Resurrection Catholic School
Kings Park

REGISTERED SCHOOL NUMBER: 1764

2014 Annual Report
TO THE SCHOOL COMMUNITY
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Minimum Standards Attestation

I, John Kremers, attest that Resurrection Catholic Primary School is compliant with

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

22 May 2015
Our School Vision

**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.

**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.

**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.

**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, Albionvale, 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, 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

The 2014 school year has been another extremely busy and successful year at Resurrection. 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 St Mary of the Cross MacKillop, 2014 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 2014. We are truly fortunate to have a parish priest who gives so much of himself to the school community.

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 (Glee Club, Gardening Club, School production, ECO warriors, Dance Club), which further enhances our school community.

Our school curriculum leaders continue to develop the skill and knowledge base of school staff. During 2014 we continue to focus on developing staffs understandings of the Google Apps for Education, Thinking Curriculum and working with staff from the Royal Children’s Hospital on implementing the CAMHS and Schools Early Action program. We have implemented a change in our Numeracy directions and implemented a Levelled Literacy program. These programs have continued to strengthen the staff’s knowledge and confidence in these areas.

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 2014 and look forward to the challenges and successes ahead in 2015.

I look forward to your continued support and participation in 2014.

Thank you

John Kremers
Principal
Parish Priest’s Report

Pope Francis writing in his great 2013 Apostolic Letter “Evangelii Gaudium” (The Joy of the Gospel) says “Nor can we overlook the fact that in recent decades there has been a breakdown in the way Catholics pass down the Christian faith to the young.” #70

Pope Francis is both wise and a realist.

As I look back at 2014 it raises the question as to why this is so. Parents are still having their children baptized. Promises are still made at baptism by parents that they will both instruct and share their Christian faith with their children. But in many cases this is not happening.

At Resurrection Catholic Primary School we are indeed fortunate to have a professional staff dedicated to educating your children, superbly led by John Kremers our principal and Mark Miatello our deputy principal. Our school has excellent facilities.

What might improve educational outcomes?

There is no doubt if more parents were active participants in their child/children’s education individual outcomes would be better. Your child’s education is too important to “sub let” it to anyone else. Our school can lay the groundwork and provide the building blocks for lifetime learning. To use a cricketing term parents need to be the “finishers”.

This is precisely the same situation in faith development. Resurrection School can teach religion; faith however must be caught not taught. The faith development of your child is far too important to “sub let” it to anyone else.

Rev Noel Brady

Rev Noel Brady
Parish Priest
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 2014 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
- Provided opportunities for greater participation and engagement of staff, students and parents in liturgy and in the prayer life of the Resurrection community
- Raised awareness and the profile of Social Justice and developed new initiatives
- Organised professional development on the Sacraments
- Provided opportunities for staff to further develop an understanding of their ministry as teachers in a Catholic School
- Unpacked the learning focus in To Know Worship and Love
- Explored further contemporary learning in Religious Education

Value Added

Education in Faith at Resurrection offers an invitation to be part of a community that reflects our motto “We Care.” We began the year with the introduction of our theme to the community from one of the sermons by Pope Francis that, “There is no such thing as a part time Christian when we follow Jesus.” Pope Francis’ words and actions have inspired the faithful and his actions and love of people teaches us how he follows Jesus in his life and that we too can do the same. This theme complimented our school motto, “We Care.” These mottos were pivotal to the school community in our striving to follow gospel values in that our actions bring about peace, love, joy, justice and compassion for all. We offered all the opportunity to come to know Jesus Christ through a lived experience of a loving faith community through our day-to-day responses to school experiences, interactions and relationships.
Resurrection provides both formal and informal ways for expressing faith. We provide a distinctly Catholic environment that allows each person to continue their faith development in the Catholic tradition.

The Religious Education programme offers students, the potential to be engaged in meaningful ways in learning about faith and spirituality. It is our aim to continue to work towards excellence in Religious Education. Values, scripture, prayer and liturgy in the Catholic tradition permeate the life of the school. We aim to develop young people who understand and appreciate religious values, who are positive about life, who have a sense of their own worth and of their contribution to the world. We hope they will be able to apply the religious values they have acquired in the context of the community in which they live.

We endeavoured to deepen our relationship with God through the prayer life of the school. As in previous years the annual new school prayer was established which was soon learnt by the children and used throughout the school in classrooms. Prayer is an important aspect of the each school day and the school prayer was another reminder of our mission to care and make a difference with our actions. The School Captains, as part of their role, reverently lead our community with this prayer to begin School Assemblies. Displays featuring the theme were placed in corridors, classrooms, the front foyer of the school and in the Community Room. A candle with the theme and picture of Pope Francis was provided for all staff members to place in their rooms. Two large candles with the theme also were placed in the front office as a reminder that we follow Jesus at Resurrection. The first week of term one 2014 was devoted to exploring the meaning of the theme and school motto so that the children would become familiar with its distinct challenge. We also embedded our theme into Eucharistic and non-Eucharistic celebrations throughout the year.

In 2014 we continued to support our Catholic identity by making it visible with symbols and icons: Resurrection is visibly Catholic from the entrance of the school, the foyer, the playground and the classrooms where there are signs of the importance of Pope Francis and beautiful art work depicting the life of Jesus are displayed in the school buildings. Displays in the front office greeted visitors throughout the year with a large cross bearing the liturgical colour, or special event of the Church’s Season, and a book created by the students with their names, for all to see. On the windows there were reminders to mark important events such as First Communion and the Resurrection of Jesus. Each classroom has a prayer table bearing symbols of our catholic faith.

At Resurrection we believe that daily prayer both formal and informal builds intimacy with God as we deepen our relationship and know him in our lives. Therefore, our week would begin with Monday morning prayer over the PA system. This prayer was led by classroom teachers and children. This was an opportunity to further involve the teachers and children in the prayer life
of the school who led the prayer with respect and great pride. The school community would stop and spend a short time in prayer and reflection based on events, feasts and solemnities of the liturgical year. To conclude the prayer session, all were invited to say either the school prayer or a traditional Catholic prayer.

Staff also had the opportunity to lead prayer at the start of every staff meeting. These prayers helped us to reflect on our faith, spirituality and vocation as teachers. Throughout the year, we also offered other prayer opportunities to engage our parents, staff, students and parish community in prayer. During the weeks of Lent, staff were invited to a weekly morning Lenten prayer time. At this the scripture for the Sunday was broken open and the teachers had the chance to gain background knowledge during this important season of the year. Prep parents were offered a workshop on “Teaching children how to Pray.” It was pleasing to receive positive feedback from some of the parents on how they were using the ideas with their children at home.

During the year, Resurrection also continued to offer a plethora of faith opportunities to our parents, staff, students and parish community. School prayer services were organised to remember the events of Holy Week, St Mary MacKillop and St Vincent De Paul Feast day. The Holy Week prayer services took the children and staff on the journey of Holy week in a most reverent and prayerful manner.

During the month of October the Rosary as another form of prayer was a focus in the classrooms where the children were given a good understanding of the richness of the rosary. The children were also taught about the meaning of the rosary and its traditions and had the opportunity to pray this very beautiful and meaningful prayer. The rosary also became a focus in the classrooms for the weekly Monday morning prayer. Staff were also given the invitation to pray the rosary together during the month of October before classes began. To enhance the work being done on the rosary we tapped into the devotion to the rosary by the Parish Rosary prayer group. Each week a different year level would join the prayer group where the leader taught the children about the history and power of this prayer both in the parish and around the world. The children were then invited to pray the rosary and some children and teachers led decades both in English and their mother tongue. The Rosary group gave each teacher a Rosary calendar and the preps were given the gift of rosary beads bought by the group. The experience was both meaningful and well received by children, staff and the prayer group. It was a privilege for us to join this very faithful group of parishioners and pray with them.

