St Carlo Borromeo Primary School
Greenvale

Annual Report to the School Community

2013

Registered School Number: 1911
## School Contact Information

<table>
<thead>
<tr>
<th><strong>Address:</strong></th>
<th>5-9 Drummond Street, Greenvale 3059</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal:</strong></td>
<td>Mr Timothy Kelly</td>
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<tr>
<td><strong>Parish Priest:</strong></td>
<td>Fr. Anh Nguyen</td>
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<tr>
<td><strong>School Board Chair:</strong></td>
<td>Mrs Caroline Dowling</td>
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<tr>
<td><strong>Telephone:</strong></td>
<td>9333 2572</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:principal@sgreenvale.catholic.edu.au">principal@sgreenvale.catholic.edu.au</a></td>
</tr>
<tr>
<td><strong>Website:</strong></td>
<td><a href="http://www.sgreenvale.catholic.edu.au">www.sgreenvale.catholic.edu.au</a></td>
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</tbody>
</table>
Our School Vision

St. Carlo Borromeo Primary School is a faith community based on the model of Jesus Christ. Gospel values are reflected in all areas of school life. Based on these values we:

Respect the dignity of each individual, embracing difference whilst fostering a spirit of harmony and promoting the values of equality, justice, inclusiveness and tolerance.

Believe that each person has the ability to achieve when provided with a supportive school community, developing the whole person: - spiritually, emotionally, socially, morally, physically and academically.

Strive to foster a love of learning in an environment where all in our community are encouraged to become independent lifelong learners.

Develop within our community a global outlook, an awareness of the needs of others and the skills necessary to become effective citizens who are willing to contribute to the school, community and society.

We hold ourselves responsible for the learning of all in our community to be living witnesses of the Catholic Faith.

We accept the challenges of being Catholics in a changing world that encourages creative thinking and discovery, endeavoring to assist all in the community to live in harmony.
School Overview

Education in the 21st Century continues to evolve, in response to the ever changing society which we belong to. It is in this context that the school community of St Carlo Borromeo Primary School, Greenvale, identifies itself as an innovative, creative and dynamic place of contemporary learning where all are constantly challenged.

Focusing on the concept of being a Catholic, learning community, St Carlo Borromeo Primary School has developed educational programs that:

- Promote an individual child’s physical, academic, emotional, spiritual and intellectual development, ensuring the development of self confidence, self acceptance and self esteem.

- Reflect the Gospel values of tolerance, justice and acceptance of others; these values being the essence of a Catholic Community identity.

- Engage learners with the implementation of a variety of learning strategies, allowing all to experience and enjoy success.

- Emphasise the importance of Numeracy and Literacy skills.

- Recognise the diversity of today’s learning, with an integrated approach to planning curriculum, acknowledging through enquiry the interdependence of knowledge, skills, and understandings.

- Effectively use ICT to enhance the learning environment.

- Communicate a learning partnership between child, family and school.

- Respect an individual’s response to learning with processes established for intervention and extension.

- With learning being a shared responsibility of all in the community, much will be gained by exploring our school website www.scgreenvale.catholic.edu.au. In essence the information on our website explains who we are at St Carlo Borromeo Catholic Primary School, Greenvale and our vision for learning as expressed on the School Action Plan 2011.
Principal's Report

St Carlo Borromeo is an outstanding school that provides a very high quality of education both in faith and knowledge. The achievements of our 2013 school year demonstrate this very high level of performance. We have a sensational group of highly dedicated and caring staff who are committed to the Catholic ethos of the school and who are both highly professional and enthusiastic in their work. Our students are a delight to work with. Their enthusiasm and exceptionally good behaviour are a credit to them all.

One of the hallmarks of Saint Carlo Borromeo is the strong sense of community and connectedness that exists between the school, families and parish. We continue to have a very supportive parent community who work very hard for the school including fundraising and assisting in our classrooms. There is a real and active partnership between our parents and the school and I would like to commend them on all they have done over this past year.

Our school logo “Leaning Today – Leading Tomorrow” continues to capture our vision of preparing our students to be lifelong learners that are ready to tackle the future and to be tomorrow's leaders.

We look forward to continuing to deliver a high quality Catholic education to our families. We have a strong ethos, great staff, supportive community and fantastic students. We will continue to strive to make our students successful learners who are confident, creative and have a strong faith and are ready to be leaders of tomorrow.

