

2016 Annual School Report to the Community

St Marys Primary School Dubbo

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Principal Miss Janelle O'Brien



Principal's Message

On behalf of our school community, I am happy to present the 2016 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 2016.

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.

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 Acting 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.

Miss Janelle (Nell) O'Brien

Acting 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

It was a slow start to the year for the Parents and Friends Association with a struggle for numbers. We were able to get a few new faces to help and towards the end of the year several more people came on board.

Our Fundraising efforts this year consisted of the Easter Raffle and our Fun Fair. The Association was able to generate substantial income from these events. After consultation with the school executive it was decided to use some of our funds to help build a new garden area. This area will run along the northern boundary adjacent to the cricket nets. The school should see the results by the start of the 2017 school year.

I would like to take this opportunity to thank all the members of the Parents and Friends Association and the school executive for their help and guidance. As this was my first year being involved with the Association, I was surprised with how much work goes on behind the scenes at our school. A great culture has been established at our school and the whole school contributes to this.

We should feel grateful that our children are part of the great little community.

Many Thanks

Michael Cruze

St Mary's Parents and Friends Association President

Student Body Message

Throughout 2016, St. Mary's Primary has had various opportunities and has developed into a stronger school community.

There have been multiple achievements that will be commemorated for years to come such as;

- Our school band and Kindergarten students who did exceptionally well in the Dubbo Eisteddfod
- RSL 'Australia My Country Competition' - 1st Prize
- Year 6 won the Gerard Yeo Shield
- The Year 4 & 3 Rugby League team won the Russell Richardson cup
- Finalists - Western Region Chess Competition
- School Athletics Carnival- Champion House was Marina
- School Swimming Carnival - Champion House was Marina

- Class Line Award for 2016 was KB
- Milo T20 Blast- The girls team won the Dubbo Carnival then progressed to the Southern Region Finals of Milo T20 Blast in Canberra
- A memorable Night of the Notables
- Each Grades Charity Fundraisers

Samara D and Kyra W 6B

SECTION TWO: SCHOOL FEATURES

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 2016) the student population was 413 with 24 Teaching staff and 15 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 2015 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, Science and Engineering Challenge, Chess, Maths Olympiad and international school competitions.

Other extra programs and activities include The Sacramental Programs, liturgies, Eisteddfod, school, diocesan and 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 which enhance the learning opportunities for our students. Chromebooks were introduced to Stage 3 this year.

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 and 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 maintain 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 and a Creative Play area encourages children to participate in outdoor, imaginative and creative play.

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 2016:

Girls	Boys	LBOTE*	Total Students
207	201	20	408

* 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 2016 was 93.40%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94.33%
Year 1	94.40%
Year 2	92.96%
Year 3	93.51%
Year 4	92.70%
Year 5	92.94%
Year 6	92.93%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. 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 Schools (or designated CEDB 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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
23	14	37

* This number includes 11 full-time teachers and 12 part-time teachers.

Percentage of staff who are Indigenous	7%
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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:

Term 1	History- Michael Quade and Emily Sutcliffe Staff Retreat- Fr Greg Kennedy
Term 2	Professional Learning Communities PLC Team Model for Christ Centred Learning Erin McGregor
Term 3	Mathletics Geography Michael Quade and Emily Sutcliffe First Aide George Chapman Red Cross
Term 4	Professional Learning Communities Lucy Fisher Google Tools /ICT Vicki Vance

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 2016 was 247. A focus of professional learning in 2016 was on introduction and implementation of the National Syllabus in Geography and History, Formative Assessment, Model for Christ Centred Learning and Professional Learning Communities.

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

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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 and 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 Fr Greg Kennedy. 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 2016 teachers undertook a self-review process on Religious Education focusing on the component "School, Parish and Parents in Partnership" as part of the Diocesan Quality Catholic Education Framework.

