

All Hallows Primary School Gulgong
Annual School Report to the Community
2015



School Contact Details

Bayly Street, Gulgong 2852

allhallowsgulgong@bth.catholic.edu.au

www.allhallowsgulgong.catholic.edu.au

(02) 63 74 1582

Principal

Mrs Catherine Gaudry

Principal's Message

All Hallows has again thrived in 2015. The school has had a tremendous and positive focus upon the needs of the individual and their achievement at the highest possible standards.

*At All Hallows School we work as a community
with Christ as our centre,
educating our students to a high level,
so they will participate fully in the changing world and the Church.*

Our school Mission is a proud goal of the entire school and one which we continue to work towards.

After 21 years at this school I am leaving and though I will miss it, I know the next Principal will enjoy the school, children, staff, families and community of All Hallows. Being a Principal is a roller coaster ride and though it can be a struggle, it is filled with many high points and joys. It has been a pleasure to be a part of Catholic Education in Gulgong over these decades and I will continue to keep an interested eye on the progress of the pupils now and in the future.

Thank you one and all for your support over the years and may the next Principal be as happy as I have been.

God bless you all.

Parish Priest's Message

All Hallows staff and students have been welcoming and friendly to me as the administrator of Gulgong parish and I appreciate that. I have found a lovely country school atmosphere in All Hallows that I believe is a safe and educationally positive place to live and learn, and which helps children grow. The children are happy at the school and have many wonderful experiences. In my and Fr Antony's weekly visits to the school, we have always enjoyed the positive atmosphere and hope to know and serve this special community better in the years ahead.

All Hallows reaches out and creates a catholic atmosphere encouraging of catholic involvement. The baptism of seven students at a school Mass this year has been a testament to the school in its Catholic mission. The school has also reached out positively to support families when tragedies have occurred in their community.

May Mrs Gaudry, enjoy the lessening of her burden and know she has helped created a wonderful school with a truly Christian flavour.

2015 was a good year at All Hallows and the culture of positive Christ values should see this continue.

Parent Body Message

The Parent Body at All Hallows has had a successful year in 2015. Meetings are not a feature of our activities, instead we focus upon items which directly benefit our students. Our thanks to Joan for her efforts with the Canteen and in providing our children with a choice of healthy foods. Also to Lynne for continuing the Clothing pool so the children can be dressed in an appropriate manner and clothes can be recycled.

This year our successful Henry Lawson Heritage Weekend BBQ was held in beautiful weather and raised funds to aid the school, but more importantly it provided a service to the community and the many visitors to town on the June Long weekend. It is always a fun social event for the parents.

Our final event for the year was our farewell BBQ and Mass for Mrs Gaudry, this was especially moving as we farewelled the only Principal any of us as parents have ever know. We thank Catherine for her years of dedication and service to our community and our children and wish her the very best for the remainder of her career where ever it takes her.

Student Body Message

During the year our school has had many fun days, lots of laughter, and a lot of learning also. As School Captains we have had the special position of leading and watching the children grow and become the best they can be. We have certainly felt great pride at the achievements of others and the way they have represented their families and themselves at events. We want to make special mention of Amelia Drew and Maddison Morrissey who achieved outstanding results in the Christmas Art competition and had their art works displayed in the crypt of St Mary's Cathedral Sydney. The highlight of this year however was the school performance "We will remember them" and the great presentations each class made about war.

Our Kindergarten children are lovely and we can see them growing day by day. It seems so long ago we were in Kindergarten like these children, and now we are off to High School and feeling grown up and a little bit nervous also. Over the seven years of primary education we have learnt so much and grown up. We both agree that All Hallows has been a great place to go to school and we will remember it very happily forever.

SECTION TWO: SCHOOL FEATURES

All Hallows Primary School is a Catholic systemic Co-Educational School located in Gulgong.

All Hallows Catholic Primary School is a K - 6 Co-educational Primary in Gulgong NSW.

