Contents

Contact Details ........................................................................................................................................... 2
Minimum Standards Attestation ................................................................................................................... 2
Our School Vision ......................................................................................................................................... 3
School Overview ........................................................................................................................................... 4
Principal’s Report ........................................................................................................................................ 5
Parish Priest’s Report ................................................................................................................................... 7
School Education Board Report .................................................................................................................. 8
Education in Faith ......................................................................................................................................... 8
Learning & Teaching ................................................................................................................................... 9
Student Wellbeing ....................................................................................................................................... 13
Leadership & Management ......................................................................................................................... 16
School Community ...................................................................................................................................... 19
Financial Performance ................................................................................................................................. 21
VRQA Compliance Data ..............................................................................................................................

2015 ANNUAL REPORT TO THE SCHOOL COMMUNITY
Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>26 Miller Street East Brunswick. Victoria. 3057.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mr. Philip Cachia</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Father Michael Casey</td>
</tr>
<tr>
<td>PARENTS ASSOCIATION PRESIDENT</td>
<td>Ms. Katie Naughton</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 93805050</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@olbrunswickeast.catholic.edu.au">principal@olbrunswickeast.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.olbrunswickeast.catholic.edu.au">www.olbrunswickeast.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

Minimum Standards Attestation

I, Philip Cachia, attest that Our Lady Help Of Christians 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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
Our School Vision

Our Lady Help of Christians is a Catholic Parish Primary School inspired by the person of Jesus. Founded by the Sisters of Mercy, we are guided by their service and values of respect, compassion and justice.

We have a dynamic and innovative learning and teaching environment that engages students to achieve success, develop resilience and embrace a passion for learning.

We are a welcoming and encouraging community that fosters positive relationships with thanks and forgiveness.

In partnership with families, Parish and the global community we celebrate our shared story and the richness and diversity of all.

Our Lady Help of Christians School -
Walking together in faith, love and learning.

Established by the Staff, Students and Parents of OLHC School - August 2014
School Overview

Our Lady's School, Brunswick East, was officially opened in 1911 on the site formerly occupied by Samaritan College (100 Barkly Street). The school was moved to its present site alongside the Church in 1939 with Sr. Xavier as Principal.

Like many others in the Brunswick area, the site occupied by the Church and presbytery was a quarry in the late 19th century. For this reason, the foundations of these buildings were constructed considerably below ground level. This allowed a unique opportunity of also providing the parish with a spacious hall below. Facing the school’s playground, the hall is easily accessed by the children and is used for different school events.

The southern children’s paved playground also bears testament to the site’s history by its positioning below the level of Nicholson Street. This provides a quietening buffer from traffic, offers students enviable opportunities to play soccer/football and adds an interesting aspect of another level to the grounds.

Our Lady Help of Christians School is a vibrant school community catering to inner-city families looking for that something extra. With a current enrolment of just under 300 students, we believe we are growing into the ideal size. Our students are nurtured in a safe and loving environment, while stimulated by a rigorous curriculum with high expectations for all.

Some of the elements families tell us that they love about our school are:

• Intimate, caring and cohesive community
• Extensive range of six specialist programs: Library, Physical Education, Performing Arts, Visual Arts, Italian and Information Communications Technology
• Caring, professional staff, committed to continual student growth
• Fabulous facilities that other schools envy
• A bright & inviting Before / After–School / Vacation Care facility and program run by Extend.
• Dynamic Parents Association
• Dedicated Parent Reps for each class
• Bi-annual school concert at the Clocktower Theatre
• Bi-annual Arts Exhibition showcasing students’ talents in Visual Arts
• Uniform Shop on premises
• Student Representative Council – Foundation to Year 6
• At least three networked computers in each classroom and a computer lab of 28 computers with an interactive whiteboard and other ICT hardware for the children to use
• Mini lab of 9 computers in the senior area of the school
• 14 Samsung tablets to be used throughout the school
• School Camp program in Year 5 & 6
• Whole school assemblies
• Implementation of the ‘Making Jesus Real’ Program from Foundation to Year 6
• Sacramental Program – Year 3 Reconciliation, Year 4 First Eucharist, Year 6 Confirmation
• Leadership roles for all Year 6 students
• Secure entry and perimeter fencing to our school with CCTV cameras filming 24 hours a day
As our 2015 school year draws to a close it is important that we remember the many great events that have made our year so memorable. Each year brings with it its highs and lows, its achievements and its challenges and through it all, our school community has grown together to value the importance of each child’s education. Thank you to Father Michael and Father Vinh, our teachers, parents, students and parish community helpers who have contributed so much to the life of our school. Without your contributions our school would not be such a vibrant and exciting learning community.

Here are the highlights:

- Our school year began in January when we welcomed 33 new Foundation children to the school. The Year 6 children were so excited that they could meet their little buddy for the first time….something that they have been looking forward to for many years.
- In a warm up to our Sister School visit, the whole school had an incursion called the ‘Spirit of Indonesia’ in our Centenary Centre. The children were impressed by the colours and sounds of Indonesia.
- In late February, four of our teachers travelled to CEO Hobart to receive professional development in the Making Jesus Real Program. This program which permeates all facets of our school culture is a strength of our school and is well liked by both students and parents.
- In early March our Year 5 & 6 children attended their annual school camp at Mt. Evelyn. We were fortunately blessed with great weather with the children being challenged by the many activities especially the abseiling wall. It was a loooong way down!
- Adding to a busy first term was the Sacrament of Confirmation for our Year 6 children. We were fortunate to have Bishop Terry Curtin bless our children with the gifts of the Holy Spirit in one of his first duties as Episcopal Vicar of the Northern Region.
- Sister School Week began in late March, when Ibu Lanny, Principal of Maria Bintang Laut School, and two of her teachers Ibu Dora and Ibu Ludwina spent the week in Melbourne, visiting and teaching in our classrooms. Learning about an Asian culture from people who have become our overseas family is very special. Pak Ono, Principal of the Junior school visited also, and has established a similar relationship with the Academy of Mary Immaculate.
- Our new toilet amenity and art facility was finally completed at the end of Term 1. This provided the children with clean, sweet smelling toilets that are a pleasure to use, and a new Visual Arts area that will inspire our children in their art work.
- Our School Review and VRQA validation was a huge part of 2015. We began Term 2 with two school closure days looking back at the successes and challenges of the past four years and planning where we want our school to be in 2020. Catholic Education Melbourne staff led the analysis and this concluded with a more formal report and presentation by Mr. Ian Coffey later in the year. The road ahead now has a greater clarity, imbued with a desire to keep improving our school and keeping things ‘fresh, new and vibrant’ for the children.
- In April twelve outstanding parents, grandparents and guardians successfully completed the Literacy Helpers course. They actively participated in two evening sessions learning about how they could best help in the classroom. They demonstrated a fantastic vitality and eagerness to learn to best assist the children on a daily basis.
- Parents were invited to a Numeracy Education night in late April. Presenter Rob Vingerhoets presented many fun ideas of how parents could instil in their children a love and zeal for maths.
- Our Year 4 children represented our school when they attended the Shrine of Remembrance in the lead up to ANZAC day. Their respectful involvement would lead to the presentation of a tree grown from the seeds of one at Lone Pine remembering the battle of Gallipoli 100 years ago.
- Things got serious for Year 3 and 5 children in mid-May when the children completed their annual NAPLAN testing. Congratulations to Ms. Meg, Ms.Turkowsky, Mr. Lagreca and Ms. Brasier for preparing the children so well and giving them the confidence to do well. The outcome was that for the 4th successive year all ten areas of English and Maths were above the Australian average. Well done children in Year 3 & 5!
- Our Lady Help of Christians Feast Day was celebrated slightly early this year due to the Feast Day falling on a weekend. After a beautiful Mass with Father Michael the children readied themselves for some serious huff and puff. The triathlon of skipping, running and ball games got our hearts pumping for an hour, and we raised a record $11,813.50 for our Parents Association. These funds are spent on items that all children use each day.
- There were many highlights in the area of Religious Education this year: St Patrick’s Day celebrations at the Cathedral, the Stations of the Cross performed by the Year 6 students, the Year 4 reflection day at
Our Lady Help Of Christians School – East Brunswick

St. Ambrose which prepared the candidates for their First Holy Communion, the Year 6 Confirmation reflection day at Corpus Christi and welcoming a 2nd year Seminarian from Corpus Christi College.

There were many great excursions during the year: CERES, the Werribee Zoo, the Melbourne Museum, Little Devils Circus, interschool sport and many more.

Book Week saw the school community celebrate their love of books and reading. 300 children and 20 odd teachers all dressed up to acknowledge the role books play in our lives. We were fortunate enough to have two very special guests visit us on the day. Leigh Hobbs, author and illustrator of many books including the “Old Tom” series and also author Tim Pegler who in fact is a parent within our school community. The day was a great success which was evident by the enthusiasm with which the children participated in all the day’s events.

One of the biggest events of the year was the sell-out school production, Aladdin Trouble at the Clocktower Theatre. 520 audience members clapped, cheered, boo-ed and hissed and really got into the spirit of this pantomime. Parents were astonished at the confidence, dancing, singing and stage craft of our children. Congratulations to Ms. Faye our Performing Arts specialist, the teachers, and parent helpers on a stellar and memorable school performance.

After 105 years, the property at 1 Barkly St came up for sale. The property would ultimately sell for $3.4 million to developers. Further negotiations would see the school procure the rear of the property for school playground space for $1.68 million. We are currently waiting for City of Moreland to approve the subdivision and development.

Mr. Will, Ms. Harriott and Ms. Thompson represented our school in Bandung this year. It was an incredible time of learning and enrichment for the three who taught in our Sister School classrooms, were interviewed on Radio Bandung, and who brought a touch of Australia to our overseas family. The Sister School Project 2015-2016 is supported by the Commonwealth through the Australia-Indonesia Institute of the Department of Foreign Affairs and Trade.

LOTE Italian day kicked off Term 4 with some amazing ‘Italian Icon’ costumes. The children loved the Italian incursion-it really brought the house down. This year we were fortunate to have award winning composer David Franciosa help judge our ‘Stella D’Oro’ competition. Thanks to Signora Piovesan for organising such a fun LOTE day.

We set another OLHC record this year with the amount of families who attended the two working bees. More than 80 families attended. Our school looked amazingly clean and fresh after three hours of cleaning, pruning, sweeping, scrubbing, raking….

Ms. Harriott once again led the RACV Energy Breakthrough team in Maryborough as ‘Roary’ made a comeback in 2015. The team again did an outstanding job placing 13th overall, 2nd in the presentations, and was placed the top ranking Catholic Primary school in the event.

Twilight Sports Day was another great success. Under a typical Melbourne sky, 300 parents cheered along the children, Sports Captains chanted and supported, and each and every child gave their best. Congratulations to Ms. Oxley for leading such a well organised and memorable event and to the Parents Association for their work behind the scenes.

The children in our Student Representative Council have done a marvellous job this year with a focus on Mini-Vinnies and social justice activities in our local school environment. Thank you for showing such good leadership around our school during the year and to Ms. Curtis for organising this initiative.

The Parents Association made a $50,000 donation to the school to purchase 125 new HP Stream Laptop computers. These replace the very serviceable Dell computers that were purchased seven years ago. We look forward to the arrival in the new year and seeing the future development of our children’s I.T literacy skills.