The scope and sequence prayer document in the area of Prayers and Mass Parts continued to be a part of the work in the classrooms. It has been evident at mass at how more familiar the children have become with prayers and parts of the mass. This has enhanced communal prayer at Resurrection. The continual use of the data projection in the church has also increased participation of responses to Mass parts, prayers and singing. To continue tradition, our School
Choir delighted us with their singing and truly enhanced school celebrations. Our school song continues to also encapsulate the spirit of Resurrection school. Our School Choir also sang and performed Christmas carols during December for the senior citizens of Resurrection parish.

The central belief of our Christian Catholic faith is the celebration of the Eucharist. During 2014, Resurrection community had many opportunities to celebrate this great expression of our faith together. We continue to promote and encourage a strong link with the Parish through the invitation to parents and parishioners to be a part of our whole school celebrations and liturgies. The year was blessed with a Beginning of the Year Staff Mass and the commencement of the Year Mass for the whole school. Ash Wednesday liturgy marked the beginning of Lent where at mass the junior teachers administered ashes to their class and the middle and senior students joined the rest of the community. The Feast of the Resurrection Mass was highlighted to show the importance of the Resurrection of Jesus and that we must be children of the Resurrection to all we meet. The Feast of the Resurrection Mass was followed by a very successful mini-fete celebration. Belonging to Resurrection was also highlighted through acknowledging our new prep children though the hospitality of the parish. They were invited to attend a Sunday Welcome Mass and barbeque where they had the opportunity to celebrate together and then meet other parents and teachers. During May, we invited all mothers to the Friday morning liturgy to honour them. Children read a special prayer for the mothers followed a blessing for them. The mothers then visited classrooms and had morning tea. It was well attended by mothers. To also honour mothers a night out was organised for them. Those present had the chance to relax and enjoy each other’s company. It was a wonderful evening and sure to become an annual event. Our special liturgy for Grandparents Day, on the Feast day of St Ann and St Joachim, which all look forward to, was another wonderful celebration. Each year this celebration is growing in numbers and it is another highlight for all at Resurrection. Grandparents were invited and honoured and their smiling faces were seen all over an overflowing church. The delight on the faces of the grandchildren and their parents is a memory not easily forgotten.

August saw the Feast of the Assumption where the charism of Our Lady was emphasized and her love for us her children on earth. During September, Fathers were honoured with an invitation to the Friday morning liturgy where a special blessing was bestowed on them followed by a visit to classrooms and morning tea. It was well attended by Fathers and a few grandfathers and another opportunity to engage the parents in liturgy and prayer.

To mark and give thanks for 2014, the school community celebrated with an End of the Year School Liturgy where we prayed and gave thanks for our year. We especially remembered all staff and children leaving our school community. Our Beginning and End of Year School Masses are a key feature of our celebration as a Catholic community. It is fitting that the Year 6 students also finished their primary schooling with a moving Graduation prayer service.
Celebration of the Liturgy is always the opportunity to enrich our faith. Prepared and organised by each year level with input from the REC, the weekly Friday morning 8.30 am Mass continues to stand as an invitation to all students, staff and families to gather and celebrate the Eucharist. Many levels also sent home an invitation made by the children to their parents to join them at Mass.

Father Noel’s support by visiting classes and sharing insights into the readings helped to prepare the children celebrating at the Friday liturgy. His visit was always enjoyed by the children. The Friday liturgies were also enhanced with the children learning many new hymns. At the end of each term, staff also led the Friday Liturgy giving thanks for the many blessings of the term.

At Resurrection we are always proud of how children in leadership roles are always enthusiastic about their work. Once again the Student Representative Council marked World Staff day by reading at morning tea a blessing and then giving each staff member a badge, prayer card and poem. The staff were indeed touched by the sentiments from the children. Our Student Representative Council members were also given the opportunity to attend the annual St Patrick’s Day Mass at the cathedral where they proudly carried our school banner.

The celebration of Sacraments offered all a time of great joy. A successful sacrament program was conducted in Year Three (Reconciliation), Year Four (Eucharist) and Year Six (Confirmation). These were important times for the school community to gather and celebrate the important milestones in a young person’s faith journey. The programs offered for Reconciliation, Eucharist and Confirmation effectively prepared students for the sacraments. In preparation for the sacraments, we offered all sacramental families the opportunity to attend an evening with Father Elio Capra to launch the Sacraments. The parents were then led through the meaning of the sacraments by Father Elio whilst the children went to their classrooms and began their journey with the teachers. Father Elio whom we have had the privilege to have had at Resurrection in the past delighted, engaged and challenged the parents with his presentation. It was a wonderful way to acknowledge the Sacraments and the important journey for each family.

Meetings with Father Noel and the Parish Catechist were held to organise the Sacramental liturgies for the year. These meetings continued to develop the Parish/School partnership as well as provide an opportunity to discuss Education in Faith, class masses and sacramental programs. There was also a very close working relationship with the Parish Catechist. The families in the Parish Catechist Program were part of all workshops and for the celebration of Confirmation. Resources for the Sacraments were provided by the Religious REC as another form of support. A new initiative to celebrate the sacrament of Reconciliation was to offer the children and their families the opportunity to come on a Saturday morning over a period of 6 weeks.
Education in Faith begins at birth and continues throughout our lives. It is our belief that parents are the primary faith educators for their children and the school offers support in terms of programs, celebrations and ceremonies to further develop their child’s faith. The family plays a crucial role and at Resurrection we aimed to support the parents in their efforts to encourage growth in faith and a life long relationship with God. Therefore, parents with their child were also invited to Sacramental Family Workshops for each Sacrament. The workshops endeavoured to delve into the deeper meaning of the significance of the sacrament in our lives.

Families were also invited to a Sunday Presentation Liturgy for each sacrament. The children were presented to the Parish community who handed out a prayer card to parishioners asking them to take it home and remember them in their prayers. Staff teaching the First Communion children also organised a meaningful Reflection Day as another way to pray and reflect on the Sacrament. This year the Confirmation reflection day was run by the “Net Team” who are a group of young adults from the Archdiocese and commit to sharing faith with other young people. It was a great experience for the children who thoroughly enjoyed the day and the many activities that they participated in. Our Confirmation candidates were privileged to meet Archbishop Hart prior to Confirmation where they gained insights into his life and the sacrament. All children in a Sacramental class were also prayed for through an assigned ‘buddy’ class. Often they were invited into the class to talk about their preparation for the Sacrament. Closer to receiving the Sacrament, the ‘buddy’ class acknowledged the candidates with a card. This acknowledgement was also given to the First Communion and Reconciliation children from an assigned buddy grade. Supporting and praying for the children also came from the staff who generously gave of their time to attend the celebration of the sacraments.

Religious Education continued to be prioritised within the curriculum. It has Jesus as its centre. It connects the ordinary to the spiritual by teaching children to interpret our world within the context of Gospel values. It develops individual relationships with God by teaching children about God through Scripture, Liturgy, Prayer, Tradition and Life. The REC met with all teams and facilitated planning sessions for units of work during each term. The planning format has continued to evolve to ensure that the curriculum was meaningful with deep and specific teaching. Before each week’s planning a prayer was introduced to be said that reminded each of us of our mission in Catholic Education. Each week’s planning also became professional learning meetings where staff engaged and participated in professional dialogue and reflection. This level of staff engagement and collegial discussion has led to a more collaborative approach in working with and teaching the units of work.
The Making Jesus Real (MJR) introduced in 2013 continues to be a part of our work at Resurrection. This approach challenges all to look at how they relate to others within our school community in that we are the image of Jesus to all those around us. MJR is not a program but a way of life – Christ’s way. The key to MJR is reflecting on each day to see where Jesus has been in our daily lives and how we showed Gospel values to those around us. As part of the program the year three to six grades kept a journal of how they were MJR people that day, who was an MJR person for them and how they might be better MJR ambassadors. The prep to year two children picked a regular time each day to reflect on similar questions. MJR aligns with our Religious Education units of work and has links to our social skills program “You Can Do It.”

