St Kieran’s Catholic Primary School, Moe.

2014 ANNUAL REPORT
to the School Community
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Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>107-109 Lloyd Street Moe, VIC 3825</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mrs Joanne Johnson</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Father Harry Dyer, OMI</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Samantha Luke</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 51273606</td>
</tr>
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<td>EMAIL</td>
<td><a href="mailto:principal@stkmoe.catholic.edu.au">principal@stkmoe.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.stkmoe.catholic.edu.au">www.stkmoe.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

Minimum Standards Attestation

I, Joanne Johnson, attest that St Kieran’s 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)

1 May 2015
Our School Vision

Mission

St Kieran’s Catholic Primary School celebrates the uniqueness of all.

We nurture the faith and wellbeing of our school community, inspiring minds through the joy of learning.

Vision

St Kieran’s is a Catholic school where we provide the opportunity to know Jesus and strive to live His teachings.

We promote an environment in which individuals are respected, accepted and valued.

We provide a challenging environment, inspiring a love of learning for life
School Overview

St. Kieran’s is a small Catholic Primary School in Moe. St Kieran’s situated in the Latrobe Valley and about one hundred and fifty kilometres from Melbourne.

There are 132 students attended the school in 2014. Enrolments have remained steady over the last 4 years. We have an SES score of 83 which is in the low area for the diocese and 38% of families are on EMA. Many of our parents are struggling financially but are always willing to give their time to help out at the school.

At St Kieran’s Primary School we believe in the uniqueness of the child. We believe that children develop at different rates, have different strengths, weaknesses, characteristics and learn differently.

We are fortunate to have a multi-cultural population in our school with nationalities from the Philippines, Sudan, Cambodia and Mauritius as well as many 2nd generation European nationalities. This enriches our school environment.

We do have a low ratio of Catholics in the school but our families support and participate in all our Masses, Liturgies and other RE events.

We have a very multi-cultural population, having students from Cambodia, Philippines, China, Sudan and Mauritius as well as many 2nd generation European nationalities. These children have enriched our school community and helped bring understanding and compassion to the other children.

St. Kieran’s Primary School has an active and supportive School Advisory Board and Parents & Friends group. Our School Board meets monthly and they are consulted with events associated with the running of the school.

Parents and Friends organise social and fundraising events throughout the year. Our Parents and Friends are a hard working group and have the same problems as most schools – working parents and difficulties getting people to the meetings. When we have fundraising events many of our parents contribute and help out with the events.

Family School Partnership is key to the success of our school community and a foundation to successful learning of our children. The active involvement of parents in their child’s learning leads to a productive learning environment. Parents are encouraged to help in the school and are welcome at any time.
Principal’s Report

A feeling of strong parental interest and involvement pervades the whole school community. This is evident by the welcome presence of parents in the classrooms, at working bees, participating on committees, (School Advisory Board, Parents and Friends Association, Tuckshop, Health and Wellbeing Team), and celebrating the social life of our community through various fundraising activities.

The opportunities our children have had this year, with support of the families, are providing some wonderful opportunities for our children to shine. We have not just focussed on the classical academic side of education; we have looked at cultural and sporting sides of education, as, not everyone has classical strengths.

There are the children prepared to take a risk and prepared to commit to their learning. And where would we be if it wasn’t for the parents and staff working cooperatively and respectfully together as they undertake the important responsibility of educating their children. All these positive outcomes only take place because of a large number of people.

The caring professional staff is generous and dedicated. They provide an excellent curriculum and live out the Gospel values they teach. The children are friendly and creative and the families and parish community are supportive and involved.

The team at St Kieran’s continues to work collaboratively together to best meet the needs of our students. I am grateful for the time and energy they put into their positions. They give so much more to the school and your children than what is expected. The teaching profession is not an easy one. We come in for a lot of criticism and not much appreciation. We are in the profession for the children. It’s the support and understanding we provide each other that helps through the long hours, challenging tasks, and the tough days.

The ‘Insight’ survey data returned by the parents was very positive. The overall general satisfaction with the school was very high.

The parents feel connected to the school and believe the students’ motivation is high. Our monthly school breakfasts are well attended by many families.
Parish Priest’s Report

It is with pleasure that I am able to write a few words in support of St Kieran’s Primary School report in 2015.

This year has continued to see growth for our parish and our school. Our primary school still operates independently after a formation process that saw the parishes of St Kieran’s, Moe and St Mary’s, Newborough form the new identity as Parishes in Partnership.

