ANNUAL REPORT TO THE SCHOOL COMMUNITY

2015

Resurrection Catholic School
Kings Park

REGISTERED SCHOOL NUMBER: 1764
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Contact Details

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|               | Kings Park, VIC 3021 |
| PRINCIPAL     | Mr John Connors  
|               | Mr Mark Miatello (Acting 2015) |
| PARISH PRIEST | Fr Noel Brady  |
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| EMAIL         | principal@rskingspark.catholic.edu.au |
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Minimum Standards Attestation

I, John Connors, attest that Resurrection Catholic School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

I, Mark Miatello (Acting Principal 2015), attest that Resurrection Catholic School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
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

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 Australian Curriculum 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, 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. In 2011 we replaced the floor in our school hall. This has enabled more usage of the hall for a range of school activities. During 2012 a new staff planning room was created, staff officers, a functional resource room and the widening of a main school corridor was completed.
Landscaping works were completed in 2013 which saw further improvements to an area that adjoins the library and four other learning spaces. This area was named Amaroo. The SRC also co-ordinated the implementation of a vegetable garden. The students have three garden beds in which to grow vegetables throughout the year.

In 2014 the canteen was refurbished with a new kitchen, tiles and appliances. To add to the security of all were CCTV cameras installed together with a Salto door locking system and additional security systems in the canteen and hall.

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.
Principal’s Report

Resurrection’s motto of ‘We Care’ is the cornerstone of our operation as a Parish School. Resurrection is an outstanding school that provides a very high quality of education both in faith and knowledge. The achievements of our 2015 school year demonstrate the commitment that our school places on Learning and Teaching. We have a sensational group of highly dedicated and caring staff who are committed to the Catholic ethos of the school and who are both highly professional and enthusiastic in their work. I am so proud of our staff who are always willing to go above and beyond for the students. Our students are a delight to work with. Their enthusiasm and exceptionally good behaviour are a credit to them all.

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 St Mary of the Cross MacKillop, 2015 Thanksgiving and Year 6 Graduation masses.

Thank you so much to Fr. Noel for your support, help, interest, advice and leadership given to us during 2015. 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.

We look forward to your continued support and participation in 2016.

Thank you

John Connors & Mark Miatello

John Connors  Principal
Mark Miatello  Acting Principal 2015
Education in Faith

Goals

- To further develop the Resurrection community’s understanding of the mission of the Catholic School with a particular focus on faith in action.

Intended Outcomes

- 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

Achievements

In 2015 we have:

- Actively integrated our faith into our everyday life in the school and wider community
- Celebrated our faith through rich Liturgical celebrations
- Continued to foster positive relationships with the parish community
- Enhanced the prayer life of Resurrection community through opportunities for greater participation and engagement of staff, students and parents in liturgy and in the prayer life
- Further developed the understanding of Social Justice with the school community members being involved in fundraising actions
- Organised professional development for the Sacraments
- Provided opportunities for staff to further develop an understanding of their ministry as teachers in a Catholic School
- Continued to unpacked the best practise in planning of Religious Education
- Provided opportunities for staff to develop and reflect on their own spirituality
- Met the expectations of our School Improvement Plan of the last four years.
VALUE ADDED

