

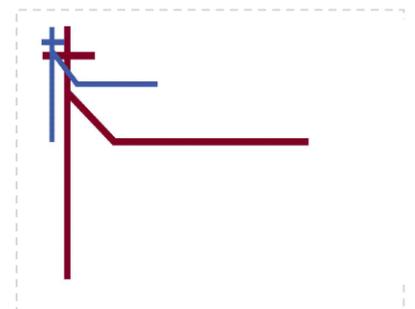


2012 Annual Report

TO THE SCHOOL COMMUNITY

St. Elizabeth's Primary School
Dandenong North

REGISTERED SCHOOL NUMBER: E1298



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Contact Details

ADDRESS	111 Bakers Road Dandenong North VIC 3175
PRINCIPAL	Christine Ash
PARISH PRIEST	Rev. Fr. Tadeusz Ziolkowski Sc
SCHOOL BOARD CHAIR	Sue Hatley-Smith
TELEPHONE	(03) 9795 5258
EMAIL	principal@sedandenongnth.catholic.edu.au
WEBSITE	www.sedandenongnth.catholic.edu.au

Our School Vision

St. Elizabeth's Parish School is a Catholic Parish Primary School striving to make faith real in the world for all within our care. Parents and Staff support our students to grow to their full potential as active participating members of the faith community following Christ's example.

Our educational purpose is to meet the needs of the current generation by supporting all our students to become independent and self-motivated. We encourage them to be learners who have a deep understanding about themselves, others and the world around them. We strive to develop their capacity to build and maintain relationships and actively and positively contribute to the global community.

As teachers we see ourselves as a community of lifelong learners committed to the provision of innovative learning opportunities for every student. We believe that focused teaching brings about powerful learning. We take advantage of contemporary tools and learning environments to support the provision of relevant, rich and personalised learning opportunities.



School Overview

Located in the South Eastern Zone of Catholic Education, St Elizabeth's Parish School in Dandenong North is bordered by the suburbs of Wheelers Hill, Rowville and Noble Park. St Elizabeth's school was built in 1977 in what was then the outskirts of Melbourne with support from the Presentation Sisters.

The Dandenong North community is characterised by cultural and socio-economic diversity. Over the years, St Elizabeth's has changed its enrolment size as the South Eastern corridor boomed and younger families moved out to find cheaper housing options. Today, the school takes a few enrolments from a transient population, the occasional enrolment of new arrival to Australia but most of our students have been in the area for 2 generations. Some enrolments come from families moving back in towards the city in response to commuting times and the availability of established community resources in this area. We anticipate that this trend will continue to have an impact on school enrolment given that many of the houses in this area are being extensively extended and renovated.

Recent enrolment numbers indicates a stable enrolment of around 370. An analysis of current intake data shows we have many nationalities represented in our school family and the socio-economic and cultural diversity of the school represents both our strength and our challenge. The staff strives to support students to value social and cultural difference in people and to develop relationships based on mutual respect, social equality and cooperation. St Elizabeth's Parish School is growing its partnership with parents and our community is very supportive and welcoming to new families.

St Elizabeth's School parents represent a diverse range of occupations and educational backgrounds. This reflects the social and economic diversity of our area and many of our parents make a significant commitment to send their children to a Catholic School. Families come to St Elizabeth's because they want their children to learn to be people of Faith and integrity; happy, independent and successful in making the most of their skills and talents and committed to being active citizens of the world.

Our Parish Church is located right next to our school symbolizing the very strong commitment we have to partnership between parish and school and enables participation in the Celebration of Eucharist to be an essential and regular feature of school curriculum.

The main school building is a brick construction built in 1977 with additions added as our needs changed. Our current additions in 2010 under the Federal Government 'Building the Educational Revolution' Project have transformed our learning and teaching environment so that we can better offer personalised, contemporary learning to all our students. We encourage our students to be active and responsible in their learning and our teachers understand that only by working together can they provide a dynamic curriculum tailored to each child's current and future needs.