At All Hallows we consciously focus upon maintain maximum learning for the individual over specialisation in subjects. We develop well rounded students who are motivated and show high participation in all areas while developing personal skills and talents and interests. Our feeder schools reflect to us that this is indeed true with our students well rounded, motivated, interested and eager to interact with the community and wider world.

The students are exposed to a wide range of opportunities at All Hallows and their involvement in community and parish life is a feature of their experiences. The educational Curriculum and the wider educational experiences provide the best opportunities for the children to grow and learn in preparation for the life they will have through the 21st Century. The staff ensure that every child achieves their potential and that areas of talent are developed. Students who require additional support are given this using the many and varied resources that the school and Diocese have available.

Our year always begins with our celebration of Catholic Schools Week during which a wide selection of activities are undertaken which reflect the many and varied daily activities in the life of the school. It is always a terrific celebration of education and of the Catholic education these children receive.

A major focus each year is the school Feast Day - All Saints Day. This day is an opportunity to celebrate all that happens in our school and gives us an opportunity to publicly live out our motto - KNOW LOVE SERVE. On this day we celebrate with the Eucharist before each class undertakes some act of service.

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
41	44	1	85

* 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 94.40%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.88%
Year 1	94.38%
Year 2	94.16%
Year 3	93.04%
Year 4	93.61%
Year 5	96.50%
Year 6	93.22%

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
11	4	15

* This number includes 6 full-time teachers and 5 part-time teachers.

Percentage of staff who are Indigenous	0%
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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	The Way Forward for 2015
Term 2	Response to Intervention and 3 Tier Learning
Term 3	School Assessment Plan
Term 4	"In the Words of Francis" Staff Retreat Day.

Ongoing Professional Development for each staff member is vital as we continually grow ourselves so we can be the very best educators for the children in our care. Professional Learning takes many forms including whole staff days, specific topic PD, meetings, conferences, CEO sponsored learning initiatives, PLC collaborations, interpersonal support and mentoring. The school, in conjunction with individual staff, plans, implements, evaluates, tracks and records staff PD. The setting of goals by staff is part of this process, as is the focus upon improved outcomes for all students.

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.	11
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.

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At All Hallows we endeavour to create a faith filled Catholic Community where a caring atmosphere prevails and an educationally sound curriculum is offered. We motivate our community members to strive for excellence, we foster the values of our faith, and we challenge each member to develop a loving relationship with those around them as well as with God our Creator. These ideals are expressed in our Mission, Vision and Values Statements.

Our Mission

*At All Hallows School we work as a community
with Christ as our centre,
educating our students to a high level,
so they will participate fully in the changing world and the Church.*

Our Vision

All Hallows is a community of faith:

- *Centered on Christ and the sacraments*
- *Living gospel values*
- *Complimenting and supporting the role of parents*
- *Working in partnership with priests, parish and the local community*
- *Learning about and living our Catholic faith*
- *Living our faith in our daily life and culture*

All Hallows is a community of learning:

- *Finding and nurturing the gifts and talents of our students*
- *Collaborating with parents*
- *Providing a meaningful, stimulating and challenging curriculum*
- *Valuing effort along with learning and excellence*
- *Modelling life long learning*
- *Using technology to enhance teaching and learning*
- *Respecting staff and sharing the role of educating our students*
- *Responding to the changing world*

All Hallows is a community of celebration:

- *Celebrating God's love in the sacraments*
- *Participating in and growing through the Eucharist*
- *Rejoicing in the individual and their personal gifts*
- *Sharing the accomplishment of others*
- *Celebrating academic growth*
- *Promoting self-esteem*

All Hallows is a community of inclusivity:

- *Embracing the diversity of people and cultures*
- *Respecting the dignity and individuality of each student*
- *Reaching out to the poor, marginalised and those most in need*
- *Ensuring fairness, justice, access and equity for all*
- *Taking a public stand on issues of injustice and inequity*

At All Hallows we value prayer life and develop this in each individual. We celebrate through Liturgy and Masses and sacraments. The school operates 3 sacraments in conjunction with the parish and families.