- Prayer, ritual, tradition and action to help our community to appreciate the richness of the Catholic tradition.
- Embedded theme “As Resurrection families let us live and share the Joy of the Gospel.”
- School prayer services organised to remember the events of Holy Week, St Mary MacKillop, Anzac day and the Feast of the Sacred Heart.
- A whole school focus on the Rosary as another form of prayer.
- The Feast of the Resurrection Mass highlighted the importance of the Resurrection of Jesus and a mini-fete organised with some of the money going towards our social justice charities.
- Student Representative Council marked World Staff day by reading at morning tea a blessing and prayer and then giving each staff member a prayer card.
- Meetings with Father Noel and the Parish Catechist held to organise the Sacramental liturgies for the year.
- Staff prayer introduced before planning to remind each of us of our mission in Catholic Education.
- Continued embedding of The Making Jesus Real (MJR) into school programs.
- The formulation of learning intentions, success criteria and rich assessment tasks in Religious Education.
- Opportunities to further staff understanding of the ministry as Catholic teachers, through attendance at the celebration of the Sacraments, Faith Development evenings, participation at School and Sunday liturgies, attending in-services to deepen knowledge and engaging in discussions prior to planning units of work for students.
- Professional development with Fr Frank O’Loughlin developing staff understanding of the Sacraments.
- Sr Denise Hannebery a scripture scholar who provided the staff with a deeper insight into the Gospel of Matthew.
- Google Apps for Education has continued to be an avenue for professional development. All staff have access to reflections and articles in relation to our Faith.
- Staff visit to the Jewish museum where staff explored Jewish objects, customs and rituals. Jewish scholar Paul Forgatz provided a lecture on "Jesus' Jewish World."
- Students led Social Justice Activities such as Project Compassion, Feast of the Sacred Heart and Mission Day, which included ways to inform the students, parents and the wider community
- Students participated in reflection days to help them prepare to receive the Sacraments
- Purchased resources to compliment the Religious Education program especially those with a focus on Sacraments
- Results showed that Resurrection school achieved in most areas in the top 25% of Victorian Catholic schools.
Learning & Teaching

Goal
- To engage our learning community so that they develop knowledge, skills and attitudes to be actively involved in a contemporary world.

Intended Outcomes
- 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.

Achievements
- The continued provision of Literacy and Numeracy Coordinators (P-6).
- The continuation of intervention programs for “at risk” students e.g. GREAD, ERIK and PERI Programs, Maths Intervention and Extension Programs such as Tutor Groups.
- A special Oral Language Program for “at risk” prep children.
- Empowerment of teachers and development of teacher knowledge through participation in professional development and action learning.
- Embedding of effective pedagogical structures such as learning intentions and success criteria into classroom practice.
- Development and implementation of monitoring and assessment procedures to identify student progress and plan for future learning.
- Embedding ongoing assessment.
- Participation in the Visible Learning Program.
- Developed some staff mentoring and peer coaching to further develop and enhance the establishment of monitoring and moderation practices.
- On-going professional development around Learning Intentions, Success Criteria, Strategic Questioning and Feedback through Professional Learning Teams.
- Strengthened teacher pedagogical capacity in the use of contemporary learning tools to increase student engagement and achievement through exploration of GAFE (Google Apps for Education).
- Staff actively involved in analysing NAPLAN and Insight SRC data to promote the continued ownership and responsibility of the school’s direction and all students’ achievements.
Achievements – Literacy

- Planning structures changed to ensure that small focused group teaching in literacy was addressed. Discussion of the needs of individual students, identifying the developmental needs of these students and considering activities that would help them move to the next stage of literacy learning.

- Continuum of Literacy Learning PreK – 8 by Fountas and Pinnell was purchased for every classroom teacher, providing further support in understanding the developmental nature of literacy and the trajectory of progression expected from students.

- Each level was involved in literature studies, where close reading and analysis of author’s craft was central to literacy learning. Students identified with characters and themes found in texts, reflected upon themes, questioned authors’ ideas, while encouraged to appreciate the aesthetics of texts.

- Whole school focus on the classic text Alice’s Adventures in Wonderland, by Lewis Carroll, provided opportunities for links to be made across curriculum areas, particularly between literacy and numeracy.

- Professional learning determined by the emerging student needs identified through planning. Professional Learning Team meetings (PLTS) provided the space for teachers to further their planning discussions.

- Two teachers participated in the Literacy Assessment Project (LAP) days held by Catholic Education, Melbourne. These days supported our school focus on comprehension and we chose to investigate one area of comprehension, to build up teacher knowledge and improve students’ skills.

- The Record of Oral Language results, obtained in February, were markedly lower than other years. These results along with considered teacher observation and professional dialogue ensured that the oral language needs of the prep students were priorities. Teachers included Language Experience lessons, texts with repeated grammatical structures and many opportunities for informal talk as part of their weekly teaching.

