Contents
Contact Details .............................................................................................................. 2
Minimum Standards Attestation .................................................................................. 2
Our School Vision .......................................................................................................... 3
School Overview ........................................................................................................... 4
Principal’s Report ......................................................................................................... 5
Education in Faith ......................................................................................................... 7
Learning & Teaching ..................................................................................................... 9
Student Wellbeing ....................................................................................................... 12
Leadership & Management ......................................................................................... 14
School Community ..................................................................................................... 16
Financial Performance ................................................................................................. 19
VRQA Compliance Data ............................................................................................ 20
Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>1 Clifton Grove, Preston</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Ms Pamela Hallett</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Rev. Michael Knight</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Lisa Bueno</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 9484 3514</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@shpreston.catholic.edu.au">principal@shpreston.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.shpreston.catholic.edu.au">www.shpreston.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

Minimum Standards Attestation

I, Pamela Joan Hallett, attest that Sacred Heart 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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
Our School Vision

Sacred Heart Preston is a Catholic Parish Primary School, inspired by the gospel values of Jesus, that welcomes a multi-faith community.

We value the traditions and principles of the Good Samaritan Sisters founded on compassion and service.

Our contemporary learning environment is purposeful, engaging and connected to real life.

It challenges all to be confident, resilient and active learners striving for excellence.

In partnership with families and the wider community, we embrace and celebrate diversity and build positive relationships.

At Sacred Heart the students are at the heart of everything we do.
School Overview

The school is located in the Northern Zone of Catholic Education in a mixed Residential/commercial/industrial area of Preston, part of the City of Darebin. Preston is approximately eleven kilometres north of Melbourne and services the primary education needs of the parish of Sacred Heart led by Parish Priest, Fr. Michael Knight. The school is in a distinctly Catholic “pocket” of Preston and has as its neighbours, the church and presbytery, Parade Secondary College and Samaritan Inn.

We currently have 143 students enrolled, 6 of whom are full fee paying. There is a high proportion of LBOTE students – 80% and a high number of single parent families – 21%. With an SES factor of 97 and 45% of families eligible to receive EMA payments, the school can be characterized as being representative of the low socio-economic profile of many of the residents of the area. Since the last period of Review however, there has been a change in the semi-professional occupations of parents to 51%, qualified professionals at 23% and blue collar occupations at 26%.

The school is very proud of its multi-faith, multi-cultural profile and key characteristics of the current family population profile are: 45% Catholic, 10% Orthodox, 6% Other Christian, 7% Buddhist, 6% Hindi and 23% No Religion. Our students come from a variety of backgrounds – Australian, Vietnamese (25%), Indian (17%), Chinese, Filipino and Italian. We also have six funded students. Our students are happy, welcoming, friendly children who enjoy and are engaged in their learning. Their families are very supportive of Sacred Heart and we have a thriving P&F, a supportive School Board, a Men’s Group and other parents who support the classrooms in a variety of ways.

Currently we have 19 dedicated and passionate members of staff: 10 classroom teachers (6 full-time and 4 part-time), a Principal (in her seventh year of principalship at Sacred Heart), Deputy Principal/Student Wellbeing/Religious Education Leader, Learning and Teaching Leader, Special Needs Leader and Literacy/Library Leader. We also have part-time Italian, Music and Library teachers. There are two administration school officers (one 4 days and one 2 days). We also have 1 Learning Support Officer (LSO). A teacher is released for half a day to co-ordinate ICT and the Positions of Leadership include: Deputy Principal/Student Wellbeing/Religious Education, Learning and Teaching, Special Needs/Literacy and Numeracy. Furthermore, we have a Consultative Committee, Occupational Health and Safety Team, Union Rep, eSmart Committee and Kidsmart Committee. Sacred Heart also has a counsellor one day a week and offers private Music Lessons each Thursday.

