

St. Elizabeth's Primary School

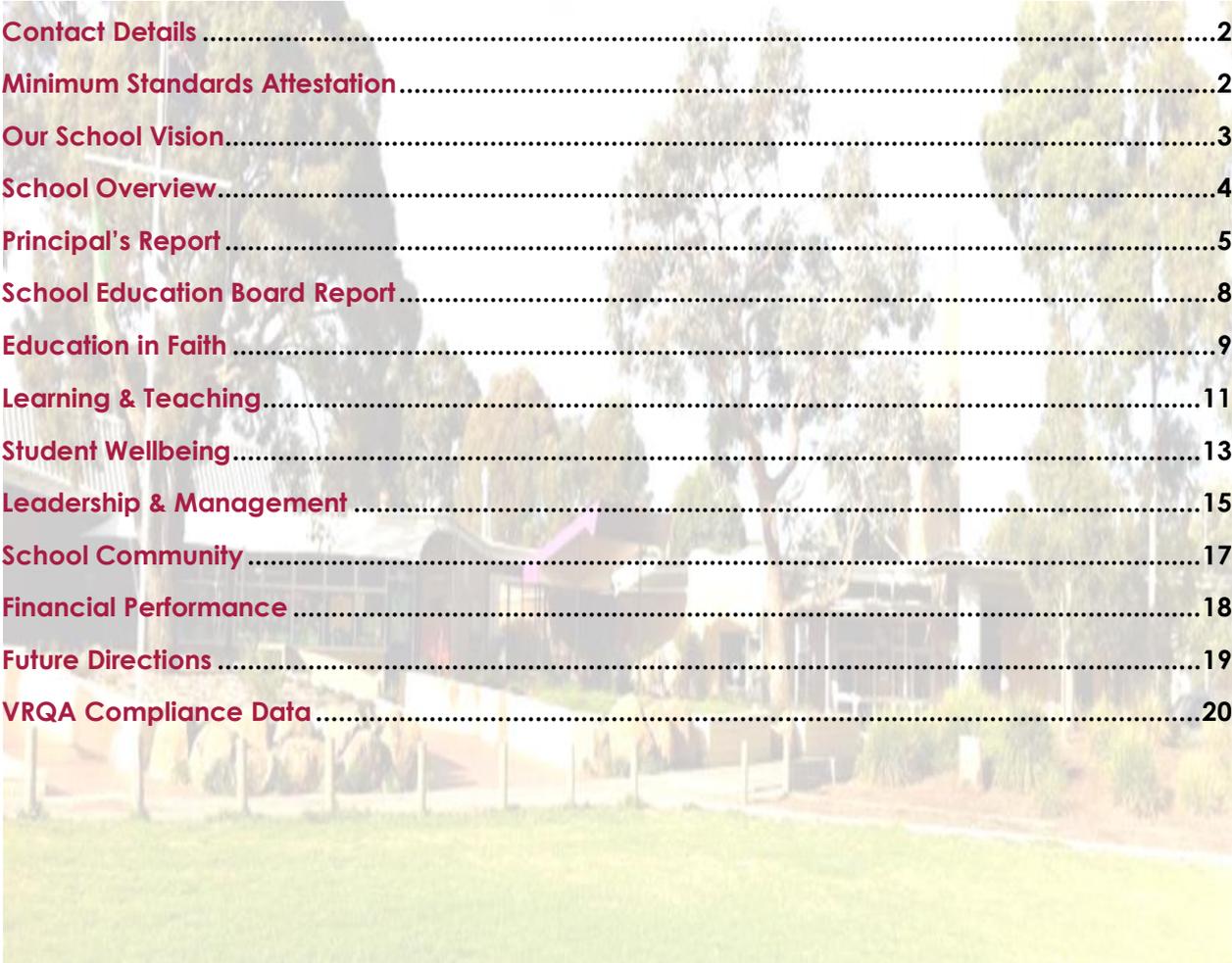
Dandenong North



2014 ANNUAL REPORT

to the School Community

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Minimum Standards Attestation

I, Christine Ash attest that St. Elizabeth's Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015

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

St Elizabeth's Parish School is situated in the suburb of Dandenong North close to the Waverley Gardens Shopping Centre and the intersection between the Monash and Eastlink Freeways. Built in the 1970's the school and church share a contemporary architecture full of light and open space. The buildings are set in large grounds with native trees and garden spaces.

The students who work and play alongside each other at St Elizabeth's come from many nationalities and cultures. Currently, 380 students are enrolled here and they represent 30 different nationalities and speak 35 different languages. This rich tapestry ensures that we see ourselves as a welcoming and blessed community. Traditionally an area where migrants have made their first home, the area is becoming a place where young people choose to renovate older homes to be closer to the city.

