

St Marys Primary School Dubbo  
Annual School Report to the Community  
2015



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**Principal**

Mr John Wagner

### Principal's Message

On behalf of our school community, I am happy to present the 2015 Annual Report. Our school has a strong culture with a focus on learning and living out the gospel values. I commend all the staff, parents and students for their efforts and hard work during 2015.

As well as the innovative and contemporary learning and teaching practices in the classroom, there were many additional and valuable extra-curricular activities and programs that took place.

2015 has been a very exciting year with both our school rugby union and rugby league teams winning the NSW State finals in both codes. An historic year for St. Mary's!

I commend the Parents and Friends Association for their hard work and dedication in supporting our school and the teaching and support staff for their professionalism, dedication and care and always working together to achieve the best learning outcomes for all students.

As Principal I am thankful to all members of our school community for your support, involvement and hard work. May we continue to live our school motto "Christ is My Light" by our words and actions?

Mr John Wagner

Principal

### Parish Priest's Message

It is a pleasure to be part of the culture that St Mary's School dedicated staff create. In each classroom or on the playground it is wonderful to witness happy students who are engaged in the various tasks and opportunities that go to make a creative learning environment.

There is always some achievement to be celebrated: whether it is success on the football field, Eisteddfods, cultural events, academic tests or Christian behaviour. The St Mary's community, staff, parents and students work together to make the school a great example of Catholic learning.

Catholic spirituality is an integral part of St Mary's School and the students are engaged in a variety of prayer experiences. We strive to make the connection with parish, and this is aided by the involvement of many staff in Sunday Mass at St Brigid's.

The executive staff never rest on their laurels and seek the best for staff and students in the great endeavour that is Catholic education. I give thanks for what is and pray God's blessings on our common future.

Fr. Greg Kennedy

Parish Priest

### Parent Body Message

We began the year by welcoming new families into St Mary's at our annual bowls BBQ. The night was well attended and a great way for new families to meet others and join our school community. The future of lawn bowls in Australia is also looking strong with many young bowling enthusiasts on hand. Again our Fun Fair brought much joy. Congratulations to the Fun Fair committee who put great energy to our key P&F fundraising event. We couldn't have asked for better weather and there were plenty of smiles all round.

We had one major working bee this year – filling the sandpit. It was a team effort and a flurry of wheel burrows, rakes, shovels and scones! Blisters aside I enjoyed it and hope everyone else did too.

I am grateful and privileged to have a committed and energetic P&F executive team for their support, leadership and energy.

There have been many others behind the scenes. I am grateful for your contribution. The School and our community are rewarded with your efforts.

Rod Campbell

P & F President

### Student Body Message

In 2015 at St Mary's Primary School it has been an extremely successful year with numerous opportunities for the students. Thank you the generous and committed staff.

This year there was been a number of significant achievements such as:

- Dubbo City Eisteddfod - Year 5/6 Choir -1st place, Year 1 Choir - 3rd place, Year 5/6 and Year 3 Verse Speaking Groups - 3rd Place, Year 4 Dance Group 2nd place, School Band & the Year 2 Verse Speaking Group - highly commended
- RSL 'Australia My Country Competition' - 1st Prize, 2nd Prize & Highly Commended
- Christmas Art & Story Writing Competition 1st Prize & Highly Commended
- Year 6 won the Gerard Yeo Shield
- RL – David Peachey Cup

- Rugby 7's won Western Region Finals
- Finalists - Western Region Chess Competition
- Won the Catholic Schools Debating Competition
- RU team won the NSWCPs Rugby 10's State Finals
- RL team won the NSW I & CPS State Finals. The players were awarded a Dubbo Sports Awards in recognition of their achievements.
- School Athletics Carnival - Champion House – Marina
- School Swimming Carnival – Champion House – Aloysius
- Annette Storer Shield Winning House Whelan.
- Class Line Award 2015 – 4B

Year 6 Ministers 2015

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## SECTION TWO: SCHOOL FEATURES

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St Marys Primary School is a Catholic systemic Co-Educational School located in Dubbo.

