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Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>34 Lake St Edenhope 3318</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mrs Angela Kealy</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Fr. John Corrigan</td>
</tr>
<tr>
<td>SCHOOL ADVISORY COUNCIL CHAIR</td>
<td>Mr. Mark Cooper</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 55851396</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:akealy@smedenhope.catholic.edu.au">akealy@smedenhope.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.smedenhope.catholic.edu.au">www.smedenhope.catholic.edu.au</a></td>
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</tbody>
</table>

Minimum Standards Attestation

I, Angela Kealy attest that St. Malachy's 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 Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

20 May 2016
Our School Vision

"You must love one another. If you have love for one another, then everyone will know that you are my disciples."

John 13:34-35

School Motto
Learning to grow in faith, love, peace and hope.

Vision Statement
Faith in God
Love of Learning
Embracing Community

Mission Statement
St. Malachy’s School nurtures Faith in God through:
- teaching Religious Education in an environment of Catholic Faith and Tradition
- immersion in Gospel Values which permeate all learning
- pastoral care and hospitality shown for all
- involvement in the Parish and wider community
- respecting diverse values

St. Malachy’s School aims to promote a Love of Learning through:
- a supportive and positive environment which promotes lifelong learning
- a holistic curriculum catering for the social, spiritual, physical, emotional and cognitive development of each individual child
- engaging parents as co-partners in their child’s education
- empowering staff to develop their professional skills
- providing leadership opportunities which encourage responsible decision making

St. Malachy’s School Embraces Community through:
- respecting the thoughts and opinions of others
- actively seeking opportunities to communicate and promote our ethos and values within the local community
- participation in community events
- co-operation with the local school community and wider Catholic Parish Schools
- providing a variety of opportunities for parents and members of the wider community to be actively involved in our school
School Overview

St. Malachy’s School is a Catholic Parish Primary School priding itself on a friendly and supportive environment. St. Malachy’s School has provided Catholic Education in Edenhope since 1953, when four Sisters of Mercy, in the spirit of their foundress, Catherine McAuley, took up the challenge to provide a Christian and academic education for children in and around the district of Edenhope.

St. Malachy’s School is named after Saint Malachy O’Morgair who was born in Armagh, Ireland in 1094. He was ordained a priest at 25 years of age and became Bishop of Connor when just 30. He preached among the poor and re-established Marriage as a Christian Sacrament. Saint Malachy brought back the Sacraments of Penance and Confirmation. In 1190 Pope Clement III approved the Canonization of Saint Malachy, who became the first formally canonized Irish Saint.

St. Malachy’s School staff develop close personal relationships with students and their families. St. Malachy’s School provides a stimulating and creative learning environment allowing for individual learning needs. Learning Programs promote self-esteem, resilience, perseverance, confidence and organisational skills while developing the ‘whole’ child through academic, emotional, physical, social and spiritual experiences. Students are challenged in a supportive and caring environment.

St. Malachy’s School is an integral part of St. Malachy’s Parish and is supported by the Parish Priest, Fr. John Corrigan. St. Malachy’s School is very much alive in the Edenhope Community.

St. Malachy’s School is located on 2.57 hectares of land in the West Wimmera Shire. The school is well resourced with 3 classrooms, a well furnished and stocked library, a teacher resource room, administration area, a music/multipurpose room and an art/multipurpose room, staff room and small meeting room. St. Malachy’s School has a synthetic turf multisport facility which consists of a 6 lane 300m running track, full sized hockey field and minor games courts.

Demographics
Many families at St. Malachy’s School are involved in farming with the majority of families having both parents in the workforce.

2015 enrolment 59
Number of families 35
SES score 97
Principal’s Report

I am pleased to be able to reflect on the events and activities of the 2015 school year. We commenced the year with 60 students including 14 Foundation Students and two graduate teachers. Kayla and Samantha soon settled into their respective classrooms and the enjoyment, challenges and hard work that all teachers experience. We also welcomed Jacinta McIvor into the school community as an Education Support Officer.