I wish to acknowledge all the staff for their commitment to the students at Sacred Heart Preston throughout the 2015 school year. I wish to thank the School Leadership Team who greatly assisted the Principal throughout the year. In 2015 that has been Maria Barnes (Deputy Principal and Numeracy and Literacy Leader), Jenny Del Prete (Religious Education and Student Wellbeing Leader), Martin Fitzpatrick and Belinda Lucchesi (Teaching and Learning Leaders).
Principal’s Report

2015 was a wonderful year of celebration for Sacred Heart School – it was our Centenary Year! Our year started off with a Centenary Fete that the School Board and P&F organized. We had a great attendance, with everyone enjoying the range of activities, food and rides, as well as our major raffle draw. In second term the students’ Inquiry learning had a different historical focus about Preston in the last Century. This was combined with Nadia from NYDC School Dance Programs working with teachers and students to present a wonderful concert that incorporated aspects of the Inquiry to represent Preston’s last 100 years. In Term 3, Bishop Terry Curtin concelebrated a Centenary Mass that was followed by lunch at the school and tours by the school captains. In Term 4, our parents organized a Centenary Dinner Dance that was very successful, attended by staff and families. So……a very big year for our school!

In 2015 the Professional Learning at Sacred Heart continued to focus on Learning and Teaching through targeted areas of need. The Prep-Year 2 teachers have been participating in Classroom Promotion of Oral Language that has not only improved student outcomes in Literacy, but also further encouraged collegial team planning. Sacred Heart was also fortunate to be allocated a Literacy Coach funded by CEM for one day a week. Karen Crennan worked with one teacher from each class level on Writing. Working closely with the classroom teacher, as well as modelling with the students at each level, provided a great coaching model for the staff and Professional Learning that specifically met the needs of the students, improving the learning outcomes in this area. Members of the School Leadership Team attended their own specific Networks throughout the year and individual teachers attended a range of Professional Learning activities that included Movait Training, Literacy Workshops and SINE PD days. Our participation in the Catholic Identity Project also entailed specific Professional Learning, as did the continuing Professional Learning on AusVELS, the Australian curriculum and the Victorian curriculum.

Extra-curricular activities through the year included a camp for the senior students, Inter-school sport, gymnastics, Passion Projects, community service, our continuing involvement with Preston Toastmasters and whole school participation in Nadia’s Dance Group that included a performance at Preston Town Hall. It is fitting, at this point, to acknowledge the great work carried out by all the staff at Sacred Heart and thank them for their commitment and dedication to ensuring that all students are encouraged to reach their full potential.

Fr Mike, our Parish Priest, has continued to be involved in the life of the school through his involvement with the School Board and regular interaction with the staff and students through liturgies, prayer services and discussions with the students. The students at our School are welcoming of all who join our school community and the senior students, through their new Leadership Ministries, have worked very hard to also be supportive of others in our parish and extended community. I have been impressed with the leadership initiative the students have displayed and the responsibility each Ministry has undertaken in ensuring that the students’ needs in the areas of well-being, social justice, the Arts etc are being met. The SRC and Environment Group, capably coordinated by Maria Barnes, also encourage student voice and make a valuable contribution to the life of the school.
Finally, I wish to thank all the parents for their contributions to, and support of, our school. The School Board members have also played a great part in ensuring our community socialises and works well together, with the P&F continuing to develop a strong presence in the school community. The school fete and all Centenary activities have encouraged more families to build their connection to the school and Parish and further encouraged a good spirit amongst the school community. Our aim for the future is to continue to extend a warm welcome to all families, acknowledging that we can all play a valuable role in the life of our school and the education of our children.
Education in Faith

Goals & Intended Outcomes

- To further enhance the Catholic identity and culture of the Sacred Heart community
- That the school community will be given opportunities in faith development both at school and in partnership with the parish
- That students understanding of Faith based values will be deepened and connected to real life
- That students, staff and parents grow in their belief of the importance of belonging to a Catholic school community

Achievements

In this our Centenary Year of 2015 we have identified the following achievements in the area Education in Faith