St. Mary's is a two streamed primary school located in central west of NSW. At the time of the School Census (August 2015) the student population was 400 with 25 Teaching staff and 16 non-teaching staff employed in the school. The school is an integral part of St Brigid's Parish and part of the Diocese of Bathurst. Catholic values and traditions are taught in a formal religious education program. The school opened in 1910 and was staffed by the Sisters of Mercy.

To improve student learning there is a focus on Literacy and Numeracy by implementation of the following programs: Literacy and Numeracy Support in Years 1 & 2, the DIBELS literacy assessment program, strategies to support students following results of the 2014 NAPLAN, Multilit and PreLit Literacy Programs, QuickSmart Maths Yrs 4-6, Athletics Program & Personalised Learning Plans for Indigenous students. Students also participate in spelling, debating and international school competitions.

Other extra programs and activities include The Sacramental Programs, liturgies, Eisteddfod, school, diocesan & PSSA Sporting Competitions and Carnivals, School Band, Music and Instrumental Program, Grandparents' Day, Grade Excursions, The Gerard Yeo Shield, etc.

Pastoral care initiatives include the Buddy System Year 6 & K, Year 5 & Year 1. The senior students in our school provided friendship and support for a younger buddy, the Peer Support Program which operated for all students from K-Year 6 and School Counselling Service by *Centacare* under a program initiated by the CEO.

The P & F Association meet regularly and organise the Easter Raffle, Fun Fair, Working Bees and other community events. All classes use I-pads and laptops to enhance the learning opportunities of our students.

We are constantly upgrading our school facilities to ensure that we are providing our students with the tools that they need in order to thrive in the 21st century. The two large Covered Outdoor Learning Areas and Multi-Purpose Hall provide excellent opportunities to enhance student learning. There is a basketball court, cricket nets as well as large open playing fields and large play equipment and a huge sandpit for the younger students. The garden club consisting of interested students maintained our vegetable garden, compost bin and the worm farm.

There is a passive play area that has seats and is in a quiet, shady area of the school. We have a school canteen that operates five days a week. This is a canteen operated with the assistance of parent volunteers and a canteen manager.

### Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 188   | 211  | 20     | 399            |

\* Language Background Other than English

### Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Diocesan Family Building Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office.

### Student Attendance Rates

The average student attendance rate for 2015 was 93.71%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group |        |
|--------------------------------|--------|
| Kindergarten                   | 94.88% |
| Year 1                         | 93.46% |
| Year 2                         | 93.60% |
| Year 3                         | 93.24% |
| Year 4                         | 93.31% |
| Year 5                         | 94.11% |
| Year 6                         | 93.39% |

### Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Executive Director of Catholic Schools or designated Catholic Education Office Bathurst officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

## SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2015:

| Total Teaching Staff* | Total Non-Teaching Staff | Combined Total |
|-----------------------|--------------------------|----------------|
| 25                    | 13                       | 38             |

\* This number includes 14 full-time teachers and 11 part-time teachers.

|  |    |
|--|----|
| Percentage of staff who are Indigenous | 7% |
|--|----|

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office Sydney. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff developments days this year with areas of focus as follows:

|               |   |
|---------------|---|
| <b>Term 1</b> | Staff Retreat by Paul Skippen   |
| <b>Term 2</b> | National Mathematics Syllabus by Pat Eakin CEO & Mathsletics by Kellie Baker from Mathsletics Association |
| <b>Term 3</b> | Assessment for Learning by Chris Derwin CEO & Response to Intervention by Diana Scullard CEO              |
| <b>Term 4</b> | First Aide Training   |

Professional learning is an essential component of continuous improvement with improved student outcomes as the goal. The total number of days in professional learning activities for 2015 was 263. A focus of professional learning in 2015 was on introduction and implementation of the National Syllabus in Mathematics, Assessment, Staff Retreat and Response to intervention.

### Teacher Standards

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

| Teacher Qualifications |  | Number of Teachers |
|------------------------|--|--------------------|
| 1                      | Those having formal qualifications from a recognised higher education institution or equivalent.   | 25                 |
| 2                      | Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent. | 0                  |

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## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

“St Mary’s Primary strives to be a welcoming Christ-centred community that promotes a quality holistic education and trusting relationships in a caring and supportive environment” (School Vision Statement).

