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Contact Details

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|               | BALLARAT VICTORIA 3350 |
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| GOVERNING AUTHORITY | Father Adrian McInerney |
| SCHOOL ADVISORY COUNCIL CHAIR | Phillip Horne |
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Minimum Standards Attestation

I, Eileen Rice, attest that St Alipius Parish School is compliant with:

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

20 May 2016
Our School Vision

_Open to God’s presence, St Alipius is a Catholic learning community of Excellence, Equity and Empowerment_

Priority for Action

To develop a school-wide understanding of growth mindsets in order to inform our understanding of self and others.

To develop the cyclic use of assessments in order to deepen learning and improve student growth.

Beliefs

At St Alipius

- We believe in nurturing the whole child through meaningful relationships in a welcoming community.

- We believe in providing structures that challenge and support, in order to develop confident, independent and resilient learners.

- We believe that the purpose of learning must be clear.

- We believe that purposeful assessment provides the data to inform and drive learning and teaching.

- We believe in personalising learning in a contemporary context that honours the affinities and interests of the learner.
MISSION

As a Christ-centred educating community, St Alipius Parish School:

- Celebrates a rich TRADITION of Catholic beliefs, values, practices and history.

- Nurtures the WHOLE PERSON identifying and developing individual competencies to ensure we all aspire to be the best we can be.

- Develops and nurtures strong RELATIONSHIPS that give witness to the Good News of Jesus.

- Provides a curriculum that is INCLUSIVE, relevant, stimulating and challenging.

- Promotes EMPATHY as the lens through which we encounter each other and members of our wider communities.

- Leads students into deep inquiry; rigorously seeking the WISDOM that makes a positive difference in their world.

- Is a CELEBRATING community, inspired by hope and a positive vision for the future.

- Is committed to ensuring the SAFETY of all students in our care.

School Overview

St Alipius is a primary school in the parish of Ballarat East that has a close physical and cultural connection to the parish. St Alipius is the oldest continually operating school in the Ballarat area, having first opened in 1853 as a tent on the goldfields. Ballarat East has always been a working-class area and St Alipius Primary School has served the parish community well for 163 years.

On August 1st 2015, St Alipius had an enrolment of 262 students from 174 families. Our catchment area is largely the parish of Ballarat East we also attract students from outlying areas whose families travel into Ballarat for work.

Whilst a number of our students are ‘Easties’ (fourth and fifth generation St Alipius people) we also have quite a large transient population. It has become quite common that families enrol their children during the school year. This is sometimes due to families moving into the area from beyond Ballarat and sometimes because families choose to move their children from another Ballarat school.

Our total population has remained fairly stable over the past four year with enrolments sitting at the high 260s to mid 270s. The school site is limited in space being the area of almost one city block. This has encouraged the School Advisory Council to recommend a desired optimum of 280 students.
St Alipius is recognised within the local Aboriginal community as a school that supports indigenous families, indigenous students and indigenous culture. Currently there are 16 Aboriginal students at St Alipius, the second largest indigenous enrolment of any Catholic Primary School in our diocese.

Whilst community members can identify connections to more than 18 cultural groups, the large percentage of families are of Anglo-Celtic origin and have been in Australia for 3 or more generations. Newly arrived families have come from Sudan, India and Ireland. Only 1.6% of students at St Alipius have a language background other than English.

In 2015 the students are organised into eleven multi-aged learning groups. These are:

- Two groups of Foundation years students;
- Three groups of Grade One and Grade Two;
- Three groups of Grade Three and Grade Four;
- Three groups of Grade Five and Grade Six;

The number of students in learning groups ranges from twenty-one to twenty-eight.

St Alipius Parish School has twenty-three teaching staff employed for 17.9 full-time equivalent positions. We have seventeen non-teaching staff at 8.3 FTE. St Alipius is currently staffed within the funded staffing schedule.

Within the past 2 years there has been an increase in the turnover of staff largely due to Family Leave entitlements. Six members of our team of teaching staff are currently on leave or returning to work on a part-time basis due to Family Leave entitlements. This has resulted in a change of staff dynamic and structure as returning staff seek part-time employment.

Buildings at St Alipius are a mixture of old and new and in the past five years major building programs have seen every space either renovated, restored, demolished or rebuilt. In 2015 the installation of a lift and the associated works has commenced. This will enable equity of access for students and families who are currently restricted in access to our first floor facilities and will provide support for staff in relation to OH&S matters associated with carrying resources on stairways.