- Whole School Inquiry Topic: Centenary of Sacred Heart School. Encompassing the history of the school and the suburb of Preston and The Good Samaritan Sisters who founded the school.
- Centenary Mass with Bishop Curtin and Fr. John Mc Carthy and Fr.Mike Knight and open school day with student school leaders conducting tours.
- Attendance and active participation in St. Patrick’s Day Mass for Catholic Education Week.
- Staff Spirituality day with Rev Dr. Elio Capra. All school staff participated in ‘Catholic Identity and You’.
- Staff Meetings and PLTs were held each term with a particular focus according to needs: Lent/Easter, Reconciliation, Advent, Church Celebrations (whole school planning of special masses- end of school year mass).
- Whole School Unit: ‘The Mass’ where students explored the parts of the mass applicable to their Year levels and participated in a whole school mass explicitly explaining each part.
- Wednesday morning prayer reflection was maintained at the weekly meeting.
- ‘Gatherings’ continued - where students come together to share their work and ideas in group levels P-2 and 3-6. The Gatherings included prayers/reflections/songs about their Religious Education topic.
- The Social Justice Ministry (students from Years 5/6) raised awareness and fundraised for Caritas, Catholic Care and Sacred Heart Feast Day Food Drive.
• School/ Parish links have continued to be strengthened through celebration of Sacred Heart School Centenary Mass. Parishioners attended the open school Centenary Day Tours.

• Sacraments of Penance and First Eucharist were celebrated this year.

• Guest speaker Denise Arnel presented a Reconciliation parent education night.

• Continued family Eucharist mass celebrated in the School Library for grade four families.

• Continued parent involvement in Church celebrations, for example: reading at school masses, special offertory representation/roles within the mass. Parents were invited to offer their services through the school newsletter.

• Whole school reflection for Easter, school community invited and encouraged to attend.

• Our ongoing Community Service project with all students involved in organising the Giving Tree for St. Vincent de Paul, Preston Conference. Our community ties with Spectrum (Respite Centre for the elderly) were strengthened with all grades timetabled to visit during the year.

• Continued whole school celebrations: Beginning of Year School Mass, Alleluia Mass and Christmas Carol night for whole school community.

• Continued planning and co celebration of Ash Wednesday Mass with Parade College, Preston.

• Grade 6 Graduation Mass where students planned and took an active part in their final school mass.

• Enhancing Catholic School Identity (ECSI) surveys completed by staff, students and parents.

• Principal Spirituality Study at All Hallows, Dublin.

VALUE ADDED

Activities that enhance Catholic identity and value add to the culture of Sacred Heart Community include daily prayer, Religious Education lessons, whole school masses and paraliturgies, Sacramental information evenings, Parish Feast Day celebrations and activities to support social justice. This year was significant as our school centenary provided opportunities for strengthening relationships with past and present students, staff, parents and parishioners.

Our School Improvement Survey data reveals that parents have seen an increase in opportunities to participate in the Catholic culture of our school with survey results of 86%
Learning & Teaching

Goals & Intended Outcomes

- To engage students in purposeful learning that optimises student outcomes
- That there is a shared understanding amongst staff of effective teaching and learning across all areas of the curriculum
- That the staff understanding and implementation of the National Curriculum across the areas of English, Maths, History and Science is embedded from Prep to Year 6
- That student performance across all areas of the curriculum, particularly in Literacy will improve
- That student performance in Maths will continue to improve and be sustained
- That students will be prepared for an ever changing future through engagement in a stimulating and purposeful learning environment

Achievements

In 2015 we have identified the following achievements in the area of Learning and Teaching

- Whole School Inquiry unit connected to the school celebration of the Centenary. This included a ‘Sacred Heart, Sacred Stories and Sacred Land’ school dance production incorporating an inquiry approach in collaboration with NYDC (Nadia’s Youth Dance Company) held at Preston Town Hall.
- Professional Learning focused on improving Literacy e.g. Whole School Literacy Coaching and Classroom Promotion of Oral Language
- Further Investigations and actions in contemporary practice, including:
  - PL to further develop thinking processes and curriculum planning E.g. Deborah Vietri ‘Planning for Integrated Inquiry: A Whole School Approach to Curriculum Design’
  - Updating the contemporary setting in the Year 5/6 and 3/4 area
  - PL to further develop Throughlines across all areas of the curriculum. E.g. using Australian Curriculum mapping tools
  - Change 2 facilitation of peer to peer assessment and contemporary learning
  - Professional Reading E.g. John Hattie ‘visible learning’
- Continued staff professional development on AusVELS and the Australian Curriculum as well as begin to explore the Victorian Curriculum
- Continued Whole School Mapping e.g. reviewing planners with clear Learning Intentions and Success Criteria, incorporating varied assessment opportunities (i.e. Pre/Post) and Unpacking the Curriculum
Outlining clear Reporting Guidelines and revisiting the EAL Continuum and Student Samples on ACARA as support during the reporting process.

