2014
ANNUAL GENERAL COMMUNITY MEETING
The Vision of St Martin’s Catholic School is

Loving to Learn
Learning to Love

Our Mission therefore is to be:

➢ A school where the life of Jesus is at the heart of the spiritual development of the whole community.

➢ A school that aims to provide the best possible opportunities and environments to encourage successful lifelong learning.

➢ A school which values continuous and collaborative learning where children, teachers and families interact to build a lively, faith filled learning community.

➢ A school that strives to develop the full potential of each person and respects and values the unique character, interest, gifts and abilities of all individuals.

➢ A school that aims to provide learning environments that are stimulating and equipped with services and resources that enhance learning opportunities in safe surroundings.
St Martin’s Catholic Primary School Board
Annual General Community Meeting
Tuesday 10 March 2015

Agenda

1 Welcome
2 Apologies
3 Prayer
4 Introduction of School Board.
5 Minutes of 2014 meeting
6 Annual Reports – as tabled
   a. Principal Maria D’Aloia
   b. Chairperson of School Board Peter Watterson
   c. Treasurer of School Board Cathie Bath
   d. Parents and Friends Olivia Hindes
   e. OHS&W Susanne Harding/Michele Dick
   f. School Canteen Nives Grgic
   g. OSHC Donna Hulley

7 School Performance Report

8. General Business
1. **Welcome**
   Andrew Caruana welcomed all in attendance.
   There were 13 people in attendance including staff
   Welcome to Olivia Hindes, Chairperson of the Parent’s and Friend’s Committee.

2. **Apologies**
   Father Kim Spurling, Cathie Bath, Toni Margaritis

3. **Prayer**
   Re-Imagining Childhood

4. **Introduction of School Board**
   Maria introduced the members of the current school board

5. **Minutes of 2013 Meeting**
   Accepted – Andrew Caruana
   Seconded – Susanne Harding

6. **Annual reports – as tabled**
   a. Principal – Maria D’Aloia
      - Tabled
      Special acknowledgement of Mieke Davis’ dedication to the mosaic installation
   b. Chairperson of the School Board – Andrew Caruana
      - Tabled
   c. Treasurer of the School Board – Peter Watterson
      - Tabled
   d. Parent and Friends – Allison McCloy
      - Tabled
   e. OSHW – Susanne Harding/Michele Dick
      - Tabled
   f. School Canteen – Nives Grgic
      - Tabled
   g. OSHC – Donna Hulley
      - Tabled

7. **School Performance report**
   a. Tabled and to be published on the school website
8. General Business

- Maria expressed her thanks to the Board members who are not re-nominating and whose term has expired. Andrew Caruana, Allison McCloy, Jane Clark
- Welcome to the new board members for 2014/2015. Vito Mastrapasqua, Justin Tulloch and Jodie Nitschke
- Welcome back to the continuing and re-nominated board members – Peter Watterson, Claire McLachlan and Cathie Bath

Meeting closed at 7.55pm
I am delighted to present this report to the community highlighting the many initiatives and experiences of 2014.

In 2014 the school achieved a very significant milestone. It was on 22nd August, 1964 that the foundation stone was laid and blessed by Emeritus Archbishop Gleeson and work commenced to build St Martin’s Catholic Primary School, Greenacres and in 2014 we celebrated 50 years of Catholic Education on this site. There is so much to be proud of! We celebrated our 50th Birthday in many ways throughout the year. We began the year with a Mass, conducted a sports day incorporating events that were included 50 years ago, including marching! A Mass with the parish and wider community was celebrated on August 24, a community picnic/birthday party on October 26 and a Thanksgiving Mass on December 10 ensured that our 50th year would be remembered by many.

Hopefully our current students will be able to reminisce and return to St Martin’s in 50 years’ time and recall these wonderful experiences. I am particularly grateful to the committed and highly enthusiastic 50 years birthday committee; Susanne Harding, Katie Downie, Katia Pedersen, Ray Gleeson, Peter Watterson, Olivia Hindes, Brenda Woods, Adrienne Veall, Maria D’Aloia, Rose Valenti and Bobby Rodgers who met regularly to plan and organise these various events. Events were widely publicised in various mediums to inform members of the wider community and past students who were able to join in the celebrations.

FAITH COMMUNITY

A SCHOOL WHERE THE LIFE OF JESUS IS AT THE HEART OF THE SPIRITUAL DEVELOPMENT OF THE WHOLE COMMUNITY

Our 50th birthday celebrations provided many opportunities for the students, staff and parents to reflect on OLSH charism and the relevance to us today. A staff retreat was organised at the beginning of the year and led by Fr Paul Cashen MSC, which focussed on the OLSH charism, our vocation and our moral imperative to proclaim the gospel in our daily work and life. The source of inspiration was from our Holy Father’s apostolic exhortation on the proclamation of the gospel in today’s world, “Evangelii Gaudium”. We were reminded that ‘teaching is about transformation. For Christian teachers it is centred on the person of Jesus Christ and the coming of the Kingdom of God.” Clearly articulating our Catholic Identity, based on the OLSH charism, continues to be our focus. The Vision and Mission statement was reviewed in the latter half of 2014 and ratified by the School Board. Our revised Vision/Mission Statement is based on and captures the OLSH charism. Our school values were also revised and the value of ‘SERVICE” was added to reflect our belief that as Christians we need to follow in Jesus footsteps and serve God and others.

As a Catholic School we continued to provide students with opportunities that nurture their relationship with God and nourish their spiritual growth. We are called to proclaim the gospel, give witness and provide opportunities for Evangelisation, Catechesis, Liturgy, Religious Education, Charity, Ecological conversion, Justice and Prayer.

Religious Education continues to be a significant curriculum area at St Martin’s, using the ‘Crossways’ Framework and the ‘Made in the Image of God,’ programme to inform our teaching. Year 4 students were involved, for the first time, in an online assessment in Religious Education. The Religious
Education Learning Tool (RELAT) addressed six key ideas from the Crossways curriculum and I am pleased to report that our students took the challenge well and results indicate that students have a good grasp of the content and ideas taught. Well done!

Our community has had many opportunities throughout the year to give witness to their faith in both prayer and liturgy. The staff commissioning Mass and Sacred Heart celebrations with OLSH College also continued to be important celebrations for both staff, students and the parish community. Our celebration of St Martin’s Feast Day was another highlight of the year.

Our outreach program continued to foster a sense of service to those in need. This year events included a combined Harmony Day and Project Compassion Fair Day, St Vinnies Winter and Christmas appeals and casual days for Catholic Missions and Catholic Charities. These events were all initiated and led by our Student Representative Council, under the guidance of Mrs Rose Valenti and later in the year, Mrs Helen Williams.

We have continued to work in partnership with the Greenacres/Walkerville Parish through the Sacramental preparation programme and Family Masses. As a faith community we are committed to building an inclusive, respectful community, acknowledging and celebrating the diverse cultures that exist amongst us and we gave witness to this through Indigenous Day, Cultural Day and Anti-bullying Day.

An emphasis on developing positive teacher / student relationships has also been a priority at St Martin’s. Staff engaged in further professional learning in Restorative Justice and “Circle Time.” Building positive relationships is a key factor in building confidence and resilience in our young people and promoting Christian values of reconciliation and forgiveness.

Our Holy Father asks us to:

“Let us keep a place for Christ in our hearts.
Let us care for one another,
Let us be loving custodians of creation”.

An emphasis on ecological conversion continued to be a focus in 2014. 2014 has been a very exciting year for students, staff and families on our pathway to sustainable education and practice. It is now recognised that unstructured outdoor play is an essential element of a happy healthy childhood that helps to develop each person’s full potential. Nature play enhances a child’s cognitive and cooperative skills, creativity, whilst boosting self-esteem and resilience. When immersed in nature children develop a deep appreciation of the need to be environmental stewards who value and protect what we have. Further information about these initiatives is included later in this report.
LEARNING COMMUNITY

A SCHOOL THAT AIMS TO PROVIDE THE BEST POSSIBLE OPPORTUNITIES AND ENVIRONMENTS TO ENCOURAGE SUCCESSFUL LIFELONG LEARNING.

Building teacher capacity continued to be a focus at St Martin’s in 2014.
We continued our participation in the CESA whole-of-sector initiative; Re-Imagining Childhood. Participation in this project has helped us to articulate further our Catholic Identity, Mission and practices. It provides a context for reflecting and interpreting together on the meaning of the child in the midst (Matt 18: 1-14) to make more overt our Catholic identity through a renewed image of the child and childhood.

This initiative is founded on the belief that whenever we speak of children we speak of the child’s family, they are inextricable. It honours the belief that parents are the first and constant educators of children and wishes to highlight this gift and responsibility. It is also a direct response to focus more on educational relationships as children transition through the different stages of schooling and to articulate a more holistic and hope filled message about children, their learning and development.

CESA Re-Imagining Childhood 0-18 begins with the central question of image: What kind of school, what kind of educator and what kind of me for what image of child?

In these questions we seek not a direct answer but rather dialogue and discernment of a new image of a child that is a response to the ethical and moral, ecological and sustainable, educational and cultural and religious and theological tensions and opportunities of our time.

Susanne Harding, Katia Pedersen and I have attended CESA seminars and workshops in 2014 and shared our understandings with all the staff. Participation in this project, together with the provocations from our professional learning with educational consultant Lisa Burman at the beginning of the year has been the driving force in the transformation of learning areas at St Martin’s.

Staff have strived to build learning spaces that are not only inviting and safe but also stimulate thinking and learning. Participation in the Re-Imaging childhood project emphasizes the Reggio – Emilia principles which clearly pronounce that the learning environment is in fact, the ‘third teacher.’ Our professional learning and whole school enquiry focus in 2014 was, What impact does the learning environment have on student learning? School formation days enabled the staff to visit a number of other schools who are also on the journey of creating stimulating, thought provoking learning environments; Blair Athol North, Brighton Primary School and Felixstow Community school. This professional learning was linked to the Australian Teaching standards, in particular standard 4; to create and maintain supportive and safe learning environments.’ The professional reading undertaken and input from educational consultant, Lisa Burman provided the theory to underpin and affirm the practice in classrooms.

School Improvement has always been a priority at St Martin’s. Whilst feedback from the community is encouraged it was decided to participate in two external audits.
‘Dare to Lead’ was invited to complete an external, independent review of Indigenous Education is the school. ‘Dare to Lead’ is a project run by Principals Australia Institute. PAI is made up of all the peak principal professional bodies in the three education sectors. The project provides support for principals endeavouring to improve learning outcomes for Aboriginal and Torres Strait Islander students and to improve the curriculum across all schools in relation to traditional and contemporary Aboriginal history and culture.

The review of Indigenous Education conducted at St Martin’s included interviews with a wide variety of community, staff, an Indigenous student, Non Indigenous students, and myself on March 17, 2014.

The school was recognised by all respondents “as being a ‘community oriented’ school based on close relationships. The school motto of ‘Loving to Learn…..Learning to Love’ is embraced and practiced.

The school has recognised the need for a strong focus on the Australian Curriculum and has created opportunities to integrate the Indigenous perspectives in a meaningful and varied way”. The full report of the audit is available on request.

The Diagnostic Inventory of School alignment tool (DISA) was used as another external audit tool. The DISA tool helps schools to build capacity for success. It has been developed by a team of academics and scholars of Leadership research based at the University of Southern Queensland.

