## School Contact Information

<table>
<thead>
<tr>
<th><strong>Address:</strong></th>
<th>3-9 Central Avenue Burwood, 3125</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal:</strong></td>
<td>Barry McLellan</td>
</tr>
<tr>
<td><strong>Parish Priest:</strong></td>
<td>Fr. David Tremble</td>
</tr>
<tr>
<td><strong>Education Board Chair:</strong></td>
<td>Matthew Lyons</td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
<td>03-98088551</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:principal@sbburwood.catholic.edu.au">principal@sbburwood.catholic.edu.au</a></td>
</tr>
<tr>
<td><strong>Website:</strong></td>
<td><a href="http://www.sbburwood.catholic.edu.au">www.sbburwood.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

## Attestation: Minimum Standards & Accountability

I, Barry McLellan, attest that St Benedict’s primary school Burwood 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).
Our School Vision

“Together we work and pray”

At St. Benedict’s we believe that as a Catholic school we are committed to learning and living the values of the Gospel with Jesus as our model.

We are committed to:

- Living and sharing the gift of faith
- Providing a learning environment that focuses on the whole person i.e. the spiritual, academic, emotional, social and physical dimensions of a child’s development
- Encouraging the views of the whole community including students, staff, parents and parishioners. Collaborative decision making is seen as integral to the life and functioning of the school.
- Providing a place of welcome, acceptance and growth for all members of our school community.

We seek to prepare our children for the opportunities and demands of life in the 21st Century and see the teachings of Jesus to be fundamental in this task.

“I have come that you may have life and have it to the full.” John 10:10
School Overview

St Benedict’s Primary School educates the children of the parish of Burwood. The school was opened on 28th January 1941 with 15 pupils. During the 1940’s the sisters of the Our Lady of Sion Order staffed the school. Enrolments grew and extra classrooms, cloakrooms and toilets were built in the 1950’s. The Sion sisters withdrew from the school and the Marist sisters from Sydney were invited to replace them. By 1955 there were 300 children enrolled and further extensions to the buildings were required. From the late 1950’s the school catered for both primary and secondary students. However, as this proved unsatisfactory, it was decided to acquire land in Central Avenue and build a new primary school. The original site of the primary school became Chavion College and was eventually incorporated into Emmaus College dual campus regional secondary school.

Facilities

The present primary school was opened in 1973. In 2010, using funds from the Building the Education Revolution program, we constructed three new classrooms, renovated a classroom to form a library and renovated the computer centre, art room and hall. We also installed new playground equipment and synthetic turf over the asphalt. The classrooms are fully heated and air-conditioned and have a wet area incorporating a sink. A new administration area was completed in 2006 and it consists of the principal’s office, reception area, secretary’s office, photocopy room, a sick bay, shower, toilet and an archive storage room. The playground area is on two levels and there are two adventure playgrounds. We have a small grassed area with seating for the children. Much of the playground and the tennis courts have synthetic turf covering.

Location

St Benedict’s is situated within the boundaries of the City of Whitehorse and is a member of the East Central Zone of the Catholic Parish Primary Schools. The school is close to Warrigal Road and Burwood Highway/Toorak Road and there is good access to public transport. There is a local shopping centre nearby and a sizeable light industrial area to the southeast. The neighbourhood is predominantly residential and made up of privately owned homes and units. There has been marked redevelopment of old schools, factories and other large sites to create estates of new homes. This has brought with them a change from an ageing population to one of young families and couples. This is an encouraging sign for the growth of our school population.

Most of our students enrolled come from quite stable family backgrounds. Many of our children are involved in extra curricular activities. A feeling of strong parental interest and involvement prevails, both in the welfare of the school and the progress of the children.