- A teacher was employed for 4 hours, 3 times a week, to work intensively with students who presented with low oral language.

- Leveled Literacy intervention began early in the year. Some of the students from the middle and senior school were able to begin the program immediately, as they had already entered the program at the end of 2014.

- Students’ reading comprehension skills continued to be strategically targeted by specific pedagogy based on the Progression of Reading Development. Gains in students’ comprehension were monitored. Staff worked in dynamic Professional Learning Teams to ascertain students’ Literacy needs and plan strategic intervention to promote deeper comprehension.
Achievements – Numeracy

- Continued professional development in Mathematics in the area of Numeracy Education led by the SAMs
- Students regularly pre-tested on topics and their results put in to ZPD graphs (Zone of Proximal Development.)
- Teachers use ZPD graphs to determine the classes and individual student learning need for the unit of work. Students then retested after the topic has been taught to ascertain student progress and determine whether the teaching has been successful.
- Consistent planning template used to ensure that staff are consistent in the termly and weekly planning of their Mathematics. This included a focus on learning intentions for every lesson and making these explicit to the students.
- Explicit focus teaching groups from Foundation to year 6.
- Part of the primary-secondary transition program (AGQTP) working on strengthening the curriculum links between primary and secondary schools.
- Purchasing of new resources for the school, including spinners, new scales, 100s charts, classroom dictionaries, deci-pipes and magnetic 10s frames.
- Home/School partnerships in Mathematics developed with the running of a Family Maths Night.
- Continued use of the Managahigh online maths program for senior students.
- Through Professional Learning Teams staff engaged in professional reading and dialogue. By developing a conceptual understanding of mathematics, teachers worked collaboratively to deepen their theoretical and pedagogical knowledge of Mathematics. This allowed teachers to identify the ‘big’ ideas underpinning mathematical concepts, explore the developmental sequence of learning and recognise possible misconceptions students may develop. The proformas were then used to design units of worked which differentiated learning according to student needs
- Data continued to inform planning and drive targeted teaching to ensure to the needs of all students were addressed. Regular analyses of data enabled teachers to define student knowledge and skills and specifically adjust the curriculum to differentiate content
- Through Professional Learning Teams, staff continued to implement and use the Australian curriculum to inform assessment and reporting procedures
STUDENT LEARNING OUTCOMES

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 2013, 2014 and 2015.

Year 3 NAPLAN Data across all areas of Literacy and Numeracy indicated that over 90% of our students reached the minimum standard required. A specific growth area across this three year period (2013-2015) was Reading and Spelling. A minimal decrease in Grammar and Punctuation and Numeracy occurred, however achievement rates in these areas remained above 90%.

Year 5 NAPLAN Data over the three year period (2013-2015) indicated growth by 3.1% in the area of Numeracy. Specific growth areas across this period were Writing, Spelling and Numeracy. Growth has been noted in all areas. Achievement rates in these areas remained above 95%.

We will continue to have high expectations of our students’ learning by ensuring our teachers continue their active involvement in dynamic, data driven professional practice based on contemporary research by leading academic stakeholders.

The students enrolled at Resurrection have a range of abilities. Any students not meeting National Benchmarks in the areas of Literacy and Numeracy have been identified as requiring extra assistance and have been accessing support programs and focussed teaching sessions.