The DISA is a research derived tool designed around the Research-based Framework for Organisational Alignment. It has been developed to gather data from the school’s major stakeholder groups (teachers, parents and students). The collated whole-school data are expressed in terms of indicators of social, organisational and intellectual capital.

It collects and collates data for planning, decision making or review purposes and helps one to understand the school in terms of alignment of key organisational elements and other indicators of school alignment.

Information was gathered from the staff, student and parents by an online survey. A comprehensive report was received and information from the report was noted and included in the planning for 2015 and beyond. Whilst information and recommendations have been tabled at the School Board meetings, with staff and in the school newsletter a full copy of this report is available on request.

In 2014 Catholic Education South Australia (CESA) launched a ‘continuous improvement framework for catholic schools’.

The Framework is part of a system-wide strategy to promote a culture and practice of continuous improvement in Catholic schools that has the students at the centre.

The Framework is organised into nine ‘aspirational’ Domains which describe the characteristics of high performing, high quality schools.

1. Catholic Identity
2. Focused Vision and Goals
3. Strong Leadership
4. High Expectations for all
5. High Quality teaching and Learning
6. Effective Use of data  
7. Orderly and safe learning environments  
8. Strong home/school/community engagement  
9. Effective administration and resourcing

The staff and school board examined domain 1 and domain 5 in depth and participated in a self-audit review. The first action undertaken was to discuss and develop a statement that articulated our view of what effective teaching and learning is. The leadership team have collaboratively developed a School Improvement Plan based on the strategic goals articulated in the revised vision and mission statement. This improvement plan can be found on the school website under the community tab.

**PARTNERSHIPS AND AUTHENTIC RELATIONSHIPS**

*A SCHOOL WHICH VALUES CONTINUOUS AND COLLABORATIVE LEARNING WHERE CHILDREN, TEACHERS AND FAMILIES INTERACT TO BUILD A LIVELY, FAITH FILLED LEARNING COMMUNITY.*  
*A SCHOOL THAT STRIVES TO DEVELOP THE FULL POTENTIAL OF EACH PERSON AND RESPECTS AND VALUES THE UNIQUE CHARACTER, INTEREST, GIFTS AND ABILITIES OF ALL INDIVIDUALS.*

There were many opportunities for our community to join together and celebrate our 50th Anniversary. The Parent and Friends were focused on continuing their mission of building community and ‘FUN raising’ in 2014. I am very appreciative of all the work undertaken by the P & F and want to acknowledge all their efforts in striving to involve others in any capacity and build a strong sense of community. There were many, many people who worked behind the scenes to ensure that all events and initiatives were successful. Thank you if you helped in any way throughout 2014. I would however like to publicly acknowledge the executive committee who were involved in most, if not all activities arranged throughout the year:

Chairperson: Olivia Hindes  
Deputy Chairperson: Shelagh Latham  
Secretary: Belinda Kalleske  
Co-Secretary: Heather Herbert  
Treasurer: Rebecca Edlington  
Co-Treasurer: Heather Herbert  
Board Representative: Toni Margaritis

Committee Members: Sue Topolnjak, Kathy Lawson, Cindy Talladira, Allison McCloy, Sharon Laskaridis, Jessica Dunning and Mel Niejalke.

Acknowledgement and thanks to the class representatives too who were also instrumental in building strong and positive links between school and home. Olivia Hindes, Amanda Tulloch, Heidi Rozitis, Fiona Zeng, Amanda Willoughby, Julie Garuccio, Gemma Wilkinson, Sally Kuzniecow, Jodie Nitschke, Tina Conroy, Heather Herbert, Belinda Kalleske, Joanna Arhontis, Adelina Woolford, Rebecca Edlington, Kylie Colmer, Donna Buchanan, Natasha Pascale, Kelly Cameron, Darlia Tucker and Mel Niejalke.
Sincere thanks to the School Board members for their invaluable contribution this year.

Chairperson: Peter Watterson
Deputy Chairperson: Claire McLachlan
Chair of the Finance Committee: Cathie Bath
Deputy Chair of Finance Committee: Jodie Nitschke
Secretary: Vito Mastrapasqua
Vice Secretary: Justin Tulloch
Staff Representative: Paul Panos
P & F Representative: Toni Margaritis

Peter has been a supportive Chairperson and all other members of the School Board have demonstrated a genuine interest and passion for Catholic Education and in particular, the ongoing development of St Martin’s. I am very grateful for their respectful partnership and the genuine appreciation they have demonstrated to all the staff’s achievements. Peter’s leadership as chairperson of the School Board this year has ensured that the board has worked collaboratively to give witness to our Vision and Mission Statement and achieving great outcomes for the school community. Thank you!

There are many factors that lead to a strong, positive family and school partnership. The focus this year has been to connecting learning at home and at school, improving communication and participation in school life. A number of initiatives were undertaken with the aim of achieving these objectives. Developing our understanding and implementation of KidsMatter framework at St Martin’s continued to be a priority. In previous years the focus was on the first two components of the framework: Positive school community and social and emotional learning for students. In 2014 we continued to place an importance on being a positive community; one that is founded on respectful relationships and a sense of belonging and inclusion, and promoting the social and emotional learning, as well as, developing component three of the framework; working authentically with parents, carers and families.

This component focusses on:
- Home-school collaborative relationships
- Support for parenting
- Collaborative working relationships

The research presented and training provided reaffirmed the commonly held understanding that the home and school are the two most important factors that influence child development. Hence, reinforcing the notion that we need to work together!

The staff discussed ways we could improve communication and provide further support to all parents and carers. In 2014 parents were provided the opportunity of meeting with their child’s teacher in the first few weeks individually, and together discussing goals and aspirations for the year. Learning Conversations continued to be well received and placed the student at the centre of the learning. A digital parent handbook was also developed to provide relevant and current information for parents. It was decided to upload this document on the school website for all parents to access.

The Action Team have continued to discuss and develop other actions with the view of improving communication between parents and teachers, these initiatives will be included in the Action plan.
I would like to acknowledge the work of the Action Team; Susanne Harding, Jan Millbank, Katie Downie and Rose Valenti.

A day of activities reinforcing the important message that bullying will NOT be tolerated at St Martin’s took place on 19 May. While the Antibullying message was the focus on this day this message is reinforced throughout the year, and integrated across curriculum areas. Students are also reminded of the definition of bullying and the importance of reporting bullying and the need to be resilient in other curriculum areas, such as Religion and Health. Units of work are explicitly taught to help students examine how to manage bullying behaviour from every perspective, the bully, the bullied and the role of the bystander. The need to address bullying explicitly is instrumental in building resilience, building confidence to address this issue if and when the need arises, but also assists in nurturing the emotional wellbeing of every student at St Martin’s.

Our annual Grandparents & Open Day was well attended and provided an opportunity to not only showcase our school but also involved grandparents and extended families in the learning process, strengthening the links between home and school. This event is certainly a highlight and an event which gives witness to our vision and mission statement.

I am particularly impressed with all the developments undertaken by the Sustainability Committee and am very grateful to Deidre Knight, Sustainability Officer, for applying for the grants and the co-ordination of the Sustainability Committee.

You may have noticed the development of our new Nature Play Area, Foraging Forest, second pond and beautiful mosaic at the rear of the gym. Many thanks to NRM Education, for advice and the funds to help develop these areas of the school grounds. Thanks also to Peter Keurschner, Sean Klingbeil, Parents & Friends, and the Student Environment Group for donating time, passion and advice in all developmental stages of this loved natural play space. Thanks also to Austral Trees for donating the massive tree rounds. Adjacent to this area we are now planting out a citrus grove along the Kiss and Drop zone and have included an ephemeral creek bed as another learning experience.

The weekly gardening classes on Thursdays include learning:-

- the various forms or propagation – seed, cutting, bulb and root division
- seasonality
- aspect and what to plant where and why
- planting out seedlings
- seed harvesting
- weeding
- mulching
- watering
- beneficial and harmful bugs
- worm farming
- composting
- harvesting
- food preparation

Many thanks to Heidi Rositzis, Peter Keurschner, Paul Panos, Megan Pratt, Linda Gentilcore and teachers for supporting this much loved and rewarding activity.
Thank you also to Mary Ireland, the Community Health Worker for running the Magic Harvest gardening program for interested parents. We are hoping to run this again in term two 2015. We were also very excited on the arrival of our Silkie bantams into our new fowl house. Students were thrilled to watch the hatching and growth of our baby chicks as well.

“An evangelising community gets involved by word and deed in people’s daily lives; it is willing to abase itself if necessary, and it embraces human live”.
(Pope Francis)

SERVICES AND RESOURCES

A SCHOOL THAT AIMS TO PROVIDE LEARNING ENVIRONMENTS THAT ARE STIMULATING AND EQUIPPED WITH SERVICES AND RESOURCES THAT ENHANCE LEARNING OPPORTUNITIES IN SAFE SURROUNDINGS

The newly constructed ‘Kiss and Drop’ was completed and fully operational at the beginning of Term one. As mentioned previously in this report a Nature Play Area with Foraging Forest was commenced after the hard surface area was completed. Whilst there is still work to be undertaken in this area significant progress has been made.

WH&S is an integral component of our school. Our aim is to implement WH&S processes and practices that ensure a safe work and learning environment for all students, their families and wider community. I am extremely grateful for the work undertaken by Michele Dick in this area. Michele undertakes all these tasks with precision and attention to detail. This year we were randomly selected to for a licence level audit in hazardous manual tasks. As expected, this audit demonstrated the high degree of attention and commitment demonstrated by Michele in undertaking her role as WH&S co-ordinator.

St Martin’s School submits a Financial Accountability Certificate by a qualified accountant to Catholic Education SA (CESA). The School Board, together with our bursars, Sue Mellon and Kendall Popping, complete an annual financial statement which is audited and presented to Catholic Education Office. I would like to especially thank Sue Mellon and Kendall Popping (School Bursars) and Cathie Bath (Chairperson of the Finance Committee) for ensuring the school finances are administered in such an ethical and professional manner. Prudent financial management is vital to ensure that we have the means to continue providing the best possible learning environments and resources.

I conclude with expressing my heartfelt thanks to all for your continued support during 2014, in particular the School Board and P & F and look forward to working with students, staff, parents, parish and wider community as we continue to journey together – Loving to Learn and Learning to Love.

The spirituality of the heart continues to guide and inspire us as we give life to Fr Jules Chevalier mission that,” the sacred heart of Jesus be everywhere loved”.

ST MARTIN’S CATHOLIC PRIMARY SCHOOL
ANNUAL GENERAL MEETING
TUESDAY 10 MARCH 2015
CHAIRPERSON OF SCHOOL BOARD REPORT
After sitting on the board for St Martin’s Primary School now for a few years, I was presented the opportunity to hold the position of Chairperson for 2014. This has been a privilege to again be such a key part of our school community. Throughout the year I have observed how our school has many committed staff, parent volunteers, fellow board members and P&F committee members that have worked selflessly to make St Martin’s the best possible school and learning environment for our children.

There have been many achievements through the school this year, however I have seen tremendous effort by all involved in the key areas of development learning on the Continuous Improvement Framework, Re-Imaging Childhood and the KidsMatter program, all of which are critical for the ongoing sustainability of the school.

**Continuous Improvement Framework:**

Catholic Education South Australia (CESA) office released early in the year a ‘Continuous Improvement Framework’ for Catholic Schools, which means all school are required to create improvement plans based on nine domains to ensure that our schools continue to grow with changing and challenging times.