Staff

In 2015 St Benedict’s employed 7 full time teachers, 10 part time teachers, 2 school officers and 6 teacher aides. Specialist areas include Art, Library, Music & Drama (Prep-Yr.2) Instrumental music(Yr.3-6), Italian (Yr.3-6), Reading Recovery and Physical Education. The current Positions of Leadership are: Deputy Principal, Religious Education Leader, Curriculum Leader(shared between 2 teachers) and Mathematic Leader. These staff members plus our Literacy leader make up the school leadership team. We use an integrated approach to curriculum to incorporate all learning areas. The Consultative Committee is made up of all teaching staff.

Class Groupings

In 2015 we had eight class groupings consisting of prep, 2xYr.1/2, 3x Yr.3/4 and 2xYr.5/6.
Parent Participation

Our partnership with parents is considered to be of vital importance to the successful education of the students at St Benedict’s. They participate by assisting in classrooms, supporting physical education programs such as interschool sport, attending excursions and working in the library. Our School Education Board represents the parent body and advises the principal and the parish priest on school issues. The Education Board meets approx. twice per term. The Parents and Friends Association meets regularly and does great work in raising funds for programs and resources and organizes social activities for our school families. St Benedict’s offers an afterschool care program from 3.15pm- 6pm each day.

Principal's Report

2015 was a successful year for St Benedict’s school. A summary of key decisions, events and achievements is included below.

- At our February census we had 177 students enrolled, a small increase from the census in 2014.
- Twelve of our students received special needs funding.
- Jacob Rice concluded his time at our school at the end of 2014. Hayley Bottomley joined our staff and taught Yr.3/4H. Hayley was a graduate teacher from Australian Catholic University so an induction and mentor program was implemented. Mandy Shannon was Hayley’s mentor throughout this program.

- Sister Melissa Brown assisted in classrooms throughout the year in a voluntary capacity.

- Melany Paschal (learning support officer) accepted a position outside education. She was replaced by Laeticia Edmond.

- Andrew Chinn, a singer and song writer ran sessions with the children on Thursday 5th March followed by a performance in the evening at Emmaus College (Yr9) hall. Andrew then worked with the staff on Friday 6th March. The focus of this day was music and scripture in R.E.

- Jane Michael taught Maths Intervention classes. Robyn Williams worked in conjunction with Jane and facilitated the further implementation of the IMaths program and planning for Maths across the school. Maryann Hamilton worked with each class to improve ICT skills.

- Our Yr.5/6 children attended Camp Rumbbug at Foster North from 23rd to 25th February.

- Throughout 2015 we undertook a school review with the assistance of Catholic Education Melbourne. Inservice days on 22 and 25 May focussed on the writing of our review report. Kerin Thornloe was our independent reviewer. She visited the school in the week beginning 31 August. Our leadership team day on 10 November focussed on the development of a new School Improvement Plan and Annual Action Plan.

- Dance Fever sessions were held throughout term 2 with final performances on 16 June (Yr3 to Yr6) and 23 June (Prep to Yr2).

- First Reconciliation for our Yr.3 students was celebrated on 26th March. First Eucharist for our Yr.4 students was celebrated on 9th August and Confirmation for our Yr.5/6 children was celebrated on 30 October. Archbishop Dennis Hart confirmed the children.
Our Art show was officially opened by our local state member of parliament, Graham Watt, on Monday 19 October. We had received a $4,000 grant which incorporated Italian, Art and ICT. The Yr5/6 children produced some wonderful mosaics that were on display at the art show and are now displayed at the front of the school.

Grandparents’ day was held on Friday 23 October. The day began with a special assembly. Grandparents then visited the classrooms and viewed the artwork around the school. A morning tea was then held in the hall.

The Yr3 to Yr.6 instrumental program allowed the students in these classes to learn the flute, electric guitar, acoustic guitar, violin or drums. The children performed in two instrumental concerts for the school.

Two staff attended the Google Apps for Education Conference in October. The children were introduced to Google apps and gmail through ICT and classroom sessions.

SRC fundraising events supported several causes throughout the year including: blankets, clothing and food for the St. Vincent De Paul Society, Caritas and the Missionaries of God’s Love parish in Flores Indonesia.

