

St Josephs Catholic School Oberon
Annual School Report to the Community
2014



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Principal

Mrs Donna Maxsted

Principal's Message

St Joseph's Catholic School is a vibrant and inviting school community in the rural community of Oberon.

Empowered by the school's Mission and Vision Statement, St Joseph's Catholic School endeavours to provide a holistic education that enables all students to learn at high levels in a nurturing, collaborative and Christ-centred environment.

St Joseph's Catholic School is staffed by teachers who are committed to giving our students the very best academic advantage that they can. With a collaborative approach to teaching and learning, our teachers strive for excellence in their own teaching and continued learning and in their students' learning. Our small school environment allows us to offer individual learning paths allowing for all children to reach their full potential.

It has been my privilege in 2014 to join the staff of St Joseph's Catholic School in their ongoing commitment to the holistic education of our students - spiritually, academically, physically, socially and emotionally. We have embarked on a journey together as a professional learning community and I look forward to exciting times ahead.

Parish Priest's Message

The Parish of Saint Ignatius, Oberon, is fortunate in having Saint Joseph's Catholic School clustered about the Church of Saint Ignatius as its physical centre.

The School holds its weekly assembly within the Church which allows the celebration, on a fortnightly basis, of a liturgy focused upon the particular theme of the Church's calendar. This allows the students to participate in the life of the Parish through their special observations and prayers.

Furthermore, the students attend Mass in their class groups on a regular basis. Important in the life of the Parish and school is the preparation for the reception of the Sacraments, all of which are introduced by a parents' evening of information. Thereby, parents are encouraged to continue this special preparation within the setting of the family home.

Thus, the Parish acknowledges the spiritual benefits provided for the local Catholic community and prays God's continued blessing upon Saint Joseph's School.

Rev Dr P. Filby PP

Parent Body Message

Sandie Thompson continued as President of the St Joseph's Catholic School Parents and Friends Association in 2014. She was supported in her role by Glenn Stewart, Treasurers, Kerry Stewart and Rhiannon Mijovic, Secretaries, and Dean White, Vice President.

The major fundraiser for the year was catering for the Quinn Cup. Other successful fundraisers were the Mothers' Day stall, Fathers' Day stall, Meal Deal Days and tuckshop. Funds raised benefited the students at St Joseph's through the provision of new text books in the secondary department, reading books for the primary department and new student desks and chairs.

Many thanks to all parents who assisted with fundraising and/or attended P&F meetings throughout 2014.

Student Body Message

It was with great pride that we accepted the role of St Joseph's Catholic School captains in 2014. We were given the opportunity to develop our leadership skills through our roles on the Student Representative Council. With the support of our fellow SRC members and teachers, we organised several family group activities including an Indigenous Games afternoon and a World Cup Activity Day, as well as fundraising events for Missions and other charitable organisations.

The highlight of 2014 were winning the Quinn Cup for the first time in the history of this annual event. As St Joseph's hosted this event in 2014, victory celebrations were particularly exuberant. Other highlights of the year were the Year 10 social justice camp to Sydney and representing the school at the ANZAC Day and Remembrance Day ceremonies.

We were also given the opportunity to represent our school within the broader Oberon community as members of the Oberon Youth Council which enabled us to develop new skills in planning and implementing community activities for the youth in our town and surrounding districts.

Ryan Hopson & Angus Fittler

SECTION TWO: SCHOOL FEATURES

St Josephs Catholic School is a Catholic systemic Co-educational School located in Oberon.

St Joseph's Catholic School is an integral part of St Ignatius Parish, Oberon and was founded by the Sisters of St Joseph in 1912. For over a half a century, St. Joseph's was nearly entirely staffed by the Sisters of St. Joseph. By the beginning of the 1980's the number was down to a few sisters. Lay Catholic school teachers took up the task of building on the wonderful foundation set by the religious and by the early 1990's St. Joseph's Central School was staffed entirely by lay people. Today, there are no teaching sisters but we are pleased to have two retired sisters living in the Convent.