The main school buildings comprise flexible learning spaces where 2 or more classes can work together as Learning Communities. In addition, the Level 3 Area and the Level 4 areas include spaces called Learning Links where small groups, individuals, large multi-class groups and whole level communities are able to participate in a variety of activities. St Elizabeth's buildings are also designed to support the integration of technology as a critical component of contemporary learning in the 21st Century.

A new Performing Arts Centre was constructed in 2004 fully funded by the school. As part of the BER project we have expanded the size and function of this space so that it can truly offer students a place to showcase their learning through the Arts.

Purposeful learning demands that our students see a real connection between what they do in school and what is happening outside the school. To this end we seek to deliver a contemporary approach to learning with senior students using their own e-learning tool.

"Continuous learning with clear purpose and connection to the real world is critical to developing the capabilities, dispositions and literacies required to live full lives in diverse communities and deal with issues and change in the twenty-first century."

(MCEETYA, 2005a, p.5)

To ensure that their learning is seamlessly linked to the real world we have focused on providing children with facilities which enhance their interaction with the community beyond the school now and will do so well into the future.



Principal's Report

St Elizabeth's offered a contemporary approach to education to students enrolled in 2012 in a Catholic context. Our enrolment was steady with average enrolment over the year between 365 and 370. Our student population continued to come with a rich and diverse background in terms of language and culture. Our children speak 37 different languages between them and many of them are fluent in both their family language and English. Some of the children are fluent in 3 or 4! Our social-economic status remained the same but the area is increasingly attracting young people who are buying their first home here and focusing on renovating and updating it. This may eventually affect our enrolment numbers with a possible fall in enrolments over the next few years and then a gradual return to the sort of numbers we currently enrol as these young people start their families.

The staff at St Elizabeth's takes pride in the level of knowledge we have as a professional learning community and constantly strive to improve our teaching. Our staffing continued to be very stable. We welcomed Ms Vicki Ash and Ms Christine Dugan to Level 4. Ms Dugan replaced Ms Cecile Claxton who left on Maternity leave. At the end of the year we farewelled Christine Dugan as she left to accept a permanent position at St Bridget's in Mordialloc and we also said farewell to Mr Jason Micallef who left to inspire and lead at St Thomas the Apostle in Blackburn North as Deputy Principal.

We believe in teaching children knowledge, skills and understanding about their spiritual life as well as their academic, physical, emotional and social learning. We have been gradually extending our Religious Education Program for families so that we reach all our families from Prep to Year 6. Faith is a lifetime process and we want to support parents in faith education throughout the time that their child/children attend our school.

In 2012, we introduced the program for our Prep children called Prayers in PJ's. This night seeks to help families to see that prayer needs to be a part of our daily life if we are to really develop a prayerful habit during our life-time. The already established Sacramental program offered Information and activity nights in 2012. As a whole school, we celebrated many liturgies together and one of the best attended was the Stations of the Cross held on the last day of Term in Term 1.

Our Teaching and Learning Coordinator continued to lead us in the development of a contemporary approach to teaching and learning. At St Elizabeth's we all see ourselves as learners. In 2012 we continued to seek better ways to support our students. At the same time, we also continued to keep those elements of teaching and learning that stand the test of time.

At the beginning of Term 1 after SWEL week we began 'screening'. All the children are tested using diagnostic testing that shows us the strengths of each individual student as well as the areas that need support.

Our NAPLAN tests continued to show our students are succeeding in Mathematics and Literacy, especially given the high number of Non-English speaking students in our community. In terms of Literacy and Numeracy, our NAPLAN scores were substantially above the expected in Persuasive Writing and Spelling in Year 3, above the expected average in Reading, Persuasive Writing and Spelling for Yr. 5 and at the expected Level for Yr. 3 and 5 in Grammar and Punctuation and Numeracy and Yr. 3 Reading.

We are continuing to participate in the Contemporary learning Research Project funded by the Catholic Education Office Melbourne and have introduced a 1:1 Learning Tool Program to Students and Parents. In 2012, we had a huge attendance of students and parents at an information evening to launch the Project. Dr Gerard Callaghan from the CEOM attended and was very impressed with our community's willingness to embrace technology as a tool for learning.