Our Parish is St John The Baptist (63742122)

Our Priests and Fr Tony Henessey and Fr Antony Vattakkunnel

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)	
	33.71

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.

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Each Key Learning Area is taught according to the NSW Curriculum. The school also teaches and exposes children to a wide range of co-curricular programs. These include; a variety of seasonal sport programs, public performances, computer usage, social assistance programs, and community service projects and programs. It also includes specialist groups such as the Drumming Group, Gardening Club, Passive Play group, and Active Learning group, all of which provided opportunities for students to explore areas of interest.

Students who are funded have special programs of work. Parents of these students are encouraged to be involved in the planning of areas to address, the program, evaluation of progress, and planning the next phase of development. Programs vary from remediation programs to extension programs and can occur in any or all of the Key Learning Areas, as well specialised fields such as social areas, physical needs, speech development or occupational therapy assistance.

Indigenous students have individual programs which are developed in conjunction with their class teacher and the Support Teacher. These staff work together with parents to develop and implement programs for individuals throughout the year. Education of all Students regarding indigenous culture, values and learning is integrated across the syllabus in all grades.

Students who are identified as having specific needs are catered for by teacher, the Support Teacher, and Teacher's Aide through Learning Support Programs. These staff work together with parents to develop and implement programs for individuals throughout the year. Often specialist assistance is included in these programs, eg speech therapist, counsellor, pediatrician etc. Information related to the Individual Education Program is communicated to the student's parents so they are aware of extra programs undertaken. The school uses the 3 Tier approach to learning and student intervention and has found this to be highly beneficial and providing best possible educational outcomes for students at all levels of development.

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 3	Grammar and Punctuation	39.00%	52.00%	15.00%	11.00%
	Reading	31.00%	48.00%	15.00%	11.00%
	Writing	23.00%	47.00%	15.00%	7.00%
	Spelling	15.00%	41.00%	15.00%	15.00%
	Numeracy	23.00%	34.00%	31.00%	15.00%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	20.00%	36.00%	40.00%	17.00%
	Reading	20.00%	34.00%	20.00%	18.00%
	Writing	20.00%	19.00%	20.00%	18.00%
	Spelling	20.00%	33.00%	0.00%	15.00%
	Numeracy	20.00%	28.00%	0.00%	16.00%

Student Welfare Policy

Student Welfare at All Hallows is amalgamated into the Pastoral Care Policy. The Pastoral Care Policy at All Hallows is based upon the belief that for children to grow to mature, responsible, selfless, integrated adults, they need appropriate structures to develop and support these skills. The policy focuses upon positively reinforcing behaviours and encouraging a learning environment which is culturally accepting and academically stimulating. The policy contains over a dozen positive reinforcement systems which are currently used in the school. It also encourages other forms of positive reinforcement, which will develop values that the school and parents esteem worthy. There were no changes made to the Pastoral Care Policy during 2015.

The School also has an Anti-Bullying Policy. This policy deals positively with both perpetrator and victim and encourages them to see this as a way to learn and be better members of society. There were no changes made to the Anti-Bullying Policy during 2014.

The full text of both the school Pastoral Care Policy and Anti-Bullying Policy may be accessed via the school office or the school website www.allhallowsgulgong.catholic.edu.au

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

The School has a Positive Behaviour and Discipline Policy. The policy focuses, as its name states, on Positive Behaviours. With positive behaviours in place and logical consequences for actions, children take greater responsibility for their behaviour and see the consequences of their behaviour on themselves and others. The policy states a wide range of positive procedures which the school employs to encourage appropriate and positive behaviour in the students. The policy develops each of these in depth.

