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</tbody>
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Contact Details

| ADDRESS            | 31 Erasmus Street  
|                    | Surrey Hills, VIC. 3127 |
| PRINCIPAL          | Patrick Torpey        |
| PARISH PRIEST      | Fr John Dowling       |
| SCHOOL BOARD CHAIR | Mrs Kelly Wagner      |
| TELEPHONE          | (03) 9898 7655        |
| EMAIL              | principal@olsurreyhills.catholic.edu.au |
| WEBSITE            | www.olsurreyhills.catholic.edu.au |

Minimum Standards Attestation

I, Patrick Torpey, attest that Our Lady’s 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

We believe that Our Lady’s Primary School is a place where Gospel teachings of Christ underpin all aspects of operation. We believe that all people have the right to grow, learn and develop in an atmosphere of respect, encouragement and fairness, free from discrimination and prejudice. We recognise the importance of community in pursuing and realising this belief. This includes the school community, the parish community and the wider community who are invited to become involved in our school in different ways.

We support the UNESCO declaration for learning under the following headings:

- **LEARNING TO KNOW**
- **LEARNING TO DO**
- **LEARNING TO LIVE TOGETHER**
- **LEARNING TO BE**

At Our Lady’s, pursuit of learning under these headings is seen to address the philosophy outlined in the first paragraph above, encompassing the spiritual, emotional, academic, physical and social development of the children in our care.

This is the vision we share at Our Lady’s Primary School.
School Overview

Our Lady’s Primary School was first opened in 1957 by Bishop Fox. With the exception of the brickwork, all other work was completed by the parishioners.

2015 was a year in which the committed work of staff across all spheres of school life continued, via the ongoing review of our practices, in light of the findings of the 2013 External Review conducted by Catholic Education, Melbourne. Parallel to this, that same year, was the Victorian Qualifications and Registration Authority (VQRA) Review, which ensured that the school complied with all statutory regulations necessary to conduct the delivery of a legitimate educational program.

Both Reviews found that Our Lady’s school is indeed a high functioning educational establishment.

Our enrolments have increased to a current enrolment of 186 students. It is anticipated that within the next two years, our enrolments will continue to increase to a projected figure of 190, which is consistent with Government data.

In 2015 we had 8 mainstream classes - Year Prep, Year 1/2 x 2, Year 3/4 x 3 and Year 5/6 x 2. We also provided specialists classes for all students in Music, Physical Education, LOTE (Mandarin) and Visual Arts.

Whilst a few students transfer to private schools in Years 4 and 5, most students continue through to Year 6. All students in Year 6 have a leadership role. Our students complete their secondary education at numerous colleges including Salesian, De La Salle, St. Kevin’s, Siena and Our Lady of Sion Colleges.

The staff is extremely committed to meeting the needs of all students. They work closely as a team and consult each other on a regular basis. They willingly take on new learnings and positions of responsibility, sharing their knowledge and understandings with others. Adjustments to staffing are made annually according to Catholic Education Melbourne allocation and the availability of school funds.

In 2015, our Positions of Leadership included the Principal, Deputy Principal, Leaders of Religious Education, Mathematics, Literacy, Student Wellbeing, Information Technology, Curriculum and Student Services.

We are fortunate to have an extremely supportive and caring parent community.
Principal’s Report

The 2015 school year was yet another exciting one at Our Lady’s Primary School.

We commenced the year with an enrolment of 183 students, which remained steady throughout the year. There were 8 classes, including:

- Year Prep (Mrs Angelique Loadman / Mrs Lynette Brugliera)
- Year 1/2 (Mrs Rose Urquhart)
- Year 1/2 (Mrs Antonella Coloretti)
- Year 3/4 (Mrs Rosa Spanti)
- Year 3/4 (Mrs Debra Rowlings)
- Year 3/4 (Miss Lucy Ludescher)
- Year 5/6 (Miss Elise Nicholson / Mrs Sally Carew)
- Year 5/6 (Mrs Fiona Posar / Mrs Alisha Johnston)

The programs with support staff were:

- Religious Education (Mrs Alisha Johnston)
- Literacy, Student Services and Deputy Principal (Mrs Lynette Brugliera)
- Mathematics (Mrs Rosa Spanti and Mrs Angelique Loadman)
- Student Wellbeing (Mrs Rose Urquhart)
- Learning Enhancement (Reading Recovery & Special Education - Mrs Bernadette Potter)
- Physical Education (Mrs Jac Sist)
- Music (Mrs Anne Josza)
- Information Technology (Miss Lucy Ludescher)
- LOTE – Mandarin (Mrs Chao-Ying Li)
- Visual Arts (Mrs Jacinta Mulholland)
- Library (Mrs Jenny Pye)

We were also very fortunate to have on staff Mrs Julie Leung, our School Administrator, Learning Support Officers – Fee de Maria, Liam Corkill, Lucy Mason, Ann Skeete and Nicole Francis.