Mr. Timothy S. Kelly
Principal
**Education Board**

St Carlo Borromeo’s School Advisory Board has as its central purpose, the provision of support to the parish priest, principal and staff of the school in realising the vision of St Carlo Borromeo Catholic Primary School.

The aims of the school board are to:
1) Act as an advisory body to the Parish Priest and Principal on matters which have been referred to its members by the parish priest and principal.
2) Promote the role of community and parish in the life of the school.

The School Advisory Board’s functions are outlined as follows:
1) Supporting the Catholic ethos of the school.
2) Assisting with policy development and review where appropriate.
3) Assisting with activities that promote the school within the parish and the broader community.

Parents are given the opportunity to express interest in becoming a board member when positions become vacant and submit an application.

Through membership on the school board each person assumes a leadership role in the school.
Education in Faith

Religious Education has continued to be at the forefront of all practices undertaken at St Carlo Borromeo’s. Staff, students and parents value Religious Education as an integral part of their students’ faith development.

Goals and Intended Outcomes

- To continue to promote and extend the faith of all members of the school community.
- To increase the number of teachers to be accredited to teach Religious Education.
- To address Professional Development in both the teaching of R.E. and teachers own spirituality.
- To make provision for the implementation of the forthcoming Religion Programme (VELS) to the school community with improved planning and resourcing.
- To begin Parent Workshops in “Education in Faith” at an earlier level than the Sacraments.

Achievements

Achievements have been extremely successful in the Education in Faith Sphere due to the establishment of a process where as a result of the SIP and subsequent Action Plans, action groups were formed in each of the spheres. These met regularly specifically to monitor ongoing goals, outcomes and targets. Each group monitored progress and identified areas still needing to be addressed within this sphere. Issues were then discussed at Leadership Team Meetings and a timetable devised whereby specific targets could be addressed at either Professional Learning Teams (PLTs) or Staff Meetings.

Current CEOE Education in Faith Student Survey indicated an increased ‘engagement’ and interest in RE which could be directly attributed to the increased knowledge of teachers and their confidence to teach RE as a direct result of accreditation and studies in this area, as well as PD for all staff on RE Curriculum Frameworks. The same survey highlighted a need for assistance with planning liturgies, perhaps suggesting a need for a more practical component to be added to the Accreditation Course.

Assessment and Reporting in RE is another identified challenge as the mandated ‘Tracking Tool’ revisited and elaborated upon during regular staff meetings. As a result teachers were given the opportunity to participate in collegial dialogue to broaden their understanding of Rich Assessment Tasks and reporting in the Religious Education domain. Teachers were provided with work samples, assessment criteria and workshop style meetings where they could begin personalizing and moderating their religion report comments.

As another aspect of Professional Development included the whole staff meetings to plan and organize a two day staff conference focusing on Early Catholic Identity. This has been designed to give staff were given the opportunity to further their own faith development and connectedness as educators in a Catholic school .The development of Catholic Identity extends from the staff and into the wider community through the enrolment of St Carlo Borromeo Primary into the Catholic Identity Project for 2013. It was the aim of the Spirituality Committee to incorporate the two day conference into an aspect of the project to both facilitate and promote the strengthening Catholic Identity at St Carlo’s.

Parent involvement was a great success due to the empowerment of a Parent Sacramental group who were responsible for organizing workshops to make altar cloths, organized the photographer for Eucharist candidates, creating banners and assisting with the overall celebration of the Sacrament.
Parish connectedness has grown due to the involvement at School Advisory level, where the Education in Faith Sphere supported the implementation of Sunday Parish Masses for each year level. Added support to this success has come from the staff and Principal’s involvement and attendance at Sunday masses to organize student involvement. This is also promoted and celebrated in the ‘School Newsletter’ with photos and comments from participants. Involvement in Sunday Masses will continue to be an ongoing priority. Parents have been encouraged to participate in organizing morning tea after the service, practicing readings with children and facilitating parts of the Mass. The response from Parents and Staff within the Parish community has been positive and will act as a foundation for future involvement within shared Mass celebrations.

Parish connectedness also extends to the maintaining of the Easter Paraliturgy during Easter and Christmas Nativity. The Easter and Nativity liturgy were designed to further the Catholic Identity of the school, allowing opportunity for further exploration of faith and celebrating a sacred time in the liturgical calendar with the wider community. Students were given the task of acting out the scared scripture and linking to the tracking tools utilized within classrooms in front of the Parent and Parish Community.

