Resurrection Catholic Primary School
51 Gum Road
Kings Park

Registered School Number: 1764
Contents

Contact Details
Our School Vision
School Overview
Principal’s Report
Parish Priest’s Report
Education in Faith
Learning & Teaching
Student Wellbeing
Leadership & Management
School Community
Financial Performance
Future Directions

Contact Details

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Our School Vision

**EDUCATION IN FAITH**
Jesus, through the Scriptures reveals a way of life.
We strive to create and nurture a climate of welcome, love, trust, openness and respect.
We embrace the gospel with a commitment to the Sacraments, which nourish us and leads us towards a closer relationship with God our Father.

**SCHOOL COMMUNITY**
We strive to create a genuine partnership with the community that supports the development of necessary qualities and skills for all to participate actively in an ever-changing world.

**WELLBEING**
Physical, mental and spiritual wellbeing is essential to us all. We unite in our desire to develop a sense of resilience and hope, based on respect and responsibility towards self, others and the world.

**LEADERSHIP / MANAGEMENT**
We are committed to a leadership style based on effective and open communication that endeavours to empower others to meet their needs and fulfil their dreams.
We will do our utmost to manage in a way that enables all to carry out set goals effectively.

**LEARNING and TEACHING**
We endeavour to develop successful life-long learners through connected learning, reflection and personal commitment. There is an expectation that all will reach full potential in all aspects of learning.
School Overview

BRIEF HISTORY & PROFILE

Resurrection Primary School was opened in 1978 and gained registration in February, 1979. The area covered by Resurrection Parish, and therefore our enrolment clientele, encompasses St Albans West, Kings Park, Delahey, Albanvale, parts of Taylors Hill, Cairnlea, Burnside and Burnside Heights.

The school has always catered for a diverse cultural community and grew rapidly to a peak enrolment of around 700 in 1990. Over the next decade, the school began to decline in numbers until around 2000 when it began to again increase in numbers reaching an enrolment of 556 in 2011. Our diverse clientele originate from 36 countries around the world. Our largest ethnic groups are from the Philippines (21%), Vietnam (17%), Africa (8%) and India (4%).

The community has always been an active and involved one with a very strong emphasis on the welfare of all concerned. This continues today with a well-defined and implemented approach to Wellbeing.

The educational needs of our children are, and have always been, the focal point of this community. The diversity represented in our families continues to ensure that the individual learning needs of our children are driving our approach to learning and teaching. This has resulted in a very successful Prep -6 learning program based on the Victorian Essential Learning Standards, using the Integrated Inquiry Approach.

Our school is organised into ‘straight year levels’ at Years Prep, 1 & 2. Our Year 3-6 students are organized into six classes of Yr 3/4s and six of Yr 5/6s. There are twenty-five full-time and eight part-time teaching staff, with twelve non-teaching staff. Specialist areas include Performing Arts, Language Other Than English (Italian), Reading Recovery, Oral Language, Recent Arrivals Program, Physical Education, Information and Communication Technology and Intervention.

Over the years since the school's official opening, buildings were added in 1982 and 1988. In 2003, an eight room ‘infant area’ was built along with a new play area. As this project was nearing completion, we commenced a refurbishment of the Administration Area, Sick Bay and children’s toilet block. A new car park was established at the same time and the playground was completely resurfaced. All areas of the school had air conditioning by 2007. In 2008, we focused on the upgrade of the oval with the installation of an irrigation system and large water tank for this purpose. Interactive whiteboards were installed into all classrooms including the computer lab. 2009 saw the beginning of a Government Funded building program which was completed in 2010. We are very proud of these achievements, which add to a safe and engaging learning environment for the children placed in our care.
The founding leaders of Resurrection planted deep seeds of pastoral care and community involvement, which are the hallmark of the Resurrection community thirty years later. The strong links between school, Parish and the wider community continue to be that which makes Resurrection a special place, which nurtures and cares for each individual belonging to this community.
The 2011 school year has been another extremely busy and successful year at Resurrection. A $1,300,000 Building Project was started. The first part of the project was to upgrade the flooring in the school hall. In 2012 the upgrade of staff planning facilities and landscaping will complete this project. We have continued to provide excellent educational opportunities for our students. The consistent enrolment numbers affirms the positive reputation Resurrection school has within the local community and beyond.

It is central to our role as a Catholic school to provide opportunities for all in our school community to develop faith through participation in religious experiences, prayer and liturgy. We have continued to provide these opportunities through: Family Faith Formation Program with Faith Formation evenings held, masses for Ash Wednesday, Opening of School Year, Family Week, Feast of the Sacred Heart, Feast Day of Saints Joachim and Anne, Feast of Blessed Mary MacKillop, 2011 Thanksgiving and Year 6 Graduation masses.

Our dedicated and enthusiastic staff continued to provide interesting and challenging curriculum programs for all students. Many thanks to the school staff for their professionalism, enthusiasm, dedication, support and for their constant care and concern for the students, parents and all others in our community. We are fortunate that the staff continue to provide so many extra activities/events, which further enhances our school community.

Thank you so much to Fr. Noel for your support, help, interest, advice and leadership given to us during 2011. We are truly fortunate to have a parish priest who gives so much of himself to the school community.

During 2011 I was fortunate to be able to be on Enrichment leave for four weeks. My enrichment leave was exactly that ‘enriching’ at a professional and personal level. It was a great opportunity to view England’s and Ireland’s Education systems. It is hard to imagine how different education systems are. I spent much time in schools and was able to gain many valuable insights. One thing we do have in common is the commitment shown by staff to work the very best way they can to ensure students reach their full potential. Looking at the different education systems we do have things we could adopt and learn yet overall our system focuses more on teaching the child and not only the curriculum. We are fortunate here I believe, that Catholic schools have a closer link to the Parish and have a more dynamic presence in the local community. I felt privileged to be part of a very rewarding enrichment program!
We thank the parents for your support and interest that you show in your child’s education. This support is shown to us in so many ways. Firstly by ensuring that your child receives a Catholic education, which is our reason for being and the foundation stone of our school. Helping your child with their homework, participating in all the school events including excursions, swimming, fund-raising support, selling raffle tickets and chocolates, Learning Conferences and Masses also shows your interest in your children’s school life. I congratulate all on an outstanding 2011 and look forward to the challenges and successes ahead in 2012. I look forward to your continued support and participation in 2012.