When we review the year past we appreciate what an amazingly vibrant, committed and energetic community is. The children are the true beneficiaries of all that happens at Our Lady Help Of Christians School. We look forward to continuing with you on the educational journey in 2016. Merry Christmas.

Philip Cachia
Principal
Parish Priest’s Report

The year of 2015 began with a very significant moment in parish life. On 24 January 2015 the former Parish of Our Lady Help of Christians East Brunswick, and St Ambrose’s Brunswick, were canonically amalgamated into the Catholic Parish of Brunswick and Brunswick East.

The reason for this amalgamation is the present shortage of priests. As a result, I, who have been Parish Priest of St Ambrose’s Brunswick since 1997, was asked to also be Parish Priest of Our Lady Help Of Christians East Brunswick from the beginning of 2009. By coincidence, St Ambrose’s parish Primary School closed in 2008. So, Our Lady Help Of Christians Parish Primary School became the parish primary school for the then two parishes – and now the Parish Primary School for the Catholic Parish of Brunswick and Brunswick East.

Within Our Lady Help of Christians Primary School, this change to an enlarged single parish has meant no real change.

With regard to the inter-face between Parish and School, many of the present practices were in place well before 24 January 2015, as there has been development towards the present practices since the two former parishes were called into partnership in 2009. An example of this is the Preparation Program for the celebration of the Sacraments – First Reconciliation, First Communion, and Confirmation, that not only involves the class room preparation, but also parent meetings, the catechist class for Government school children, and, for First Communion and Confirmation, a retreat day, off the school campus.

Another example that links the school children to the parish community is the roster that brings a class from the school to the Wednesday 9.15am Mass in Our Lady’s Church. This class will be involved in the Mass – reading, music, the gift procession and the Prayers of the Faithful.

Another important process of 2015 that has deepened the inter-face between Parish and School has been the acquisition of a parcel of land that will increase and beautify the school playing space on the north edge of the school complex. This process is a story in itself, but it has been a journey of co-operation between the leadership of parish and school, and thankfully, has led to a very positive outcome.

Finally, my hope continues to be that Our Lady Help Of Christians Parish Primary School will continue to play an important role, not only in general education, but also in the mission of The Catholic Parish of Brunswick and Brunswick East to proclaim the Good News of Jesus Christ, and to nurture faith and practice.

Fr Michael Casey
Parish Priest
Education in Faith

Goals & Intended Outcomes

To strengthen the Catholic culture of the school community

Intended Outcomes:

1. Increase involvement of all members of school community
2. Develop active & reflective learners / positive actions in light of faith tradition
3. Staff opportunity for Professional Learning
4. Increase profile of RE within East Brunswick community

Achievements

Liturgy and prayer life in 2015 continued to be integral for all children and staff. The whole school celebrated many Masses together. Masses were celebrated for special Feast Days and liturgical celebrations. During these celebrations students and staff are actively involved in roles such as Readers, Offertory procession and Eucharistic Ministers. Each class was given an opportunity to attend Wednesday Mass, each term, with the Parish Community. Students from Years 4 to 6 attended the Second Rite of Reconciliation after their class Mass. The School Captains and SRC attended the annual St Patrick’s Day Mass at St Patrick’s Cathedral.

A small group of students from Years 4 and 5 were given the opportunity to become Altar Servers and serve at class and whole school Masses. These children worked with the Assistant Priest to further understand their role as an altar server.

To represent the events of Holy Week and to provide the students with a visual representation, the Year 6 students presented a dramatised Way of the Cross celebration to the whole school community. This event was prayerful and reflective.

We celebrated the Sacraments of Penance, Eucharist and Confirmation. Families attend information evenings prior, that were facilitated by our Parish Priest, Fr. Michael. The information evenings informed parents about the importance of each Sacrament and how they can be involved in their child's Catholic development. Children who celebrated a Sacrament also participated in a reflection day prior. At the Reflection days children reflected on themselves in the Catholic community, reflected on scripture and participated in Mass. At each of these Sacraments students from the parish Catechist program participated.

Students participated in three to four Religious Education Lessons each week. Teachers planned their Religious Education program using Coming to Know Worship and Love (CTKWL) as a basis for their teaching. Religious Education programs encouraged children to explore their faith, ask questions and listen to scripture stories.

Teachers participated in two Professional Learning Sessions on Godly Play. These sessions informed the staff on the Godly Play method and assisted them in preparing Godly Play kits. Teachers began running Godly Play sessions with their children and received great feedback from the students as well as the parents. Godly Play allows the interpretation of the gospel stories through the creation of miniature finger puppets and figurines for the children to use during a gospel story.

We had a seminarian come work with us for a semester this year. He visited all year levels and assisted in the children's learning, not just in Religious Education but in all academic areas.

At the end of the year, all staff celebrated a Thanksgiving Mass with Fr. Michael. This gave staff an opportunity to come together as a whole team to pray, reflect and give thanks for the school year.
Accreditation - Our Lady Help of Christians School - 2016

Our Lady Help of Christians School 2016 Accreditation

Ms. Melinda Karavias
Leader of Faith Education

Learning & Teaching

Goals & Intended Outcomes

To provide a contemporary and engaging learning environment for all.

Intended Outcomes:

- That authentic and purposeful engagement will improve for all students;
- That contemporary practices will be evident in all learning areas;
- That Numeracy and Literacy outcomes improve for all students;

Achievements

Learning and Teaching is the core of our work at Our Lady Help of Christians Primary School. In this area we are committed to providing a learning environment where students are engaged and experience
success for the contemporary world. We seek to equip students with essential knowledge, understandings, skills and capabilities to operate effectively in our rapidly changing, increasingly globalized and interdependent world.