Along with the student Social Justice leaders, the social justice committee has endeavored to redesign the understanding of Social Justice within the community. Both the committee and the students have worked hard to make an empathetic connection to wider justice issues by creating the slogan Social Justice is not Just Us and promoting causes in the school which exceed a gold coin donation and require compassion and action.

The considerable amount of time, energy and attention the school has given to ongoing monitoring of outcomes, goals and targets has proven to be very successful and instrumental in the achievement of most goals and targets.
Learning and Teaching

Teaching and learning practices sit closely in line with our vision and are firmly embedded in a curriculum where students are well supported in developing the knowledge, skills and behaviours necessary to become independent 21st century learners. Our school based curriculum, centred on the Integrated Inquiry approach, has assisted us in creating an engaging and stimulating learning environment where student’s individuality and learning styles are acknowledged and catered for. We provide many extracurricular learning experiences to further develop and promote student expertise and interests. We also aim to empower students to make connections between their learning and authentic action.

Goals and Intended Outcomes

- To improve the learning outcomes of all students by focusing on purposeful teaching
- To continue to raise student learning outcomes in Literacy and Numeracy.
- To promote a shared understanding of what high-quality teaching and learning looks like through professional dialogue and peer observation
- Develop processes for teachers to inquire, model and reflect on Mathematics teaching and learning
- To engage in professional reading about best practice and trial aspects of Personalised Learning.
- Explore student centered approaches to assessment that enables students to express their own learning goals, track their learning and report in meaningful ways to their teachers and parents.
- That the continual development of the Contemporary Curriculum and Inquiry Approach to Curriculum Implementation is evident in our practise.

Achievements

There were many successes in the Learning and Teaching Sphere in 2013. The continued input of action groups in each of the spheres allowed monitoring of ongoing goals, outcomes and targets and identification of areas still needing to be addressed within a specific sphere. Any issues were then addressed at either Professional Learning Teams (PLTs) or Staff Meetings.

At St Carlo’s, Mathematics continued to be a targeted area of the curriculum. The Learning Leadership Support Grant, which funded research and action into continuing to sustain and embed the key principals from the Contemporary Teaching and Learning in Mathematics (CTLM) programme in our schools teaching practice, was continued. The Support Grant was again used working closely with two neighbouring Catholic schools with like needs.

- Professional Development in Mathematics was attended by all staff, a whole school approach to mental computation.
- Regular PLT meetings have allowed teachers to engage in professional dialogue about best practice and have allowed for inquiring, modeling and reflecting on the teaching and learning of Mathematics.
- A Maths Information session was offered to parents from the school community on mental computation.
- Resources were updated to assist teachers in developing contemporary practice in Mathematics.
- PAT Maths testing was initiated to provide a broader picture of children’s needs. This data is collated and analysed on a yearly basis to identify priorities and drive teaching programs.
• Prep – year 4 students were given an ‘Early Years Numeracy’ (EYNI) clinical interview to assess their numeracy level.

• A maths intervention program was initiated to support students identified as having difficulties in mathematics from results of the EYNI data.

• The maths extension program for students in year 5 & 6 was continued allowing students the opportunity to challenge their mathematical thinking.

  • The numeracy leader facilitated planning sessions for years prep to three ensuring a clear scope and sequence.
  • Maths leader facilitated professional development for teacher aides building skills and knowledge in maths.
  • Numeracy leader modelled lessons in all year levels to consolidate skills on needs basis.

\[\text{Literacy successes have continued due to the ongoing commitment of planning and programing.}\]

• A full time Literacy Leader from Prep to 6 continues to develop and foster a professional learning culture, and build literacy knowledge and teacher capacity.

• A 2 hour daily Literacy Block for Prep to 2 as per the CLaSS model continues to be in place and a minimum of four x 2 hour Literacy Blocks over the week for Yrs 3 to 6. All lessons include focused, explicit and targeted teaching groups with continuous assessment notes.

• Regular PLT meetings have provided the teachers with an opportunity to foster a culture of professional inquiry with peer support.

• Many teachers use components of a personalized learning approach during the Literacy Block using student goal setting on their literacy learning, teacher conference groups and workshops based on student needs and interests.

