St Roch’s Parish Primary School
Glen Iris
REGISTERED SCHOOL NUMBER: 1311

2014 ANNUAL REPORT
to the School Community

REGISTERED SCHOOL NUMBER: 1311
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Contact Details

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Minimum Standards Attestation

I, Richard Jacques, attest that St Roch’s Parish Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA

- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our School Vision

St Roch’s Catholic Primary School can be defined as a community of people sharing a common belief in a Christian concept of life. This community is centred on Jesus Christ and enlivened by the spirit and values of the Gospels. We strive to develop relationships with each other and with God.

Sharing in the evangelising mission of the Church, we emphasise the relevance of our faith to life and contemporary culture.

We are committed to the development of the whole person and we strive to provide a learning and teaching environment where positive attitudes towards our faith and life are encouraged and developed.

The curriculum is designed to focus on the development of the spiritual, social, intellectual, emotional and physical aspects and so enable each child to reach his/her full potential as an active and effective citizen in our community.
School Overview

St Roch’s is a small school with a big heart. At St Roch’s, we pride ourselves on being encouraging, nurturing and caring. The emphasis is on creating a welcoming environment, where children are not only cared for, but also encouraged to achieve academic excellence. We aim for all our students, as learners in a Catholic school, to be confident, resilient and well-rounded individuals.

“The end product of a Catholic education is not the perfectly socialised pupil, but a pupil who is able to inquire into everything and everyone positively and with an open mind.” Didier Pollefeyt

WELLBEING

Our focus at St Roch’s is on building relationships and a sense of wellbeing. Each child is known by name, and their passions, talents and interests are acknowledged and fostered. Our staff are highly committed to the education of the whole child; they are dedicated, motivated and caring. With encouragement, pastoral support and buddy programs, our children are inspired to shine.

ACADEMIC EXCELLENCE

We achieve above the national standard level for both literacy and numeracy, therefore our benchmarks are set high. Our students are educated and inspired with rigorous, relevant and personalised teaching strategies. St Roch’s whole school approach to the learning and teaching of English and Mathematics means we offer dedicated literacy and numeracy sessions, which are supported by additional trained teacher assistants. As an inquiry based school, our students are encouraged to think critically and make connections with their learning. This educational community encourages our children to be creative and reflective, with a lifelong love of learning.

Additional programs and extra-curricular activities offered include Reading Recovery, Enrichment Program, an Art Show/Production, Interschool Sports in Year 4/5/6, Cross Country, Athletics, Sports Day, Swimming Program, Bike Education, a camping program for Year 5/6 students, a Student Representative Council that involves all year levels, a Year 6 Leadership Program, Prep/Year 6 Buddy Program, tennis coaching before and after school, lunchtime dance classes, music lessons and an Out Of School Hours Care (OSHC) program that operates from the Parish Hall.

COMMUNITY

The sense of community is strong at St Roch’s. We enrol families – not just students – and we take the time to get to know each and every person in our community. We are proud of our Catholic faith and live out the wisdom and justice of the Gospel values in all that we do. Our staff and students foster sincere relationships in the school and with the wider community. St Roch’s is outward facing. We make important connections with the local community, such as local kindergartens, aged-care homes and parishioners. We aim for our children to develop deep understandings of themselves, others and their world.

Parents enjoy being very active in the school and are extremely supportive of the children and staff. The priority of the Parents and Friends Association is to build community and they do this by welcoming families and organising social functions. It is also an active body that helps fundraise for the school.
FACILITIES
St Roch’s recently underwent a major upgrade to buildings and playground areas. Our school is housed in a beautiful, multi-level, air-conditioned building comprising seven classrooms, an art room, two open learning spaces, administration, and an original Parish Hall with period features. We have a wonderful and welcoming library, and the use of two Parish tennis courts and clubroom. Children have access to contemporary learning tools including desktop computers, laptops, iPads and interactive whiteboards.

HISTORY
St Roch’s School first opened in 1924 and moved to its present site in Glen Iris in 1930. It is named after St Roch, a 13th century French saint. Roch was also the second name of the founding pastor, Father Patrick Roch Loughnan, who was Parish Priest from 1927 to 1958. The school continues to enjoy a strong relationship with the Parish. St Roch’s School is the only Australian school with this name. The school motto is ‘Virtus Sola Nobilitas’ – ‘Virtue Alone is Noble’.
Principal’s Report

St Roch’s Parish Primary School and the Parish of St Roch’s have always worked closely in providing sacramental and faith education for the children, under the leadership of Father Ian Waters and in partnership with the school leaders, staff, parents and the children.

