

Annual School Report

2016



St John's Parish Primary School, Trangie



89 Dandaloo St, Trangie NSW 2823

Principal: Brett Henderson

Phone: 02 6888 7550

Email: principal.trangie@wf.catholic.edu.au

Website: www.wf.catholic.edu.au

Instagram: [stjohnstrangie](https://www.instagram.com/stjohnstrangie)



ABOUT THIS REPORT

St John's Parish Primary School, Trangie is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Education Office (CEO), Wilcannia-Forbes, the 'approved authority' for the registration system formed under Section 39 of the NSW Education Act (1990).

The Annual School Report provides parents and the wider school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the school community and the CEO Wilcannia-Forbes. This Report has been approved by the CEO Wilcannia-Forbes in consultation with the School's Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NSW BOSTES requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Further information may be obtained by contacting the School or by visiting the School's website.

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

Here at St John's, the staff and I continue to implement high yield teaching strategies in a rich 21st Catholic learning environment. Our students thrive with the integration of technologies across all key learning areas, and a focus on data driven pedagogical practices. Our data wall tracks student achievement in the areas of Literacy, Numeracy and Religious Education.

Our parish school continued to provide many opportunities for the faith and spiritual growth of the students as well as opportunities to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2016. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on the school website. School achievement was highlighted and celebrated at many school assemblies. Our focus in 2016 was to continue to build on the reputation that St. John's has earned as an exemplary school in the Trangie community.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's progress, achievements and areas for development.

Parent Body Message

St John's Primary School Parents and Friends Committee (P and F) has again had a busy fund raising year with catering jobs and the Easter street stall, but our major event was the bi-annual fete. A lot of work was put in by all families ensuring a successful twilight fete was enjoyed by all.

The P and F have contributed to a variety of needs for the school, including excursions, T-Shirts and Christmas presents, just to mention a few. Thank you to all the families for their continued support, we are looking forward to 2016.

Student Body Message

2016 has been a great year of learning and academic achievement at St John's Parish School. In Term 3, Years 3, 4, 5 and 6 travelled to The Great Aussie Bush Camp for their annual excursion. We had an enjoyable time doing lots of outdoor exploring, searching for fossils, bushwalking as well as going on the flying fox and the giant swing. Kindergarten, Year 1 and Year 2 had fun on an excursion to Dubbo to see The Hungry Caterpillar stage play. The whole school was also lucky enough to travel to Dubbo to watch 52 Story Tree House. It has been a year of great success and learning at St John's. We have been very privileged to lead such a great school throughout 2016 and we know it will continue to thrive into the future.

SECTION TWO: SCHOOL FEATURES

St John's Parish Primary School is a Catholic systemic co-educational school located in Trangie. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 46 students.

Trangie is a small country service centre of some 1100 people, situated 493 km north-west of Sydney and 220 metres above sea-level in the Macquarie Valley Irrigation Area. It is located on the main western railway line and on the Mitchell Highway, between Narromine (35 km south east) and Nyngan (90 km north-west).

As you enter the town from the south, you cross the Goan Waterhole which, at certain times, can be a spectacular display of mosses and water plants and home to many birds. The townscape is dominated by the Trangie silo a testimony to the centrality of wheat to Narromine Shire. There are vast cotton fields outside the town sheep, wool, sorghum and fat lambs are also important to the area. The area is thought to have been occupied by the Wongaibon Aborigines prior to white settlement. 'Trangie' is an Indigenous word said to mean 'quick'.

On 16 July, 1914, a community of five Sisters of Mercy arrived in Trangie to establish the first convent and teach at a school to instruct Catholic children. The Sisters continued to teach in Trangie until the end of 1981. Since then, there have been lay principals and staff. St John's sporting Teams are named Curran and McAuley in honour of Father Walter Curran who was the first Parish Priest at Trangie and Sister Catherine McAuley who was the founder of the Sisters of Mercy.