• Money has been spent on literacy resources and professional learning programs to keep abreast of new literacy initiatives that meet our students’ needs. Programs such as PERI (Phonological Awareness), ERIK (Enhancing Reading Intervention Knowledge), RIDER (Visualising Strategy) and RAP (Paraphrasing Strategy) were introduced from Prep to 6, along with Speed Reading, Repeated Reading and Fitzroy Reading.

• The school was given a grant of $20,000 for Professional learning in Literacy. (S I L - School Improvement Literacy)

• The school implemented practices from the CAFÉ and Daily 5 approach to literacy.

• GATEWAYS was offered to extend children’s thinking in English, Maths and Science.

• Over the last year teachers attended many professional learning days in the areas of Reading and Comprehension to build on new knowledge and extend their repertoire of teaching strategies.

• Literacy Leader attended CEO professional learning: Prep to 6 Network Cluster Meeting four times and four SIL – Leaders Network Meetings during 2013.

• A full time Reading Recovery teacher continues to meet the needs of students from Yr. 1-4 who were identified as not meeting the standards for their year level.
• Teacher Aides have been appointed to work in various classes on a daily basis from 8.30 a.m.-1.00 p.m. to support the students' literacy learning according to their specific needs. They support students who are experiencing difficulties in literacy learning.

• Parents are trained as Classroom Literacy Helpers and work under the guidance of the class teacher in small group instruction.

• Parents are trained as Intervention tutors to work with students in years 3 -6.

• Engagement in the Cyber Safety curriculum continued in all year levels ensuring that all students are aware of cyber safety.

• The children from grades 4-6 have actively engaged in Cyber safety activities while setting up an online space of their own for the purpose of creating a Digital Portfolio using Blogger, learning how to change settings to make their online space private after discussing whether or not their school work and reflections should be made public or not.

• Parents have also been encouraged to participate in their child's online space, with some parents taking up the invitation and being extremely happy with the information they have gained through their child’s publishing of reflections, giving very positive feedback to the school.

• The students from grades 3-6 have begun to use their school's Google account to access Google Drive and begin to work more in an online space, with pivotal discussions being around the safe and ethical use of online spaces and information.

• Various programs provide students with an environment where they learn basic ICT skills such as how to upload media, publish articles, build personalised web pages, join discussion forums and communicate with friends, all supported by their teachers and trained on-line mediators. Cyber safety education in senior grades has alerted students to the lack of integrity of some websites and how to assess authenticity.

• In 2013 the staff at St Carlo began to see the importance of online collaboration through the use of some online tools, with some year levels beginning to use Google Drive to plan units collaboratively.

• **Personalising Learning** continues to be a major focus at St Carlos. In 2013 we reviewed and reflected upon experiences and challenges, focused on development of teacher- and student-driven goal setting through common understandings of learning intentions and success criteria. Teachers incorporated explicit visual and oral learning intentions and success criteria in their lesson programming and delivery, laying the foundations for student self-assessments and goal setting.

• Staff were briefed on developments and had opportunity during PLT’s to unpack the **Australian Curriculum and AusVels**, Professional Development was also provided through visiting CEO Learning and Teaching advisors and professional reading. Familiarisation and implementation of AusVels- English, Mathematics, History and Science were undertaken.

• Our Conceptual Framework for Inquiry is under review in light of changes to the curriculum.
• **The Learning and Teaching Coordinators** attended CEO professional learning: Network Cluster Meetings throughout 2013 and professional development on the implementation of Aus Vels and implications to reporting.

• All staff were encouraged to interact with various blogs, wikis and noticeboards to develop their understandings of the potential uses for **interactive discussions via technology**. Further Professional Development on Interactive Whiteboard Resources and Applications was provided. Our area ICON Teamleader was invited to update staff on current developments and progress made towards the **implementation of ICON** and address any questions or concerns raised.

• **Staffing** - The continuing appointment of 2 Learning & Teaching Coordinators (each 1 day release) to facilitate the implementation of the Australian Curriculum and continue support and development of Contemporary Learning. The continuing appointment of an ICT Coordinator (3 days) a second ICT person (1 day), as part of the succession plan.

• Coordinators devising and monitoring (audits) the individual needs of teachers and students and devising workshops or other PD to meet needs.

• **Increased access to technology** enabling the integration of Contemporary Learning across the curriculum continued with Interactive Whiteboards now installed in all Junior classrooms.
Student Wellbeing

Students who are happy, confident and are able to establish meaningful relationships are better placed to achieve positive learning outcomes. Central to our Student Wellbeing program is the importance of nurturing and developing the whole child. This incorporates all aspects of school community life from students’ physical, intellectual, moral, social, emotional and spiritual wellbeing and the development of a safe and supportive environment in which they learn.

