this project was the introduction of Learning Walks and Collaborative Network Rounds within and across schools. Schools shared data to build staff capacity to effectively analyse and use data to improve learning. The project was presented to the CEOM Steering committee at the 'Market Day' and to the 2014 CEOM Leadership Conference.
- Resources continue to be improved at St. Peter's with significant investment in refreshing and replenishing our Guided Reading and Take Home texts. Maths resources were also heavily invested in.

STUDENT LEARNING OUTCOMES

When comparing data with previous years it must be remembered that we are comparing completely different groups of children. Classes vary greatly from year to year and hence the learning needs of each group of children can vary as well.

Our Year 3 student learning outcomes for the 2012, 2013 and 2014 period show that Reading, Spelling, Grammar and Punctuation have remained the same. Writing has improved back to 2012 figures and Numeracy is slightly down.

Our Year 5 student learning outcomes for the 2012, 2013 and 2014 period show shows an increase in 2013, which has declined again in 2014. However, Reading, Grammar and Punctuation, and Numeracy have all remained above our 2012 results.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2012 %	2013 %	2012-2013 Changes %	2014 %	2013-2014 Changes %
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	91.7	-8.3	100.0	8.3
YR 03 Spelling	95.8	95.8	0.0	96.0	0.2
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	96.0	-4.0	92.0	-4.0
YR 05 Reading	77.8	100.0	22.2	92.6	-7.4
YR 05 Writing	100.0	100.0	0.0	96.3	-3.7
YR 05 Spelling	94.4	95.7	1.3	92.6	-3.1
YR 05 Grammar & Punctuation	83.3	100.0	16.7	96.3	-3.7
YR 05 Numeracy	83.3	100.0	16.7	92.6	-7.4

Student Wellbeing

Goals & Intended Outcomes

- To improve students' knowledge, skills and efficacy in Social and Emotional Learning.
- To undertake a whole school approach towards developing Social and Emotional Learning
- That students demonstrate high levels of Social and Emotional Learning.
- That a sense of student voice pervades the school.

Achievements

In 2014 St. Peter's have achieved the following

- St. Peter's continued to cluster with St. Paul's and St. Bernadette's in the Year 6 Transition program. Year 6 students and staff planned and implemented a two day Transition to Secondary School program. Further, part of the program, St. Peter's held a Family Community Conversation night which saw over 50% of our families attend and also engaged the local Catholic and State Secondary schools to be part of the conversation.
- The staff revisited the whole school approach to behaviour management.
- Staff continued to develop a shared understanding of the integration of Social Emotional Learning (SEL) into the curriculum recording this in their weekly work programs. Staff have started to develop a SEL Scope and Sequence linked to AusVELs.
- Staff examined the 2013 SIF data to explore student needs in the area of Social Emotional Learning.
- The Wellbeing Leader audited the current SEL books and made the books available in the school Library to enable student access to these so they can borrow them and share with their families.
- The Wellbeing Leader has supported staff working with students with social and emotional learning difficulties.
- Staff have been empowered to implement and structure SEL within the classroom to enhance student wellbeing.
- Student Voice, Student Leaders, Circle Time, A Positive Approach to Managing Student Behaviour and the Outdoor Education program continue to support and promote success in relation to student resilience, decision making and connectedness to the school community.
- As part of the continued Buddy Program, Prep student paired with a senior student for the year.



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	92.92
Year 2	95.23
Year 3	94.46
Year 4	93.87
Year 5	96.92
Year 6	97.21
Overall average attendance	95.10

If a child has an unexplained absence for more than two days, the child's classroom teacher will contact the family directly or ask the office staff to contact the family on their behalf.

VALUE ADDED

Curricular and extra-curricular activities that have been a major focus in 2014 included;

- The year 6 to year 7 cluster transition program with St. Paul's and St. Bernadette's.
- The Kinder to year Prep transition program
- Prep to 6 Outdoor Education Program – Including camps to Urban camp (3/4s) and YMCA Mt Eliza (5/6s)
- Improved Student Leadership Program, including school leader's participation in the Halogen Young Leaders day and local leadership programs
- Year 5/6s participant in inter-school sport
- Year Prep to 6 Swimming Program at Maribyrnong Aquatic Centre

STUDENT SATISFACTION

- The 2014 Insight SRC Data, St Peter's student survey actual scores have continued to improve in the Emotional Wellbeing, Teacher Relationships, Engagement in Learning and the Student Behavior areas, when compared with the scores from all Victorian Schools.
- The data showed a marked improvement in student morale, student distress and connectedness to school, which have led to improvements in Student's Emotional Wellbeing.
- Student data has also moved from the lower 25% in student safety to the middle 50% which has been an overall improvement in student behaviour.