This year the school strengthened the relationship further with the Parish and with the wider community, inviting parishioners, local kindergartens, Cabrini Aged Care residents, and family members to participate more closely in activities within the school. In preparation for the school’s biennial Art Show ‘Art Roch’s’, representatives from the groups were invited to work with children from each year level in classroom activities, discussions and in creating art works. The children, staff and visitors also benefitted from working closely with an Artist in Residence and other expert advisors throughout the year. The culmination was a wonderful celebration in September, and continuing contact and collaboration between the school and these groups to this day. The whole project was initiated by a grant promoting wellbeing within school communities through ‘reaching out’ and involving others. Two pieces received first prize at the Catholic Education Office Melbourne Visual Arts Exhibition 2015. Throughout the school we have framed semi-permanent pieces, which are reminders of the Art Show’s success.

New initiatives were implemented this year in the areas of Wellbeing, Information Technology, and Extra-Curricular activities.

Our Wellbeing Leader established links with OnPsych, a psychological service to schools in Victoria, NSW, Queensland and Western Australia providing support for the social and emotional wellbeing of students and parents at St Roch’s. In addition, the school adopted the KidsMatter model of wellbeing. KidsMatter Primary is a mental and wellbeing framework providing proven methods, tools and support to help schools work with parents and carers nurturing happy, balanced children.

St Roch’s continues to place an emphasis on ICT, ensuring the children are using up to date and contemporary technology. In 2013-2014 we invested in new equipment for the children to use on a daily basis. This has allowed greater access of use for students working individually, small groups or whole class activities.

Stemming from music, dance and other extra-curricular programs at St Roch’s, the school choir continued in 2014 for Years 3 to 6, and another junior choir for Years Prep to Two children was also established. The music these children enjoyed rehearsing and performing greatly enhanced many school events and celebrations, including school assemblies, ANZAC service, Christmas carols and Sounds of Stonnington. There were also opportunities for these children to perform for local community groups and events, where they proudly represented our school.

St Roch’s continues to maintain its excellent academic standard, once again performing significantly above state and matched school levels in NAPLAN results for Literacy and Numeracy.

To build on our shared vision for the school and its future, I invited parents to meet with myself and the staff at a series of year level ‘Conversations with the Principal’. These conversations were invaluable in allowing me to share my understanding and hopes for the school, and to hear about all facets of the school from a parent’s perspective. As a consequence many wonderful ideas and practical suggestions have been incorporated into planning for this year and beyond.

Following my first full year as Principal of St Roch’s Parish Primary School I am grateful for the continued support of the whole school community, Father Ian Waters and the Parish of St Roch’s.
Parish Priest’s Report

The year 2014 was one of collaboration for our St Roch’s community. This has been evident during my class visits, morning tea with the school staff, and attendance at Parents and Friends and St Roch’s School Board Meetings.

In our efforts to maintain a vibrant and viable parish, school families were invited to and attended parish events such as the St Roch’s Feast Day Dinner, the Ladies’ and Men’s Golf Days, and the Parish Annual General Meeting.

The collaboration is also evident in the school use of the St Roch’s Parish Hall. The hall, located centrally in the original St Roch’s School building, and containing original architectural features, provides a beautiful setting for many parish and school events. The school’s ‘Community Art Show’ in 2014 culminated in an exhibition displayed in the hall of work by the school’s students, in partnership with parishioners and other community groups. This celebration demonstrated that the school is an integral part of the Parish, as well as the desire ‘to reach out’ to the wider community.

There were many joyous occasions when the school community came together in celebration. The school’s Vision Statement speaks of a ‘community centred on Jesus Christ’ and ‘enlivened by the spirit and values of the Gospels.’ As such, the school community this year continued to show great support and care for those amongst us and beyond in times of need.

Congratulations to all our parents, teachers, staff members and especially to our students who have responded to all they have been offered.

Very Rev Ian B Waters
Parish Priest
School Education Board Report

The purpose of the School Education Board is as an advisory body to the Parish Priest of St Roch’s Parish, the Principal and to the staff of the school in all matters relating to the school’s directions, goals, programs and policies. The Board advises, in a spirit of cooperation, with the Parish Priest and Principal regarding the operation of the school.