Our school places a great deal of emphasis on resourcing programs and practices to support the wellbeing of Students. We always begin our school year with SWEL week and everyone enjoys the

Footsteps program, even those children who tell me they think they have three feet not two when it comes to dancing. The 'You can Do It program' is well embedded into our school culture and it supports the Adlerian approach to wellbeing that is pivotal in our thinking and behaviours.

As part of our program to improve our learning environment, in 2012 we managed to get the oval covered with green grass that was relatively level. A process that all our children had been hoping would be successful. We also began landscaping the back area of the school replacing rotten sleepers with rocks and plants.

The School Education Board has been a very productive and cooperative group. Led by Susan Hatley-Smith, this group has been involved with many changes and improvements.

Our Community Coordinator, Ms Trixie Martin, continued her valuable work encouraging and supporting members of the Parents and Friends Group. The Parents & Friends group has been very active in our community and they contribute in so many ways. Other projects undertaken by volunteer groups here at St Elizabeth's also bring a richness and variety to our school community. It was the efforts of the Parents & Friends that resulted in the grand total of \$23000 being raised. This money has been earmarked to provide a piece of play equipment and discussions about which piece to buy generated much interest.

What must be acknowledged is the hard work of volunteers in 2012 who gave so much time and effort to making sure all the projects delivered great outcomes for our school, not only in terms of profit, but also in developing student's and parent's feelings of belonging to our community. All of which ensured that in 2012 there was a great sense of community goodwill and inclusiveness.

School Education Board Report

School Education Board Members:

Chairperson: Ms. Sue Hatley-Smith

Parent representatives: Ms. Pina Martino, Ms. Cate Kavanagh, Mr. P Ferdinands, Mr. Claude Fazio

Staff Representatives: Ms. Maria Popowycz, Ms. Nan Perazzo

Principal: Ms. Christine Ash

Parish Priest: Rev Fr. Tadeusz Ziolkowski

Parish Representative: Ms. Janine Phillips

CHAIRPERSON'S ANNUAL REPORT TO THE COMMUNITY

It has been a pleasure to work with such a great group of people for the past 3 years. We have seen the introduction of iPads for our Level 4's this year and the transition is going smoothly and the children are adjusting well.

I would like to take this opportunity to thank the Board members who are leaving this year as their term has come to an end. It has been a pleasure and their contribution to the Board has been a valuable one for the community of St Elizabeth's Parish and School.

Finally, I would like to thank the Board members for help over the last 12 months and I am looking forward to your continued support both from present and new members.



Education in Faith

Goals & Intended Outcomes

Enriching and deepening the personal engagement in faith across the whole school community between the school and the Parish.

Intended Outcomes:

- To improve student engagement and understanding in Religious Education in both staff and students.
- To strengthen the links between the School and the Parish.
- To celebrate the multicultural nature of the faiths in the community

Achievements

St. Elizabeth's School has a very strong commitment to the faith life of our students and is particularly proud of our Catholic tradition. We have a Catholic Identity Coordinator who works in this area for 2 full days a week. We have implemented a range of programs and activities that supported the connection of school and parish, involving families and students in the Sacramental program as part of our work on deepening our personal engagement in faith. Our newsletter devotes a page each week to ensure families are kept aware of our programs and activities.

In 2012, the Mini-Vinnies group was formed and they will lead our social justice programs. We believe that Faith leads to action to make a difference in our world.