Thank you

John Kremers

John Kremers
PRINCIPAL
Parish Priest’s Report

Writing annual reports is not something I attack with relish. I much prefer dealing with the present and planning for the future. However I know from personal experience that when climbing a mountain a backward glance is sometimes the very thing that renews your determination and gives you the energy to keep going.

Any backward glance at 2011 needs acknowledge the pivotal role of our principal John Kremers. John’s considerable gifts are matched by his enthusiasm and just plain common sense. While John leads from the front he is ably supported by a dedicated leadership group and a staff made up of teachers and other professionals.

Few things are more important than the home environment for creating curiosity in young minds. Our school extends the hand of partnership to every parent. During the year there were opportunities for parents to better understand the challenges of education in this 21st century. Unfortunately the level of enthusiasm for our school concert was not always matched in other opportunities given to parents throughout the year.

Similarly the faith development of any child is always going to be stunted unless parents are committed themselves. We do everything we possibly can to provide a safe, caring, and family-friendly environment for the most precious resource; our children.

Peace

Rev Noel Brady
Rev Noel Brady
Parish Priest
Education in Faith

Goals

- To strengthen the learning and teaching of Religious Education (R.E.), with a particular focus on faith in action.
- To develop the school community’s understanding of the mission of the Catholic School.

Intended Outcomes

- That the strategies used for the delivery of R.E. will reflect an Inquiry and the Good Shepherd approach and align with the learning and teaching policy.
- That staff will have access to support, resources and Professional Development to enhance the implementation of the Religious Education Curriculum.
- That staff have a shared understanding of the ministry of teaching in a Catholic school.

Achievements

In 2011 we have continued to:

- Develop a whole school approach to the implementation of the new Religious Education Frameworks, with a strong focus on pedagogy and taking action.
- Nurture links with parishioners and other catholic organisations.
- Provide opportunities for the development of staff understanding of their ministry as teachers in a Catholic School.

In 2011, a continued priority was to develop staff confidence and competence with using the Religious Education Framework to plan deep learning experiences and rich assessment tasks. This framework was developed to assist staff with reporting and was introduced into Catholic schools in December 2009.

Staff development of both learning experiences and incorporated assessment elements, took place through Staff Meetings and guided Planning Sessions. During planning sessions, the main focus was to explore the understandings expected of students by the end of the Unit. A great part of planning was dialogue and linking agreed understandings to what would be taught. This gave classroom teachers the opportunity to plan units of work incorporating their ideas and key concepts from the RE Texts and exemplar Units. This model provided better opportunities for authentic learning by all students.

The standards, as outlined on the RE tracking tool, were used as a guide to help support teachers with their work samples for assessment and reporting. To support and broaden staff understanding of the tracking tool, professional development was provided on the standards by Denise Arnell from the Catholic Education Office. This translated to planning
sessions where open-ended assessment tasks were planned with an emphasis on giving all children the opportunity to show their new understanding and knowledge.

A Year Prep to 6 planning format was trialled to record the planned work. This is now consistent across all levels in the school. The REC facilitated planning sessions and ensured that appropriate processes were being followed. The processes, which are stipulated in the Framework, outline the pedagogy behind the learning and teaching of our Catholic faith.

Resurrection school provides many opportunities for staff to engage in a shared understanding of the ministry of teaching in a Catholic school. This happens by attending the celebration of the sacraments, faith development evenings, participating at school and Sunday liturgies with their students, organising prayer for staff meetings, attending in-services to deepen knowledge and engaging in discussions prior to planning units of work for students. Currently some staff members are completing their accreditation studies at the Australian Catholic University in 2011, offering them further opportunity to explore their vocation as Catholic teachers.

In order to gauge how we see ourselves as a Catholic school all staff and a cross section of parents and students filled in a School Improvement Framework Survey. The results from the Catholic Culture section of this survey showed improvement in most areas; staff, students and parents. Results for the Catholic Culture section had Resurrection school achieving in the top 25% of Victorian Catholic schools in many areas.

Resurrection Primary School continues to endeavour to bring our school vision into action: ‘We strive to create and nurture a climate of welcome, love, trust, openness and respect’. Our theme for 2011 was ‘being the hands of Christ’. Throughout the year, we became familiar with the story of the statue of Christ without hands. A statue existed outside a church, Christ the King Catholic Church in San Diego, but the hands were broken off by vandals around 1980. Instead of repairing the hands, the church decided to put up a plaque at the base that states, 'I have no hands but yours.' This is a reference to a poem by St. Teresa of Avila that begins: 'Christ has no body now on earth but yours, no hands but yours, no feet but yours.' Each class was given a candle with a picture of the statue and a children’s prayer. This prayer was used when we gathered for school assemblies and in classrooms.
Throughout the year, we offered continued faith opportunities to our parents, staff, students and parish community. A new initiative was Monday morning prayer (during term one) over the PA system. The school community would stop and spend a few minutes in prayer reflecting on the focus for the week. The senior students led this prayer with respect and great pride.

Celebration of the Liturgy is always the opportunity to enrich our faith. Prepared and organised by each year level, the weekly Friday morning 8.30 am Mass was an invitation to all students, staff and families to gather and celebrate the Eucharist. At the end of each term, staff led the Friday Liturgy giving thanks for the many blessings of the term. Two new initiatives during 2011 were Fr. Noel visiting classes and sharing Gospel insights on a weekly basis and staff receiving extra release time to prepare their class liturgy.

Other liturgical celebrations included a beginning of the year Staff Mass, a Sunday Staff Commissioning at a parish Mass and the commencement of the year Mass for the whole school. The Feast of the Resurrection Mass was followed by a very successful mini-fete celebration. Ash Wednesday liturgy marked the beginning of Lent where we once again attended as a whole school. Year Prep students were invited to attend a Sunday Welcome Mass and barbeque, whilst our Year 6 students finished their primary schooling with a Graduation Mass. To mark and give thanks for 2011, we celebrated with our end of the year School Liturgy. Grandparents were invited and honoured at a whole school mass. The church was overflowing and the smile on the grandparents’ faces is a memory that will not be forgotten. Non-sacramental year levels were also invited to attend an annual Sunday liturgy. Whole school prayer services were organised to remember the events of Holy week, the Resurrection and Mary MacKillop’s Sainthood. During October the whole school watched the Mary MacKillop play. The play traced the life of Mary, both students and staff gained many insights to Mary’s life. Our school hosted a mass for the staff from five local Catholic Schools. We celebrated on St. Mary MacKillop’s feast day and were challenged with the theme of the Mass which were the words Mary herself used ‘Never see a need without doing something about it’.