St Elizabeth's school is a Catholic Parish School where we practice our Christian faith in the Catholic tradition but we also welcome and respect people of other faiths. Our Church is connected to our school physically but also as our spiritual home. We gather to celebrate, share story and participate in liturgies that remind us we are called to be God's people in this local community.

St Elizabeth's school is not only contemporary in its architectural design but also in its approach to education. We strive to provide an education that will equip our students for their future not our past. This has resulted in a great focus on student engagement, purposeful learning, contemporary approaches in teaching and learning, the creative use of space and the integration of technology with learning and teaching.

In our organisation of the school and its curriculum, we pay attention to meeting the needs of students in a personalised and differentiated way. All children learn and develop at different rates and each child needs to be encouraged by having success at every stage of their experience. Our own Developmental Approach to learning through interest based play in the junior school and deep inquiry based learning at the other levels provides children with appropriate learning for their particular needs.

We offer our students specialist classes in Mandarin Chinese, Media, Physical Education, Performing Arts and Music. Our Foundation students have extra physical learning opportunities with a Perceptual Learning Program (PMP) and all children enjoy the opportunity to take part in Sustainability Programs as well as Incursions and Excursions.

St Elizabeth's staff are committed to the challenge of constant improvement. Contemporary learning, with its emphasis on meeting the needs of individual students, is a relatively new concept and our staff have been engaged in Projects and Professional Development to meet the needs of the students and their families, both now and into their futures.

We recognise that a strong partnership between home and school is essential if we are to realise the potential for each student. We constantly seek ways to help parents be involved in the education of their child/ren because in today's world, education is so complex, it is vital that we trust each other and work closely together on our educational vision.

Principal's Report



In 2014 our staff focus was on the School Review. As this was a major focus for the 4 year cycle in Catholic Schools, I will discuss this event as my report for the year. This year, I would like to give you a taste of what our Reviewer found and then identify some of the actions that we initiated in the later part of 2014 to start us on the path to reach our stated goals.

Each school undergoes a School Review once every four years as part of the School Improvement Framework managed by the Melbourne Catholic Education Office. The School Review results in a School Improvement Plan which sets goals for school improvements in 5 spheres over the next 4 year cycle. These 5 spheres are:

Faith Community; Teaching and Learning; Student Wellbeing; Leadership and Management; Community

Each of the 4 years also has its own Annual Action Plan driven by the School Improvement Plan. These plans are prepared by the School Leadership Team in consultation with staff.

The Review panel is composed of the Principal, members of staff, a representative of the Catholic Education Office and the external reviewer. Ms Anne Killeen was our external Reviewer in 2014.

In the terms leading up to August 4th and 6th when the Review took place, the staff worked in their staff meetings through a whole series of activities designed to identify our strengths and weaknesses. This was then collated into a Review Document and sent to the Reviewer along with our student achievement data and NAPLAN results for the previous 4 years.

Anne Killeen said in her Report that St Elizabeth's school has made steady progress towards the achievement that had been identified previously due to the work of a very dedicated Principal and school staff. There was a real sense of commitment to working in partnership with parents and the wider community to support student learning and wellbeing and this has resulted in growth in all areas of the school.

The report then detailed the areas of strength and the areas that will need to be the focus for the next four years.

I would like to share with you the way in which parents spoke of their school. Each Review includes a Parent's Forum. This group was very positive about the school's endeavours to provide a contemporary learning environment for their children and about all the opportunities they, as parents, are given to be involved in their children's education. Parents in the focus group expressed their belief that staff were very approachable and staff made a great effort to communicate and involve parents. The parents also endorsed the strong induction process for students coming into Foundation.

Staff were not as positive on data collected from their Organizational Health and Teaching Climate Survey but they were united in expressing that they have experienced a great deal of change over the past four years and the staff were equally optimistic that they had moved through the worst part of several radical changes and they looked forward to seeing their learning and teaching reaching the targets set over the next review period 2014-2018.

Overall, our reviewer stated that during the period 2010 to 2014 there had been a strong commitment to improving the learning experiences for all students. The school had implemented significant changes that have resulted in new ways for teachers to teach and

students to learn. New pedagogical approaches and the use of ICT have enabled the school to meet their educational purpose of supporting the needs of the current generation of students by supporting them to become independent and self-motivated. The school has endeavoured to build the capacity of both teachers and students to become learners and leaders. Students through their surveys showed a high level of engagement with their learning and strong connections to their teachers.

