Our Lady of the Assumption, Cheltenham

2014 ANNUAL REPORT to the School Community

REGISTERED SCHOOL NUMBER: 1505
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Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>9 Centre Dandenong Road Cheltenham VIC 3192</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mrs Leonie Young</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Fr Peter Matheson</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Andrea Cormick</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 9584 9488</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@olacheltenham.catholic.edu.au">principal@olacheltenham.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.olacheltenham.catholic.edu.au/">www.olacheltenham.catholic.edu.au/</a></td>
</tr>
</tbody>
</table>

Minimum Standards Attestation

I, Leonie Young, attest that Our Lady of the Assumption Cheltenham 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

We, at OLA, are a welcoming Christian community, living and celebrating with faith and gratitude in the Spirit of Jesus.

Our School Mission

We promote a love of learning, through partnership with families, staff and the parish community, in a just and inclusive environment.
School Overview

Our Lady of the Assumption School is situated in the Peninsula Zone in Cheltenham. It was established as a church/school in 1951 with an enrolment of 80 students and staffed by the Brigidine Sisters. At this time Cheltenham was part of the Highett parish.

In 1958 the separate parish of Cheltenham was formed. In 2008 OLA celebrated the anniversary of fifty years as a parish. The school is seen as an integral part of the community.

Our Lady of the Assumption is a suburban school situated off the Nepean Highway on Centre-Dandenong Road. Our enrolment is around 460 students and we have a mixture of straight and composite classes. Our Lady of the Assumption has well-maintained facilities and grounds with a well-designed adventure playground. We are also fortunate to have a variety of indoor and outdoor learning spaces.

At Our Lady of the Assumption our Religious Education Program is of the utmost importance and permeates the whole curriculum. We at OLA are a welcoming Christian community. We encourage our children to follow Jesus to love, serve and celebrate all that is good. Liturgy has a central role in our school life, we celebrate with the parish community and in our classrooms. Parents are engaged in the prayer life of the school through class Masses, parent/child workshops, the sacramental program and special services during lent and advent.

The staff at Our Lady of the Assumption are highly motivated and committed to providing an exciting, attractive and productive learning environment. We provide a broad and challenging Prep to Year 6 curriculum to meet the needs of all students.
Principal’s Report

PRINCIPAL’S OVERVIEW

In 2014 our school sustained an enrolment of approximately 460 students across 20 classrooms: 3 x Grade Prep; 6 x Grade ½; 5 x Grade ¾; 3 x Grade 5; 3 x Grade 6. Organisation and program delivery was conducted by a staff of 50: a leadership team of 9, classroom teachers and teacher aides, and specialist teachers of Physical Education and Sport, Visual Arts, Library, LOTE Japanese.

Whilst the core business of school communities is learning and teaching, a principal’s overview considers all aspects of school life. Within the Catholic Education Office Melbourne’s School Improvement Framework, these areas are headed: Education in Faith, Learning and Teaching, Leadership and Management, Student Wellbeing and Community. It is pleasing to reflect on the balanced perspective which OLA provides in planning, programs and outcomes across all five areas.

Education in Faith permeates all facets of life and learning at OLA; a highlight this year has been the development and successful implementation of a P-6 scope and sequence in the Make Jesus Real program. A significant strength in our faith community is our Parish Priest, Father Peter: his interest and involvement in all aspects of school and parish life is a blessing for all. Staff and students experienced the privilege of many forms of liturgical prayer celebration throughout the school year; a notable occasion was the installation of the OLA Mini Vinnies at a whole school Mass.

I commend staff for their dedication to excellent teaching practice and professional learning. This year the interpretation of student assessment data further informed targeted programs in literacy and numeracy. The Action Research Project continues to be successful in improving the home school partnerships and personalised learning. Classroom Learning Expos and Stile communication platforms on the iPad, provided opportunities for parents to further engage in their children’s learning. The next phase of this Project will focus on redesigning student learning. I wish to acknowledge those staff who have undertaken ongoing professional studies. Participation in such coursework continues to inform current and best practice at OLA.