Assessment and reporting of Religious Education practices continues to support the teaching of Religious Education. The formulation of learning intentions, success criteria and rich assessment tasks now translate to the students being given the opportunity to explore what is being taught through meaningful and authentic work.

The learning intentions formulated by the teachers at planning, complimented the Standards as outlined on the Religious Education tracking tool in the Religious Education Framework. These were used as a guide to help support teachers with their work samples for assessment and reporting, which occurred throughout a unit. Planning also took into consideration the links between our annual theme, the MJR concepts and how these could also be embedded into the unit to be planned.

Contemporary Learning, being a major part of our education philosophy, has continued to be reflected in Religious Education through new initiatives with how to teach Religious Education in the classroom. This has allowed Religious Education to be incorporated into other areas of the curriculum providing the students with even more opportunities for learning. Resurrection School continued to provide staff with opportunities to further their understanding of the ministry as Catholic teachers. This occurred through attendance at the celebration of the Sacraments, Faith Development evenings, participation 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. The staff were also given the opportunity for professional development with Fr Elio Capra and Fr Frank O’Loughlin who enriched our understanding of the Sacraments. We also invited Sr Denise Hannebery a scripture scholar who provided the staff with a deeper insight into the Gospel of Matthew. The introduction of Google Apps for Education has also been another avenue for professional development. All staff at Resurrection have access to reflections on the Sunday readings, special times of the church year and articles in relation to our Faith posted by the Religious Education Co-ordinator. It has been an invaluable way to share information and thoughts.
To highlight the importance of social justice and that as a Catholic community we are called to respond and act, we implemented the initiative to form a student and teacher social justice group. The number of students who wanted to be involved was so outstanding that a number of teams were organised to run different actions throughout the year. The support from the teacher’s justice group was also of great value. We chose to support for the majority of our fundraising the charity of St Vincent De Paul society. We felt that though we knew about some of the work by St Vincent De Paul that we did not know enough about the society. By choosing this charity we then became familiar with how the charity was born. We invited guest speakers from the society to spoke to all levels. This complemented the work that the teachers had been doing with the children. During June we also introduced the celebration of the Feast of the Sacred Heart. At this liturgy we invited guests from the St Vincent De Paul society from the parish and head office who spoke to the community about their work who in turn thanked us for our 2014 action. An immense amount of work was done by the social justice groups and some of their projects included making and selling pesto, friendship bracelets, cup cakes, cookies and Zumba classes. Each level also took on the responsibility to raise funds for St Vincent De Paul. Together they planned an event which helped the children see the importance of giving and helping all our brothers and sisters in Christ. It also raised their awareness of social justice issues. Even though the majority of our fundraising was for the society we still supported past organisations such as Caritas.

Our Advent preparation was highlighted with reminders and displays around the school to prepare for the birth of Jesus. All classroom teachers were provided with a prayer service for the students during the four weeks of Advent. A senior student read a different part of the journey to Bethlehem each morning over the PA system and then reminded us all to follow the actions on the large advent calendar on display. Monday prayer over the PA system was also a time to pray, deepen and reflect on our preparation for Christmas. Through the use of Google Apps for Education, staff were also provided with reflections on the Sunday readings for personal use in their own time.

In order to gauge how we see ourselves as a Catholic School, all staff and a cross section of parents and students, completed a School Improvement Framework Survey. The analysis of the data collected from the School Improvement Survey (2014) shows that staff, students and parents believe that Resurrection has a very strong catholic culture within our school community. The results from the Catholic Culture section of this survey showed improvement in most areas; staff, students and parents. Results showed that Resurrection school achieved in most areas in the top 25% of Victorian Catholic schools. A highlight was how the profile of social justice during 2014 was raised.
To continue to identify how we see ourselves as a Catholic School, we were also involved in the Enhancing Catholic School Identity Project. This project provided us with a rigorous strategy for the assessment and enhancement of our identity with support from the Catholic Education Office Melbourne, in collaboration with the Catholic University of Leuven, Belgium. As we analyse our results it will assist us to better understand how our Catholic Identity is expressed in our work and practice. Through dialogue we will discern the means by which our Catholic Identity may be enhanced.

During 2014, our God walked beside us and gently breathed His love on our community. We believe that Jesus, through the Scriptures, reveals a way of life. Our 2014 theme that “There is no such thing as a part time Christian when we follow Jesus.” could only come to life as people of the Resurrection when we reflected to each other the gospel values that Jesus taught us. Every aspect of our school and every sphere of our School Improvement Plan, Programs, policies and vision statement remain simply documents unless they are brought to action through us as community who show that ‘We Care.’ The manner in which Resurrection school brings its documentation and Catholic teaching to life embodies is our belief on the Resurrection and love of Jesus. We strove to bring our School Vision into action by creating and nurturing a climate of welcome, love, trust, openness and respect. We endeavoured to live out this Vision through our actions.

During 2014, Resurrection has continued to nourish staff, students, parents and those who entered our doors, with many opportunities that lead towards a closer relationship with many life giving and loving encounters with our steadfast God.
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
During our 2014 year, we have employed many strategies and initiatives that have supported our achievements in learning and teaching. Some of these include;

• 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.
• 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.
• Continued staff mentoring and peer coaching to further develop and enhance the establishment of monitoring and moderation practices.

Value Added
Resurrection Primary School has continued to provide our students with positive educational experiences that develop their capacity for lifelong learning and personal growth. We continue to share a close parish-school partnership that provides a strong sense of community, in which our students are nurtured. Our teaching and learning practices sit closely in line with our vision and motto, and are firmly embedded in a contemporary curriculum where students are well supported and encouraged to develop the knowledge, skills and behaviours necessary to become independent 21st century learners.
We have continued to emphasise the importance of meeting children at their particular level of need and promoting best teaching and learning practice within classrooms. Teachers have worked tirelessly to develop each child to their full potential in all aspects of their schooling life. Many and varied learning opportunities such as learning expos, the use of technology and independent and group activities were provided for the children.

Our school based curriculum, centred on an Integrated Inquiry approach, has continued to create an engaging and stimulating learning environment where student voice and learning styles are acknowledged and catered for. Our learning opportunities also aim to empower our students to make connections between their learning and authentic action. We provide many extracurricular learning experiences to further develop and promote student expertise and interests.

Resurrection has up-to-date facilities and offers a comprehensive curriculum in line with the new Australian Curriculum. 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/Visual Arts, Physical Education and Language Other Than English - Italian.

Our Integrated Inquiry program is planned in conjunction with English and 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, in which learners are supported to work as members of a team and are encouraged to think creatively and reflect on their learning.

Contemporary Learning & Inquiry

Developing and improving the quality of Learning and Teaching at Resurrection has continued to be a focus for improvement. We have endeavoured to increase student engagement and prepare our learners for tomorrow’s world through the development and maintaining of consistent pedagogical understanding and teaching practices. We have continued to crystallise our Inquiry Approach to curriculum, through facilitated planning in which common understandings amongst staff are encouraged. The formula for an effective inquiry curriculum has been cemented by staff, with teachers leading students through a process of immersion and explicit instruction in the key concepts of a theme. This is followed by student generated questions, individual investigation facilitated and supported by the teacher as a learning coach. The process concludes with students demonstrating their learning and showcasing it to a particular audience.
The Inquiry units undertaken at Resurrection continue to emphasise elements of personalised learning where students question, inquire, collaborate and seek solutions. The planning of inquiry has become more ingrained within Literacy as the two areas are planned concurrently. We have begun to refine our Conceptual Framework and develop a whole school learning and teaching plan which outlines the key learnings from the Australian Curriculum. It is from this documentation that our ‘big concept ideas’ for our Inquiry Units are developed. Our approach to Inquiry has also become more seamless with each level covering the same big concept at the same time. This has allowed there to be great scope and development in curriculum across the school. Staff also used Google Docs to plan their units. This ensured that all staff members were able to access the planner and add their ideas during the planning process.