Staff work together collegially through professional development and planning to deliver a program to meet the needs of our students. Professional discussion at Staff Meetings, Professional Learning Team meetings and Year Level planning meetings with learning leaders, inform staff and provide strategies to implement in the classroom. An assessment schedule is in place for all year levels in both literacy and numeracy for pre and post testing during the year. Academic results are recorded and an overview chart is documented. This data is analysed and used by staff to develop programs for students. The Learning Intervention team also work together with classroom teachers and the Student Wellbeing Leader to support students who are working below or above expected level in both Literacy and Numeracy.

Included in our vision for the school is that every teacher knows every child and thus our staff work hard to provide a contemporary curriculum that meets the needs of our students. We are therefore proud that in 2015, for the fourth successive year, our students’ median scores exceeded the state median in every area of NAPLAN. These results reflect both the teaching and learning practices of our school community.

Reflective practise is vital for teachers to assist students improve outcomes. As such, teachers participated in a Family Mathematics Night with Rob Vingerhoets, an experienced and highly effective educator who has worked with teachers and students in New York City, Beijing and throughout Victoria and Australia. This night allowed teachers, with family members of students in their class, to discuss strategies, teaching methods and activities to improve student learning in the area of Mathematics.

In 2015, twenty three Year 4-6 students also chose to participate in the Australian Mathematics Competition. The students prepared for this in their own time and as a school we are proud of their achievements with one student receiving a High Distinction, 3 a Distinction, 12 a certificate of Credit and 7 a Proficiency certificate.

In 2014 the staff worked together to refine beliefs which underpin all our Learning and Teaching practices. In 2015, these continued to be refined and put into practise. Students participated in a number of Inquiry units in democracy, history, science, and innovation and investigated their personal questions in these areas. Incursions and excursions were planned and we encouraged parent/grandparent involvement in the learning process as expert guest speakers in their respective fields.

Our specialist classes (ICT, Library, Physical Education, Visual Arts, Performing Arts and Italian) are a highlight of our school, with all students being involved in a weekly 40 minute session in each area. 2015 saw our students further their skills in each of these areas, perform in a whole school musical, participate in a Triathalon, run their way through an Athletics carnival and participate in a festive Italian Day.

2015 saw the school take part in an external review process. This allowed staff, students and parents to reflect on our achievements during the review period of 2012-2015, as well as where we would head in the area of Learning and Teaching as a school in the future. The process also allowed for a refresh of current school policies in the various areas of Learning and Teaching, all of which can be found on our school website.

At Our Lady Help of Christians, we aim to develop learners who are encouraged to question, reflect and are empowered to take action and lead their own learning. In Learning and Teaching we recognise the value of parent and community participation and teacher professional learning.

**STUDENT LEARNING OUTCOMES**

**NAPLAN 2015 – Year 3 & 5 results**

Congratulations to our Year 3 & 5 students who have once again outperformed the Victorian averages in all 10 English and Numeracy areas.
It should be noted that this is the fourth consecutive year that our children have outperformed the Victorian average. Later in the year when our scores are compared to the Australian average (Victoria has the highest NAPLAN score in the country this year) we expect our comparative average to be further bolstered.

**What does this mean?**

- It means that as a school our teaching methods, programs, resources are helping our children to learn and develop a solid foundation of numeracy and literacy skills.
- It means that our teachers have the necessary skills to bring the best out in the children. Like all schools we have the children who struggle right through to the children who are well above standard. The Intervention programs that we now have running through the school from Foundation to Year 6 are paying dividends.
- It means that the school-home partnership is working well. Parents are supporting their children’s learning by ensuring they are at school on time each day, having a good rest and sleep to arrive at school ready to learn, and assisting with home reading and homework tasks.
- It means that we will continue to expect high work and behavioural standards from the children, as it is only in this environment that children can successfully learn.
- It means that as a school we can be very proud of our achievements, parents knowing full well that significant and demonstrable learning is happening in each class from Foundation through to Year 6.

<table>
<thead>
<tr>
<th></th>
<th>READING</th>
<th>GRAMMAR PUNCTUATION</th>
<th>SPELLING</th>
<th>WRITING</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 3</td>
<td>STATE AVG.</td>
<td>441</td>
<td>444</td>
<td>420</td>
<td>432</td>
</tr>
<tr>
<td></td>
<td>OLHC SCHOOL AVG.</td>
<td>497</td>
<td>486</td>
<td>447</td>
<td>473</td>
</tr>
<tr>
<td>YEAR 5</td>
<td>STATE AVG.</td>
<td>510</td>
<td>511</td>
<td>505</td>
<td>491</td>
</tr>
<tr>
<td></td>
<td>OLHC SCHOOL AVG.</td>
<td>524</td>
<td>539</td>
<td>538</td>
<td>521</td>
</tr>
</tbody>
</table>