VALUE ADDED

During 2012 we: ~

- Supported Ms. Elisabetta Salierno in her new role as Catholic Education Coordinator
- Commissioned staff and welcomed new students and families in February.
- Held Sacramental Programs and Information Nights for Reconciliation, Eucharist and Confirmation,
- Celebrated Prayer in Pyjamas Night with Preps and their families.
- Continued to promote Professional Learning activities in Religious Education.
- Supported by Nazareth College students, held Eucharist and Confirmation Reflection Days.
- Participated in the St. Patrick's Day Mass and Mission Mass with the Student Leadership team.
- Celebrated First Reconciliation and Eucharist.
- Welcomed Bishop Peter Elliott visiting our Confirmation candidates.
- Celebrated whole school and class masses.
- Celebrated Family Week.
- Held regular meetings with school staff and Parish Priest and Catholic Identity Coordinator prior to class masses.
- Celebrated the Liturgical year with the parish.
- Supported the work of the St Vincent de Paul Society through the Feast of the Sacred Heart Giving Mass.
- Participated in Social Justice Initiatives e.g. Project Compassion, Christmas Shoebox Project.
- Used ICT to support a contemporary approach to Religious Education is being used across the school.
- Continued to track children's knowledge and skills gained in the of Religious Education program P-6 through the use of a tracking tool.
- Modeled a variety of prayer formats in staff prayer.

Learning & Teaching

Goals & Intended Outcomes

To improve student learning efficacy and engagement

Intended Outcomes

To improve Literacy Standards in Years 3-6.

To improve Mathematics standards in years P-6.

Achievements

- We worked with Lane Clark to become skilled in using assessment processes that support deep and independent learning.
- We made the Contemporary Learning Schema the framework for all our planning of programs.
- We improved our ability to track individual student progress and we continued to team teach across the levels.
- We encouraged staff to use learning journals and e-portfolios with students.
- We engaged Kathy Walker to continue to mentor and support us in embedding the Australian Developmental Curriculum.
- We hosted many Study Tour days for the Early Life Foundation, hosting teachers from across the country.
- We supported students reporting to their Parents at Goal Setting Interviews and Goal Progress Interviews. We encouraged teachers to listen to student's feedback and to collect self-assessment data from students before and after the planning of units of work.
- We involved staff in peer appraisal using Learning Walks.
- We used an action research approach to implementing Inquiry processes in Mathematics with a particular focus on the use of Feedback, from student to teacher and teacher to student
- We used student's interests to engage children in learning that met their needs.
- We began to use the National Curriculum documents known as AusVELS to plan for teaching and learning in English, Mathematics, Science and History.
- We focused on the development of Oral Language across P-6.
- We took the Year 4 and 5 students through the early stages of their e-learning tool licence.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 3 & 5

NAPLAN TESTS	2010	2011	2010-2011 changes	2012	2011-2012 changes
YEAR 3 READING	98 %	95%	-3%	100%	+5%
YEAR 3 WRITING	100%	100%	0%	100%	0%
YEAR 3 SPELLING	100%	98%	-2%	100%	+2%
YEAR 3 GRAMMAR & PUNCTUATION	91%	97%	+6%	98%	+1%
YEAR 3 NUMERACY	93%	98%	+5%	98%	0%
YEAR 5 READING	94%	100%	+6 %	93%	-7%
YEAR 5 WRITING	100%	100%	0%	98%	-2%
YEAR 5 SPELLING	98%	98%	0%	95%	-3%
YEAR 5 GRAMMAR & PUNCTUATION	95%	100%	+5%	98%	- 2%
YEAR 5 NUMERACY	94%	100%	+6%	93%	-7%

NAPLAN results show that given the range of culture and languages that our children present with, we have, over the last 5 years, continuously improved our results in Reading, Writing, Spelling and Grammar and Punctuation. All results show we are performing above the National benchmark. Numeracy still concerns us with results in 2012 showing a greater number of Year 5 students achieving above the results achieved across the state but with the majority of Year 3 students scoring slightly lower than the state average. The majority of Year 3 students achieved the same as the state average in Numeracy but more students achieved well above the State average than in previous years.

It is important to remember that comparing NAPLAN results from year to year, is not the most effective way to measure a school's performance as each year the cohort of children changes. What we do at St Elizabeth's is add NAPLAN data to the large amount of evidence we collect on the progress of each individual. That way we can compare the progress of each student not only from month to month and year to year but even day to day.

Student Wellbeing

Goals & Intended Outcomes

To maximise students' sense of wellbeing and connectedness to school and their learning.