The Leadership Team consisted of the Principal, the Deputy Principal (Mrs Lynette Brugliera), Student Wellbeing Leader (Mrs Rose Urquhart) Learning and Teaching Leader (Mrs Bernadette Potter) and Religious Education Leader (Mrs Alisha Johnston).

The development of Our Lady’s Primary School is not possible without the commitment, dedication and support of our Parish Priest, Fr John Dowling, staff, parents, Parents and Friends Association, Parish Education Board, Parish community, friends of Our Lady’s and the enthusiasm of our wonderful students.

I sincerely thank each person who has contributed to our development in 2015.
Education in Faith

Goals & Intended Outcomes
The overall goal for 2015, as articulated in the Annual Action Plan, was “To develop a recontextualised living Catholic culture in today’s world.”

The Intended Outcomes included:

- That students will be engaged in a contemporary approach to learning and teaching in Religious Education.

Achievements

The Sacramental Programs continued to be a strong link between school and Parish throughout 2015 with the Sacrament of Reconciliation celebrated during the Lenten season, First Eucharist in June and Confirmation in September. Parents were given opportunities to reflect upon their responsibilities as their child’s first educator in faith through the provision of Family Faith Nights, each held a few weeks prior to First Reconciliation, First Eucharist and Confirmation. These evenings were jointly presented with Our Holy Redeemer Parish. Feedback was mostly positive and much was gained from having parent/s and child together to explore and discuss the relevance of these sacraments to their own lives. The strong presence of the Parish Priest further exemplified how important the Sacraments are to the life of the parish. The Sacraments of First Eucharist and Confirmation were enhanced by the provision of reflection days at the Salesian Reflection Centre, Lysterfield.

Families involved in the First Eucharist and Confirmation programs were part of the celebration of Commitment Masses prior to the reception of First Communion. These Masses were followed by refreshments, further bonding the members of the school community to the life of the Parish.

All Sacrament focused ceremonies were great celebrations for the Parish. The reception of First Eucharist was held at the weekly Sunday Mass so that all parishioners were involved in supporting the younger members in their faith development. Confirmation was celebrated on a Friday evening.

The school also came together with the Parish Community at other Parish Sunday Masses during the year. Following the celebration of the Sunday Eucharist together, parishioners ‘young and old’ gathered in the Parish Centre for breakfast or morning tea.

Through the weekly whole school Assembly Prayer Services, parents were able to join the school community in prayer and song and use these gatherings as further insights into how children are led to celebrate their faith.

Meditation sessions continued to be held on a weekly basis. Each class in the school participated in quiet meditation at the same time, to increase the opportunity to achieve the stillness required to become closer to God.
VALUE ADDED

- We supported many special weeks and days including Catholic Education Week, Family Week, Catholic Mission Week, Remembrance Day and National Reconciliation Day.
- Ongoing Professional Learning Team Meetings in RE every three weeks.
- Our student Social Justice Monitors planned fund-raising activities to promote awareness of needs in both our local community and afar. Organisations that received donations included:
  - Caritas
  - St. Vincent de Paul
  - Catholic Missions
  - Oxfam
- Preparation for the Sacraments consisted of a school based program, which included a reflection/retreat day for Eucharist.
- Incorporating the RE Texts ‘Coming to Know, Worship and Love’ in RE sessions.
- Regular (weekly) whole-school Scripture services.
- Whole school “Pod” activities, focussing on RE scripture and themes.
- Involvement of all students in ‘Missioning’ and ‘Reaching out’ e.g. fund-raising.
- Family involvement in preparation for the Sacraments.
- Reporting to RE Outcomes, as directed by CEM.
Learning & Teaching

Goals & Intended Outcomes
As articulated in the 2015 Annual Action Plan, the goal was “To build a learning community for all students to actively engage in the contemporary world.”
The Intended Outcomes included:

- That student learning will be purposeful, rigorous, engaging and relevant
- That student achievement in literacy understanding and performance, with a focus on Reading, will improve
- That student achievement in Maths understanding and performance will improve.