**EDUCATIONAL PRIORITY LEARNING AREAS 2016**

*(Derived from an analysis of our 2015 NAPLAN weaknesses)*

<table>
<thead>
<tr>
<th>YR</th>
<th>MATHEMATICS</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><strong>NUMBER AND ALGEBRA</strong></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>- Use place value to determine the largest number</td>
<td>- Identifies and understands folktales Grade 5</td>
</tr>
<tr>
<td></td>
<td>- Order 4 digit whole numbers</td>
<td>- Interprets details in all text types</td>
</tr>
<tr>
<td></td>
<td>- Solve a word problem using addition, subtraction, multiplication and division</td>
<td>- Can use text structure and language to enhance meaning and understanding</td>
</tr>
<tr>
<td></td>
<td>- Solve a 2 step number problem</td>
<td>- Can understand, identify and use vocabulary to build text knowledge</td>
</tr>
<tr>
<td></td>
<td>- Calculate the missing number in an addition equation</td>
<td>Language Conventions</td>
</tr>
<tr>
<td></td>
<td>- Use addition &amp; subtraction to solve an equalize problem</td>
<td>- Explicit teaching of the 100 to the 300 Oxford most used high frequency words.</td>
</tr>
<tr>
<td></td>
<td>- Use addition &amp; subtraction involving money</td>
<td>- Explicit teaching of spelling rules. E.g. “i” before “e”, except after “c”.</td>
</tr>
<tr>
<td></td>
<td><strong>MEASUREMENT</strong></td>
<td>- Explicit teaching of spelling strategies/programs (e.g, Look, Say, Cover, Write, Check)</td>
</tr>
<tr>
<td></td>
<td>- Time: Determines day of the week of a date beyond info. shown on calendar/Converts digital time to words</td>
<td>- Explicit teaching of syllables, suffixes and prefixes.</td>
</tr>
<tr>
<td></td>
<td>- Mass: Reads a scale to determine the mass /Identifies appropriate estimate of mass/Identifies the lightest fruit in graphic of balance scales</td>
<td>- Explicit teaching of the style and language of a sentence/text. Style is not what is said but how it is said. E.g, A conscious decisions must be made to choose correct words, arrange them in phrases and sentences to convey a precise idea.</td>
</tr>
<tr>
<td></td>
<td>- Capacity: Calculates volume of a stack of cubes/liquid etc</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>STATISTICS &amp; PROBABILITY</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Interpret and compare data displays</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>GEOMETRY</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identify &amp; describe slides, turn, reflection of a 2D shape</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Determines the number of faces/edges etc on a solid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Uses simple positional language (right/Left) to solve a</td>
<td></td>
</tr>
</tbody>
</table>
### Problem
- Create and interpret simple grid maps to show position and pathways

### 5 Number and Algebra
- Order 4 digit whole numbers
- **Money**: Calculates change using multiplication & subtraction/ Calculates the unit price of an item/ Calculates the largest number of items that can be bought given prices for packs of different sizes
- Calculates the difference between two 2 digit numbers
- Identifies a point or number on a number line given 2 reference points (whole numbers/decimal numbers/fractions)
- Calculates the missing number in an equation (4 operations)
- **Solves a 2 step word problem**

### Measurement
- Identifies a right angle in a diagram (focus on all types of angles)
- Identifies and calculates perimeter and area (non regular shapes)
- Converting units of measurement (time, length, mass, volume) e.g. 0.5L = 500mls, and solving problems based on this information
- Reads a measurement on a set of scales
- Determines day of the week of a date beyond information shown on calendar

### Statistics & Probability
- Describe and interpret different data sets (calculates difference using information)

### Geometry
- Identifies a pair of irregular shapes that are the same
- Identifies the net of an object (unseen) with a given number of edges
- Determines a compass direction after a quarter turn
- Describes translations, reflections and rotations of two-dimensional shapes.
- Describes routes using landmarks and directional language

### N.B.
Solving worded problems (multi step) has come up every year, really need to focus on this as a school.
Proportion of Students meeting National Minimum Standard

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th></th>
<th></th>
<th>Year 5</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>94.1%</td>
<td>100%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>97.1%</td>
<td>100%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>97.2%</td>
<td>100%</td>
<td>97.6%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>97.1%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Change in Proportion of Students meeting National Minimum Standard

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th></th>
<th></th>
<th>Year 5</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>2.9%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>-5.9%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Writing</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Spelling</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>-2.9%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>7.9%</td>
<td>2.8%</td>
<td>-2.4%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>2.8%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>-2.9%</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

MS. PATRIZIA RINALDO

DEPUTY PRINCIPAL & LEADER OF LEARNING & TEACHING

Student Wellbeing

Goals & Intended Outcomes

- To improve student wellbeing through authentic personalised engagement.
- To enhance student wellbeing programs and practices.
- To ensure all students needs are met through ensuring student connectedness and engagement.

The Student Wellbeing focus for 2015 at Our Lady Help of Christians School was centred around building on the foundation work in previous years to promote a positive social and emotional culture in our school. We aim to develop a learning community that fosters the growth of all, accepting and respecting all members of our school community. Our Lady Help of Christians School has a clear understanding of the relationship between student wellbeing and student learning outcomes. The leaders of Our Lady Help of Christians have been strategic and proactive in the steps taken to ensure a safe learning environment. Among the measures which have been put in place and which have contributed to the school’s success in this sphere are: the effective implementation of the Positive Behaviour Management program; CASEA program, which focused upon recognising and managing strong emotions; and, most significantly, the "Making Jesus Real" program.
Achievements

Staff appointments assisting with the coordination of wellbeing are:

- An experienced staff member with a Masters of Education – Student Wellbeing from Melbourne University charged with the role of Student Wellbeing Leader with time release to organise the implementation of preventative programs.
- An experienced staff member to the role of Special Services Leader with time release to organise referrals, assessments, Program support meetings and liaise with Learning Support Officers.

Policies have been developed and are regularly revisited to ensure that they meet the current needs of the school community. Examples include:

- Student Wellbeing
- Anti-Bullying
- Cyber-smart
- School Uniform
- Managing complaints and grievances
- Volunteers within the school
- Supervision of students
- Behaviour management

Within focused discussions leading up to our 2015 School Review, the quality of teaching staff was praised and recognised for making a significant contribution to the wellbeing of the students. Parents described staff as hardworking, positive people who were passionate about their work. Staff praised the students’ behaviour inside and outside class. As one teacher stated, Students are very clear about the school rules and expectations. Another believed that members of staff are held in high regard by students, and that the majority of students genuinely enjoy coming to school each day. Parents concurred, saying that the exemplary behaviour of the students was a significant contributing factor in their decision to enrol their children at Our Lady Help of Christians School. Our Lady Help of Christians School strives to be a welcoming and encouraging community that fosters positive relationships with thanks and forgiveness. Effective policies, proactive leadership and dedicated, supportive staff have created an environment which indeed reflects the school’s vision. Our school leaders recognise the main challenge of our school will be to maintain and build upon the impressive safe learning environment they have so carefully established over recent years.