Extra curricula programs continue to grow in strength. Apart from instrumental programs, chess classes and debating workshops, the number of school lunch clubs has increased, now including: Taiko drums, drama, library, chess, running, choir, robotics, swap cards, garden and craft. These social skills clubs are available to our students through the dedication of OLA Staff to positive wellbeing; they support the social development of students through a variety of interests and help to build many friendships.
This year, for the first time, OLA participated in the CEOM Student Wellbeing Drama Festival, and was one of the three winning finalists. The showcase of the students’ skills and expertise was only surpassed by energy and enthusiasm of students and staff throughout the process. The development of a P-6 Scope and Sequence for ‘Circle Time’ reinforced this student wellbeing strategy across all levels; the program builds social skills and furthers social emotional learning for students.

Each term brought highlights on the school calendar: Night on The Green; Sacramental Celebrations, Ola’s birthday, Hosting Japanese students, Japanese Day, Sports Expo, hosting the State School Chess Championships, Book Week Parade and Pyjama Night.

A much needed upgrade of the school’s website has been well received within the community; the improved facility provides more current communications and information to our families and new enquiries.

An ongoing challenge continues for OLA community: how do we further engage ALL members of this welcoming Christian community, which has such a good name in the wider community? At this term’s Principal’s Afternoon Tea, it was encouraging to hear from parents across all levels of the school, about their perceptions of why and how they belong to the OLA Community. A very concise summary of their thoughts could read as: ‘belonging to a community is as much about giving as receiving’.

We continue to face the challenge of gaining a greater commitment from a larger cohort of families, to school and parish activities. This year’s theme of “Dare To Share” has been a challenge to all in our community to dare to share with others, for others- to build relationships, to make Jesus real in our daily lives, to recognise that God is present, with us in daily life……to reach beyond ourselves, trusting we are not alone. The Parents as Partners (PaP) initiative has been a core component of the OLA School Improvement plan 2013-2016, acknowledging the role of parents as first educators of their children, and seeking to make highly visible the role of parents and families in the school learning community, in three ways:

- map the opportunities for parents to be involved in the school community;
- provide workshops to support parents’ role in their child’s learning
- strengthen parent engagement opportunities in the school learning community through classroom expos and participation on committees

I am most appreciative to those parents who have formed the various parent committees, leading and driving the much valued parent engagement in school programs and events.

A further highlight for the 2014 school year, was our recent Community Fete. Above all else, such an event is a celebration of community. The success of this year’s fete drew on the
strength of our community’s spirit; the day was joy filled for all, and especially for our children. The Fete provided yet another opportunity to showcase student achievement in The Arts: the amazing mirror sculpture in the Silent Auction, and the many stage performances throughout the day, were enjoyed by all.

As we prepare for celebrations of this School Year of 2014, and plan for the next School Year of 2015, it is rewarding to reflect upon the community’s alignment with our Vision and Mission.

“*We, at OLA, are a welcoming Christian community, living and celebrating with faith and gratitude, in the spirit of Jesus.*

*We promote a love of learning, through partnership with families, staff and the parish community in a just and inclusive environment.*”

I am ever heartened by those ‘believers’ amongst staff, parents and parishioners, who recognise that our children are our first priority, to be loved and nurtured within the context of a vibrant faith filled and engaging community.