St Alipius has an indicative school SES score of 97. 28.2% of our families received the Family Fee Assistance. Our Families Fee (recurrent and capital) are $1170 per year which is within range and similar to ‘like-schools’. Our fee collection rate in 2015 was 86.79%. We are slightly below target with ‘Like Schools’

St Alipius receives additional funding to provide programs for 37 students with special needs. These children require learning and teaching programs that are significantly different from the general classroom program because of their particular needs in regard to chronic health issues, intellectual disabilities, social and emotional disorders and/or severe language disorders.

‘This statement is taken directly from the most recent School Review Report’

‘St. Alipius is a school which provides a welcoming, inclusive and caring environment for the diverse members of its community. There is a positive tone in the school and practices and policies are reflective of the school’s Catholic vision. The school works closely with the parish and parent community and students. Students, staff and parents and spoke proudly of their school and the care that is extended to all. There has been some growth in a number of key areas of the school in the past four years and the school recognises the challenges ahead.’
The Annual Action Plan Overview is included to provide information about the directions taken at St Alipius in 2015.

Vision: Open to God’s presence, St Alipius is a Catholic learning community of:
Excellence, Equity and Empowerment

Annual Action Plan Overview 2015

Open to God’s presence, St Alipius is a Catholic learning community of Excellence, Equity and Empowerment

Priority for Action (Goal/Key Overarching Strategy)

To develop and embed a professional learning community underpinned by coaching and feedback for staff and students with a focus on contemporary learning.

<table>
<thead>
<tr>
<th>Aspect Specific Strategies</th>
<th>Targets</th>
<th>Specific Action</th>
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<tbody>
<tr>
<td>Catholic Identity</td>
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<tr>
<td>Assessment for Learning</td>
<td>Common rich assessment tasks</td>
<td>Regular REC supported planning sessions</td>
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<tr>
<td>Goal-setting</td>
<td>Comprehensive use of learning intentions, success criteria and rubrics</td>
<td>REC to relinquish some management tasks and build skills and practice as an RE coach.</td>
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<tr>
<td>Learning and Teaching</td>
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<tr>
<td>Feedback for learning</td>
<td>Shared model of Project Based Learning</td>
<td>Each staff member to engage in an Action Research Project each term.</td>
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<tr>
<td>Assessment for learning</td>
<td>Collaboratively formed learning intentions</td>
<td></td>
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</tbody>
</table>
## Goals setting – performance/learning
- Agreed common formative assessments
- Use of 2Build a Profile as a tracking tool
- Comprehensive use of learning intentions, success criteria and rubrics

## Leadership and Management
<table>
<thead>
<tr>
<th>feedback for learning</th>
<th>Development in use of Google ‘suite’</th>
<th>Appoint an ICT leader</th>
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<tr>
<td>ICT for 21st Century Learning</td>
<td>All teaching staff in a coaching relationship with at least one other staff member</td>
<td>Appoint a coach for RE</td>
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<tr>
<td>Goals setting – performance/learning</td>
<td>Professional Learning Community</td>
<td>Appoint 3X .4 coaches for Learning &amp; Teaching</td>
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**Development in use of Google ‘suite’**

- All teaching staff in a coaching relationship with at least one other staff member

**Goals setting – performance/learning**

- Development of student voice in classroom and school-ground routines, behaviours and practice

**Professional Learning Community**

- Professional Learning Community Development in use of Google ‘suite’
- Appoint an ICT leader
- Appoint a coach for RE
- Appoint 3X .4 coaches for Learning & Teaching

**Access staff PD in:**

- 21st Century Learning
- Formative and Summative Assessments
- Coaching
- Leading Educational Change.
- ICT

- Develop a cycle and framework for each staff-member within our Learning Community.

- Engage CEO staff to provide ongoing PD for staff

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<tr>
<th>School Community</th>
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<th>Increase Home/School Communication</th>
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<th>Develop opportunities for Feedback</th>
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<th>Provide ICT learning opportunities for parents</th>
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**Student Wellbeing**

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<th>Goals setting – performance/learning</th>
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<th>Development of student voice in classroom and school-ground routines, behaviours and practice</th>
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- 2015 ANNUAL REPORT TO THE SCHOOL COMMUNITY
Principal’s Report

2015 was a big year for us at St Alipius and the concepts of ‘culture’ and ‘tradition’ have been significant at St Alipius throughout this year. It has been a time of reflecting on traditions of the past that have brought us to where we are today and a year of examining the current culture and traditions that make us the unique community of St Alipius. It has also been a time when we design and plan for the processes, procedures and practices that will create the future culture and traditions of this amazing community. St Alipius has 163 years of history and a rich tradition of educating the children of Ballarat East. It has a tradition of being a welcoming school, deeply connected to its parish community and committed to celebrating diversity and caring for those on the margins.