The Parish Priest is the administrator of the parish and the School Education Board has authority as a unit, which derives from its relationship to the parish priest.

Over the year we have promoted a commitment to the philosophy and objectives of Catholic education in the school. It is our hope that we have helped to foster an appreciation of education, in particular Catholic ethos, in partnership with the teaching staff. The Board meetings have provided a forum for discussion of new policies, strategic planning other initiatives considered for the school.

We would like to thank all of the staff for their commitment to St Roch’s and the excellent education they provide to the students.

As I reflect on my eight years as Chair of the School Education Board it has been my pleasure to witness and contribute in some part to the continuing change and development of the school as a whole, and witness the growth and development of not only my children, but all the children at St Roch’s. I wish Anna Straford as the incumbent chair, and the members of the Board, all the very best as they continue to support and advise our Parish Priest, Fr Ian and Principal, Richard Jacques.

Juliet O’Brien
Chairperson
Education in Faith

Goals & Intended Outcomes

Goals:
To empower students to live Gospel Values as a result of what they believe.

Intended Outcomes:
That students will be engaged in Religious Education and aligned with best practice in contemporary learning.

Achievements

- There is an active partnership between staff, students, parents and the wider parish community including our Parish Priest, Fr Waters, in school and parish liturgical celebrations.
- The school is successfully making connections for students between Catholic teaching and everyday interpersonal relationships.
- The Religious Education Leader (REL) worked with teachers in incorporating Religious Education (RE) into the curriculum. Planning continues to be improved by adapting the exemplar RE units and making greater links with our inquiry units.
- Through celebrating our diversity and linking our curriculum with Global Perspectives and Values Education, we have demonstrated a strong commitment to social justice and action in the school and wider community.

STUDENT AND PARENT SATISFACTION

From annual student and parent surveys (as administered by Insight SRC Data) St Roch’s showed continued improvement in satisfaction from students of the school. Examples of this satisfaction are clearly indicated by the following results:

Staff: scores are on a scale of 1 – 5, with 1 being a low score and 5 is the highest score. The scores indicated are the average for each question:

- Teaching at a Catholic school is very important to me – 4.2
- At this school I have the opportunity to learn about the Catholic faith – 4.1
- At this school I have the opportunity to celebrate Mass – 4.0
- At this school I have the opportunity to participate in prayer – 4.3

Students: scores are on a scale of 1 – 5, with 1 being a low score and 5 is the highest score. The scores indicated are the average for each question:

- Being at a Catholic school is very important to me – 4.2
- At this school I have the opportunity to learn about the Catholic faith – 4.6
- At this school I have the opportunity to celebrate Mass – 4.5
- At this school I have the opportunity to participate in prayer – 4.6
- At this school I am encouraged to be compassionate – 4.8
- I have the opportunity to participate in social justice activities – 4.7

Parents: scores are on a scale of 1 – 5, with 1 being a low score and 5 is the highest score. The scores indicated are the average for each question:

- My child attending a Catholic school is very important to me – 4.3
- This school provides the opportunity for my child to learn about the Catholic faith – 4.9
- This school provides the opportunity for my child to celebrate Mass – 4.6
- This school provides the opportunity for my child to participate in prayer – 4.7
- At this school my child is encouraged to be compassionate – 4.8
- This school raises my child’s awareness of social justice issues – 4.4
### VALUE ADDED

Some examples of activities at St Roch’s Parish Primary School which contribute to the achievement and spiritual development of our students are as follows:

- Information evenings were held for parents and children preparing for the Sacraments of Reconciliation and First Eucharist. The school took responsibility for organising Sacramental celebrations for Reconciliation and First Eucharist, and ran parent/child workshops and retreat days.
- A Student Representative Council (SRC) initiative raised funds for, and awareness of, different charities in the school community. The whole school also participated in raising awareness and funds for Caritas Australia through the Lenten Project Compassion appeal and for St Vincent de Paul through the Winter and Christmas Appeals.
- In Family Week, St Roch’s held a Lap-a-Thon to raise important funds for CatholicCare. Children and their families walked laps of the school together and then enjoyed a picnic lunch. We can proudly say that all sponsorship and donations were calculated at $2,082.15.
- Whole school liturgies recognised the beginning of the year, Easter, Feast of the Sacred Heart Mass (Mass for the Poor), School Feast Day and the end of the year.
- Liturgies appropriate to the year level were held, for example, Ash Wednesday.
- Our Parish Priest, Father Waters, visited each class, answering questions about the Church, symbols and their meanings within the Church.
- The school celebrated St Roch’s Feast Day with a mass, whole school activities and a parish dinner.
- A group of children attended the annual St Patrick’s Day Mass at the Cathedral to celebrate Catholic Education Week.
- The Prep children participated in a “Preps in Pyjamas” evening with their parents and staff to share our rich Catholic traditions and faith.
- Regular updates in the school and parish newsletters kept parents and parishioners informed about what was happening in the Religious Education program.
- Each class has a prayer table that the students organise with symbols such as school candle, prayer cloth and crucifix. The Church’s seasons are celebrated through daily prayer, together with classroom and school displays.
- Staff are rostered to lead prayer at staff meetings.
- To complement work covered in Religious Education, links were made through Values Education in activities recognising National Sorry Day (as part of Reconciliation Week), Harmony Day and Day for Daniel.
Learning & Teaching

Goals & Intended Outcomes

Goals:
To improve student outcomes in literacy and numeracy.

Intended Outcomes:
1. Students have a centred and personal approach to contemporary learning within an effective learning environment.
2. Student outcomes in English improve with a particular focus on the writing dimension.
3. Student outcomes in Mathematics improve with a particular focus on the ‘working mathematically’ and ‘structure’ dimensions.

Achievements

- The Leadership Team has attended professional learning focusing on the question, ‘How do leaders in Catholic schools create conditions in which a high quality curriculum is enacted, expert teaching is developed and all students achieve targeted progress over time?’ We have established characteristics and design principles of learning at St Roch’s, and we are using the AusVELS to look into the progression of learning in the various subject areas. Members of staff are being more explicit in their teaching, using learning intentions, success criteria and feedback.
- Leaders worked strategically with classroom teachers in planning and teaching, which included modelled teaching, team teaching, observations and feedback.
- Michael Ymer was employed to lead staff professional learning sessions as well as modelling best practice classroom teaching for mathematics. This has assisted all staff to develop a consistent approach to planning and teaching for Mathematics.

VALUE ADDED

Some examples of activities at St Roch’s Parish Primary School which contribute to the achievement and development of our students are as follows:

- Weekly Professional Learning Team (PLT) meetings for English/Mathematics to analyse student data in order to personalise learning and improve learning outcomes.
- Weekly professional learning at Staff Meetings focusing on learning and teaching, planning, development of policies and whole school processes.
- Small focus groups used in all classes, targeting the range of specific and individual learning needs of students.
- Extension activities and programs to cater for students who are excelling.
- Modification of curriculum to meet the needs of students with special needs.
- All children participated in Literacy testing at the beginning and end of the year. Mathematics testing is conducted before and after teaching of units, along with every student being assessed through the Mathematics Assessment Interview (MAI).
- Reading Recovery strategic approach to improve reading skills in Year 1 students thus preparing them for future learning throughout their primary years. These students are given continued reading support when they complete the program and when they transition into Year 2.
- The school works closely with CEOM to identify and support students with special learning needs, whether highly able or needing extra scaffolding and support to learn.
Parent Support Group (PSG) meetings were held for Literacy, Numeracy and Special Learning Needs (LNSLN) funded students.

Additional classroom support was made available with the provision of extra hours for Teacher Aides in all year levels.

Classroom Helpers – at St Roch’s we value the support we receive in classrooms from parents and members of the community.

Written reports were issued mid-year and at the end of the year. Two Parent/Student/Teacher interview sessions were conducted. Other interviews were held as needed.

Students participated in the school Athletics Carnival at Central Park.

Some children represented St Roch’s in District Athletics, Cross Country and State Swimming.

Years 4, 5 and 6 students participated in the district Interschool Sports program.

Perceptual Motor Program (PMP) - in our Prep and Year One classes we run a Perceptual Motor Program aimed to develop a child’s perceptions and understandings of him/herself and his/her world through movement and motor experiences.

Library - there has been much excitement this year with the School Library re-opening after being reorganised and new furniture purchased by our Parents and Friends Association.

The University of the Third Age, 50 piece orchestra performed for our whole school.
## PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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### Early Years Literacy Data
The Early Years Literacy Data indicates:
- 75% of Year 1 students were above the state standards in reading.
- 87% of Year 2 students were at or above the state standards in reading.
The Five Year Trend data results for our Year 3 and Year 5 students, reflect highly positive outcomes in our school’s NAPLAN results.