The strategic plan is required to be reported annually with external reviews every 3 years and has focus on asking ourselves the follow key questions:

- What is our mission and vision as a Catholic school? To what do we aspire?
- Where are we now? What are we doing well? How could we do better?
- What are some future directions and new priorities for our school?
- What future do we intend to create for our school in 3-5 years?
- How will the domains and elements be addressed over the 3-5 years

The focus this year has been on domain five, ‘High Quality teaching and learning’. Elements of the plan are well established through efforts of the leadership team and will be further developed through the coming year.

The Schools Vision, Mission Statements and Values were reviewed and developed further as part of the continuous improvement activities. As a result of the consultation an extra Value of ‘Service’ was decided to be included as this is an important aspect of the OLSH traditions and reinforces the notion of being in community.

**Re-Imaging Childhood:**
2014 also saw the South Australian Commission for Catholic Schools endorse the Re-Imagining Childhood 0-18 proposal. CESA figuratively asks the question: ‘What kind of school, what kind of educator and what kind of me for what image of child?’

The focus points to come from this are to build a school and learning community that focuses on the learning of every child. I have seen this being actively carried out through the work done with the continuous improvement plan.

**KidsMatter:**

An important aspect of support for our teachers and staff is the KidsMatter initiative. This is an initiative to work through a mental health and wellbeing framework which has proven to make a positive difference to the lives of children. It provides the proven methods, tools and support to help schools work with parents and caregivers, health services and the wider community, to nurture happy, balanced kids.

Staff training conducted throughout the year focused on the tools to work with building collaborative relationships with children and caregivers alike.

In conjunction with these achievements for school development, further planning and strategic activates throughout 2014 included:

**Staff Formation Days:**

Staff formation days are an integral part of our teacher’s development and as such whole heartedly supported by the board. This year development activities included:

- Visiting other school sites that are demonstrating “Good practice”
- Developing child centred, technology
- 21st century learning environments
- Educational consultant speakers
- KidsMatter training
- School Continual development sessions

The better educated on modern teaching methodologies our teachers and staff, the more we benefit for our children’s learning.

**DISA Survey:**

A ‘Diagnostic Inventory of School Alignment tool’ (DISA) was purchased to assist schools build capacity for success. This has been used to gather information required to help shape the direction of the school in the next few years.

The survey analysis was very positive for our school, not only as a result but as importantly the high number of participants. The overall score of 4 out of 5 is excellent as mentioned, however as all aspects of life there is room for improvement. The recommendations included:

- Clear teaching strategic planning
- New staff for value adding to current pedagogical priorities
- Shared understanding / decision making of goals and purpose.
- Priorities and holistic professional learning
Deepen individual and collective expertise
Collective responsibilities for students and school goals
Communication to the broader community of the school’s vision and harnessing resources beyond the school to add value to the learning opportunities of both staff and students.
Orientation of new staff – a value adding focus.
Evidence of shared understanding across the school.

Some of these recommendations have been already considered during the continuous improvement planning, so seeing the feedback being used is very positive and means the tools being used are working.

**Kiss and Drop / Traffic Management:**

2014 saw the opening of the new Kiss and Drop drive way. The hard work and patience through the planning and construction phases in 2013 paid off and with a few minor construction issues resolved early in the year the introduction was well received. Updates through the year also saw kind donations from the P&F to do landscaping and finish off the area very well.

Road works and traffic management were an issue through much of Term 1 and 2, but with persistence and consultation with the council I feel we have a good result with the completion of the parking restrictions and signage. The approach by the council has made the streets around our school as safe as they can be within the limitations and powers they have. Now it is up to us as road users and parents to keep our children safe.

**Laptops:**

Term 3 saw St Martin’s School release the introduction for the proposal of using the ‘one to one’ laptop program for years 5 and up. This turned out to be challenging for the Board as a balance of cost, educational benefits and ICT infrastructure all had to be considered. With plenty of parent feedback, the technical issues understood and compromising options on the cost I believe a good result was reached. The launch in 2015 will have difficulties, but with some time and lessons learnt the classes in the future will have a much smoother introduction.

**50th Year Anniversary:**

This was such a significant milestone in the school’s history and although the Boards contribution was limited, I must make mention of the Sub Committee set up specifically for the planning of events for the whole year. There was a lot of hard work put in by all involved and very well supported by P&F, staff and the community. The creativity and thought in events and features was wonderful to see and experience. Thank you all for allowing us to share and learn from the results of your effort.

Equally as important and not to be under estimated is the work that goes into the management of the school including ongoing maintenance and administrative needs. These regular requirements worked through include:

- Policy making and updates.
- Updates on the Royal Commission and the Catholic Church.
- Introduction of the electronic newsletter.
- Quality improvement plan for OHSC.
- Changes in the way the ‘Play Group’ is managed.
• Single year intake preparation for 2015.
• School advertising signs placed around the new housing developments.
• Parent handbook updates to be made electronic.
• Online school survey implementation and analysis.
• Plans for 2015 NAPLAN to be conducted online as part of a development trial.
• New focus from the Federation of Catholic School Parent Communities.
• Class and staff planning.
• Working to find satisfactory Parent / Teacher introduction process.

These activities are extensively contributed to by volunteers and staff out of hours, enabling fees to be used as effectively as possible on student learning.

Finance:

The Finance committee will table its report on the financial position of the school, however as always the challenges placed on Sue Mellon and Kendall Popping who joined the school part way through the year are recognised with continually changing structures and measures. This appreciation is extended to Cathie Bath, who puts aside several hours a month to review and discuss the financial decisions made on our behalf.

Closing:

Discussions and decisions made by the Board are always set toward gaining the best outcomes for students and providing the best possible support to our teaching staff. I see from my experience in 2014, we as a board have made every effort to accomplish this and can be proud of the achievements made.

There are not many days go by that I don’t learn something from my children. To me, this means that the approach through school is about change and as board members, staff and parents we need to be dynamic and learn from them, not to be concerned about why schooling is different. It’s important for us to keep up, think ahead and see their futures and not our past.

Thanks:

I’d like to acknowledge Fr Kym for his spiritual guidance and leadership over the year and look forward to many more years of his support in our community.

Finally, I must acknowledge the strength and commitment of the St. Martins School leadership team (Susanne Harding, Rose Valenti, Mark Roberts, Helen Young and Katie Downie) and thank you Maria for the motivational and inspirational guidance you so influentially provide.

Peter Watterson.
Chairperson
St Martin’s Catholic Primary School Board

ST MARTIN’S CATHOLIC PRIMARY SCHOOL
2014 ANNUAL GENERAL COMMUNITY MEETING
TREASURER’S REPORT
# ST MARTINS CATHOLIC PRIMARY SCHOOL

**FINANCIAL CASH STATEMENT FOR YEAR ENDING 31 DECEMBER 2014**

<table>
<thead>
<tr>
<th></th>
<th>Actual Jan-Dec 2014</th>
<th>Budget Jan-Dec 2014 as presented to AGM</th>
<th>Budget Jan-Dec 2015</th>
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<td><strong>RECURRENT INCOME</strong></td>
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<td>Tuition &amp; Resource Fees</td>
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<td>$28,000</td>
</tr>
<tr>
<td>Interest</td>
<td>$1,475</td>
<td>$2,500</td>
<td>$2,000</td>
</tr>
<tr>
<td>State Government Grant</td>
<td>$698,110</td>
<td>$531,954</td>
<td>$600,300</td>
</tr>
<tr>
<td>Commonwealth Government Grant</td>
<td>$2,222,493</td>
<td>$2,171,468</td>
<td>$2,322,151</td>
</tr>
<tr>
<td>Commonwealth Government - PPL</td>
<td>-</td>
<td>-</td>
<td>$20,000</td>
</tr>
<tr>
<td>Other Income</td>
<td>$303,905</td>
<td>$248,395</td>
<td>$250,500</td>
</tr>
<tr>
<td>Canteen/OSHC/Uniform Shop</td>
<td>$286,846</td>
<td>$308,841</td>
<td>$320,150</td>
</tr>
<tr>
<td>OSHC overhead facility costs</td>
<td>$28,939</td>
<td>$28,939</td>
<td>$-</td>
</tr>
<tr>
<td>Sundry</td>
<td>$3,070</td>
<td>$14,524</td>
<td>$500</td>
</tr>
<tr>
<td>Hire/rent facilities</td>
<td>$16,212</td>
<td>$23,770</td>
<td>$18,000</td>
</tr>
<tr>
<td>Parent &amp; Friends donation</td>
<td>$15,000</td>
<td>$10,000</td>
<td>$5,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$4,387,939</strong></td>
<td><strong>$4,097,482</strong></td>
<td><strong>$4,376,565</strong></td>
</tr>
<tr>
<td><strong>RECURRENT EXPENDITURE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Salaries</td>
<td>-$2,176,602</td>
<td>-$2,159,130</td>
<td>-$2,259,300</td>
</tr>
<tr>
<td>Commonwealth Government - PPL</td>
<td>$-</td>
<td>-</td>
<td>$-20,000</td>
</tr>
<tr>
<td>School Support Staff Salaries</td>
<td>-373,048</td>
<td>-$369,356</td>
<td>-$346,856</td>
</tr>
<tr>
<td>Salary Related Costs</td>
<td>-$296,471</td>
<td>-$280,057</td>
<td>-$293,874</td>
</tr>
<tr>
<td>Classroom Programs</td>
<td>-$67,759</td>
<td>-$84,084</td>
<td>-$74,600</td>
</tr>
<tr>
<td>Student Activities</td>
<td>-$67,927</td>
<td>-$83,505</td>
<td>-$82,530</td>
</tr>
<tr>
<td>Computing Expenses</td>
<td>-$54,760</td>
<td>-$87,463</td>
<td>-$83,000</td>
</tr>
<tr>
<td>Administration Overheads</td>
<td>-$106,939</td>
<td>-$108,263</td>
<td>-$112,150</td>
</tr>
<tr>
<td>Buildings/Grounds Overheads</td>
<td>-$167,167</td>
<td>-$207,220</td>
<td>-$206,400</td>
</tr>
<tr>
<td>Teaching Overheads</td>
<td>-$15,030</td>
<td>-$15,950</td>
<td>-$15,800</td>
</tr>
<tr>
<td>School Community</td>
<td>-$9,725</td>
<td>-$9,300</td>
<td>-$4,500</td>
</tr>
<tr>
<td>Levies</td>
<td>-$177,076</td>
<td>-$185,922</td>
<td>-$191,438</td>
</tr>
<tr>
<td>Canteen/OSHC/Uniform Shop</td>
<td>-$235,584</td>
<td>-$262,085</td>
<td>-$276,100</td>
</tr>
<tr>
<td>OSHC overhead facility costs</td>
<td>-$28,939</td>
<td>-$28,939</td>
<td>-$-</td>
</tr>
<tr>
<td>Interest on loans</td>
<td>-$133,551</td>
<td>-$142,517</td>
<td>-$115,580</td>
</tr>
<tr>
<td>Computer lease expenses</td>
<td>-$73,647</td>
<td>-$69,005</td>
<td>-$75,507</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>-$3,984,227</td>
<td>-$4,092,796</td>
<td>-$4,157,635</td>
</tr>
</tbody>
</table>
**CAPITAL INCOME**