LEONIE YOUNG

**School Education Board Report**

**Achievements**

- Family Welcome / Support
  - Prep Information evening
  - Parent welcome evening
  - High school transition evening

- Parents as partners - Following facilities sustained by volunteers
  - Book Club
  - Uniform Shop
  - Maintenance group – meetings and working bees
  - Class helpers
  - Class reps
  - Parent support at various external sporting events
  - PMP

- School operation support
  - Representatives for feedback on the Action Research program
Support “Technology in Education” program e.g. iPad tech support
- Principals morning tea
- Promote lunch time clubs
- School Policy Reviews
- Review OSAC direction for 2014 (Update objectives, folder,)
- Pursue potential grants
- Proposals for website improvement

P & F
- Monthly Meetings
- On going successful social events throughout the year
- Father’s day breakfast./ Mothers day stall
- Successful and well attended Kids Discos

- OLA supported local, national and world community e.g. St. Vincent’s, and Assumption Day Fundraisers, Have a ball foundation

- Out Of School Hours Service - 2014 (OSH) – Parent Committee to monitor contract & service in conjunction with school and parish.

- OLA Parish/School Fete supported by parents
- Children attended RSL Moorabbin to lay wreath on Remembrance Day
- Children attended St. Patrick’s Day in the city in the cathedral.
- Children’s choir - performances at aged facilities (e.g. Cheltenham Manor)
- Assumption day Mass / Parish masses
- SCR’s attended Mission Mass at the cathedral
- Student Wellbeing Drama Festival
- Grade 6 Mixed Netball – State Champions

Recommendations

- Continue to encourage and promote “Parent as partners”
- Continue to streamline communication between school and home
- Investigate more opportunities to integrate school and parish
- Trial new organisational structure for P&F Association.

Andrea Cormick

Chairperson, OLA School Advisory Council
Education in Faith

Goals & Intended Outcomes

- To embed the Gospel values in staff and student behaviour, in all aspects of the school’s operations.
- To plan effectively and use contemporary practices in the teaching of Religious Education.

Achievements

Children, parents and staff participated in class, school and parish liturgical celebrations including:

VALUE ADDED

Parent/Child Workshops at each level provided opportunities for parents to learn about their child’s ‘Education in Faith’ curriculum and practices and contained an element of adult faith education:
- Grade Prep – Creation
- Grade One/Two – Following Jesus
- Grade Three – Reconciliation and Eucharist
- Grade Four and Five – Social Justice
- Grade Six - Confirmation

The Sacramental Program was conducted in close collaboration with the Parish children:
- Reconciliation was conducted over three nights in Term 1
- First Communion was received over three weekends at six Parish Masses
- The Sacrament of Confirmation included a Reflection day at Mary MacKillop Heritage Centre and St. Patrick’s Cathedral.

Faith in action:
- Feast of the Sacred Heart - St. Vincent De Paul Winter Food Appeal,
- St. Vincent de Paul Advent Giving Tree
- Have a ball foundation
- Caritas Lent
- CatholicCare

Catholic Identity Project- Leadership Team members continued professional learning and developed the learning further through links to the Enhancing Leadership Team Capabilities Project and Leadership formation. Whole school Christian meditation continues to be a weekly focus.
Learning & Teaching

Goals & Intended Outcomes

- To demonstrate improved levels of student achievement in Literacy and Numeracy across all dimensions
- To develop consistency, amongst staff about successful pedagogy
- To use data and programs more effectively to monitor students at risk
- To support teachers to extend their repertoires and be able to cater for student diversity