We continued our involvement in the Literacy Assessment Project which aims to improve reading comprehension for students in Yr3 to 6.

Our children participated in zone, district and regional athletics and cross country running competitions as part of the Victorian Primary School Sports Association. Our Yr5&6 children were involved in senior sport days with our local primary schools.

A mother’s day mass, morning tea and stall were held in May. A father’s day mass, breakfast and stall were held in September.

A celebration of St Benedict’s day was held on 18th July. This day included a school mass followed by rotational fun activities and a special lunch provided by the P&F association.

The KidsMatter launch was held on Friday 1st May with a special assembly, activities and a shared morning tea. The day was a great success. The KidsMatter program focuses on student wellbeing and community. Lorraine Walker, Ro O’Dwyer and Rhett Masters are implementing the program.

Italian Day was held on 1 December and was a great success.

We continued to offer the ERIK(Early Reading Intervention Knowledge) program. This program focuses on Yr2 students including children who have been involved in the Reading Recovery program.

The P&F committee continued to raise funds and build community spirit around the school. Their great work allowed the renovation of the school toilets in the summer holidays using funds raised.

The details above are a snap shot of 2015 for St. Benedict’s school community. We believe that these activities are preparing our students well to participate effectively in our society in the future and to “live life to the full”. 
Education in Faith

Goals and Intended Outcomes

Our Goal
To develop a faith culture within the school community

Intended outcomes
That staff will regularly participate in faith experiences
That students will regularly participate in faith experiences
That parents will be more involved in the Faith Community
That teachers professional competence, knowledge and confidence will be developed in Religious Education

Achievements
Andrew Chinn, a singer and song writer ran sessions with the children on Thursday 5th March followed by a performance in the evening at Emmaus College (Yr9) hall. Andrew then worked with the staff on Friday 6th March. The focus of this day was music and scripture in R.E.

Further opportunities were provided for staff to participate in RE professional development. Our Religious Education Leader attended REL networks. These activities assisted the school’s RE program.

RE was included as a component of professional learning teams. Several RE professional learning team or staff meetings were held throughout the year.

Students were given further opportunities to celebrate, pray and share liturgical experiences.

Students assisted in the planning of masses, class liturgies/prayer/meditation.

Catholicity

The following activities assisted the spiritual development of our students:

- Religious Education program Prep – Yr.6
- Whole school and class masses
- Celebration of the sacraments of Penance, First Eucharist and Confirmation
- Each class attended Adoration sessions with Sister Majella Bollen
- Participation in social justice initiatives for the St. Vincent de Paul society, Caritas and the Missionaries of God’s Love parish in Flores Indonesia.

Learning and Teaching

Goals articulated in the Annual Action Plan
To ensure a whole of school approach to purposeful teaching
To further engage students in their learning

Intended outcomes
That student performance in Mathematics be improved
That student performance in Writing be improved
That students will be involved in decision making regarding their own learning
That the use of ICT facilities will be optimised in all teaching and learning programs

Achievements
The further implementation of LAP (Literacy Assessment Project) focused on improved outcomes in reading comprehension at the Yr.3-6 level.
All classes have interactive whiteboards and netbooks. Staff were inservice in the use of Google apps for education and gmail. Staff then assisted students as they began using gmail and google apps. Each class made good use of ten to twelve or more ICT devices in each room. This technology has enhanced student engagement.

Student involvement in decision making has been a focus e.g. through the Student Representative Council, nominations for school awards, student surveys, whole school involvement in our CAPS(Contemporary Approaches to Primary Science) project etc.

The intended outcomes were achieved through the following:
Identification of common elements of mathematics needs across school/level and focused professional development in these areas.

Involvement in the Literacy Assessment Project
1. Developing literacy leaders and collaborative teams
2. Using literacy assessment and data to improve student outcomes
3. Further Implementation of the IMaths program

Compliance Advice

Item 7: National Minimum Standards and Item 8: National minimum standards changes

The following data indicates the percentage of students in the school who are at or above the National Minimum standards as assessed by the National Assessment Program Literacy and Numeracy (NAPLAN) in 2013, 2014 and 2015. The NAPLAN tests are set for all students in Yr. 3, 5, 7 & 9 in every school in Australia.