**Year 3 Data 2010 – 2014**

Our Year 3 results compare well scoring above national and state averages in all areas. We are proud of the children’s achievements and continue to reflect on how we can best support and extend the students in our care. Whilst spelling shows a slight decrease for Year 3 in 2014, there is still growth shown over the three year period overall in both grades.

**Year 5 Data 2010 – 2014**

At St Roch’s we acknowledge that while our results continue to be above state and national averages, we continue to focus on ensuring that all our students achieve maximum growth between Year 3 and Year 5 in their learning.

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**STAFF, STUDENT AND PARENT SATISFACTION**

From annual student and parent surveys (as administered by Insight SRC Data) St Roch’s showed continued improvement in satisfaction from students of the school. Examples of this satisfaction are clearly indicated by the following results:

**Staff:** scores are on a scale of 1 – 5, with 1 being a low score and 5 is the highest score. The scores indicated are the average for each question:

- Students at this school are really motivated to learn – 4.5
- Students are always keen to do well at this school – 4.5
- Students at this school spend most of their time on task – 4.7
- Teaching practice in this school engages students in their learning – 4.1
- Staff at this school have created an environment that promotes excellence in the school’s teaching and learning practices – 4.1
- Staff at this school have created an environment that maximises the learning outcomes for students – 4.1

**Students:** scores are on a scale of 1 – 5, with 1 being a low score and 5 is the highest score. The scores indicated are the average for each question:

- My teachers put a lot of energy into teaching our class – 4.5
- My teachers make the work we do in class interesting – 4.4
- My teachers make learning interesting – 4.4
- My teachers make school work enjoyable – 4.4
- Doing well at school is important to me – 4.8

**Parents:** scores are on a scale of 1 – 7, with 1 being a low score and 7 is the highest score. The scores indicated are the average for each question:

- Teachers at this school motivate my child to want to learn – 6.2
- The teachers at my child’s school are very good at making learning fun – 6.0
- This school encourages my child to persist with their learning when it is difficult – 6.3
- The teachers at my child’s school are extremely dedicated – 6.4
- The teachers at my child’s school are very passionate about teaching – 6.2
Student Wellbeing

Goals & Intended Outcomes

Goals:
To enhance student wellbeing through healthy relationships.

Intended Outcomes:
That student connectedness to school and peers will improve through 21st century curriculum.

Achievements

- We successfully applied for and received a Community Arts Grant from the Catholic Education Office in Melbourne focusing on wellbeing through partnerships with the community. This money supported our biennial Art Show which in 2014 involved shared activities and participation from kindergartens, parishioners, and aged care residents. An artist in residence and other expert assistance culminated in the celebration of our ‘Community Arts Show’, a collaboration between members the school community and all of these local groups.
- Our Wellbeing Leader established links with OnPsych, a psychological service to schools in Victoria, NSW, Queensland and Western Australia providing support for the social and emotional wellbeing of students and parents at St Roch’s.
- The school adopted the KidsMatter model of wellbeing. KidsMatter Primary is a mental and wellbeing framework providing proven methods, tools and support to help schools work with parents and carers nurturing happy, balanced children.

VALUE ADDED

Some examples of activities at St Roch’s Parish Primary School which contribute to the achievement and development of our students are as follows:

- We focussed on Restorative Practices to teach students strategies to promote healthy relationships.
- To complement the work covered in Religious Education and during Circle Time the students are explored the values of respect and compassion. As part of Reconciliation Week our senior students participated in a workshop with the Dardee Balagamdail Aboriginal Group. This interactive dance workshop gave the students an insight into the use of story and dance to share aspects the culture of the traditional owners of our land.
- The core Wellbeing Team met regularly to discuss social and emotional needs.
- Student management procedures were reviewed and improved with the development of our school’s ‘Code of Cooperation’.
- Participation in the National Day of Action Against Bullying and Violence. The day provides an opportunity for our school to strengthen our everyday message that bullying and violence at school are never acceptable.
- Continued and regular use of the Circle Time strategy for children to identify feelings and make sense of social interactions. Circle time in classrooms was planned for and coordinated by classroom teachers and the Wellbeing Leader.
- The Student Representative Council raised funds for Caritas for the Lenten Project Compassion, organised blankets and warm clothing for the St Vincent de Paul Winter Appeal and donated toys for the St Vincent de Paul Christmas Appeal.
- The Student Leadership Program for Year 5 children going into Year 6 - these students were elected by their peers and staff as 2014 leaders before the school year finished.
- Continued provision of a variety of extracurricular lunch time clubs within which students can be involved according to personal interest.
- The Year 5 and 6 children attended a three day camp at Grantville Lodge on Phillip Island.
• Year 6 students led weekly assemblies and each class was given the opportunity to showcase their learning.
• The Prep and Year 6 Buddy Program continued supporting the transition for the Prep students.
• Prep transition program in the year before children enter Prep. This supports both child and parents to make the transition to Primary school.
• New families are buddied up with current families to help the whole family transition into life at St Roch’s.
• Wellbeing articles were distributed to the community via the newsletter.
• Visit from the Life Education Van for Prep through to Year 6 focussing on good health and good choices.