Our Reviewer worked with us to set our goals for the next 4 years and in the Faith Sphere, our goal is to further strengthen an understanding of Faith in a contemporary Context. Many of our students have a very literal understanding of their faith and research shows us that we need to help them move beyond this to discern the meaning of their faith as they live it in today's world. Literal faith is discarded by students as they move through secondary school and beyond. To this end we have joined with St Paul the Apostle North and successfully begun a partnership to transform our RE program. Instead of teaching RE as a standalone program, we are looking at our integration of subject areas through the lens of a faith person. We are seeing RE as the way to make sense of our world.

The Goals of the next Review period in the Teaching and Learning sphere are to continue to personalize student learning and encourage engagement in purposeful learning. To this end, we are focused on working with student data and supporting staff at the planning stages to use data to pinpoint differentiated learning outcomes for the different cohorts of children. In 2014 we carefully and deliberately developed the following strategies that were suggested by CEOM namely the use of Learning Intentions, Success Criteria and the giving and receiving of feedback. This approach will continue to enable all of us to focus on what the students are learning, not just what the students are doing

To support this recommendation, we applied for and were successful in achieving a grant to work alongside colleagues at St Paul the Apostle in Endeavour Hills. The grant was given under the Federal Government's Performance and Development Initiative. The grant as I mentioned before was to support us in looking at the integration of learning domains such as Geography, History, Science and Economics through the eyes of the Christian faith. However, the way in which we support staff to make this change is by developing coaching and mentoring skills and establishing practices to help us reflect on our pedagogy and to collaborate together to improve our practices.

A team of coaches, Gayanji Amunugama, Lyn Dennett, Rose-Ann Melenhorst and Rebecca Gage were given opportunities in Professional Learning in the area of Coaching in 2014 and have begun work to develop better learning outcomes in RE through coaching and mentoring as part of our regular school practice. We will continue this work in collaboration with St Paul the Apostle staff and with the guidance of Ms Ingrid Green from the Southern Area Catholic Education Office.

The goal for the Student Wellbeing Sphere recommended by Anne Killeen was based on the fact that our students are, despite the rich environment of ICT tools, still presenting at times as dependent learners. They struggle to be creative and responsible in presenting their work at a deep level. In terms of their behaviour, many are not as emotionally resilient as they could be. Although we have always included students in our Goal Setting meetings and Progress Interviews, by and large, our students are still engaged in learning activities that are teacher driven. Anne has challenged us to let go of teacher direction and set learning tasks for students that are student designed. This will support our children to demonstrate a greater resilience and sense of responsibility for their own learning and behaviour. Feedback is again suggested as a way to ensure that our students are reflective about what they do, what they learn and what they are being taught. Students, like teachers, need opportunities to give and receive feedback openly and honestly to other children and staff and to receive it from other children and staff.

Anne helped us to refine our 2010 goal for Leadership and Management by focusing on the 'coaching' aspect of school improvement. She encouraged us to ensure that we worked on

becoming a professional learning community, where all staff are committed to and share responsibility for improving their own work and the work of their colleagues. In that way, all staff will develop a greater sense of being part of the decision making team and will be able to respond to feedback. Staff will need opportunities for Professional learning that will give them both a vehicle and the skills to give and take feedback to improve their practice and the practice of their colleagues.

In 2014 we set in place the structures to create a team of coaches who will work to develop a practice and policy of staff coaching as part of our response to this goal. Gayanji Amunugama will lead this Coaching Team after submitting a Leadership Proposal which was approved and accepted by the Staff Consultative Committee.

The last sphere to be reviewed was that of School Community. The recommendation for this was that we continue to strengthen dynamic community partnerships in support of student learning and wellbeing through the use of contemporary tools and social media. In doing this the school should aim to enhance communication and to foster student learning through collaboration with parents and the wider world. Now you know why we have been establishing Care Monkey and Tiqbiz as a means to engaging with parents in a more timely and contemporary way! It is also why we purchased 130 new Chrome books for the Year 3 and 4. There are lots of changes ahead but not so much in introducing new ways of doing things but streamlining what we are already doing so that Parents feel as much a part of their children's learning as we do!

The Review gave us great feedback and we worked very hard to reflect on where we are, where we have been and where we are going. We are always seeking to improve what we do and are grateful for the wisdom of the Review Team. Now we have a set of goals aimed at consolidating, refining and achieving consistency across the school in the initiatives we have set in place. The initiatives have been strategically correct, we need to get better at delivering them!

Equipped with the School Improvement Plan coming from the Review Document we have set in place in 2014 the structures to help us achieve our clearly defined goals and targets.