We were fortunate to be successful in our application to be involved in the National School Chaplaincy Program. This funding allowed Clyde Lourensz to work with staff, parents and students the equivalent of one day a week. Clyde has been invaluable in assisting around the school, helping in the classroom, playground and on school excursions and outings.

Early in the year St. Malachy’s School staff began their journey in forming a Professional Learning Community. Professional Learning Communities (PLC) aim to develop a collaborative culture which focuses on student learning to ensure all students achieve at high levels. The school was involved in a number of School Closure Days, Professional Development and in school support from Hawker Brownlow’s representative Colin Sloper and also Teresa Hadden from the CEO.

We were again fortunate to have the support of CEO staff in Teresa Hadden for maths and PLC, Sarah McDonald—speech pathologist, Lesley Price—psychologist, Leesa Battistello—Religious Education and Lee Schlooz—Educational Consultant. I would like to thank them for their advice and support over the year.

St. Malachy’s School continued to develop its working relationship with Sacred Heart Casterton and St. Joseph’s Coleraine. The three schools combined for a Catholic Education Week gathering in Casterton as well as began shared planning for upper, middle and junior classes. The end of year was celebrated with a Christmas break up in Dergholm.

2015 saw Maureen Payne celebrate 30 years of involvement with St. Malachy’s School and in Catholic Education. This is certainly a milestone achievement as I don’t think any staff member has ever clocked up this number of years. Mauze has been the warm, friendly face or voice as the first point of call and no one could do it better than her!!

We introduced a Parent/Child/Teacher Conversation as part of the end of year Student Reports. The aim was to simplify the written report to make them parent friendly and to initiate conversation around each child’s achievements and challenges. These discussions enhance the home / school partnership as well as the student / teacher / parent relationships. This idea proved to be most helpful and beneficial for everyone.
I must thank Sr. Pam for her continued interest and involvement in school activities. Sr. Pam helped to organise a visit from Sr. Geraldine Mugavin to promote the work of the Mercy Sisters and to provide students with some insight into the history of the school and Catherine McAuley the foundress.

Students continued to work with the Barkala Flats residents and Lions Club to beautify the grounds around the Barkala Flats. Students were also regular visitors to the Lakes Hostel.

One of the highlights for the year was the whole school trip to Melbourne to see “The Lion King.” This ‘day out’ proved to be a great social day for parents and staff as well as educationally beneficial for the students who had been studying the story all Term 2. The very early morning start and late arrival home didn’t dampen anyone’s enthusiasm about seeing such a wonderful live performance. We do not have the opportunity to see such live cultural performances very often and I think everyone agreed that we should do it again. Many thanks to Melanie Mulraney for help in co-ordinating and organising this day.

As the year closed we said farewell to the Hawkins, Mulcahy and Ridler families and thanked them for their many contributions to our school community. We also said goodbye to Joylene Ough who after 15 years as an Education Support Officer in the school had decided to retire. Joylene’s gentle manner with the students will be missed and staff will miss her many talents and being able to get “Joylene to do this” when we run out of time or get caught in a spot. Finally, we wished Rachel Farran good luck as she takes maternity leave to have her third child.

I would like to thank the school community for your contributions especially from those involved in the School Advisory Council and the small committee making up the School Parents’ Association. The Parent’s Association are to be congratulated on the new initiatives introduced this year to raise funds for the school; a cook book, film night, tree planting, catering etc. Thank you also for your contributions to working bees and sporting events throughout the year. Your support and enthusiasm for our small school is much appreciated as are your efforts to promote St. Malachy’s School in the wider community. You have done an amazing job.
Catholic School Culture

Goals & Intended Outcomes

To engage in dialogue that will assist students, staff and parents to view the Catholic faith and traditions as relevant in today’s world.

- Make more explicit links between the school’s activities and the Catholic identity of the school.
- Strengthen staff capacity to deliver relevant and engaging units of work using ‘Awakenings’ and “Shared Christian Praxis”.