<table>
<thead>
<tr>
<th>Description</th>
<th>Actual Jan-Dec 2014</th>
<th>Budget Jan-Dec 2014 as presented to AGM</th>
<th>Budget Jan-Dec 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>BGA Grant - Kiss &amp; Drop Zone 2012/2013</td>
<td>$32,700</td>
<td>$32,700</td>
<td>$-</td>
</tr>
<tr>
<td>Student levies</td>
<td>$25,103</td>
<td>$23,521</td>
<td>$35,604</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$57,803</strong></td>
<td><strong>$56,221</strong></td>
<td><strong>$35,604</strong></td>
</tr>
</tbody>
</table>

**CAPITAL EXPENDITURE**

<table>
<thead>
<tr>
<th>Description</th>
<th>Actual Jan-Dec 2014</th>
<th>Budget Jan-Dec 2014 as presented to AGM</th>
<th>Budget Jan-Dec 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture &amp; Equipment</td>
<td>-$1,605</td>
<td>-$10,000</td>
<td>-$3,150</td>
</tr>
<tr>
<td>Computer Equipment</td>
<td>-$5,065</td>
<td>-$10,000</td>
<td>-$6,300</td>
</tr>
<tr>
<td>Capital works</td>
<td>$-</td>
<td>-$35,000</td>
<td>-$15,000</td>
</tr>
<tr>
<td>BGA Grant - Kiss &amp; Drop Zone 2012/2013</td>
<td>-$58,426</td>
<td>-$55,230</td>
<td>$-</td>
</tr>
<tr>
<td>Principle on Loans</td>
<td>-$250,690</td>
<td>-$255,898</td>
<td>-$277,096</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>-$315,786</strong></td>
<td><strong>-$366,128</strong></td>
<td><strong>-$301,546</strong></td>
</tr>
</tbody>
</table>

**Cash Result Surplus/Deficit:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Actual Jan-Dec 2014</th>
<th>Budget Jan-Dec 2014 as presented to AGM</th>
<th>Budget Jan-Dec 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>$145,730</strong></td>
<td><strong>-$305,221</strong></td>
<td><strong>-$47,012</strong></td>
</tr>
</tbody>
</table>

Reconciled Cash at bank 31 December 2013:

- $270,949
- $145,730
- $416,679

Cash at bank 31 December 2014:

- $416,460

Debtor-Commonwealth Grant received in January 2015:

- $50,183

Creditors as at 31 December 2014:

- $139,629

**Anticipated carried forward to 2015**

- $327,014

Debtor-Commonwealth Grant received in January 2015:

- $50,183

Major Creditors as at 31 December:

- AGL - electricity September - December: $11,314
- ATO - BAS December: $76,835
- Mercer Spectrum - Superannuation December: $41,847
- Edwards Painting: $7,000
- $136,996
Introduction

The following report is for St. Martin’s Primary School financial statement of 2014.

Performance
On a cash flow basis we returned a surplus of $140k, against a budgeted deficit of $300k. This variance to budget is an outstanding result.

Recurrent Income & Expenditure:
Recurrent income was 7% above budget and expenditure was 3% under budget.
- Significant contributors:
  - Tuition fees were over budget by 17% due to $59K overpayment and $50k received above budget for tuition and resource fees.
  - Resource fees in advance were under budget due to the collection being outsourced to Lighthouse Books.
  - The State and Commonwealth Government Grants were over budget by $260k, 10% more than expected.
  - Factors affecting the recurrent expenditure underspend included the reduction in interest rates and $15k iscolaris funding not utilised.
- The OHSC and VAC programmes continue to produce a positive operating outcome.
- The Canteen produced a small surplus this year which is a credit to the effort put in by Nives.
- The Parents and Friends raised almost $20k in 2014, which is an inspiring effort. Fund raising events included the Election, Sports Day, Mother’s and Father’s Day stalls, two School Discos, the Entertainment Books, the 50th Anniversary picnic, Christmas BBQ and the Cadbury Chocolate fundraiser.

Capital Income and Expenditure:
- Capital income was 2% over budget.
- Capital expenditure was 14% under budget due primarily to $35k of capital works not being used in 2014.

In Summary:
Overall the cash flow surplus was $140k thanks largely to the additional Government grants received in late 2014. A total of $384k was paid off our CDF loan (Catholic Development Fund).

As in previous years, we continue to carry debt from capital commitments of the school hall. We are however reassured by our partnership with CEO with a commitment to assure our ongoing financial viability through the coming year.

Cathie Bath
Chair of the Finance Committee.
In 2014 St Martins School celebrated 50 years of education in Greenacres. 50 years of ‘loving to learn’ and ‘learning to love’.

The Parents and Friends Committee of 2014 was focused on and dedicated to continuing to develop the community spirit that was evident in our initial community of 1964.

In 2014 we held countless FUNraisers, to help build and nurture the school community. A lot of fun was had by all and we raised some funds as well!

After the new committee was elected, we had very little time to find our feet as we got into our FUNraising right away. For the first time the school was used as a polling booth for the state election and it was decided that we could use this event to showcase the St Martins spirit to the wider community by holding a BBQ on site. It was at this event that we decided to reduce the price of sausages from $2.50 to $2.00 to reinforce the fact that we were FUNraising, not fundraising.

School sports day was closely followed by our election day BBQ, where we donned the aprons again for another BBQ. It was at this event when we decided to introduce Halal meat to our FUNraising. Although we are a Catholic School, it was decided that we needed to be aware of all of our community members and ensure that we were being inclusive.

The sale of Entertainment books (a record of 122 books were sold) and Cadbury chocolates (74 boxes were sold) soon followed, as well as our Mother’s Day stall. The parents and friends group also ran 2 school discos that were well attended by students in all year levels. Father’s day was then celebrated by us running a Father’s day stall where children were able to purchase a gift for dad from our huge selection of handmade and purchased items.

We wrapped up the year with an Educational Experience fundraising campaign and celebrated the end of St Martin’s 50th year in style at the “Beatles Mania” concert with our final BBQ for 2014. As the school celebrated its 50th year, the parents and friends group celebrated as well. We celebrated with a parish morning tea held at the school after our 50 year mass celebrations, mass was celebrated by 600 people in the school hall and most of the congregation stayed for morning tea afterwards.

We also celebrated with a 50th birthday party in October, were the parents and friends put their BBQ skills to the test once again, and served over 800 people, which was no small feat! Once again we demonstrated what we could truly achieve working together. Members of the community in our foundational years told us that the “feel” of the school is the same as it was 50 years ago when it opened. We must be doing something right!

It wasn’t all FUNraising for the committee; we did do a lot of unseen work as well. We worked tirelessly to build and better the school and the community.
We approached a number of businesses for donations of products and services. We were over the moon when we received a huge donation at the start of the year from the Harpas family, a new BBQ just in time for sports day; it was a well-timed donation, as the school’s old faithful failed to light on the day!

We approached both Bunnings and Stratco with a request for help for some landscaping supplies for the new ‘kiss and drop’ area, and were very grateful for their support. Stratco at Gepps Cross donated $100 worth of flowers for the flower beds at the front of the school, in order to get it looking great for our 50 year celebrations. Bunnings at Windsor Gardens also donated supplies for our dry creek bed and some more citrus trees.

We approached the local Coles and Woolworths supermarkets with a request for fruit for our Sacred Heart Feast celebrations, and they responded with enough fruit to serve the 700 students for morning tea.

We hosted a number of morning teas including one on the first day of the year and one on the first transition visit for the new students of 2015, but by far our biggest effort was the school open day / Grandparents day, where we served over 200 cups of tea and fed everyone well!

We built on our community involvement by putting together a Business Directory. All families were invited to advertise their businesses. We organised a “Working Bee” in October to help get the school ready for our 50th Birthday Party.

With the funding from a PIE Grant we invited educational consultant, Mark LeMessurier back to present another one of his parent workshops, “What’s the Buzz.” This was enjoyed by approximately 40 parents.

We met with Leanne DeYoung from the “Federation” to help establish and write a constitution for the group. This is still a work in progress!

Representatives from the P & F committee met with the local ward councilors to address some of the traffic issues we were experiencing with the newly constructed ‘Kiss and Drop’ area. After an afternoon of watching the traffic flow and witnessing the congestion, they agreed to take the issues to council on our behalf and put in place new traffic restrictions.

Another subcommittee also spent much time with the schools Sustainability Co-coordinator, Deidre Knight and the Schools Grounds person, Peter Kuerschner in the school yard, designing, planning and keeping up to date with the progress. Nigel Kalleske built a "mud kitchen" for the children to use in the garden outside play area.

2014 also saw the group investing in a number of items to help improve the facilities for the students. We purchased 4 marquees, that were well utilised in both the summer and winter months, both onsite and offsite at carnivals and other occasions. To complement the marquees we had 4 flag banners made up with the school logo, so that everywhere St Martins went, a flag went too. We funded the replacement of the shade cover over the junior play ground after it was destroyed in bad weather. We also funded a set of Aussie Rules Footy Posts, after a request came through from a family to offer more for the children to do at lunch. The soccer goals were also repaired at the same time. The school garden received a cash injection to help see it all come to life. As the year drew to a close we had a request for a set of cutlery, to be used at the year 7 graduation dinner and keeping with the schools
sustainability focus the purchase was made. No more plastic knives and forks! Then the focus turned to what we could do for 2015, the junior primary teachers begged us for a set of iPads and the sports department requested a set of basketball uniforms. Both wishes were granted. Unfortunately we were unable to fund all the projects on the wish list in 2014, the biggest being the shade cover for the senior playground, when the quote came in at over $20,000 we decided that it needed to be a long term goal.

We had a great year in 2014 and learnt a lot, we continued to build and develop the school ‘community’ and strengthen the bond between the school and our school families. Thank you for your continued support as we strived to make St Martin’s School a better place for the children to ‘Learn to Love and Love to Learn.’

We look forward to working with each and every family of the St Martin’s Community in 2015.