Achievements

- Professional Learning Team meetings (PLTs) held weekly for Religious Education, Literacy and Numeracy. Additional Level meetings and Specialists meetings were also held regularly.
- Continued to implement Learning Pods, Prep to Year 6, in a variety of curriculum areas.
- Provision of extra curriculum activities including Sport, Drama and Music.
- “Open Door” policy to discuss student needs at all levels.
- The Parents and Friends Association (PFA) ongoing commitment of funds to support playground improvements and curriculum areas such as IT, Literacy and Mathematics.
- Contemporary Learning Spaces across Years 1/2, 3/4 and 5/6, enabling a greater focus on ‘team teaching’ and collegiality.
- Weekly planning sessions continued for ‘Level Teams’ of teachers.
- Contemporary teaching and shared learning spaces enabled more opportunity for teachers to conduct explicit teaching for small groups or individual students.
- Whole school based planning, including Specialist areas, for consistency in goals and expectations of student learning.
- Ongoing evaluation and assessment of student progress and needs. Follow up with explicit teaching to children’s needs.
- Regular Programme Support Group (PSGs) meetings.
- Development of Personalised Learning Plans (PLPs) as required – input from relevant staff.

<table>
<thead>
<tr>
<th>2015 Inquiry Based Learning Concepts</th>
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</thead>
<tbody>
<tr>
<td><strong>Concept</strong></td>
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<td>Energy</td>
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### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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Our Lady’s Primary School, Surrey Hills

ANNUAL REPORT TO THE SCHOOL COMMUNITY

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

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<th>Year Level</th>
<th>Attendance Rate %</th>
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<td>Y01</td>
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<tr>
<td>Y02</td>
<td>95.81</td>
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<td>Y03</td>
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<td>Y04</td>
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<td>Y05</td>
<td>96.00</td>
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<tr>
<td>Y06</td>
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<td>Overall</td>
<td>95.66</td>
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TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate 96.97%

STAFF RETENTION RATE

Staff Retention Rate 71.43%
### TEACHER QUALIFICATIONS

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<tr>
<td>Masters</td>
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<tr>
<td>Graduate</td>
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<td>Certificate Graduate</td>
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<td>Degree Bachelor</td>
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<td>Diploma Advanced</td>
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<td>No Qualifications Listed</td>
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### STAFF COMPOSITION

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<td>Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Teaching Staff</td>
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<tr>
<td>Non-Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Non-Teaching Staff</td>
<td>5.974</td>
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<tr>
<td>Indigenous Teaching Staff</td>
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</table>
STUDENT LEARNING OUTCOMES

- All students in Years 3 and 5 have achieved the minimum standard.
- Literacy: Reading over recent years continues to be strong, with an ongoing focus on building reading comprehension skills from Prep to Year 6. Spelling continued to be a major focus during 2015, with teaching staff identifying the need to build the students’ spelling abilities. This was done via the ongoing monitoring and analysis of students’ results, SWST spelling program and modifications to the teaching program as required. We also introduced our own Spelling Scope and Sequence from Prep to Year 6.
- Numeracy: All areas of Mathematics continued to be a focus, ensuring that we catered for the academic needs of each individual student. Results indicate that there continues to be a growing spread of Maths abilities amongst our students. We therefore aim to ensure that the focus continues to be on lifting the standards of all students. Year 1 students were screened at the beginning of the year using the Maths Assessment Interview.
Professional Development specifically targeting Prep to Year 4 Mathematics was attended by two staff members.
Student Wellbeing

Goals & Intended Outcomes
As articulated in the 2015 Annual Action Plan the goal was “To strengthen and sustain a supportive climate which fosters positive and respectful learning relationships.”

The Intended Outcomes included:

- That students will demonstrate an improved sense of wellbeing.
- That the engagement of all students is enhanced within a personalised context.