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</thead>
<tbody>
<tr>
<td>YR 03    Reading</td>
<td>94.9</td>
<td>96.7</td>
<td>1.8</td>
<td>98.6</td>
<td>1.9</td>
</tr>
<tr>
<td>YR 03    Writing</td>
<td>100.0</td>
<td>98.3</td>
<td>-1.7</td>
<td>100.0</td>
<td>1.7</td>
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<tr>
<td>YR 03    Spelling</td>
<td>93.7</td>
<td>98.3</td>
<td>4.6</td>
<td>100.0</td>
<td>1.7</td>
</tr>
<tr>
<td>YR 03    Grammar &amp; Punctuation</td>
<td>96.2</td>
<td>98.3</td>
<td>2.1</td>
<td>97.1</td>
<td>-1.2</td>
</tr>
<tr>
<td>YR 03    Numeracy</td>
<td>91.0</td>
<td>98.3</td>
<td>7.3</td>
<td>94.4</td>
<td>-3.9</td>
</tr>
<tr>
<td>Year</td>
<td>Subject</td>
<td>2013</td>
<td>2014</td>
<td>Change</td>
<td>2015</td>
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<td>------</td>
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<tr>
<td>YR 05</td>
<td>Reading</td>
<td>100.0</td>
<td>95.8</td>
<td>-4.2</td>
<td>96.1</td>
</tr>
<tr>
<td>YR 05</td>
<td>Writing</td>
<td>97.0</td>
<td>95.8</td>
<td>-1.2</td>
<td>97.4</td>
</tr>
<tr>
<td>YR 05</td>
<td>Spelling</td>
<td>97.0</td>
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<td>-2.6</td>
<td>97.4</td>
</tr>
<tr>
<td>YR 05</td>
<td>Grammar &amp; Punctuation</td>
<td>92.5</td>
<td>94.4</td>
<td>1.9</td>
<td>94.8</td>
</tr>
<tr>
<td>YR 05</td>
<td>Numeracy</td>
<td>92.4</td>
<td>94.3</td>
<td>1.9</td>
<td>97.4</td>
</tr>
</tbody>
</table>

*Graphs showing NAPLAN results for Year 3 and Year 5.*
Student Wellbeing

Goal
- To provide an inclusive safe and secure environment where students are further engaged in schooling: behaviourally, cognitively, socially and emotionally

Intended Outcomes
- 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.

Achievements
- Continued implementation of the Early Intervention Program (CASEA) in partnership with our school psychologist, to support young children and their families with challenging behaviours and emerging conduct disorder.
- Implemented a start up program at the beginning of the school year to help students and their teacher focus on personal and class goals for the year and assist to set a very positive tone both in the classroom and out in the school grounds.
- Continued to promote a safe and secure environment in which students feel safe, happy and welcomed
- Successfully maintained accreditation as an e-Smart school
- Continued to forge community partnerships with local services, kindergartens, secondary schools, Jackson special school and Royal Children’s hospital
- Initiated a Better Buddies Program for students in Foundation and the Senior school.
- Campaigned and ran a whole school action day on ‘saying no to bullying’
- Provided guest speakers to address bullying and cyber safety
- Provided extra-curricular activities for students based on students interests- glee cub
- Continued to engage students at lunchtimes through the garden club, science club and the eco warrior club
- Provided Parent information sessions on RP and school positive behaviour policy
- Updated wellbeing policies to ensure alignment with current educational practices
- Continued to facilitate weekly social skills groups from year 3-6 with a psychologist
- Continued to co-ordinate and facilitate weekly parent workshops with the support of a psychologist
- Continued to promote wellbeing through the school newsletter
- Beginning to explore The Social Emotional Learning framework to assist in the development of the curriculum and the integration of SEL into the curriculum.
- The School Rules have continued to be of focus with the student awards being awarded to students throughout each term, recognising the particular rule demonstrated.
- Student Voice, SRC and Senior Committees, Circle Time, and the Outdoor Education program continues to support and promote success in relation to student resilience, decision making and connectedness to the community
• Transition initiatives involving Kinder to Prep, Year 6 to secondary school and from Year level to Year level continues to support the students to develop readiness and coping strategies.
• Development of the Community Wellbeing Team to discuss all elements of student development and wellbeing
• Student Leadership fostered through the Student Representative Council, the Social Justice Group, House Captains and School Captains
• Focus groups consisting of students from Grade 1 – 6 were established to ascertain student feelings about school.

Attendance

The number of school days in 2015 was 203 with a total of 6291 absences. The percentage average student attendance rate for the year was 93.48%, indicating a good student attendance rate.