During 2015 we have also been confronted with the ongoing effects of a dark chapter in the history of St Alipius Parish and St Alipius Boys School. The association of our school name with these horrendous events challenged us to take a stand. Our stance is not one of defence, because any abuse of children is utterly indefensible, but a stand for transparency, for giving children a voice, for empowering people to tell the truth and listen for the truth - and for an absolute commitment to the safety of every child who joins our community.

We deeply believe that the only way we can begin to dispel the darkness of the past is by bringing the truth out of the shadows and using the Gospel to light our future path.

CATHOLIC CULTURE

The one thing that defines us is our Catholic Culture - it is the thing that makes us different from Department schools and the thing that connects us to other schools in the Catholic system. During 2015 we collected information from families, students and staff about the importance of Catholic Culture to our community. This information provides us with an interesting snap-shot of the way we view Catholic Culture. The information is extensive but I will share a couple of pieces of information.

We have a strong commitment to being a community that prays together, that reflects on scripture, that refers to the Gospel and Catholic teachings when creating policies and procedures and learning programmes. This is evident in the daily life of our community and something we can never drop the ball on.

If anyone is questioning ‘Why do you do that?’ and we can’t say ‘Because that’s what the Gospel calls us to do.’ then we have missed the mark completely.

This kind of thinking truly makes the Gospel central to our community - makes us authentically Catholic - and so we have to be sure we know what the Gospel asks of us.

Jesus wasn’t wishy-washy in his call. He demanded that his followers:

- Show love for one another - so that they may know they are loved by God
- Embrace the marginalized
- Challenge structures that put people on the outer
- Forgive one another
- Seek the truth
- Look at life from the perspective of the least powerful
- Recognise God’s face in each person

This is our work in Catholic Education - both a challenge and a privilege.

We are blessed to have the leadership of Adrian McInerney, our parish priest, mentor and friend, as we go about this important work.

LEARNING AND TEACHING

St Alipius has a strong tradition of bringing learning opportunities to the children of Ballarat East. It is appropriate that our Year 6’s have spent the past two days at the St Alipius tent School at Sovereign Hill because it connects us to that tradition and reminds us of our roots.

In 1853 education was seen as a production line - students were seen as empty boxes being filled with information as they moved along through the years.

Life has changed so dramatically since 1853 - it’s even changed dramatically since 1953. We wouldn’t expect a doctor to treat us as they did even 50 years ago.
We don’t design cars or homes or telephones the way they did 50 years ago - they don’t suit our way of life. And we don’t design transport, communication or health systems as we did 50 years ago, some principles remain but the practises keep evolving. It would be foolish to think that an education system that prepared me for the world of the 70s and 80s is going to suffice in preparing our students for the world of the 2020s and beyond.

It is vital that we ensure that education keeps evolving and responding to the needs of the time - and most importantly, to the needs of each child in our care.

During 2015 we have engaged in three significant educational initiatives that have each been designed to develop student skills and provide them opportunities to apply these skills on new situations.

1. **The introduction of Project Based Learning across our school.**

   Well before Jesus was born Aristotle identified that ‘Human beings are curious by nature’. Today successful companies like IBM, Apple, Samsung and Google have 2 priorities in looking for employees - Adaptability and Creativity.

   Learning programmes that engage students and challenge them to think about their world in creative and questioning ways are what schools are being challenged to develop these days. We believe that Project-Based Learning is an effective strategy around which to plan such learning episodes and we are gathering data to support our belief.

   The Components of Project-Based Learning include:
   - Immersions that engage students, provoke them to be curious and ask questions.
   - Individual Projects which are guided by clear learning intentions and success criteria
   - Skills-based clinics that teach the skills necessary for learning success
   - Conferences that provide feedback and ongoing goal-setting.
   - Celebrations of learning where students share their learning with parents and friends

2. **The introduction of 1:1 computing in the 5/6 learning community and increased ICT use throughout the school.**

   As we work in partnership with parents in the education of their children, it is our aim to keep up to date with current educational research and practice, and to implement teaching strategies that will assist our students to be appropriately skilled 21st Century learners.