Staff have continued to develop their own understanding of Personalised and Contemporary Learning. They have continued to be involved in professional dialogue about what powerful learning and teaching looks like. As a school we have developed our 6 pillars of Learning and Teaching. These are the design principals which we believe are important and foundational to developing a school curriculum. We have also begun work on our learning and teaching plan, in which we have begun to unpack each of the curriculum areas and document the key learnings for each area.

We have also embarked on a journey of ensuring that learning is made visible for our students. We have engaged staff in some professional development on exploring the thinking curriculum. We had a particular focus on the importance of reflection and metacognition and assisting students to show their learning. Staff had the opportunity to explore the Harvard Project Zero Thinking site and explore many of the thinking routines available.

Staff have continued to develop their understanding of Learning Intentions, Success Criteria and Feedback. They have continued to implement learning intentions and success criteria into programs, and ensure that they are made explicit to the students. Staff have continued to explore the work of John Hattie which highlights effective practices in teaching and learning.

We have also continued to support staff with opportunities to observe each other and to engage in a variety of team teaching sessions. Through the process of establishing a valued other colleague, staff have set personal development goals based on the AITSL standards. Staff have worked towards achieving their goals and have called on the expertise of coordinators and other teachers to assist them.

In 2014 we have continued to focus on strategies to improve current practices of explicit teacher instruction. Changes to planners to include learning intentions, the establishment of focus books and the tracking of student data has aimed to improve and focus teacher pedagogy.
Teachers have continued to create opportunities for interest based investigations within the units of work through exposing students to a negotiated inquiry scaffold. Opportunities for authentic action, such as Expo, creating of advertisements and programs have proved to be a successful method of celebrating their learning and showcasing their work, demonstrating student learning and engagement. Each of these events have been well supported by our families.

The Arts also was a focus during 2014, as during Term 3 we put on our tri-annual production. Our term three units were all focussed on the production, with each level exploring the elements of a production ad working towards contributing to the final show. Our middle school students worked on researching production programs and created the program which was sold at each of the shows, whilst the senior students worked on the advertising campaigns for the production. This work supported the specialist arts program in which students explored music and dance and explored a variety of skills and techniques which they used in choreographing their number for the production. The show was a great success and was well supported by our school and parish community.

To support our community awareness programs the students have continued to be engaged in the Fire Education and Responsible Pet Ownership Programs. Through the Fire Education Program our local Firefighters visited our Prep Classes to teach our students simple fire safety concepts. Concepts included firefighters are helpers in our community, good/safe fires and bad/unsafe fires, crawl down low and go go go, safe meeting places and 000. A return visit to our senior students saw firefighters delivering their lesson to students, incorporating information about home fire safety, fire science (the fire triangle), evacuation, basic first aid and the role of firefighters. The Responsible Pet Ownership Education Program primarily catered to our Prep students. The program covered the concepts of choosing a pet and safety around dogs in order to prevent dog attacks.

The Insight SRC student engagement index for 2014 was 82.3%. This places us as effective 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 community engagement index for 2014 was 84.1%. This data also indicates that our parents believe learning at Resurrection is engaging, motivating and delivered by teachers who are energetic and planned.
**Literacy**

Our commitment to the teaching of literacy remained steadfast in 2014, as we continued to see the vital role language plays in thinking and learning. In order to provide context for our students’ literacy learning, the subject of English was closely linked with our Units of Inquiry. This allowed teachers more scope to focus on vocabulary work, genre and research skills. In addition, all levels worked with literary texts, focusing on narrative and poetry. Each level also completed an in-depth author study.

Engagement with professional development occurred on three levels – formal Professional Learning Team meetings (PLTs), collegiate planning and ongoing professional dialogue. The professional development was supported by the Literacy Leader and Literacy Co-ordinator, Reading Recovery teacher and Oral Language teacher.

The main foci of the professional development centred around:

1. **Writing moderation**: The process of which occurred in a collaborative way within and across levels. The process allowed teachers to feel confident about the developmental nature of writing and how students’ writing can be placed on a continuum of learning. A particular focus of moderation was the moderation of the writing of our EAL students, whose progress is plotted on the EAL continuum.

2. **Assessment**: Teachers created a range of rubric to assess writing and used the SPA program to record students’ results. Prep teachers continued to work with the school created ‘Resurrection Writing Rating’ to assess early writing behaviours.

   Formal assessment was also addressed through our analysis of NAPLAN, which pleasing progress in all most areas of literacy. Reading in Year 5 continues to be an area which requires particular attention.

3. **Reading comprehension**: Comprehension is an ongoing focus for our students, especially for those students who come to English as a second or additional language. A whole school focus on inference involved the exploration of a range of online and print based texts and their purpose. Teachers encouraged students to read within and beyond texts. Later on in the year, our focus was on the comprehension skill of analysis. A range of PLTs explored analysis of the word and image. The analysis of multimodality was also explored. This focus on analysis allowed for the teaching and use of metalanguage. Junior students expanded their repertoire of skills describing, discussing and critiquing visual texts. Their focus was the language of affect. While middle and upper school students focused on the language to discuss visual text construction.
Following our professional development around “Thinking”, held in Term 3, a greater focus on critical thinking was included in whole class and small teaching groups.

External professional development was sourced by one teacher attending a whole day session on reading comprehension run by David Hornsby. Two more teachers attended the PETAA Picture Book Conference and presented a session on visual literacy and indigenous texts.

At the classroom level, professional learning was provided through modelling, feedback and collegial discussions for the senior school teachers in the area of Socratic Circles. The teachers involved in this type of learning then modelled for others in the level. The ‘pass-it-on’ type of learning was particularly successful.

2014 saw the introduction of an intensive intervention program – Levelled Literacy Intervention, which was used from Years 1 – 6. The program involves intensive teaching of a small group of students who are working below year level standard. Unlike many other interventions Levelled Literacy Intervention involves the teacher working with the students. The program was very well received by both the students involved and the teachers running the program. Anecdotal evidence showed improvement from all students involved and the formal assessment of students in years 3 – 6 (via the Literacy Assessment Project testing) supported the evidence.

Facilitated planning was scheduled for every alternate week, with the Literacy Leader or Literacy Co-ordinator being available during other planning times, as requested. Regular facilitated planning forms part of our professional development, ensuring that a cohesive and rigorous program in literacy is maintained. It also allows a formal avenue for the continuation of professional dialogue.

Each team became familiar with the use of Google Docs for planning and a Literacy Community was established to share the work of students and teachers. Sharing in this forum is still a relative new concept, which we will continue to develop next year.

Book Week celebrating literacy occurred at the end of Term 2. Students completed a buddy class activity to celebrate stories. Students in Years 3 – 6 visited the local Deer Park library. Students were given the time to explore the library and speak with a librarian regarding the library’s services. Feedback from the visit was very positive, both from the students and the librarians who commented positively on the students’ interest and behaviour. Book Week celebrations continued with scientist, author and illustrator Andrew Plant spoke to the middle and senior students. He explained how his interest in science, art and literacy led him to becoming an author. The junior school students continued their celebrations with a performance by the “Marvellous Musical Tour” that focused on rhyme and rhythm, merging music and language.
A major part of the literacy budget was spent on the Levelled Literacy Intervention Program. The rest of the budget was used to add to the take home reading books for each level, purchase library books for author studies and Book Week and increase our range of guided reading materials as well as supplementing our supply of texts for Reading Recovery. This year a particular focus was applied to the resources for students in Year 2 – 4, ensuring we had material that met the social and developmental while providing appropriate challenges for each of the ability levels.

The teaching of literacy is prioritised, at Resurrection, as we recognise that language and literacy is a means of empowering our students, while addressing issues of diversity and equity.