### STUDENT AND PARENT SATISFACTION

From annual student and parent surveys (as administered by Insight SRC Data) St Roch’s showed continued improvement in satisfaction from students of the school. Examples of this satisfaction are clearly indicated by the following results:

**Staff:** scores are on a scale of 1 – 5, with 1 being a low score and 5 is the highest score. The scores indicated are the average for each question:

- Staff in this school strongly believe they can make a difference to the wellbeing of our students – 4.5

**Students:** scores are on a scale of 1 – 5, with 1 being a low score and 5 is the highest score. The scores indicated are the average for each question:

- I feel good about being a student at this school – 4.6
- My teachers help me to do my best – 4.6
- My teachers put a lot of energy into teaching our class – 4.5
- I think I am generally successful at school – 4.8
- I get on well with other students at my school – 4.5

**Parents:** scores are on a scale of 1 – 7, with 1 being a low score and 7 is the highest score. The scores indicated are the average for each question:

- My child looks forward to the learning they do at school - 6.2
- My child looks forward to going to school - 6.1
- My child is developing valuable social skills - 6.1
- Teachers at St Roch’s school motivate my child to want to learn – 6.2
- Teachers at St Roch’s school are extremely dedicated – 6.4
- Teachers at St Roch’s school are very enthusiastic – 6.3
At St Roch’s Parish Primary School we enjoy strong student attendance. This is reflected in the high level of engagement which is identified in the school data. Should concerns about a child’s attendance arise, parents are contacted and invited to meet with the classroom teacher and Principal to resolve the underlying issue.
Leadership & Management

Goals & Intended Outcomes

Goals:
To develop a work environment characterised by staff cohesiveness, improved professional relationships and learning with a stronger sense of ownership.

Intended Outcomes:
That staff climate will improve.

Achievements

- Marketing team conducted parent survey with questions including: ‘If you were helping a friend consider whether St Roch’s was somewhere they might send their child, what would you say are the great things about our school?’ and ‘What would you say to that friend are the ‘not so great’ things or things that could be improved?’ This survey assisted in the process of identifying the three pillars of our school; Community, Wellbeing and Academic Excellence and it also assisted in the redesigning of our advertisements and promotional materials.
- The Principal writes a weekly bulletin and email to staff addressing administration.
- The Principal meets individually with the Parish Priest and Deputy Principal weekly to share diaries, discuss and plan for events in the weeks ahead and debrief on the week that has been.
- Weekly Leadership Meetings are held to maintain transparent and cohesive links, involving the Principal, Deputy/Mathematics Leader, Religious Education and Wellbeing Leader, Learning and Teaching Leader, and the Student Services/Literacy Leader.
- Initiatives were introduced as planned by the ‘Change 2’ team that promote cohesion and share good practice, including project teams for special events, time to share successes at staff meetings.
- Agendas and minutes for staff meetings are recorded electronically on the school’s Myclasses page for staff to view and also emailed to all staff.
- Staff protocols were established for staff collaboration and working relationships.
- Leaders attended network and cluster meetings.
- Annual Review Meetings were held for all staff.
- Policies were reviewed for ratification by the School Education Board.
- The Principal and the Staff Representative attended School Education Board Meetings.
- The Principal and Deputy Principal attended Parents and Friends Association Meetings.
- The Principal met with each staff member on a one on one basis to understand and create a shared whole school vision.
- Prep 2015 Information Evening and Orientation sessions were held for prospective Prep children.
- The staff at St Roch’s undertook professional learning in Emergency Management with this course outlining the emergency procedures relevant to our site. New evacuation maps have been created and displayed on the various exits around the school and the children have been talking about safety in and around the school.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2014