Goals and Intended Outcomes

- To develop socially skilled and empathic individuals who maintain positive relationships.
- That all students feel safe, have a sense of self-worth and feel comfortable in and out of the classroom.
- That all students contribute positively to the school environment.

Achievements

- Student Wellbeing has continued to be a priority at St Carlo which is reflected in the high quality of relationships evident in our school. The school and classroom environments are secure and friendly, staff and students relate most positively and parents and visitors are welcomed most warmly to the school.
- At St Carlo we provide a safe and happy environment for all students. This belief is strongly endorsed by both students and parents. The physical factors such as high fencing, security systems to enter the school and visitors log book and name tags all add to the feelings of safety.
- Ensuring that all students are safe and supported all staff members are trained accordingly in Asthma, Epilepsy, Diabetes, Anaphylactic training, Level 2 First Aid Training and Emergency Management Procedures. All staff are trained in processes and procedures for evacuations.
- The strong relationship culture thrives throughout our school community and continues to provide a positive emotional tone in the workplace evidenced by high levels of school, staff and student morale.
- Parent participation in a diversity of roles affirms the important role of parents as partners in supporting the learning and development of their children. Therefore increasing the active engagement of parents in their child’s learning has become a focus.
- Students have a strong belief that teachers listen to them and understand their needs and provide a stimulating learning environment. These two relational factors lead to greater student engagement and enhanced academic outcomes.
- Another contributor to high student connectedness is Student Leadership and the Student Representative Council where students are given a voice and are able to participate in school decisions and give feedback to the school leadership team.
- Promoting student connectedness and self-worth within the school community was successful due to the implementation of activities and experiences specifically designed to
promote a sense of belonging. Such activities as senior students implementing games for junior students to teach them social skills at lunch time and grade six students dedicating a whole day to school community service by completing many chores and tasks around the school, early morning exercise, Sports days, Buddy Program, including the Better Buddies Framework which is part of the Alannah and Madeline foundation, school and class masses, community events, Circle Time, positive classroom climates, group work, displays, staff pastoral attitude, Celebrations of Learning, Classroom meetings and alternative playtime arrangements including lunchtime clubs including tennis, library, quiet time, garden club, games room and bocce.

- There is a philosophy and a focus on including and embracing all children. Students with disabilities have a modified or individual curriculum to meet their needs. Individual Learning Plans are devised to plan for individual children at risk. The use of “Open Ended Tasks” are promoted to cater for a range of abilities and successes. Extra classroom activities are offered to further challenge and extend high achievers for eg. Gateways, MOPS, Maths Games Competition Days, Victorian Premier's Readers Challenge, Italian Poetry Competition. Teacher Aides have been funded by the school to assist students with their learning programmes. Disabled facilities are provided to meet individual special needs.

- A referral system is in place and annual testing is used to identify students at risk and their progress is regularly monitored. A Reading Recovery Program, literacy intervention and a Maths Intervention are run concurrently throughout the year as well as a targeted Reading Intervention and follow up program to Reading Recovery. Students requiring additional health interventions are assisted by outside agencies e.g. psychologist. ‘Principal Chats’ regarding children’s needs (socially, academically and emotionally) raise awareness and support in meeting individual needs.

- Continued awareness of Cyber safety is promoted to all in the school community and the importance of internet safety with staff constantly reinforcing the message of the necessity to be cyber smart and cyber safety practices to students and parents.

- The school has a psychologist that practises from the school premises to further support students.

- The implementation of “Restorative Practices” and “Values Education” at St Carlo has had a direct impact on the feeling of belonging and connectedness within the school population.

- As a restorative school our focus is on a culture that embraces safe, collaborative relationships, and shared philosophies, values, beliefs and expectations that knit our community together.

- The implementation of Restorative Practices throughout the school continues to support our relational culture with an agreed philosophy that underpins our behaviour management policy with a common and consistent approach to discipline. All staff are consistent in the use of Affective Questions and in implementing the 2 Minute Model for restoring relationships. Time spent communicating with children during Circle Time has helped build rapport and provide a mutually respectful learning environment, where all are becoming more resilient.

