



St Raphael's Catholic School K-10, Cowra

Annual School Educational and Financial Report

2013

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ABOUT THIS REPORT

St Raphael's Catholic School, Cowra is registered by the Board of Studies (NSW) and is part of a system of schools managed by the Catholic Education Office (CEO), Bathurst. The CEO, Bathurst is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Educational and Financial Report for this year provides the school community with reliable and objective information about school performance measures and policies, as determined by the Minister for Education (NSW) in conjunction with requirements of the Minister for Education, Employment and Workplace Relations.

This Report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the implementation of the school's Annual Development Plan.

Accordingly, this Report demonstrates accountability to the school community and the CEO, Bathurst.

This Report complements and is supplementary to school newsletters, yearbooks and other regular communications. This report will be available on the school and CEO websites by 30 June 2013 following its submission to the Board of Studies.

Further information about the school or this report may be obtained by contacting the school on 02 6342 2940 or by visiting the website at <http://www.straphaelscowra.catholic.edu.au>

PRINCIPAL'S MESSAGE

St Raphael's Catholic School is K-10 Catholic rural school in the Bathurst Diocese. The school has a population of 486 students and is situated at Cowra, a town with a population of 10,000 relying on farming and tourism in the Central West of NSW.

Mission

St Raphael's Catholic School, Cowra – a Catholic school in the Brigidine tradition working in the spirit of “Strength and Gentleness” where the school community aims to:

Encourage individuals to strive for excellence while valuing and respecting individual differences;

Provide a relevant curriculum for a changing world enabling students to grow towards becoming competent, confident young adults who can think critically and make decisions informed by Catholic values;

Educate the whole person in a quality learning and secure environment;

Promote a strong sense of community, built on an active partnership of school, home, parish and local community.

St Raphael's Catholic School is a Catholic, family-centred learning community, built on the Brigidine charism expressed as Strength and Gentleness. Our emphasis is to discover Jesus in the people we meet and in the ordinary events of everyday life. We set out to discover fun and purpose in learning in a supportive and safe social and physical environment. The close partnership established between home and school enables robust, effective child-rearing and learning.

Mr Michael Gallagher
Principal

PARISH PRIEST MESSAGE

I am very pleased with the life and activity of St Raphael's Central School. (While coping well with the demands of everyday issues) the school is a vibrant centre of learning. The staff is conscientious and caring and there is a strong educational and pastoral atmosphere in the school.

A conscious effort is made to nurture active links between parish and school through prayer, service, liturgical participation, youth group, school visits and joint projects.

I am happy to add my comments to this annual report.

Fr Laurie Beath
Parish Priest.

PARENTS' and FRIENDS' ASSOCIATION MESSAGE

St. Raphael's Central School provides an enriching and welcoming environment for both our students and our parents. The Parents and Friends Association has had a long association with the School and always found the staff to be conscientious, approachable and caring. Parents are made to feel welcome and their concerns are always heard. The Parents and Friends meetings are generally held in the school each month with a positive attendance by the Principal and Assistant Principal and interested parents. I commend St. Raphael's on their ongoing work and commitment and its' positive inclusion of its' Parent Body.

Mr Rodney Johnston
P&F President

CATHOLIC IDENTITY

Religious Education Curriculum

In 2013 our Diocesan Curriculum is “**To Know Love and Worship**”.

Prayer

The centre of all our religious teachings is PRAYER. This reinforces our responsibility as religious educators to provide continual opportunities for students to develop their personal faith and relationship with God.

Catholic Identity

Explicitly and implicitly, Religious Education forms an integral part of the total curriculum of the Catholic School. It is broader than the classroom teaching of Religion, and is directed towards the personal and religious development of students.

Around St. Raphael's school are statues, paintings and other art forms to remind students, staff and the wider community of our Catholic heritage and Gospel emphasis. These items also are used to promote liturgical events within the school. Religion teachers use such religious art as teaching tools and to commemorate certain people or events where appropriate.

Pastoral Care

Pastoral Care is an integral component to the community of St. Raphael's school. Showing the face of God, tangibly, to fellow staff members, students and the school community is strongly encouraged. To this end staff have the opportunity to become a member of the Pastoral Care Committee each year.

Guardian Angels Program

Year 6 and Kindergarten participate in a special relationship called “Guardian Angels”. Staff on these grades organise a Year 6 student to support a Kindergarten student each for the year.

Peer Support Program

St. Raphael's has adopted the Peer Support Foundation Program which is funded by the NSW Department of Health. This is a peer led, skills based experiential learning program.