Our two schools, St Kieran’s and St Mary’s work closely and collaboratively when undertaking new initiatives particularly in the important role of preparing our children for the Sacraments. A new initiative has seen the formation of the ‘Mini Oblates’. This new group encompasses some senior students as a core group with the support of our RE Leaders and priests. The core group encourages the entire school to mission in the charism of St Eugene de Mazenod by acting Globally, Locally and within the school.

This is another way of assisting our children to be strong, thinking and caring individuals who look beyond their own needs by living out the Christian value of love for all. This initiative and the values it fosters are reinforced by our teachers and families.

I thank and congratulate our teachers and staff on another year of outstanding commitment to our students and their families.

God Bless

Fr Harry Dyer OMI,
Parish Priest
Parishes in partnership - 2015
Education in Faith

Goals & Intended Outcomes
Our long-term goal at St Kieran's is to nurture our school as a Catholic Faith Community by ensuring

- We actively model and value the school’s Catholic identity by being true to the teaching and learning of Jesus and the traditions of the Church.

- We develop the children’s understanding and knowledge of the Year of Family Prayer.

- That we have strengthened our knowledge and understanding of our Catholic Faith in an ever changing world.

- We are fostering an awareness of the Principles of Catholic Social Teaching in our daily lives.

- That the links between school, family and Parish community are strengthened.

Achievements
School assemblies start with a gospel presentation and prayer session, which helps the children understand the previous Sunday gospel. At the school’s weekly assemblies each class is given the opportunity to make the gospel presentation to the whole school community. Subsequently there was a noticeable increase in parents and other family members attending school assemblies, particularly when their child’s class was scheduled to perform.

We promoted the Vision and Mission of our school with the focus on our Catholic faith as central to our school culture.

Our focus for 2014 was to promote and involve ourselves more in the parish community. We ensure that the parish was invited to all school events and an item was put into the parish newsletter regarding school events.

Continued access to the Catholic Education Office Religious Education team to further refine and develop staff skills in regards to the composite model of RE teaching. Visual and scriptural experiences in the the understanding of the Year of Family Prayer. Displays throughout the school depicting our school commitment to the Year of Family Prayer.

Staff Spirituality Day looked at the needs of the staff in the Year of Family Prayer.
VALUE ADDED

- We began our school year with a staff Mass and a whole school Mass.
- Two staff members completed their RE accreditation
- The senior children made and served pancakes for the parishioners on Shrove Tuesday.
- St Kieran’s Day celebrations started with a whole school Mass followed by a fun day of activities. This involved parishioners and families.
- Our senior children were involved in the Parish healing Masses during the year by attending the Masses followed by serving lunch to the parishioners.
- We celebrated Mothers’ Day, Fathers’ Day and Grandparents Day with whole school Mass and an activity afternoon. These were very well attended by families and parishioners.
- We celebrated the Sacraments of Reconciliation, Eucharist and Confirmation with students and their families.
- Fundraising for Project Compassion.
- Spirituality PDs with staff from the CEO.
- Mini Oblates initiated into the school lead by our Parish Priest, RE Leader and elected students.
Learning and Teaching

Goals & Intended Outcomes

At St Kieran’s our key learning goal is that the staff will know the students and recognise their individual strengths, needs and interests. It is essential that all students and staff experience ongoing success, real purpose and responsibility for their own learning. In 2014 we proposed to meet these goals through:

- All staff being familiar with the CEO guidelines for assessment, uses appropriate assessment for their year level and analyse the data to strengthen their planning and teaching.

- Collaboration and teamwork across the school community through professional learning teams, team planning groups, whole school activities and professional development in-services.

- An inquiry approach to learning, where the teachers would share with students the intended focus of lessons.

- Student engagement in numeracy and literacy.

Achievements

- Deepening understanding of the whole school approach to teaching and learning.

- The introduction and engagement of laptop and ipad usage in the classrooms.

- Programming of support through collaboration for children requiring extra assistance in the areas of numeracy and literacy and the provision of Individual Learning Plans for students not attaining benchmarks.

- The focus on inquiry learning throughout the school, as witnessed in various displays and whole school activities.

- The positive and accepting culture amongst both the staff and students, as witnessed by the number of parents working in the classrooms and participating in whole school events.
STUDENT LEARNING OUTCOMES

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in both literacy and numeracy. Analysis of these results assists St Kieran’s in school planning and is used to support teaching and learning programs.