- A scope and sequence has been developing for Values Education and the Bounce Back Resilience Program ensuring all learning and teaching is consistent. Regular information to support this is present in the school newsletter for parents supporting a shared understanding and common language. Value of the Week and Bounce Back topic are promoted at School assembly with student recognised for demonstrating these qualities outside in the yard.
School rules were revised and updated and are displayed around the school grounds as a reminder to all of our school expectations. Classroom rules are negotiated with students to ensure ownership and student voice. The use of common language and strategies such as Circle Time and appropriate consequences assist staff and students to work within a relational framework.

A strong commitment to the wellbeing of the whole school has led to a positive, inclusive and safe school environment, which in essence mirrors the community's strong Catholic values and beliefs. Our holistic approach and P-6 practices and programmes such as “Bounce Back” and Values Education have contributed to students, staff and parents feeling that St. Carlo is a safe and happy place in which to live and work. Essentially throughout 2013, we endeavoured to meet the needs of each individual and focussed on the development of the whole child as being the key to this success. We aimed to develop the cognitive, physical, social, and emotional needs of the child where ‘self-esteem, respect and resilience are fostered.’

Wellbeing is a weekly agenda item at Staff Meetings for notification of any new concerns regarding individual students. A Wellbeing item continues to be added to the newsletter.
Leadership and Management

Leadership and Management at St Carlo Borromeo is driven by our school Vision. It reflects our consideration of the pastoral care of each individual as being valued and respected. Our distributive leadership model is based on the principles stated in our Vision and is inclusive to all within the school community. Opportunities are provided for shared decision making which in turn assists in developing strong relationships based on respect and trust. Responsible resourcing and management provide staff and students with a motivating and stimulating learning environment in which students can engage and thrive.

Goals and Intended Outcomes

- To enhance a leadership and management culture that nurtures and develops all within the St Carlo's community
- That distributive leadership is evident across the community.

Achievements

We continue to promote the catholicity of our school to ensure that our Vision is lived throughout our school community. The learning needs and wellbeing of students remain central to all decisions made.

There is a collective responsibility for learning and leadership with clear expectations from the Principal that all within the community are motivated and feel empowered to be leaders, whether formally or informally.

Annual Review Meetings (ARMS) are documented to support the development of professional learning goals to encourage individual growth, self-reflection and goal setting, as well as promoting post graduate studies and lifelong learning. Staff members enhance their professional knowledge by attending staff meetings and PLT's weekly where a specific school focus as identified in the School Improvement Plan is addressed. The Annual Action Plan is

Over the past year there has been a major focus on areas such as Contemporary Learning incorporating ICT, Thinking Curriculum, Personalised Learning, Autism, Spelling, Inquiry Learning, Mathematics and AUSVELS, Staff (who have attended PL's) are expected to share their learning at planning or PLT times.

In 2013 parents were both trained and encouraged to assist in classrooms and attend excursions. Student leaders have regular meetings with the Principal and leadership team to discuss various issues and share ideas on school improvement.

School Community

St Carlo Borromeo recognises the importance of each and every member of its school community and the ongoing development of ownership and connectedness across all levels of the school continues to be a high priority. We value members’ contribution to the life of the school and acknowledge how they contribute to the enhancement of student learning and curriculum programs. We live our vision through the variety of programs and involvement opportunities we offer. We come together to broaden personal learning, share in the faith and celebrate achievements, all of which strengthen community bonds. We also actively seek opportunities to promote the school in order to further build relationships with our own school community and the wider community.
Goals and Intended Outcomes

- To enhance and strengthen communication and collegiality between school, home, local and wider community.
- That through further involvement of parents, and the local and wider community children's learning will deepen.

Achievements

We were successful in continuing to promote the school to the and look for opportunities to make connections with the wider community. The focus of our transition program from Kindergarten to Prep with ample opportunity given for parents to be involved in the life of St Carlo's before their children started school continued to be an area of high priority. Three Orientation Days were held for the new Preps. A parent working bee, social evening, family mass and detailed Parent Information session was conducted in readiness for school. A detailed Prep Information pack was also distributed.

In 2013 we set aside a day where we had the St Carlo’s Open Day and hosted many visitors to our school. Classrooms are open from 8.30 a.m. – 4.00 p.m. with teachers available to meet and greet students and parents. Whole community events are held with open invitations e.g., Mother’s Day and Father’s Day Breakfasts. The parish and school community are being brought closer together through the attendance at Class Sunday Masses. Our community projects were very successful due to the partnerships formed between student, parents, staff and outside agencies. Teachers and students were aware that these were ‘Social Justice’ issues.