Olivia Hindes
Parents & Friends
Chairperson 2014
**ST MARTIN'S CATHOLIC PRIMARY SCHOOL – PARENTS & FRIENDS 2014**

*Statement of Receipts and Payments for the year ending 31 December 2014*

### Income

<table>
<thead>
<tr>
<th>Event</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Election &amp; Sports Day</td>
<td>$3,002.50</td>
</tr>
<tr>
<td>Mother’s Day</td>
<td>$1,997.85</td>
</tr>
<tr>
<td>Disco T2</td>
<td>$1,210.00</td>
</tr>
<tr>
<td>Cadbury Fundraiser</td>
<td>$3,745.90</td>
</tr>
<tr>
<td>Entertainment Books</td>
<td>$1,651.00</td>
</tr>
<tr>
<td>Interest</td>
<td>$50.77</td>
</tr>
<tr>
<td>Disco T3</td>
<td>$1,289.85</td>
</tr>
<tr>
<td>Sundry</td>
<td>$86.80</td>
</tr>
<tr>
<td>Grandparents Day</td>
<td>$-</td>
</tr>
<tr>
<td>Father’s Day</td>
<td>$2,105.15</td>
</tr>
<tr>
<td>50th Anniversary Mass</td>
<td>$-</td>
</tr>
<tr>
<td>50th Anniversary Picnic</td>
<td>$2,020.10</td>
</tr>
<tr>
<td>Mark Le Messurier</td>
<td>$-</td>
</tr>
<tr>
<td>Christmas BBQ</td>
<td>$1,979.30</td>
</tr>
</tbody>
</table>

**Total Income**: $19,139.22

### Expenditure

<table>
<thead>
<tr>
<th>Event</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Election &amp; Sports Day</td>
<td>$1,383.99</td>
</tr>
<tr>
<td>Mother’s Day</td>
<td>$1,144.10</td>
</tr>
<tr>
<td>Disco T2</td>
<td>$330.00</td>
</tr>
<tr>
<td>Cadbury Fundraiser</td>
<td>$2,190.00</td>
</tr>
<tr>
<td>Entertainment Books</td>
<td>$-</td>
</tr>
<tr>
<td>Interest</td>
<td>$-</td>
</tr>
<tr>
<td>Disco T3</td>
<td>$363.96</td>
</tr>
<tr>
<td>Sundry</td>
<td>$603.15</td>
</tr>
<tr>
<td>Funds transferred to School</td>
<td>$15,000.00</td>
</tr>
<tr>
<td>Transition Morning Tea</td>
<td>$45.00</td>
</tr>
<tr>
<td>Marquees</td>
<td>$2,449.00</td>
</tr>
<tr>
<td>Grandparents Day</td>
<td>$86.20</td>
</tr>
<tr>
<td>Father’s Day</td>
<td>$1,050.17</td>
</tr>
<tr>
<td>50th Anniversary Mass</td>
<td>$135.31</td>
</tr>
<tr>
<td>50th Anniversary Picnic</td>
<td>$1,812.41</td>
</tr>
<tr>
<td>Mark Le Messurier</td>
<td>$687.57</td>
</tr>
<tr>
<td>Christmas BBQ</td>
<td>$965.92</td>
</tr>
</tbody>
</table>

**Total Expenditure**: $28,246.78

**Net Result**: -$9,107.56

Represented by:

- Opening Balance January 1 2014: $25,270.75
- Plus income January to December 2014: $19,139.22
  - Total income: $44,409.97
- Less expenditure January to December 2014: $28,246.78

**Cash at bank as per bank reconciliation December 31 2014**: $16,163.19
ST MARTIN’S CATHOLIC PRIMARY SCHOOL
2014 ANNUAL GENERAL COMMUNITY MEETING
WH&S PERFORMANCE REPORT

Purpose
To provide a summary of progress and current status of WH&S strategies, processes and activities within the organisation to demonstrate:
- WH&S systems are working effectively
- Management commitment
- Control measures are in place
- There is evidence of continual improvement

Use of Reports
Reporting on WH&S will assist the organisation to identify any emerging trends, measure and compare their WH&S performance, demonstrate their achievements in workplace safety and employee welfare, promote development of strategies to improve WH&S performance, and will assist Boards with determining future budget and resourcing requirements.

Instructions for Use
The WH&S Performance report should include:

1. **Injury Data**
   Summarise injury data for the reporting period for both workers compensation claims and incident data. This will include a more detailed breakdown of part of body injured.

2. **Reportable Incidents**
   Provide information on any reportable incidents to Workplace Services and actions taken as a result. Reportable incidents include: death, injury that results in admittance to a hospital, fire, electrocution etc.

3. **Consultation**
   Identify the number of planned WH&S consultative meetings and workplace inspections against those conducted.

4. **Training**
   Identify the number of new employees, those inducted and training planned against Conducted.

5. **Safety Initiatives**
   This section should be used to describe any WH&S improvements or initiatives, any awards received or any contribution made towards improving safety at a site or licence level.

6. **Future Safety Improvements**
Describe any areas identified for future improvements. These improvements may have been identified as a result of hazard reports, audits, workplace inspections, incidents, maintenance, etc.

**WH&S Performance Report**

**Responsibility**
It is the responsibility of the Principal/Manager to:
- ensure the reports are completed and presented to Board meetings
- summarise the reports and provide reports as per distribution below.

**Audit**
Application of this report may be subject to audit.

**Report Summary**
The following is a summary of WH&S performance for the reporting period January to December 2014.

1. **Injury Data**

Injury data for the reporting period is summarised in the tables below.

<table>
<thead>
<tr>
<th>Total no. workers compensation claims</th>
<th>0</th>
<th>Total no. employees currently on rehabilitation</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of injuries resulting in lost time</td>
<td>1</td>
<td>Total lost time</td>
<td>40 Weeks</td>
</tr>
<tr>
<td>Total no. of incidents/injuries/near miss reports</td>
<td>4</td>
<td>Total no. of investigations conducted</td>
<td>4</td>
</tr>
</tbody>
</table>

Summary of body parts injured from workers compensation claims and incident reports.

<table>
<thead>
<tr>
<th>Part of Body</th>
<th>No. Injuries</th>
<th>Part of Body</th>
<th>No. Injuries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Limb</td>
<td>Hands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower limb</td>
<td>Knee – Left</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back</td>
<td>Eyes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trunk</td>
<td>Face – Left side + left ear</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Psychological</td>
<td>Other – Behind left ear</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** A lost time injury is a work related injury that results in time off work by way of a Prescribed Medical Certificate.

2. **Reportable Incidents**

The number of reportable incidents to Workplace Services: Nil
Workplace Services attended: No
Actions taken as a result of incident: N/A
3. **Consultation**

The number of scheduled WH&S consultative meetings and workplace safety inspections versus actual is shown below.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Workplace Safety Inspections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings</td>
<td>Planned</td>
</tr>
</tbody>
</table>

These meetings are contained within Weekly Staff Meetings. Minutes are kept and are available in the ‘Staff Meetings’ folder.

<table>
<thead>
<tr>
<th>WH&amp;S Performance Report</th>
</tr>
</thead>
</table>

4. **Training**

The number of employees inducted and trained according to the training program are summarised below.

<table>
<thead>
<tr>
<th>No. of new employees:</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers - 6</td>
<td></td>
</tr>
<tr>
<td>OSHC – 2</td>
<td></td>
</tr>
<tr>
<td>TRT – 2</td>
<td></td>
</tr>
<tr>
<td>ESO - 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13</td>
</tr>
<tr>
<td>No. of new employees inducted within one week of commencement of work</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training Program</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Induction</td>
<td>YES</td>
</tr>
<tr>
<td>Manual Handling</td>
<td>YES</td>
</tr>
<tr>
<td>Harassment and Bullying in the Workplace</td>
<td>YES</td>
</tr>
<tr>
<td>Injury! What Now?</td>
<td>YES</td>
</tr>
<tr>
<td>Fire Safety</td>
<td>YES</td>
</tr>
<tr>
<td>Senior First Aid</td>
<td>YES</td>
</tr>
</tbody>
</table>

5. **Audits**

Summary of Internal and External Audits conducted

<table>
<thead>
<tr>
<th>INTERNAL AUDITS (undertaken by WH&amp;S Coordinator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>------</td>
</tr>
</tbody>
</table>

27
<table>
<thead>
<tr>
<th>Term 2 2014</th>
<th>✩ Incident/Near Miss Reporting. ✩ Smoking</th>
<th>o Nil</th>
<th>o Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 3 2014</td>
<td>✩ Consultation ✩ Emergency and Critical Incident ✩ Purchasing</td>
<td>o Nil</td>
<td>o Nil</td>
</tr>
<tr>
<td>Term 4 2014</td>
<td>✩ Electrical ☐ Volunteer</td>
<td>o Nil</td>
<td>o Nil</td>
</tr>
</tbody>
</table>

**EXTERNAL AUDIT**  (undertaken by Lisa Zuppa WHS Consultant – CSH&W SA)

<table>
<thead>
<tr>
<th>Date</th>
<th>Area Audited</th>
<th>Non-conformances</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/4/2014</td>
<td>Management of Hazardous Substances.</td>
<td>o Labelling &amp; Decanting. o Should substances be made up and need to be stored in a container, Food/Drink Containers MUST NOT BE USED. o Labelling on substances must be in English.</td>
<td>o Risk Assessment for Decanting fuel. o Review paint storage, if not needed dispose of paints. Flammable paints to be stored in metal cupboard. o WHS questions are written on the purchase order forms to prompt staff when making a purchase in regards to WHS requirements o PPE Register to be signed and dated by Maintenance Personnel.</td>
</tr>
</tbody>
</table>
6. **WH&S Performance Report**

   - Evacuation Drill was conducted on 4/9/2014
   - Lock Ins were conducted on 28/5/2014 and 25/11/2014
   - Training Program details for 2014 are noted above.
   - Training for 2015 has been identified through the Staff Performance Review process.

7. **Significant Hazards Identified**

   - No hazards have been identified.

8. **Areas Identified for Future Improvement**
   
The following are areas which were identified for future improvement e.g.:

   - Work Place Inspections.
   - Management of Hazardous Substances

9. **Comments**

   - The WH&S Co-ordinator has been proactive in attending a number of meetings at CEO during the year.

Name: Susanne Harding  
Positions/Role: Deputy Principal/WH&S Officer  
Date: 20/2/2015
ST MARTIN'S CATHOLIC PRIMARY SCHOOL
2014 ANNUAL GENERAL COMMUNITY MEETING
CANTEEN REPORT

The St Martin’s Canteen is located in the community hall kitchen, in the school hall and operates five days a week, providing both recess and lunch orders. A comprehensive menu list is provided to all families.

The Canteen has a window located in the School Hall which is opened at lunch time for “over the counter” sales. Window sales commence after the students have eaten their lunch. Window sales include fresh fruit, ice blocks, ice creams, crisps, drinks and a small range of sweets.

As a result of the Parent Satisfaction Survey 2014 it was decided to trial a broader range of foods. This has included more vegetarian options and halal products. As of 2014 these products because of the popularity will now be a permanent inclusion on the canteen menu. Whilst every endeavour is made to include (Amber) healthy food options only, there are some “sometimes” (Red) foods available.

The Canteen has a commitment to maintain a sustainable financial position and remain a valuable service for the school community.

It is important to note that all monies raised through the canteen on Sports Day Cake and Lolly stall, multicultural day, sausage sizzles, end of year concert sales and second hand uniform, all contribute to the overall finances of the school, which is then spent accordingly.

The Canteen organised ‘special days’ during the year including ‘Footy Donut Days’ and ‘Sausage Sizzle Days’. It is important to have timelines for ordering on these days as the orders need to be placed with the suppliers due to the high number of items required. I have appreciated the support of parents who have kept to the specified timelines as this has helped me greatly with placing orders.

In order to attract more volunteers in the Canteen and raise community involvement in the School, I have a new roster requesting help between 12.00pm and 2.00pm each day to assist me serving during the lunch break. A roster will be placed in the Canteen for volunteers to add their names to any vacant time slots. I am hoping that by asking for volunteers to help for a specified period only, will encourage many of you to consider helping, even if it is only once a term.

Please support your school canteen. Our aim is to provide an ongoing service to our school community, at no cost to the School. Help us to achieve this.

Nives Grgic
Canteen Manager
**Attendance Average for 2013**
- Before School Care: 22
- After School Care: 63
- Vacation Care: 25

**FEES**
Afterschool and Vacation Care Fees will be reviewed during 2015.

**Enrolments – 2014**
Enrolments have increased and continue to grow with the new intake of Reception children. Before School Care fluctuates throughout the year. After School Care Numbers are increasing.

**Departures**
We farewell 5 children who have transitioned to High School and we wish them all the best.

**OSHC Program**
During the year the children have participated in some fantastic experiences through the After School and Vacation Care program.

These include such highlights as:-

- Visitors such as Sam Oshodi. Sam had the children singing songs from Africa, dancing in time to the bongo drum the children had made from scratch.