   Children today think, connect, and communicate very differently to when we were children; in fact, they think and communicate differently to the way children did five years ago at school. They live in a digital world and the reality of this world is that change happens so rapidly that access to knowledge, information and connections to the wider world are an essential part of their learning. Our current children are the next global citizens, where creating, problem solving and collaborative skills will be highly valued in the jobs they will seek.

   This initiative both promotes the development of St Alipius students’ 21st Century Learning Skills and supports the implementation of Project-based Learning.

3. **A Focus on Spelling**

   SMART Spelling is a skilled-based approach to spelling that teaches skills rather than individual words. Students each learn the same skill or rule and identify it in increasingly more complex words. Everyone is learning how to spell a range of words and what they mean and how to apply them appropriately in their writing.

   Accurate spelling hasn’t gone out of fashion - it is as important now as ever. Knowing how to tackle unfamiliar words and how to find the meaning of words are life skills that learners will find helpful as they engage in creative and problem-solving pursuits. Perhaps the greatest benefit we have seen of this approach has been that student confidence in themselves as learners has risen as they achieve success in this area of their learning.

   This learning and teaching approach has shown growth for all students P-6. In high numbers of students this growth has been well above the anticipated level for the time allowed (eg 12 months growth in 8 months of learning) We are excited about the confidence that students are showing in themselves as learners and we are pleased with the success of this approach that has been in operation just 8 months.

**STUDENT WELLBEING**

Student Well-being is everyone’s responsibility at St Alipius. We have implemented a Social and Emotional Learning programme for a number of years now and all children access this learning in their class programmes.

Early in the year all staff attended PD facilitated by Jo Lange to support them in implementing strategies that promote positive behaviours in students. This PD was followed up with all staff engaging in Action Research Projects to embed
these positive practices in their classrooms. I congratulate staff who are willing to continue learning to improve outcomes for the children in their care.

The appointment of Student Wellbeing Worker means that we can offer support to those students whose needs sit outside the regular classroom SEL programme. Emily’s expertise is invaluable in supporting students, families and teachers in understanding behaviours and responding appropriately to them.

**LEADERSHIP AND MANAGEMENT**

**How can we collectively do a better job of monitoring student learning?**

**Can we each clearly articulate and implement project-based learning?**

**Have we developed leaders of professional learning who can assist with planning and who can mentor, coach and provide feedback to teachers?**

These are the questions that have preoccupied us at St Alipius in 2015. The collection of information that informs our decision-making is key to the leadership and management of our school.

During 2015 we have had a major focus on examining the information we gather to ensure that we are providing teaching opportunities that optimise student’s learning.

Early in the year a small team of staff developed a data portal into which we put the information from student assessments. With the help of this tool we are able to readily track student trends.

Our ‘Data Portal’ can convert results to graphs which assists us in making informed decisions for individual students, class groups and whole school development.

Into this ‘portal’ we put the students NAPLAN results, Maths and Literacy results from various standardized assessments and the progression points (ie the dots) recorded on each students reports.

Accountability to student learning is a priority. Not only is it important to be doing a good job, it is also important to have the evidence that our efforts are making a difference.

During this year we surveyed parents, students and staff via the Insight SRC Data and this information will assist us in setting future directions during our school review next year.

**Building our School Environment**

This year our school routine has been interrupted by builders and contractors as we have made the necessary changes to install a lift into the Mercy Wing of our school. It seems that the work has been ongoing as doors and paths have changed - and the lift has still not appeared!

We are told that it will arrive from Italy before the end of December.

The installation of a lift will provide equity of access to our resources to all community members and will provide a safer workplace for staff.

On Friday we settle the purchase of the house at 112 Victoria St.

This purchase adds to our school environment and allows us to expand on some of the programmes and facilities we offer. It also provides us with an opportunity for creating a master plan for future development!

**COMMUNITY**

Welcome Picnics, Mothers and Fathers Day Celebrations, Walkathons, Sausage Sizzles, Discos – these events are well-established on the St Alipius calendar and they continue to be well-supported by our families and well organised by a small team of dedicated people. I can’t thank them enough for all they do. New ‘events’ entered the calendar this year with our inaugural Golf Day and Family Trots Night. These were also great opportunity for community connections and fun-raising as well as fundraising.

Our major focus this year has been in connecting families into their children’s learning - as we are well aware that a child’s interest in learning is enhanced by their parents’ interest in their learning. The following opportunities were offered to assist parents to connect to their child’s life at school.