Our corridors and displays are changed regularly and a visually appealing atmosphere that is both inviting and stimulating is created. A teacher aide co-ordinates displays and has coopted parents to help with this. The School Advisory Board continued to embrace the idea of the 5 spheres of Schooling and met in small sphere groups. The Parents and Friends also formed ‘mini networks’ by organising a core team who co-opt other parents to assist in organising specific activities e.g. Fund Raising Committee. People not very involved are recruited to help with a specific task e.g. Mother’s Day Stall. Likewise the Canteen Committee operates in this manner. Parent involvement in class programs is facilitated by the provision of training in the Excursion Helpers and the Literacy & Maths Parent Helper Programs. The Parents Group maintain Blackboards/billboards around the school grounds to promote the coming week’s events.

Parents are involved in Sacramental preparation groups and a Graduation Celebratory Group. Informative newsletters are available weekly and the St. Carlo’s Website is regularly updated with information organised under the 5 Spheres of Schooling.

Of particular note were the efforts of our students over this past year in social justice activities including fundraising for the Missions and other local charities was very commendable. Our parent group organized a ‘bake off’ for the ‘World’s biggest Morning Tea’ fundraising event.
# Financial Performance

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*Note that the information provided above does not include the following items:*

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school-level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Australian Government Compliance - 2013

Staff Attendance

The average attendance rate for staff during the 2013 school year was 93.83. Staff absences were mostly due to illness or carers leave. This included Long Service Leave however no extended sick leave was taken. When a staff member was absent every effort was made to place a teacher who was familiar with the school into the classroom.

The Staff at Saint Carlo Borromeo demonstrate a high level of commitment by their involvement in the school camp, excursions, sporting activities, after hours meetings and attending school and parish functions, including the celebration of the sacraments.

Staff Composition

<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>39</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>30.600</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>14</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>8.162</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>

Staff Retention

Staff retention at the end of the 2013 school year was 91.18%. All positions including leadership roles were filled in readiness for the 2014 school year.

The children are learning in a positive environment created by enthusiastic teachers whose aim is to provide each child with a program designed to maximise the potential of each individual.

As a team, our teachers are committed to ongoing personal and professional learning and the sharing of ideas and talents to provide our children with the best possible learning opportunities.
Teacher Qualifications

All teaching staff at Saint Carlo Borromeo School are qualified to the standard required by the Victorian Institute of Teaching. The data indicates the diversity of qualifications amongst our teaching staff, the high level of professionalism and a commitment to ongoing learning.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>3.23%</td>
</tr>
<tr>
<td>Masters</td>
<td>16.13%</td>
</tr>
<tr>
<td>Graduate</td>
<td>12.90%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>3.23%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>51.61%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>9.68%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>3.23%</td>
</tr>
</tbody>
</table>
Expenditure and Teacher Participation in Professional Learning

Professional Learning of all staff is a priority. Throughout 2013, all fifty three staff members were involved in Professional Learning, the average expenditure per teacher on Professional Development last year was $2600. This figure includes payments to professional learning providers, the replacement costs of staff when attending PD and the cost of guest speakers who attended our school throughout the course of the 2013 school year.

Professional Learning our staff attended is as follows:
- Religious Education – Staff Formation
- Contemporary Learning School Visits on Personalised Learning
- Literacy Leadership Clusters
- Mathematics: Cluster Project
- Student Well-being
- Leadership
- Physical Education
- Finance Training
- Office Administration
- Teacher Aide Training programs.
- First Aid – Level Two
- Network meetings – attended by subject leaders and school leadership

Ongoing Professional Development of all staff supports our overall school improvement and highlights the commitment of all staff to their own learning and that of their students.
Student Progress and Achievement

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an assessment for Year 3 and Year 5 students, testing knowledge and skills in Literacy and Numeracy. The data below shows the percentage of our students who have achieved the National Standards in 2011, 2012 and 2013. This data affirms the excellent standard of teaching and learning at St. Carlo Borromeo’s

![NAPLAN Year 3 and Year 5 graphs]