- Part of the Vacation Care program is designed from the children’s choices of food, activities and popular demand of tried and tested venues that the children feel safe and have a lot of fun visiting again and again eg; Team trampoline, Wizz Bang Play Centre, Semaphore waterslide, Woodville AMF Bowling, and many more fabulous places. The children have input deciding their menu for the week. A strong favourite is Curried Chicken and Rice.

- Excursion Days will see the largest number of children as do Incursion Days.

- Cooking with the children has always been a favourite activity. This year we made Japanese Sushi, Mexican Taco’s, Croatian Strudel and Indian curries.
- The CSIRO was back by popular demand and had the children in squeals of laughter with the use of dry ice and more Summer Splash ideas with the human sized bubbles.
Our OSHC committee meetings will be conducted by email as our members are often busy with work commitments and after extra-curricular activities after school.

“My Time Our Place” framework continues to encompass our program, the children are observed during their play activities and information is recorded to add to our program. We have an annual review of our service which ensures the high standard of care from our professionally trained staff continues. All OSHC staff are trained through Uni SA or have attended TAFE SA.

Staff are encouraged to attend professional development meetings. This includes Mandatory Reporting, First Aid Training, Asthma, Anaphylaxis and other necessary training they may need.

We continue to grow by increasing numbers of children and by popularity. We will endeavour to keep the children of St Martin’s engaged and safe during 2015.

Donna Hulley
Director
OSHC
St Martin’s Catholic Primary School is a systemic parish primary school situated in the North Eastern suburb of Greenacres. It was opened in 1964 by the Sisters of the Daughters of Our Lady of the Sacred Heart, welcoming families from the local community and those who had recently migrated to Australia. We are committed to maintaining links with our founding sisters and their charism of welcoming all to our community.

We strive to keep the ‘spirituality of the heart’ at the core of our mission, with our motto being, Loving to learn – Learning to love. The school community is reflective of our multicultural society and we pride ourselves on nurturing a culture of mutual respect. We work earnestly to give witness to our mission of building a vibrant and caring community based on our core values of; Respect, Service, Acceptance, Safety, Responsibility, Honesty, Pride and Friendliness.

Our Vision is to build a school where the life of Jesus is at the heart of the spiritual development of the whole community and we aim to provide the best possible opportunities and environments to encourage successful lifelong learning. We value continuous and collaborative learning where children, teachers and families interact to build a lively, faith filled learning community. We strive to develop the full potential of each student and we respect and value the unique character, interest, gifts and abilities of all individuals.

We are committed to the notion of continuous improvement. Teachers strive to provide feedback to students, involve students in their own learning and adjust teaching practices to take account of student needs. Assessment for Learning guides us as educators to make informed decisions about our teaching and helps us to improve student learning. Data gained from student assessments, including both school based and NAPLAN are analyzed, and information gained is used to assist students in their learning and to inform teachers in regards to curriculum development and their own professional learning. Staff are committed to professional learning and embrace the notion of continual improvement.

Our focus in recent years has been to develop Spelling, Writing and Reading Comprehension, with an emphasis on inferencing, interpretation and making connections between written ideas. Our work in these areas has resulted in improvements in student learning outcomes. In 2011 our school was selected to join the Smarter School National Partnership which is a joint initiative of the Australian Government and Catholic Education Office South Australia. Focusing on improving student learning outcomes in Reading is the primary objective of participating in this project.

We are a co-educational school with a current enrolment of 374 students, Reception to Year 7.
# School Performance Report

School ICSEA value  
1057

## STUDENT INFORMATION

Total enrolments  
Girls 197  
Boys 177  
Full-time equivalent enrolments 374  
Indigenous students 1%  
Language background other than English 20%

### Student Attendance Year: 2014

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECEPTION</td>
<td>93.79</td>
<td>93.02</td>
<td>92.48</td>
<td>94.01</td>
</tr>
<tr>
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<td>93.81</td>
<td>94.48</td>
<td>93.41</td>
<td>94.33</td>
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<tr>
<td>YEAR 2</td>
<td>96.03</td>
<td>94.28</td>
<td>91.40</td>
<td>95.11</td>
</tr>
<tr>
<td>YEAR 3</td>
<td>93.94</td>
<td>94.70</td>
<td>92.91</td>
<td>95.13</td>
</tr>
<tr>
<td>YEAR 4</td>
<td>96.58</td>
<td>96.17</td>
<td>94.23</td>
<td>94.58</td>
</tr>
<tr>
<td>YEAR 5</td>
<td>95.89</td>
<td>94.25</td>
<td>92.89</td>
<td>95.67</td>
</tr>
<tr>
<td>YEAR 6</td>
<td>94.27</td>
<td>94.62</td>
<td>92.41</td>
<td>93.11</td>
</tr>
<tr>
<td>YEAR 7</td>
<td>94.10</td>
<td>93.66</td>
<td>95.96</td>
<td>94.08</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>94.80</strong></td>
<td><strong>94.40</strong></td>
<td><strong>93.21</strong></td>
<td><strong>94.63</strong></td>
</tr>
</tbody>
</table>
If a student is absent from school parents are requested to inform the school by telephoning between 8:30 am and 9:00 am or sending the class teacher a note explaining the absence on the student’s return. Parents are requested to inform the Principal in writing if students will be absent for an extended period of time due to a family holiday etc. Class teachers will inform the Principal if a student is consistently absent. The Principal will then contact the parent to discuss.

**STAFFING 2014**

**PARISH PRIEST**
Fr Kym Spurling

**PRINCIPAL**
Maria D’Aloia

**DEPUTY PRINCIPAL/APRIM**
Susanne Harding

**REC/STUDENT WELLBEING**
Rose Valenti

**SPECIALIST TEACHERS**

**ART**
Sophie Melingakos (Term 1)
Helen Williams (Term 2-4)

**KEY LITERACY TEACHER/COACH**
Helen Young

**LIBRARY SUPPORT**
Michele Dick and Wendy Hill

**LANGUAGES**
Rita Campbell

**MUSIC**
Saxon Wilson

**PHYSICAL EDUCATION**
Michael Woods

**SPECIAL EDUCATION**
Maria D’Aloia

**INFORMATION TECHNOLOGY**
Susanne Harding (Term 1)
Katie Downie (Term 2-4)

**CLASSROOM TEACHERS**

**RECEPTION**
Adrienne Veall

**RECEPTION**
Daina Peric

**RECEPTION/YEAR 1**
Maria Iannotti

**YEAR 1**
Katia Pedersen/Melissa Jones

**YEAR 1**
Jan Millbank

**YEAR 2**
Helen Young/Katherine Belperio

**YEAR 2**
Toni Rossi
YEAR 3
Elisa Simone/Helen Belperio
Sue Fantasia/Monika Broikos

YEAR 4
Linda Gentilcore
Paul Panos/Michael Woods

YEAR 5
Megan Pratt
Helen Williams (Term 1)
Katie Downie (Term 2-4)

YEAR 6/7
Rose Valenti/Nick Mezzino
Mark Roberts

EDUCATION SUPPORT OFFICERS
Jill Mee
Bobby Rodgers
Angela Norton
Mary Jessup
Dora Bouras
Katrina Giannitto

WORK HEALTH SAFETY OFFICER
Michele Dick

ADMINISTRATION
Sue Mellon
Nadia Udina
Michele Dick
Angela Norton

SUSTAINABILITY OFFICER
Deidre Knight

CANTEEN MANAGER
Nives Grgic

OUT OF HOURS SCHOOL CARE
Donna Hulley

SCHOOL COUNSELLOR
Michelle Roberts

GROUNDS PERSON
Peter Kuerschner

Staff Information

Teaching staff
<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time equivalent teaching staff</td>
<td>19.2</td>
</tr>
<tr>
<td>Non-teaching staff</td>
<td>13</td>
</tr>
<tr>
<td>Full-time equivalent non-teaching staff</td>
<td>7.4</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>23</td>
</tr>
<tr>
<td>Diploma</td>
<td></td>
</tr>
<tr>
<td>Education/Teaching</td>
<td>10</td>
</tr>
<tr>
<td>Graduate diploma / Graduate certificate</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>4</td>
</tr>
<tr>
<td>Theology / Catholic studies &amp; Catholic leadership</td>
<td>3</td>
</tr>
<tr>
<td>Master degree</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>3</td>
</tr>
</tbody>
</table>
REPORT SUMMARY
This year we have seen significant growth in our students NAPLAN results and I believe it is due to explicit, targeted teaching partnered with high expectations and persistence in making a difference to student growth.

Percentage of students who have achieved the minimum standard

<table>
<thead>
<tr>
<th>Year 3</th>
<th>% students who achieved the National Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component</td>
<td>2012</td>
</tr>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>92</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

The year 3 result shows a high number of students achieving the minimum standard. 100% of students achieved national minimum in spelling and numeracy.

<table>
<thead>
<tr>
<th>Year 5</th>
<th>% students who achieved the National Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component</td>
<td>2012</td>
</tr>
<tr>
<td>Reading</td>
<td>87</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>97</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
</tr>
</tbody>
</table>

The year 5 results were compared to the same cohort as 2012. These students have tracked quite well with an improvement evident in reaching national minimal standards in reading, spelling and numeracy.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>% students who achieved the National Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component</td>
<td>2012</td>
</tr>
<tr>
<td>Reading</td>
<td>85</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>88</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>94</td>
</tr>
</tbody>
</table>
The year 7 results were compared to the same cohort as 2012 and the attainment for minimal national standard for students has dropped since 2012 with the only improvement being in reading. This can be attributed to many of the students in this cohort had withdrawn from the test in Year 5 but had participated in the test in Year 7 and this has impacted on our overall results.

Growth in the means score for 2012, 2013 and 2014
The mean scores have also steadily improved in most areas and indicate that we are close to state and national means.

<table>
<thead>
<tr>
<th>Component</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>408.1</td>
<td>410.4</td>
<td>412.2</td>
</tr>
<tr>
<td>Writing</td>
<td>389.3</td>
<td>376.2</td>
<td>405.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>413.9</td>
<td>398.5</td>
<td>416.9</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>394</td>
<td>415.7</td>
<td>426</td>
</tr>
<tr>
<td>Numeracy</td>
<td>381.1</td>
<td>376.6</td>
<td>399</td>
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</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>498.1</td>
<td>508.4</td>
<td>490.9</td>
</tr>
<tr>
<td>Writing</td>
<td>463</td>
<td>486.9</td>
<td>452</td>
</tr>
<tr>
<td>Spelling</td>
<td>482.2</td>
<td>506.8</td>
<td>499.4</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>482.7</td>
<td>529.8</td>
<td>508.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>472.2</td>
<td>508.3</td>
<td>474.9</td>
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</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>494.5</td>
<td>531.5</td>
<td>557.4</td>
</tr>
<tr>
<td>Writing</td>
<td>522.4</td>
<td>541.4</td>
<td>494.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>522.9</td>
<td>538.3</td>
<td>538.4</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>506.4</td>
<td>514.7</td>
<td>537.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>500.6</td>
<td>519.8</td>
<td>546.1</td>
</tr>
</tbody>
</table>

ESTIMATED STANDARDISED STUDENT PROGRESS BETWEEN 2012-2014 LITERACY AND NUMERACY

<table>
<thead>
<tr>
<th>PROGRESS/GROWTH</th>
<th>Reading School</th>
<th>Australia</th>
<th>Numeracy School</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOW</td>
<td>24%</td>
<td>25%</td>
<td>21%</td>
<td>25%</td>
</tr>
<tr>
<td>MEDIUM</td>
<td>55%</td>
<td>50%</td>
<td>53%</td>
<td>50%</td>
</tr>
<tr>
<td>UPPER</td>
<td>21%</td>
<td>25%</td>
<td>26%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Year 7

<table>
<thead>
<tr>
<th>Component</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>522.2</td>
<td>508.3</td>
<td>474.9</td>
</tr>
<tr>
<td>Writing</td>
<td>522.9</td>
<td>538.3</td>
<td>538.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>506.4</td>
<td>514.7</td>
<td>537.3</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>500.6</td>
<td>519.8</td>
<td>546.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>519.8</td>
<td>546.1</td>
<td>537.3</td>
</tr>
<tr>
<td>Writing</td>
<td>514.7</td>
<td>538.4</td>
<td>519.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>538.3</td>
<td>537.3</td>
<td>519.8</td>
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<tr>
<td>Grammar and Punctuation</td>
<td>514.7</td>
<td>538.4</td>
<td>519.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>537.3</td>
<td>519.8</td>
<td>546.1</td>
</tr>
<tr>
<td>PROGRESS/GROWTH</td>
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<td>SCHOOL AUSTRALIA</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>LOW</td>
<td>21%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>MEDIUM</td>
<td>32%</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>UPPER</td>
<td>47%</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>

Low – Student progress between tests is low when compared with students of similar ability.
Medium – Student progress between tests is low when compared with students of similar ability.
Upper – Student progress between tests is high when compared with students of similar ability.