The celebration of Sacraments offered all a time of great joy. Meetings with Fr Noel and the parish catechist were held to organise the practise of the Sacraments for the year. In preparation for these, we held a Sacramental Launch followed by Sacramental Family Workshops for each Sacrament and Sacramental Reflection Days for Years 3, 4 and 6. At some of these gatherings, parishioners were invited to share their faith journey with families.
Families were also invited to a Sunday Commitment Liturgy for each sacrament. There was also a very close working relationship with the parish catechist and her families were part of all workshops and celebration of some Sacraments.

Staff professional development sessions in Religious education were through staff meetings with the process of moderating students’ religious education work samples. This assisted staff to ascertain what knowledge students had developed and what work was still required to be done for students to gain the religious understandings. Staff also received modelling of Godly play sessions (Godly Play is able to provide a powerful way to engage children’s spirituality, through a focus on scripture, ritual and worship).

Other faith opportunities were the food collection for St Vincent de Paul and for the parish during Lent and fundraising for the Sisters of St Joseph’s Mission in Peru. A group of student leaders were given the opportunity to attend the annual St Patrick’s Day Mass at the cathedral. Our Advent preparation saw each week begin with prayer over the PA and Christmas celebrations saw the school remember the true meaning of this blessed time of year.

During 2011, our God breathed his love on us and gently led us. We believe that Jesus, through the Scriptures, reveals a way of life. We strive to create and nurture a climate of welcome, love, trust, openness and respect. We embrace the Gospel with a commitment to the Sacraments, which nourish and lead us towards a closer relationship with God our Father. We have endeavoured to live out this vision through our actions and motto, “We Care.” We embraced the Spirit of St. Tersea of Avila and her saying, “I have not hands but yours” This has made all – programs, policies, wellbeing, classroom practices and the school vision not simply documents or words. We gave them life through our actions as the community of the Resurrection.
Learning & Teaching

Goals
- To improve Literacy standards across Yrs P-6.
- To improve student achievement in Mathematics and to strengthen students’ capacity to think mathematically.
- To develop consistent and effective teaching and learning practices to meet the needs of contemporary learners.
- To ensure that there is whole school focus on the Resurrection Principles of Learning and Teaching.

Intended Outcomes
- That student achievement in Reading and Mathematics will be at the expected VELS/target level or above.
- That there is a strong focus on oral language development across curriculum.
- That there is strong focus on intervention programs for students at risk and students that need challenging.
- That there is a continued focus on spelling P-6 and an increase in students’ bank of high frequency words.
- That there are consistent contemporary approaches to teaching and learning across the school.

Achievements
During our 2011 year, we have employed many strategies and initiatives that have supported our achievements in learning and teaching. Some of these include;

- Provision of Literacy and Numeracy Coordinators (P-6).
- Introduction and continuation of intervention programs for students e.g. ERIK and PERI Programs, Maths Intervention Program and Literacy and Numeracy Extension classes for students in Years 5-6.
- Empowerment of teachers through participation in professional development and further studies which are shared and developed in PLTs then embedded in effective pedagogical structures and to inform policy development.
- Development and implementation of monitoring and assessment procedures to identify student progress and plan for future learning.
- Embedding ongoing assessment through various stages of Integrated Inquiry units.
- Staff mentoring and peer coaching to further develop and enhance the establishment of monitoring and moderation practices.
Resurrection provides our students with positive educational experiences that develop a capacity for lifelong learning and personal growth. Our teaching and learning practices sit closely in line with our vision and motto, and are firmly embedded in a curriculum where students are well supported in developing the knowledge, skills and behaviours necessary to become independent 21st century learners. Our school based curriculum, centred on the Integrated Inquiry approach, has assisted us in creating an engaging and stimulating learning environment where student’s individuality and learning styles are acknowledged and catered for. We continue to share a close parish-school partnership that provides a strong sense of community in which our students are nurtured. We provide many extracurricular learning experiences to further develop and promote student expertise and interests. We also aim to empower students to make connections between their learning and authentic action.

Resurrection has up-to-date facilities and offers a comprehensive curriculum in line with the Victorian Essential Learning Standards. In addition to offering a solid grounding in Religious Education, Mathematics, Reading, Writing and Speaking and Listening, we also offer specialist teachers in Computer Technology, Oral Language, Performing Arts, Physical Education and Italian.

Our Integrated Inquiry program encompasses areas of the curriculum such as Science, History, Geography, Economics, Design, Creativity & Technology and Civics & Citizenship. Innate in our inquiry approach to learning is the development of interpersonal and thinking skills as well as the opportunities to build knowledge of given topics while at the same time expanding their ability to gather, process and make thoughtful use of information.

Contemporary Learning & Inquiry
Developing and improving the quality of Teaching and Learning in our school to shape a culture of authentic learning has been a focus of improvement for us. We have endeavoured to increase student engagement and prepare our students for tomorrow’s world through the development of consistent pedagogical understanding and teaching practices. We have adopted and refined the Inquiry Approach to curriculum, through establishing a common understanding amongst staff through whole school and team professional development opportunities. Staff have continued to develop their understanding of Personalised and Contemporary Learning.
We have aimed to develop our own philosophy and mantra of personalised learning, which has been based on and supported by the contemporary learning schema and contemporary learning theories. Our mantra of ‘Planting the SEEDS of Learning’ embodies our belief that in educating for lifelong learning we need to Support our learners by Engaging them in a variety of experiences in order to Enable them to Dream the possibilities and therefore Succeed.

The staff has continued to be involved in professional dialogue about powerful learning and teaching. Staff has had the opportunity to visit other schools that are innovating their curriculum and have discussed the possibilities for our school. Our own staff have also been provided with the opportunities to observe each other through the ‘Watch Others Work’ (WOW) initiative in which teachers are able to see each other in action. As we continue to also innovate on curriculum, we too have opened our doors to other educators who have been interested in observing our contemporary practices.