Achievements

School Masses

A Sunday Mass at the beginning of the year welcomed new families and new students to the school. Eight Foundation students were welcomed and blessed by their Year 6 buddies. The end of the year Mass was a celebration of the Year 6 students’ Graduation and their journey at St. Malachy’s School. At this Mass students were congratulated on their leadership and departing students, staff and families were farewelled. After both Masses, a social BBQ was held at the school with parishioners also warmly invited. At a nominated Parish Mass during Term 2 and Term 3 students were encouraged to attend to be involved in the special ministries for that Sunday.

Students in Years 4/5/6 joined in the Anointing Mass in Terms 3 & 4 at the Lakes Hostel. Students gently massaged the oils into the resident’s palms once they had been blessed.

Social Justice

Students were very active in their Social Justice activities raising funds for Caritas Australia during Lent and organising a Mission Fair Day in November. Students also contributed with many donations of boxes for the “Samaritan’s Purse Christmas Child Appeal”. Students organised casual clothes days, a Talent Show, treasure hunts and lucky dips and special lunches to name a few as their fundraising ventures.

Students also walked around the lake carrying buckets of water as a walk in solidarity with those children around the world who have to do this on a daily basis in order to have clean, fresh water.
Catholic Education Week

During Catholic Education Week we travelled to Sacred Heart School Casterton for a South West Network gathering of schools. Many thanks to Fr. John and Evan Wrobel and staff for organising the Mass, BBQ and sporting activities. These gatherings enable students and staff from schools in the network to mingle, make new friends and get to know each other better.

Catholic Education Week was also Reconciliation Week and students participated in a variety of activities organised by Cara Vanzini from ACU Ballarat in conjunction with Barenji Gadjin Landcare group in Horsham. Students enjoyed taste testing Indigenous foods, making beads, playing Indigenous games and participating in dance and drama activities; including playing the digeridoo.

School Community

The “Living our Faith” column in the newsletter was to inform the school community of the many things that we do each week, which show how we demonstrate and live our faith in today’s context. Upcoming school activities were included on the Parish Bulletin to inform the parishioners of what we were doing at the school. It was also a chance to invite them to many of our activities. Parish news was also included on our school newsletter including Mass times.

Religious Education

Staff worked closely with Leesa Battistello from the Catholic Education Office to develop an inquiry approach with rich assessment tasks in the teaching of Religious Education and Share Christian Praxis. The aim is always to provide an authentic experience to assist students to connect their current life situation with their faith and then practice it in their own life context. The learning opportunities focus on providing faith development for students allowing them to grow spiritually. We also looked at how different RE topics and themes could be integrated into other curriculum areas.
All classes had their own prayer times at the beginning of the day and regularly participated in Christian Meditation as part of the RE class throughout the year.

A Religious Education feature wall was made in front of the main office as a focal point so that visitors to the school could immediately see what we were celebrating or learning about.

Sr. Geraldine Mugavin visited the school to provide staff and students with information about the Sisters of Mercy, about how and why they began and what they do today to help others. It was hoped that we could reconnect with the ‘Mercy’ history and tradition of the school.

Sacramental Program
The Sacramental Program, “Living Your Christian Life” is Parish based and during the year a number of children indicated their intention to receive the Sacraments. One child was baptised, three received the Sacrament of First Eucharist and one the Sacrament of Confirmation.

VALUE ADDED
- School and Class Masses throughout the year
- Student involvement in Parish Masses and events
- Catholic Education Week Celebrations
- Staff participation in RE Professional Learning and Development
- Fundraising for Caritas Australia and Samaritan’s Purse
- Relevant and engaging Religious Education learning opportunities
- Christian Meditation
- Weekly School Assembly
- Parish Based Sacramental Program
- Displaying of religious icons and symbols in the school
- Implementation of Awakenings Curriculum
- Attendance at RE Leader Days and Cluster meetings
- Staff PD with Leesa Battistello and using Shared Christian Praxis as an Inquiry model for teaching RE
- Involvement in Social Justice Activities
- Sr. Geraldine Mugavin visit
Learning & Teaching

Goals & Intended Outcomes

To improve student outcomes in Reading and Numeracy

- Further develop and imbed whole school common understandings about personalised learning (differentiation) and build staff capacity to implement agreed approaches to contemporary and successful pedagogy

To improve student engagement through the embedding of a personalised approach to learning

- Strengthen teacher capacity in the analysis and consistent use of data to inform planning, identifying each student’s learning point and to drive targeted explicit teaching

Achievements

All learning and teaching at St. Malachy’s School is based on the AusVELS Curriculum. Students participated in the Mathematics Assessment Interview (MAI) at the end of the year and Literacy assessments at the beginning of the year. German was taught as the LOTE component of the curriculum. All students spend the first week of the year focusing on learning and how to learn successfully as an individual and as a member of a small group or as part of the whole class.