Achievements

- School Improvement Survey results showed consistency in student engagement
- Change2 Icon strategy began its second phase of the 4 year cycle; change team worked well in term 2 and 3 to develop an implementation plan for future change.
- staff continued to work on Performance and Development Culture goals through engagement in peer coaching, multiple sources of feedback and reviewing their customized individual learning plans
- each staff member completed a Customised Individual Development Plan in light of the Annual Action plan for 2014
- many opportunities were provided for the whole staff to engage in Professional Learning, especially in relation to interpreting data to inform our teaching, staff well-being, iPad implementation and the Literacy Assessment Project
- several staff have been undertaking further study in Education
- analysis of Literacy and Numeracy data from both formal assessment periods, including PAT testing
- and NAPLAN, has been a regular component of PLTs
- targeted teaching continued in Grades 1 – 6; aides and class teachers worked with smaller groups and targeted learning in both literacy and numeracy; data showed that improvements were evident between the pre and post testing
- AUSVels is the basis for planning our Inquiry, Literacy and Numeracy school-based programs
- sustainability, indigenous and cyber safety perspectives continue to be embedded throughout the curriculum
- opportunities were provided for targeted professional development for staff
- moderation tasks were scheduled in PLT meetings each term in literacy and numeracy
- the Learning and Teaching, Literacy and Numeracy Leaders continued to keep staff informed about current pedagogy
- the Learning Expos held each term by all levels showcased learning in many areas
- weekly PMP sessions for Prep students focused on developing fine and gross motor skills
- carefully planned excursions and incursions enhanced learning across the curriculum
- chess lessons occurred for each Level on a weekly basis for one term
- the use of iPad technology has become part of learning and teaching, Prep-Grade 6, as a valuable resource for student engagement and communication with parents about learning
- term overviews and digital portfolios were implemented as a means of communicating student learning to parents
- students participated in the CEOM Student Wellbeing Drama Festival. The senior school drama club (33 students) were involved and had practice every Tuesday in semester 1 from 2-3pm.
The theme was cyber safety told through the familiar story of Alice in Wonderland. The students did three performances; one at a school assembly, one night performance at OLA for families and the actual competition performance at Frankston Arts Centre. We experienced success with this experience; the whole school enjoyed the performance, the students directly involved really got something out of it and enjoyed themselves and we placed second overall in Melbourne.

- middle school students have been preparing a play of a smaller scale called ‘Sinbad the Sailor’ which will be performed at the fete.

### STUDENT LEARNING OUTCOMES

**Reading (2011-13):**
There has been a consistent trend in the NAPLAN reading data, with OLA performing close to or above statistically similar schools (SIM). The biggest improvement has been in the Grade 5 trend.

**Persuasive Writing (2011-13):**
There has been a consistent trend in the NAPLAN persuasive writing data, with OLA performing close to or above statistically similar schools (SIM).

**Spelling (2011-13):**
There has been consistent growth in the NAPLAN spelling data trend, with OLA performing close to or above statistically similar schools (SIM).

**Grammar and Punctuation (2011-13):**
There has been a consistent trend in the NAPLAN grammar and punctuation data, with OLA performing close to statistically similar schools (SIM).

**Numeracy (2011-13):**
There has been a consistent trend in the NAPLAN numeracy data, with OLA performing close to or above statistically similar schools (SIM). The biggest improvement has been in the Grade 5 trend.
Student Wellbeing

Goals & Intended Outcomes

- Ensure all students experience a positive sense of engagement in their learning and a sense of belonging to the school.

Achievements and Value Added

- ‘Making Jesus Real’ continued in 2014 from Prep - 6. All students had the opportunity to work with Jason Perry throughout the year. There was a whole staff professional learning session in Term 1 to consolidate our understanding of how to use MJR language across the school community.
- Circle Time continued across all levels. All staff participated in professional learning, with new classroom resources starting to be developed.
- Seven aides completed their Certificate IV in Education Support with Edu Train Australia.
- Regular articles in the newsletter informing parents of the manners program, Making Jesus Real and social skills foci.
- 17 students were funded under the Literacy, Numeracy and Special Learning program.
- Students were referred for speech or educational assessments through the Catholic Education Office.
- Students attended regular speech therapy sessions with the Catholic Education Office Speech Therapist in Terms one and four.
- Onpysch service continued in 2014. Students meet the psychologist on a Tuesday throughout the year. The number of sessions attended by students varied according to their need.
- The continuation of Lunchtime Clubs encouraged the students’ curiosity in particular areas, including the development of social skills and friendships: Buddies, Gardening, Running, Sustainability, Chess, Library, Footy Cards, Drama, Choir, craft, robotics and Taiko Drums.
- Students have been referred or reviewed by the Student Wellbeing Support Group. This group consists of six teachers and the Student Wellbeing Leader. They meet every Wednesday at 8.00am with classroom teachers to discuss students in their class.
- Program Support Group meetings were held each term for students with academic, social and emotional or behavioural needs and those funded through LNSLN.
- Individual Learning Plans continued targeting students with specific academic or behavioural difficulties. These were revised at least once a term.
- Aides’ timetables were revised regularly to ensure all students’ educational, social and emotional needs were supported.
- Regular Aides’ meetings were conducted through the year to discuss individual students and their programs. It also gave the Aides an opportunity to discuss and review resources available in the school.
- Meditation was continued across the school every Wednesday at 8.45a.m, with extra session implemented in term 4. All staff, students and parents stop and meditate.
- Grades 5- 6 participated successfully in the CEO Student Wellbeing Drama Festival, placing second in the primary division.
- The Student Wellbeing Team attended a Student Wellbeing Principal’s Network Meeting in Rosebud, where the team presented to the Network ‘Making Jesus Real at OLA’.
How non-attendance is managed by the school.