The policy also deals with inappropriate behaviour in terms of Discipline. The children are encouraged to take responsibility for their actions and behaviour and to be given opportunities to correct and improve these in a supportive and encouraging environment.

In 2013 the Positive Behaviour and Discipline Policy was reviewed and parents asked to comment. The only change made was that parents are notified each time a yellow card is given to a child. There were no changes made to this policy in 2015.

The full text of the Positive behaviour and Discipline Policy may be accessed at the school, office or on the school website www.allhallowsgulgong.catholic.edu.au

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

All Hallows runs a wide range of activities which promote respect and responsibility. These may be community based activities such as participation in the ANZAC Day Ceremonies, Clean Up Australia Day, Remembrance Day Service, Vinnies Visits and Hostel visits. They may be church based such as church cleaning, Lenten Missions, fundraising for the parish, parish Sacramental Programs and Retreats.

Most of these activities are however school based;

- One successful program is the buddy program whereby Kindergarten students are matched with a buddy from Year 6. These buddies are there to assist them specifically in the early weeks of school but throughout the year by showing them so much of the culture and ethos of the school

by their behaviour and the way they treat each other.

- Our All Saints Day activities reflect our Motto - KNOW LOVE SERVE as the children and staff go into the community to serve others in practical ways and educate the children in respecting others and taking responsibility.
- The student leadership program, class responsibilities, and values education are further examples.

The best examples of our respect and responsibility are in the way we treat each other every day.

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 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.

Catholic Life and Religious Education Improvements

- Develop ways to bring the Parish into the school
- Ensure 'classic prayers' are learnt

Learning and Teaching Improvements

- Implement the NSW Mathematics Syllabus
- Implement the NSW Science and Technology Syllabus
- Focus upon QCE Learning and Teaching
- Development of PLC
- Develop Plan of Assessments
- Review Assessment and Reporting Policies

Leadership for School Improvement Improvements

- Develop staff to improve their leadership potential

Strategic Resourcing Improvements

- Resource new syllabus

State Action Plan Improvements

- Tiered interventions and tiered learning
- Data usage
- Focus on mathematics
- Reporting against continuums

Priority Key Improvements for 2016

Catholic Life and Religious Education Targets

- Introduce new PD for Year 5 & 6
- Introduce parent orientation to church
- Specific invitations to parishioners
- Words and gestures for Gospel and Sign of Peace

Learning and Teaching Targets

- Introduce new History and Geography syllabus
- Embed Differentiation in Programming and Teaching in all KLAs
- Use Assessment and data in planning and programming
- Develop Program of Supervision of classroom activities
- Develop Program of Supervision of class programs and workbooks
- Develop Assessment Boxes
- Measurable improvements for the top two bands
- Review the new NSW English Syllabus
- NAPLAN English focus area - writing
- NAPLAN Maths focus area - problem solving

Leadership for School Improvement Targets

- Develop Environmental Responsibility

- Induct new Principal into school
- Strengthen current leadership roles.

Strategic Resourcing Targets

- Review Resources for each KLA including pack reallocation
- Add and cull existing resources as appropriate
- Central data base of resources.

State Action Plan Targets

- Strengthen whole school leadership
- Support teacher development via personal goals
- Diagnostic assessments used across school
- Personalised learning implemented in all KLAs

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

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.

During 2015 a parent survey was distributed to gain ideas and satisfaction. The results are (VS = over 95% Very Satisfied, S = 95 - 80% Somewhat Satisfied)

School Culture

- I feel welcome and respected. VS
- Positive learning environment. VS
- Personnel are receptive. VS
- I would recommend this school. VS
- High standards of positive behaviour. VS
- Principal welcomes comments and is responsive. VS
- Staff show care and concern. VS

Communication

- Well informed through newsletter, website. VS
- Weekly class blurb useful. VS
- I can raise an issue. VS
- Opportunities for my involvement . VS