- **SHARE Programme:** To assist parents of Early Years students in continuing the learning adventure at home.
- **EXPOS:** To provide students with a forum to articulate their learning to their peers, their parents and other adults.
- **PERFORMANCES:** To show-case students’ learning in performance arts for family and friends
• ATHLETICS SPORTS DAY: To invite families to share in the development and celebration of physical skill development.
• LEARNING CONFERENCES: To gather parents, student and teacher together to celebrate learning achievements and to set future directions.
• CYBER-SAFETY NIGHT: The introduction of 1:1 computing at St Alipius has been a positive step and the partnership of families, staff and students has been what has made it so. Ongoing discussions with families and positive attendance at information and cyber-safety sessions have been important in bringing about a successful change in the learning tools we use every day.

The parent data from the INSIGHT SRC survey shows some areas of growth and some area for future development.
Governing Authority’s Report

Adrian McInerney - Parish Priest

St Alipius Parish School is an integral part of St Alipius Parish community.

As parish priest I am proud of this school and the opportunities it provides for the children of Ballarat East.

I am particularly proud of the way this school community lives the Gospel in word and action.

The prayer life of St Alipius is rich and its outreach to families in need, both within the school and the broader community, is a great example to each of us.

I commend the leadership and the whole staff team for their commitment, care and professional approach in developing each student as a well-rounded human being who knows that they are loved by God.

Adrian McInerney
School Advisory Council Report

Phillip Horne - Chairperson

The year two thousand and fifteen has been a challenging year for the school and School Advisory Council in many ways particularly with the Royal Commission focusing the spotlight in our direction. This impacted heavily on the school leaders Eileen and Roxanne and the teaching staff. It was without doubt a most difficult time and full credit must go to the way in which the school staff, the leaders and community conducted themselves during these highly stressful times. How the school functioned during this period illustrates how effective the leadership, guidance and care for students both past, present and future was. Eileen and her team of teachers must be congratulated on how the school community pulled together during this time.

The School Advisory Council have worked diligently on your behalf to ensure the best for your children whilst in the care of the St Alipius Parish School. My thanks for your input at meetings, contributions to discussion, perseverance and most of all patience as we progressed through the school year.

The School Council has been involved in ratifying a number of school policies to ensure that the children remain safe at all times when attending the school and school activities. These policies include:

- The Child Protection Policy
- Mandatory Reporting Policy
- Visitors to School procedure

These policies need to be operationalized and we as a team have moved to ensure that these actions have occurred.

The School Council have also been involved with the purchase of the house on the corner of Victoria and Otway streets to expand the schools area. This was a significant purchase for the school which will benefit students now and well into the future. The house itself requires cosmetic alterations to be secure and fit for purpose as part of the school but when the opportunity to purchase became available Eileen and members of the School Council moved and acted quickly and efficiently to purchase the house. As a parent representative organisation members of the council ask for your feedback and your ideas on how this space may be best utilised to serve the interests of the school and the students.

Other construction to take place at the school this year resulted from OH & S reports identifying the need to install a lift to the second floor of the main building. Despite the construction and other renovations being well beyond the expected time limit of completion, the lift installation and renovations bring our school up to and above an expected level of safety. The lift opens the opportunity for young students with walking or similar difficulties to be able to attend classes on the second floor without the need to alter to class room locations that would previously have been the case.

An integral part of the School Advisory Council is the need to drive fundraising and social activities to build community spirit and resources.

This year we have had a range of activities that have brought families together and have meant that we have raised $20,000 into our community. I thank all those who have worked so hard to ensure these functions run smoothly.

The School Council has conducted social activities such as the golf days and trots fundraisers along with working bees. These activities do not just happen and special mention should be made not only those Council members who tirelessly provide their labour and energies to make such functions a success but must include Lisa and Lauren in the office. Without doubt their continued input and behind the scenes work is absolutely invaluable into the coordination, functions and activities of the School Advisory Council.

This coming year will be significant for the School Advisory Council as we review and develop plans for the next four years and beyond. Every four years the School Advisory Council contributes to the review with information largely based on feedback provided by parents. Next year will see a high level of interaction between the school community and the council to establish what the community require of the school.
Lastly the School Council year would not have been as successful had it not been for the strength of our Principal and Deputy whose leadership, direction and calmness have resulted in the school growing in stature within the wider school community, not just in Ballarat but well beyond our cities borders. Thank you for the care respect and passion you both have for our students, staff and the community of St Alipius.
Catholic School Culture

Goals & Intended Outcomes

- Improved student outcomes through formative and summative assessment
- Focused, targeted teaching in RE

Achievements

Regular REC supported planning sessions were conducted with each teaching group which resulted in cohesive team planning and shared commitment to targeted learning programmes

Our RE Leader relinquished some management tasks and built skills and practices as an RE coach with the result that staff engaged in setting clear goals for improved RE learning programs.