I wish to thank the members of the school community who support the work we do as a school staff. I want to express my thanks particularly to the members of the school community who take on community positions on both the School Education Board and the parents and Friends and also those who volunteer in so many ways to help us achieve our goals.

Thank you to those who are moving on, Patrick Ferdinand and Pina Martino. Both have worked over several terms to make sure we do our best to support the children at this school and we are very grateful for their generous gift of time and effort and wisdom. I look forward to welcoming new members to our School Education Board as we strive to achieve the new goals set in our School Improvement Plan. Finally thank you to Fr Tad for encouraging and guiding us to keep walking in the footsteps of Jesus Christ.

School Education Board Report

The St Elizabeth's School Education Board consists of the following members.

The Parish Priest

School Principal

School Staff Representative

5 Parent Representatives

School Principal's Nominee

Parish Priest's Nominee

In 2014, the Board met twice a term. Meetings begin with a shared meal on the designated Tuesday night and begin their meeting at 6:30pm

In 2014, the School Board Chairperson was Ms Sue Hatley-Smith.

Parent Representatives were:

Ms Pina Martino

Mr Patrick Ferdinands

Ms Samantha Pirotta

Ms Joanne Cameron

Ms Sue Hayley-Smith

The Staff Representative was Ms Lyn Dennett. The School Principal's Nominee was Ms Rebecca Gage. The Parish Priest's Nominee was Ms Kate Robinson. In 2014, the School Board Chairperson was Ms Sue Hatley-Smith.

The Board deliberated on many issues and were responsible for the Parents Year 6 Celebration Night and the introduction of a winter tunic for the girls.

Education in Faith

Goals and Intended Outcomes

In the School's Annual Action Plan we expressed our goal for 2014 as being to deepen personal engagement in Faith across the whole school community and to continue to improve student engagement and understanding in Religious Education.

Achievements

At St Elizabeth's we are very conscious that we are a catholic School and previous generations worked hard to establish a school that would continue to educate children of the Parish in the Catholic Faith. The majority of our students come from a Roman Catholic family background and many others come from one of the Eastern Rites branches of the Catholic Faith.

However, in this day and age many families not of a Catholic background enrol their children in our school because they recognise the value of a spiritual education. Some of our migrant families feel very connected with our faith traditions because they were educated by Religious schools in their home country.

Some of the children in our school make a personal decision as they experience our programs that they too would like to be members of the Catholic Church and we welcomed several children into our community through Baptism in 2014.

We continued to offer a rich and contemporary approach to Religious Education across the school through our curriculum and celebrated the main celebrations of the Liturgical Year with our Parish Community. Together we shared celebrations to mark the beginning and end of the school year, Year 6 Transition, Family Week The Feast of St Mary McKillop, brought gifts for the less fortunate than ourselves at the Sacred Heart and Advent Masses and led the community in Stations of the Cross before Easter. We rejoiced as students made their First Reconciliations, Eucharists and celebrated Confirmation.

We have been exploring the prayer form of Meditation with our students and introduced it across the school in Term 4. All classes start the second learning block of the day with personal meditation. This supports a calming reflective experience of prayer across the school.

Where possible, we have been making real connections with Religious Education understandings, knowledge and skills with concepts explored in Inquiry units. The school submitted an application for funding under the Performance and Development Grant in conjunction with St Paul the Apostle North to explore the possibilities of taking this further and using Religious Education from a Christian perspective to be the lens through which we perceive all learning. We were successful in this application and in 2014 we began laying the groundwork for this new way of working.

We also strengthened our understanding of the call to be Christ in the world by working with our sister school in Matutinao in the Philippines. They were very excited to receive funds to install a

PA system and with box loads of stationary and other items designed to make school life more effective. In return we rejoiced at receiving their letters and cards.