Professional Learning in which teachers participated included:

- Religious Education – Sacramental preparation with Paul Spence
- Personalised Learning
- Guiding principles in Literacy
- Wellbeing – Circle Time and Restorative Practices
- Wellbeing and collaboration with Brian Walsh
- Student Services – Epilepsy
- KidsMatter
- Blogging with Celia Coffa
- Literacy – AUSVELS grammar with David Hornsby and writing with Deb Sukarna
- Mathematics with Mick Ymer
- School Research Evaluation and Measurement Services (SREAMS) – assessment and reporting with Philip Holmes-Smith
- Interactive Whiteboard training with Amanda Newman
- Insight SRC Data review and interpretation with CEOM leadership
- Leadership - Principal, Deputy Principal, Mathematics, REL, Wellbeing, Learning and Teaching, Student Services and Literacy Leader network meetings and conferences
- First Aid Level 2 and anaphylaxis refresher
- Emergency Management with Dynamiq.

We believe that professional learning supports our overall school improvement and highlights the commitment of staff to the growth of their professional knowledge, practice and wellbeing.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

19

AVERAGE EXPENDITURE PER TEACHER FOR PL

$929

TEACHER SATISFACTION

From annual staff surveys (as administered by Insight SRC Data) St Roch’s showed continued improvement in satisfaction from staff of the school. Examples of this satisfaction are clearly indicated by the following results:

Staff: scores are on a scale of 1 – 5, with 1 being a low score and 5 is the highest score. The scores indicated are the average for each question:

- Staff take pride in the school – 4.2
- There is support from leaders in this school – 4.0
- I am clear about my professional responsibilities – 4.3
- Staff in this school can rely on their colleagues for support and assistance when needed – 4.0
- The staff are committed to the school’s goals and values – 4.2
- The school has a clearly stated set of objectives and goals – 4.1
- Staff in this school always try to improve the quality of their teaching – 4.3
- I have the opportunity to discuss and receive feedback on my work performance – 4.2
- I am encouraged to pursue further professional development – 4.1
- Staff in this school are encouraged to improve their skills, knowledge and performance – 4.0
School Community

Goals & Intended Outcomes

Goals:
To strengthen links with the local and global community.

Intended Outcomes:
That the students will be more engaged in their local and global communities through a contemporary approach.

Achievements

- We successfully included parents and all members of our community in our biennial Community Art Show, ‘Art Roch’s’. Parishioners, local kindergartens and Cabrini Aged Care Residents were invited to attend the Art Show.
- Senior students led fundraising campaigns and developed community awareness for a number of charities, such as Caritas, St Vincent de Paul ‘Adopt a Student and CatholicCare’s Family Week
- ‘Information sessions were provided for Prep parents to assist with their children’s and family’s transition to school.
- Training sessions were held for parents wishing to assist in classrooms with Prep to Year 2 Literacy sessions.
- Regular communication was established between the school’s leadership and the Parish Priest.
- The school choir performed Christmas Carols at Cabrini Aged Care and Malvern Central Shopping Plaza.
- Lunchtime Clubs provision in the areas of dance, choir and library.
- Students from Sacre Coeur and St Kevin’s College completed community service on our site.
- Social events were organised by the Parents and Friends Association for the school community including Welcome Drinks, a Bush Dance, Trivia Night, sausage sizzles, and Mother’s and Father’s Day breakfasts.
- Annual family Twilight Sports event
- Parent involvement includes:
  - The school Education Board
  - The Parents and Friends’ Association
  - Existing parents buddy up with new families to welcome them to our community
  - The classroom helpers program
  - Attendance at whole school performances
  - Attendance at school Masses and fortnightly assemblies
  - Supervising at excursions
  - Participating at working bees
  - Mother’s Day and Father’s Day breakfasts
  - Attending and assisting at year 5 and 6 sport and other inter-school sporting events
  - Attending sacramental celebrations and family nights
  - Parent organisation of morning teas to welcome new families
  - Parent class representatives on the parents and friends committee
  - Parent representatives from each class organised celebrations for class events.
## STUDENTS, STAFF AND PARENT SATISFACTION