Intended outcomes:

To strengthen student's connectedness to teachers, peers and learning

On our School Improvement Surveys, our parents noted an increase in Student motivation (up from 78% in 2011 to 82% in 2012) and Student Behaviour Management (up from 76% in 2011 to 80% in 2012) they also noted an increase in teacher approachability and parent involvement. All other scores on these surveys which were strong in 2011 stayed at the same level. Students also reported seeing an increase in positive classroom behaviour.

Achievements

- Priority given to the Wellbeing of students with our highly qualified and experienced Student Wellbeing Coordinator, Ms Nan Perazzo, working with staff and students.
- The You Can Do It program is embedded as part of the school culture.
- All staff were given additional training in using the Adlerian approach to student wellbeing.
- We continued to deepen our use of the practice of Restorative Justice
- We streamlined the documenting of playground incidents by using a data bank accessible by all staff.
- We provided a parent/student seminar on Cyber Safety for all Year 5 & 6 children.
- Established the protocol of developing sociogram pre and post Term 1 & 3 to ensure all social behaviours were monitored and support provided for children not being accepted by others.
- We used On- Psych as a support to children and their families.
- We continued to support the use of Circle Time and class meetings.
- We continued to develop the Buddy Program.
- We extended the Induction program for Preps by bringing them in on Bookweek for Story Time.
- Continued to develop SWEL week at the beginning of Term 1, so children were involved in forming strong relationships in their classes and across the levels.
- Developed a School Veggie Patch and a team of helpers called Garden Gurus.
- We track children's behaviours through Time Out sheets and children requiring greater support have Individual Behavior Plans after a consultation with parents.
- Students reviewed the leadership roles and developed a better program after working on leadership skills. This will see a much greater involvement of students in leadership next year.

Continued to develop our Inquiry units to involve students in planning and designing units of work.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	91.45
Year 2	91.72
Year 3	94.18
Year 4	93.97
Year 5	92.50
Year 6	90.36
Overall average attendance	92.36

Our Student Wellbeing Coordinator tracks attendances and makes contact with families where non-attendance is an issue.

VALUE ADDED

- *The school offered Out of School Hours Care run by Youth Leadership Victoria in the morning from 7am and after school from 3:15pm till 6pm.*
- *Interschool Sport and participation in District events was a regular feature of the calendar.*
- *Buddy Program across the school.*
- *Tracking of Behavioral issues and families involved in Individual Behavior Plans.*
- *Day by day monitoring of student wellbeing.*
- *Keyboard and Guitar lessons were offered both in and out of school hours.*
- *Zumba and Dance lessons were offered in and out of school hours.*
- *Walk/ride to school morning.*
- *Mother's day stall.*
- *Father's day stall.*
- *Father's Day Pancake breakfast.*
- *Cross country practices were held before school.*
- *Carols by candlelight for school and parish communities*

STUDENT SATISFACTION

Student's attitudes to school continued to be good. These surveys conducted by Insight SRC continue to show our student's motivation is amongst the highest in the state. In many cases, this reflects the strong encouragement that children receive from home. Students' attitude to school showed improvement in Student's motivation and Learning Confidence.

Leadership & Management

Goals & Intended Outcomes

To continue to build a collaborative learning culture.