Professional Learning which is aimed at improving student learning and outcomes e.g. Maintain connection with CEOM Numeracy (P-6), Kids Matter (Kimochi Dolls Social Skills Program, BluEarth, Restorative Practice).

Ongoing ICT PL and the use of contemporary tools to support teaching and learning e.g. classroom allocation of Ipads, Google gmelis/drives set up, evaluating thinking tools.

Continued membership to Learning and Teaching Network, with a focus on ‘Expert Teaching for Deep Learning Enhanced by Technology’

Positions of Leadership focused on student learning – Learning and Teaching Leader, Religion Leader, Numeracy Leader, Literacy Leader, ICT Leader, Student Well Being Leader and Student Welfare Leader

Continued to develop students’ self-assessments. Students from Years 3-6 lead Parent Teacher exchanges about their learning.

The facilitated use of support staff across the school provides targeted support to students e.g. Reading Recovery, Literacy Intervention and classroom support.

The continued diversity in the extra-curricular programs offered e.g. Interschool Sport, Gymnastics, Dance, ‘Curiosity Hour’ (Passion Projects).

Students continued to celebrate their learning across a range of Year Levels at fortnightly Gatherings throughout the year and whole school term assemblies once a term, which included healthy, parent attendance.

The sustained improvement in Literacy results in Prep – Year Two from Pre-test (February) to Post test (November) and the investigation for online assessment

Continued positive results in the National Achievement Program for Literacy and Numeracy (refer to table below)

Transition program offered to Year Six students has been continued and further embedded into the school. Year 6 Leader Ministries established

Continued analysis and reflection on School Improvement Surveys to reflect on future goals for Learning and Teaching
STUDENT LEARNING OUTCOMES

In regard to our NAPLAN results, the trend in Year 3 shows continued sustained improvement across all areas of Literacy and an improvement in spelling. In Year 5, the trend data has shown continued sustained improvement in Reading, Writing and Spelling and a positive growth in Grammar/Punctuation and Numeracy. Data shows decline in Year 3 Numeracy. Further investigation indicates that this decline in these areas is due to a small cohort of students (< 3).

NAPLAN Results across the review period in both Literacy and Numeracy continued to be encouraging. We feel that the results reflect a common understanding of the Learning and Teaching goals as part of our School Improvement Plan. We believe that teachers have established a consistent approach that ensures effective pedagogy across P-6, which has helped to enhance student engagement in authentic learning.

The challenge for us at Sacred Heart is to maintain our excellent results whilst exploring further ways in which our more competent students can be challenged and extended.
Student Wellbeing

Goals & Intended Outcomes

- To improve student wellbeing through authentic engagement.
- That students will develop positive relationships with all members of the community
- That students become more resilient and actively engaged in purposeful and personalised learning
- That student wellbeing will be enhanced

Achievements

- Average student attendance in 2015 was 93.8%
- Participated in the following programs to support student engagement
  - ‘Sacred Heart, Sacred Stories and Sacred Land’ a centenary school production incorporating an inquiry approach in collaboration with NYDC (Nadia’s Youth Dance Company) held at Preston Town Hall.
  - Gymnastics, Year 6 Transition program, Buddy Program, Passion Projects, Year 6 Leadership program, AEDI Darebin Council meetings.
- Blueearth program continued.
- Ongoing Kidsmatter professional development for staff through school closure day and staff meetings. Regular timetabled PLTs for Kidsmatter Action Team.
- Behavioral Management Strategies regularly discussed by staff.
- Beginning of year whole school “Start Up” program.
- The Environment group (students and parents) maintained the school garden program.
- Continued Special Needs Support and Procedures – ILP’s, PSG’s funding applications, LNSLN Program.
- Buddies Program strengthened through Better Buddies program.
- Student Leadership Programs – SRC and Year 6 leaders, including Year 6 Leaders Ministries: Wellbeing, Social Justice, Arts, Sports and Environment.
- School Counsellor role continued.
- Involvement in Student Wellbeing Cluster.
- Continued use of Circle Time in classrooms (to include Restorative Practice and Kimochi dolls).
• Ongoing staff training in Restorative Practices.