Vision & Mission Statement is evident in various ways throughout the school:

We celebrate and value our faith, quality education, St. Mary’s history and traditions, school and religious, and being a Catholic community and links with St. Brigid’s Parish.

Staff gather once a week for prayer and participate in an annual staff retreat. This year the retreat was conducted by Mr. Paul Skippen. Staff always take the opportunity to attend religious in-services that are organised by the Catholic Education Office.

Children pray regularly throughout the day. Students from Years 3 to 6 attend retreats aimed at strengthening peer relationships, building self-esteem, team work, social skills and leadership skills. Liturgies are usually held in the new school hall or around the cross which serves as a gathering point and prayer focus. We endeavour to make this cross a sacred space through the consistent use of sacred symbols; the cross, the bible, the school candle and banners and liturgical cloths which are relevant to the particular liturgy.

Every grade and our Year 6 Religion Ministry prepare liturgies throughout the year. Special liturgies are held to celebrate a special event, feast day or purpose such as Easter, Advent, the Missions, St. Mary’s Birthday, NAIDOC Week, Remembrance Day etc.

Religion is formally taught daily in lessons that range from 30 to 40 minutes in duration. Catholic values encompass all of our teaching and learning activities across all Key Learning Areas throughout the school day. The curriculum for religion lessons comes from the Diocesan Religious Education Curriculum. In 2015 teachers undertook a self-review process on Religious Education focusing on the component “Permeation of Gospel Values” as part of the Diocesan Quality Catholic Education Framework.

St Mary’s students prepare for their sacraments through a parish based sacramental programs for Reconciliation, Eucharist and Confirmation. In this way the students of St Mary’s undertake their sacramental preparation with children from the St Brigid’s Parish encompassing the Catholic and State schools in Dubbo.

Children participate in a variety of fund raising activities for charities which provide assistance on a local, national and international level. In 2015 the school community raised \$1100 for Caritas through our Lenten Project Compassion Appeal, \$950 for Catholic Missions, \$550 for the Winter Warmth Appeal and contributed 28 large hampers to the value of \$1800 for the Vinnies Christmas Hampers & Yrs 5 & 6 raised \$6,773.00 for the Heart Foundation - Jump Rope for Heart Program.

Students in Years 6 and 8 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

| Our School's average result (as a mark out of 50) |       |
|---|-------|
|   | 35.27 |

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Catholic Education Office Sydney website.

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## SECTION SIX: CURRICULUM

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The school provides an educational program based on, and taught in accordance with the BOSTES syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Education Office Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEO personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The school provides an educational program based on, and taught in accordance with the BOSTES syllabuses for Primary Education. In 2015 we introduced the National Mathematics syllabus. There is support for teachers by ongoing professional development with implementation of National Curriculum. There is also a focus on professional learning communities.

This year we reviewed planning, programming & evaluation especially curriculum planning, accountability, student engagement & evaluation and had a focus on Assessment.

A number of Learning Support Programs exist within the school including The Literacy and Numeracy Support Program for Year 1 and 2 students, Multilit and PreLit Programs and the Mathematics Intervention Program QuickSmart to assist targeted students in Years 4-6.

The school constantly utilizes the use of technology and the use ICT to promote and improve teaching and learning and provide ongoing support to staff. A focus for 2015 was upgrading smartboards in 6 classrooms.

Other Learning/Academic Programs include chess competitions, Dubbo Catholic Schools Debating Competition, Eisteddfod and International Schools Competitions. Students competed successfully in the International Schools Competitions organised by the University of NSW.

Co-curricular programs include the NSW Premier's Reading Challenge for students in Years 1-6, the Peer Support Program, The Buddy Program, Music Tuition, School Band, School Choir and participation in the Dubbo City Eisteddfod.