### YEAR 3

### READING

**QUESTIONS ABOVE NATIONAL CORRECT % out of 38 questions**
- Identifies main character
- Locates directly stated information
- Locates information in simple narrative
- Locates information in sequencing
- Interprets implied information
- Locates directly stated information in an information text
- Links information across parts of an information text
- Identifies the nature of information in an information text
- Locates directly stated information in a poster
- Locates directly stated information in a poster
- Interprets information in a narrative
- Interprets a process described in an information text
- Identifies the information that is missing from an information text
- Identifies the main idea in a complex explanation in a report

**QUESTIONS BELOW NATIONAL CORRECT % out of 38 questions**
- Interprets directly stated information in an information text
- Locates information in a poster using a synonymous match
- Identifies a persuasive technique used in a poster
- Infers the purpose of a literary description in the first paragraph in a narrative
- Interprets a characters feelings in a narrative
- Interprets a reason in a narrative
- Identifies the purpose of headings in an information text
- Locates detail that is not stated directly in an information text
- Identifies the correct order of steps in a process in an information text
- Locates directly stated information in an information text
- Identifies the information that is missing from an information text
• Interprets detail in an information text
• Infers the cause of an event in a report
• Draws on clues across the text to make an inference in a report

WRITING
QUESTIONS ABOVE NATIONAL CORRECT %
• Cohesion
• Sentence structure
• Spelling

QUESTIONS BELOW CORRECT %
• Audience
• Text Structure
• Ideas
• Persuasive Devices
• Vocabulary
• Paragraphing
• Punctuation

SPELLING
QUESTIONS ABOVE NATIONAL CORRECT % out of 25 questions
• Identifies an error in a one-syllable word with the terminal plosive –ck
• Correctly spells a one-syllable word with the long vowel –a
• Correctly spells a one-syllable word with the –r influenced long vowel –i
• Correctly spells a two-syllable word with the ending –on
• Correctly spells a one-syllable word with the plural form requiring a change to the base word (f to ve)
• Identifies an error, then correctly spells a two-syllable compound word with the diphthong diagraph –ai
• Identifies an error, then correctly spells a two-syllable compound word with the pattern –ight
• Identifies an error, then correctly spells a two-syllable word with the diphthong diagraph –oa
• Identifies an error, then correctly spells a two-syllable adjective with the derivational ending –y requiring a change to the base word (e drop)
QUESTIONS **BELOW** NATIONAL CORRECT % out of 25 questions
- Identifies an error in a one-syllable word with the terminal double letters –ll
- Correctly spells a one-syllable word with the affricative pattern –ge
- Correctly spells one-syllable homophone with the diphthong digraph –ow
- Correctly spells a one-syllable word with the semi-vowel –qu
- Correctly spells a two-syllable word with the fricative pattern –ss
- Identifies an error, then correctly spells a two-syllables word with the inflectional ending –es
- Identifies an error, then correctly spells a three-syllable word with the ending –on
- Identifies an error, then correctly spells a two-syllable word with the fricative diagraph –

**GRAMMAR AND PUNCTUATION**

QUESTIONS **ABOVE** NATIONAL CORRECT % out of 26 questions
- Identifies the correct pronoun in a complex sentence
- Identifies the correct casual conjunction in a complex sentence
- Identifies the correct conjunction in a compound sentence
- Identifies a comparative adjective in a compound sentence
- Identifies the correct preposition to introduce a prepositional phrase in a simple sentence
- Identifies the correct preposition in a complex sentence
- Identifies the sentence containing a singular subject to agree with the verb was
- Identifies an action verb in a simple sentence
- Identifies the correct placement of speech marks for speech with an attribution
- Identifies the correct use of an apostrophe of contraction in a simple sentence
- Identifies the correctly punctuated contraction in a simple sentence

QUESTIONS **BELOW** NATIONAL CORRECT % out of 26 questions
- Identifies the correct use of capital letters for proper nouns in a simple sentence
- Identifies the correct terminating punctuation for an exclamation
- Identifies the correct use of there in a complex sentence
- Identifies the correct sentence boundary punctuation between two simple sentences
- Identifies an adverb in a simple sentence
- Identifies the correct list punctuation in a complex sentence
- Identifies the noun in a complex sentence
- Identifies the reference for pronoun in a complex sentence

**NUMERACY**

QUESTIONS **ABOVE** NATIONAL CORRECT % out of 35 questions
- Identifies person in second position from the top
- Combines tens and ones to form a two-digit number
- Identifies tally marks that model given situation
- Visualises construction of familiar 3D object
- Visualises the number of missing edges in a cube
- Identifies perimeter of shape using informal units
- Identifies a side view of three rectangular prisms
- Identifies the missing number on a number line
- Identifies the shape made by folding and cutting a disc

**QUESTIONS BELOW** NATIONAL CORRECT % out of 35 questions
- Identifies next number in descending counting pattern
- Solves a word problem involving addition of two-digit numbers with carrying
- Identifies least three-digit number (with same digits) in set of four
- Identifies solution to number sentences in the form a a+?=0
- Identifies shape on graph paper with least shaded area
- Counts back days using a calendar
- Identifies changes in width and height for a shape
- Solves money problem requiring multiplicative thinking
- Identifies two shapes that overlap to make a given shape
- Solves a number problem involving proportion
- Determines the type of seed that should not to be planted in winter
- Determines the number of edges in an object
- Identifies processes required to solve a multi-step problem involving money
- Arranges a set of four numbers as an addition to find the biggest total
- Uses measurements on two diagrams to deduce unknown height
- Uses scale to calculate distance heading east

**YEAR 5 READING**

**QUESTIONS ABOVE** NATIONAL CORRECT % out of 38 questions
- Identifies the main idea in a simple information text
- Locates directly stated information in a simple information text
- Links information across two steps in a simple information text
- Links a picture to a step in a simple information text
- Locates information in a poster using a synonymous match
- Identifies a persuasive technique used in a poster

**QUESTIONS BELOW** NATIONAL CORRECT % out of 38 questions
- Makes a simple inference from a simple information text
- Interprets the meaning of the final step in a simple information text
- Identifies the focus of a poster
- Locates directly stated information in a poster
- Infers the purpose of a literary description in the first paragraph in a narrative
- Interprets a character’s feelings in a narrative
- Interprets the use of a short exclamation in a narrative
- Uses context to infer the meaning of a word in a narrative
- Interprets the imagery in a poem
- Interprets meaning from imagery in a poem
• Interprets information in an online discussion
• Identifies the purpose in information in an online discussion
• Interprets the meaning of a phrase in an online discussion
• Identifies the purpose of short statements in an online discussion
• Interprets the meaning of a comment in an online discussion
• Identifies the sequence of events in a narrative
• Identifies the reasons for characters' actions in a narrative
• Locates and interprets a description in a narrative
• Locates and interprets a description in a narrative
• Identifies a pronoun reference in a narrative
• Interprets a figurative description in a narrative

WRITING
QUESTIONS ABOVE NATIONAL CORRECT %
• Cohesion
• Punctuation
• Spelling

QUESTIONS BELOW NATIONAL CORRECT %
• Audience
• Text structure
• Ideas
• Persuasive devices
• Vocabulary
• Paragraphing
• Sentence structure

SPELLING
QUESTIONS ABOVE NATIONAL CORRECT %
• Correctly spells a two-syllable word with the terminal double letters –ll
• Correctly spells a two-syllable word with the short vowel sound u represented by –o
• Correctly spells a one-syllable word with the –r influenced long vowel –i
• Correctly spells a two-syllable word with the ending –on
• Correctly spells a three-syllable word with the short vowel ending –a
• Correctly spells a three-syllable word with the schwa –ou
• Correctly spells a one-syllable word with the semi-vowel –que
• Identifies an error, then correctly spells a two-syllable word with the diphthong diagraph
• Identifies an error, then correctly spells a three-syllable compound word with the consonant diagraph wh-
• Identifies and error, then correctly spells a three-syllable word with the ending –on

QUESTIONS BELOW NATIONAL CORRECT % out of 25 questions
• Correctly spells a two-syllable word with the diphthong diagraph –ou
- Correctly spells a three-syllable comparative adjective requiring a change to the base word (y to i)
- Correctly spells a two-syllable homophone
- Identifies an error, then correctly spells a one-syllable word with the long vowel
- Identifies an error, then correctly spells a four-syllable word with the ending –able
- Identifies an error, then correctly spells a two-syllable word with the short vowel sound I represented by –a
- Identifies an error, then correctly spells a three-syllable word with the double letters –ss at the syllable junction

GRAMMAR AND PUNCTUATION

QUESTIONS ABOVE NATIONAL CORRECT % out of 26 questions
- Identifies the correct modal adverb in a complex sentence
- Identifies the sentence containing a singular subject to agree with the verb was
- Identifies the correct auxiliary verb for past perfect tense in a complex sentence
- Identifies the complex sentence containing a thinking verb
- Identifies the correct sentence boundary punctuation between two simple sentences
- Identifies the correct use of a capital letters for proper nouns in a complex sentence
- Identifies the correctly punctuated contraction in a complex sentence
- Identifies the correct main clause in a complex sentence
- Identifies the correct list punctuation in a complex sentence
- Identifies the compound sentence containing two action verbs
- Identifies the correct use of an apostrophe of contraction in a simple sentence
- Identifies a sentence with correct use of object pronoun

QUESTIONS BELOW NATIONAL CORRECT % out of 26 questions
- Identifies the correct preposition in a complex sentence
- Identifies the correct subject-verb agreement in a simple sentence
- Identifies the correct terminating punctuation for an exclamation
- Identifies a complete simple sentence
- Identifies the correct pair of connectives in a complex sentence
- Identifies the complex sentence with the correct sequencing of tenses
- Identifies the complex sentence which correctly combines information from three short sentences
- Identifies the last event in a series in a complex sentence
- Identifies the adverb of time in a simple sentence