We have strived to improve our practice of explicit and effective teacher instruction. Teachers have been given the appropriate language to share with their students and explored concepts in depth. This explicit instruction has provided teachers with greater confidence and has lead to improvement in this area.

Planning continues to be an essential component of Learning and Teaching. Coordinators are regularly scheduled to plan with teams. Planning is also more directed by children’s prior knowledge and ascertained through pre-assessment activities that help extend children’s experiences and understandings.

The Inquiry units undertaken at Resurrection continue to emphasise elements of personalised learning where students question, inquire, collaborate and seek solutions. We have continued to use Deb Vietri’s ‘The Essentials’ as a catalyst for our Inquiry Units, however teachers have begun to create opportunities for interest based investigations within the units. Students are encouraged to sign up for workshops which explore an element from the unit in greater depth. Opportunities for authentic action, such as fundraising, running an SRC election campaign and celebrating their learning through showcasing their work are provided as a means of demonstrating student learning.

We have also designed a new Inquiry planner that is used consistently from Level One to Level Four. This has ensured that staff have a clear understanding of the different components of the Inquiry process, and has ensured that all work is appropriately documented.
The Insight SRC student engagement index for 2011 was 76.4%. This places us in the effective quartile for student engagement, suggesting that our students are happy with the teaching they experience and that they are engaged in the set learning experiences. The parent satisfaction index for 2011 was 77.3%. This data also indicates that our parents believe learning at Resurrection is engaging, motivating and delivered by teachers who are energetic and planned.

**Literacy**

The ability to read, write, communicate orally and understand the visual is essential to successful participation in our society. At Resurrection, it has been acknowledged that the early years of schooling are foundational for literacy learning, forming a basis for all future learning. In 2011, teachers have ensured that they have provided rich opportunities for students to develop strong literacy skills. The literacy program, in the junior years, has shown a solid link between the modes of English. Teachers have strategically planned reading, writing, speaking and listening activities which link and which allow students to rehearse grammatical structures and recycle language.

Students talked about what they read, they read about what they were learning and they wrote based on the models they read. This all occurred in an environment where speaking and listening for learning was encouraged. Teachers have included a strong focus on talk to support reading and writing. Talk was then appropriated in the written form with particular language structures modelled. For example, NOUN VERB NOUN EXTENSION.

Drawing upon current research from Australia and overseas, the early years literacy program has also addressed phonemic awareness, phonics, fluency, vocabulary development and text comprehension. With Level One having a higher focus on phonemic awareness and phonics and Level Two a stronger focus on vocabulary development and text comprehension. Teachers used a wide range of text types, including visual and multimodal texts.
We are aware that for many of our students, in-school literacies and out-of-school literacies are not aligned. For these students, school needs to bridge the gap in literacy learning to allow them to successfully attain the required literacy standards. Research has shown that learning English as an additional language presents additional challenges for students who are becoming literate. In response, teachers have ensured that they provided appropriate levels of support for all children and recognised that some students needed more support than others. This was achieved through small focussed group teaching, which matched students’ needs. We have also supported the Oral Language needs of our students by having all staff trained in understanding the ESL Continuum, as well as supporting three staff members to undertake further studies in ‘Teaching English as a Second Language’ (TESL). These staff members have brought their knowledge back to school and have shared it with their teams during PLTs.

Junior school teachers have experimented with the structure of the literacy block. Although it is recognised that students work well with routine, literacy learning is about meeting student needs. By altering structure, teachers were able to include rich texts and create meaningful tasks around selected texts. The literacy block has become structured around student needs. At times, it follows the traditional CLaSS structure and other times follow a more fluid pathway.

Level Three explored contemporary literacy learning. The structure of the literacy block changed to include a more holistic view of literacy, rather than segmented reading and writing blocks. Students were handed ownership of their learning, through carefully crafted literacy sessions, which included choice of activity and choice of learning space. Working with others to reach a common literacy goal became another focus for the students. The contemporary structure included a 30 minute explicit literacy session within each Level Three classroom, independent learning as students worked through a literacy grid, small group focussed teaching and workshopping. The experience of teachers and students in 2011 will serve as the foundation for further work in 2012.

Professional learning in Literacy for the junior school teachers included: Visual Reading, phonological awareness, oral language to support learning and the use of Running Records. Professional development was conducted by external and internal sources. Prep teachers participated in a series of peer teaching sessions to consolidate their understanding of guided reading.
The Literacy Assessment Project formed a significant part of the professional learning for Level Three and Level Four teachers. Comprehension became an ever present notion and data led teachers to see the importance of comprehension as a priority area of study in 2012. The analysis of data was another area which gained interest and momentum. Data analysis has begun to form the starting point for teaching discussions.

Through the 2011 LAP data, the need for critical literacy emerged. Teachers developed their own knowledge in this area and ran critical literacy workshops for students.

Literacy outcomes are an area for particular celebration (as evidenced by all our P-2 Literacy results) which indicate we are continuing to perform at/above ‘Like and All’ schools.

**Mathematics**

In order to support and sustain the good practices learnt through participation (2009-10) in the Contemporary Teaching and Learning of Mathematics Program (CTLMP), Resurrection appointed a Numeracy Coordinator in 2011 with an expanded role for 2.5 days a week. This allows time for classroom visits, mentoring, time in planning with teachers and addressing student needs through extension and intervention groups.

The Mathematics Coordinator planned regularly with staff and assisted them in developing explicit understandings. This has ensured that there is a seamless approach to our Mathematics program. In order to cater for the diverse needs of our learners,

Resurrection has continued to run intervention groups for low-achievers in maths in 2011. In addition to this, extension groups have also been offered for those needing to be challenged in their maths learning. Workshops (where students attend sessions based on their area of need) have also added to a positive aspect of maths this year. We believe that these initiatives have had a positive impact on teacher understanding and student outcomes.

In July 2011, Resurrection families attended our ‘Magnificent Maths Mayhem!’ - A Family Maths Night. We had a total of 53 families attend, all of whom participated enthusiastically in the maths activities on offer. Every family who attended the evening was given a maths show bag which included a deck of cards, some dice and a copy of all of the games on offer.
It was a great celebration of maths learning at Resurrection and we hope the excitement permeated through to the home. Another fabulous maths events included the Prep celebration ‘100 days of Prep.’