In Sport there are programs that students undertake including daily fitness activities, Dubbo Primary Schools Sports Association Summer and Winter Sports Competitions for Years 4-6. Students in Years 3-6 also had the opportunity to compete at Diocesan, Polding, State and National Competitions in various sports such as Tennis, Basketball, Touch Football, Softball, Swimming, Netball, Athletics, Cross Country, Hockey, Rugby Union, Rugby League, Soccer and Cricket. Students also participated in numerous gala days in various sports including Rugby League, Rugby Union, Netball and Soccer. Our school RL & RU teams won the NSWCPs Rugby Union 10's State Finals 36-0 against St Catherine's Singleton and the Independent & Catholic Schools Rugby League State Finals 34-4 against St. Joseph's Taree.

In 2015 our Year 6 students won the Gerard Yeo Shield, our debating team won the Dubbo Catholic Schools Debating Competition. Five students competed in NSW State sporting events in RU, RL, Cross Country & Basketball. One student was selected as captain of the NSW State RU team which won the Australian RU national carnival.

## SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

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

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

| NAPLAN RESULTS 2015 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                         | School                           | Australia | School                              | Australia |
| Year<br>3           | Grammar and Punctuation | 56.00%                           | 52.00%    | 2.00%                               | 11.00%    |
|                     | Reading                 | 68.00%                           | 48.00%    | 0.00%                               | 11.00%    |
|                     | Writing                 | 84.00%                           | 47.00%    | 0.00%                               | 7.00%     |
|                     | Spelling                | 51.00%                           | 41.00%    | 8.00%                               | 15.00%    |
|                     | Numeracy                | 41.00%                           | 34.00%    | 8.00%                               | 15.00%    |

| NAPLAN RESULTS 2015 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                         | School                           | Australia | School                              | Australia |
| Year<br>5           | Grammar and Punctuation | 38.00%                           | 36.00%    | 9.00%                               | 17.00%    |
|                     | Reading                 | 38.00%                           | 34.00%    | 5.00%                               | 18.00%    |
|                     | Writing                 | 18.00%                           | 19.00%    | 4.00%                               | 18.00%    |
|                     | Spelling                | 35.00%                           | 33.00%    | 13.00%                              | 15.00%    |
|                     | Numeracy                | 26.00%                           | 28.00%    | 13.00%                              | 16.00%    |

### Student Welfare Policy

St Mary's aims to provide pastoral care and student welfare through the following strategies:

- The continual focus on Gospel values which are actively promoted at a classroom and whole school level.
- The Restorative Justice Program
- The Buddy System which comprises both Year 6 & K and Year 5 & Year 1.
- Peer Support Groups. Peer Support Sessions as they cover topics relating to Anti Bullying Program and positive relationships at school and in the wider community.
- Peer Led Daily P.E where Year 6 students are given the responsibility of leading multi age groups in a variety of fitness and ball skills building activities.
- Our participation in Community Visits. All of the grades at St Mary's are assigned a community organisation who they visit at least once a year.
- Centacare Counselling Service for students & staff.
- Children are rewarded for their positive contributions to the school community in a number of ways: Merit Awards, Student of the Week Awards, Citizenship Awards which are given out each term, Mary's Birthday Awards & House points for good behaviour in the playground or in the classroom.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

### 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.

### Discipline Policy

At St Mary's Primary we aim to provide a framework for welfare & discipline which:

- Encourages students to develop self-discipline and sense of worth, to respect the rights and feelings of others and to take responsibility for their own actions.
- Ensures students, staff & parents clearly understand the school expectation of student behaviour.
- Establishes a set of protocols for dealing with unacceptable student behaviour.
- Promotes the pastoral care of all students.
- Provides a unified whole school approach.