St John's Parish School celebrated 100 years of Catholic Education in Trangie in 2014.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2016.

Girls	Boys	LBOTE*	Total Students
22	24	0	46

* Language Background Other than English

Enrolment Policy

The Diocese of Wilcannia-Forbes has established an Enrolment Policy for Systemic Catholic Schools. The CEO Wilcannia-Forbes monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Diocese of Wilcannia-Forbes may be accessed at the CEO website.

Student Attendance Rates

The average student attendance rate for the School in 2016 was 91%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	89%
Year 1	96%
Year 2	91%
Year 3	88%
Year 4	92%
Year 5	90%
Year 6	89%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students.

School staff, under the Principal's leadership, supports 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; and
- 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 Director of Catholic Education or designated CEO Wilcannia-Forbes 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

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
7	6	13

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

Percentage of staff who are indigenous	31%
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Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	7
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) 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 CEO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

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

Term 1	Curriculum: Scope and Sequences, Programming and Planning
Term 2	NSW Australian Curriculum: Geography Benchmarking and Guided Reading (Twilight)
Term 3	Bishop Columba: Staff Spirituality Day Curriculum: HSIE Planning
Term 4	The Literacy Block Classrooms in the 21 st Century Learning Environment (Twilight)

Staff members are committed to personal and professional development. This occurs both within and out of school hours during staff meetings, inservices, university courses and professional conferences.

Professional learning undertaken by staff in 2016 includes:

- ICT Twilight
- Sue Larky Autism Day
- Mathematics Professional Learning
- Extending Mathematics Understanding (EMU)
- Geography Professional Learning
- Leaders Of The Future
- Making Jesus Real (MJR)
- Mathematical session for teaching assistants
- Autism Awareness (Marathon Health)
- Reading Eggs (online program)
- Mathletics (online program)
- Maths Learning Intentions and Success Criteria
- A-E Reporting
- Running Records
- PM Benchmarking
- Compliance Staff Meeting
- Principals Meetings
- COGE (GERRIC, School of Education at UNSW, Certificate of Gifted Education)
- Effective Spelling
- Religious Education Co-ordinator's Conference/Retreat

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 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.

Prayer, Liturgical Life and Faith Experiences

The religious aspect is central to the functioning of our school. The staff is encouraged to lead by example, especially in the development of spontaneous prayer. Each day commences with prayer at morning assembly. Prayer is included throughout the day, especially to begin a Religion lesson and to celebrate the conclusion of a unit of work. The school year commences and concludes with the celebration of Masses and liturgies.

Parish Partnerships

The school has helped with the preparations for students receiving the Sacrament of Reconciliation, the Sacrament of First Eucharist and the Sacrament of Confirmation. Thank you to our Parish Priest for supporting us, so that our Catholic school can remain committed to assisting parents with the faith development of their children. Our school newsletters are available in the church each week and the parish provides a copy of each week's parish bulletin for the families of the school.

The Principal is a member of the Parish Council and attends their meetings. The Principal was also the parish leader for the preparation of all the sacraments received this year.

Religious Education

The Religion Program, based on the Parramatta Diocesan Curriculum document, *Sharing our Story*, covers seven strands: God; Jesus; Church; Scripture; Sacraments; Christian Life; and Prayer). It offers students rich and varied faith experiences.

Year 4 students undertake an online Religious Literacy Assessment consisting of thirty five multiple-choice questions drawn from the strands of the Religion Program, *Sharing our Story*.

Our School's average result (as a mark out of 35)	
Year 4	23

Results of these assessments are analysed by teachers and are used to inform teaching and learning in Religious Education.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW BOSTES syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE).

In 2016 the School implemented the new syllabuses developed by BOSTES for History and Geography. In addition, the School implements the requirements of the CEO Wilcannia-Forbes.

Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum. The School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the diocesan Statement of Faith and Mission.

