

St Josephs Catholic School Oberon
Annual School Report to the Community
2015



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Principal

Mrs Donna Maxsted

Principal's Message

St Joseph's Catholic School has been through a year of community consultation and review which has been at times both difficult and affirming. With secondary student numbers falling to only 25 students, a process of community consultation was established to review and assess the continuing viability of the secondary department of St Joseph's Catholic School. The school and staff received great support from the school and parish community who obviously valued the educational opportunities provided at Joey's. The decision to close the secondary department at the end of the 2015 school year was a painful one for many.

I must, however, commend the staff for the manner in which they supported students and their families through the closure and transition to alternative educational settings. They were totally focused on the students' welfare, despite having to make decisions about their own futures. I thank them for their ongoing care, dedication and professionalism.

Meanwhile, St Joseph's primary staff have continued to work on developing our school as a professional learning community, committed to providing a quality Catholic education, ensuring high levels of learning for all.

Parish Priest's Message

The Parish of Oberon counts itself blessed by the presence of St. Joseph's School where the Josephite spirit engendered by Saint Mary of the Cross MacKillop remains a guiding light and inspiration. As the school seeks to remain faithful to this tradition, it also aims to equip the students to meet the challenge of a well-rounded education. There is also the valued stimulus to the faith life of the parish which derives significant spiritual support from the sacramental programmes originating in the school.

Though we are saddened by the closure of the secondary department, it remains true that the school is a valued asset to the local community which is kept informed of the Christ-centred learning activities. May the Holy Patron, St. Joseph, continue to bless all connected with this school.

Parent Body Message

I would like to thank the parents and teachers of St Joseph's for their ongoing support in 2015. Due to the closure of our secondary department, the primary focus of many of our families was to investigate and enrol their students in alternative secondary settings. To support this process, the P & F decided to postpone our major fundraiser to enable parents the time and energy needed to invest in this important decision. We were still able, however, to make a contribution to the school to support the purchase of resources and to continue our support of the school's swimming program.

Sandie Thompson

P & F President

Student Body Message

It has been an honour to be the school captains for St Joseph's Catholic School in 2015. While we are saddened to be the final secondary students to captain our school, we are grateful to have had the opportunity to serve our school and community. We would like to thank our parents and teachers for the support they have given us throughout our years of learning at St Joseph's. We have experienced many wonderful opportunities both within the classroom and through participation in extra-curricula activities. Highlights of 2015 have been the Social Justice Excursion, the Quinn Cup and playing 'Zorb Soccer' with the teachers.

We hope that everyone enjoys the legacy of "Yerusha", the sustainable garden created by the secondary students as our farewell gift to the school. We hope it, along with the resources we created, will assist the primary students to learn about sustainability as well as provide a place in the school grounds to everyone to enjoy.

We wish everyone well at St Joseph's and congratulate the new primary captains for 2016 who will take on the student leadership role at St Joseph's into the future.

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 a retired sister still living in our community.

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. The BBQ and wood fired pizza oven on the secondary campus continue to provide opportunities for fundraisers and gatherings. This year our VET students constructed a second shaded picnic table on the primary campus. Our secondary students also constructed a sustainable garden for future use by the primary students in the study of sustainable practices.

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 again performed well.

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.

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 2015:

Girls	Boys	LBOTE*	Total Students
60	70	0	130

* 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 91.24%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	91.15%
Year 1	93.52%
Year 2	92.07%
Year 3	93.11%
Year 4	93.20%
Year 5	92.85%
Year 6	93.67%
Year 7	84.00%
Year 8	93.18%
Year 9	91.07%
Year 10	85.79%

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
18	7	25

* This number includes 12 full-time teachers and 6 part-time teachers.

Percentage of staff who are Indigenous	4%
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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	Planning and Orientation Day 2015, Senior First Aid Annual Update
Term 2	Autistic Spectrum Disorder
Term 3	Staff Retreat - The Francis Effect
Term 4	Improving Students Achievement: A Practical Guide for Assessment for Learning, Reviewing NAPLAN Data, Developing Essential Learnings

St Joseph's Catholic School staff participated in the following Professional Development opportunities: Professional Learning Community Academy, Dylan Wiliam Formative Assessment Conference, REC Assembly, Peer Coaching, Student Protection, Workplace Bullying & Harassment Training, OHS Modules, New Scheme Teacher Mentor Training, Disability Standards Training, Learning Support Conference, Teacher-Librarian Conference, Christmas Story Art Workshop, VET training (Construction), Science, Mathematics, Geography, Literacy Continuum, DIBELS, PAT Testing, Catholic Schools Principal Conference

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 Secondary 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.

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 several have begun formal studies in the Master of Theology Course.