Retreats

Year 10 students have the opportunity to share in a three day retreat during Semester 1. The students travel to the “Winbourne” Retreat Centre Mulgoa by bus. Students are accompanied by staff members closely associated with the group for that year and the REC (depending on student numbers). The Parish Priest attends the second day to celebrate Reconciliation and Mass with the students that evening. The REC organises all practical aspects of this retreat.

Year 9 participate in a Leadership one day retreat held at a venue in Cowra. Where possible the course structure will be facilitated by one of the secondary members of staff supported by the Principal, the other Year 9 teacher and the REC. Practical details are organised by the REC.

Staff Spirituality

The spiritual wellbeing of all staff members is an important and integral part of the faith development at St. Raphael's. Weekly staff prayer is undertaken by all staff members. Staff members are encouraged to celebrate parish and school liturgical events. Personal occasions such as weddings, personal achievements, births, family bereavements are also supported. Staff members are encouraged to

complete a Post Graduate Certificate in Religious Education through the Australian Catholic University as an ongoing commitment and understanding to the ethos of the Catholic school.

Staff Development Days

Where necessary focus is given to the specific spiritual needs of the staff. Opportunities are available for Staff Development Days, participation in Diocesan religion courses, workshops and staff retreats.

SACRAMENTAL PROGRAMME

St. Raphael's School plays an integral part in the Sacramental programmes of St. Raphael's Parish.

The Sacramental Programme at St Raphael's is parish based. The school prepares eligible candidates for the celebration of First Reconciliation (Year 2), First Eucharist (Year 3) and Confirmation (Year 6). The REC confirms with the Parish, that two Catholic teachers from each grade will accept the responsibility for the teaching of the above sacraments at school.

The Parish Sacramental Facilitator organizes parent information meetings and sacramental enrolment opportunities at a parish level. Meetings for collaborative planning among the Parish Priest, Parish Sacramental Facilitator, REC and Sacramental Teachers are held at the school. Sacramental teachers preparing children for these sacraments are encouraged to attend these, as well as attending the liturgical celebrations prior to and following the reception of these sacraments. All involved are committed to ensure the smooth running of each program, which includes students from St. Raphael's school as well as a significant number from other local schools.

The sacraments are all taught during Religious Education lessons. Children from other schools are taught by a Parish Catechist after Sunday Mass for a period of about eight weeks.

First Reconciliation is generally celebrated over two evenings or afternoons during Term 3. The school encourages all family members to attend and support candidates. A celebration is held after a Parish Sunday Mass nominated and advertised by the Parish Sacramental Facilitator.

First Eucharist is celebrated during a Sunday Parish Mass in Term 2. The celebration continues after Mass with the cutting of the Communion Cake and refreshments in St. Raphael's Hall.

Confirmation is celebrated generally with a Mass where the Sacrament is conferred by the Bishop. In the absence of the Bishop the Parish Priest has conferred this Sacrament. The celebration continues with refreshments in St Raphael's Parish Hall.

SCHOOL FEATURES

- ✓ K-10 Catholic rural school
- ✓ Peer Support programme
- ✓ Guardian Angel programme
- ✓ Behaviour Management Plan
- ✓ Multiple Computer labs plus access in every classroom.
- ✓ Streamed classes in Maths and English through Stages 1-4
- ✓ Playing fields, Netball, Basketball, Cricket Nets, Tennis courts
- ✓ Assembly Halls
- ✓ Specialist Rooms: Visual Art, Music, Textiles Technology, LOTE (Japanese), Timber Technology, Computer Laboratories, covered outdoor learning areas, Exersite, performance room, Science laboratory.

ENROLMENT POLICIES AND PROFILES

St Raphael's is a Catholic Coeducational Central School located 305 km west of Sydney on the southwest slopes of NSW.

Cowra's Catholic School was established in 1870 by Miss Brigid Martin and Miss Purcell. The school's lay teachers were succeeded by the Sisters of St Joseph in 1879. The Brigidine Sisters' association with the school began in 1894 and continued until 1988 when lay staff, once again, assumed full responsibility for Catholic education in Cowra. The school has catered for primary, boarding and secondary schooling and is currently structured as a Central School, educating children from Kindergarten to Year Ten.