Academic Progress

- I am informed of the academic progress of my child. S
- Learning is varied and caters for my child. VS
- Individual needs are catered for. VS
- Standardised testing shows growth. VS

Student Satisfaction

Student Satisfaction was gauged via discussions with groups of students - Captains, Seniors, Stage 2 group and Stage 1 group. The students were asked and further discussions were held. (Y = Yes, N = No, DK = Don't Know)

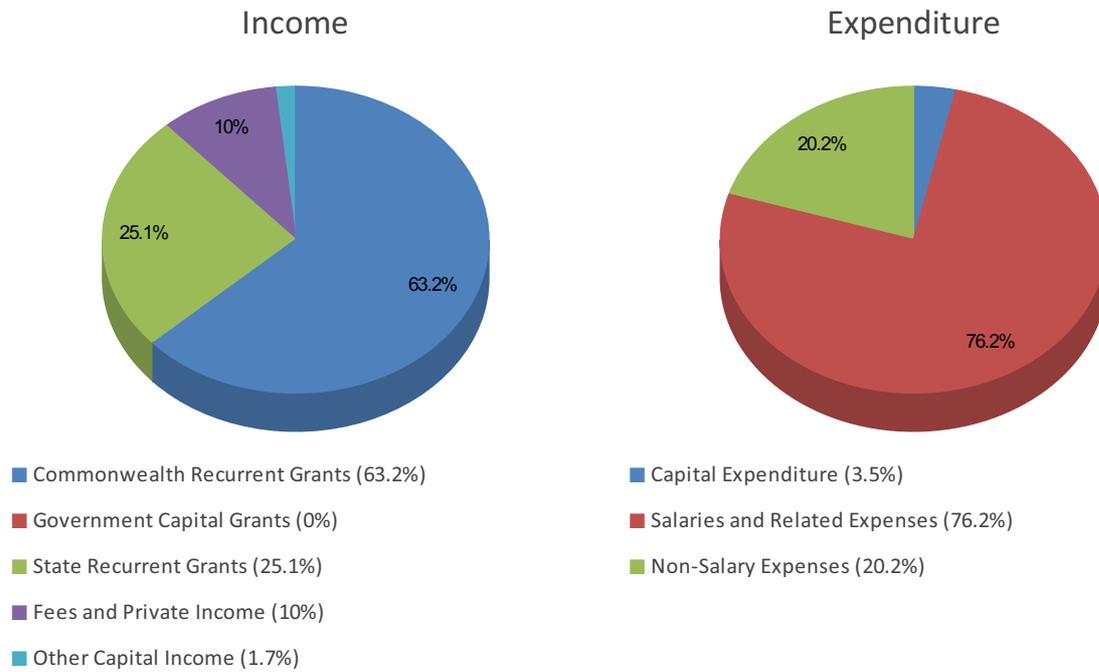
- What is the best thing about the school? Children, teachers, computers, playgrounds, friends, activities, halo rewards, fun things we do, opportunities
- What would you change with the school? More sport, iPad for each child, nothing
- Do you think you make good learning progress? Y
- Do you think your parents are happy with the school? Y
- Are we getting better at doing our best here? Y

Teacher Satisfaction

Staff express their satisfaction in the school via many means. They are open and communicative and if they have an issue bring it up at a staff meeting, to the Principal, or to another staff member directly. Staff then work together to put into place processes to address the needs of the students and address them so they can achieve to their potential, and so every child learns.

Staff express satisfaction with the the physical environment of the school which is pleasant and conducive to learning and fun. We are very pleased with the resources available and the continued implementation of technology into the rooms so best practice teaching can be at the forefront of all we do. The school is supportive of the professional development of each staff member and encourages PD based upon individual needs as well as goal setting to develop personal practice.

The staff are very caring of the individuals within our care and feel it strongly when a child is not achieving to their potential. We liase with parents and always attempt to keep them abreast of our efforts and strategies for each child.



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.