Literacy

Elements of OLSEL continued to be implemented in the school with new staff attending OLSEL Professional Learning to ensure consistency across the school.

Staff focussed on using Learning Intentions and developing Success Criteria in order to engage students in their learning.

Technology continues to be used to enhance learning activities, opportunities and assessment tasks. Class sets of notebooks and ipads ensure that all students have regular access to incorporating technology into their learning.

Intervention Programs, including Reading Recovery, ERIK (Early Reading Intervention Knowledge) and MultiLit (Making up for lost time in Literacy) and SELL (Supporting Early Literacy Learning) supported a number of students to improve their reading and writing. Literacy data was used to identify students who would benefit from intervention programs or from one on one or small group support.
Year 1 Text Level Data

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<th>At or above Target</th>
<th>Indicator</th>
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<tbody>
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<td>Level 15</td>
<td>100.00</td>
<td></td>
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<tr>
<td>Target Standard</td>
<td>Level 20</td>
<td>87.50</td>
<td>80.0% or above students at target level 20</td>
</tr>
</tbody>
</table>

**Mathematics**

MAI Data collected at the end of the year was used to plan and develop meaningful learning activities to improve student outcomes in numeracy. This data was also used to target specific learning areas for specific students.

Teresa Hadden continued to support staff with the planning of and implementation of the maths curriculum by visiting the school on a regular basis and using the Professional Learning Communities model to assist with targeting specific learning needs. The development of Common Formative Assessments to use in pre and post testing assessed individual student learning needs and provided information to enable teachers to target specific learning goals.

**STUDENT LEARNING OUTCOMES**

As the cohort of students in Years 3 & 5 completing the Naplan Tests is less than 10 it is not appropriate to publish the data. However 100% of students in Year 5 met the national minimum standards in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

St. Malachy’s School has not been able to share Naplan data results for the past three years as there have been fewer than 10 students in the Year 3 and Year 5 cohort.

The five year trend data would indicate inconsistency with some years being above state average and other years at or slightly below. This is more than likely because of the small cohort of students being tested each year.
Wellbeing

Goals & Intended Outcomes

To provide stimulating learning which engages, challenges and improves student confidence in their learning.

- Ensure student voice and choice is evident in planning and learning activities; co-construction of success criteria

Achievements

National Schools Chaplaincy Program

At the beginning of Term 2 we were delighted to have Clyde Lourensz join our staff as the School Chaplain as part of the National Schools Chaplaincy Program. Clyde quickly settled in, becoming well acquainted with the students and staff. Clyde joined in class activities and was able to participate in some school camps and day excursions. Students are very pleased to have his presence in the school and look forward to his coming each week. Clyde provides valuable support to our staff, students and their families.

Community

Students continue to be very active in the local community working with the Lion’s Club to assist residents in the Barkala Flats aged care facility with the maintenance of their gardens. Students were also regular visitors to the Lakes Hostel.

Students were involved in local community initiatives such as Meals on Wheels, Henley, Anzac Day and the local show and visiting and displaying their artistic talents in the newly formed Red Tail Gallery.

Student Engagement

The Friendly Schools Program continues to provide a means for students to resolve conflict in a safe, supportive and non-threatening environment. This time allows students to problem solve to improve peer relationships.

There were a number of Transition Days for new Foundation Students in the last term which slowly introduced children to school life and routine. Year 6 students were allocated a “Buddy” to assist with the transition and to promote positive relationships between younger and older students.