Leadership & Management

Goals & Intended Outcomes

- To further develop and establish a Professional Learning Community within and beyond the school.
- That staff members are empowered in making professional decisions on school operations.
- That staff members routinely demonstrate initiative in planning for improved student achievement and school improvement.
- That sound, effective communication is embedded in school operations.

Achievements

Key achievements in 2014 are as follows;

- Staffing – The school appointed two new staff members as required throughout the 2014 year. These included one Year 3/4 Classroom teacher, and a new Deputy Principal in term four.
- Staff, families and students rewrote the school Vision under the guidance of Janine Luttick and began to reclaim the charism of St. Peter as our Patron.
- The school has focussed on collaboration including providing opportunities to watch each other teach. We have also had visits from other schools to observe our play based learning.
- The school continued to investigate ways to support staff in planning by providing facilitated planning days each term for every level.
- The leadership team continues to meet weekly and is guided by agreed protocols.
- The new Outdoor Education program was implemented from Prep to 6 in 2014 with alternative venues being booked on a two yearly basis.
- The community completed SIS surveys and data collection. Surveys were provided to the Vietnamese community in Vietnamese. Data was presented to staff late in term 4.
- Two 2014 Prep enrolment information sessions were held. The Principal and Deputy Principal interviewed 35 Prep families in total and 28 offers were sent out and accepted, which meant the school had a waiting list of 7 children.
- The Year 5/6 children moved back into main part of building which reunited the school as the students and staff are now connected to the school and able to make good use of the new special project learning space.
- The Principal continue to improve the ARM Structure based on AITSL standards for teachers. ARMs for all staff members were held in late Term 3.
- Consultative Committee held 4 meetings and made recommendations to Principal for POL structures, class structures and time release for 2015.
- 2015 Leadership Team Planning Day and 2015 staff planning days were held.
- Annual documentation requirements were completed. These included the 2013 Annual Report to the Community; 2015 Annual Action Plan; 2015 budget, staffing, timetabling and calendar.
- The Principal was one of 25 principals selected across the Archdiocese to participate in the Executive MBA program sponsored by the Catholic Education Office.
- The school continued to update Policies and Procedures in 2014 including, Behaviour Management Procedures; Staff handbook; Revised and completed ICT User Policy; PLT minutes are now recorded and emailed to all staff.
- The Principal attended Parish Council Meetings and Deanery Meetings throughout the year.

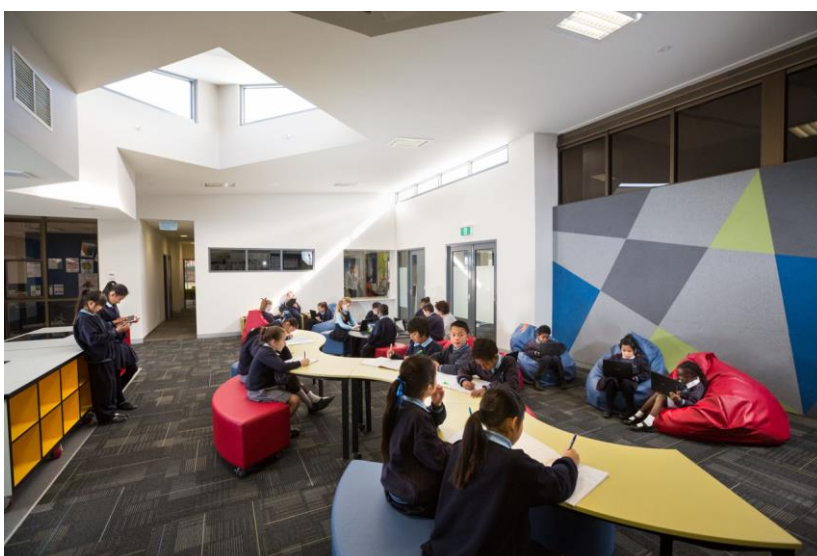
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2014