**Reading Recovery**

The greatest gains made by the Reading Recovery cohort were in text level, Burt and Writing Vocabulary, but there were also significant gains across all other components of the Observation Survey for all students.

Implementation of the Reading Recovery Communication Project continued in 2014, although it took a different format as there were not sufficient Literacy PLTs specific to the Junior school to incorporate the discussions into team meetings. Teachers met with the Reading Recovery teachers on a fortnightly basis to discuss the progress of particular students. This time was beneficial as they could share information about student achievements and specific needs.

The Reading Recovery teacher met with the parents of students on an individual basis, prior to the commencement of the program. Sometimes interpreters were used to assist with communication when explaining how the program operates and what was expected of parents in supporting their children. Many classroom teachers, some pre service teachers, and some parents took advantage of the opportunity to come and observe a Reading Recovery lesson, to further understand some of the processes involved and the expectations placed upon the students. Parents were always welcome to come and see their child’s Reading Recovery teacher to discuss any concerns or to share successes and some parents availed themselves of this opportunity.

Further updating of Reading Recovery resources has provided sufficient numbers of the most appropriate texts to be available to both Reading Recovery teachers for the use of the increased number of students accessing the program.
**Mathematics**

We have continued to support classroom teachers in Mathematics by providing a Mathematics Coordinator for 2.5 days a week. This has continued to allow time for classroom visits, mentoring, time in planning with teachers and addressing student needs through extension and intervention groups.

The 2014 school year began with a thorough analysis of student data, which had been collected and collated at the end of 2013. This allowed the staff to begin the year by building an overall picture of each student and their mathematical capabilities. Data analysed was as follows:

**Foundation:** This year the foundation teachers were able to conduct the ENRP test on the new foundation students within the first few weeks of school.

**Year 1 and 2:** ENRP testing and PAT Maths

**Year 3/4:** PAT Maths, Fractions Comparison Test, Decimal Comparison Test, Westwood Basic Facts Test, SINE Written Screening Test.

**Year 5/6:** PAT Maths, Fractions Comparison Test, Decimal Comparison Test, Westwood Basic Facts Test, SINE Written Screening Test (whole number and fractions and decimals).

Student’s NAPLAN and PAT Maths data has continued to be uploaded onto the SPA (Student Performance Analyser) program. We have also employed the services of Philip Homes-Smith (creator of SPA) to assist us with analysing our schools data in mathematics. Students have been regularly pre-tested on topics and their results being put into ZPD graphs (Zone of Proximal Development.) Teachers then use these graphs to determine the classes and individual student learning need for the unit of work. Students have then been tested after the topic has been taught to ascertain student progress and determine whether the teaching has been successful.

This year, staff continued to use a consistent planning template to ensure that staff were being 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.

This year we have introduced the use of explicated focus teaching groups from Foundation to year 6. Teachers have planned for the small group teaching of student with like needs based on pre-testing information from the ZPD graphs. These focus groups have been different for each class based on the needs of the individual students.

This is the fourth year that Resurrection has been part of the primary-secondary transition program (AGQTP). The Numeracy coordinator of Resurrection, along with those from several
other schools, met a few times during the year to discuss maths results (from each participating
school) from Years 5 – 7. Areas of concern within the curriculum were highlighted and data was
shared between the schools to track these areas. In an effort to improve some of these
highlighted areas, some good teaching practice was also shared. From the schools participating
It is important to note that Resurrection had shown the most ‘growth’ added out of all the
primary schools.

Professional Learning Teams (PLTs) were held several times a term. The topics of these PLTs
were determined by the Annual Action Plan, needs of staff and/or requests made by staff. We
employed the services of Bernadette Long to run a mental computation PLT with staff based on
the goals form our Annual Action Plan.

In 2014, Resurrection continued to maintain its high quality resources. Items that were broken
or unusable (e.g. calculators) were thrown away and replaced by new items. Other items have
been purchased new for the school, these have included spinners, new scales, 100s charts,
classroom dictionaries and magnetic 10s frames. This year we have introduced the use of
Numeracy activity kits within the classrooms. Each classroom has 6 kits which include a maths
dictionary as well as laminated resources for student working such as 100s chart, timetable
poster etc. The ENRP testing kits have also been updated in accordance with the updates to the
interview in 2011. Each classroom kit has been updated with the new interview questions as
well as the resources required.

The Home/School partnerships in Mathematics has also continued this year with Mathematics
tips and handy hints continuing to be included in the weekly newsletter. This has been included
to promote the profile of Mathematics at our school. Curriculum cuppa chat sessions were also
held with parents this year. The purpose of these sessions were to give parents an overview as
to how we teach Mathematics in 2014 and to provide them with some of the important
concepts and curriculum changes according to AUSVELS.

ICT and its use in maths lessons has been an area of focus for 2014. The senior students have
been part of an online maths program called managahigh. Each senior child has an individual
logon that they can access at home. Teachers assign tasks for students to complete based on
their needs. Teachers also use the ‘prodigy’ explanations as whole class focuses. The middle
school has had access to Studyladder, which is a free online interactive games based program.
The students have had access to this throughout the year as required. The Junior school have
access to the class set of ipads. These ipads have been used in the maths lesson in small groups
using apps such as Friends of 10 to assist student to understand which numbers make up the
different 10s facts.
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.

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. 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 Foundation students and an extended excursion and dinner at school for our Junior School students. The Level Three students stayed overnight at Lady Northcote in Bacchus Marsh. Students participated in a variety of outdoor education activities. The Senior School students went to Camp Wyuna in Queenscliff where they engaged in a range of beach exploratory and physical activities.

Languages Other Than English - Italian
Our LOTE program continues to include a fortnightly lesson for students in years 1-6. The Speaking and Listening component of the program also saw some of our students engage in an oral poetry competition.
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. Our Prep – 2 classes have the availability of 6 iPads in each class for student use. This has provided the opportunity for students to explore the functions and applications of this contemporary learning tool and its uses in all areas of the curriculum.

Professional development on the use of iPads in the school setting was provided for staff in order to increase their confidence in using this tool. Staff also had the opportunity to explore Google Apps for Education (GAFE). As a school we established some Google + learning communities on which resources were uploaded.

Another large focus for 2014 has been the continued awareness of cyber safety. Cyber safety professional development sessions were attended by our ICT and Wellbeing leaders. This saw the review of our current Bullying policy to include the elements of Cyber Bullying. We also established a core team who has worked on review elements of the eSmart implementation cycle.
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 2012, 2013 and 2014.

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>YEAR 3 READING</td>
<td>93.5%</td>
<td>94.9%</td>
<td>1.4%</td>
<td>96.7%</td>
<td>1.8%</td>
</tr>
<tr>
<td>YEAR 3 WRITING</td>
<td>97.4%</td>
<td>100%</td>
<td>2.6%</td>
<td>98.3%</td>
<td>-1.7%</td>
</tr>
<tr>
<td>YEAR 3 SPELLING</td>
<td>94.9%</td>
<td>93.7%</td>
<td>-1.2%</td>
<td>98.3%</td>
<td>4.6%</td>
</tr>
<tr>
<td>YEAR 3 GRAMMAR &amp; PUNCTUATION</td>
<td>97.4%</td>
<td>96.2%</td>
<td>-1.2%</td>
<td>98.3%</td>
<td>2.1%</td>
</tr>
<tr>
<td>YEAR 3 NUMERACY</td>
<td>90.7%</td>
<td>91%</td>
<td>0.3%</td>
<td>98.3%</td>
<td>7.3%</td>
</tr>
<tr>
<td>YEAR 5 READING</td>
<td>97.4%</td>
<td>100%</td>
<td>2.6%</td>
<td>95.8%</td>
<td>-4.2%</td>
</tr>
<tr>
<td>YEAR 5 WRITING</td>
<td>100%</td>
<td>97%</td>
<td>-3%</td>
<td>95.8%</td>
<td>-1.2%</td>
</tr>
<tr>
<td>YEAR 5 SPELLING</td>
<td>96.1%</td>
<td>97%</td>
<td>0.9%</td>
<td>94.4%</td>
<td>-2.6%</td>
</tr>
<tr>
<td>YEAR 5 GRAMMAR &amp; PUNCTUATION</td>
<td>96.1%</td>
<td>92.5%</td>
<td>-3.6%</td>
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<td>1.9%</td>
</tr>
<tr>
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<td>94.7%</td>
<td>92.4%</td>
<td>-2.3%</td>
<td>94.4%</td>
<td>1.9%</td>
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</tbody>
</table>
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.