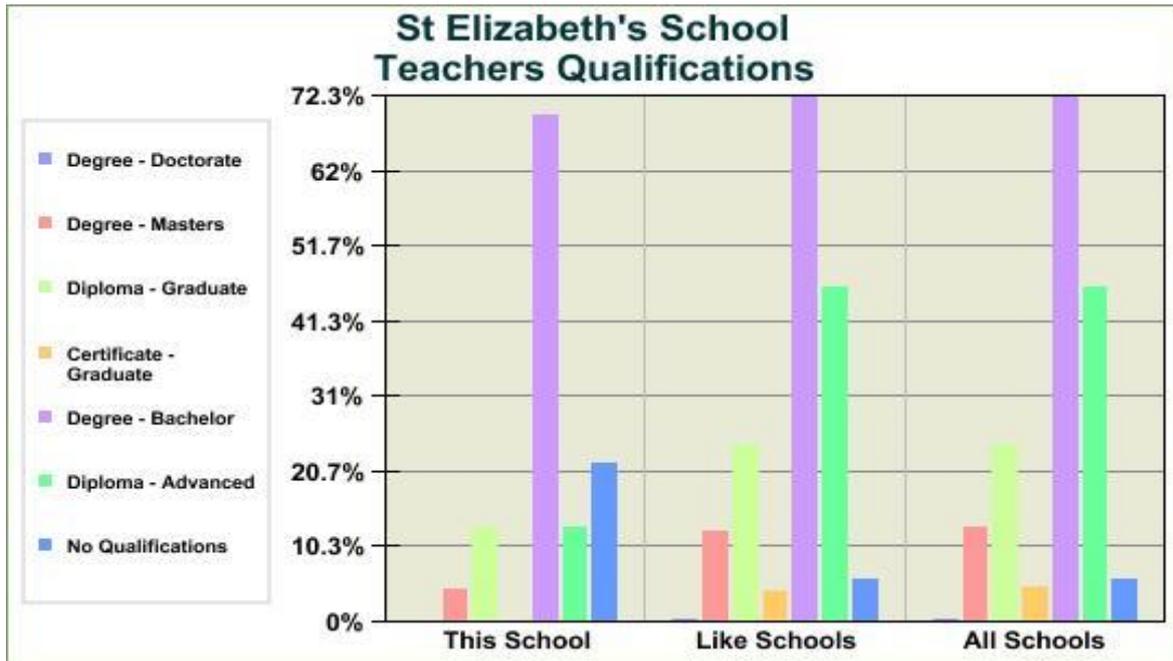
Intended outcomes:

- To create a culture of empowerment and distributive leadership.
- To strategically implement staff professional learning

Achievements

- St Elizabeth's staff pride themselves on being a committed learning community and is constantly seeking to improve their pedagogy. 2011 was our fourth year as a Contemporary Learning Research Project School. In the last 2 years, this research program has moved its focus to preparing schools for the Integrated Catholic Online Network (ICON). The work done by our school supports Professional Learning across the whole Catholic Primary School sector.
- We were a pilot school for the 'ICON Change Team' approach under the guidance of Dame Professor Pat Collarbone (from the UK) and supported by staff from the Catholic Education Office Melbourne and our particular project centred around students blogging. Level 4 staff are working with children to develop our online profile.
- We organized our learning as teachers by having Navigators to support the work of Jason Micallef, the Teaching and Learning Coordinator. These leaders have been unpacking the new National Curriculum with their teams. We reviewed our Leadership positions in November as we wanted to see leadership as part of our normal practice and we worked to create a model based on distributive leadership. In the footsteps of St Mary of the Cross, we want a leadership team that sees a need and then plans an action.
- We welcomed several tours for staff from other schools interested in our teaching approach which is student centred and driven by our practice of teaching to the needs of students. We have also had dialogue with other schools embarking on 1:1 e-learning program in 2013.
- Staff worked on an internal research project looking at the importance of feedback. John Hattie in his analysis of research around the world notes that feedback to students and from students can be a powerful driver of successful learning. Each team across the school designed a research project to identify the effectiveness of timely feedback to students and from students.
- The role of Events Coordinator was continued and was helpful in supporting staff in planning for events such as Cross Arts and Camp and excursions.
- We continued to focus on using our analysis of survey data to drive our pedagogy and our professional culture.
- We used our induction process for new and returning staff and are continuing to monitor its effectiveness.
- Members of the Leadership Team attended Cluster meetings with like-minded schools with the aim of giving support and encouragement to each other in our mutual shared goals. We have been involved with the Nazareth College Cluster Group for many years and in recent years have worked closely with St Paul the Apostle, North and St Mark's Dingley.
- Staff also regularly attended meetings of the South Eastern Zones' Principal and Deputy Networks, Wellbeing Network and Student Services Networks.
- All staff participated in pre - Annual Review meetings to set professional goals and at an Annual Review meeting at the end of the year, producing evidence to show their progress towards their goals.
- The Core team, Principal, Deputy, Learning and Teaching Coordinator, and Catholic Identity Coordinator, met weekly to discuss and plan the implementation of our School Annual Action Plan.

