St Catherine’s Primary School
Moorabbin

Registered Schools Number: 1570

2015
### Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>14 – 28 Fletcher Street Moorabbin 3189</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mrs Lynda O’Donnell</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Father Michael Sierakowski</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Mrs Sonia Kokkalos</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 9555 7200</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@scmoorabbin.catholic.edu.au">principal@scmoorabbin.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://trinityparishschools.catholic.edu.au/stcatherines">http://trinityparishschools.catholic.edu.au/stcatherines</a></td>
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</tbody>
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### Minimum Standards Attestation

I, Lynda O’Donnell, attest that St Catherine’s P.S Moorabbin is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth) May 20 2016
Our School Vision

Christ is at the centre of community life at St. Catherine’s.

St. Catherine’s School is a place where Christ is at the centre of community life. At St. Catherine’s Parish Primary School, we want our students to become people of faith, hope and love. The individual needs of each of our students are valued and nurtured and we are committed to them becoming independent, resourceful, critical thinkers who are continuing to grow and contribute to a technological world.

Our School Mission

Where all are welcomed, respected and valued in a warm and secure environment.

St. Catherine’s School belongs to the parish of St. Catherine Labouré and is a place where Christ is at the centre of community life, where all are welcomed, respected and valued in a warm and secure environment.

The Gospel values of faith, love, truth, compassion, justice, respect and freedom are guiding all those who make up St. Catherine's School Community.

On their faith journey, children will reach an understanding of doctrine, traditions and celebrations of the Catholic Faith. This development of faith occurs and grows in partnership with family, school and parish.

Pastoral Care is central to developing an atmosphere within the school community where all children are nurtured and encouraged to develop a healthy and positive self-image, fostering responsibility and cooperation.

Teachers’ skills and expertise are continually developed, shared and directed in a way that gives maximum benefit to the school community.

The Australian culture, with all its diversity is valued. Our place in the global family is recognised and we contribute to the world in a positive, effective way.

We believe in the provision of excellence in education through a love of learning supported by challenging curriculum which develops the capacities for students to - manage themselves as individuals and in relation to others; understand the world in which they live and act effectively in that world.
School Overview

At the beginning of 2015 St Catherine’s had an enrolment of 155 students consisting of a Prep Class, a Year 1 Class, a Year 2 Class, a Year 3 Class, a Year 4 Class and 2x Year 5/6 Classes. 21.3% of our students come from language background other than English. In 2015 our Prep enrolments consisted of 71% catholic and the number of families eligible for the Education Maintenance Allowance (CSEF) remained at around 14%.

St Catherine’s is a Federated School within Holy Trinity Parish and works collaboratively with the education and faith communities of St Paul’s, Bentleigh and St Peter’s, Bentleigh East. The school demonstrates a strong Catholic ethos, which is enhanced between the parish and school. As a Catholic school we are strongly committed to teaching Religious Education and emphasize the importance of living the Christian values in our daily lives.

St Catherine’s offers a Contemporary Learning & Teaching Model with a strong emphasis on:

- English
- Mathematics
- Religious Education
- Integrated Inquiry/Approach to Learning
- The Arts
- Science
- History
- Health
- Information & Communications Technology
- Design, Creativity & Technology
- Sustainability

School Improvement 2013-2016

The following broad Improvement Goals, developed from the findings of our school Review in 2012, guided the selection of school improvement strategies in 2015.

- To further strengthen St Catherine’s as a prayerful and active faith community within the context of Trinity Parish
- To further develop a learning environment which engages and motivates every student to achieve continuous improvement and success

Registered School Number 1570
• To further develop a supportive school climate which promotes positive relationships

• To further develop effective partnerships which support student learning, wellbeing and connectedness within St Catherine’s and the wider community

• To strengthen the school as a learning community through enhanced staff engagement and the provision of effective and supportive educational leadership and management.
Principal’s Report

In 2015 St Catherine’s was in a transition stage around the leadership of the school community. After 8 years as Principal Maria Angliss finished her time at St Catherine’s at the end of second term. During Maria’s time as Principal she made a significant contribution to long term sustainability of our school. The redevelopment of the site through the BER has provided the school with a fresh contemporary look and feel that is welcoming to all in the community. Over the time that Maria led the school community there was a steady increase in enrolments that allowed the clearer grade structure that is currently in place.

During this time the Federated Schools of Holy Trinity Parish was established and Maria was part of the team that developed a new leadership structure for the 3 schools in the Federation that began in 2016. This structure saw a Co-ordinating Principal appointed across the 3 schools with each school having a Principal to focus on learning and teaching.

Carmel Donlon was appointed Acting Principal for Term 3 & 4 and did a wonderful job ensuring the Annual Action Plan was followed through and school continued to focus on needs of the children and families within our community.