VALUE ADDED

Leadership in a range of Parish-linked liturgies and programs including:

- Preparation of Ashes for Ash Wednesday
- Holy Week Liturgy
- First Communion and Confirmation Programs and Liturgies

Celebration of School-based Liturgies including:

- Masses to commence school year, St Alipius Feast Day, new terms
- Liturgies for Mothers’ Day and Mission Month
- Weekly Prayer time based on the Liturgy of the Word

Improved implementation of Awakenings Curriculum through:

- Whole staff PD in Shared Christian Praxis
- Regular RE based Professional Learning Team Meetings

Application of our call to Mission through:

- Fundraising for Project Compassion
- Mission Day Activities
- Advent Giving Tree.
Community Engagement

Goals & Intended Outcomes

- To deepen the learning partnerships between students, parents and teachers
- To ensure clarity of communication with parents, and the wider community

Achievements

Parent involvement in the learning of students through:

- Regular involvement in students’ learning [expos, info sessions, classroom visits, use of google drive]
- Greater access and presentation of adult learning opportunities
- Regular communication with parents about student learning. This included termly mail-outs of learning intentions, email communication on an as needs basis from both parents and teachers, sharing of info via class, unit team and school web-sites.

PARENT SATISFACTION

Insight SRC data shows increased parent satisfaction in the aspects of:

- School Improvement
- Learning Focus
- Behaviour Management
- Connectedness to Peers
- And Student Safety
Leadership & Stewardship

Goals & Intended Outcomes
Increased staff confidence and capabilities in the use of ICT

Establishment of coaching culture using effective processes for feedback and appraisal

Achievements
The appointment of an ICT leader and development of an ICT Strategic Plan

Development in use of Google ‘suite’ especially with staff and the 5/6 students

All teaching staff engaged in a coaching relationship with at least one other staff member

Appointment were made for the role of ‘Coach’ in the areas of RE and Learning & Teaching

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

<table>
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<th>DESCRIPTION OF PL UNDERTAKEN IN 2015</th>
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<td>• 21st Century Learning</td>
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<td>• Formative and Summative Assessments</td>
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<td>• Coaching</td>
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<td>• Leading Educational Change.</td>
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<td>• Autism Spectrum Disorder – Strategies to support</td>
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<td>• Disability Discrimination Act</td>
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<tr>
<td>• Enhancing Mathematical Understandings</td>
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<td>• SMART Spelling</td>
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NUMBER OF TEACHERS WHO PARTICIPATED IN PL 23

AVERAGE EXPENDITURE PER TEACHER FOR PL $500.00
TEACHER SATISFACTION

**INSIGHT SRC Report shows a small amount of growth in the Teaching Climate Aggregate from 2013 at 72.6 to 2015 at 73.2.**

The graphs below show significant growth in the areas of Team-work, School Morale, Curriculum Processes and Quality Teaching which are the reasons for the Aggregate growth as other areas have largely stayed constant.
ANNUAL REPORT TO THE SCHOOL COMMUNITY

2015 Staff Climate - actual scores...
Learning & Teaching

Goals & Intended Outcomes

Improved student outcomes through formative and summative assessment

Identifiable growth in teacher practice through Action Research Projects

Improved student engagement and increased attendance

Achievements

- Shared model of Project Based Learning
- Collaboratively formed learning intentions for each unit of work
- Agreed common formative assessments
- Use of (2Build a Profile) and Evernote as tracking tools
- Comprehensive use of learning intentions, success criteria and rubrics
- Each staff member engaged in an Action Research Project each term.
- Establishment of St Alipius Assessment Schedule
- Development and regular use of Data Portal
- Introduction of SMART Spelling

STUDENT LEARNING OUTCOMES

Over the past three years there has been steady growth in all aspects of NAPLAN other than a slight drop in Grammar and Punctuation at year 3 level. The number of entry level students at St Alipius who are identified with articulation errors, severe language disorders and dyspraxia has risen dramatically over this time. In our desire to address the speech needs of our students, we employed a Speech Therapist in 2014. We are unsure if this has meant that students with speech and language needs now find our school a good option, however the NAPLAN data is not showing the positive trend we had hoped for. The introduction of SMART Spelling is bringing a positive trend to our spelling results. Numeracy data continues to show positive growth.
Wellbeing