The school belongs to the Catholic parish of St Raphael's at Cowra

Total Enrolment by Year Group and Gender 2013

Year	K	1	2	3	4	5	6	7	8	9	10	Total
Male	22	24	22	32	18	27	26	20	22	18	22	253
Female	22	28	24	25	25	13	25	22	18	21	10	233
Total	44	52	46	57	43	40	51	42	40	39	32	486

Indigenous Enrolment by Gender

Female: 16 Male: 13 Total: 29

Students with Disabilities Enrolment by Gender

Female: 4 Male: 13 Total: 17

Non English Speaking Enrolment by Gender

Female: 0 Male: 0 Total: 0

Enrolment Policy (#202)

Rationale:

- All children enrolling at our school deserve a smooth transition that enables them to become part of our school with a minimum of disruption and maximum support.
- Our school is open to children aged between five and sixteen who have a desire for a Christ centred Catholic education and whose parents have a shared desire to participate in the Catholic life of the school
- Our school is conducted under the direction of the Catholic Diocese of Bathurst and complies with diocesan policies.

Aims:

- To provide an efficient process of enrolment that satisfies the needs of both students and the school.

Implementation:

- Children who are eligible to attend school in NSW are welcome to attend our school.
 - The process of application: Collect an enrolment package from the school, complete and submit the Enrolment Application with the required support documentation. Parents and applicant participate in an interview with the Principal. Executive members of the school meet to discuss and decide upon applications. The Principal contacts parents by phone to inform them of the decision and, if appropriate, to negotiate a commencement date.
 - Students enrolling at our school will be required to provide a copy of a birth certificate and an immunisation certificate.
 - Information regarding the enrolment of overseas and interstate students can be obtained from the Principal.
 - Students with Disabilities and Impairments will be enrolled along with other eligible children.
 - All enrolments will require the completion of the Diocesan Student Enrolment Form which is obtained from the school office, with details entered immediately on SAS.
 - Students wishing to enrol at our school from a neighbouring school will be able to do so, on the condition that the principal of the previous school is in agreement with the transfer.
 - In the case of transfers our school will contact principals of previous schools to discuss the circumstances of the transfer, to seek a transfer note or an immunisation certificate (if enrolling), and to discuss any academic or behavioural matters.
 - Students will be allocated to classes according to a combination of class size and student need.
- There were no changes made to the enrolment policies during the year.

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

<i>Year Group</i>	<i>Attendance Rate</i>	<i>Year Group</i>	<i>Attendance Rate</i>
7	93.44	1	93.17
8	91.46	2	94.17
9	94.17	3	94.62
10	95.48	4	92.72
		5	93.40
		6	92.71
Whole School	93.52		

Non Attendance strategies commence after an absence of three days. Initially there is phone contact by the Homeroom teacher with the family. Further unexplained absence is dealt with more formally by letter and requires a written response. Sustained unexplained absences are dealt with personally by the Principal with the parent.

POST SCHOOL DESTINATIONS

Of the Thirty-two Year 10 students of 2013, twenty nine proceeded to further education institutions, Twenty five continued studies at the local state high school whilst four travel away for full-time studies at boarding school and one has moved interstate and studies in Canberra. One Year 10 graduate is undertaking trade training. One Year 10 student has chosen to study Year 10 once again.

SCHOOL CURRICULUM

The school follows the K-10 syllabi produced by the NSW Board of Studies in each of the designated Key Learning Areas (KLAs). The Religious Education Programmes are based on the Bathurst Guidelines, "The Christ We Proclaim".

The KLAs are:

- Religious Education K-10
- English K-10
- Mathematics K-10
- Science and Technology K-6 and Science 7-10
- Human Society and Its Environment K-10
- Creative Arts K-10
- Personal Development, Health and Physical Education K-10
- Technological and Applied Studies 7-10
- Language Other Than English 7-10 (Japanese)

Key competencies can be an integrating focus for the teaching/learning programmes developed by the school. These key competencies are:

- collect, analyse and organise information

- communicate ideas and information
- plan and organise activities
- work with others and in teams
- use mathematical ideas and techniques
- solve problems
- use technology.

Electives – specialisation in any three areas of study:

Food Technology, Timber Technology, Commerce, Dance, Visual Art, Music, Textiles Technology, Japanese, Information Software Technology, Photographic and Digital Media, Physical Activity and Sports Studies.

The Education Enrichment department provides remedial support as well as challenge and enrichment.

Co-curricular activities include sport, debating, poetry, chess, music, band, Tournament of Minds, Science and Engineering Challenge and an array of academic competitions.