### 2013 Changes in National Benchmark results from the previous year at Years 3 and 5

<table>
<thead>
<tr>
<th>NAPLAN TESTS</th>
<th>2011 %</th>
<th>2012 %</th>
<th>2011 and 2012 Changes %</th>
<th>2013 %</th>
<th>2012 and 2013 Changes %</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 03 Reading</td>
<td>97.4</td>
<td>100.0</td>
<td>2.6</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>97.4</td>
<td>98.6</td>
<td>1.2</td>
<td>100.0</td>
<td>1.4</td>
</tr>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>96.1</td>
<td>100.0</td>
<td>3.9</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Numeracy</td>
<td>98.7</td>
<td>98.6</td>
<td>-0.1</td>
<td>100.0</td>
<td>1.4</td>
</tr>
<tr>
<td>YR 05 Reading</td>
<td>96.1</td>
<td>93.6</td>
<td>-2.5</td>
<td>98.6</td>
<td>5.0</td>
</tr>
<tr>
<td>YR 05 Writing</td>
<td>98.7</td>
<td>98.7</td>
<td>0.0</td>
<td>97.3</td>
<td>-1.4</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
<td>97.4</td>
<td>97.4</td>
<td>0.0</td>
<td>93.3</td>
<td>-4.1</td>
</tr>
<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>92.2</td>
<td>94.9</td>
<td>2.7</td>
<td>98.7</td>
<td>3.8</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>90.9</td>
<td>92.3</td>
<td>1.4</td>
<td>96.1</td>
<td>3.8</td>
</tr>
</tbody>
</table>
Analysis and Description

In all of the above areas assessed under the NAPLAN literacy and numeracy testing our school has consistently performed above like schools in most areas across the past three years. In this way our continuing challenge is to maintain this high level of student achievement through continued strong teaching and learning programs.

Student Attendance

The average student attendance for 2013 was 95.21%. Reasons for student absence are documented within attendance rolls and parent notes filed for future reference. Days absent are reported to parents via each child’s semester report. Our families have continued to be very diligent in informing the school regarding student absenteeism and this very high level of attendance indicates the importance families place on ensuring children are consistently at school.

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>94.13</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.31</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.15</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.82</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.00</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.86</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>95.21</td>
</tr>
</tbody>
</table>

Value Added

Our school in 2013 offered the following extra-curricula activities adding value to student learning; extension numeracy classes, numeracy intervention, Early Reading Intervention Knowledge (ERIK) intervention, reading recovery, year 4, 5 and 6 camps, inter school sport, school choir, P-6 buddy program, music, physical education, performing arts, Italian, after hours netball.

Parent/Teacher/Student Satisfaction

The Insight SRC survey data that was completed by parents, students and staff indicated a high level of satisfaction. It indicated that students, parents and staff felt well connected to the school including very strong responses to the teaching of religious education in the school.
Future Directions

Our school has continued to be driven by strong values and a belief that every student can achieve success with sufficient time and support. We have been focused on developing effective and enriched teaching and learning for all students through continuous improvement of teaching pedagogy to improve student learning outcomes. We have further developed curriculum, organisational and management structures to continue to improve student outcomes and maintain the high level of teaching and learning that takes place at St Carlo Borromeo’s.

Education in Faith

Goal:
To establish a rich Catholic identity and voice within our school.

Intended Outcomes:
That students will see their active connection to an evolving Church as relevant and meaningful so that they gain a stronger sense of belonging and commitment to the Church.

For members of the community to be aware of the Gospel values and integrate Christ’s teachings into their relationships with others.

Learning and Teaching

Goal:
To enhance the learning environment that challenges all learners and caters for individual needs.

Intended Outcomes:
That overall student outcomes in numeracy be improved.

That overall student outcomes in literacy be improved.

That the continual development of the contemporary curriculum and Inquiry approach to curriculum implementation is evident in our practice.
Student Wellbeing

To develop socially skilled and empathic individuals who maintain positive relationships.

**Intended Outcomes:**
That all students feel safe, have a sense of self-worth and feel comfortable in and out of the classroom.

That all students contribute positively to the school environment.

Leadership and Management

**Goal:**
To enhance a leadership and management culture that nurtures and develops all within the St. Carlo’s community.

**Intended Outcomes:**
That distributive leadership is evident across the community.

School Community

**Goal:**
To enhance and strengthen communication and collegiality between school, home, local and the wider community.

**Intended Outcomes:**
That through further involvement of parents and the local and wider community children’s learning will deepen.

Minimum Standards Attestation

I, Timothy Kelly attest that Saint Carlo Borromeo 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.