Achievements

- Launch of Kidsmatter – A Victorian Government initiative designed to promote positive mental health.
- Parent community invited to the launch of Kidsmatter Framework.
- Staff professional Development of component one of Kidsmatter at whole staff meetings and School Closure Day.
- Kidsmatter Core Team continued to lead professional development.
- Students at risk of disengagement were identified and processes and practices implemented particularly through the TAPS Initiative.
- Inquiry topics linked to AusVELS Interpersonal and Personal Learning consolidated the Social Emotional Learning Framework (CEM).
- Behaviour Modification Plans were implemented on a needs basis.
- Staff members were assigned to individual students for close monitoring on the playground (TAPS).
- Regular PSG meetings for children on LSLNS funding and other students’ identified, based on academic and/or social and emotional reasons.
- Reviewed procedures for medical interventions, including up to date Professional Development – CPR (Resuscitation).
- Termly practice of emergency evacuation procedures.
- Maintaining current records of student medical condition.
- Opportunities for student involvement in Lunchtime Clubs activities (e.g. Chess, Reading, Robotics, LEGO, Dance, Skipping, Choir).
- Regular fortnightly Classroom Meetings and Circle Time sessions, as a means for students to highlight positive things happening in the classroom and identify any issues. Students were encouraged to share possible ways of resolving problems.
- SRC Meetings held on a regular basis with student representatives from all classes present. Meetings conducted and lead by school leaders.
- School Aerobics Team continued – performing at School Athletics Carnival.
- Skipping Club continued and introduced Junior skipping team – performed at Open Days, School Fete and Living Portfolio evening.
- Buddy Program continued between Prep and Year Five students and met on a fortnightly basis.
- Transition sessions for incoming Preps and exiting Year 6 students.
- School Camp for Year 5 and 6 students continued successfully.
- Sustainability / Gardening programs continued, incorporating the ongoing maintenance of the Community Garden, led by parent volunteers in consultation with the Principal and Parents and Friends Association.
• Curriculum Pods with mixed levels / cross-aged peer interaction.
• Weekly classroom meditation sessions throughout the school.
• School Visual Arts Show: incorporating all art strands, with a focus on the performance arts of dance and drama.
• School Fete: Children had the opportunity to perform / share a talent with the local community.
• ‘Living Portfolio’ Evening: Students had the opportunity to share their talents and ‘learnings’ with their peers and the whole school community.
• Grandparents Day – a celebration of our Grandparents that included a prayer service and sumptuous afternoon tea as well as classroom visits.

STUDENT ATTENDANCE

Attendance is recorded twice daily. When a child has not attended for three days, and the school has not been notified by a parent/guardian, school administration/class teacher contact the parents/guardians as follow-up. It is a school requirement that a child’s absence from school is followed-up from home via a written ‘explanation’ from the parent/guardian.

VALUE ADDED

• In 2015, together with all Catholic schools in the Archdiocese of Melbourne, Our Lady’s Primary School continued to provide a Student Wellbeing Leader.
• Portable First Aid kit, TAPS folder and fluorescent vests continued to be worn on yard duty – students can easily identify the teacher on duty when required.
• Clubs activities addressing the social needs of children with socialisation issues (including isolates).
• Library opened on a regular basis, providing a passive area for students during breaks.
• Organised play activities, including passive play opportunities for children experiencing friendship issues in the playground – gardening, colouring/drawing, blocks, sand pit area, chess, extra play equipment.
• ‘Prep Stop’, welcoming ALL students who are unable to find a peer to play with at Recess breaks (i.e. by facilitating interaction opportunities with school peers, for students who feel isolated).
## STUDENT SATISFACTION

**Insight SRC Student Survey results indicate that students:**

- feel connected to school and are happy to attend
- feel safe within the classroom and school setting
- feel confident in their learning ability and are motivated to learn
- feel connected to their peers
- identify the varied opportunities to learn about and reflect upon the Catholic faith and participate in Mass, prayer and liturgies
- believe that there is a sense of compassion and social justice within the school community
- believe that students behave appropriately in the classroom
- believe that teachers care for them (high levels of teacher empathy).

Overall, the Student Wellbeing Aggregate Index indicates that 2015 has had the highest index (87 points out of 100) over a four year period.
Leadership & Management

Goals & Intended Outcomes

As articulated in the 2015 Annual Action Plan, the goal was “To strengthen the school as a professional learning community”.

The Intended Outcomes included:

- To strengthen professional learning and pedagogical practices to build leadership capacity and improve student learning outcomes.

Achievements

- There is a sense of a strong and shared leadership amongst staff at Our Lady’s School, enabling the parent and student community to be able to approach a number of staff members with concerns/areas for discussion.
- The School Leadership Team aim to foster and support leaders amongst all school staff.
- Ongoing upgrade of Technology, including a 3D printer.
- Regular Maintenance Program, including Parent Working Bees.
- The Parents and Friends Association have maintained their financial support for the Tennis Court Loan from the Catholic Development Fund.
- Redeveloped Master Plan – funding approved.
- Completion of minor works.
- Development of Master Landscaping Plan – consultancy phase.
- Upgrading of resources in most curriculum areas.
- Focus on Expert Teaching.
- Follow-up from 2013 CEO and VRQA School Reviews: Recommendations reviewed and enacted were ongoing during 2015.
- New building program approved and funding granted.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