Goals & Intended Outcomes

Development of student voice in classroom and school-ground routines, behaviours and practice

Achievements

St Alipius aims to provide an engaging learning program to make school attendance desirable for all students. Parents are encouraged to notify the school when students are absent. Non-attendances without notice result in a text message being sent to families asking for explanation. Letters are sent to families identifying concerns re attendance when more than 5 days non-attendance is noted. Constant contact is maintained by classroom teacher, LSOs or KEWs as appropriate. When attendance becomes a concern principal contacts ChildFirst.

VALUE ADDED

This year at St Alipius we have:

- Provided support material for families via the Newsletter
- Provided Parenting Workshops to support families
- Offered ‘Smiling Minds’ Mindfulness programme to students in the year 5 and 6 learning communities
- Provided ‘Friendship Workshops’ to groups of students across the school
- Supported students experiencing grief, trauma and anxieties
- Responded to world and local tragedies and traumatic events with information and useful strategies
- Referred families to supportive programmes and networks
- Offered SHARE program to help families connect with student learning
- Successful camp and off-site experiences.
- Opportunities to engage in a range of extra-curricular activities:
  - Boite Choir,
  - Guitar, Keyboard and Vocal lessons,
  - Bug Blitz,
  - Community Garden
  - Broad range of sports
  - Active After School Program
  - Chess club
  - Alternative play program

- Successful camp and off-site experiences.
- Opportunities to engage in a range of extra-curricular activities:
  - Boite Choir,
  - Technology Enriched Curriculum Project,
  - Guitar, Keyboard and Vocal lessons,
  - Bug Blitz,
  - Community Garden
  - Broad range of sports
  - Active After School Program
STUDENT SATISFACTION

Insight SRC Data identifies Student Engagement, Stimulating Learning and Connectedness to Peers as particular strengths at St Alipius with each of these areas drawing scores above the 75th percentile.

Particular areas of growth in the past 2 years have been:
- Stimulating Learning: grown from 61st percentile to 78th percentile
- Connectedness to School: grown from 71st percentile to 81st percentile
- Student Motivation: grown from 75th percentile to 88th percentile
- Connectedness to Peers: grown from 76th percentile to 85th percentile
### Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>222 890</td>
</tr>
<tr>
<td>Other fee income</td>
<td>34 165</td>
</tr>
<tr>
<td>Private income</td>
<td>100 603</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>545 171</td>
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<tr>
<td>Australian government recurrent grants</td>
<td>2 021 839</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
<td>2 924 668</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>2 182 942</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>628 715</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>0</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>63 918</td>
</tr>
<tr>
<td>Other capital income</td>
<td>705 000</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td>768 918</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>776 511</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td>50 400</td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>663 006.74</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>699 455.79</td>
</tr>
</tbody>
</table>

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

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

2016 is a year of Review.

The Annual Action Plan for 2016 is aimed at continuing growth in the area of Project-based Learning through establishing Growth Mindset knowledge and behaviour and through more rigorous Assessment procedures.

Feed-back and Appraisal will continue to be a focus whilst we invest time in a full review of the school’s operations.

The Annual Action Plan for 2016 is detailed below:

**Annual Action Plan Overview:**

*Open to God’s presence, St Alipius is a Catholic learning community of: Excellence, Equity and Empowerment*

**Priority for Action**

To develop a school-wide understanding of growth mindsets in order to inform our understanding of self and others.