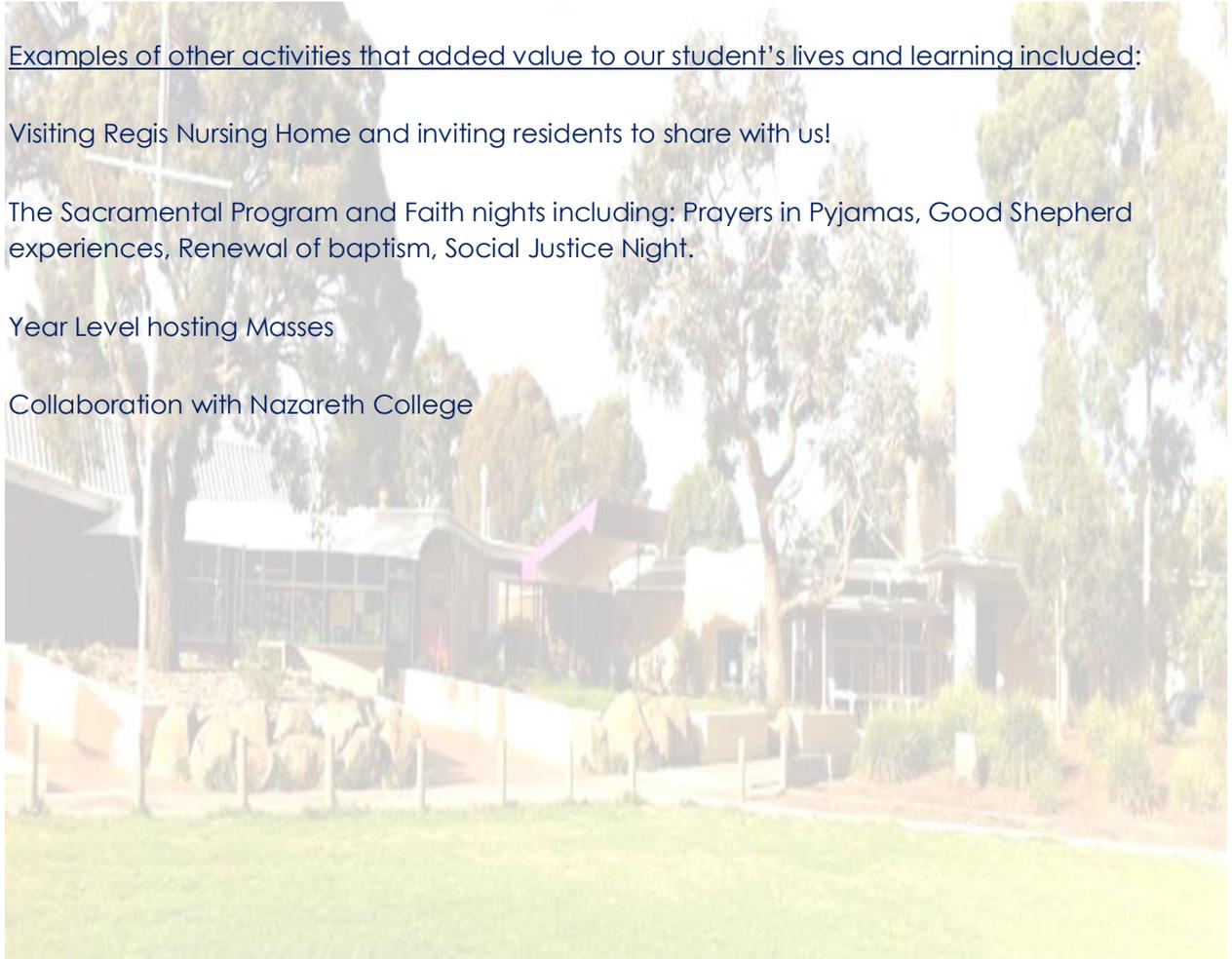
Examples of other activities that added value to our student's lives and learning included:

Visiting Regis Nursing Home and inviting residents to share with us!

The Sacramental Program and Faith nights including: Prayers in Pyjamas, Good Shepherd experiences, Renewal of baptism, Social Justice Night.

Year Level hosting Masses

Collaboration with Nazareth College



Learning & Teaching

Goals & Intended Outcomes

As part of our 4 year cycle of school improvement we have been continuing to focus in improving overall learning outcomes in Literacy and Numeracy and to improve student engagement.

Achievements

We had several key strategies that we used to achieve our goal. Professional Learning for teaching staff has been essential and we have budgeted and planned for this consistently. We have been working through teacher professional learning opportunities to implement learning opportunities that can meet the diverse needs of the students in our school. This has involved implementing a cycle of data collection, analysis of learning, planning for teaching and learning opportunities with shared teaching across communities of 2 home groups and then focused teaching for all students at the pertinent level.

We use specific Learning Intentions which are shared with students and also develop Success Criteria so that they are able to reflect on their learning progress and develop independence. This builds on what we have learned about the importance of giving learners detailed feedback about their learning

We have worked with international Educational Consultant Lane Clark again this year to further develop our Author-Think process for Writing and to continue to skill teachers in using Graphic Organisers with students to promote thinking skills and effective ways to manage all their ideas and knowledge.

We also continued mentoring with Kathy Walker from Early Life Foundations and will continue to develop our own Developmental Learning Approach based on this work next year.

Our students in Years 5 & 6 continued to use their e-learning device, the iPad, to engage with other learners around the world, access experts and record and demonstrate their learning in contemporary ways. Students use blogging, get instant feedback about their work and collaborate with other students using this tool for learning.