• Participation in National Day Against Bullying & Violence with a National Buddy Lunch.

• ‘Yuk Yum Club’ continued (where each week students (on a roster basis) get to try new foods). Parents volunteered to cook with students.

• Year 3/4 sleepover and Year 5/6 Camp.

• Guest Speaker: Chris Daicos Parent Information Night.

• Continued E-smart participation. Year 6 students registered for E-smart digital license

Non-attendance has not been an issue at Sacred Heart during the 2015 school year. In the event of student non-attendance becoming an issue, contact is made with the family by the Principal to discuss the reason for this absence and plans to resolve this lack of attendance.

**VALUE ADDED**

Students engage weekly in activities that promote positive self-esteem. Circle time, Bluearth, and Restorative Practice provides students with the opportunity to think about how they are managing and seek support if necessary. Involvement in the SRC and Environment groups provide students with the opportunity to have a voice within our school and work together to make a difference for everyone in our community. The centenary celebrations provided a connection to the past for our students and the guided tours run by the students were highly engaging.

**STUDENT SATISFACTION**

The Insight SRC data indicates the following:

• Connectedness to Peers has remained ready at 80% throughout the years
Leadership & Management

Goals & Intended Outcomes

- To build an effective professional learning community
- To lead the management of the school through improvement, innovation and change
- That Professional Development of staff will be linked to School Improvement Plan priorities
- That the capacity of individual staff will improve through targeted professional learning
- That staff build their capacity to lead student learning in an ever changing world
- That the organisational health of Sacred Heart will be enhanced

Achievements

In 2015 we have identified the following as achievements in Leadership and Management:

- Centenary Organisation of curriculum planning and events which included a Mass, school tours, Inquiry unit, Dance production and Student Fun Day. This was led by a designated ‘Centenary’ coordinator and involved planned meetings to help prepare for all events
- Policy development especially for ICT, anaphylaxis, asthma, allergies and healthy eating
- Coordination school marketing/tours to help promote school enrolment as well as celebrate our 100 years of establishment
- Professional Learning activities were targeted in the following manner – weekly Staff Meetings, weekly Professional Learning Team meetings. Staff holding Positions of Leadership attended Network meetings in the following areas; Principal, Deputy Principal, Religious Education Coordinator, Curriculum Coordinators, Numeracy Coordinator, Student Wellbeing Coordinator, Student Welfare Coordinator and Literacy Coordinator.
- Maintained (with assistance of the ICT technician) a robust infrastructure for ICT to support management, operations, teaching, and learning.
- The administrative support personnel attended CEO Professional Development.
- School Closure days were used for Spirituality In Service (Father Elio) as well as preparation for the School Review in 2016

Weekly administration briefings allow for staff consultation on organisational matters.

Fortnightly leadership meetings allow for the reviewing of Annual Action Plans and discussion of organisational matters.

Consultative committee meetings help review class groupings and extra-curricular activities.

Leadership Day with CEOM support for the Leadership Team helped review the School Improvement Framework

Annual Review meetings for staff assist to assist with communication and feedback

<table>
<thead>
<tr>
<th>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESCRIPTION OF PL UNDERTAKEN IN 2015</td>
</tr>
<tr>
<td>Teachers participated in Literacy PL either through the SIL Literacy Coaching or Classroom Promotion of Oral Language. Selected teachers participated through Leadership courses as well as upgrading their ICT skills to match the new hardware purchased. The whole staff participated in Professional Learning related to Spirituality Development and several staff were involved in Professional Networks – Religious Education/Leadership/Learning and Teaching that supported their Leadership Roles within the school.</td>
</tr>
<tr>
<td>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</td>
</tr>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHER SATISFACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SRC School Improvement Survey data from staff indicates the following ratings for areas relevant to Leadership and Management.</td>
</tr>
<tr>
<td>Supportive Leadership 76%</td>
</tr>
<tr>
<td>Role Clarity 67%</td>
</tr>
<tr>
<td>Engagement 71%</td>
</tr>
<tr>
<td>Professional Growth and Learning 71%</td>
</tr>
</tbody>
</table>
School Community

Goals & Intended Outcomes

- To engage in authentic and purposeful partnerships
- That the collaborative partnership between home, parish, school and the wider community is strengthened
- Parent’s understanding and engagement of/in the learning process is enhanced

Achievements

In 2015 we identified the following achievements in the area of School community.