Facilities and resources are second to none at St. Joseph's with the latest in laptop and Ipad technology available to students. Student classroom resources and texts are also the latest in publication. At the end of 2013 the Secondary computer room was transformed into a modern Contemporary Learning environment with new furnishings, laptops, carpet and paint. Our Trade Training Centre which was completed in 2010 remains a major facility for our school. It allows our students to gain a Certificate 1 in Metal Fabrication. This course is also a pre commencement to the Higher School Certificate. We also offer Construction and Hospitality. Our Hospitality students travel to MacKillop College twice a term to share the wonderful facilities on offer there so that we too can experience the very best. Work has been completed on a new outdoor BBQ and wood fired pizza oven on the Secondary campus which will be used for many years for fundraisers and gatherings. A new sandpit has also been constructed on the primary campus.

Sporting opportunities at the school are also of a high calibre with students gaining representative honours across a wide variety of sports. This year we participated in a range of activities including Diocesan Winter and Summer Trials, Swimming, Athletic and Cross Country Carnivals, David Peachey Cup, St Mary's Orange Soccer and Netball Gala Day and the annual Quinn Cup. We also fielded a St Joseph's and Oberon High School combined Western Small Schools Rugby League Team which was the state runner-up.

Cultural events such as School Performances, CWA Public Speaking and Country Project, Eisteddfod, Presentation Days, Graduation Ceremonies, Work Experience Program, SRC Activities and Fundraisers along with a broad excursion and visiting shows program ensures students are well catered for with opportunities to broaden their vision and experience. One of the highlights for the year was the St Joseph's Catholic School Art Show which is held biannually. Every student in the school was able to exhibit a piece of their artwork and showcase the artistic talent from across the school.

Student Enrolment

The School caters for students in Kindergarten to Year 10. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014:

Girls	Boys	LBOTE*	Total Students
84	83	0	167

* 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 2014 was 93.05%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	96.42%
Year 1	95.74%
Year 2	92.99%
Year 3	94.41%
Year 4	92.30%
Year 5	94.15%
Year 6	93.89%
Year 7	96.80%
Year 8	88.95%
Year 9	85.12%
Year 10	92.80%

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 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
16	4	20

* This number includes 11 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	Vision & Mission
Term 2	Senior First Aid, National Disability Standards
Term 3	School Vision & Mission
Term 4	Professional Learning Communities

St Joseph's staff participated in the following PD opportunities: Reading to Learn, Professional Learning Communities Conference, REC Assembly, Student Protection, Workplace Bullying & Harassment Training, OHS modules, New Scheme Teacher Mentor Training, Australian Teacher Standards and Teacher Accreditation, Catholic Schools Youth Ministry Conference, NAPLAN Data Analysis, PAT Maths Data Analysis, Writing Workshops, Learning Support Conference, Teacher-Librarian Conference, Christmas Story Art Workshop, Evangelii Gaudium - The Francis Effect, VET Training (Construction), Science Curriculum

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 Joseph's Catholic school has a clear identity as a Catholic school within the local parish and the wider Oberon Community. Jesus Christ and His teachings are central and clearly articulated in the all aspects of our policies, planning and actions. The school articulates its mission from the school motto "All for the Glory of God" and identifies itself as a caring, Catholic community within which individuals are encouraged and given the opportunity to achieve to their full potential.

Catholic imagery is embedded in school life with religious icons in places of significance in the school entrance and classrooms. Care is taken to ensure the charism of the Sisters of St Joseph is alive in the school, with our team houses named Tenison and MacKillop in honour of their contribution to Catholic education in Oberon.

The school is committed to fostering quality relationships that are characterised by respect and dignity for all. Our Catholic Faith, tradition and culture are actively fostered and celebrated through liturgy, prayer and sharing in the Eucharist.

Social Justice and the needs of others and the environment are consistently evident through Christian service and action. Our Year 10 Social Justice retreat is a fine example where students have the opportunity to visit a homeless shelter and work in a soup kitchen in Sydney's Kings Cross. This year they also attended the Holocaust Museum as part of their retreat. Students often reflect on these as life changing experiences.