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Y01</td>
<td>93.33</td>
</tr>
<tr>
<td>Y02</td>
<td>93.35</td>
</tr>
<tr>
<td>Y03</td>
<td>93.53</td>
</tr>
<tr>
<td>Y04</td>
<td>92.59</td>
</tr>
<tr>
<td>Y05</td>
<td>94.39</td>
</tr>
<tr>
<td>Y06</td>
<td>93.71</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>93.48</td>
</tr>
</tbody>
</table>

Every effort is made to ensure that student non-attendance is addressed. Meetings with parents are arranged to discuss issues of non-attendance and establish a plan to assist students and parents with attendance.
VALUE ADDED

Our commitment to Student Wellbeing is reflected in the commitment of all teachers at our school to devise a curriculum which focuses on the wellbeing of all our students. This Curriculum encompasses resilience, drug information, personal and interpersonal capability, and social competencies. Skills from each of these areas are taught explicitly to groups of students and at point of learning for individuals.

Curricula and Co-Curricula Opportunities
- Music and Choir – Student opportunities in public choir performances
- Sports Program – A wide variety of sports clinics with local experts and coaching opportunities (Basketball, Soccer, Table Tennis, Rugby, Badminton, AFL)
- Lunchtime Clubs – Drawing, gardening,
- Student Leadership
- “On-Psych” works with school community.
- Before / After, and Vacation Care is available, run by OSH Club
- Cultural Aide in Dinka works with school community.
- Learning Support Officers employed to support children in their learning.

STUDENT SATISFACTION

During 2015 students completed the Insight SRC School Improvement Survey.

The student wellbeing Aggregate indicator, assess students’ emotional wellbeing, the quality of teacher-student relationships and student engagement in learning.

The Student Wellbeing aggregate indicator for 2015 was 77.5, slight decrease on the 2014 result.
Leadership & Management

Goals

- To strengthen the professional learning culture of the school.

Intended Outcomes

- That staff culture will reflect a distributed leadership approach
- Develop further a positive staff climate incorporating current team building philosophies
- Encourage open and professional communication
- Engage in professional discussions to enhance learning (student & staff)

Achievements

- Further implemented Apple Mac computers and iPads for student use
- Explored the use of Chrome Book computers
- Ensured a well-managed financial plan was implemented with appropriate fee collections and a capacity to meet borrowings
- Ensured that the school facilities and resources have been effectively maintained
- Implemented a termly staff appraisal process
- Ensured that the Leadership Team is highly visible in all facets of school life
- Implemented new safety features-CCTV and Salto door locks
- Coaching conversations have been held to support leader goals and attainment of these
- Allocation of Impact Coaches and engagement in the Visible Learning Project
- Personal and Team goal setting for leaders, teachers, learning assistants and education support officers
- Regular meetings with Valued Other Teams to review professional growth
- Engagement in the school review process
- Development of a new School Improvement Plan
- Review of existing vision and development of a new School Vision
- Unpacking of School Improvement Data facilitated by Anne Killeen.
- Development of new team Charters for working in teams
- Documentation of policies and procedures.
- Planning Structure changes to ensure focus group planning based on data and facilitated by coordinators.
- Continued implementation of Google Apps for Education within the school community
Further achievements in this area include:

- Providing a curriculum that reflects our Catholic values and Vision.
- Updating policies and assessment procedures in light of VELS.
- Our most recent Insight SRC Parent data relating to school climate affirms that parents feel there are numerous opportunities to participate in school activities. There is also a strong belief that leadership structures are supportive and open to input from the community. This is evident in Parent Insight SRC data response to School Improvement, which suggests Parent Input as 98.89% favourable and Approachability 95% favourable.

The staff composition at Resurrection is as follows;

<table>
<thead>
<tr>
<th>STAFF COMPOSITION</th>
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<tbody>
<tr>
<td>Principal Class</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>44</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>38.584</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>16</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>14.676</td>
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<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
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<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
<th></th>
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<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>14.81%</td>
</tr>
<tr>
<td>Graduate</td>
<td>11.11%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>7.41%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>81.48%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>44.44%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>3.70%</td>
</tr>
</tbody>
</table>
• 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.