The 2014 NAPLAN shows consistent results for Year 5 students in Reading, whereas the Year 3 results show a lower achievement than in previous years. Writing results have remained consistent throughout both year levels.

This indicates to us, that as a whole school we need to have a uniform approach to both Spelling and Numeracy. These skills need to be introduced at a Year 1 level so that the necessary skills can be consolidated by Year 3. The NAPLAN results have opened up dialogue between all staff regarding how we can develop and implement a more consistent and achievable approach that benefits all students.
School Community and Student Wellbeing

Goals & Intended Outcomes

- To foster an inclusive, caring learning community that nurtures the wellbeing, resilience and empowerment of all.
- To strengthen the schools’ understanding of the centrality of Wellbeing for learning.
- To implement a whole-school approach to wellbeing based on an effective model.
- To raise the profile and develop the understanding of the Wellbeing Leader role within the school.
- To implement Social-Emotional Learning into the curriculum in the junior grades.
- To continue to strengthen partnerships between the family/school and community.

Achievements

The following achievements have assisted in attaining these goals:

- **BounceBack!**: A Wellbeing and Resilience Program (Helen McGrath, 2011) used as a primary resource by all three junior classroom teachers.
- Implementation of both a junior and a senior school *Seasons For Growth* group to support children dealing with issues arising from personal grief and loss.
- Parent information evening conducted by Chris Daikos with the focus on developing resilience in children.
- Monthly school breakfasts organised by parent team
- Care group – preparing meals for families experiencing temporary hardship
- Attaining Stage 2 of Healthy Together Victoria’s Achievement Program
- A school closure day and several staff meetings dedicated to the purpose of professional development for staff in Wellbeing
- Ride 2 School Day
- Introduction of cyber safety contracts (signed by students and parents) concerning student use of information and communications technologies.
Non-attendance

All student absences are recorded in both the morning and the afternoon by teachers using a computerised attendance and roll marking system. Parents have a further responsibility to provide a written note or return a completed absence form to the school explaining why an absence has occurred. Students with poor attendance or unexplained absences are referred to the school’s Learning Support Team. The principal will contact parents of students with high levels of unexplained or unapproved absences, with the view of developing and implementing strategies to minimise absences. Ongoing unexplained absences or lack of co-operation regarding student attendance will result in a formal attendance conference being organised.

VALUE ADDED

- Health and Wellbeing Team (comprised of student, parent and staff representatives)
- Mini Oblates Team
- Interschool sports
- Italian Day
- Book Week Celebration Day with rotational activities for multi-aged groups
- Assembly Awards
- Excursions and incursions
- School Production – Neverland (Peter Pan)
- Developing Resilience in Children (parent information evening) - Chris Daikos
- National Day of Action Against Bullying and Violence – classroom activities
- Anzac Day – School choir to sing at Moe march
- Establishment of Personal Affirmation Wall display
- Mothers’ Day and Fathers’ Day stalls
- Mothers’ Day Mass and morning; Fathers’ Day para-liturgy and activities afternoon
- Little Athletics and Hockey clinics
- Individual piano as well as small group keyboard and guitar tuition
• School veggie garden – growing, harvesting and preparing food such as pumpkin soup; and other fruit/vegetable dishes; garden produce market on Friday afternoons

• National Tree Day and Grandparents’ Day Mass (whole school community gathered in family groups to celebrate Grandparents’ Mass then plant an ornamental flower/shrub to mark family’s membership of school community)

STUDENT SATISFACTION
The student’s Insight SRC results were quite positive and have clearly shown that the students believe that as a school we provide a stimulating learning environment where the teaching is purposeful and meaningful.

The students have shown that they feel connected to the school, are motivated to learn and feel safe within the school environment.

PARENT SATISFACTION
The Insight SRC results from the parent’s surveys also showed a continuing positive response to all areas covered in the data. The parents have shown that they feel connected to our school and that it is a positive place for their children to learn. The 2014 results when compared to 2012 results show that the parents feel their children are more engaged at school and motivated to learn.

At St Kieran’s we pride ourselves on maintaining a positive relationship with our student’s families through participation and involvement in all aspects of their children’s learning.
Leadership and Stewardship

Goals & Intended Outcomes

- Develop the leadership potential within the school.
- Actively promote a positive image of the school in the community.
- Research, design and resource the appropriate marketing of the school.