School Improvement Report data provided by Catholic Education Melbourne provides the percentage (%) change in the proportion of students in the school who are at or above the national literacy and numeracy minimum standards, as assessed by the National Assessment Program Literacy and Numeracy(NAPLAN) tests, in comparison to previous years.

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<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>YR 03 Reading</td>
<td>100.0</td>
<td>91.7</td>
<td>-8.3</td>
<td>93.3</td>
<td>1.6</td>
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<td>YR 03 Writing</td>
<td>88.9</td>
<td>100.0</td>
<td>11.1</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>100.0</td>
<td>91.7</td>
<td>-8.3</td>
<td>100.0</td>
<td>8.3</td>
</tr>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>94.4</td>
<td>95.8</td>
<td>1.4</td>
<td>100.0</td>
<td>4.2</td>
</tr>
<tr>
<td>YR 03 Numeracy</td>
<td>94.4</td>
<td>91.7</td>
<td>-2.7</td>
<td>90.0</td>
<td>-1.7</td>
</tr>
<tr>
<td>YR 05 Reading</td>
<td>100.0</td>
<td>93.1</td>
<td>-6.9</td>
<td>100.0</td>
<td>6.9</td>
</tr>
<tr>
<td>YR 05 Writing</td>
<td>90.9</td>
<td>96.6</td>
<td>5.7</td>
<td>100.0</td>
<td>3.4</td>
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<tr>
<td>YR 05</td>
<td>Spelling</td>
<td>95.5</td>
<td>100.0</td>
<td>4.5</td>
<td>100.0</td>
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<tr>
<td>YR 05</td>
<td>Grammar &amp; Punctuation</td>
<td>95.5</td>
<td>100.0</td>
<td>4.5</td>
<td>100.0</td>
</tr>
<tr>
<td>YR 05</td>
<td>Numeracy</td>
<td>95.5</td>
<td>93.1</td>
<td>-2.4</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Student Wellbeing**

**Goal/s articulated in the School Improvement Plan**

That students are involved in establishing learning social goals, reflective practices and self assessment.

**Achievements**

Continued the use of circle time with staff and encouraged this as a regular classroom practice

Worked with identified individual students on their social skills and resilience

Maintained a hand over routine of students to next year’s teacher, particularly those with special needs.

Continued the introduction of meditation across the school.

**Compliance Advice**

**Item 10-Parent, student and teacher satisfaction**

Insight SRC Surveys of parents, students and staff satisfaction were undertaken in third term of 2015.

These surveys, along with anecdotal evidence indicate that parents and staff are generally satisfied with both the pastoral care of the children and academic achievement. We have few complaints concerning the management of the children.

The Insight SRC surveys were discussed at staff meetings and helped shape our Annual Action Plan for 2016.

**Leadership and Management**

**Goal/s articulated in the School Improvement Plan**

To improve staff engagement

**Intended outcomes**

That an induction and mentoring program is implemented for all staff new to the school

That staff receive regular, constructive appraisal and recognition

That whole school and individual PD planning are linked to the school improvement plan

**Achievements**

Staff met regularly to offer feedback e.g. after camp, excursions, units of work.

An induction program has been fully implemented for our graduate teacher, Hayley Bottomley

We ensure that, where possible, all staff received regular, constructive feedback from a variety of sources.
## Compliance Advice

### Item 1: Staff Attendance

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
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<tbody>
<tr>
<td>Teaching Staff Attendance Rate</td>
</tr>
</tbody>
</table>

The information presented here represents the average percentage attendance rate per staff member who was employed at the school on the last day of term 4.

- Staff on any type of leave during the year would have been counted as not being in attendance during that leave.
- Staff attending approved professional learning activities during a school day have been classified as being in attendance.