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

• 2015 staff retention was 80.00%. 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 2015 Insight survey indicate that there is a positive school environment at Resurrection and we celebrate the years of dedicated service by all staff.

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
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</tbody>
</table>

• The average attendance rate per staff member is as follows: Teaching Staff 92.32%, Non-teaching Staff 92.05%. Staff attendance figures include staff on extended leave, such as: Long Service Leave, Leave Without Pay, Maternity 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.

<table>
<thead>
<tr>
<th>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESCRIPTION OF PL UNDERTAKEN IN 2015</td>
</tr>
</tbody>
</table>

A major focus for professional learning was building teacher capacity. This was evident in the engagement of consultants to lead learning particularly in the areas of Inquiry (Visible Learning Project) and Mathematics (Strategic Support Maths). We continued to develop a contemporary professional learning culture lead by school leaders and focusing on mentoring and collegial feedback.

Fifty three staff, both teaching and non-teaching, had access to both internal and external professional learning activities. A total of $84 926 was spent on providing these opportunities.
The average expenditure in this area was $1769 per staff member. In addition to our key focus areas of Visible Learning and Strategic Support Mathematics, opportunities for further learning and understanding were provided as part of the First Aid, Thinking Curriculum, GAFE, Anaphylaxis & Asthma Management, Development and Personal Learning, Staff Appraisal, Religious Education, and Team Building. Staff have a commitment to their own professional learning and qualifications in education, with many staff seeking opportunities for further study.

**TEACHER SATISFACTION**

During 2015, staff completed the Insight SRC School Improvement Survey. Our Insight SRC data showed the Organisational Climate Index for 2015 was 74.0. This Index is based on all the indicators within Empathy, Clarity, Engagement and Learning from the staff survey.

The aggregate indicator was also used to provide a high level picture of a school's effectiveness. The Teaching Climate aggregate indicator for 2015 was 81.7 an increase on the 2014 result of 80.5.
School Community

Goals

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

Intended Outcomes

- 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

Achievements

- Ensured that families are given opportunities to participate in the life of the school through workshops, Learning Conversations, Mathematics Family Night, Parent/Student/Teacher Conversations and Sacramental Family Nights
- Developed new processes to strengthen partnerships with parents such as ‘Community Conversations.
- Extra-curricular events for students which include a carols night, Disco Night to strengthen connection and communication across the community
- Strengthened the commitment with our parish through a number of parish-school events such as a Welcome Mass and barbeque for the Year Prep students, their parents, teachers and friends, Sacramental preparation evenings, Sacramental Masses (Communion & Confirmation), a Commissioning Mass for the staff of the school, Project Compassion, guest speakers from the parish community used to enhance the school curriculum and the weekly 8.30am Friday whole school Mass (hosted by classes).
- Encouraged engagement in Working Bees to allow parents to participate in maintaining an organized environment for their children.
- Facilitated opportunities for outside organizations from the community to promote their causes and activities, including Fire Brigade Education Incursions for Prep and Year 6, Responsible Pet Ownership Program, excursions for Year 5 students to secondary schools and Information contacts by secondary schools.
- Built a relationship with the St Alban’s Migrant Resource Centre to develop links within our community.
- Organised afternoon chat sessions practicing conversational English, as well as understanding more about technology.
- Offered parent education sessions Literacy, Numeracy and Contemporary Learning teaching. Parents have also had the opportunity to ‘walk through’ classroom areas.
- Provided Interschool Sport as a regular way we engage with other local schools in a competition that strengthens community links.
- Placed students from Sports Education and Development Australia (SEDA) to work with Classroom teachers to enhance our sports and physical education activities with students.
• Encouraged participation of families on The School Advisory Council, and facilitated discussions into future building projects, developed ideas to include into our new social skills program, discussions of Contemporary Learning philosophy.

• Supported the Parents’ Fundraising Group in organising the chocolate drive, termly school fee raffles, Year 3-6 disco, Footy lunch, Easter and Christmas hampers, etc..