St John's Curriculum Leader ensures that targets for improvement in curriculum areas are set and met, through positive approaches to curriculum development, the planning and preparation of schemes of work, the monitoring of learning and teaching across the curriculum area and the support and development of staff.

Our Curriculum Leader has an extensive knowledge of educational issues and works in conjunction with the Principal to improve pedagogy and practice, and to foster high achievement and excellence. Students are encouraged and supported to aspire beyond their personal best.

The Learning Assistance program at St John's includes a Literacy and Numeracy Coordinator. This role provides coaching and mentoring to all teachers Kindergarten to Year 6 to support the balanced literacy and numeracy programs of the Wilcannia Forbes Diocese. All children are assessed in order to determine their learning needs and Learning Assistance is provided to those students who require extra help in the areas of literacy and numeracy.

The Extending Mathematical Understanding (EMU) – Specialist Teacher Intervention program, aims to equip teachers with the knowledge and skills to provide

accelerated intervention that promotes students' learning and a positive and confident mathematical disposition. The daily intervention program is implemented for the most mathematically vulnerable students in Year 1.

The most important outcomes of this initiative are: all Year 1 students are assessed with ongoing tracking and monitoring; the most vulnerable students are identified in Year 1; there is a decline in vulnerable students in the second and third year of the project; and that leaders are equipped to lead implementation plans based on credible data. Delivery also includes the effective use of digital technologies e.g. teachers using iPads with a clear mathematical purpose; students using digital manipulatives to develop conceptual understanding, to record their thinking, and to develop their ability to share beyond the classroom.

Each student at St John's has a 'Chromebook' (a fast paced and user-friendly personal computer) which supports the curriculum and is used in addition to a workbook. It features built in Google Apps and Cloud Storage. By using these in conjunction with multi award winning online learning resources, such as, Mathletics and Reading Eggs, students are engaged in effective 21st Century learning throughout all stages of school.

SECTION SEVEN: PERFORMANCE IN TESTS AND EXAMINATIONS

National Assessment Program – Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2016. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table.

NAPLAN RESULTS 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 3	Grammar and punctuation	100%	96.9%	80%	71.9%
	Reading	80%	96.9%	80%	70.9%
	Writing	100%	98.7%	60%	80.8%
	Spelling	100%	96.8%	60%	76.1%
	Numeracy	100%	96.9%	100%	61%

NAPLAN RESULTS 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 5	Grammar and punctuation	88.9%	96%	44.4%	64.2%
	Reading	89%	94%	33.3%	62.3%
	Writing	100%	94.8%	55.6%	50%
	Spelling	88.9%	94.6%	33.3%	63.6%
	Numeracy	88.9%	95.8%	33.3%	57.1%

Year 3 students produced impressive results across all areas with the school average a band ahead of the state in Writing, Spelling, Grammar and Numeracy. Students were above the CEC in Reading, Writing, Spelling and Grammar. No student at St John's is in band 1 or 2 in any area.

On average St John's showed twice the growth as the rest of the state in Year 5 Spelling. Although the school average is down this year, positive growth has been achieved by students, especially those who did not meet national minimum standard in 2013.

Student growth from Year 3 to Year 5 was exceptional in Reading, Writing and Spelling.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Policies and procedures relating to pastoral care and wellbeing are underpinned by the guiding principles from the National Safe Schools Framework (2011) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Student Welfare Policy

Student Welfare or Pastoral Care is at the forefront of all policies at St John's Parish Primary School. The Pastoral Care Policy outlines the key responsibilities of all involved in ensuring that students are safe, happy and well taught to enable them to achieve their full potential. The Policy is vital in the promotion of positive relationships between students, families and all members of the school staff.

No changes were made to the policy this year.

Behaviour Management and Student Discipline Policy

The School's policy and procedures for the management of student behaviour operate within a context of justice, compassion, reconciliation and forgiveness. They are based on procedural fairness, clearly defined rights and responsibilities and the inherent dignity of each individual. Corporal punishment in any form is prohibited at the School.

No changes were made to the policy this year.