**Context for reporting**

Staff attendance figures include staff on extended leave such as:

- Long service leave
- Long term sickness
- Leave without pay
- Maternity leave
- Study leave
- Enrichment or sabbatical leave.

**During 2015:**

- Staff on sick leave, long service leave or attending professional development programs were replaced by existing staff members or qualified emergency teachers.
- Staff have demonstrated their commitment to the school through additional attendance at:
  - Yr5 & 6 three day School Camp
  - Organising and attending excursions
  - After hours meetings
  - Representation on the Parish Education Board and Parents and Friends Assoc.
  - Representation on the Parish Pastoral Council
  - Information evenings for the Sacramental Program
  - Overnight Conferences
  - End of year and Yr6 Graduation mass
  - Afternoon and evening Parent/Teacher Interviews
  - Open Days and evenings
  - Prep (2016) dinner
  - Prep transition sessions
  - Attendance at sacramental evenings and celebrations i.e. for Penance, Eucharist and Confirmation

### Item 2: Staff Retention

<table>
<thead>
<tr>
<th>STAFF RETENTION RATE</th>
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<tbody>
<tr>
<td>Staff Retention Rate</td>
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</tbody>
</table>

The data represents retention of individual teachers not integration aides or administrative staff. Staff that were on extended leave (e.g. maternity leave, long-service leave, extended sick leave) have not been included in the calculation. Teachers employed on short term contracts are
Item 3: Teacher Qualifications

All staff employed at St. Benedict’s school have appropriate qualifications as per the guidelines laid down by the Victorian Institute of Teaching. Data collected by Catholic Education Melbourne indicates the following:

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>5.88%</td>
</tr>
<tr>
<td>Graduate</td>
<td>17.65%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>0.00%</td>
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<tr>
<td>Degree Bachelor</td>
<td>64.71%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>76.47%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Item 4: Expenditure and Teacher Participation in Professional Learning

This item includes replacement costs for staff attending inservices, teacher allowances and expenses, subscriptions and levies, journals and periodicals, catering for school functions and books purchased for the library.

The total expenditure on professional learning for staff (9 full time and 20 part time staff) in 2015 was $37,185. This works out to be approx. $1,282 per staff member. It is also important to point out that some of the professional learning that staff are involved in takes place after hours or on weekends and as such does not incur replacement costs to the school.

Some of the professional learning activities that staff were involved are shown below.

- Student Welfare networks
- Literacy Assessment Project
- First Aide and Anaphylaxis Training
- Curriculum Focus
- Literacy – Reading Recovery Inservicing
- Literacy – Zone Network Inservice Days
- Religious Education, Principal, Deputy Principal, Curriculum Leader and Student Wellbeing networks
- School Officer network

Professional Development underpins our teaching and learning practice and supports our school improvement plan. It highlights the commitment of the teaching staff to develop their professional knowledge and practice.
Item 5- Staff Composition

<table>
<thead>
<tr>
<th>STAFF COMPOSITION</th>
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</thead>
<tbody>
<tr>
<td>Principal Class</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
</tr>
</tbody>
</table>

Item 6- Average student attendance rate by year

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEARLEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>89.88</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.32</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.86</td>
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<tr>
<td>Year 4</td>
<td>94.17</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.45</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.67</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>93.71</td>
</tr>
</tbody>
</table>

The overall attendance of the students at our school is good. The average student attendance rate for our students was 93.71%. Non-attendance at school is recorded on the electronic roll. Teachers are expected to note the reason for absences. All parents are requested to send a note when a child returns to school after an absence or to ring the school office. These notes are also kept on record to substantiate the information recorded on the roll.

We believe that if students regularly miss days of school that they are at risk of missing out on key learning activities and may experience long term difficulties with their learning. We also believe that regular attendance helps children to develop social skills such as friendship building, teamwork, communication skills and healthy self-esteem.

In some cases it is necessary to discuss student attendance with parents so that attendance can be improved.