The school is making an ever improving effort to welcome, recognise and respect different family and cultural traditions including those of our Indigenous brothers and sisters. This year, we have begun to use of a message stick when proclaiming the Word of God

We have embraced the new Accreditation Policy to work, teach and lead in systemic Catholic Schools and actively promote the importance of on-going faith formation and theological knowledge for all staff. The system wide approach to teaching Religious Education and focus on assessment has ensured a greater focus on levels of Catholic Religious Literacy in our school. Staff are provided with retreat opportunities for their own spiritual development and many have begun formal studies in the Master of Theology program.

Every Monday we gather together in our church to pray and worship together. Classes take turns at leading us in liturgy whilst all students attend regular masses for Feast Days. Regular opportunities are provided for prayer and worship within classes. A full Sacramental Program is offered as a joint initiative of the school and parish. Students and staff value the contribution of Bishop Michael McKenna in leading the Sacrament of Confirmation but also in spending time with students in preparation for the sacrament.

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	31.88
Year 8	27.69

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.

In 2014, the primary curriculum was delivered in a variety of ways to address the diverse learning needs of all students at St Joseph's Catholic School.

Mathematics scope and sequences were redesigned to have the ability to develop essential learnings in 2015. Hub and spoke meetings were held to inservice staff on the new syllabus that will be introduced in 2015. Staff trialled programming to the new syllabus in semester 2. Stages trialled organising students into mathematics groups to ensure students had pedagogy delivered to them at their instructional level.

In the area of literacy, St Joseph's continued the journey of implementing the new English syllabus. Staff were inserviced on using quality literature to enhance literacy outcomes. Our English programs were linked to and integrated with our HSIE and Science units. Six staff attended training in reading to learn and implementation of this program was taken on by the infants department. Teachers from each stage met in stage groups to program and use program builder to create clear links between content and teaching and learning.

Two staff members were members of the science writing party and created programs that integrated the new NSW Science syllabus and the Primary Connections program. These staff members delivered staff development under the guidance of the Bathurst Catholic Education Office.

Our support team increased occupational therapy support through the provision of targeted resources and training for teachers.

Teachers considered the design structure of learning spaces across the school and the use of our educational spaces was redefined to take maximum advantage of all areas of the school.

Students had the opportunity to apply the skills and knowledge developed in class through a variety of extra curricula activities including: CWA Public Speaking and Country Project, Verse Speaking and Dance at the Bathurst Eisteddfod, the Diocesan Spelling Bee, Christmas Storytelling Artwork Competition and the St Joseph's Catholic School Art Show. Students were also involved in a wide variety of sporting opportunities including coaching clinics and general sporting representation at Diocesan and Polding level. The opportunity to learn a musical instrument was introduced to the school through accessing the services of an expert external music instructor.

Our excursion program was reviewed during 2014 to ensure that all excursions were linked to and extended upon classroom teaching programs. Students in Stage 3 attended a Canberra camp which focussed on our system of government, Stage 2 visited the Blue Mountains as part of their HSIE unit. Stage 1 travelled to Taronga Zoo to extend their experiences in relation to their Science and HSIE units. Kinder visited the Bathurst Sheep & Cattle Drome.

The School follows the BOSTES syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and 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 school curriculum.

Stage 4 (Years 7 & 8)

The core courses of English, Maths, Science, HSIE (Geography Year 7, History Year 8) and Technology were offered in year level groups.

Classes were structured in stage groups for Religion, LOTE, Music, Visual Arts and PDHPE.

Stage 5 (Years 9 & 10)

The core courses of English, Maths, Science, Geography and History were offered in year level groups.

Classes were structured in stage groups for PDHPE, Religion and electives (2 for each student)

The electives offered to Stage 5 students were VET (Hospitality, Metals and Engineering, Construction), Visual Art, Graphics Technology, PASS, and IST (offered via Distance Ed)

All students in Year 10 were provided with the opportunity to participate in Work Placement or Work Experience for a week during term 2 and term 4. Businesses in the local community are highly supportive of this initiative. As part of their VET studies, students have the opportunity to undertake training and certification in First Aid, Construction White Card, Sports Strapping and Coaching clinics.