PARENT SATISFACTION

The parent response to the Insight SRC survey conducted in 2015 showed that the parent responses to the staff approachability questions in the survey were at 95 percent favourable. When asked about parent input, responses were 98.89 percent favourable.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>61 946</td>
</tr>
<tr>
<td>Other fee income</td>
<td>177 956</td>
</tr>
<tr>
<td>Private income</td>
<td>70 343</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>1 166 756</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>3 877 800</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
<td>5 354 801</td>
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<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>3 683 067</td>
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<tr>
<td>Non salary expenses</td>
<td>626 814</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>4 309 881</td>
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<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>-</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>171 507</td>
</tr>
<tr>
<td>Other capital income</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>171 507</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>130 050</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>2 590 193</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>2 490 916</td>
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</tbody>
</table>

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
Future Directions

We have developed a series of recommendations to guide future directions according to the Five Spheres of Schooling:

Education in Faith

- Establish structures that provide opportunities for deep and meaningful teacher planning.
- Provide opportunities for professional dialogue about theology and pedagogy in RE.
- Unpack the ECSI Report as a leadership team and with staff focusing on the implications for pedagogy.
- Provide opportunities for the wider community to be involved in the faith life of the school.
- Develop throughlines in RE, considering key concepts

Learning and Teaching

- Build staff capacity to read PAT data correctly in order to set individualised targets
- Investigate tools which will enable accurate tracking of individual students
- Engage with the “Visible Learning Project” (Year 2)

Student Wellbeing

- Induct staff into SEL
- Unpack the SEL competencies with staff
- Identify opportunities to embed SEL in classroom practice
- Conduct an action research pilot to explore how SEL could be embedded into the classroom curriculum.

Leadership and Management

- Investigate the relevance of the CEOM Performance & Development Framework for Resurrection and/or an alternative strategy
- Finalise and work towards embedding our renewed school vision
- Investigate the four pillars of the organisational climate and their implications
- Seek out opportunities for authentic distributed leadership.

School Community

- Uphold our welcoming environment.
- Continue to build relationships and partnerships with all stakeholders.
- Continue to welcome and involve families with all aspects of school life and ensure a partnership is formed about their child’s learning
## VRQA Compliance Data

### E1300
Resurrection School, Kings Park

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
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<tbody>
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<td>96.7</td>
<td>1.8</td>
<td>98.6</td>
<td>1.9</td>
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<td>-1.7</td>
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<td>98.3</td>
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<tr>
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<td>0.3</td>
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<td><strong>YR 05</strong> Writing</td>
<td>97.0</td>
<td>95.8</td>
<td>-1.2</td>
<td>97.4</td>
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<td>1.9</td>
<td>94.8</td>
<td>0.4</td>
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<tr>
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<td>94.3</td>
<td>1.9</td>
<td>97.4</td>
<td>3.1</td>
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</table>
### Average Student Attendance Rate by Year Level

<table>
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<tr>
<th>Year Level</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Y01</td>
<td>93.33</td>
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<td>Y02</td>
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<tr>
<td>Y03</td>
<td>93.53</td>
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<td>Y04</td>
<td>92.59</td>
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<tr>
<td>Y05</td>
<td>94.39</td>
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<tr>
<td>Y06</td>
<td>93.71</td>
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<tr>
<td>Overall</td>
<td>93.48</td>
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### Teaching Staff Attendance Rate

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff Attendance</td>
<td>92.32%</td>
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### Staff Retention Rate

<table>
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<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>80.00%</td>
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</table>
### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
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<tr>
<td>Masters</td>
<td>14.81%</td>
</tr>
<tr>
<td>Graduate</td>
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</tr>
<tr>
<td>Certificate Graduate</td>
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</tr>
<tr>
<td>Degree Bachelor</td>
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</tr>
<tr>
<td>Diploma Advanced</td>
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<tr>
<td>No Qualifications Listed</td>
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</tbody>
</table>

### STAFF COMPOSITION

<table>
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<tr>
<th>Category</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
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</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
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</tr>
<tr>
<td>FTE Teaching Staff</td>
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</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
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</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>14.676</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>