Anti-Bullying Policy

The Anti-Bullying Policy clearly states that bullying in any form is not tolerated. The policy guidelines state that all allegations of bullying are thoroughly investigated and addressed.

No changes were made to the policy this year.

The full text of all policies focusing on student welfare, discipline and anti-bullying are available from the school.

Complaints and Grievances Policy

The School has formal written protocols in place to address complaints and grievances. These protocols are in line with the CEO's Complaint Handling Policy which is available from the school office.

No changes were made to the policy this year.

Initiatives Promoting Respect and Responsibility

The values of respect and responsibility are reflected across all dimensions of school life.

St John's Parish School Trangie is centred on the person of Jesus to reflect the kindness and compassion that is shown to all members of our community. Each day, here at St John's, students share a guided role in their interactions with each other to achieve a peaceful and purposeful school journey.

Students at St John's participate in the Making Jesus Real program, along with Peer Support each year. Older students take on the responsibility to both teach and model behaviour that represents our love and kindness in the eye of our Lord, Jesus Christ.

Students in Year 6 are all nominated as our School Leaders each year. These Leaders take on many responsibilities, including the running of our school assemblies and school Masses. The Restorative Practice model is intertwined throughout our Pastoral Care Policy, ensuring the voices of all students are heard in times of difficulties.

The Principal at St John's Parish School promotes parent and school engagement through regular meetings and by having an open door policy to meet the needs of every student enrolled.

SECTION NINE: SCHOOL IMPROVEMENT

Each year the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is informed by the Strategic Plan for Wilcannia-Forbes Diocesan Schools, “Christo et Doctrinae – For Christ and Learning”. The School engages in an annual evidence-based evaluation of its effectiveness against the identified priorities.

Annual School Priorities for 2016

Priority 1	<ul style="list-style-type: none"> • To have a deeper understanding of the Mercy charism in our school.
Reason for priority 1	This is always central to our strategic plan and will be implemented across staff and student Religious Education (RE) goals in 2016.
Steps taken to achieve priority 1 Brief summary from the Annual Improvement Plan	<ul style="list-style-type: none"> • Mercy traditions will be celebrated across the school and highlighted in the RE program; • Staff meetings devoted to informing and celebrating our Mercy traditions; • Organise visit to the school by the Mercy Sisters ; • Celebrate Catherine McAuley day on 18/08/2015 with the whole school; and • Collate resources that are available to support our understanding of the Mercy charism.
Status of priority 1	The Mercy traditions have been celebrated in 2016. This priority will continue to be a focus in 2017.

<p>Priority 2</p>	<p>Whole school engagement in the Mathematical Assessment Interview (MAI) to provide an individualised approach to student learning outcomes.</p>
<p>Reason for priority 2</p>	<p>Systemic focus on the number Mathematics strand to provide a holistic school approach in improving the educational outcomes of all students.</p>
<p>Steps taken to achieve priority 2</p> <p>Brief summary from the Annual Improvement Plan</p>	<ul style="list-style-type: none"> • The implementation of our Mathematical Scope and Sequence to support teachers and students' learning following a whole school agreed practice; • Measuring the proficiency of students' understanding of the key concept of place value; • Supported by the integration of classroom based learning activities; and • By enhancing student outcomes through the development of Mathematical literacy.
<p>Status of priority 2</p>	<p>The agreed practice in Numeracy has been formulated and implemented at St John's. Student educational outcomes have shown significant progress across growth points in the four number strands. Continued teacher professional learning, with a focus on data driven pedagogical practices, will take place to inform the development of explicit student learning environments.</p>