Links to other education facilities

- Transition program linked to Parade College.
- Student Teachers from Australian Catholic University and Melbourne University.
- Work Experience Students (The Duke of Edinburgh Award) Santa Maria College.

Parent Community

- School Board Continued
- Active Parents and Friends Committee (Mother’s /Father’s Day Stall, Fair, Welcome BBQ etc.)
- Continued Men’s Group ‘Men’s Shed’
- Annual school working bee
- Parent Participation in School Masses
- Promotion of Parenting Courses through the newsletter
- Cooking lessons held weekly with parents as instructors (Yuk Yum)
- Parents supporting the cross-country training
- Parent Training for Classroom support and parent helpers working in classrooms P-6
- Sacred Heart Centenary Fair
- Yuk Yum Recipe Book Launch
- Working Group to assist with school production: Sacred Heart, Sacred Stories and Sacred Land.
Local Community

- Continued Environment Group with ongoing weekly support from parents
- Continued support with Passion Projects e.g. Parade College, members of parent community, outside experts, etc.
- Connection to Sacred Heart Parish: Sacred Heart Feast Day. St. Vincent de Paul fundraising.
- Involvement in the Spectrum Elderly (Italian/Croatian/Chinese) Program
- Connection to local community to enhance student learning e.g. Police, Fire Brigade, Library, Preston Market businesses, various Sporting groups, etc.
- Whole School Involvement in Book Week.
- Darebin Transition to School Networks
- Provision of tours to showcase our school to the wider community
- Visits for Inquiry Learning e.g. Anzac Day returned soldiers and past students, Centenary visits by the Good Samaritan Sisters.

PARENT SATISFACTION

The Insight SRC survey indicated the following results from the parent's view, which has shown significant increases in scores in Parent Partnerships:

- Parent Satisfaction Index (Community Engagement and Climate, Relationships and Engagement) 80%
- Parent Satisfaction index (Parent Engagement in Learning) 80%
- Connectedness to School and Student Motivation have remained steady.