STUDENT PERFORMANCE IN THE NATIONAL ASSESSMENT PROGRAM IN LITERACY AND NUMERACY (NAPLAN)

Literacy and Numeracy

Students in Years 3, 5, 7 and 9 around Australia sat the National Assessment Program- Literacy and Numeracy (NAPLAN) Tests in May 2013. Individual student reports were provided in September 2013. Analysis of these results assists the school in planning and is used to support teaching and learning programs.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving the national minimum standard are outlined separately for Years 7 and 9.

Points to note are:

- In Year 3 students placed in Band 1 are below national minimum standard. Students in band 2 are achieving national minimum standard and students in bands 3 and 4 are “at proficiency”
- In Year 5 students placed in Band 3 are below national minimum standard. Students in band 4 are achieving national minimum standard and students in bands 5 and 6 are “at proficiency”
- In Year 7 students placed in Band 4 are achieving below the national minimum standard. Students in Band 5 are achieving at the national minimum standard. Students in Bands 8 and 9 are at “proficiency”.
- In Year 9 students in Band 5 are achieving below the national minimum standard. Students in band 6 are achieving at the national minimum standard. Students in Bands 9 and 10 are “at proficiency”.

Band Distribution (%) - YEAR 3

	Band	1	2	3	4	5	6	%at/above National Minimum
Reading	School	0	8.9	12.5	26.8	23.2	28.6	100
	Diocese	2	7	17	25	21	27	98
	State	3	10	16	25	19	28	97
Writing	School	0	3.6	23.6	29.1	38.2	5.5	100
	Diocese	1	5	16	27	39	12	99
	State	2	6	15	23	37	17	98
Spelling	School	0	3.6	30.9	25.5	25.5	14.5	100
	Diocese	3	6	20	27	24	21	97
	State	4	6	18	23	24	25	96
Grammar & Punctuation	School	3.6	7.3	20	16.4	25.5	27.3	96.4
	Diocese	2	7	14	22	27	28	98
	State	3	8	14	21	24	31	97
Numeracy	School	0	1.8	12.5	41.1	28.6	16.1	100
	Diocese	1	6	19	33	31	10	99
	State	3	8	22	29	25	14	97

Year 3 NAPLAN data indicated consistently strong across Maths strands, being significantly above State average. Spelling is significantly beneath State average and is focus for explicit attention across the year groups. Writing scores are low in both State and School scores and is being addressed by explicit teaching of the persuasive text type.

Band Distribution (%) - YEAR 5

	Band	3	4	5	6	7	8	%at/above National Minimum
Reading	School	0	16.7	13.9	25	19.4	25	100
	Diocese	1	8	23	32	25	13	99
	State	2	9	23	29	22	15	98
Writing	School	2.8	13.9	36.1	19.4	13.9	13.9	97.2
	Diocese	3	7	23	23	25	19	97
	State	5	9	22	22	23	19	95
Spelling	School	8.3	16.7	27.8	16.7	13.9	16.7	91.7
	Diocese	4	7	25	33	23	8	96
	State	5	8	21	27	25	13	95
Grammar & Punctuation	School	2.8	5.6	30.6	22.2	19.4	19.4	97.2
	Diocese	3	7	23	23	25	19	97
	State	5	9	22	22	23	19	95
Numeracy	School	2.8	5.6	27.8	36.1	13.9	13.9	97.2
	Diocese	2	12	30	32	15	9	98
	State	5	15	26	26	13	15	95

Year 5 NAPLAN data is above State average in all categories with particular strength in Reading, Grammar and all strands of Numeracy. Spelling is the closest element in scores which is being specifically addressed through a whole-school spelling strategy. Again Writing for both State and School scores lowest and persuasive writing is being explicitly taught. Growth data in Writing, it should be noted, generated 89% of students exhibiting significant growth while in Spelling 94% showed significant growth over the two years.

Band Distribution (%) - YEAR 7

	Band	4(-)	5	6	7	8	9(+)	%at/above National Minimum
Reading	School	5.4	10.8	24.3	29.7	16.2	13.5	94.6
	Diocese	3	11	26	32	22	7	97
	State	5	14	25	25	20	11	95
Writing	School	2.7	24.3	29.7	24.3	18.9	0	97.3
	Diocese	4	19	31	28	15	3	96
	State	9	21	28	22	15	6	91
Spelling	School	8.1	5.4	18.9	32.4	18.9	16.2	91.9
	Diocese	4	8	19	38	24	8	96
	State	5	8	19	30	24	13	95
Grammar & Punctuation	School	8.1	13.5	32.4	18.9	5.4	21.6	91.9
	Diocese	6	10	22	29	22	11	94
	State	10	13	20	22	19	15	90
Numeracy	School	2.7	16.2	18.9	27	13.5	21.6	97.3
	Diocese	2	11	29	32	19	8	98
	State	3	16	25	25	16	15	97

Year 7 NAPLAN Scores were above State average across the board in Numeracy elements as well as in Reading and Grammar and Punctuation. Although Spelling scores were high, they were inferior to average State scores and Writing was particularly low for both State and School. 97% of St Raphael's students demonstrated significant growth in spelling scores across the two years. Writing for this cohort is a specific focus.