School Community

Goal/s articulated in the School Improvement Plan
To improve connectedness between our school and wider community

Intended outcome

That engagement with the community, parents, the parish and the wider community will be consistent
Achievements
The SRC held several fundraising events for various charities.
Maintaining online and paper newsletter
Fortnightly classroom news in the newsletter
Each class attending a weekday mass with parishioners (once per term)
Staff attend open days. Parishioners and parents of children at kindergartens are invited to open days.
Involvement in P & F functions

Building Community
- Prep Transition Program
- Father’s Day mass, stall and breakfast
- Mother’s Day mass, stall and breakfast
- Strong Links with Parents and Friends Association and Education Board
- Grandparents’ day
- Dinner for preps (2016)
- P&F fundraising and social activities.

Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
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<tr>
<td>Recurrent income</td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
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<tr>
<td>Other fee income</td>
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<tr>
<td>Private income</td>
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<tr>
<td>State government recurrent grants</td>
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<tr>
<td>Australian government recurrent grants</td>
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</tr>
<tr>
<td>Total recurrent income</td>
<td>$2,101,927</td>
</tr>
<tr>
<td>Recurrent Expenditure</td>
<td>Tuition</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>$1,581,382</td>
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<tr>
<td>Non salary expenses</td>
<td>$311,575</td>
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<tr>
<td>Total recurrent expenditure</td>
<td>$1,892,957</td>
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<tr>
<td>Capital income and expenditure</td>
<td>Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td>-</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>$24,342</td>
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<tr>
<td>Other capital income</td>
<td>$46,800</td>
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<tr>
<td>Total capital income</td>
<td>$71,142</td>
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<tr>
<td>Total capital expenditure</td>
<td>$6,505</td>
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</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.

Future Directions

In 2016 we plan do the following:

**Education in Faith**
Goal: to strengthen the Catholic Identity and faith culture of the school community
Provide staff with Faith Development opportunities including staff meetings and liturgies and to experience times of reflection and prayer.
Assist staff in the development of RE assessment and reporting.
Target professional learning programs in RE.
Hold a faith development day for staff in term 1 of 2016. This day will be run by Mark Clarke from the Office of Peace and Justice (Archdiocese of Melbourne) and the focus will be social justice.

**Learning and Teaching**
Goal: to achieve continuous improvement in learning outcomes for all students
Identify common elements of Mathematics needs across school/level and focus professional development in these areas. An inservice will be held in second term. Vince Wright from the Australian Catholic University will run the day. The focus will be Mathematics.
Use student data more rigorously, including NAPLAN results, to identify which skills most need to be improved and link this to teaching programs.
Continue our involvement in Literacy Assessment Project
- Develop literacy leaders and collaborative teams
- Use literacy assessment and data to improve student outcomes
Allocate time for team planning.
Continue to improve our use of interactive whiteboards, ipads and tablet/laptop devices
Consolidate the implementation of IMaths program
Continue to provide extra staffing to provide leadership in Mathematics
Continue our involvement with CAPS(Contemporary Approaches to Primary Science) including the compost program and a chicken coop.
Purchase of chrome books for Yr5/6 students(one to one program)

**Student Wellbeing**
Goal: to empower students to become active, resilient members of the school community
Continue to encourage the use of circle time and make it a regular classroom practice
Work with identified individual students on their social skills and resilience
Develop staff understanding of assessment of interpersonal learning
Encourage the use of meditation in each classroom
Maintain a process for the passing on of information to new classroom teachers
Leadership and management
Goal: to strengthen the school as learning community
Emphasise role clarity and articulate clear expectations for staff.
Continue to develop our mentoring and induction program.
Ensure that all staff receive regular, constructive feedback from a variety of sources.
Use a proforma for peer observation and feedback.

School Community
Goal: to build strong collaborative partnerships between school, home and the wider community
Strengthen links between school programs, the parish and local communities.
Invite community groups and individuals to participate in learning programs and school life in general.
Be more explicit with students and parents about involvement in community projects, curriculum planning and student learning.