VALUE ADDED

Our Lady Help of Christians Parish Primary School adds value to each child’s education through a variety of events and programs;

- Constant Reminders/Posters & Actions/Behaviour for Anti-Bullying
- Buddy Programs: Foundation/Seniors
- Variety of Extracurricular enabling/encouraging children to find ‘real success’. For example: Interschool Sports, The Arts (Visual & Performing), Whole school concert, Choir etc.
- Foundation to Year Six Student Representative Council (S.R.C)
- Focus on cyber safety with the continuing reinforcement of a Cybersmart policy and student contracts.
- Recognition of our volunteers and a protocol letter enforced.
- Community Assistance/Connections: St Vincent de Paul mini vinnies, Working Bees, Lap-a-thons, Book Week Parades.
- Celebrating School & Individual Achievements, Birthdays/Anniversaries etc.
- Focus on implementing the Social and Emotional Learning with further exploration and auditing of the SEL framework as a staff.
- In Term 3, after much preparation research and data gathering, we implemented a program to manage student safety and target the self-management of strong emotions affecting student behaviour.
- Students with Special Needs (both funded and unfunded) continued to be a high priority, with strong connections being encouraged between home and school. We saw evidence of this again providing effective learning outcomes and strong inclusive practices benefitting the whole school community.
- We welcomed students from overseas with severe physical challenges, and provided a supportive, safe and nurturing learning environment for them.
- *Making Jesus Real*, our primary Social and Emotional Learning program, continues to positively influence the culture of our school, as the values are becoming embedded in everyday interactions between students. Using the terminology has equipped students to build resilience and develop understanding of values in themselves and others.
- Collaboration with the School Nursing service, to support and monitor issues of physical health with our Foundation students.
- Weekly Intervention has provided valuable data to monitor and plan for special needs and at risk students.
- Transition program to ensure comprehensive handover of information from class to class, preschool to Foundation, and Primary school to Secondary school.
- Ongoing focus on Staff wellbeing to ensure we support and collaborate effectively with each other.

**SCHOOL MANAGEMENT OF NON-ATTENDANCE**

We monitor students’ attendance through the use of our Student Management program N-Forma. With this program we are able to print total days of absence over the past 2, 3, 4 or 5 years. This gives an accurate snap shot as to the reasons a student may not be achieving academic and social success, as the cumulative effect of this absence can be palpable. Where students are found to have had far too many days of absence in a year a meeting is called with parents to create a plan for more consistent attendance at school. In some cases where children have been overseas for extensive periods of time during the school year, it may be recommended that the student repeat another year in that class as a way of consolidating learning. School Attendance is a priority focus with early intervention processes in place to promote student connectedness. Class teachers work with parents to ensure all children are attending school with the support of the student wellbeing leader and school principal.

**STUDENT SATISFACTION**

During focused sessions leading up to our School Review, students were eager to list all the reasons they would invite friends beyond the school to join the Our Lady Help of Christians community. These included that the school was Catholic, friendly, had high expectations of learning, had good facilities and kind teachers. The “Making Jesus Real” program was pivotal to their sense of belonging and pride in their school. The parents endorsed this assessment and emphasised the way in which their children’s learning and wellbeing were foremost in the school’s priorities: *every teacher knows every child.*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT MORALE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26%</td>
<td>28%</td>
<td>65%</td>
<td>26%</td>
<td>49%</td>
<td>91%</td>
<td>75%</td>
<td>77%</td>
</tr>
<tr>
<td><strong>STUDENT DISTRESS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>34%</td>
<td>53%</td>
<td>77%</td>
<td>63%</td>
<td>44%</td>
<td>80%</td>
<td>82%</td>
<td>78%</td>
</tr>
<tr>
<td><strong>PURPOSEFUL TEACHING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26%</td>
<td>27%</td>
<td>45%</td>
<td>36%</td>
<td>57%</td>
<td>75%</td>
<td>81%</td>
<td>85%</td>
</tr>
<tr>
<td><strong>STIMULATING LEARNING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>27%</td>
<td>42%</td>
<td>58%</td>
<td>47%</td>
<td>67%</td>
<td>75%</td>
<td>73%</td>
<td>81%</td>
</tr>
<tr>
<td><strong>CONNECTEDNESS TO SCHOOL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>34%</td>
<td>30%</td>
<td>69%</td>
<td>44%</td>
<td>43%</td>
<td>74%</td>
<td>79%</td>
<td>87%</td>
</tr>
<tr>
<td><strong>STUDENT MOTIVATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>69%</td>
<td>80%</td>
<td>85%</td>
<td>53%</td>
<td>77%</td>
<td>85%</td>
<td>86%</td>
<td>89%</td>
</tr>
</tbody>
</table>
Leadership & Management

Goals & Intended Outcomes

To enhance the professional learning culture of the school.

That improved staff climate and professional learning culture supports improved learning for staff and students.

That staff understanding of contemporary learning will be deepened and expressed.

To improve the school organisational health

That the leadership capacity of all will be enhanced.

That staff wellbeing will be enhanced.

To effectively manage resources in accordance with School Improvement Plan priorities.

Achievements

Much of the 2015 school year in the area of Leadership and Management was taken with School Review and V.R.Q.A compliance. Every four years, in the Melbourne Archdiocese Catholic education system, schools move through the School Improvement model to appraise:

- What has been achieved in the past four years and whether set goals have been met
- The setting of new school goals in each of the five spheres 2016-2020

Running beside this are compliance checks from the V.R.Q.A (Victorian Registrations and Qualifications Authority). Areas of compliance such as:

- School Governance Standards
- Enrolment Standards
- Curriculum and Learning Standards
- Student Welfare Standards
- Staff Employment Standards
- School Infrastructure Standards
are analysed by an external assessor to ensure compliance and probity.