Band Distribution (%) - YEAR 9

	Band	5	6	7	8	9	10	%at/above National Minimum
Reading	School	2.8	19.4	13.9	30.6	30.6	2.8	97.2
	Diocese	3	12	30	28	22	5	97
	State	5	17	27	27	19	6	95
Writing	School	11.4	25.7	37.1	17.1	5.7	2.9	88.6
	Diocese	11	19	24	23	13	9	89
	State	18	19	21	23	11	8	82
Spelling	School	0	16.7	36.1	33.3	8.3	5.6	100
	Diocese	4	9	28	34	14	10	96
	State	6	11	27	32	15	10	94
Grammar & Punctuation	School	5.6	25	13.9	27.8	22.2	5.6	94.4
	Diocese	8	15	26	26	15	10	92
	State	11	15	29	23	12	10	89
Numeracy	School	0	20	34.3	28.6	8.6	8.6	100
	Diocese	4	13	30	28	15	11	96
	State	8	17	24	20	14	16	92

Year 9 NAPLAN scores were below State average in all elements apart from Reading and Grammar & Punctuation. Improved performance in Spelling is noted and confirmed by growth data of 94% of students demonstrating significant growth across the previous two years.

Record of School Achievement (RoSA)

In 2011 the NSW Minister announced that School Certificate tests would not continue beyond that year. From 2012 eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. Eligible students are able to apply for the RoSA when leaving school.

In 2013 one student requested and was awarded a RoSA.

	Results Summary 2013 (%)				
Subject	A	B	C	D	E
Religious Education			100		
English			100		
Mathematics			100 (C5)		
Science		100			
History			100		
Geography				100	
PDHPE		100			
<i>Food Technology</i> (100h)			100		
Information & Software Technology (200h)	100				
Physical Activities & Sports Studies (200h)			100		
Elective History (100h)			100		

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning

Professional learning comes under numerous headings ranging from individual courses to whole staff events. Some professional learning is mandatory, some is school determined and some is determined by the individual teacher.

Induction of teachers new to the school, to the diocese and to the profession.

Mandatory training in Professional Conduct and Child Protection and CEO Policies.

Further training of office staff in the use and extension of SAS 2000

Cert III in Financial Management.

Teacher training in the incorporation of technology in the learning process with particular reference to differentiation

Ongoing support of projects like Multilit and DIBELS in primary classes that began in past years.

Teachers Institute requirements with respect to the new scheme teacher and their mentor, and their required hours of professional learning.

Individual training is determined by the teacher and funded by the school.

The total number of days in professional learning activities for 2013 was 385

Teachers were involved in the following professional learning activities in 2013:

Code of Professional Conduct, Child Protection, Teachers new to the Diocese, Teacher Mentor training, Contemporary Learning Working Party, New Scheme Teachers, Programming and Assessment, Student Administration System 2000 training, Maths 7-10 Writing Party, English 7-10 Writing Party, Science 7-10 Writing Party, History 7-10 Writing Party, Equal Opportunities for Women in the Workplace, High Impact Teaching Strategies, Embedding IT in Classroom learning, Mindsets, Australian Early Development Index, Values and Resilience, Professional Learning Communities, Leadership Framework, Executive Development, Primary Writing Policy, Professional Appraisals Reading Fluency, Diocesan Sports Council, Quality Catholic Education, NAPLAN Analysis, Godly Play, CPR, Conflict Resolution, Numeracy Testing training, Diocesan Music project, ICT & Differentiation, REC Assembly, Secondary Curriculum, CEO Policies, Workplace Health and Safety courses, Review of & closure of the School Year.