A new era in St Catherine’s history began in 2016 with the appointment of Lynda O’Donnell as the new Principal at St Catherine’s. Lynda forms part of the Federated Leadership Team along with Michael Hanney, the new Principal at St Peter’s Bentleigh East, Catherine Tammesild, the new Principal at St Paul’s and myself.

Four Principals responsible for three schools in a collaborative leadership model that focuses on improved learning outcomes for all our students.

Michael Juliff

Co-Ordinating Principal – St Peter’s, St Paul’s & St Catherine’s.
Education in Faith

Goal
To grow as a prayerful and active faith community, within the context of Trinity Parish.

Intended Outcomes
- That prayer and liturgical life at St Catherine’s School Community is enhanced
- That students, staff and parents grow in understanding of and commitment to, social justice as part of the Christian call to service

Achievements
The Trinity Parish Associates, Education and Faith Leaders and school leadership teams worked collaboratively under the leadership of Father Michael to further develop the strong links between the three Parish Schools of S. Catherine’s, St Peter’s and St Paul’s. The Sacrament of Confirmation was jointly planned and celebrated at St Patrick’s Cathedral on the 29th of May. Further opportunities for working collaboratively in the area of Education in Faith were explored between the three faith and learning communities.

Family Faith Nights continued to be offered to parents and students. The Prep theme was ‘Prayer’. The Year One theme was ‘Baptism’. The Year 2 theme was “Sustainability’. The Year 3 theme was ‘Reconciliation’. The Year 4 theme was ‘Eucharist’. The Year 5 theme was ‘Social Justice’. The Year 6 theme was Confirmation. These Family Faith Nights were well supported and attended.

Parents were invited to weekly Parish Masses and Prayer Services throughout the year. A different class was rostered to attend each week. Students were actively involved in the preparation of the Mass. Father Clem visited classes prior to Mass to pose questions relating to the Gospel of the day.

Teachers worked collaboratively with the Education in Faith Leader on rich assessment tasks to moderate Religious Education Units of work. Lessons were also linked to Inquiry Units of work where relevant. Christian Meditation continued to be a focus at the start of each school day. Parents were invited to be part of this. Special thanks to the work Carmel Donlon did before handing over to Marg Pinzone when Carmel was appointed Acting Principal.

The Catholic Identity of the school is promoted visually by foyer presentations depicting the current Church season. Children involved in Sacramental Programs are acknowledged and celebrated within the school and Parish Community.
VALUE ADDED

- Regular Class Masses and Prayer Services
- Celebration of Catholic Education Week at St Patrick’s Cathedral
- Religious Education Professional Learning Team meetings
- Social Justice projects to assist those in need e.g. Project Compassion (Caritas), Nursing Home Visitations (Mayflower- Brighton), Mission Mass, Asylum Seekers Centre, St Vincent De Paul
- Raise the awareness of student, staff and family understanding of Social Justice within out Catholic Community
- Assessment and reporting in Religious Education
- Whole school daily Christian Meditation
- Sacramental Programs for Reconciliation and Eucharist are parent based/parish and school supported
- Weekly visits by clergy to classrooms to discuss Gospel themes before each Parish Mass
- Whole school Lent, Easter, Advent and Christmas Prayer Services
- Parish based initiatives- Knitting Club organised by our parishioners
Learning & Teaching

Goal
To create a learning environment which engages and motivates students to achieve continuous improvement and success.

Intended Outcomes

- That students are more engaged in their learning
- That students’ performance in reading will improve

Achievements

During 2015 the staff worked on developing their understanding of ‘Expert Teaching’ with the support of the CEM staff at the regional Teaching and Learning Network days. This involved looking at research indicating the best impact on student learning to enable growth for all students. Staff also developed a new Assessment Schedule which included the introduction of online Reading and Numeracy Assessments. The Fountas and Pinnell Reading/Comprehension System was purchased to support Assessment and Intervention Groups across the school. Staff were supported to use data to better inform teaching to improve student outcomes. Staff also began to explore new teaching strategies such as ‘Café Reading’, ‘The Daily 5’ and a new Spelling Program ‘Words their Way’ in order to better engage students and personalise student learning.

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<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
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<td>YR 03     Reading</td>
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<td>100.0</td>
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<td>0.0</td>
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<tr>
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<td>100.0</td>
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<tr>
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<td>0.0</td>
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<tr>
<td>YR 03     Numeracy</td>
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<tr>
<td>YR 05     Reading</td>
<td>100.0</td>
<td>92.9</td>
<td>-7.1</td>
<td>100.0</td>
<td>7.1</td>
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<tr>
<td>YR 05     Writing</td>
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<td>92.9</td>
<td>-7.1</td>
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<tr>
<td>YR 05     Spelling</td>
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<td>YR 05     Grammar &amp; Punctuation</td>
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<td>92.9</td>
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</table>
In 2015 100% of Year 3 students reached the benchmarked minimum standards in all areas. This has been consistent for the last three years in the areas of Reading, Spelling, Grammar & Punctuation and Numeracy. In Writing in 2014 this percentage dropped to 96% but in 2015 it went back to 100%.