The School Review process began late in 2014 when as a school community we wrote our new School Vision statement. This led to two school closure days in mid-April which allowed staff two full days to analyse our successes and challenges over the past four years, and then plan for, imagine and dream where we could take our school by 2020. Much of second term was refining the Self Reflection Report which was due into our CEM appointed School Reviewer, Mr. Ian Coffey in mid-July. Our V.R.Q.A assessment was conducted on the 24th July and our school was judged to be fully compliant with all necessary V.R.Q.A standards. School Review week occurred in the week of the 24th August and it was during this week that Mr. Coffey spoke to students groups, parents and teacher focus groups to put ‘flesh’ on the findings of our Self Reflection report. Mr. Coffey then reported his findings back to Father Michael Casey, all staff and a group of parent representatives on Tuesday 14th October. The findings constituted a Final Report with the recommendations for School Improvement for the 2016 – 2020 school years.

The new school goals for the next review periods are:

**Education in Faith**
- To strengthen our school as an authentic contemporary Catholic community that is reflective and lives out its mission in the light of the faith tradition.

**Learning & Teaching**
- To improve student learning outcomes through purposeful, focused teaching that promotes student engagement in all areas of the curriculum.

**Student Wellbeing**
- To develop an engaging learning environment that is safe, inclusive and challenging for all students.

**School Community**
- To enhance the confidence and capacity of the whole community to engage in learning and promote the wellbeing and achievement of all.

**Leadership & Management**
- To grow and sustain a professional culture that is characterised by integrity, shared vision, effective teamwork and a focus on continuous educational improvement.

The School Review and VRQA process are a welcome ‘renewal’ and ‘refocus’ every four years. The CEM School Improvement process is a good form of analysis and goal setting for the future direction of the Catholic primary school.

### Teachers Highest Qualification - Our Lady Help of Christians School - 2016

![Bar Chart: Our Lady Help of Christians School Teachers Highest Qualification](chart.png)

- Degree - Doctorate: 53.3%
- Degree - Masters: 42.7%
- Diploma - Graduate: 21.3%
- Certificate - Graduate: 10.7%
- Degree - Bachelor: 64%
- Diploma - Advanced: 0%

This School | Like Schools | All Schools
**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**DESCRIPTION OF PL UNDERTAKEN IN 2015**

- Attendance at network meetings by school leaders in Religious Education, Maths, Literacy, ICT, Student Wellbeing and Reading Recovery.
- Three School Review and VRQA preparation days for all staff members.
- Two staff members enrolled in the CEM “Aspire to Principalship” Course
- ACU Annual Primary Teachers’ Mathematics Conference
- Making Jesus Real conference in Tasmania – February 2015
- Google Apps for Education Conference (September Holidays 2015)
- Pre Conference - Google Trainer - Google Apps For Education Conference (September Holidays 2015)
- Finance Cluster Group Meetings
- 3-day LSO PD Program presented by Catholic Education Melbourne (Aug, Sept, Oct, 2015).
- Level 2 First Aid course for all classroom teachers

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 32 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL | $815.00 |

<table>
<thead>
<tr>
<th>Staff attendance</th>
<th>The average attendance rate per staff member</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching Staff: 86.87%</td>
</tr>
<tr>
<td></td>
<td>Non-teaching staff: 97.61%</td>
</tr>
<tr>
<td></td>
<td>All staff: 89.23%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff retention</th>
<th>The proportion of teaching staff retained in a program year from the previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>82.14%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff composition</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching staff (head count)</td>
<td>30</td>
</tr>
<tr>
<td>FTE teaching staff</td>
<td>22.63</td>
</tr>
<tr>
<td>Non-teaching staff (head count)</td>
<td>7</td>
</tr>
<tr>
<td>FTE non-teaching staff</td>
<td>2.9</td>
</tr>
<tr>
<td>Indigenous teaching staff</td>
<td>0</td>
</tr>
</tbody>
</table>
TEACHER SATISFACTION

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Morale</td>
<td>16%</td>
<td>65%</td>
<td>54%</td>
<td>62%</td>
<td>49%</td>
<td>58%</td>
<td>77%</td>
<td>82%</td>
</tr>
<tr>
<td>School Distress</td>
<td>19%</td>
<td>75%</td>
<td>56%</td>
<td>53%</td>
<td>30%</td>
<td>49%</td>
<td>68%</td>
<td>73%</td>
</tr>
<tr>
<td>Role Clarity</td>
<td>55%</td>
<td>61%</td>
<td>50%</td>
<td>83%</td>
<td>66%</td>
<td>57%</td>
<td>77%</td>
<td>80%</td>
</tr>
<tr>
<td>Teamwork</td>
<td>32%</td>
<td>45%</td>
<td>38%</td>
<td>54%</td>
<td>48%</td>
<td>48%</td>
<td>77%</td>
<td>81%</td>
</tr>
<tr>
<td>Appraisal &amp; Recognition</td>
<td>51%</td>
<td>68%</td>
<td>61%</td>
<td>81%</td>
<td>57%</td>
<td>46%</td>
<td>64%</td>
<td>76%</td>
</tr>
<tr>
<td>Curriculum Processes</td>
<td>43%</td>
<td>45%</td>
<td>45%</td>
<td>71%</td>
<td>61%</td>
<td>44%</td>
<td>78%</td>
<td>85%</td>
</tr>
<tr>
<td>Effective Discipline Policy</td>
<td>61%</td>
<td>72%</td>
<td>62%</td>
<td>77%</td>
<td>86%</td>
<td>84%</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>Quality Teaching</td>
<td>20%</td>
<td>30%</td>
<td>32%</td>
<td>40%</td>
<td>61%</td>
<td>50%</td>
<td>77%</td>
<td>86%</td>
</tr>
</tbody>
</table>

School Community

Goals & Intended Outcomes

To develop genuine partnerships with parents, focusing on improving student outcomes.