Achievements

Our staff has worked extensively with their studies, attending relevant professional development both outside school and through Professional Learning Teams and staff meetings.

Staff are committed to extra-curricular activities, attending camps, sporting activities and excursions outside of their normal school hours. They also attend a number of after-hours meetings-staff briefings, staff meetings, camp meetings, sacramental program meetings and professional learning team meetings.

Two of our staff completed their RE accreditation one of our Leadership team completed the Aspiring to Principalship course and one of our Leadership team completed the Stronger, Smarter Leadership course.

Two of our staff members have been working in the Health and Wellbeing team along with students and parents.

Our vegetable garden continues to be a great success with teachers and students growing, cooking and selling vegetables on a regular basis.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

<table>
<thead>
<tr>
<th>DESCRIPTION OF PL UNDERTAKEN IN 2013</th>
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<tbody>
<tr>
<td>Administration Training</td>
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<tr>
<td>Stronger Smarter Leadership Course</td>
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<tr>
<td>OHS Management for Leadership Teams</td>
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<tr>
<td>Principals’ Conference</td>
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<td>Aspiring To Principalship Course</td>
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<tr>
<td>Change 2 Training</td>
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<tr>
<td>Deputy Principal Network</td>
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<tr>
<td>Reading Recovery</td>
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Librarians Network
RE Accreditation
REL Cluster Meeting
Spirituality Day-Nurturing the Spirit
Primary Religious Education Conference
Insight SRC Organisational Climate Surveys
Learning for all
NCCD
MSSD Assisting Students with Language Disorders
Wellbeing Leader Day
Family Partnership Foundation Training
Seasons for Growth
Emergency Management
Combined Primary and Secondary RECs Meeting
First Aid
Epilepsy Workshop
Mandatory Reporting
EMQ Training
ipad use in the classroom

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>17</th>
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<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$114.87</td>
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TEACHER SATISFACTION

St Kieran’s staff feels confident and connected to the school. They are intrinsically on board with the goals and objectives of the school. St Kieran’s staff feels that the students are both engaged and respectful and that behavior management is well handled at the school. They are positive about student behavior both in the classroom and on school grounds.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
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<tr>
<td><strong>Recurrent income</strong></td>
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<tr>
<td>School fees</td>
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<tr>
<td>Other fee income</td>
<td>15169</td>
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<tr>
<td>Private income</td>
<td>4367</td>
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<tr>
<td>State government recurrent grants</td>
<td>336850</td>
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<tr>
<td>Australian government recurrent grants</td>
<td>1531796</td>
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<td><strong>Total recurrent income</strong></td>
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<table>
<thead>
<tr>
<th><strong>Recurrent Expenditure</strong></th>
<th>Tuition</th>
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<tbody>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>1043481</td>
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<tr>
<td>Non salary expenses</td>
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<td><strong>Total recurrent expenditure</strong></td>
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<tr>
<th><strong>Capital income and expenditure</strong></th>
<th>Tuition</th>
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<td>Government capital grants</td>
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<tr>
<td>Capital fees and levies</td>
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<td>Other capital income</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td><strong>54188</strong></td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>81237</strong></td>
</tr>
</tbody>
</table>

| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) | 84148 |
| **Total opening balance** | 126052 |
| **Total closing balance**   | 105100 |

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

- We will continue to promote an active and practicing faith community which celebrates God’s presence.

- We will continue to provide opportunities to develop the prayer life of the school community.

- To further develop the teachers' knowledge and understanding of faith Scripture and Tradition to enable them to provide effective student learning.

- Implementation of intervention programs such as Extending Mathematical Understanding (EMU) and Literacy Intervention across the whole school.

- Continued connections between school and home (parents being genuine partners in learning) and the wider community.

- Inquiry based learning through major whole school activities such as family science night

- We look forward to continued success at St Kieran’s, building upon the achievements of previous years and moving forward towards excellence.

- The continued development of students relationships based on interdependence, responsibility and resourcefulness

- Continuing to embrace whole school approaches using teaching models and practices which meet the needs of ALL students
VRQA Compliance Data

NAPLAN - Summary Report (Primary) NAPLAN - St Kieran’s School - Summary Report - 2014
Current Year: 2014

Proportion of Students meeting National Minimum Standard

Change in Proportion of Students meeting National Minimum Standard