Resurrection implemented some new testing methods during 2011 - On Demand and Pat Maths testing. On Demand Testing is an online resource where students sit a series of tests that give the classroom teacher information about the students’ strengths and areas of challenge. Pat Maths is a pen and paper test which result in the students being placed on a continuum, which gives the teacher information about their ability. This allows the teachers to more effectively identify and address the abilities and needs of their students.

ICT and its use in the maths classroom were deemed a priority in 2011. Mid-year, all staff were introduced to ‘Study Ladder’, an online resource where teachers can set tasks for their students and monitor their progress. It is fun, engaging and provided free of charge to schools (for in-school use). The students have enjoyed using Study Ladder to support their learning. In August, selected students in Levels Three and Four participated in the Australian Commonwealth Bank Mathletics Challenge. The students had to answer a series of maths questions and compete against others in the state and in Australia. Our students performed very well, with numerous students appearing on the leader board throughout the competition. These interactive sites all aimed to develop student engagement, knowledge and accuracy in mental calculations.

This year, Resurrection participated in a primary-secondary transition program (AGQTP), the focus of which was maths for 2011. The Numeracy coordinator of Resurrection, along with those from several other schools, met four times during the year to discuss maths results from Years 5 – 7. It highlighted the need for consistency between our schools in order to cater for the learning capabilities of our students, as they make the transition from primary to secondary school. Working with Philip Holmes-Smith, staff analysed their school’s NAPLAN data and found some common strengths, areas of challenge and misconceptions. This then allowed the team to look at the implications for their teaching and how they could best cater for these students. A look at the year 7 ‘Item Analysis Report’ gave an in-depth look at the abilities and needs of the learners. This data will be used to inform teaching at the primary level to ensure we are adequately preparing our students for their secondary schooling.

We look forward to the challenges that await us in 2012.
Assessment
There has been continued improvement in our assessment and reporting practices which have been a focus for continued improvement. Significant Professional Development in rich assessment tasks and moderation has contributed to an increase in the use of higher order assessment tasks. Teachers are beginning to develop more confidence in accurate moderation and reporting processes.

Physical Education
Our Physical Education program continues to include a weekly P.E. specialist program. This encompasses athletic skills, ball handling skills, Perceptual Motor Program (PMP), swimming and safety. The Year 6 students participate in Interschool Athletics, football, basketball, rounders, softball, cricket, volleyball, handball, T-ball and netball. Term Four saw the Years 3 and 4 students participate in the K-9 ‘Footy in Schools’ Program. This program was run through the Victorian University in conjunction with the Western Bulldogs FC. It consisted of the University students conducting a five week football skills program in our school. Other activities pertaining to our Physical Education curriculum have included cross country and our athletics carnival.

This year, each level was involved in an Out and About program, beginning with breakfast at school for Level One and an extended excursion and dinner at school for Level Two. The Level Three students stayed at Sovereign Hill camp overnight and participated in a variety of educational lessons and activities based on the Gold Rush. The Level Four students went to Mount Morton Camp in Belgrave Heights, where they engaged in a range of physical activities such as rock climbing, giant swing, archery and teamwork initiatives.

Information and Computer Technology (ICT)
Computer Technology continues to be a priority with interactive whiteboards in every classroom and desktop and notebook computers available for student use. During 2011 we established a core ICON team who have begun to audit current practices in order to prepare for the implementation of this new Integrated Catholic Online Network. This ultranet will provide core technologies for Victorian Catholic education. It is a learning management
tool to foster rich and deep student learning powered by Catholic educators collaborating, pooling learning resources and optimising student learning outcomes over time. ICON will also provides system-wide technology to optimise school administration.

An iPad was purchased for student use. This iPad and its applications were trialled in the junior school classrooms with great success. Further professional development on the use of iPads in the school setting was also attended. With the introduction of the iPad, discussion also centred on the use of Apple computers as opposed to PCs. We are currently exploring the possibilities of computer use for 2012 and beyond.

Another large focus for 2011 was the importance of cyber safety. Cyber safety professional development sessions were attended by our ICT and Wellbeing leaders. This also saw the formation of a core team, whose main task was to promote cyber safety as well as develop a cyber safety policy. This saw us register to be an e-smart school, liaise with ACMA regarding appropriate brochures and information to distribute to our families and the organisation of the Australian Federal Police and Microsoft ‘Think-U-Know’ information evening. This evening was represented by a small number of our families and staff, and addressed many of the current issues pertaining to cyberbullying and cybersafety.

### National Assessment Program Literacy and Numeracy (NAPLAN) Results

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an assessment for Year 3 and Year 5 students, testing knowledge and skills in Literacy and Numeracy. The data below shows the percentage of our students who have achieved the National Standards in 2009, 2010 and 2011.

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<tr>
<td>Reading</td>
<td>97.2%</td>
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<td>Writing</td>
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<td>Spelling</td>
<td>98.6%</td>
<td>95%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>98.6%</td>
<td>90%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.6%</td>
<td>89.8%</td>
</tr>
</tbody>
</table>
Resurrection Catholic Primary School
51 Gum Road, Kings Park, 3021

<table>
<thead>
<tr>
<th>Changes in National Minimum Standard Results from the Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Year 3</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Changes in National Minimum Standard Results for the Current Year and the Previous Two Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar/ Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Student Wellbeing

Goals
- To improve students’ sense of safety.
- To improve classroom behaviour to ensure optimal student learning.
- To provide a student voice within our school community and to respond activity to concerns and issues.
- To ensure successful and effective transition programs.

Intended outcomes
- That students’ sense of safety continues to improve.
- That classroom behaviour continues to improve for optimal student learning.
- To provide a student voice within our school community and to respond actively to concerns and issues.

Achievements
In 2011 we have:
- Promoted a safe and secure environment in which all students feel safe, happy and welcomed.
- Actively built healthy relationships and a positive approach to life’s opportunities and challenges.
- Encouraged in students a sense of resilience based on dignity, respect and responsibility for themselves, others and the world.
- Fostered a consistent approach to improve classroom and playground behaviour.
- Implemented structures to support Literacy Numeracy and Special Needs (LNSLN).
- Developed knowledge of current strategies and the changing needs of students.