The 2014 NAPLAN results indicate that the number of students attaining the national minimum benchmark in year 3 Numeracy remained mostly at the same level compared to the previous year. The number of students attaining the national minimum benchmark in all areas has increased, whilst there has been a slight decline in the area of Writing. Our maths results in year 3 are of particular celebration as a positive growth has been charted.

The number of year 5 students attaining the national minimum benchmark in year 5 Grammar and Punctuation and Numeracy have shown an increase, whilst Reading, Writing and Spelling has declined slightly.

Resurrection school is strongly focused on further improving and developing the students’ skills. Staff engage in analysis of individual student results to make better informed judgments of student capabilities and educational need.
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

In 2014 we have:

- Introduced an Early Intervention Program (CASEA) 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
- Promoted and informed families of the school’s social skills program, ‘You Can Do It’. This program supports positive, social and emotional wellbeing skills from Prep to year 6
- Successfully established accreditation as an e-Smart school
- Worked towards Restorative Practices accreditation
- Continued to forge community partnerships with local services, kindergartens, secondary schools, Jackson special school and Royal Children’s hospital
- Planned the establishment of the Better Buddies Program to begin in 2015
- 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 and Mr Bkode (Hip hop dancing)
- Engaged students at lunchtimes through the garden club, science club and the eco warrior club
- Participated in a project to identify children from EAL backgrounds who have a language disorder
- Presented as a model school for CEOM, practices and procedures when referring students for further assessment
- Provided Parent information sessions on Restorative Practices 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
- Promoted and managed an email for students in year 5/6 to report concerns and issues affecting their wellbeing
- Continued to promote wellbeing through the school newsletter
Value Added

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. We believe that student wellbeing affects all aspects of students’ life at school and therefore we aim to create an environment where students feel, ‘safe, happy and are ready to learn’.

Attendance

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>93.5</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.1</td>
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<tr>
<td>Year 3</td>
<td>94.7</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.1</td>
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<tr>
<td>Year 5</td>
<td>94.8</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.8</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>94.2</td>
</tr>
</tbody>
</table>

The number of school days in 2014 was 203 with a total of 6291 absences. The percentage average student attendance rate for the year was 94.2%, indicating a good student attendance rate.

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 and attendance.

Survey Results

The Insight SRC Survey results show a need to keep student sense of safety a high priority at Resurrection. An environment where all students feel safe and secure is promoted through our school mantra ‘safe, happy and ready to learn’.

We are continuing to implement programs addressing the survey results to ensure our school is a leader in wellbeing practices.
2014 New initiatives

During 2014 a number of new initiatives were introduced to promote student wellbeing and increase students sense of safety.

CASEA PROGRAM

CASEA is an early intervention program developed by The Royal Children's Hospital, funded by the Mental Health branch of the Victorian Government Department of Human Services, and supported by the Victorian Department of Education and Training and other community organisations. These organisations are working together to offer a comprehensive school based program to young children at risk of developing conduct disorder.

Program outline

The Universal Prevention program involved classroom activities, school newsletters and staff professional development opportunities to ensure that everybody had a strong understanding of some fundamental concepts in the presentation and management of challenging behaviour. The targeted component involved a 9 week child group and a 9 week parent group focusing on assisting the child to develop healthy emotional and behavioural well-being. Finally, children exhibiting severe behavioural problems were supported with tailored behavioural management programs.

Through the universal, targeted and indicated levels of CASEA, the following activities were central:

- The development of a CASEA Action Team, involving Principals/Assistant Principals, Teachers, and school support staff, that will support the implementation of the program.
- A universal behavioural screen of all children in grades Prep to 3.
- A professional development seminar for all school staff.
- A universal prevention program for all children involving classroom activities led by teachers for children in grades Prep to 3.
- A comprehensive behavioural assessment for children exhibiting higher than standard levels of disruptive behaviour.
- A targeted group program for children exhibiting higher than standard levels of disruptive behaviour.
- A targeted parent group program for the parents of children in the child group program.
- Individual behaviour management support for children exhibiting extreme levels of disruptive behaviour.
- Comprehensive staff training for those involved in the ongoing implementation of the program in the school.
- Ongoing secondary consultation offered by the mental health professionals from the Royal Children’s Hospital.
**Program Aims**

- Primary school children will present with less symptoms of severe behaviour disorders such as conduct disorder.
- Parents of primary school aged children who present with severe behavioural problems will have an improved understanding of conduct disorder and better behaviour management strategies.
- The whole school community, including specialist staff, will better understand and be able to respond to the needs of children presenting with symptoms of severe behavioural disturbance like conduct disorder.
- Schools and CAMHS will develop a stronger partnership to improve health and well being outcomes and educational performance by working collaboratively to provide a service for children presenting with severe behavioural problems.

**Evaluation of the program**

The CASEA group program involves a comprehensive assessment before and after the program. This assessment information is collected from parents, teachers, and the child themselves. This assessment model is believed to form a comprehensive profile for each child selected for the group program, with information from the home and school environment that will aid in the intervention process. At the completion of the program and final assessment, a report was provided for each child. This report included information on progress made throughout the group program, as well as identifying key skills the child will be encouraged to work on in the future.

The CASEA team evaluated the classroom strategies that supported the program. Results confirmed a positive result with students and teachers using the problem solving strategies to support student behaviour.

**Future CASEA programs**

CASEA uses the train the trainer model. Two staff leaders have been trained to continue to facilitate this program over the coming years.
**Better Buddies**

Better Buddies is an initiative designed to create friendly and caring school communities where bullying is reduced.

The Better Buddies Framework is an initiative of The Alannah and Madeline Foundation, which will be used to support our existing school buddy system. Better Buddies is an evidence-based Framework, which incorporates components identified in research studies as contributing to better outcomes in buddy programs.

Through Better Buddies, children in their first and last year of primary school buddy up and learn the values: caring for others, friendliness, respect, valuing difference, including others and responsibility. All children in the school learn these values through formal and informal activities, including their interactions with the mascot Buddy Bear.

Better Buddies enables younger children to feel safe and cared for while older children feel valued and respected.

**Start up program- promotes a safe school**

The start up program occurs in the first two weeks of the school year. The program is two fold.

Firstly, it promotes the development of a positive classroom culture through daily explicit teaching of the school expectations. During this period, classroom expectations are developed in line with our school wide expectations and school rules.

Secondly, it promotes student wellbeing through developing positive feelings and attitudes, positive relationships with peers and teachers, resilience and satisfaction with self and learning experiences at school. Research supports when students feel satisfied with their quality of life at school they are less likely to bully, less likely to be bullied and more likely (if bullied) to seek support and cope.

The school mantra Safe, Happy and Ready to Learn formed the basis the Start Up program. The students are now able to articulate the mantra and make relevant connections with the school behaviour policy of ‘We Care’.
**Bully prevention Actions**

There is a strong anti-bullying focus in the two weeks of the start up program and for two weeks of term 2, 3 and 4.

A proforma has been developed to record incidences of bullying and action that has been taken as a result of the report.

The school took action against bullying in term 1 by gathering together to make flags to show a commitment to stamp out bullying at Resurrection.