To develop the cyclic use of assessments in order to deepen learning and improve student growth.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Aspect Specific Strategies for Staff</th>
<th>Aspect Specific Strategies for Students</th>
<th>Targets</th>
<th>Evidence</th>
<th>Specific Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Catholic Identity</strong></td>
<td>Theological and Spiritual formation</td>
<td>Theological and Spiritual formation</td>
<td>Improved student outcomes through formative and summative assessment</td>
<td>Rich assessment tasks, Awakenings planning documentation, Use of learning intentions, success criteria and rubrics</td>
<td>Regular REC supported planning sessions, REC to build skills and practice as an RE coach.</td>
</tr>
<tr>
<td><strong>Learning and Teaching</strong></td>
<td>Feedback for learning</td>
<td>Goal setting – performance and learning</td>
<td>Agreed common formative assessments, Developing specific strategies that enable effective learning conversations</td>
<td>Improved student outcomes through formative and summative assessment, Establishment</td>
<td>Each staff member to engage in an Action Research Project each term. Seek Growth Mindset facilitator Each staff member</td>
</tr>
<tr>
<td><strong>Leadership and Management</strong></td>
<td>Development of a coaching culture using effective processes for feedback and appraisal</td>
<td>Using effective processes for feedback and appraisal</td>
<td>Development in use of Google ‘suite’</td>
<td>Increased staff confidence and capabilities in use of ICT</td>
<td>Comprehensively sequenced and facilitated PLTs</td>
</tr>
<tr>
<td>-------------------------------</td>
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<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>School Community</strong></td>
<td>Developing ways in which parents can support student learning using Growth Mindset approach</td>
<td>Using language relevant to Growth Mindset approach</td>
<td>Developing specific strategies that enable productive learning conversations</td>
<td>Parent involvement in the learning of students through: -Regular involvement in students’ learning (expos and classrooms) -Professional Learning (information sessions and newsletter items)</td>
<td>Regular invitations to expos classrooms -Open classrooms -Professional Learning in Growth Mindsets (information sessions and newsletter items)</td>
</tr>
<tr>
<td><strong>Student Wellbeing</strong></td>
<td>Developing ways in which students can help themselves and each other through the Growth Mindset approach</td>
<td>Using language relevant to Growth Mindset approach</td>
<td>Developing understanding of mindset of self</td>
<td>Pre and post surveys</td>
<td>Embed the language of growth mindset in students and the classroom</td>
</tr>
</tbody>
</table>

- **Shared model of Project Based Learning**
- **Use Data Portal as a tracking tool.**
- **Comprehensive use of learning intentions, success criteria and rubrics.**
- **Identifiable growth in teacher practice through Action Research Projects**
- **Growth Mindset professional development.**
## PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
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<tr>
<td><strong>YR 03  Reading</strong></td>
<td>100.0</td>
<td>100.0</td>
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<td><strong>YR 03  Grammar &amp; Punctuation</strong></td>
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<td>96.6</td>
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<td><strong>YR 03  Numeracy</strong></td>
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<td>96.6</td>
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<td>3.4</td>
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<tr>
<td><strong>YR 05  Reading</strong></td>
<td>95.0</td>
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<td>7.1</td>
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<tr>
<td><strong>YR 05  Writing</strong></td>
<td>97.6</td>
<td>92.9</td>
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<td>7.1</td>
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<td><strong>YR 05  Spelling</strong></td>
<td>88.1</td>
<td>85.7</td>
<td>-2.4</td>
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<td>8.4</td>
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<tr>
<td><strong>YR 05  Grammar &amp; Punctuation</strong></td>
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<td>96.4</td>
<td>3.5</td>
<td>97.1</td>
<td>0.7</td>
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</table>
ANNUAL REPORT TO THE SCHOOL COMMUNITY

<table>
<thead>
<tr>
<th>Year</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Grammar &amp; Punctuation</th>
<th>Spelling</th>
<th>Writing</th>
<th>Overall average attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 05</td>
<td>97.6</td>
<td>97.6</td>
<td>97.6</td>
<td>97.6</td>
<td>97.6</td>
<td>93.55</td>
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</tbody>
</table>

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 05</td>
<td>93.55</td>
</tr>
<tr>
<td>YR 06</td>
<td>94.97</td>
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<tr>
<td>YR 07</td>
<td>94.57</td>
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<tr>
<td>YR 08</td>
<td>95.18</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>93.51</td>
</tr>
</tbody>
</table>

TEACHING STAFF ATTENDANCE RATE
### Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 94.16% |

### STAFF RETENTION RATE

| Staff Retention Rate | 85.71% |

### TEACHER QUALIFICATIONS

| Degree Bachelor | 68.75% |
| Masters         | 6.25%  |
| Graduate        | 12.50% |
| Certificate Graduate | 0.00% |
| Diploma Advanced | 31.25% |
| No Qualifications Listed | 6.25% |

### STAFF COMPOSITION

| Principal Class | 2 |
| Teaching Staff (Head Count) | 24 |
| FTE Teaching Staff | 19.115 |
| Non-Teaching Staff (Head Count) | 19 |
| FTE Non-Teaching Staff | 12.089 |
| Indigenous Teaching Staff | 2 |