We ensure a culture is maintained at Resurrection where students rights to learn in a safe environment are embedded in all school practices and procedures. The safety for all students has continued to be a priority at Resurrection. We aim to create an environment in which students feel happy, secure and safe.
2011 has seen a slight decline in the Insight SRC Survey results reflecting a difficult year. Student relationships have remained constant however a small decline is evident in the survey with regard to classroom behaviour and students interpretation of safety in the school. The school has continued to address these issues through the continued implementation of practises and strategies as a whole school approach to student safety and wellbeing.

An environment in which all students feel safe and secure was promoted through the approach of ‘Restorative Practices’. In our third year of developing Restorative Practices, we continue to reinforce a consistent approach to resolving conflict between students on the playground and in the classroom, whilst maintaining the dignity of all individuals involved. A record sheet was used to document inappropriate behaviour on the playground. Circle Time, a strategy of Restorative Practices, enables students and staff to engage in positive and constructive conversations around student safety and other aspects of school life. Positive student relationships are promoted through Restorative Practices. Teachers form positive relationships, with not only students within their classes but with all students in the school, this fosters a strong sense of belonging.

Specific strategies have been implemented to promote positive student behaviour, build a safe and inclusive environment, prevent bullying and encourage respect, compassion and cooperation. The continued development and reinforcement of social skills and anti-bullying through the ‘Bounce Back program in the school’s curriculum have shown to have a positive influence on the students. Bounce Back is an award winning wellbeing and resilience class based program for primary students. Bounce Back offers practical strategies to help students function well at school and in life. The program promotes resilience for students and safe supportive learning environments. At Resurrection we aim to prevent and respond to bullying and any form of unacceptable behaviour including cyber bullying. Cyber Bullying is direct verbal or indirect bullying behaviours using digital technologies. We were successful in booking a ‘ThinkUKnow’ presentation with representatives from the Microsoft organization and the Australian Federal Police for our school community. This presentation provided cyber safety and security guidelines for families. We have also implemented a range of approaches to compliment classroom teaching and learning and promote cyber-bullying awareness through specific programs aimed at different levels (Hectors World-prep to year 2, SuperClubsPlus- years 3 to 4 and CyberQuoll- year 5 and 6).
The provision of extracurricular activities and opportunities can have many positive effects, including building friendships, promoting student relationships which is ultimately aimed at reducing incidences of bullying. Structured lunchtime activities keep students enthusiastically engaged and make lunchtimes less boring. Lunchtime activities in 2011 included, drawing club, glee club, Year 5/6 structured sport games, passive play activities and quiet time in the library. Peer support structures are also utilised within the school through the Year 6 and prep ‘buddy’ system and peer mediation in the playground.

Programs have been implemented in 2011 which help students to recognise and manage their emotions, establish positive relationships and handle challenging situations effectively. The Seasons for Growth program assisted students who have experienced significant change, loss and grief in relation to family breakdown, separation and divorce.

We believe that it is our responsibility to ensure our Prep students also feel safe and secure in their new environment. The transition from home/kindergarten is a significant experience in the child’s and parents life. We endeavour to make transition for each family as smooth as possible by having Prep information sessions where parents are provided with information which will help to prepare their child for school. The children also attend three sessions in the classroom to become familiar with the school environment before commencing school the following year. Prep students sense of safety is extended through the provision of a ‘Buddy’ system. Year 6 students provide support to Prep students by assisting them with activities throughout the year. Transition to Secondary School is also supported each year. Year 6 teachers meet with the Year 7 coordinators to ensure the smooth transition of all students.

Social skills are embedded in the schools behaviour management through a whole school approach promoted through ‘Positive Behaviour Support’. This was developed and implemented throughout 2010 and 2011 to improve classroom behaviour and student behaviour in the playground. A staff core team developed the ‘Positive Behaviour Support’ document which outlines rules, processes and consequences. The whole school approach to behaviour management began its full implementation in Term 3, 2010.
The six school rules apply to the classroom, on the playground, on excursions and school camps, in fact, on any school activity. Students complete the ‘Reflection Sheet’ when poor choices are made and part of lunchtime is used for ‘Reflection Time’. The school rules were presented to students by staff in the classroom, reinforced at School Assemblies, displayed on notice boards, presented to the School Advisory Board and in the School Newsletter to parents.

Students with continued behavioural issues are referred to the Wellbeing Leader who in turn works with the student, teacher, family, or involves outside agencies, as required. Students are monitored on a regular basis and may be placed on a behaviour contract as deemed necessary.

Students with special needs are also supported through a range of intervention programs and classroom assistance. Students requiring such support include Literacy and Numeracy Special Learning Needs (LNSLN), gifted students and students at risk. Staff members are supported by the student wellbeing leader in the writing of Individual Learning Plans (ILPs), through fortnightly LNSLN release time and Student Wellbeing and Support Group (SWSG) meetings. The student wellbeing leader also convenes termly Program Support Group (PSG) meetings with parents to establish goals for learning and to celebrate successes and find solutions to issues.

At Resurrection, we believe that Student Leadership provides opportunities for students to be part of the school’s decision making process, to work cooperatively with staff and to represent the student body in the school. Our student leaders represented Resurrection at the National Young Leaders Day. Student leadership comprises of Year 6 leaders (schools House Captains) and the Student Representative Council (one elected member from each room Years 3-6). Student leaders attend to many roles some of which include, assisting students in the playground, meeting and greeting invited guests to the school, publish a student magazine each term and have regular meetings with staff.

Student Wellbeing at our school is everyone’s responsibility. It is seen as a high priority as we believe that social and emotional wellbeing underpins effective student learning and positive behaviour. Resurrection is committed to ensuring that all students feel safe and secure. Students can reach their full potential when they are happy, healthy and safe and when there is a positive school culture to support them in their learning.
We believe that each staff member is a vital source of support and a determinant in the success of students. Restorative Practices and Positive Behaviour Support will continue to be embedded within the school and the community. Positive peer relationships are also very important. We unite as a school in our desire to foster friendships and friendly behaviours which contribute to developing student’s capacity to be resilient and withstand adversity. We will continue to focus on establishing positive and respectful relationships towards one’s self, others and the world by following our school rules and living out our school motto ‘We Care’.
Leadership & Management

Goals
- To strengthen the professional learning culture of the school.