In 2015 all the Year 5 children reached the benchmarked minimum standards in all areas for the first time in the 3 year period. Numeracy in particular has seen a steady increase over this time and reflects the staff focus in this area. There was also an across the board improvement in Reading, Writing, Spelling, Grammar & Punctuation in the Year 5 from 2014 to 2015.

### Education Programs

- Reading Recovery
- LLI – Literacy Intervention
- LOTE Program Year P – 6
- Road Safety Education
- Access to a Speech Pathologist through the Catholic Education Office
- Access to a School Psychologist

### Health and Fitness Programs:

- Athletics Carnival
- Cross Country- School and District
- PE Program- Prep –Year 6
- School Swimming Program
- School Cross Country and Athletic Training

### School Camps and Excursions

- Year 5 & Year 6 Camps
- Class Excursions
- Whole School In – School Activities
- Music /Arts Programs
- Prep - 6 Performing Arts Program
- Prep - 6 Visual Arts Program
Student Wellbeing

Goal
To further develop a supportive school climate which promotes positive relationships.

Intended Outcomes
- That students become more confident and resilient
- That students feel more connected to their peers and school

Achievements
At St Catherine’s we aim to create a friendly caring environment which maximizes a sense of belonging and connectedness to school. Positive behaviour management approaches are encouraged and supported by the use of a whole school Discipline Policy and the use of common language throughout the school.

Student Attendance
Parents are required to phone or email the office or class teachers to indicate student absences. Unexplained absences are followed up by the School Office. The number of days a student is absent is recorded in school reports each semester. Unexplained, extended absences are reported to the Principal who follows up with the relevant families. Support from the Principal is offered to the student and families as required.

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>Y01</td>
<td>91.13</td>
</tr>
<tr>
<td>Y02</td>
<td>91.84</td>
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<tr>
<td>Y03</td>
<td>90.63</td>
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<tr>
<td>Y04</td>
<td>92.44</td>
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<tr>
<td>Y05</td>
<td>90.24</td>
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<tr>
<td>Y06</td>
<td>89.86</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>91.02</td>
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</tbody>
</table>
VALUE ADDED

- Fortnightly meeting of Student Wellbeing Team
- Bounce Back Program to develop resilience in students
- eSmart Cyber Safety Professional Learning for staff/students
- Continued introduction of KidsMatter- a Mental Health initiative
- Implementation of Year 6 Leadership Program
- SRC Representatives from Prep-Six meeting on a fortnightly basis
- Intervention Programs for “students at risk”
- Class and School Awards at assembly to celebrate positive behaviour
- Social/Emotional Support through “Better Buddies” “I Sea I Care”, Garden Club
- Special celebrations and displays e.g. Art Show, Grandparents Day etc
- Program Support Group Meetings and Individual Learning Plans to support learning
- Counselling Service for children and families that require support
- Outside agencies e.g. Speech Pathologist/Occupational Therapist

STUDENT SATISFACTION

The 2015 School Improvement Survey data indicated that St Catherine’s students are at or above the 80% range for all Australian Schools in the following areas:
- Connectedness to School
- Teacher Empathy
- Purposeful Teaching
- Student Motivation
- Connectedness to Peers

There was also a significant rise in Learning Confidence noted by the children who completed the survey.
Leadership & Management

Goal:
To strengthen the school as a learning community through enhanced staff engagement and the provision of effective and supportive educational leadership and management.

Intended Outcomes:

- That staff are empowered to actively participate in the leadership and decision making processes of the school.
- That improved feedback processes will lead to professional growth of all staff.

Achievements
In 2015 the focus was on professional learning to achieve our Intended Outcomes. This was through staff attending Professional Learning Team Meetings, internal and external Professional Learning. We as a staff have a focus on Teamwork and working collaboratively and our Insight SRC data was very positive in that area.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

Teachers and Leaders participated in a variety of professional learning programs and networks to support them in their roles. Classroom teachers worked in teams to develop new strategies as well as review current practices. Professional learning in 2015 included:

- GAFE Google Apps for Education
- ResourceSmart/Sustainability
- Level 2 First Aid
- ICT –I Pad Apps for differentiated learning
- Southern Region Student Services Network
- Mandatory Reporting: Online Course
- Anaphylaxis Training
- eSmart Cyber safety
- KidsMatter
- Personalised Learning
- Learning Intentions/Success Criteria
- Performance and Development Culture
- Australian Curriculum
- Social Justice
- Principal Network Meetings & Professional Learning Days
- Deputy Principal Learning Days
- Education in Faith Networks
- Reading Recovery Network & Professional Learning Days
- Mathematics Cluster Days
- Learning & Teaching Network
- Digital Technologies

NUMBER OF TEACHERS WHO PARTICIPATED IN PL 27
AVERAGE EXPENDITURE PER TEACHER FOR PL $1250
STAFF ATTENDANCE

We have an extremely dedicated and professional staff and their attendance rate in 2015 recorded on the Catholic Education data was 97.01% (This included staff who were on Workcover, Long Service, Leave Without Pay, Sick Leave, Parental Leave. The staff at St Catherine’s demonstrate a high level of commitment to the school and are involved in many parts of the school, including Camp, Inter-School Sports, Excursions, the Sacramental support to the parish and families, extracurricular activities and many other school and parish functions.

In 2015 the staff at St Catherine’s was made up of 20 teachers (including the Principal) and part-time teachers who were supported by 7 non-teaching staff. All teaching staff are qualified, at the required standard as per the Victorian Institute of Teaching. Data from Catholic Education indicates that 15.38% have a Graduate Diploma; 76.92% have a Bachelor Degree, 38.46% have an Advanced Diploma and 7.69% have a Graduate Certificate. This data indicates the diversity of qualifications amongst our teaching staff, the high level of professionalism and a commitment to lifelong learning.

The proportion of teaching staff retained in a program year from the previous year is 85.71%. This figure reflects circumstances such as: staff not retained as they had been employed to take the place of teachers who would be returning to teaching duties the next year and retirement of teaching staff and the fact that other staff members take up the opportunity to further their careers in other schools.

TEACHER SATISFACTION

In the School Improvement Surveys conducted each year there was an increase in the following areas occurring to the Staff Climate Survey.

- Supportive Leadership
- Empowerment
- Professional Growth
- Student Behaviour
- Student Motivation

Empowerment and clarity were both a focus of the Leadership in the school during 2015 and the results indicate we have made real improvement in this area.
School Community

Goal
To further develop effective relationships which support student learning, wellbeing and connectedness within St Catherine’s School and the wider community.

Intended Outcome

- That the collaborative relationship between school, home, Trinity Parish and the wider community is strengthened.

Achievements
Once again in 2015, the Parents and Friends provided fantastic support for the school community. Many of our parents worked very hard to ensure the school fundraising was maintained. Each class with the leadership of their class representatives organized a fundraising event throughout the year (e.g. Mother’s/Father’s Day Breakfast & Stall, School Disco, Movie night etc.).

The School Education Board provided a committed and supportive role in school governance. The Board undertook Catholic Education Office Board training in the previous year and have further defined their roles and responsibilities.

As we prepared for the new Federated Leadership Structure that came into place at the beginning of 2016 the School Board Chair was a part of the panel that selected the three new Principals for St Peter’s, St Paul’s and St Catherine’s. This Panel was representative of the 3 communities and symbolised the unity of the federation.

St Catherine’s continues to connect with the wider community through:

- Links with local Secondary Schools to provide work experience and community service opportunities
- Our local kindergarten visits the Prep room
- Local RSL is supported by the school leaders selling Remembrance Day & ANZAC Day memorabilia
- Biennial Community Art Show
- Open Days
- Grandparent’s Day/Family Week celebrations
- Federation Schools—Staff Meetings
- Interschool Sporting events
- Parish/School/Parish collaboration- Sacramental Program

PARENT SATISFACTION
Data from the Parent Opinion Survey conducted in 2015 indicated that four of the five aspects within the area of Community Engagement had increased. Parent Partnerships, Approachability, Parent Input and Reporting all improved in 2015.
### Financial Performance

#### Reporting Framework

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash</th>
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<tbody>
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<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
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</tr>
<tr>
<td>Other fee income</td>
<td>152801</td>
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<tr>
<td>Private income</td>
<td>21684</td>
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<tr>
<td>State government recurrent grants</td>
<td>398878</td>
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<tr>
<td>Australian government recurrent grants</td>
<td>1344532</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>2000334</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
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</tr>
<tr>
<td>Non salary expenses</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
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</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
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</tr>
<tr>
<td>Government capital grants</td>
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<tr>
<td>Capital fees and levies</td>
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<tr>
<td>Other capital income</td>
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<tr>
<td><strong>Total capital income</strong></td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
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<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
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<tr>
<td><strong>Total opening balance</strong></td>
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</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>776995</td>
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The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools’ capital borrowings.

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