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.

This year we have begun to focus on Pope Francis call to protect our earth. Several staff members had the opportunity to attend in-service training on *Laudato Si*. Our secondary students developed a sustainable garden to support this ongoing mission.

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)	
	31.88
	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 2015, St Joseph's Catholic School continued to focus on the development of its literacy and numeracy programs. Teachers worked collaboratively in Professional Learning Teams to continue the school's development as a Professional Learning Community. A great deal of work was undertaken to gather and map data on student development in the core areas of literacy and numeracy. Targeted programs were then designed to promote ongoing student improvement through both intervention and enrichment activities. The appointment of a PLC Coordinator was instrumental in the successful ongoing implementation of this initiative.

The ongoing appointment of a State Action Plan teacher greatly assisted this program in the Infants Department. The SAP teacher was not only able to assist in assessing and developing intervention/enrichment programs for students, but also provided professional support for the Infants teachers. A review of our Infants reading program, also brought about changes and continued commitment to its implementation, as data gathered demonstrated its efficacy in improving reading levels. Our NAPLAN data also indicated significant improvement levels in individual student performance, especially in the area of Writing which had been a significant focus.

Promotion of the Performing Arts area of the curriculum was a particular focus in 2015. As we have a number of talented staff members across a variety of performance disciplines, their expertise was utilised in designing a program which enabled students to develop their skills across a number of performance disciplines as well as specialise in an area of particular interest or talent.

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, the Diocesan Spelling Bee, Christmas Storytelling Artwork Competition and the St Joseph's Performing Arts Concert. 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 continued to be made available to the school through accessing the services of an expert external music instructor.

All excursions were linked to and extended upon classroom teaching programs. Students in Stage 3 attended a camp at Hill End which reinforce their learning about the Goldrush in HSIE, Stage 2 visited The Rocks and Elizabeth Farm as part of their HSIE unit on Early Australian Settlement. Stage 1 travelled to the Sydney Museum 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, and Technology were offered in year level groups.

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

Stage 5 (Years 9 & 10)

The core courses of English, Maths, and Science 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, IST and Agriculture (both offered via Distance Ed).

The secondary excursion program supported the curriculum by providing students with practical application of course content. The major excursion for the year was the Year 10 Social Justice Retreat. As this is an excursion greatly looked forward to by other year levels, the excursion was modified this year to enable all students to experience the retreat prior to the secondary closure. All students also took great delight in participating in their final Quinn Cup.

All students in Year 10 were provided with the opportunity to participate in Work Placement or Work Experience for a week during term 2. 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.

During 2015, 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. 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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	50.00%	52.00%	13.00%	11.00%
	Reading	38.00%	48.00%	6.00%	11.00%
	Writing	44.00%	47.00%	13.00%	7.00%
	Spelling	31.00%	41.00%	19.00%	15.00%
	Numeracy	31.00%	34.00%	19.00%	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	50.00%	36.00%	21.00%	17.00%
	Reading	50.00%	34.00%	29.00%	18.00%
	Writing	21.00%	19.00%	7.00%	18.00%
	Spelling	36.00%	33.00%	36.00%	15.00%
	Numeracy	29.00%	28.00%	21.00%	16.00%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	20.00%	29.00%	20.00%	19.00%
	Reading	40.00%	28.00%	0.00%	15.00%
	Writing	20.00%	16.00%	40.00%	29.00%
	Spelling	40.00%	31.00%	20.00%	16.00%
	Numeracy	40.00%	26.00%	0.00%	17.00%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	18.00%	17.00%	29.00%	29.00%
	Reading	38.00%	21.00%	0.00%	23.00%
	Writing	34.00%	13.00%	50.00%	39.00%
	Spelling	25.00%	24.00%	31.00%	22.00%
	Numeracy	33.00%	24.00%	6.00%	17.00%

In 2015 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 2015 included:

- Mini Vinnies (through SRC)
- 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 & Kinder; Year 5 and Pre-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
- Project Compassion
- Vinnies Christmas Appeal

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 2015

In 2015, St Joseph's Catholic School continued its focus on building the capacity of staff as a Professional Learning Community (PLC). This initiative was supported from the Bathurst Catholic Education Officer through the funding of a PLC Coordinator. Our school's vision and mission statement is now firmly embedded in all aspects of teaching and learning. *At St Joseph's Catholic School, all students learn at high levels in a nurturing, collaborative and Christ-centred environment.* Staff work together in Professional Learning Teams, where they collaboratively gather data about student learning and then plan and implement programs together to promote continued student growth. All teachers take collective responsibility for the achievements of all students in our school. Our NAPLAN results this year have demonstrated, almost without exception, individual student growth in learning beyond expected growth levels.