SRC survey indicated there has been a continued, positive result in regard to parent connectedness to school, parent partnership and student motivation.
<table>
<thead>
<tr>
<th>Module Title</th>
<th>2012 Actual Score</th>
<th>2013 Actual Score</th>
<th>2014 Actual Score</th>
<th>2014 % Rank</th>
<th>2014 % Favourable</th>
<th>2015 % Favourable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Partnerships</td>
<td>74.75</td>
<td>74.69</td>
<td>79.89</td>
<td>80.70</td>
<td>96.63</td>
<td>98.98</td>
</tr>
<tr>
<td>Approachability</td>
<td>80.51</td>
<td>78.75</td>
<td>82.05</td>
<td>63.74</td>
<td>94.23</td>
<td>97.44</td>
</tr>
<tr>
<td>Parent Input</td>
<td>73.69</td>
<td>76.39</td>
<td>76.39</td>
<td>62.59</td>
<td>94.87</td>
<td>97.90</td>
</tr>
<tr>
<td>Reporting</td>
<td>77.94</td>
<td>70.97</td>
<td>79.91</td>
<td>72.16</td>
<td>93.59</td>
<td>97.96</td>
</tr>
<tr>
<td>School Improvement</td>
<td>78.55</td>
<td>75.52</td>
<td>80.29</td>
<td>62.10</td>
<td>97.60</td>
<td>98.47</td>
</tr>
<tr>
<td>Learning Focus</td>
<td>76.39</td>
<td>70.63</td>
<td>78.92</td>
<td>54.83</td>
<td>97.58</td>
<td>97.45</td>
</tr>
<tr>
<td>Extra-Curricular</td>
<td>66.42</td>
<td>51.07</td>
<td>64.26</td>
<td>41.19</td>
<td>80.77</td>
<td>91.67</td>
</tr>
<tr>
<td>Transitions</td>
<td>81.99</td>
<td>75.43</td>
<td>80.92</td>
<td>63.25</td>
<td>94.58</td>
<td>98.96</td>
</tr>
<tr>
<td>Homework</td>
<td>75.74</td>
<td>70.00</td>
<td>79.50</td>
<td>89.27</td>
<td>97.06</td>
<td>92.86</td>
</tr>
<tr>
<td>Behaviour Management</td>
<td>76.80</td>
<td>72.92</td>
<td>76.39</td>
<td>57.72</td>
<td>94.23</td>
<td>97.96</td>
</tr>
<tr>
<td>Stimulating Learning</td>
<td>80.27</td>
<td>77.50</td>
<td>84.13</td>
<td>74.10</td>
<td>98.08</td>
<td>98.46</td>
</tr>
<tr>
<td>Teacher Morale</td>
<td>79.31</td>
<td>76.92</td>
<td>83.40</td>
<td>65.72</td>
<td>98.45</td>
<td>99.59</td>
</tr>
<tr>
<td>Connectedness to School</td>
<td>84.56</td>
<td>77.71</td>
<td>84.13</td>
<td>75.43</td>
<td>99.04</td>
<td>93.14</td>
</tr>
<tr>
<td>Student Motivation</td>
<td>80.64</td>
<td>76.50</td>
<td>80.93</td>
<td>69.19</td>
<td>93.27</td>
<td>91.46</td>
</tr>
<tr>
<td>Social Skills</td>
<td>75.25</td>
<td>71.94</td>
<td>82.48</td>
<td>72.33</td>
<td>99.36</td>
<td>100.00</td>
</tr>
<tr>
<td>Connectedness to Peers</td>
<td>83.16</td>
<td>76.21</td>
<td>85.68</td>
<td>85.87</td>
<td>100.00</td>
<td>93.29</td>
</tr>
<tr>
<td>Student Safety</td>
<td>71.24</td>
<td>69.15</td>
<td>76.60</td>
<td>62.35</td>
<td>86.54</td>
<td>86.83</td>
</tr>
<tr>
<td>Classroom Behaviour</td>
<td>53.68</td>
<td>60.83</td>
<td>62.18</td>
<td>81.99</td>
<td>70.19</td>
<td>47.97</td>
</tr>
<tr>
<td>Attitude to Survey</td>
<td>70.28</td>
<td>73.81</td>
<td>72.60</td>
<td>64.64</td>
<td>88.24</td>
<td>74.59</td>
</tr>
</tbody>
</table>
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>104,239</td>
</tr>
<tr>
<td>Other fee income</td>
<td>72,987</td>
</tr>
<tr>
<td>Private income</td>
<td>19,007</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>389,235</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1,359,657</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>1,945,124</strong></td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>1,305,234</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>271,841</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>1,577,075</strong></td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>-</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>26,870</td>
</tr>
<tr>
<td>Other capital income</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>26,870</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>-</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><strong>46,750</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>32,750</strong></td>
</tr>
</tbody>
</table>

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
### 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>93.3</td>
<td>-6.7</td>
<td>100.0</td>
<td>+6.7</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>90.0</td>
<td>-10.0</td>
</tr>
<tr>
<td>YR 05 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 05 Writing</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>100.0</td>
<td>95.7</td>
<td>-4.3</td>
<td>100.0</td>
<td>+4.3</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>100.0</td>
<td>95.7</td>
<td>-4.3</td>
<td>100.0</td>
<td>+4.3</td>
</tr>
</tbody>
</table>
## AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>92.29</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.06</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.05</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.83</td>
</tr>
<tr>
<td>Year 4</td>
<td>90.20</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.67</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.68</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>92.29</td>
</tr>
</tbody>
</table>

## TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 98.88% |
### Staff Retention Rate

| Staff Retention Rate | 86.67% |

### 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>18.18%</td>
</tr>
<tr>
<td>Graduate</td>
<td>27.27%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>9.09%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>90.91%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>45.45%</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>3</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>15</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>8.900</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>4</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>2.099</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>