- Principal Network & Conference
- Deputy Principal Network
- Religious Education Leader Network
- Student Wellbeing Leader Network
- Student Services Leader Network
- Reading Recovery Network
- Maths Leader Network
- Literacy Leader Network
- Learning and Teaching Network
- ICT Leader Network
- Sunshine District Sports Association Network
- First Aid, Anaphylaxis, Asthma Training (Stitches)
- Emergency Management Training (EMQ)
- School Improving Schools Project (CEOW)
- Staff Conference – Social Justice and Scripture (Phil Glendenning & Rose Marie Prosser)
- Edutech Conference – Ken Robinson (Keynote)
- Mandatory Reporting Module was completed by 100% of staff
- The Leadership team worked with Phillip- Holmes Smith, Brian Burgess to build our capacity around analysing our own NAPLAN and SIF Data as part of the Schools Improving Schools (SIS) CEOM Project. This included understanding how to use the Student Performance Analyser (SPA) to house ongoing and cumulative records of student data, achievements and growth.
- The Leadership team attended the SIS Conference, facilitated by Helen Goode, developing the capacity as leaders by establishing a culture of collegial coaching and reflective practice within and across our schools.
- Whole staff worked with Deb Sukarna to build our shared knowledge, understanding and teaching strategies for Reading Comprehension.
- School Leaders participated in Leadership Courses facilitated by CEOM in partnership with Melbourne University.
- The Learning and Teaching Leader participated in the Change 2 Facilitator Training.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	20
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$2689

STAFF COMPOSITION	
Principal Class	4
Teaching Staff (Head Count)	26
FTE Teaching Staff	18.500
Non-Teaching Staff (Head Count)	6
FTE Non-Teaching Staff	5.976
Indigenous Teaching Staff	0



TEACHER SATISFACTION

- While the 2014 Insight SRC Data, Staff Climate actual scores have declined in some areas, this is mainly due to the increased expectations of staff in relation to learning and teaching.
- It is pleasing that student behaviour both in classroom and school have increased.
- Student Management and Curriculum Processes have also increased, which is leading to improvements in the area of team based practice.
- 50% of staff indicators remain in the top 25% of the actual scores, which is pleasing considering the push on improvement in the school at present.
- *Both Appraisal and Recognition, and Professional Growth continue to prove that staff members feel their efforts are being recognised and the capability is being developed through appropriate learning and development opportunities.*

School Community

Goals & Intended Outcomes

- To develop partnerships between the school, students, families and the local community.
- That students take opportunities to contribute to, learn from, and with their community in a variety of ways.
- That parents are actively engaged in education to assist them in supporting the learning of their students.

Achievements

In 2014 CEOM ceased full funding of the Family School Partnership initiative in schools. St Peter's chose to continue its cluster relationship with St. Paul's and St. Bernadette's and employ a part time Cluster Engagement Leader and Family Engagement in Learning Leader to continue to support our work in this area.

Key achievements in 2014 are as follows;

Professional Development of Staff

- Staff attended Parent Engagement Professional Learning in relation to conducting community conversations and driving school community in partnerships in learning.
- Professional learning team meetings were held to support the unpacking of the Parent Engagement tool (PEAR) which supports communication with families.
- Staff attended Maggie Farrar Professional Learning to support community engagement in learning strategies.

Community Partnerships

- The school partnered with Brimbank Council to establish Early Years conversations for Prep/Kindergarten Transition with St. Peter's staff led.
- Eight students were supported by the West Sunshine Community Homework Club.
- Staff and students marketed St Peter's at local kindergartens through visits and network meetings.
- Staff met with Sunshine Kindergartens to discuss and plan a Teacher Exchange and Prep Ambassador Program which then occurred in term 3 2014.
- Staff and students visited local kindergartens to support St Peter's Transition Program
- Year 6 students attended transition partnership cluster activity days with St. Paul's and St Bernadette's Year 6 students to promote social connections across the cluster.
- Year 6 students attended Secondary School Orientation Programs to support their transition into these settings.
- Developed a partnership with Badminton Victoria to support the establishment of a local badminton group.

Engaging Families

- Staff/Parents/Students participated in the collaboration and creation of a new school Vision for St Peter's School.
- ISIS provided facilitated conversations with parents on healthy lunchbox ideas for children.
- Continued Year 1/2 Community Conversations in relation to the Classroom Helpers Program.
- Continued Year 6 and families Community Conversations in relation to the Secondary School Transition Program.