NUMERACY

QUESTIONS ABOVE NATIONAL CORRECT % out of 40 questions
- Identifies tally marks that model given situation
- Identifies solution to multi-step problem requiring addition of two and three – digit numbers
• Identifies o’clock time to nearest half hour on digital clock
• Interprets simple algebraic relationship
• Visualises the number of missing edges in a cube
• Finds the number of whole packets of objects needed to make at least a given quantity that is not an exact multiple
• Solves a word problem using addition or subtraction to determine a money amount
• Matches information in a table to a line graph
• Identifies a puzzle piece by applying a quarter turn anti-clockwise
• Identifies two shapes that overlap to make a given shape

QUESTIONS BELOW NATIONAL CORRECT % out of 40 questions
• Identifies next number in a simple number sequence
• Recognises place value of a digit in a four-digit number
• Identifies the missing number on a number line
• Identifies shape on graph paper with least shaded area
• Identifies the shape made by folding and cutting a disc
• Extends visual pattern to identify a future term
• Identifies changes in width and height for a shape
• Identifies the largest angle in a diagram
• Identifies a spinner that could have generated a graphical representation of data
• Matches the fraction to the shaded area of a shape
• Solves a number sentence of the form a/?=b
• Solves a word problem involving proportional reasoning
• Recognises different representations of a number with two decimal places
• Follows directions on a simple road map
• Uses numerical relationships between two unknowns to solve a problem
• Calculates the missing value in a number sentence
• Calculates new time given previous time and improvement in minutes and second
• Interprets a 2D representation of a 3D object and calculates total number of faces
• Interprets top front and side views to determine the number of cubes in a 3D object

YEAR 7 READING QUESTIONS ABOVE NATIONAL CORRECT % 50 questions
• Locates directly stated information in an information text
• Locates directly stated details in an information text
• Identifies an assumed response to the introduction of an information text
• Locates directly stated information in the first paragraph of an information text
• Locates directly stated information in the second paragraph of an information text
• Interprets a map and legend in an information text
• Summarises a stanza of a poem to indicate purpose
• Interprets the imagery in a poem
• Identifies the purpose of information in an online discussion
• Interprets the meaning of a phrase in an online discussion
• Identifies the purpose of short statements in an online discussion
• Interprets a writer’s comments in an online discussion
• Interprets the meaning of a comment in an online discussion
• Recognises the reason for a character’s action in a narrative
• Interprets imagery in a narrative
• Interprets the implications of parenthetical information in a persuasive text
• Interprets the reason for a recommendation in a persuasive text
• Recognises the use of points of ellipsis for surprise effect in a narrative
• References back across a paragraph to interpret vocabulary in an information text
• Identifies explicitly stated information in an information text
• Interprets the meaning of a technical term used in an information text
• Interprets embedded details in an information text

QUESTIONS **BELOW** NATIONAL CORRECT % out of 50 questions
• Infers the motive of a group of people in an information text
• Identifies the structural purpose of the last paragraph in an information text
• Interprets the effect of layout in a poem
• Sequences a change in mood in a poem
• Interprets imagery in a poem
• Infers the reason for a character’s action in a narrative
• Interprets information in a narrative
• Links the referents of adjectives in a persuasive text
• Generalise the description of people’s behaviours in a persuasive text
• Compares tone across paragraphs in a persuasive text
• Infers the purpose of a writer’s comment in a narrative
• Uses information in a narrative to make a judgement

WRITING

QUESTIONS **ABOVE** NATIONAL CORRECT %
• Vocabulary 62%
• Punctuation 67%
• Spelling 95%

QUESTIONS **BELOW** NATIONAL CORRECT %
• Audience 81%
• Text structure 86%
• Ideas 76%
• Persuasive devices 81%
• Cohesion 90%
• Paragraphing 86%
• Sentence structure 76%

SPELLING
QUESTIONS ABOVE NATIONAL CORRECT % out of 30 questions
• Correctly spells a four-syllable word with the etymological auto-
• Correctly spells a two-syllable word with the single –d at the syllable juncture
• Correctly spells a two-syllable word with the inflectional ending –est
• Correctly spells a two-syllable word with the long vowel digraph –aw
• Identifies an error, then correctly spells a four-syllable word with the ending -able

QUESTIONS BELOW NATIONAL CORRECT % out of 30 questions
• Correctly spells a one-syllable homophone with the long vowel pattern ear-
• Correctly spells a two-syllable word with the plosive digraph –ch
• Correctly spells a three-syllable word with the schwa –u
• Correctly spells a four-syllable word with the silent initial letter –p
• Correctly spells a two-syllable word with the single –p at the syllable juncture and the silent terminal letter –t
• Identifies an error, then correctly spells a two-syllable word with the –r influenced long vowel digraph –ou
• Identifies an error, then correctly spells a three-syllable word with a muted –p before the –tion ending
• Identifies an error, then correctly spells a three-syllable word with the double letters –ss at the syllable junction
• Identifies an error, then correctly spells a four-syllable word with x representing two sound values
• Identifies an error, then correctly spells a three-syllable word with the double letters –rr at a syllable juncture identifies an error, then correctly spells a three-syllable word with the suffix –ly requiring a change to the base word (y to i)

GRAMMAR AND PUNCTUATION
QUESTIONS ABOVE NATIONAL CORRECT % out of 28 questions
• Identifies the correct auxiliary verb for a compound subject in a simple sentence
• Identifies the correct grammatical context for the adverb well in a compound sentence
• Identifies the correct pair of connectives in a complex sentence
• Identifies the correct pronouns in a complex sentence
• Identifies the complex sentence which correctly combines information from three short sentences
• Identifies the incorrectly punctuated text requiring a full stop or semicolon
• Identifies the correct use of a hyphen to create an adjective in a simple sentence

QUESTIONS BELOW NATIONAL CORRECT % out of 28 questions
• Identifies the correct relative pronoun in a complex sentence
• Identifies the correct grammatical constructions to complete a complex sentence
• Identifies the correct main clause in a complex sentence
• Identifies the correct pronoun reference in a short text
• Identifies the correct construction of a contracted relative pronoun and verb
• Identifies the correct use of clause and list of commas in a complex sentence
• Identifies the apostrophe of possession in a simple sentence
• Identifies the correct use of a colon in a simple sentence
• Identifies the correct use of capital letters for proper nouns in a simple sentence
• Identifies the correct punctuation of a short text containing direct and indirect speech
• Identifies the correct pronoun in a compound object in a complex sentence

NUMERACY – Calculator Allowed
QUESTIONS ABOVE NATIONAL CORRECT % out of 32 questions
• Identifies solution to a problem involving subtraction of two six-digit numbers, with access to a calculator
• Locates data in two-way table and identifies difference between required values in context, with access to a calculator
• Identifies a pair of images that are out of sequence in series of pictures displaying an event
• Identifies an outcome of one roll of a standard die
• Identifies congruent triangles formed by the diagonals in quadrilaterals
• Identifies correct directions for given route on road map
• Recognises that a square pyramid has different nets
• Identifies irregular shape as hexagon
• Reads scales where division on scale are 0.2 units
• Identifies the correct algebraic relation between two quantities given value of difference
• Calculate the monthly cost of a special offer given the total cost per year
• Calculates the number of packs of tiles needed to cover a rectangular area given dimensions of tiles and area with access to a calculator
• Solves a problem involving the difference of fractions

QUESTIONS BELOW NATIONAL CORRECT % out of 32 questions
• Reads the time from an analogue clock
• Solves a division problem which includes rounding down
• Identifies group of numbers as prime
• Identifies the smallest number of coins needed to make a given total
• Identifies the integer closest to square of a number with one decimal place, with access to a calculator
• Identifies the interior angle of polygon closest to given size
• Uses scale and map distance to identify the actual distance with access to a calculator
• Identifies arrival time given departure time and several elapsed times, with access to a calculator
• Identifies a solution to a word problem involving substitution into a algebraic function written informally with access to a calculator
• Interprets the scale on the vertical axis of a column graph
• Find the number of sides of a regular polygon given an angle between its lines of symmetry
• Solves multi-step problem requiring proportional reasoning and metric conversion with access to a calculator

NUMERACY – non calculator

QUESTIONS ABOVE NATIONAL CORRECT % out of 32 questions
• Solves a word problem using addition or subtraction to determine a money amount
• Identifies top view of composite solid object, given front and side views
• Identifies sequence matching linear pattern given in words
• Identifies half a litre in millilitres
• Recognises a square-based pyramid is not classified as a prism
• Identifies solution to problem requiring proportional reasoning involving distance and time
• Calculates the amount of liquid in a container
• Identifies the size and direction of a rotation
• Follows directions on a simple road map
• Calculates 120 times 52 in context

QUESTIONS BELOW NATIONAL CORRECT % out of 32 questions
• Identifies a right angle in an everyday object
• Solves a division problem which includes rounding down
• Matches information in a table to a line graph
• Identifies a rectangle with one-third shaded
• Identifies processes required to solve a problem involving mixed operations
• Identifies likelihood of random event in a familiar context
• Determines where a vertex of a rectangle moves after folding along a diagonal
• Solves a word problem involving proportional reasoning
• Interprets a 2D representation of a 3D object and calculates total number of faces
• Finds a quantity given a total and a difference
• Identifies the midpoint of two fractions on a number line
• Identifies approximate value of the missing number in a sentence involving decimals and brackets
• Finds the area of a rectangle given the relative sizes of its length and height
• Identifies solution to problem involving proportional reasoning and metric conversion
• Interprets top, front and side views to determine the number of cubes in a 3D object
• Writes 1/16 as a decimal fraction give 1/8 as a decimal fraction
FUTURE DIRECTIONS
Teachers will analyse the NAPLAN data for their specific year level and use this to inform their planning for 2015.

ENGLISH

- In Term 4 2014 Sharyn Clyma and Sue Fantasia will lead some professional learning focusing on sentence structure in the area of writing.
- In 2015 teachers will be provided with an opportunity to help develop their understanding of and skill in Literacy levelling and then how to use this information to inform their teaching practice.

Areas identified areas for focus in 2015 are:

YEAR 3

READING
- Interpretation
- Inferring

WRITING
- Vocabulary
- Punctuation

SPELLING
- qu, ss, sc,
- change to plurals – f, to, ve

GRAMMAR
- correctly punctuate contractions
- pronouns

NUMERACY
- Measurement – height and width
- Money
- Space – scale and distance
- Number – 4 number addition = biggest total

YEAR 5

READING
- Inferring
• Narratives and Poetry

WRITING
• Persuasive devices
• Vocabulary
• Sentence structure
• punctuation

SPELLING
• Spelling of 3 syllable words
• 2 syllable homophones
• 3 syllable with the /ss (Questions 23, 24 and 25)

GRAMMAR
• Adverb of time in a simple sentence
• Correct pair of connectives in a simple sentence
• Apostrophe for contraction
• Complex sentence with correct tense

NUMERACY
• Division
• Shape – flips and rotations
• Calendar (counting back days)
• Visual patterning/space
• 3D shapes

YEAR 7

READING
• Structure of text
• Interpreting images
• Interpreting narratives
• Inferring characters response in a narrative
• generalisations

WRITING
• punctuation

SPELLING
• silent letters

GRAMMAR
• apostrophe of possession
• use of colon
• clauses – dependant/independent
• direct speech
• correct pronoun

NUMERACY
• money
• square numbers
• word problems – algebra
• interpret graph
• lines of symmetry
• multi-step problems

NUMERACY – CALCULATOR

• problems with mixed operations
  • 2D and 3D shapes
  • Area – formula