The school has developed a comprehensive Student Discipline Policy based on the Gospel values. Important aspects are the area of Restorative Justice and positive reinforcement, the House Award System and Levels of Consequences for inappropriate behaviour. In 2015 Whelan House won the Annette Storer Shield for the most points earned on the Class House Charts.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### Anti-Bullying Policy

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Education Office (CEO) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

### Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

### Initiatives Promoting Respect and Responsibility

St. Mary's undertakes many initiatives to promote respect and responsibility. Actions taken in 2015 include:

- Peer Support Program involving students from Kindergarten to Year 6
- Student Representative Council - Years 1-6
- Buddy System Year 6 & K, Year 5 & Year 1
- Year 3 Friendship Day
- Year 4 Self Esteem Day
- Year 5 Team Building Excursion
- Year 6 Leadership Day
- Grade Community visits to Holy Spirit, St. Mary's Villa, Orana Gardens, Dubbo Nursing Home, Westhaven and Bracken House.
- Year 6 Student Leadership Program.
- The Restorative Justice Program.
- Promoting a "quote for the week" with a focus on respecting others and being responsible.
- Citizenship Awards presented each term.
- Merit Awards, Student of the Week Awards, Mary's Birthday Awards, School House Awards.
- The school's participation in ANZAC Day Celebrations & Dubbo Lantern Parade.
- Students participated in charity events such as the Vinnies Winter Warmth Appeal, Catholic Mission Appeals and Caritas Project Compassion as well as their class charities.

These activities, events, programs and awards gives students the opportunities to demonstrate responsibility, respect for others and raises awareness of others within the school and wider community.

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## SECTION NINE: QUALITY CATHOLIC EDUCATION

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The School implements the Catholic Education Office Bathurst Quality Catholic Education Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the School Consultant.

### Key Improvements Achieved in 2015

The following priority areas for improvement were achieved successfully in 2015:

- Contextualised classroom RE programs
- Assessed and reviewed components "Permeation of Gospel Values" QCE 1.1 and "Planning, Programming & Evaluation." QCE 2.3
- Implementation of National English, Maths & Science Curriculum
- Familiarisation of National History Curriculum.
- Focused on Mathematics Syllabus, Feedback, Assessment for Learning, and Response to Intervention.
- Consolidated implementation whole school Creative Arts Program.
- Developed planning and programming procedures, proforma and requirements in light of new syllabus.
- Familiarisation of Professional Learning Community Framework.
- Developed and implemented data analysis processes and procedures.
- Utilized the use of technology and embed the use of ICT to promote and improve teaching and learning.
- Installed 6 new Smart boards to replace existing Interactive Whiteboards.
- Designed and formulated school data base

### Priority Key Improvements for 2016

- Assess and review components " QCE 1.5 "School, Parish and Parents in Partnership" & QCE 2.6 "Professional Learning"
- Implement & consolidate new diocesan learning framework "A Model of Christ Centred Learning".
- Consolidate implementation whole school Creative Arts Program.
- Implementation of School Educational Program
- Consolidate implementation of National English, Maths & Science Curriculum
- Familiarisation and implementation of National History & Geography Curriculum.
- Review and update homework procedures.
- Diocesan Network school - Professional Learning Community Structure.
- Ongoing implementation of Share Cloud
- Utilise the use of technology and embed the use of ICT to promote and improve teaching and learning

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## SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent Satisfaction

*Parent Satisfaction* (65 responded)

Following a survey the following results have been collated to determine the satisfaction of the parents within the school.

Catholic Ethos of the school including Religious Education, Prayer, Liturgy, Pastoral Care, Discipline:

Very unsatisfied – 0% Unsatisfied – 0% Satisfied – 25% Very Satisfied – 75%

Curriculum of the school including quality of teaching and learning, understanding the ‘basics’, academic excellence, use of technology:

Very unsatisfied – 0% Unsatisfied – 0% Satisfied – 25% Very Satisfied – 75%

Organisation and Management of the school including communication, opportunities to meet with teachers, general organisation:

Very unsatisfied – 0% Unsatisfied – 0% Satisfied – 22% Very Satisfied – 78%

Resources and Facilities of the school including grounds, teaching facilities, teaching resources, safety:

Very unsatisfied – 0% Unsatisfied – 1% Satisfied – 25% Very Satisfied – 74%

### Student Satisfaction

*Student Satisfaction* (22 responded)

Following a survey the following results have been collated to determine the satisfaction of students within the school. Sample drawn from Year 6 leaders and Student Representative Council class members.