In terms of comparative data gained from Australia wide testing, our students continued to perform well.

STUDENT LEARNING OUTCOMES

Our students are consistently tracked in their learning so that we can cater for their needs and celebrate their achievements. NAPLAN testing gives us one snapshot of the students on one day of the year in particular areas of knowledge, understanding and skill. It is but one of the many useful ways to assess a school's culture. In 2014 our Year 3 students scored at a similar level to all students in like schools in Reading, Language Conventions, Spelling and Numeracy but were above them in Writing.

Our Year 5 students scored above students in similar schools in Reading, were well above like school students in spelling and scored the same as students in like schools in all other areas.

Compared to 2012 /13, there has been a slight drop in Reading and Writing in Year 3 but an improvement in Reading and Spelling in Year 5. This is the stage at which you want to school to be continuing to make a difference!

Student Learning Outcomes are not limited to the areas tested by academic tools such as NAPLAN. At St Elizabeth's we expect and encourage and teach our students to achieve their potential in not only academic outcomes but also in physical, emotional, social and spiritual outcomes. We are striving to create an environment where each child grows into being the best person possible.

Student Wellbeing

Goals & Intended Outcomes

To maximise students sense of wellbeing and connectedness to school and their learning. To strengthen student connectedness to teachers, peers and learning.

Achievements

We believe that students who are experiencing a sense of wellbeing and connectedness to each other, their families and their community are better able to learn in all areas of the curriculum.

Our students learn in communities where two teachers work together as partners modelling collaboration in work, sharing their resources, supporting each other when things go well and when things are difficult and growing in friendship. Students across the school work side by side with their peers watching their teachers and learning how to be the best person that they can be.

We follow the Adlerian model of Student Wellbeing. This teaches us to be people who encourage each other in all things and this is achieved through feedback that informs us on how we have done something worth doing and done it well. We believe that everyone can live successful if they expect personal satisfaction from what they do rather than an external reward.

Our approach helps children to understand that we choose our behaviours and all behaviours have natural consequences. We listen to everyone's story but we use Restorative Justice processes to ensure we have fair consequences and a harmonious community.

Every year starts with SWEL week where the focus is on getting to know each other in our community and negotiating the expectations we have of each other in that learning space. We are part of the Better Buddies Program and every second week we share a Buddy Lunch and Activity across the school. Student Wellbeing Leaders talk about the Buddy Focus at Assemblies.

Ms Perrazo is our Student Wellbeing Coordinator and she helps us to learn by our mistakes and to celebrate our successes, big or small. Our staff, especially Ms Perrazo, work very closely with our parents, they are the most significant people in every child's life and if we trust each other and communicate with each other we can help the children achieve good things in their lives.

We have a special shed in our yard which is run by the Student Wellbeing Leaders under the guidance of Ms Hatley-Smith and children can borrow stuff from the shed to help enrich their playtimes. You can borrow a guitar and be a rockstar on the stage or you can use the foam to build a castle or you can wear dress-ups and imagine yourself back or forward in time.

Our Nook (the Library) is also open at lunchtimes and after school, for those who like to read favourite books, explore new ideas, play games like chess or use the computers to access video games. Ms Martin helps children to use their imagination and to share learnings with others.

The school reviews attendance regularly and contacts families in the case of absences not covered by approved absences due to holidays and illness etc., or other reasonable excuse offered by the parent or guardian. Parents who fail to provide a reasonable excuse for absences totalling more than 5 full days are contacted by the Student Wellbeing Officer in line with Guidelines from the Department Of Education in Victoria. If a satisfactory outcome is not reached in terms of the student's attendance, the case will be followed up with the appropriate authorities in the Catholic Education Office Melbourne.

VALUE ADDED

Cross Arts Expos

100 Days Birthday for Foundation (Prep) students

Mother's Day and Father's Day Stall

Mothers Blessing afternoon Tea / Dad's Pancake Breakfast

Student Wellbeing Activity day

Picnic Sports day

STUDENT SATISFACTION

We were delighted with the improvements in Student's self-assessment of their experience at school. Students reported in the Student Experience Data in the Student Survey conducted through Insight SRC that they had improved levels of Morale, Connectedness to School, Teacher Empathy, and Purposeful Teaching. Stimulated Learning compared to 2013. They scored less Student Distress, showed higher levels of Confidence and saw an improvement in their own and others Behaviour.