Parents are required to provide a note when students are away from school and a medical certificate for extended absence. Teachers provide weekly attendance data to the deputy principal as an extra check, in order to contact parents for extended absence, teachers contact parents after 3 consecutive days of absence. Where extended absence is not supported by medical certificates, support group meetings are held and where practicable support from external agencies is engaged.

STUDENT SATISFACTION

Student Satisfaction data indicates consistent positive trends across the past 4 years. Student focus group data and anecdotal records provides positive support for the continuation of strategies and programmes currently in place, including Make Jesus Real, Circle Time, Lunch Clubs, SWB Team meetings, PSGs and ILPs.
Leadership & Management

Goals & Intended Outcomes

- To ensure that school leadership and management is characterised by: role clarity, high levels of staff teamwork and effective succession planning
- To ensure all policies are reviewed within the four year SIF cycle
- To embed the Performance and Development Culture goals in all aspects of school life

Achievements

- Commitment to the implementation of the School Improvement Plan for 2014
- Leadership capacity of staff continues to be built upon, specifically through: Principal Appraisal from the REAL initiative; the Enhancing Leadership Team Capabilities Project, including local workshops with Parish Priest and Leadership Team members; an ongoing commitment to the Action Research Project for the introduction of a 1:1 student iPad program and Emerging Leaders programs for our Literacy and Numeracy leaders
- Encouragement for staff to attend networks and pursue personal professional learning relevant to their roles, for example the RE Leaders Conference and Catholic Education Office Leadership Networks in the Southern Region
- Further integration of Catholic Identity within the school community, with particular reference to the works of Fr Tony Doherty (“So you are….." Series) with staff and parents, and Jason Perry (Making Jesus Real) with staff and students
- Staff role clarity has been further developed through the commitment of school leadership and the Performance and Development Culture initiatives
- Meetings between all staff and leadership to set Customised Individual Learning Plans, to review and renew goals respectively, linked to School’s Annual Action Plan; supported through a Valued Other program to give and receive feedback
- Ongoing professional learning for all staff, embedding an expectation that all staff have a responsibility to share and implement new findings: peer observations, appraisals and staff mentoring
- Four Year Policy Review Cycle completed by staff and parents led by the school Leadership Team and School Advisory Council respectively
- The school master building plan has been activated with loans being secured for Stages 1 and 2; the rectification of local site stormwater issues will determine a start date for construction
- Principal morning/afternoon tea included a focus to encourage parent engagement; topics this year have included community, technology in education and wellbeing
- Frayneworks was contracted to be the new school website provider so as to upgrade our current website; the new website was launched in August this year and received very positive feedback
- four staff completed the Change 2 Facilitator’s Training, subsequently helping to lead the review of the 2013-2014 Action Research Project and formulate recommendations for 2015-16