Intended Outcomes:
- That links with the wider community are strengthened to provide students with authentic learning – OLHC “Outward Facing School”;
- That parents will become more engaged in the learning process;
- That opportunities for parent input are enhanced.

Achievements

At Our Lady Help of Christians we believe in a strong and positive relationship between all members of our school community. This relationship plays a key role in enhancing the programs and resources available to our school. The 2015 school year provided many opportunities for our parents, grandparents, extended family members and parish to actively participate and contribute to our school.

The Student Representative Council (SRC) play a key role in making links to our school community. This year our 16 members became part of the Mini Vinnies St Vincent De Paul group. In conjunction with their teacher leader Ms Clare Curtis, the students planned for and coordinated the ‘Vinnies Community Sleepout’. On the 18th June 2015, 15 staff members slept out in the school Centenary Centre and with the support of the school community raised $2448. Later in the year, the Mini Vinnies also organised a donation drive for St Vincent De Paul. A St Vincent De Paul van came to the school to pick up the large number of donations made by our school community which included clothes, books and toys. We thank Ms Curtis, the SRC and our generous community for gathering together to assist those in need.

On the 29th April 2015 we had 70 families join together in our Centenary Centre for a Mathematics Parent Night with Rob Vingerhoets, an experienced and highly effective educator who has worked with teachers and students in New York City, Beijing and throughout Victoria and Australia. The night proved to be one
that not only challenged our thinking in the way our students learn Mathematics, but also provided our parents and grandparents with fun games and activities to play with their children at home.

The Our Lady Help of Christians Bi-annual whole school Performing Arts Concert was held on the 4th September 2015 at the Moonee Ponds Clock Tower. The performance entitled ‘Aladdin Trouble’ included all the students of Our Lady Help of Christians, with year 5 and 6 students performing the lead roles. It was a wonderful opportunity for our school community to gather together, socialise and enjoy the performance of our talented students. Congratulations to Ms Faye Nardella, the students, the teachers and parents who worked tirelessly together to choreograph performances, rehearse dances and songs, sew costumes etc in order to produce such a spectacular event that was supported by a sell-out 500 strong audience.

For the second year running, the school competed in the ‘RACV Energy Breakthrough’ challenge, held in Maryborough from 20th to the 22nd November. A committee of parents and teachers met together monthly to find sponsors, fundraise, plan for and train 10 Year 6 students to represent Our Lady Help of Christians in the event. The students rode their Human Powered Vehicle ‘Rory’ around the track showing great skill and determination and were supported by parents and staff from the school.

The Australian Government places importance on building relationships with our Asian neighbours and being a Sister School with SD Maria Bintang Laut in Bandung Indonesia has provided our community with the opportunity to do this. Each class was allocated a buddy class, with epals becoming commonplace for many. March saw the visit of Ibu Lanny, (Primary School principal), Pak Ono (Junior High principal) and teachers Ibu Lidwina and Ibu Vero to Our Lady Help of Christians and September saw 3 of our teachers travel to Indonesia. During these visits teachers shared their expertise, taught classes and visited families of their respective Sister School.

Our Parents and Friends Association continued to be a great source in connecting with our school and wider community. Our thanks go out to all the Parent Representatives who worked with individual classes and our Parents and Friends committee who organised a number of fundraisers, including the successful ‘Silent Disco’. The success of all their hard work has meant that our school will take delivery of 125 HP Stream laptops in 2016.

Parent input has continued to be welcomed by staff with Principal Forums happening on a termly basis. These informal chats welcome all families to join with the leadership team over a cup of tea and biscuits and discuss ideas and suggestions to enhance our school.

With a school community that has a shared purpose and collective investment in our students, Our Lady Help of Christians continues to be a vibrant, dynamic and well-resourced school enhancing the learning of all. We thank all those whom have contributed to our school and look forward to continue working with them.

**PARENT SATISFACTION**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitions</td>
<td>9%</td>
<td>45%</td>
<td>17%</td>
<td>38%</td>
<td>47%</td>
<td>80%</td>
<td>77%</td>
</tr>
<tr>
<td>Homework</td>
<td>17%</td>
<td>52%</td>
<td>49%</td>
<td>53%</td>
<td>40%</td>
<td>74%</td>
<td>67%</td>
</tr>
<tr>
<td>Student Motivation</td>
<td>33%</td>
<td>66%</td>
<td>43%</td>
<td>28%</td>
<td>74%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Social Skills</td>
<td>18%</td>
<td>36%</td>
<td>66%</td>
<td>52%</td>
<td>89%</td>
<td>80%</td>
<td>82%</td>
</tr>
<tr>
<td>School Connectedness</td>
<td>37%</td>
<td>59%</td>
<td>44%</td>
<td>59%</td>
<td>83%</td>
<td>85%</td>
<td>81%</td>
</tr>
<tr>
<td>Stimulating Learning</td>
<td>32%</td>
<td>40%</td>
<td>46%</td>
<td>50%</td>
<td>64%</td>
<td>83%</td>
<td>80%</td>
</tr>
</tbody>
</table>

**MS. PATRIZIA RINALDO**

DEPUTY PRINCIPAL & LEADER OF SCHOOL COMMUNITY
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>$157,233</td>
</tr>
<tr>
<td>Other fee income</td>
<td>$141,805</td>
</tr>
<tr>
<td>Private income</td>
<td>$50,725</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>$548,335</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>$1,966,300</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>$2,864,399</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>$2,270,960</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>$403,481</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>$2,674,441</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td>0</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>$150,574</td>
</tr>
<tr>
<td>Other capital income</td>
<td>$5,618</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>$156,192</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>$220,714</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td>$247,200</td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>$247,200</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>$338,812</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.