Teacher Standards

The following table sets out the number of teachers on this staff who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications	Number of Teachers
1.Those having teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	35
2. Those having qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
3. Those not having qualifications as described in 1 or 2 but have relevant successful teaching experience or appropriate knowledge relevant to the	0

teaching context. Such teachers must have been employed: - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	
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Teacher Attendance and Retention Rates

Teacher Attendance	96%
Teacher Retention	98%

WORKFORCE COMPOSITION

	Male	Female	Male Indigenous	Female Indigenous
Principal	1			
Assistant Principal		1		
Teachers/Coordinator	10	21	1	
Teacher Assistants		3		
Librarians		1		
Ancillary Staff	1	6	1	

SCHOOL POLICIES: STUDENT WELFARE, DISCIPLINE, COMPLAINTS and GRIEVANCES

(i) Student Welfare Policy (#201)

The full text of the school Student Welfare Policy may be accessed via the School Policies and Procedures Manual at school

Student Welfare Policy extract – Parent Handbook.

There were no changes made to the Student Welfare Policy during the year.

(ii) Discipline Policy

Corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

There were no changes made to the Student Welfare Policy during the year.

The full text of the school Student Welfare Policy may be accessed by visiting the school office.

(iii) Complaints and Grievances Policy (#105)

Parents are encouraged to contact the school if they have any concerns. Contact with the school should be made to arrange a formal interview. This can be done either in writing or by phone.

Students with grievances are encouraged in the first instance to contact their homeroom teacher. Confidentiality will be maintained at all times.

Special Needs Policy – CEO Policies and Procedures Manual at school.

Complaints and Grievances Policy – School Policies and Procedures Manual at school

Complaints and Grievances Policy extract – Parent Handbook.

There were no changes made to the Complaints and Grievances Policy during the year.

The full text of the school Complaints and Grievances Policy may be accessed by visiting the school office.

(iv) Bullying Prevention Policy (#206)

Found in:

School Policies Manual

Staff Handbook

BMP Handbook for each family

There were no changes made to the Anti-Bullying Policy during the year.

The full text of the Anti-Bullying Policy may be accessed by visiting the school office.

SCHOOL DETERMINED IMPROVEMENT AND TARGETS 2013

Catholic Life & RE

- Revamp and introduce Brigidine Units to Primary RE Curriculum
- Refine & extend Social Justice activities
- Continue development of musical element of RE / Liturgy

Learning & Teaching

- Ensure compliance with Anti-Bullying / Cybersafety requirements
- Activate the ICT Strategic Plan
- Further develop Stage 6 considerations
- Extend the scope and impact of Education Enrichment
- Consolidate School Choir
- Maths skills from the primary syllabus defined by year group
- Collective English approach in Spelling and Writing

Leadership for School Improvement

- Broaden access and usage of SAS 2000
- Three QCE elements reviewed
- Review policies and paperwork to support current practice
- Launch the school Website, Introduce e-Roll Marking, Prim. Staff Laptops & Sec. Staff iPads
- Ensure consistent application of school policy

Facilities Development

- Continued improvement of teaching / learning resources
- Redesign & begin improvement of outdoor areas

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The following activities were included in the school calendar to promote respect and responsibility:

- Peer Support
- Guardian Angels
- Parish based community activities – Healing Masses & Easter liturgies
- Caritas support
- Charity support – Heritage Day
- Sorry Day
- Ash Wednesday
- Fathers / Mothers Day hospitality
- NAIDOC Week participation
- ANZAC day participation
- Remembrance Day participation
- Youth Week
- Australian Red Cross Blood Donors
- World Peace Day
- Festival of International Understanding

PARENT, TEACHER AND STUDENT SATISFACTION

Through meetings of the Student Representative Council, Staff and the Parents and Friends Association the following messages have been given:

✓ Staff

- *“The amount and quality of Professional Learning this year has exploded. The P&F scholarship concept for staff study is extraordinary and appreciated.”*
- *“There is a special, personable tone in the school that sets it apart from most”*

- *“The prospect of Stage 6 is both daunting and exciting”*
- ✓ *Parents*
 - *“Parenting is hard work but here you’re not alone”*
 - *“Brilliant to have Stage 6 coming in”*
 - *“Good to see the facilities continuing to be improved”*
 - *“I wish I made the move to here years ago” (parent of new Yr 5 girl)*
- ✓ *Students*
 - *“I wish the decision to expand to Stage 6 came early enough for me to stay” (Yr 10 Graduate)*
 - *“I have loved the rep sport, Quinn Cup and Outward Bound” (Yr 9 girl)*
 - *“The learning and teachers are great but the (primary) playground is not good” (Yr 5 boy)*

FINANCIAL STATEMENT (2013)

Catholic Schools are accountable for all monies received. Each year, the Catholic Education Office, Bathurst submits to the Commonwealth Government a financial statement on behalf of the 33 primary, K-10 and secondary schools. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually.