TEACHING STAFF ATTENDANCE RATE	94.16 %
STAFF RETENTION RATE	76%



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2012

Contemporary Learning Research Project
Literacy Assessment Project
RE and Sacramental Programs (CEOM)
Australian Council of Educational Leadership Conference
Supporting Students with an Autism Spectrum Disorder
Developmental Play- Kathy Walker
Lane Clark Seminar on Assessment (Whole staff)
Cued Articulation and Phonological Awareness Course
Evidence Collection and Data Management
Mentoring (ACU Multi-Modal project)
Student Wellbeing
REC Induction
Leading the Implementation of the Australian Curriculum
Cluster PL (Principal, Deputy, CIC, RR Teacher, Student Services)
AUSVELS (Principals and Navigators)
Feedback (P.A.R.Ts)
Reporting Workshops
Reading recovery Network
Middle Years leadership Program
Meditation, Song and Prayer – Exploring the Interface
ICON School Improvement Planning Module
CEOM Leadership Conference
Personalised Learning in the Classroom
Learning Walks
First Aid Training, Anaphylaxis Management and Asthma Management

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	25
<i>AVERAGE EXPENDITURE PER TEACHER FOR PL</i>	\$1950.00

STAFF COMPOSITION

<i>PRINCIPAL CLASS</i>	1
<i>TEACHING STAFF (HEAD COUNT)</i>	24
<i>FTE TEACHING STAFF</i>	15
<i>NON-TEACHING STAFF (HEAD COUNT)</i>	9
<i>FTE NON-TEACHING STAFF</i>	1
<i>INDIGENOUS TEACHING STAFF</i>	0

TEACHER SATISFACTION

Staff continue to express strong levels of satisfaction with their work at St Elizabeth's. Teaching is a complex work and demands high effort for quality performance at all times. In 2012, staff scored slightly lower than in 2011 but the overall trend was the same. Work demands, especially where continuous improvement is expected continue to be an issue. However, teacher confidence and respect for students was high and the staff shared the student's perception that student behaviour showed an improvement.

School Community

Goals & Intended Outcomes

To strengthen the connection and communication with the school's culturally diverse community.

Intended Outcomes:

- *To strengthen home and school partnerships.*
- *To improve the communication processes with the school community.*

Achievements

Ms Trixie Martin has been a vital part of our drive to increase partnerships with parents and the wider community. The growing number of parent partnerships and the increase in parents working within classrooms is a sign of her effective leadership in this area. The Community Coordinator is responsible for supporting the Parents and Friends Group, welcoming others into the life of the school community and building partnerships with external agencies.

We have increased the number of parents attending events and offering help in a wide variety of programs across the school. We have consistently maintained a policy of only accepting assistance from parents who have successfully applied for a Working with Children Check and in 2012 over 50% of our school parents had a current Working with Children Check.

In 2012 we continued to grow the school's Facebook page and encouraged Parents to access information about the school using this social networking site responsibly. This is now well used and parents log on to see what is happening on a regular basis.

We have continued to use several means to communicate with our parents. We have a weekly newsletter, a school website, Facebook page, Parents & Friends noticeboard and we moved our assembly so that many parents could attend before leaving for work. We have also continued to use the school based Radio Station, STEPS, to provide a vehicle for student reports, interviews and items. This keeps our community informed and engaged with the students and their learning.

Staff and students offered invitations to the parent community to join in a variety of learning activities, literacy, numeracy, giving demonstrations, supporting Wakakiri etc. Many of our parents were more than happy to be involved.

The decisions and activities of the School Board were publicised to the wider community through the newsletter and on the website.