Year 6 students commenced their transition to Edenhope College in Term 3 with some afternoon visits allowing them to feel more relaxed about attending this school the following year. In Term 4 the Year 6 students enjoyed 2 full Transition Days at Edenhope College.
Other year levels were given several opportunities to work in their 2016 class groupings with their proposed new teacher.

A Weekly Assembly allowed for whole school prayer, the recognition of individual, group and class achievements for the week and the acknowledgement of birthdays. Student ideas were encouraged and the running of Assembly provided some leadership opportunities. Parents were invited to attend these assemblies. Thank you to Sr. Pam who attended almost every assembly.

Three school rules were introduced this year to link with our Vision Statement.
Faith in God – Respect Your Environment
Love of Learning – Do Your Best
Embracing Community – Help Others Succeed

**Camps and Excursions**
A highlight for all students is the school camps and excursions they participate in. Year 4/5/6 travelled to Ballarat to learn about the history of the goldfields. Year 2/3 went to Roses’ Gap where they participated in resilience and team building activities. The F/1 students had a sleepover at school after a day excursion to Naracoorte.

Students have the opportunity to compete in a number of local and interschool sports; including swimming, cross country, hockey 7’s and athletics.

Parents are required to submit a written note if their child is absent, indicating the reason for their child’s non-attendance. Where a phone call is used to notify the school of a child’s absence, the details of the call are recorded, including the date and time, along with the reason for the absence. If a student is absent for two consecutive days, without notifying the school, the school will ring the family for verification of non-attendance. St. Malachy’s School uses an electronic system for recording student attendance data. Student absent days are also recorded in student reports mid-year and at the end of the year.
## VALUE ADDED

- Restorative Practices and Circle Time
- PL with Dan Petro – Positive Behaviour Support Plans
- School camps and excursions
- Cultural performances
- Sporting activities and competitions
- Involvement in local community events
- Involvement in the local Parish
- “Friendly Schools” Program
- Volunteer work in the community
- Daily Fitness Program
- Transition and Buddy Programs
- Technology
- Environmental and Sustainable Programs
- Student art and visits to the local “Red Tail Gallery”
- Celebration of student achievements
- Pastoral care and support to students and families
- School Chaplain
- Student leadership
- Lion’s Club Peace Poster Competition
- Tree Planting Day
- Father’s Day and Mother’s Day Celebrations
- Dress Up Days
- Cooking
- Involvement in local “Carols by Candlelight”
- Reconciliation Week Activities

## STUDENT SATISFACTION

The atmosphere in the school is positive with students describing the school as friendly, supportive and fun.
Leadership & Stewardship

Goals & Intended Outcomes
Create a collaborative community of learners committed to shared leadership and continuous improvement

- Develop staff understanding of feedback as a powerful tool for learning and embedding a culture of feedback across the school
- Ensure strong collaborative leadership that sets clear direction and articulates a shared vision for student-centred learning

Achievements
Student enrolments increased from 48 in 2014 to 60 at the beginning of 2015. Three class groupings for all curriculum areas were introduced with some specialist teachers teaching Art, ICT and LOTE.

Professional Learning Communities
One of the biggest initiatives that we undertook this year was to be involved in ‘Professional Learning Communities’ (PLC) which takes a collaborative approach to shared leadership and focuses on improving student learning outcomes. We set goals around all students achieving at high levels and targeted specific learning for each student depending on their individual needs. Data was used to focus on “where next and what next.”
What do we want our students to know?
How will we know if they have learnt it?
What will we do if they don’t know it?
What will we do if they already know it?
These questions drive our work in planning for students achieving at high levels.

We would like to thank Teresa Hadden for her support in providing us with guidance in the PLC process and for her help in assisting us to develop essential learnings for the teaching of a viable mathematics curriculum. Colin Sloper from Hawker Brownlow provided great insight into the workings of PLC and helped us to unpack the mathematics curriculum so that we all had a more fluid understanding of the content and how it progressed from F-Year 7.

St. Malachy’s Staff continued to work with staff from Sacred Heart Casterton and St. Joseph’s Coleraine with shared planning days each term. Staff from the three schools gathered together for a Christmas break-up at Dergholm.