We continued to focus on early literacy and numeracy development with the continued support of our State Action Plan teacher in K - 2. We also extended our Pre-K program which focused on providing rich literacy nourishment prior to the commencement of formal schooling.

Priority Key Improvements for 2016

In 2016, St Joseph's Catholic School plans to consolidate and build on the initiatives already commenced. With the ongoing support of the Bathurst Catholic Education Office, an additional staffing allocation has been made to further support the implementation of the Professional Learning Community with a PLC Coordinator. A further allocation has also been made to provide the school with a Model of Christ Centred Learning Facilitator. Together these roles will further support teacher professional development, continuing to up-skill staff knowledge and practice in the area of 21st century learning pedagogies. There are also plans to refurbish the learning spaces in the school during 2016 to further complement contemporary approaches to learning and teaching. As well as updating the physical environment, changes are planned for timetabling to enable staff to take advantage of the optimal times to engage students in learning activities. Our ongoing commitment is to ensure we provide high levels of learning for all students.

Further priorities include: continuing the State Action Plan Program, extending the Pre-K Program, and providing Out of School Hours Care.

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

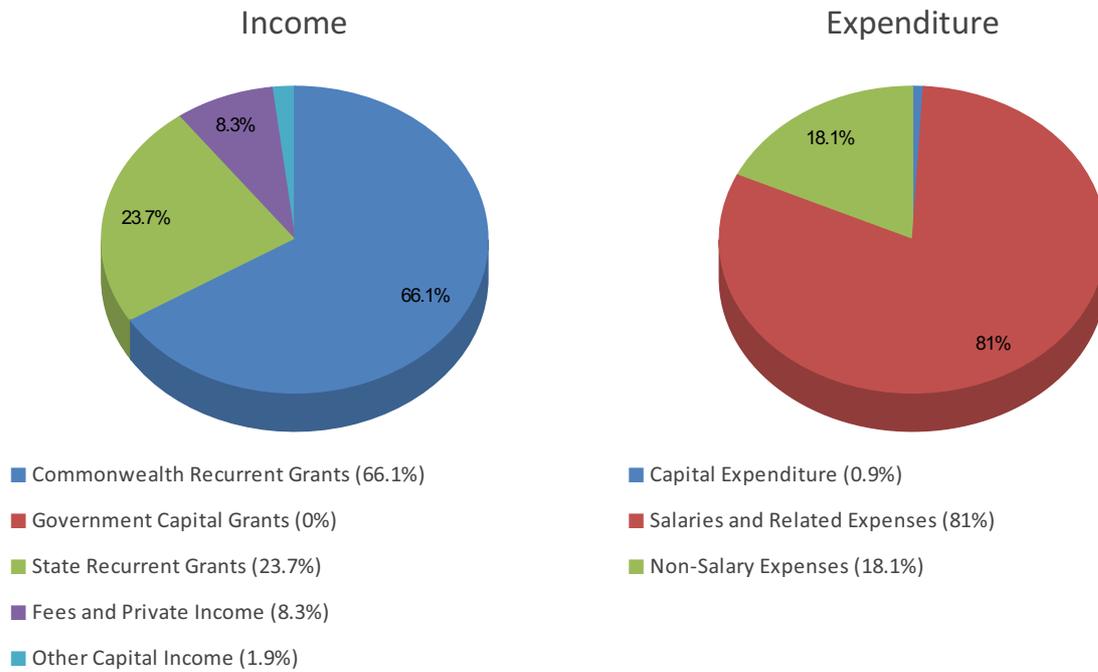
Feedback from the community consultation process held to review the viability of our secondary department was valuable in assessing the community attitudes and expectations to our school. Generally the feedback was very positive and affirming of the relationships, facilities, Catholic identity, staff and learning and teaching. Suggestions for areas of improvement have been noted and incorporated into planning for the 2016 year.

Student Satisfaction

Similarly, students had the opportunity to share their views and expectations as part of the review process. Again the feedback was encouraging and supportive of the work of the school. They were highly appreciative of the caring approach of the teachers and commented that teachers are prepared to put themselves out for students. They also thought that the school connected their learning with their faith and life. Suggestions for improvement from the students mainly centred around the provision of additional extra-curricula equipment (eg sports and music) and activities.

Teacher Satisfaction

Staff responses to the community consultation also mirrored the comments made by parents and students. Staff particularly commented on the whole school approach to teaching and learning through the Professional Learning Teams which provided a supportive atmosphere in which to work. They were also appreciative of the parent involvement in the school. They felt that the school was well resourced and that they had ample opportunity to participate in professional development activities. Teacher feedback throughout the year has strongly influenced planning decisions for the 2016 school year.



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.