- CEO (Eastern) Speech Pathology Professional Development for teachers and Learning Support Officers
- CEO (Eastern) Expert Teaching - School and Curriculum Leaders
- CEOM/Melbourne University – Literacy Assessment Project – Literacy and ICT Leaders
- CEO (Eastern) Network Meetings – Student Wellbeing, Student Services, Religious Education, Learning and Teaching, ICT, Maths, LOTE (Mandarin) Literacy, Reading Recovery, Deputy Principal, Principal
- CEO (Eastern) – Deputy Principal Conference: Thinking Routines
- Diabetes Victoria – Diabetes in School Seminars
- CEOM - New REC Leaders
- CEOM – Expert Teaching P - 4 in Mathematics

NUMBER OF TEACHERS WHO PARTICIPATED IN PL 3

AVERAGE EXPENDITURE PER TEACHER FOR PL $1500

TEACHER SATISFACTION

- The individual morale of school staff is high, with individuals feeling positive, cheerful and proud at school.
- School staff view school leaders as supportive and approachable.
- Teachers report that the school operates with a sense of teamwork and consultation.
- School staff report having a sense of pride in the school.
- Teachers report that with school goals and teaching philosophy being common and clearly identified and understood.
- Staff report that they are encouraged to pursue further professional development in order to improve their skills, knowledge and performance.
- Staff believe that students are treated with respect and are encouraged and supported in order to achieve success.
- Staff report that they see partnership with parents as an important part of the education process.
- Teachers report that they strive to create an environment that promotes excellence in both teaching and learning practices.
- Staff value the opportunity to teach in a Catholic school, reflect on their faith and participate in Mass and prayer.
School Community

Goals & Intended Outcomes
The goal articulated in the 2015 Annual Action Plan was “To strengthen collaborative partnerships to promote authentic student learning”.
The Intended Outcome included:
• That students learning and engagement be improved through family partnerships.

Achievements
• In 2015, the Parents and Friends Association once again worked extremely hard to fundraise and promote community. Throughout that year, funds were raised to help support curriculum programs and works around the school.
• There continues to be much support from the Our Lady’s community for all those experiencing sadness or hardship in their lives.
• Survey feedback indicated that parents are satisfied with the education their children are receiving at Our Lady’s School.
• Parish Education Board members conducted a Parent Survey of families new to the Our Lady’s School community.
• Community and fundraising activities included:
  ✓ Welcoming Mass and Morning Tea
  ✓ Welcome Barbeque
  ✓ Social Evenings
  ✓ Open Days
  ✓ Mothers’ Day and Fathers’ Day Stalls and Dinners
  ✓ Support of Collingwood Soup Van
  ✓ Hot Cross Bun Drive
  ✓ School Fete
  ✓ Class Reps
  ✓ Children’s Liturgy
  ✓ Class Dinners and social events
  ✓ School Disco
  ✓ Prep Orientation Sessions
  ✓ School Visual Arts Show / Christmas Carol Evening
  ✓ Living Portfolios evening and Family Dinner
  ✓ Christmas Carols evening
  ✓ Establishment of Parish Development Group
  ✓ Parents continued gardening program, including a monthly market stall.
PARENT SATISFACTION

Parent survey data indicated that:

- Students feel connected to school and their teachers and are motivated to learn.
- Students are safe at school and appropriate student behaviour in the classroom and within the school setting ensures that children are able to learn.
- Students are developing a range of positive social skills and interact well with their peers (i.e. ‘connectedness to peers’).
- The school and its staff strive to improve the quality of education provided for the students.
- School staff display care and compassion towards others in the school community.
- Teaching staff provide stimulating learning opportunities for students
- They are partners with teachers in educating their children to enable them to achieve their potential.
- They are able to approach school staff with concerns and that these will be taken seriously.
### Financial Performance

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<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
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<td><strong>Recurrent Expenditure</strong></td>
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<tr>
<td>Salaries; allowances and related expenses</td>
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<td>Non salary expenses</td>
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<tr>
<td>Government capital grants</td>
<td></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>$115,013</td>
</tr>
<tr>
<td>Other capital income</td>
<td>$31,394</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>$146,407</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>$40,798</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>$425,000</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>$325,000</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.
Future Directions

Moving forward at Our Lady’s we are looking forward to:

- The completion of the building project to extend our learning areas to include nine classrooms, a staff resource centre and a new Parish Centre for community and school use.
- The continued development of the Professional Learning Community in order to enhance teacher capacity to bring about improved student learning outcomes.
- Continuing to develop and strengthen the links between school, parish and community.