Leadership & Management

Goals & Intended Outcomes

Develop and embed a contemporary approach to professional learning. To improve staff leadership capacity. To strategically implement staff professional learning. To improve staff empowerment

Achievements

St Elizabeth's staff have been engaged with professional learning designed to support and maintain a contemporary approach to Teaching and Learning. We continued to work with Lane Clark, a Canadian educator known for her work on the use of processes which lead to deep thinking. The school staff decided to adopt 'Author Think', a Lane Clark process as the model for writing across the school from Foundation – Year 6.

We also continued working with the Early Life Foundation which mentors schools introducing the Walker Learning Approach which is a play-based inquiry learning approach. However, our Year 3-6 staff took the decision based on school data to move away from Walker Learning and to develop an Inquiry model based on Lane Clark's processes.

As part of our commitment to staff empowerment and developing leadership capacity, we had 2 teachers train as coaches through Monash University and 2 train through Catholic Education Office Melbourne. This is the first step in embedding a school wide coaching model as part of our teaching practice. With this strategy for school improvement we were also able to see an opportunity to make Religious Education more meaningful to our students. We applied for and successfully achieved a grant under the Performance and Development Funding from the Federal Government. We did this in collaboration with St Paul the Apostle School in Endeavour Hills. We firmly believe that collaboration with other schools is a powerful way to improve our core work of teaching and learning and to build teacher capacity and also to help teachers develop as effective leaders.

In-school Professional learning also focused on how to effectively use Learning Intentions and how to negotiate Success Criteria with students. This was a result of work done in the system's Learning and Teaching Networks.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2013**

Mentoring by Walker Learning Australia throughout the year.
 Anaphylaxis and Asthma Training all staff
 Teaching and learning Network
 2 days with Lane Clark
 Emergency Procedures Training
 Biblical Studies Tour (Jerusalem- Matthew's Gospel)
 VACPSP Conference (4 staff attended)
 Catholic leadership Conference
 Lyn Watts
 Level 2 First Aid (1 staff member)
 Ausdance (PA teacher)
 ICT training
 ACEL Literacy PD
 ACU Numeracy
 Catholic Identity and Social Justice. CEOM

NUMBER OF TEACHERS WHO PARTICIPATED IN PL**32****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$2556.00****TEACHER SATISFACTION**

Teacher satisfaction has been an issue at St Elizabeth's because we have taken on much change in order to offer our students and their families a more contemporary education. During the Review process the staff voiced their opinion that they had come through a great period of change and were convinced that future years would show an increase in teacher satisfaction as the changes are embedded in what we do.

In 2014, teacher satisfaction remained stable with improvements in Individual Morale, Teamwork, and minor declines in Role Clarity Work Demands and Student behaviour and Confidence.

Classroom behaviour of students was identified as an issue but Student Management was consistent with 2012 data as was Empowerment and Curriculum Processes.

Overall, the position highlights the cost of real school change and the impact it has on staff.

However, improving what we do to engage our students and to equip them for their future, not our past, requires deep and transformational change.

School Community

Goals & Intended Outcomes

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

Achievements

The school has worked hard to promote and strengthen its connection to school families. This was very evident from our Parent Forum panel who worked with our Reviewer Anne Killeen as she explored how we worked with our community. The parents on the panel represented the cultural diversity of the community and were all very positive about their connection to the staff and to their child's learning. Parents reported that the school had an excellent reputation in the community.

The Parents and Friends Group meets regularly at the school and their support and affirmation of the school in terms of social activities and fundraising contributes to the happy and welcoming sense of community that visitors often remark on. The Parents and Friends Group often meets Ms Trixie Martin, our community Liaison person, in the Nook before the end of the day and everyone is welcome!

The School Education Board is much valued as a source of wisdom and encouragement and led by Ms Sue Hatley-Smith has been very active in promoting the contemporary education we provide at St Elizabeth's.

We invite everyone to share STEP'S radio which broadcasts our radio assembly once a fortnight hosted by each community in turn and accessed through our website.

We have been constantly working on our website and it is changing to meet the needs of our community.

We have introduced TiqBiz and Care-Monkey Apps to help parents read notices and newsletters ensuring that communication is up to date and relative to each families' needs.

TiqBiz and the school website both have a translator option so parents are able to read notices and newsletters in their own language.

PARENT SATISFACTION

Parents reported satisfaction, particularly with the way we support Transitions, to Secondary School and from Kinders and Child-care Centres and with their child's Connectedness to school. There was a slight dip in satisfaction in other areas measured by the School Improvement Survey but it matched the pattern set in 2012 and was not significant.