Intended Outcomes
- That there are effective processes for feedback on work performance.
- That there will be clarity about the roles and responsibility of personnel across the school.
- The staff will continue to be involved in the decision making processes in relation to their work.

Achievements
In 2011 we have:
- Participated in a School Improvement Framework Review with the Catholic education office.
- Renewed our school registration with the VRQA.
- Implemented a termly staff appraisal process.
- Completed an outdoor passive learning area was created.
- Refurbished the School hall.
- Ensured regular Leadership Team meetings were held and the focus was shared evenly between Literacy and Mathematics. We have ensured the Leadership Team is highly visible in all facets of school life.

Leadership Team members continued to build cohesion and communication within its team and with staff. The Level Leader role, a Position of Leadership, was provided with regular release time in 2011. The Level Leaders were able to meet frequently with principal and Deputy Principal to raise and discuss issues. These meetings also assisted the Level leaders to focus on developing their own leadership skills and abilities. Distributed leadership remains a focus and is evident by the multi-tasking of leadership team member’s skills (e.g. co-ordinators assisting at RE workshops). Other distributed leadership examples are the range of Positions of Leadership and the empowerment that is displayed by these staff in their daily tasks. The leadership team has continued to be a visible part of the school community.

Student Leaders hold a high profile in our school community. The Student Leadership Team comprises of Yr 6 Leaders (school and house captains) and the Student Representative Council (an elected member from each classroom Yr 3–6.). These students undergo a leadership training course and are supported by staff in carrying out their respective roles. More than a third of students applied for the right to campaign for the
advertised positions. The student community sees it as an honour to wear one of the badges and in turn the leaders are committed to doing the best in their role. They appreciated the opportunity to be part of the decision-making processes at Resurrection.

Our contemporary learning philosophy promotes all staff being responsible for all students. This philosophy has led to the class structures we have in place as well as the employment of school aides and teachers as support staff from Prep to Year 6 students. Support teachers include, Reading Recovery, Literacy and Numeracy support as well as Curriculum Leaders. Parent helpers, with appropriate in school training, also offer added support in the classroom. A number of staff groups were formed to assist curriculum leaders in their role e.g. Wellbeing, Literacy, Mathematics, ICT, Physical Education/Sports, Student Welfare Support Group, etc. Other groups were formed for specific occasions e.g. Resurrection Day. The Social Committee ensured that as a staff we had fun, celebrated our achievements and acknowledged special occasions. This structure ensured that all staff had an opportunity in the decision-making process of these curricula activities.

Forty-four staff, both teaching and non-teaching, had access to both internal and external professional learning activities. A total $89,000 was spent on providing these opportunities. The average expenditure in this area was $1977 per staff member. Opportunities for further learning and understanding were provided as part of the Literacy Assessment Project, Oral Language development, First Aid, Literacy, Anaphylaxis & Asthma Management, Interactive Whiteboards, Reading Recovery, Assessment and Reporting, Development and Personal Learning, Staff Appraisal, Contemporary Learning and Thinking Processes – just to name a few.

Staff have a commitment to their own professional learning and qualifications in education.
Teachers Qualifications - Resurrection School - 2011

The teacher qualifications are a celebration of the diversity amongst the teaching staff, their high level of skill and professionalism and their commitment to lifelong learning.

2011 staff retention was 91%. Teaching staff retention was 90% and non-teaching staff was 95% retention. Staff resigned from Resurrection because of retirement, pregnancy, seeking a position in another school (to further their career). The retention rate and the results of the 2011 Insight survey indicate that there is a positive school environment at Resurrection and we celebrate the years of dedicated service by all staff.
The average attendance rate per staff member is as follows: Teaching Staff 75%, Non-teaching Staff 90%, all staff overall 84.4%. Staff attendance figures include staff on extended leave, such as: Long Service Leave, Leave Without Pay, Maternity Leave, Enrichment Leave, Study Leave and Long Term Sickness. When absent or on leave, staff are replaced by a bank of teachers who make themselves available to work on call at Resurrection. During 2011 we have had three staff members on extended sick leave. We endeavour to place emergency / replacement teachers into the same classroom for extended times, when possible, to allow for consistency for the students so that they are not disadvantaged. We acknowledge the contribution to our school community of our regular bank of emergency teachers and their professionalism at Resurrection.

Staff commitment to the students and families at Resurrection was demonstrated by involvement in the school’s camp program, after hours meetings, working bees, parent/teacher interviews, parent information evenings, organising excursions and incursions for the students, attendance on weekends for activities / events such as: Staff Commissioning Mass, family Masses and barbeques and sacramental celebrations.

Careful resource management has ensured that significant resources have continued to be allocated. The School Hall was refurbished and a new floor was put in. This together with new electrical and plumbing works has updated and created a better facility. Works are under way to update staff planning and office areas. This will ensure staff facilities are reflective of the professional nature of their work. A new outdoor passive learning area was created. The SRC named this area ‘Nungurra’- an aboriginal word meaning a pleasant place. This area has shade sails, amphitheatre, passive games, tables and chairs with synthetic turf and surrounded by gardens.

Communication avenues continue to be effective at Resurrection. Keeping effective systems of communication is of paramount importance to ensure a highly effective organisation. The ‘Resogram’ is an internal staff memo on the school’s intranet, which is posted onto the desktop on a weekly basis. All staff have access to put notifications on the ‘Resogram’ prior to posting. The staffroom whiteboard acted as a daily communication of activities, events, reminders, staff absent and replacement staff coming into the school. All staff have school based personal email addresses which was also used as an avenue for communication.

A weekly Newsletter was sent home to each family which included news items, reports, parenting ideas, calendar for coming month, etc. The Student Representative Council compiled and published the ‘Kids Report’ at the end of Terms 3 and 4. This magazine included reports by students on classroom activities, stories and poems written by students, recipes, jokes, etc.
The staff’s Annual Review Meetings together with the 2011 School Improvement Framework Survey indicated that individual moral of staff was at the 79th percentile (an increase of 9 percentile points from 2010) and professional growth was at the 75th percentile (an increase of 15 percentile points from 2010). We will endeavour to continue striving for excellence at Resurrection and provide an environment where opportunities for lifelong learning are made to staff, students and parents in our school community.
School Community

Goals
- To strengthen the partnerships with parents and the parish and the wider community.