St Mary's students prepare for their sacraments through a parish based sacramental program 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 2016 the school community raised \$700 for Caritas through our Lenten Project Compassion Appeal, \$950 for Catholic Missions, \$500 for the Winter Warmth Appeal and contributed 28 large hampers to the value of \$1900 for the Vinnies Christmas Hampers.

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)	
Year 6	30.92

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.

SECTION SIX: CURRICULUM

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 2016 we introduced the new History and Geography syllabuses. There is support for teachers through ongoing professional development with implementation of National Curriculum. There is also a focus on professional learning communities.

In 2016 we reviewed planning, programming and evaluation especially curriculum planning, accountability, student engagement and evaluation and had a focus on Assessment; particularly formative 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.

Students were also involved in Maths Olympiad, and the Science and Engineering Challenge.

The school constantly utilises technology and ICT to promote and improve teaching and learning and provide ongoing support to staff. A focus for 2016 was upgrading interactive whiteboards in 2 classrooms and providing Stage 3 with Chromebooks.

Other Learning/Academic Programs include chess competitions, Dubbo Catholic Schools Debating Competition and the Dubbo Eisteddfod. 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 K-6, the Peer Support Program, The Buddy Program, Music Tuition, School Band, School Choir, MusicaViva and participation in the Dubbo City Eisteddfod.

In Sport there are programs that students undertake including daily fitness activities and 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.

In 2016 our Year 6 students won the Gerard Yeo Shield, our debating team competed in the Dubbo Catholic Schools Debating Competition. Two students competed in NSW State sporting events in Cricket and Touch Football.

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	51.00%	53.00%	5.00%	10.00%
	Reading	56.00%	48.00%	5.00%	11.00%
	Writing	63.00%	49.00%	3.00%	6.00%
	Spelling	45.00%	46.00%	15.00%	12.00%
	Numeracy	37.00%	36.00%	13.00%	13.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	43.00%	36.00%	11.00%	15.00%
	Reading	36.00%	35.00%	15.00%	16.00%
	Writing	25.00%	17.00%	11.00%	18.00%
	Spelling	27.00%	30.00%	13.00%	17.00%
	Numeracy	29.00%	28.00%	4.00%	17.00%

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 cover topics relating to the 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 whom 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 and discipline which:

- Encourages students to develop self-discipline and their sense of worth, to respect the rights and feelings of others and to take responsibility for their own actions.
- Ensures students, staff and 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 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 2016 Whelan House won the Annette Storer Shield for the most points earned on the Class House Charts.

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.

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 2016 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 "gospel quote/gospel challenge" with a focus on building positive relationships, 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 and other community celebrations such as the Lantern Parade, Dubbo Show and Eisteddfod

- 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.

SECTION NINE: QUALITY CATHOLIC EDUCATION

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 2016

The following priority areas for improvement were achieved successfully in 2016:

- Contextualised classroom RE programs
- School, Parish and Parents in Partnership (QCE 1.5) and Professional Learning (QCE 2.6)
- Implementation of National English, Maths and Science Curriculum
- Familiarisation of the History and Geography Curriculum.
- Focused on Mathematics Syllabus, Feedback, Assessment for Learning, and Response to Intervention in the Number Strand using the Professional Learning Communities Model
- 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 2 new Smart boards to replace existing Interactive Whiteboards.
- Purchase of Chrome Books for use in Stage 3 Classrooms
- Designed and formulated school data base

Priority Key Improvements for 2017

- Assess and review components " QCE 1.4 "Pastoral Care/Community Building;" and QCE 2.5 "Assessment"
- Develop Assessment Strategies in light of BOSTES Syllabus and PLC Model, particularly in regard to assessment and feedback.
- Implement and consolidate diocesan learning framework "A Model of Christ Centred Learning".
- Consolidation of School Educational Program
- Review and update Scope and Sequence and Implementation Statement for the English KLA in line with BOSTES requirements
- Develop and implement data analysis processes and procedures and enhance use of data to inform effective teaching and learning strategies
- Consolidation and implementation of History and Geography Curriculum.
- Consolidation of the Science and Technology and Mathematics 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
- Assess and review ICT Resources and purchase new resources in line with ICT Plan.

SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

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 (70 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 – 27% Very Satisfied – 73%

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

Very unsatisfied – 0% Unsatisfied – 0% Satisfied – 29% Very Satisfied – 71%

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

Very unsatisfied – 0% Unsatisfied – 1% Satisfied – 27% Very Satisfied – 72%

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

Very unsatisfied – 0% Unsatisfied – 1% Satisfied – 26% Very Satisfied – 73%

Student Satisfaction

Student Satisfaction (18 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 – 72% Very Satisfied – 28%

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

Very unsatisfied – 0% Unsatisfied – 0% Satisfied – 50% Very Satisfied – 50%

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

Very unsatisfied – 0% Unsatisfied – 0% Satisfied – 72% Very Satisfied – 28%

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

Very unsatisfied – 0% Unsatisfied – 4% Satisfied – 50% Very Satisfied – 50%

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 – 6% Very Satisfied – 94%

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

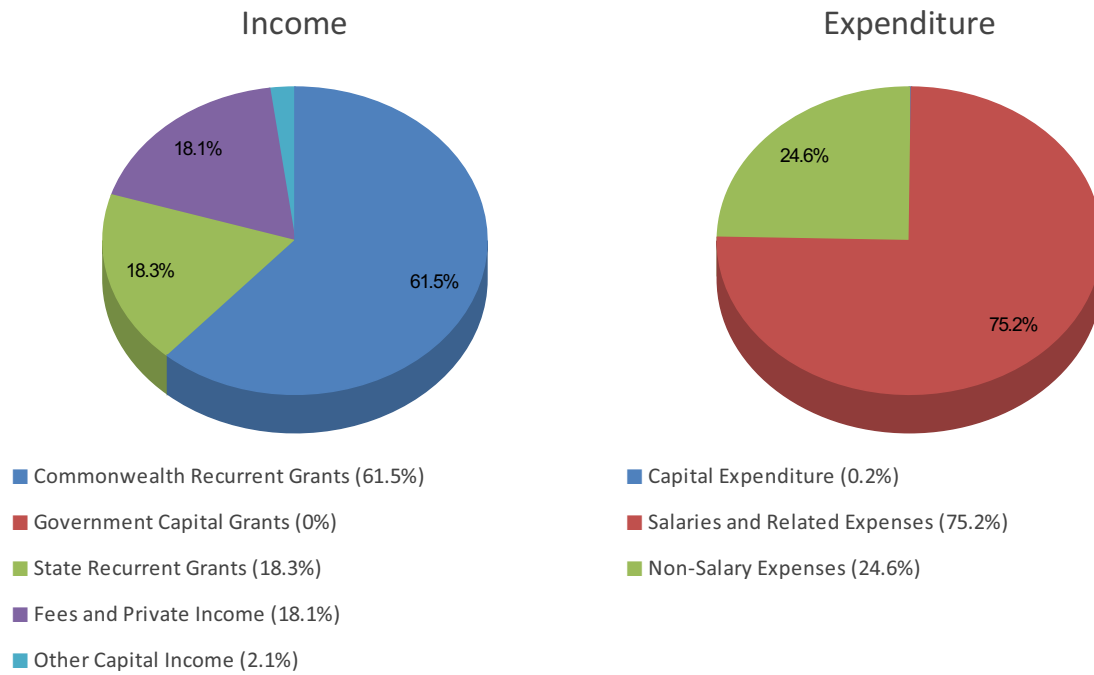
Very unsatisfied – 0% Unsatisfied – 0% Satisfied – 31% Very Satisfied – 69%

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

Very unsatisfied – 0% Unsatisfied – 0% Satisfied – 19% Very Satisfied – 81%

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

Very unsatisfied – 0% Unsatisfied – 0% Satisfied – 44% Very Satisfied – 56%



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.