Interestingly, although we introduced Auskick and Net Set Go, as extra-curricular activities, there was a drop in Parent Satisfaction regarding extra-curricular activities

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	49,390.00
Other fee income	152,004.00
Private income	68,568.00
State government recurrent grants	856,278.00
Australian government recurrent grants	2,507,958.00
Total recurrent income	3,634,198.00
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	2,263,181.00
Non salary expenses	543,753.00
Total recurrent expenditure	2,806,934.00
Capital income and expenditure	Tuition
Government capital grants	0.00
Capital fees and levies	242,281.00
Other capital income	0.00
Total capital income	242,281.00
Total capital expenditure	156,375.00
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	55,000.00
Total closing balance	0.00

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

What can the school do in the future to improve?

Our Review Document says this:

'St Elizabeth's has demonstrated great capacity in building a strong and vibrant community and has provided some useful suggestions as they go into the next school improvement period. All of these suggestions are endorsed by the reviewer and will support them as they continue to form purposeful partnerships with families and the broader community.

It is further suggested that the school continue to enhance their use of ICT to engage with families so that they might have a greater understanding of the learning that is taking place at the school and expand their capacity to support their children. Enhanced ICT will also support connections with global communities for both staff and student learning.

Lastly, it is recommended that the school explore further opportunities for the students to pursue their passions and interests by participating in activities in the Greater Dandenong area.'

(Anne Killeen- Reviewer)

We would add to this that we need to be looking at ways to give our student's greater voice in their school life and we need to embed a culture of coaching so that staff are able to give and take feedback to improve their teaching and learning. We will be continuing to work towards seeing the world through the eye of our Christian Faith and using Religious Education, not as a discrete subject, but as a view to how we interpret and act in our world and society. We will be working to improve student learning outcomes across the curriculum for every child.

We will continue to improve learning environments so that they support student engagement and a flexible, technology empowered approach to learning that is personalised and contemporary.

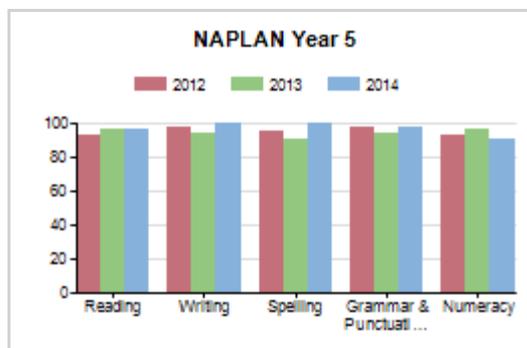
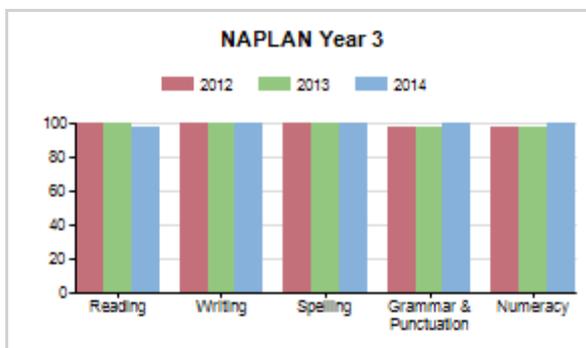
Finally we need to embrace new technologies that will help our parents in their great work as the child's first educator. We will continue to prepare to use the Integrated Catholic Online Network (ICON) and in the future this will support parents in seeing how well their children are doing and give them access to teacher feedback and assessment. Together we continue to make a difference that enables students to better achieve their potential.

VRQA Compliance Data

E1298
St Elizabeth's School, Dandenong North

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2012 %	2013 %	2012–2013 Changes %	2014 %	2013–2014 Changes %
YR 03 Reading	100.0	100.0	0.0	98.3	-1.7
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Grammar & Punctuation	98.1	98.1	0.0	100.0	1.9
YR 03 Numeracy	98.1	98.0	-0.1	100.0	2.0
YR 05 Reading	92.9	96.4	3.5	96.5	0.1
YR 05 Writing	97.6	94.7	-2.9	100.0	5.3
YR 05 Spelling	95.2	91.2	-4.0	100.0	8.8
YR 05 Grammar & Punctuation	97.6	94.7	-2.9	98.2	3.5
YR 05 Numeracy	92.9	96.4	3.5	91.2	-5.2



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	93.49
Year 2	95.22
Year 3	94.90
Year 4	95.50
Year 5	95.30
Year 6	95.37
Overall average attendance	94.96

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.55%

STAFF RETENTION RATE	
Staff Retention Rate	70.83%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	8.70%
Graduate	21.74%
Certificate Graduate	0.00%
Degree Bachelor	82.61%
Diploma Advanced	21.74%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	32
FTE Teaching Staff	30.260
Non-Teaching Staff (Head Count)	10
FTE Non-Teaching Staff	9.419
Indigenous Teaching Staff	0