From annual student and parent surveys (as administered by Insight SRC Data) St Roch’s showed continued improvement in satisfaction from students of the school. Examples of this satisfaction are clearly indicated by the following results:

### Students: scores are on a scale of 1 – 5, with 1 being a low score and 5 is the highest score. The scores indicated are the average for each question:

- I feel good about being a student at this school – 4.6
- I feel I belong at this school – 4.2

### Staff: scores are on a scale of 1 – 5, with 1 being a low score and 5 is the highest score. The scores indicated are the average for each question:

- The staff in this school collaborate effectively with parents to optimise the learning of students – 4.1
- The staff at this school know how to engage parents in the learning process – 4.2
- The staff in this school communicate effectively with parents – 4.4
- The staff in this school understand the importance of partnering with parents to help students achieve their full potential – 4.1

### Parents: scores are on a scale of 1 – 7, with 1 being a low score and 7 is the highest score. The scores indicated are the average for each question:

- I feel comfortable about approaching this school with any concerns I might have – 6.2
- The staff in this school collaborate effectively with parents to optimise the learning of students – 5.9
- The staff in this school understand the importance of partnering with parents to help students achieve their full potential – 5.9
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent income</td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>180,712</td>
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<tr>
<td>Other fee income</td>
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<tr>
<td>Private income</td>
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<tr>
<td>State government recurrent grants</td>
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<tr>
<td>Australian government recurrent grants</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>1,699,329</strong></td>
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<tr>
<td>Recurrent Expenditure</td>
<td></td>
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<tr>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>1,260,236</td>
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<tr>
<td>Non salary expenses</td>
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<td><strong>Total recurrent expenditure</strong></td>
<td><strong>1,610,169</strong></td>
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<tr>
<td>Capital income and expenditure</td>
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</tr>
<tr>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>-</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>
<td><strong>114,572</strong></td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>84,407</strong></td>
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<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>135,625</strong></td>
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<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>118,125</strong></td>
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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

St Roch’s Parish Primary School community looks forward to further success in 2015. This success is anticipated as the school undertakes a number of initiatives:

**EDUCATION IN FAITH**
- The Enhancing Catholic School Identity Process will enable the school to gather data around Catholic identity. This information will provide us a future focus to create opportunities for open dialogue within our school community to further develop our catholic school identity.
- Class Masses to be celebrated throughout the year with the Parish at Sunday Mass.

**LEARNING AND TEACHING**
- To build staff capacity to personalise and promote learning through collaboration and the use of ICT.
- Religious Education, Literacy, Numeracy, Learning and Teaching, and eLearning Leaders will support classroom teachers in planning and in their classrooms during lessons. This will take the form of coaching and mentoring, calling on strategies such as, modelling, team teaching, observing and feedback.

**WELLBEING**
- KidsMatter Primary is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children. KidsMatter Primary provides proven methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced children. Component 2: xxx

**LEADERSHIP AND MANAGEMENT**
- Open our school doors to prospective families. A major focus for the school will be on the predicted growth in student numbers and the impact this will have on flexible learning and the development for the school.
- Gather staff, student and parent voice as part of our four yearly review.
- Plan with the school architect for the refurbishment of our Library and Administration Area.

**SCHOOL COMMUNITY**
- Celebrate performing arts by holding a production in Term 3 that celebrates Australia’s rich history and diversity. We will continue to make links with parents from school, parishioners from church, residents at Cabrini Aged Care Home and the community of Gardiner Pre-School and Samantha’s Kindergarten.

Richard Jacques
Principal
## VRQA Compliance Data

### E1128
St Roch’s School, Glen Iris

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
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<tbody>
<tr>
<td>Teaching Staff Attendance Rate</td>
<td>87.78%</td>
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<table>
<thead>
<tr>
<th>STAFF RETENTION RATE</th>
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<tbody>
<tr>
<td>Staff Retention Rate</td>
<td>68.75%</td>
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<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
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<tbody>
<tr>
<td>Doctorate</td>
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<tr>
<td>Masters</td>
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<tr>
<td>Graduate</td>
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<tr>
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<td>Diploma Advanced</td>
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<table>
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<tr>
<th>STAFF COMPOSITION</th>
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<tbody>
<tr>
<td>Principal Class</td>
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<tr>
<td>Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Teaching Staff</td>
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<tr>
<td>Non-Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Non-Teaching Staff</td>
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<tr>
<td>Indigenous Teaching Staff</td>
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