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

<table>
<thead>
<tr>
<th>DESCRIPTION OF PL UNDERTAKEN IN 2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Leadership:</strong></td>
</tr>
<tr>
<td>Southern Region Networks – Principal, Deputy Principal, REC, Teaching and Learning, Student Wellbeing</td>
</tr>
<tr>
<td><strong>First Aid and Occupational Health and Safety:</strong></td>
</tr>
<tr>
<td>Anaphylaxis Information Session, Anaphylaxis Full Accreditation, CPR Update, Asthma update, Level 2 First Aid Update</td>
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<tr>
<td><strong>Education in Faith:</strong></td>
</tr>
<tr>
<td>Catholic Identity, Skills in Storytelling in Primary Religious Education, Make Jesus Real – OLA Cheltenham, Meditation in the classroom</td>
</tr>
<tr>
<td><strong>Teaching and Learning:</strong></td>
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<tr>
<td>AusVELS Briefings, iPad workshops, Maths Leadership P-10 Monash University, Melbourne, Southern Region Maths Cluster, Annual Primary Mathematics Teachers’ Conference, ACU, Phonological Early Reading Intervention, LAP (Literacy Assessment Project), P-6 Literacy Cluster Meetings</td>
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<tr>
<td><strong>Wellbeing</strong></td>
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<tr>
<td>Southern Region SWB cluster, Student Wellbeing Leaders Conference, Autism workshops</td>
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<td><strong>Physical Education:</strong></td>
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<tr>
<td><strong>Sustainability:</strong></td>
</tr>
<tr>
<td><em>Sustainability Network Meeting</em></td>
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| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 47 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL    | $1700 |
Consistent trends are evident in the teacher satisfaction data, when considering previous data patterns. Staff at OLA feel that supportive leadership is evident, that role clarity is a strength yet a continual challenge, and that teamwork and empowerment are strong features of our school. Staff at OLA continue to work on strengthening a performance and development culture.
School Community

Goals & Intended Outcomes

- To strengthen community partnerships.

Achievements

Achievements

- Family Welcome / Support
  - Prep Information evening
  - Parent welcome evening
  - High school transition evening

- Parents as partners - Following facilities sustained by volunteers
  - Book Club
  - Uniform Shop
  - Maintenance group – meetings and working bees
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P & F

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- Out Of School Hours Service - 2014 (OSH) – Parent Committee to monitor contract & service in conjunction with school and parish.
• OLA Parish/School Fete supported by parents
• Children attended RSL Moorabbin to lay wreath on Remembrance Day
• Children attended St. Patrick’s Day in the city in the cathedral.
• Children’s choir - performances at aged facilities (e.g. Cheltenham Manor)
• Assumption day Mass / Parish masses
• SCR’s attended Mission Mass at the cathedral
• Student Wellbeing Drama Festival
• Grade 6 Mixed Netball – State Champions

PARENT SATISFACTION

Consistent trends are evident in the parent satisfaction data, when considering previous data patterns. Our strengths are also our continuing challenges, as we seek to improve parent input and engagement in the learning community.
## Financial Performance

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<tr>
<th>REPORTING FRAMEWORK</th>
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<td><strong>Total closing balance</strong></td>
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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

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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<td>97.6</td>
<td>98.5</td>
<td>0.9</td>
<td>100.0</td>
<td>1.5</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
<td>97.6</td>
<td>97.1</td>
<td>-0.5</td>
<td>100.0</td>
<td>2.9</td>
</tr>
<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>88.1</td>
<td>97.1</td>
<td>9.0</td>
<td>100.0</td>
<td>2.9</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>97.7</td>
<td>100.0</td>
<td>2.3</td>
<td>100.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>93.56</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.29</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.24</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.89</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.62</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.01</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>94.77</td>
</tr>
</tbody>
</table>

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate: 92.24%

STAFF RETENTION RATE
## Staff Retention Rate

| Staff Retention Rate | 88.24% |

## 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>14.29%</td>
</tr>
<tr>
<td>Graduate</td>
<td>31.43%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>17.14%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>82.86%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>31.43%</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>39</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>39.100</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>12</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>7.514</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>

**END OF REPORT**