Intended Outcomes
- That families continue to feel welcomed and are valued contributors to life at Resurrection.
- That learning connects strongly with the wider community.
- To assist refugee families.

Achievements
In 2011 we have:
- Provided rich experiences for students.
- Ensured that families are given opportunities to participate in the life of the school.
- Developed new processes to strengthen partnerships with parents.

A close parish-school partnership provides a strong sense of community in which our students are nurtured. This statement is reflected in the number and variety of parish-school events that take place in any one year. In 2011, some of these events have been a Welcome Mass and barbeque for the Year Prep students, their parents, teachers and friends, Sacramental preparation evenings, a Commissioning Mass for the staff of the school within the context of a parish Mass, followed by a lunch with Fr Noel, whole school Masses, Project Compassion, guest speakers from the parish community used to enhance the school curriculum, working bees, a Year Prep and 6 transition program and the weekly 8.30am Friday morning Masses (hosted by a Year level).

We focussed on continuing to be a welcoming community that values all people within our community and beyond. We aimed to promote effective home – school partnerships to assist in making a deeper and more positive impact on the learning of all students. Our parent community had access to staff who speak the main languages (English, Vietnamese and Sudanese) of our families and we provided assistance in numerous family areas.
During 2011 we initiated fortnightly parent afternoon teas to enable an informal gathering of staff and parents. Parents assist staff in the creation of staff resources and aides via our ‘busy box’ parent helpers group. Parents utilise our community centre after school to gather and have a ‘cuppa’ whilst waiting to pick up their child/ren.

The School Advisory Council met twice a term and focussed on a range of issues which included: input into future building projects, developed ideas to include into our current web page, developing ICT understandings and discussed contemporary learning philosophy.

The Council meets on the same night as the other Parish groups and this deepens the understanding of what the Church’s Mission is today.

The Parents’ Fundraising Group is a group which is small in number however, they are hard working organisers of a range of activities. In 2010 they organised our chocolate drive, termly school fee raffles, Year 3-6 disco, Easter and Christmas hampers, etc. We have much to thank this group for as the funds raised assisted the school in purchasing much needed resources.

One of our intended outcomes was that families are valued contributors to the life of Resurrection. The parent response to the Insight SRC survey conducted in 2011 showed that the parent responses to the staff approachability questions in the survey were at the 83rd percentile, to the parent input questions were at the 80th percentile and to the general satisfaction questions were at the 80th percentile.

A fortnightly whole School Assembly is also attended by parents. It is a forum for celebrating and recognising student (and/or staff) individual or group successes. The use of the data projector in the hall during assemblies has enabled a visual link to items spoken about. Student involvement in assemblies is displayed by: students in the Student Representative Council providing a report from their year level on what they have been learning, School Captains handing out awards and students reporting and are recognised for their success and/or special events/achievements.

As was noted in the Teaching and Learning section of this report we have developed some very strong links with the wider community through our many and varied sporting programs. Some of these relationships include; ‘Footy in Schools’ Program (run through the Victorian University) and the Western Bulldogs FC, the Mayor of Melton, Cr. Justin Mamarella Spoke to the Year 5/6 students about local government.
We assisted working families by offering and supporting a Before School Care Program (held at Resurrection school) and an after school program (held at our Movelle primary School). Many management and licence requirements are needed to operate the program which our school successfully maintained in 2011.

We have been the beneficiaries of many of our community links and it is beholden on us to also contribute to our community. In 2012, we will be seeking new ways to contribute to the wider community but this year we raised money for the education and basic needs of a student in the Philippines, collected food for St Vincent De Paul and celebrated the cultural diversity of our community. We continue to welcome and value all members of our community in various ways, interpreters were available for Parent/Teacher evenings, counselling and advice on available community services and a qualified Wellbeing Co-ordinator to assist families.

This year, in an effort to sustain and improve communication, we have continued to publish a weekly Newsletter, a termly curriculum newsletter, contributed to the Parish monthly ‘Big Bulletin’ magazine and produced the Student Representative Council’s magazine ‘The Kids Report’. Parents were invited to a cyber-bullying forum titled ‘Think-u-know which was organised in conjunction with Microsoft and the Australian Federal Police.
## Financial Performance

Financial Performance for the year ended 31 December 2011

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other fee income</td>
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<td>157,850</td>
</tr>
<tr>
<td>Private income</td>
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<td>55,834</td>
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<tr>
<td>State government recurrent grants</td>
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<td>1,317,784</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td></td>
<td>2,564,541</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
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<td>4,319,800</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
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<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
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<td>3,181,107</td>
</tr>
<tr>
<td>Non salary expenses</td>
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<td>447,637</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
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<td>3,628,744</td>
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<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
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</tr>
<tr>
<td>Government capital grants</td>
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<tr>
<td>Capital fees and levies</td>
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<td>219,908</td>
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<tr>
<td>Other capital income</td>
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</tr>
<tr>
<td><strong>Total capital income</strong></td>
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<td>219,908</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
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<td>545,548</td>
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<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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<tr>
<td><strong>Total opening balance</strong></td>
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<td>206,300</td>
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<tr>
<td><strong>Total closing balance</strong></td>
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<td>498,434</td>
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</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. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2009 that may ultimately change the method of reporting these exclusions.
Future Directions

Education in Faith

- That staff have a shared understanding of the ministry of teaching in a Catholic school and are active models of this in their lives.

- That there will be greater participation and engagement of staff, students and parents in liturgy and in the prayer life of the Resurrection community.

Learning and Teaching

- That student learning outcomes in literacy and numeracy will meet the expected standards (regular data analysis to inform teaching).

- That staff and student engagement in contemporary learning across domains will increase.

Student Well being

- That students will fully participate in an educational environment that is safe, supportive and inclusive.

- That student engagement in contemporary learning across domains will improve.
Leadership & Management

- That staff culture will reflect a distributed leadership approach.

- Develop further a positive staff climate incorporating current team building philosophies (e.g., FISH).

- Encourage open and professional communication.

- Engage in professional discussions to enhance learning (student & staff).

School Community

- That all families will engage in supporting student learning.

- That students will participate in programs that assist in child to child/child to adult dialogue.

- That all in the community understand that we are One community, Many Cultures.