- Continued to support the St Peter's Cooking Club in developing procedures and practices.
- Continued the St. Peter's Early Years Playgroup.
- We held a community cooking competition that attracted entries from local secondary schools
- Continued Family Celebration Activities (Pancake Morning Breakfast/Celebration of Learning Days/Footsteps Family Dance/Book Week Parade/Footy Fun Day/Father's Day Breakfast/Maths Family Night/Thank you Morning Tea/Prep Parent Workshops/Mary MacKillop Bus Tour/Carols Night.
- Staff continued to enhance communication with families via twitter/Skoolbag App/email/newsletters



PARENT SATISFACTION

- In 2014 Insight SRC Data, St. Peter's Parent Opinion actual scores continued to remain high with 50% of key indicators remaining in the top 25% of scores from all Victorian schools.
- Families continued to be engaged in their children's learning with over 90% of families attending the school Celebration of Learning afternoon/evenings and learning conversations.
- Nearly 100% of Prep families and Year 6 families have been engaged in respective transition programs.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	-
Other fee income	80,059
Private income	50,733
State government recurrent grants	476,100
Australian government recurrent grants	1,720,839
Total recurrent income	
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	1,569,726
Non salary expenses	427,911
Total recurrent expenditure	1,997,637
Capital income and expenditure	Tuition
Government capital grants	-
Capital fees and levies	115,050
Other capital income	-
Total capital income	115,050
Total capital expenditure	189,462
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	1,214,469
Total closing balance	1,122,401

Note that the information provided above does not include the following items:

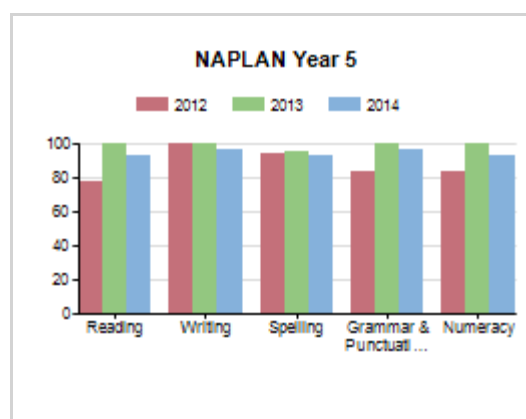
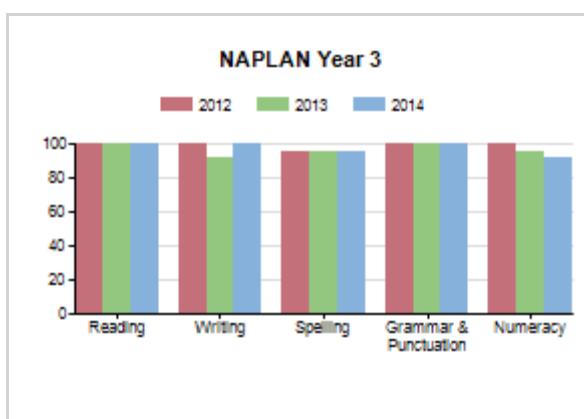
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income 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

- In 2015 the school will be participating in the Catholic Education Office Review. This review happens every four years and will be a wonderful opportunity to refocus on what we are doing well and look for areas that need to be improved to continue to improve student learning.
- The school will continue to look for opportunities to improve school family partnership in relation to improving student learning.
- The school will continue to support staff in further education at Masters and Doctorate level.
- The school will continue to focus on 100% of children 100% of the time to improve their learning opportunities.

VRQA Compliance Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2012 %	2013 %	2012–2013 Changes %	2014 %	2013–2014 Changes %
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	91.7	-8.3	100.0	8.3
YR 03 Spelling	95.8	95.8	0.0	96.0	0.2
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	96.0	-4.0	92.0	-4.0
YR 05 Reading	77.8	100.0	22.2	92.6	-7.4
YR 05 Writing	100.0	100.0	0.0	96.3	-3.7
YR 05 Spelling	94.4	95.7	1.3	92.6	-3.1
YR 05 Grammar & Punctuation	83.3	100.0	16.7	96.3	-3.7
YR 05 Numeracy	83.3	100.0	16.7	92.6	-7.4



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Overall average attendance	

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	85.58%

STAFF RETENTION RATE	
Staff Retention Rate	66.67%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	16.67%
Graduate	16.67%
Certificate Graduate	11.11%

Degree Bachelor	83.33%
Diploma Advanced	44.44%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	4
Teaching Staff (Head Count)	26
FTE Teaching Staff	18.500
Non-Teaching Staff (Head Count)	6
FTE Non-Teaching Staff	5.976
Indigenous Teaching Staff	0