In 2012 the numbers attending the active Parents & Friends Group were steady and we continued to raise money for new playground equipment through activities such as Mothers and Father's Day stalls, Living Fundraiser, Market Nights, Christmas Hamper and Easter Raffle. The Parents & Friends held a Christmas luncheon at a local hotel. In late 2012, the Parents & Friends Group had reached their target and set about organising for a new piece of adventure playground equipment to be installed on the edge of the oval.

The Community Tuck Shop has gone from strength to strength and children look forward to seeing their parents helping out as well as getting a lovely lunch cooked by very willing volunteers.



We continued to work in partnership with Nazareth College in First Eucharist Day, Confirmation Reflection Day and the Level 1 & 2 and Year 11 Literacy program. Our Level 4 students were invited to many activities organised by Nazareth College. We were again thrilled when the 2012 group of VICAL students presented the children in the Junior school some beautiful hand crafted pieces of play equipment as well as some custom designed furniture. We also supported Nazareth in managing its Community Service activity, hosting 40 Nazareth students over 3 days.

In the Sporting department, with the help of many of our parent volunteers we participated in Inter-schools activities each week. Sports included Cross Country and the Athletics days. We also continued working with sporting associations such as the Australian Netball Team and local basketballers. We held our annual Picnic Sports and also SWEL Week Activity day and Student activity day in the last week of term 4, all were well supported by our community.

PARENT SATISFACTION

The parents sampled for the Insight SRC surveys showed a strong level of satisfaction with the school. The actual scores show that we score higher than the average across all schools across the state.

All areas on the survey showed an increase in parent satisfaction. Areas where the score improved over the previous year's score were, School Improvement, Approachability, Parent Input, Behaviour Management, Reporting, Learning Focus, Transitions to and from other educational organisations, Extra-curricular activities, Student Motivation, Social skills and Connectedness to school.



Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
<i>Recurrent income</i>	<i>Tuition</i>
<i>School fees</i>	26,432
<i>Other fee income</i>	137,559
<i>Private income</i>	1,740
<i>State government recurrent grants</i>	576,804
<i>Australian government recurrent grants</i>	2,193,256
<i>Total recurrent income</i>	2,935,791
<i>Recurrent Expenditure</i>	<i>Tuition</i>
<i>Salaries; allowances and related expenses</i>	1,977,397
<i>Non salary expenses</i>	526,717
<i>Total recurrent expenditure</i>	2,504,114
<i>Capital income and expenditure</i>	<i>Tuition</i>
<i>Government capital grants</i>	0
<i>Capital fees and levies</i>	258,089
<i>Other capital income</i>	0
<i>Total capital income</i>	258,089
<i>Total capital expenditure</i>	176,298
<i>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</i>	
<i>Total opening balance</i>	165,000
<i>Total closing balance</i>	110,000

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

St Elizabeth's School was founded by the Parish Community and we will continue in the future to maintain a close connection to the Parish Community.

St Elizabeth's is committed to developing a contemporary approach to learning and teaching. That means using best practice in our pedagogy and providing the most effective affordable tools for learning across all areas of the curriculum. We will continue to learn how to keep the best of traditional teaching methods alongside new ways to develop deep, rigorous and purposeful learning options for our students. We focus on engaging our students by delivering learning at their point of need as best as we can. The management of this approach is difficult and we are learning how to do it whilst at the same time being aware that staff members also have a family and they need to find a healthy life/work balance.

We are committed to exploring 1:1 use of ICT tools to enable us to deliver a contemporary approach to learning so that children see learning as a seamless activity in and out of school. We commit ourselves to professional learning that will increase our student's motivation to learn and to delivering programs that support them to be responsible and independent learners.

Our learning environment supports both focused teaching and group inquiry but it requires teachers to continually reflect, learn, relearn and experiment. We will continue to plan programs and projects with the aim that every student achieves success at their highest potential.

Our work in partnership with parents will continue to be a critical factor in ensuring every student's success in learning. Our goal is to develop a strong supportive partnership with parents, assisting them to be aware of current research in education and keeping open and honest communication with them at all times. We will use the best of ICT developments to ensure we work together to prepare students for their future.