Tony Richards from ‘ITmadeSimple’ visited Resurrection. During his visit he spent time with our year 5/6 students speaking to them about online safety. He also ran an information session for parents and staff.

As an eSmart school we continue to promote the importance of the smart, safe and responsible use of information and communication technology

**You Can Do It (YCDI) social skills program and Making Jesus Real (MJR)**

YCDI supports the school and home environment to optimize the social, emotional and academic outcomes of students.

The YCDI program has 5 Keys to develop social and emotional capabilities

The 5 keys are:

1. Confidence (academic, social)
2. Persistence
3. Organization
4. Getting along
5. Resilience

Central to the development of these 5 key foundations is instilling in young people 12 habits of mind, including:

1. Accepting myself
2. Taking risks
3. Being independent
4. I Can Do It
5. Giving effort
6. Working tough
7. Setting goals
8. Planning my time
9. Being tolerant of others
10. Thinking first
11. Playing by the rules
12. Social responsibility

MJR teaches students to be:

Welcoming
Encouraging
Saying Sorry
Thankful
Interested
Enthusiastic

YCDI and MJR teach values and encourage students to do their best, treat others fairly, be responsible for their actions, follow the principles of moral and ethical conduct and stand up for the rights of others.

**Restorative Practices**

Resurrection is a Restorative Justice school. We have adopted Restorative Practice’s to provide a whole school approach, building a school community based on co-operation, mutual understanding and respect.

We believe that school should be a positive and enjoyable experience for all. We have embedded the Restorative Practices approach to support behaviour management and assist with problem solving conflicts. Restorative practices include:

- Reaffirming relationships through developing social and emotional skills
- Repairing relationships in the classroom, small groups, individual conferences
- Providing processes for holding students accountable for their choices, actions and behaviour while at the same time building and repairing relationships within a nurturing school environment.
- Classes have ‘Circle Time’ and class meetings to discuss issues and build positive relationships.

Conflict occurs in human relationships and in school communities. Helping the students to speak up, to have the skills to deal with conflict and to seek assistance is an important aspect of the partnership between home, parents and the school. As part of the Restorative Practices approach, teachers use common language and ask ‘Affective Questions’ to all those involved in a conflict, to explore the issue, focus on the relationship, find possible solutions, make things right and learn what to do next time.
Accreditation process

Members of Resurrection wellbeing committee presented the school's Restorative Justice journey before an interview panel headed by members of the Catholic Education Office Melbourne. We were required to deliver documentation showing evidence of our work in Restorative Practices.

This process aims to recognise the school's achievements in promoting specific strategies addressing positive student behaviour, the ability to build a safe and inclusive environment, and the prevention of bullying by the encouragement of respect, compassion and cooperation. Our Anti Bullying approach is a major facet of our social skills program.

Positive Behaviour Support

The promotion of student safety and classroom behaviour is embedded in the school's 'We Care' policy. This process is reviewed each year to ensure a consistent approach across all levels. The six school rules apply to the classroom, 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 or playtime is used for 'Reflection time'. The school rules are presented to students through the social skills program, and rewarded at School Assemblies, and in the school newsletters to families.

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

Student Services

Students with special needs are supported through a range of intervention programs and classroom assistance. Resurrection provides support at all levels and implements programs designed specifically to address the needs of all students. The student Wellbeing Leader conducts program Support Group Meetings each term, which establishes learning goals and ongoing developmental steps.

Resurrection Primary School is proud to be an exemplary school in developing tools, target teaching and gathering information to assist students with their speech and oral language development. This year the school was invited to be part of a research project to investigate the process currently used by the Catholic Education Office to identify Children from English Additional Language (EALD) backgrounds who have a language learning disorder. This study will benefit schools and education systems, which cater for the growing number of children from EAL backgrounds across Australia.
**Student Leaders**

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 school. In 2014 our student leaders represented Resurrection at the national young leaders day. Student leadership is comprised of Year 6 school house captains and the Student Representative Council (one elected member from each room years 3-6). Student leaders are responsible for many roles, which include assisting students in the playground, meeting and greeting invited guests to the school, organizing fund raising events and meetings with staff.

**School Based Extra –Curricular Activities**

The provision of extra-curricular 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. Lunch-time activities in 2014 included, Dance program (Mr Bkode), Glee club for junior, middle and senior students, Science club, eco warriors (keeping our school free of rubbish), library activities, computer lab access and the passive play area (Friendship play area). Peer support structures are also utilized within the school through our prep to year 6 buddy system and peer mediation in the playground.

The school also offers the opportunity for pre-school children and their families to attend our weekly story time program. Story time is facilitated by our Wellbeing Leader on a weekly basis and promotes our school and the opportunities available at Resurrection to all families in the community. The program offers children an opportunity to become familiar the school environment and to enjoy, fun games, songs and stories. It provides opportunities for all cultures to meet and become part of the Resurrection family.

**Community Partnerships**

The formation of community partnerships is an important part of our philosophy at Resurrection. We believe that students live, learn and grow in communities where strong connections can make a powerful impact on their sense of belonging, self-worth and wellbeing. During 2014 partnerships enhanced with several organisations, including, On Psych Service, Royal Children’s Hospital, Secondary schools, Jackson Special School, kindergartens and the Migrant Resource Centre.

**On-Psych Service**

Students learn skills everyday that helps them to succeed in life however, some students need assistance to develop vital skills in the area of social and emotional development. On-psych staff are experts in their field. They offer professional help with simple problems like making friends...
to complex needs of mental health issues e.g. dealing with fears, phobias, and anxiety, behaviour problems at home and school, anger management etc.

Royal Children’s Hospital

The Royal Children’s Hospital Ed Med program provides support and assistance for teachers working with students with serious illnesses. These students require modified work and special consideration to reach their full potential.

Student Welfare - psychologist

Programs have been implemented in 2014 that help students to recognise and manage their emotions, establish positive relationships and handle challenging situations effectively. A psychologist supported students by conducting weekly student workshops focusing on building resilience.

Transition

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 made 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. Year 6 transition is of equal importance. Year 6 teachers meet with year 7 co-coordinators to ensure a smooth transition for all students. Year 7 students were involved in a ‘Back to Resurrection Day’, where they had an opportunity to talk with the year 6 students about their first year in secondary school.

Student Wellbeing

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 their role is integral to the success of the students. The school will continue the current programs and explore and implement new initiatives in wellbeing and ensure they form an integral part of our school.
Student Satisfaction

During 2014 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 2014 was 82.3, an increase on the 2013 result of 76.3 and an improvement over the last 4-year period, indicating an upward trend.
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
In 2014 we have:
- Further implemented Apple Mac computers and iPads for student use
- 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.

Value Added
A major 2014 project was the further implementation of Google Apps for Education within the school community. Teachers and students (Year 5/6) have embraced the use of these new learning tools. The students’ learning and engagement have (anecdotally) improved considerably. More authentic and rich learning tasks have been able to be undertaken with the students and developed further ways of making thinking visible.

Leadership Team members continued to build cohesion and communication within the teams and with staff. The Level Leader role, a Position of Leadership continued to have provided regular release time in 2014. The Level Leaders (together with a specialist teacher) were able to meet frequently with Principal and Deputy Principal to raise and discuss issues. These meetings also assisted the members to focus on developing their own leadership skills and abilities (e.g. via TED Talks). They meet weekly for professional reading and discussions. 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.
A new staff appraisal program was put into place during 2014. Staff chose ‘valued other teams’ who they would meet with to share their appraisal goals together with their challenges and achievements. Staff also met with these teams to discuss chapters of John Hattie’s book Visible Learning for Teachers.

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 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. This structure ensured that all staff had an opportunity in the decision-making process of these curricula activities.

The staff composition at Resurrection is as follows:

<table>
<thead>
<tr>
<th>Staff Composition</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>43</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>41.66</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>20</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>16.98</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</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.