One period per week was dedicated to Special Interest Groups. The focus of these groups varied throughout the year according to student academic and extra curricular needs.

We reviewed our school excursion program during 2014 to ensure that all excursions were purposeful and linked to the instructional program. This year our Year 10 students travelled to Sydney for a Social Justice Retreat which was linked to their RE and History units. They also attended a leadership day in Orange, along with students from other high schools across the diocese. Year 9 students travelled to Canberra and attended places of interest related to their Visual Arts and History units. They also completed a high ropes course as part of their preparation for leadership roles in 2015, Stage 4 visited the Blue Mountains to complement their Geography and History studies.

During 2014, there were many opportunities for students to represent the school in a variety of extracurricular activities. These included the CWA Public Speaking Competition, the Diocesan Spelling Bee and a wide variety of sporting opportunities at school, Diocesan and CCC levels. Particular reference

should be made to our Under 16's Rugby League team who were successful in being the state runners up in the Small School Rugby League Competition. This was a combined team with students from both St Joseph's and Oberon High School. Senior students were keen to take advantage of the opportunity to complete Fire Cadet training during their time at St Joseph's. Secondary students also had the opportunity to learn a musical instrument by accessing the services of an external instrumental teacher.

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 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	33.00%	50.00%	20.00%	12.00%
	Reading	33.00%	46.00%	13.00%	13.00%
	Writing	0.00%	39.00%	13.00%	11.00%
	Spelling	40.00%	44.00%	13.00%	15.00%
	Numeracy	27.00%	36.00%	27.00%	14.00%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	58.00%	37.00%	0.00%	16.00%
	Reading	58.00%	34.00%	0.00%	16.00%
	Writing	8.00%	16.00%	17.00%	21.00%
	Spelling	83.00%	33.00%	0.00%	16.00%
	Numeracy	25.00%	26.00%	0.00%	18.00%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	25.00%	30.00%	50.00%	19.00%
	Reading	13.00%	29.00%	13.00%	16.00%
	Writing	0.00%	16.00%	50.00%	28.00%
	Spelling	38.00%	31.00%	25.00%	17.00%
	Numeracy	38.00%	29.00%	25.00%	17.00%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	21.00%	24.00%	24.00%	30.00%
	Reading	0.00%	27.00%	50.00%	23.00%
	Writing	15.00%	16.00%	88.00%	40.00%
	Spelling	15.00%	27.00%	29.00%	19.00%
	Numeracy	21.00%	29.00%	21.00%	20.00%

In 2014 the number of students issued with a RoSA	0
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Student Welfare Policy

At St Joseph's Catholic School, we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. We believe that bullying is unacceptable and we students, staff and parents all share a responsibility for preventing it.

This policy builds on the school's Pastoral Care Policy to provide clear procedures and strategies to prevent, reduce and respond to bullying.

No changes were made to the policy this year.

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

A new K -10 Behaviour Management Policy was implemented in 2013. The Policy was a coming together of separate K-6 and 7-10 policies. A student recognition system along with procedures for correction were clearly stated in the policy. The 7 step procedures anticipate that the majority of discipline issues will be dealt with at Steps 1-3.

A flow chart indicating the action to be taken as well as what to do in the event of a critical incident is included in the policy.

No changes were made to the policy this year.

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.

Initiatives Promoting Respect and Responsibility

We aim to develop a school community that encourages all members of St Joseph's Catholic School to follow the three R's:

- Respect for Self
- Respect for Others
- Responsibility for all your actions.