Support from CEO Staff improved teacher planning opportunities and continuity across the year levels in both Religious Education and Numeracy. Specialist CEO Staff assisted with support and intervention programs and developing Individual Education Plans for students with special needs, including speech and language.
Staff held regular PLC meetings using data to guide us to ensure individual student needs were being met. Others staff meetings addressed the operational aspects of the school including revising and developing policies, attending to O H& S issues and other school management issues.

**Video Conferencing**

The video conferencing technology was frequently used enabling staff to take advantage of professional learning and to attend sessions without having to travel long distances.

**Teacher Satisfaction**

Teacher satisfaction is measured on the following items: Teacher Morale, Individual Distress, Teamwork, Ownership, Curriculum Process Teacher Confidence and Quality Teaching.

Teacher confidence has remained high and staff perception of work demands would indicate that they are within the ideal range. The Staff Climate Index has been consistently in the top 25% of Victorian schools.

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**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

<table>
<thead>
<tr>
<th>DESCRIPTION OF PL UNDERTAKEN IN 2014</th>
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<tbody>
<tr>
<td>• Principal Meetings – Network, Zone, Diocesan</td>
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<tr>
<td>• Restorative Practices</td>
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<td>• RE Leader Days and Cluster Meetings</td>
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<tr>
<td>• Diocesan Principal Development and Performance</td>
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<tr>
<td>• Dan Petro Behaviour Management Plans</td>
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<td>• Inquiry Model for Shared Christian Praxis - Leesa Battistello</td>
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<tr>
<td>• Reading Recovery</td>
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<td>• Anaphylaxis Training</td>
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<td>• First Aid Training</td>
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<tr>
<td>• Numeracy Support with Teresa Hadden (CEO)</td>
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<td>• Online PD using technology in the classroom</td>
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<td>• Professional Learning Communities</td>
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<td>• Graduate Teacher Days</td>
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<td>• Primary Connections</td>
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<td>• ECSI with Professor Polyfeito</td>
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<td>• Let Go and Grow VACSP Conference</td>
</tr>
<tr>
<td>• Jane Langley – Restorative Practices &amp; Circle Time</td>
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<tr>
<td>• Critical Incident</td>
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**NUMBER OF TEACHERS WHO PARTICIPATED IN PL**

11

**AVERAGE EXPENDITURE PER TEACHER FOR PL**

$1402
School Community Engagement

Goals & Intended Outcomes
To develop and nurture dynamic links and partnerships in support of learning and wellbeing

- Develop the use of contemporary tools to enhance communication and to foster student learning through collaboration with the local and wider community

- Ensure that the connectedness to the community and parents is central in all planning, especially in terms of parent engagement with their children’s learning

Achievements

Community Engagement
St. Malachy’s School holds a number of functions whereby families, parishioners and the wider community can be involved in school activities. The Mother’s Day High Afternoon Tea continues to be a huge success and now an annual event. Father’s Day seems to be getting the dads to work with the students to plant trees. Our Grandparent’s Day continues to gain momentum with students and grandparents sharing their toys from the past and comparing to the now being a feature of this year’s highly successful morning.

Students have worked with the Lions Club volunteering to garden at the Barkala Flats and entering the annual Peace Poster Competition. Students were present at the Anzac Day & Remembrance Day Ceremonies, and participated in the local show, Henley on Lake Wallace and displayed their art work at the Red Tail Gallery.
**Student Reporting**

This year, parents were surveyed to determine the value of the current student report that was being sent home. With an opportunity to change reporting packages it seemed a good idea to also make change if the general parent population felt that it was needed. As a result of parental feedback it was decided to trial a 20 min. Parent/ Teacher/ Child Conversation with a much simpler written report format which still included the dot progression points. Feedback from this was very positive, with parents having a better understanding of where their child was at and what they needed to do to improve.

**School Parents’ Association**

The School Parents’ Association continued to promote and fundraise for the school as well as organize social functions. The creation of a new St. Malachy’s Cook Book in time for Christmas proved to be very successful as did a huge Easter Egg Raffle. Once again a small band of workers organize these activities, however it is great that so many families support the work of the School Parents’ Association. Fundraising monies were spent on updating technology in the school with more notebooks.