Catholic Ethos of the school including Religious Education, Prayer, Liturgy, Pastoral Care, Discipline:

Very unsatisfied – 0% Unsatisfied – 0% Satisfied – 36% Very Satisfied – 64%

Curriculum of the school including quality of teaching and learning, understanding the ‘basics’, academic excellence, use of technology:

Very unsatisfied – 0% Unsatisfied – 0% Satisfied – 64% Very Satisfied – 36%

Organisation and Management of the school including communication, opportunities to meet with teachers, general organisation:

Very unsatisfied – 0% Unsatisfied – 0% Satisfied – 45% Very Satisfied – 55%

Resources and Facilities of the school including grounds, teaching facilities, teaching resources, safety:

Very unsatisfied – 0% Unsatisfied – 4% Satisfied – 73% Very Satisfied – 23%

### Teacher Satisfaction

*Teacher Satisfaction* (18 responded)

Following a survey the following results have been collated to determine the satisfaction of teachers within the school.

Catholic Ethos of the school including Religious Education, Prayer, Liturgy, Pastoral Care, Discipline:

Very unsatisfied – 0% Unsatisfied – 0% Satisfied – 0% Very Satisfied – 100%

Curriculum of the school including quality of teaching and learning, understanding the ‘basics’, academic excellence, use of technology:

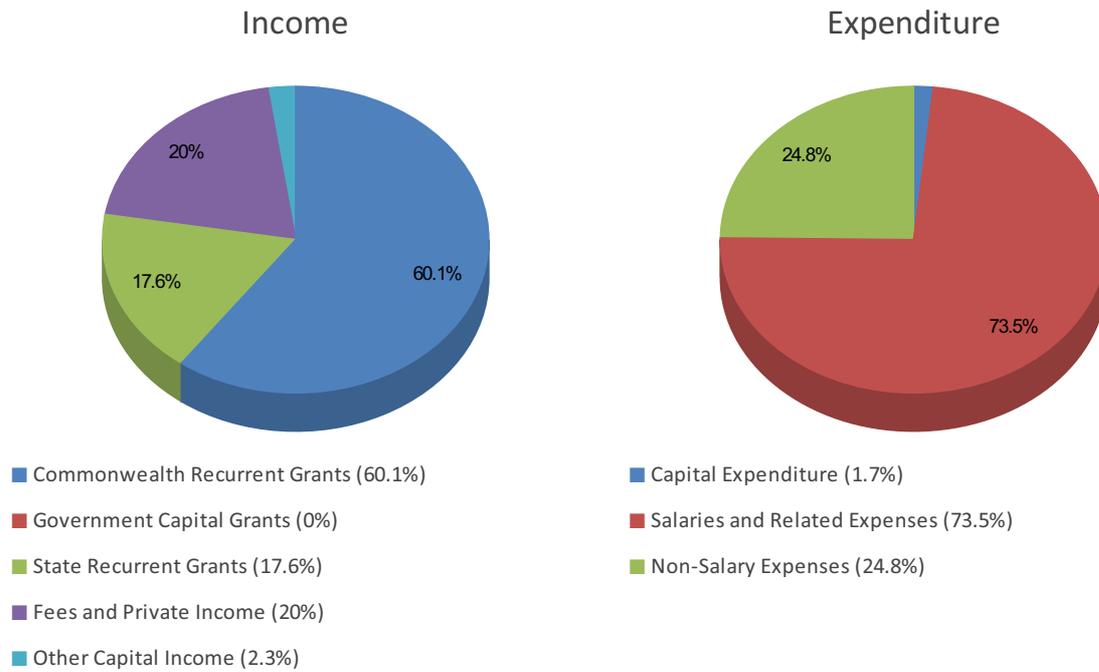
Very unsatisfied – 0% Unsatisfied – 0% Satisfied – 0% Very Satisfied – 100%

Organisation and Management of the school including communication, opportunities to meet with teachers, general organisation:

Very unsatisfied – 0% Unsatisfied – 0% Satisfied – 0% Very Satisfied – 100%

Resources and Facilities of the school including grounds, teaching facilities, teaching resources, safety:

Very unsatisfied – 0% Unsatisfied – 0% Satisfied – 6% Very Satisfied – 94%



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

**Notes**

1. Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.