2014 staff retention was 82.05%. Staff departed from Resurrection because of retirement, pregnancy or seeking a position in another school (to further their career). The retention rate and the results of the 2014 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 89.84%, Non-teaching Staff 92.05%, all staff overall 90.54%. 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.
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 sacramental celebrations.

Careful resource management has ensured that significant resources have continued to be allocated. In 2014 new air conditioners were purchased and school security was upgraded with CCTV and Salto door locking systems installed. The school hall and canteen were refurbished and all appliances upgraded.

The staff’s Annual Review Meetings together with the 2014 School Improvement Framework Survey indicated that individual moral of staff and professional growth scores are in the middle 50% range of Victorian schools.

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.

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. Opportunities for further learning and understanding were provided as part of the First Aid, Thinking Curriculum, GAFE, Anaphylaxis & Asthma Management, Assessment and Reporting, Development and Personal Learning, Staff Appraisal, Contemporary Learning and Thinking Processes, Team Building – just to name a few. Staff have a commitment to their own professional learning and qualifications in education.

**Staff Satisfaction**

During 2014, staff completed the Insight SRC School Improvement Survey. Our Insight SRC data showed the Organisational Climate Index for 2014 was 74.8 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 2014 was 80.5 an increase on the 2013 result of 78.6.
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
In 2014 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 small active and innovative group of parents on the fund-raising committee.

Value Added

A close parish-school partnership provides a strong sense of community in which our students are nurtured. This is reflected in the number and variety of parish-school events that take place in any one year. In 2014, some of these events have been a Welcome Mass and barbecue 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, whole school Masses, Project Compassion, guest speakers from the parish community used to enhance the school curriculum, working bees, a Year Prep and Year 6 transition program and the weekly 8.30am Friday whole school Mass (hosted by classes).

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, Dinka and Arabic) of our families and we provided assistance in numerous family areas.

During 2014 we have continued fortnightly parent afternoon teas to enable an informal gathering of staff and parents. These have also developed further with parent education sessions being offered on: Literacy, Numeracy and Contemporary Learning teaching. Parents have also had the opportunity to ‘walk through’ classroom areas. 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. Our school counsellor also met with families to develop their parenting skills, inform them on elements of cyber-bullying and Year six transition.
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 new social skills program, 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 hardworking organise a range of activities. In 2014 they organised our chocolate drive, termly school fee raffles, Year 3-6 disco, Footy lunch, Easter and Christmas hampers, etc. There was much school support which showed a real community spirit with all of the events organised. 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. Parental involvement is an integral part of school life, created with Resurrection families in regards to assistance, guest speakers in the classrooms etc. are encouraged and appreciated. All parents’ contributions are encouraged in all areas of school life.

The parent response to the Insight SRC survey conducted in 2014 (a total of 38 parents responded to the surveys) showed that the parent responses to the staff approachability questions in the survey were at 100 percent favourable, to the parent input questions were at 100 percent favourable. The Parent Satisfaction Index for 2013 was 71.1 and 100 percent in 2014. This Index is based on all the indicators within the School Climate, Relationships and Engagement from the parent survey.

The Student Representative Council Student involvement in assemblies is displayed by: SRC students from the providing a report from their year level on what they have been learning, School Captains handing out awards and students being recognised for their success and/or special events/achievements. The SRC also oversee the school vegetable patch and sell items to parents and use these funds to replenish seedlings.

We assisted working families by offering and supporting a Before School Care Program (held at Resurrection school) and an after school program (held our neighbouring Movelle Primary School). Many management and licence requirements are needed to operate the program which our school successfully maintained in 2014.

We have been the beneficiaries of many of our community links and it is only right that we also contribute to our community. In 2015, we will be seeking new ways to contribute to the wider community however this year saw us raise money and collect food for St6 Vincent De Paul, support the parish group World Wide Equity group to help a school in Sudan and celebrat the cultural diversity of our community through promoting our vision as one community, many
cultures. We continue to welcome and value all members of our community in various ways. Interpreters were available for Parent/Teacher evenings, counselling and advice about community services that are available and have been made accessible to our families. Access to our qualified Wellbeing Co-ordinator is another avenue of support for our community.

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 a School App for mobile phones. Notice boards in the school yard were another way to inform parents and students of upcoming events. These print publications and technologies have continued to provide an avenue of direct communication for families.
## Financial Performance

Financial Performance for the year ended 31 December 2014

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>10,980</td>
</tr>
<tr>
<td>Other fee income</td>
<td>179,620</td>
</tr>
<tr>
<td>Private income</td>
<td>74,749</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>993,325</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>3,833,298</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>5,091,972</td>
</tr>
</tbody>
</table>

| **Recurrent Expenditure** | Tuition       |
| Salaries; allowances and related expenses | 3,510,817 |
| Non salary expenses | 577,033       |
| **Total recurrent expenditure** | 4,087,850 |

| **Capital income and expenditure** | Tuition       |
| Government capital grants | -            |
| Capital fees and levies | 235,885       |
| Other capital income | 49,000        |
| **Total capital income** | 284,885       |
| **Total capital expenditure** | 382,164       |

| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) | Tuition       |
| **Total opening balance** | 2,132,810     |
| **Total closing balance** | 2,590,193     |

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

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 Wellbeing

- 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.

• That staff engage in open and professional communication 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.
# VRQA Compliance Data

## PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YR 03 Reading</strong></td>
<td>93.5</td>
<td>94.9</td>
<td>1.4%</td>
<td>96.7%</td>
<td>1.8%</td>
</tr>
<tr>
<td><strong>YR 03 Writing</strong></td>
<td>97.4</td>
<td>100.0</td>
<td>2.6%</td>
<td>98.3%</td>
<td>-1.7%</td>
</tr>
<tr>
<td><strong>YR 03 Spelling</strong></td>
<td>94.9</td>
<td>93.7</td>
<td>-1.2%</td>
<td>98.3%</td>
<td>4.6%</td>
</tr>
<tr>
<td><strong>YR 03 Grammar &amp; Punctuation</strong></td>
<td>97.4</td>
<td>96.2</td>
<td>-1.2%</td>
<td>98.3%</td>
<td>2.1%</td>
</tr>
<tr>
<td><strong>YR 03 Numeracy</strong></td>
<td>90.7</td>
<td>91.0</td>
<td>0.3%</td>
<td>98.3%</td>
<td>7.3%</td>
</tr>
<tr>
<td><strong>YR 05 Reading</strong></td>
<td>97.4%</td>
<td>100%</td>
<td>2.6%</td>
<td>95.8%</td>
<td>-4.2%</td>
</tr>
<tr>
<td><strong>YR 05 Writing</strong></td>
<td>100%</td>
<td>97%</td>
<td>-3%</td>
<td>95.8%</td>
<td>-1.2%</td>
</tr>
<tr>
<td><strong>YR 05 Spelling</strong></td>
<td>96.1%</td>
<td>97%</td>
<td>0.9%</td>
<td>94.4%</td>
<td>-2.6%</td>
</tr>
<tr>
<td><strong>YR 05 Grammar &amp; Punctuation</strong></td>
<td>96.1%</td>
<td>92.5%</td>
<td>-3.6%</td>
<td>94.4%</td>
<td>1.9%</td>
</tr>
<tr>
<td><strong>YR 05 Numeracy</strong></td>
<td>94.7%</td>
<td>92.4%</td>
<td>-2.3%</td>
<td>94.4%</td>
<td>1.9%</td>
</tr>
</tbody>
</table>
## Average Student Attendance Rate by Year Level

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>93.5</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.1</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.7</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.1</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.8</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.8</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>94.2</td>
</tr>
</tbody>
</table>

## Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 89.84% |

## Staff Retention Rate

| Staff Retention Rate | 82.05% |
## TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<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>3.7%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>77.78%</td>
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<tr>
<td>Diploma Advanced</td>
<td>40.74%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

## STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>43</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>41.66</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>20</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>16.98</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>