Actions taken in 2014 included:

- Mini Vinnies
- Catholic Schools Week Activities
- K-10 Wednesday lunches
- Family groups involving students from Year Kinder to Year 10.
- Active Student Representative Council.
- Buddy System involving Year 6 & K.
- Year 10 Social Justice Street Retreat at Kings Cross.
- Year 7 Orientation Day for entry to High School.
- Year 5 Leadership Day.
- Year 9 Leadership Day
- Year 10 Leadership Day
- The rights and responsibilities of each student outlined in the Behaviour Management Plan.
- Daily Prayer in the Classroom.
- The Gospel values are a focus of our school and are actively promoted at a classroom and whole school level.
- Children are given responsibilities at a classroom and whole school level.

- Whole School Assemblies, Primary and Secondary Assemblies.
- Merit Awards.
- Book work awards Design & Making Awards
- Presentation Day
- ANZAC Day and Remembrance Day Liturgies and community ceremonies
- St Vincent de Paul Winter appeal
- Shave for a Cure
- Project Compassion
- Vinnies Christmas Appeal
- Seniors Week

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 2014

In 2014, St Joseph's Catholic School continued with the implementation of the State Action Plan which is a key initiative focussing on literacy and numeracy development across K-2. Key aspects of this plan involved increased classroom support for students identified at risk in these areas through whole class, small group and individualised intervention programs. Teachers were supported in their professional knowledge and pedagogy in literacy by undertaking training in the Reading to Learn Program. The continued implementation of dedicated literacy and numeracy blocks across the primary school also supported instruction in these core skill areas.

A key focus of 2014 was the growth of St Joseph's as a Professional Learning Community. There were several professional development opportunities for staff to deepen their knowledge and understanding of this Diocesan initiative. Key to moving forward as a PLC was a need to review our school's Vision and Mission Statement to develop a shared understanding of our future directions. *At St Joseph's Catholic School, all students learn at high levels in a nurturing, collaborative and Christ-centred environment.*

Priority Key Improvements for 2015

Many of the priorities for 2015 at St Joseph's Catholic School centre around the continued development of our school as a professional learning community. Professional Learning Teams will be established and meet weekly to focus on student learning and achievement. We will also be working in our teams to determine our *Essential Learnings*. These will be the non-negotiable areas of the curriculum which we will guarantee all students will achieve. There will be continued professional development in this area to support this process. Another support measure to ensure the success and highlight our commitment to the PLC process is the appointment of a member of staff (with 0.3 release) as the PLC coordinator to facilitate the process and provide professional support to staff members.

In 2015, St Joseph's has an ongoing commitment to the State Action Plan, continuing our focus on numeracy and literacy development across Kindergarten to Year 2. A member of staff will again be appointed as the SAP coordinator (0.4 position) to provide leadership and support for staff and students to ensure continuous improvement in this area. Again, our PLTs will play a vital role in this initiative.

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

A community meeting was held recently in which parents were asked to comment on the following key areas of school life: Catholic Identity, Relationships, Learning and Teaching, and Facilities and Resources. Feedback was generally positive and affirming of the work done by the school. A sample of the comments are as follows:

Ways Catholic Identity is seen:

- *Discipline, morals, behaviour evident in after school life*
- *Students involved in liturgies*
- *CSW is family oriented*
- *Being Church for those who do not practise*

Ways Relationships are seen:

- *Parents feel welcome ... all cultures*
- *Teachers know students and parents on a personal level*
- *Good relationships across the years primary to secondary*
- *Teachers caring*
- *More a family than a school*
- *Older children look after younger*

Ways Learning and Teaching are seen:

- *Improvement in assessing student needs*
- *Personalised learning ... encouraged by staff*
- *Teachers accessible ... ratio*
- *High standards*
- *Accept others ... whole person*

Ways facilities and resources are seen:

- *Modern and up-to-date facilities and resources - Science Lab, Trade Training Centre, IT*
- *Staff are high quality*

Some suggestions for improvement included:

- *Better marketing of the school*
- *Other ways of communicating*

Student Satisfaction

Students were also asked to respond to the same key questions. Some of their responses are as follows:

- *The Parish is here for us students*
- *Students feel they are well taught in close connection between faith and life*
- *Relaxed and calm atmosphere - easier to learn*
- *Caring teachers*
- *Teachers are prepared to put themselves out for students*
- *We are encouraged by staff*
- *Trade Training Centre gives students a better start in the workforce*

Students suggested the following improvements could be made:

- *After school tutoring*
- *Establishment of a Youth Group in the parish*
- *New sporting equipment*
- *Music equipment*

- *More camps*
- *Additional shade and playground tables and chairs*

Teacher Satisfaction

Staff responses to these areas included:

Catholic Identity:

- *All students involved in liturgies and masses - sense of ownership and understanding*
- *High quality teaching of our RE program*
- *Prayer in classrooms, assemblies, etc*
- *Involvement of Student Representative Council and other students in social justice activities, retreats, Project Compassion, ANZAC Day ceremony, etc*
- *Reflection day for Sacramental Program*

Relationships:

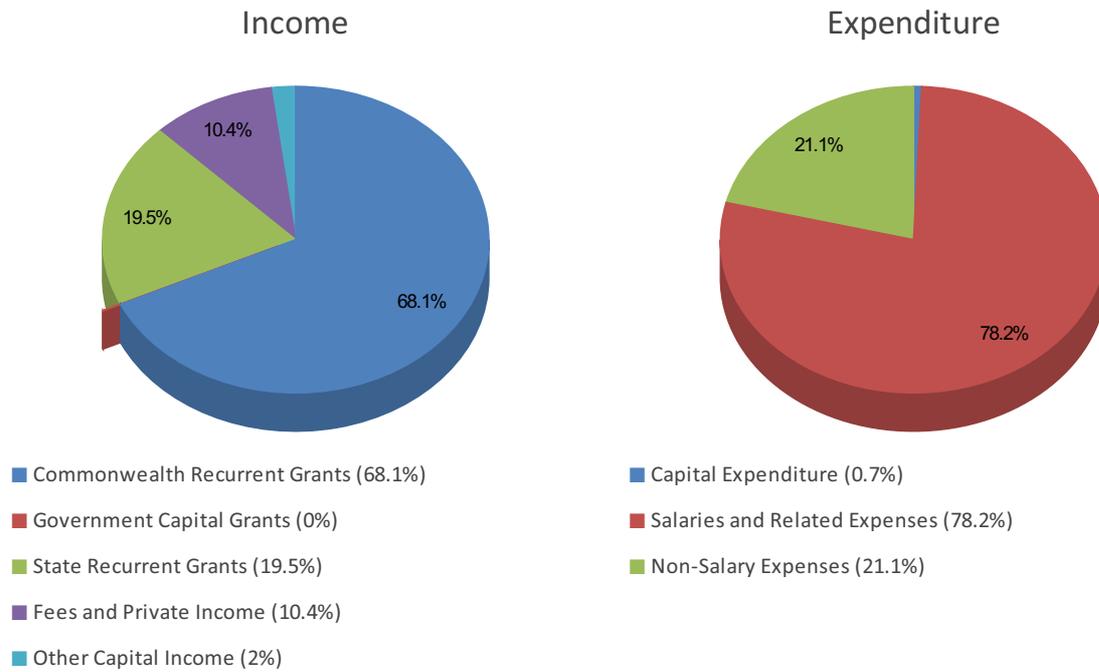
- *Quality, personal and caring relationships built due to small size*
- *Knowledge and empathy for students - most staff know all students*
- *Students mix well across all age groups*
- *Ex-students often come back to visit, volunteer at carnivals, etc*
- *Good parent involvement eg liturgies, carnivals*

Learning & Teaching:

- *Professional Learning Teams driving a whole school team approach*
- *Data driven decision making*
- *Enrichment program - focus on every student (intervention & extension) - driven by individual goal setting*
- *Recognition of learning and consistency across all subjects (awards system)*
- *Practical activities and experiences connect to real world*

Facilities & Resources:

- *Well resourced*
- *New resources purchased to meet student needs - literacy, special needs a priority*
- *PD encouraged and available*



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.