Working Bees were well attended and usually involved grounds and garden maintenance to keep the school looking well groomed. I would like to thank all families who have helped at either working bees or with fundraising for the school. It is very much appreciated.

**School Advisory Council**

The School Advisory Council was active in updating and ratifying policies and provided direction for future capital improvements. Members of the SAC attended our Prep Parent Information Evening and helped to encourage the support of school functions. I would also like to thank the School Advisory Council for their support of myself in planning the future direction of the school.
PARENT SATISFACTION

Insight SRC data indicates that Parent Satisfaction is well within the middle range of all Victorian Schools averaging around 75% in Community Engagement, Learning Opportunity, Staff and Student Engagement, Peer Relationships and Student Behaviour.

Parents demonstrate their satisfaction through their involvement, attendance and participation in:
- School Masses and Liturgies
- Working bees
- Fundraising
- Sporting days
- School Parents’ Association
- School Advisory Council
- Parent/teacher learning conversations
- Parent Information Evenings
- Tree Planting Days
- Mother’s Day High Tea
- Father’s Day
- Grandparent’s Day
- Assemblies
- Social Events
- Meals on Wheels
- Revised Student Reports
## Financial Performance

<table>
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<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
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<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
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<td>School fees</td>
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<td>Other fee income</td>
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<td>Private income</td>
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<td>State government recurrent grants</td>
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<td>Australian government recurrent grants</td>
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<td><strong>Total recurrent income</strong></td>
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<tr>
<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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<td><strong>Total recurrent expenditure</strong></td>
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<td><strong>Capital income and expenditure</strong></td>
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<td>Government capital grants</td>
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<tr>
<td>Capital fees and levies</td>
<td>12,148</td>
</tr>
<tr>
<td>Other capital income</td>
<td>4,000</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>16,148</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>32,028</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>81,000</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>72,000</td>
</tr>
</tbody>
</table>

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.
Future Directions

Catholic School Culture
To engage in dialogue that will assist students, staff and parents to view the Catholic faith traditions as relevant in today’s world. Continue to strengthen staff capacity to deliver relevant and engaging units of work using Awakenings and Christian Shared Praxis making explicit links between the school’s activities and the Catholic identity of the school.

Learning and Teaching
To improve student engagement through a personalized learning approach including the use of Learning Intentions and Success Criteria. Strengthen teacher capacity to analyse data to identify each student’s learning point and to drive targeted explicit teaching. Complete essential learning cycles for Mathematics and develop learning cycles for writing.

Student Wellbeing
To provide stimulating learning which engages, challenges and improves student confidence in their learning ensuring there is a student voice and choice in planning activities.

Leadership and Management
To create a collaborative community of learners committed to shared leadership and continuous improvement (Professional Learning Communities). Develop PLC’s and collaborative learning with St. Joseph’s Coleraine and Sacred Heart Casterton. Develop staff understanding of feedback as a powerful tool for learning and embedding a culture of feedback across the school. Ensure strong collaborative leadership that sets clear direction and articulates a shared vision for student centred learning.

School Community
Continue to develop community links and partnerships in support of learning and wellbeing. Ensure that connectedness to the community and parents is central in all planning; especially in terms of parent engagement with their children’s learning.
VRQA Compliance Data

School Performance Data

As the cohort of students in Years 3 & 5 completing the Naplan Tests is less than 10 it is not appropriate to publish the data. However 100% of students in Year 5 were at or above the national minimum standards in reading, writing, spelling, grammar and punctuation and numeracy.

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall average attendance</td>
<td>93.82</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
</tr>
<tr>
<td>Masters</td>
</tr>
<tr>
<td>Graduate</td>
</tr>
<tr>
<td>Certificate Graduate</td>
</tr>
<tr>
<td>Degree Bachelor</td>
</tr>
<tr>
<td>Diploma Advanced</td>
</tr>
</tbody>
</table>
### STAFF COMPOSITION

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>1</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>9</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>5.545</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>8</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>4.157</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>