Priority 3	Analysing data to provide an individualised approach to student learning with the incorporation of Minilit, MacqLit and extension programs to improve student literacy performance.
Reason for priority 3	A focus on student literacy outcomes to ensure school data is a reflection of student growth through the implementation of additional targeted programs.
Steps taken to achieve priority 3	<ul style="list-style-type: none"> • The implementation of our English Scope and Sequence to support teachers and student learning following a Whole School Agreed Practice; • Tracking and case management of all students at St John's is evident on the student data wall. With Reading, Comprehension and Writing the major focus on learning; and • Individual students' learning and growth is evident as staff monitor and review student performance of curriculum outcomes.
Status of priority 3	<p>The agreed practice in English has been formulated and implemented at St John's. Student educational outcomes have shown significant progress across the NSW Literacy Continuum.</p> <p>Continued teacher professional learning, with staff training in the Macqlit Program and Precision Academics, will take place to inform the development of explicit student learning environments.</p>

Priority 4	Continue to build a learning community by raising the profile of St John's in Trangie as the Leader of Learning.
Reason for priority 4	'Christo et Doctrinae - For Christ and Learning', is the basis of a Strategic Plan for Wilcannia-Forbes Diocesan Schools.
Steps taken to achieve priority 4	<ul style="list-style-type: none"> • Continued implementation of the high yield strategies of Learning Intentions and co-created Success Criteria in Key Learning Areas; • School leadership teams maintaining a regular presence in classrooms through instructional walks; • Monitoring student learning growth, using data walls, to provide targeted teaching and learning activities; • Building community with a continued presence of the Family Educator in Evangelisation; • Students and staff actively participating in the Parish-School Community; and • Modelling Making Jesus Real with an emphasis on St John's Mercy Traditions.
Status of priority 4	<p>Learning Intentions and Success Criteria have been a key focus in all classrooms in 2016. Parents are informed through weekly newsletters and digital content. Student learning is at the core of all practice at St John's Parish School. Community relationships are nurtured and fostered through community open days, school Masses and Parish Morning Teas.</p> <p>Our Family Educator program has developed a positive relationship, exploring learning at our local aged care facility, whilst fostering personal interactions across the age divide.</p>

Projected Priorities for 2017

Priority 1	To continue with Pope Francis' call from the Year of Mercy and integrate this with the Mercy traditions of the school.
Reason for priority 1	For Mercy to be a genuine focus in our lives and to reflect the Mercy ways of loving God in prayer and attitude.
Steps taken to achieve priority 1	<ul style="list-style-type: none"> • Developing a knowledge of the school's history and charism; • Creating a deeper understanding of the school's values which reflect the Mercy traditions; • Creating stronger links with the Catherine McAuley's way of daily living; • Developing a stronger link to the parish; • Staff participating in Mercy faith formation programs; and • Staff participating in a Spirituality Day with Reflection and Renewal as Jesus the Christ.
Priority 2	Innovative Learning
Reason for priority 2	<ul style="list-style-type: none"> • To provide opportunities to enhance effective pedagogy through the further exploration of learning spaces and digital learning, with a clear focus for the further refining of instructional leadership. • To establish a collaborative and supportive school culture, that provides an ideal environment for further innovation.
Steps taken to achieve priority 2	<ul style="list-style-type: none"> • Undertake professional learning opportunities and investigate learning spaces and digital learning practices to maximise 21st Century classrooms; • Maintain current and effective Data Walls to best represent our students' data across the school; and • Provide educational opportunities for staff to gain further comprehensive knowledge and understanding of how to effectively use student data to inform teaching and learning.

Priority 3	Student Music Program
Reason for priority 3	To provide the opportunity for a trained music teacher to implement an 'Instructional Music' lesson. All students, regardless of their schooling, should be given opportunities in the Arts as part of a holistic learning environment.
Steps taken to achieve priority 3	<ul style="list-style-type: none"> • Promoting awareness of the music programs available through Macquarie Conservatorium of Music for all students at St John's; • Funding will be provided by St John's Parents and Friends Association for all students to be immersed into a music program; and • Professional Learning opportunities will be provided to all staff during the year to build confidence and expertise in this area of the curriculum.

Priority 4	To enhance school capacity through Professional Learning opportunities.
Reason for priority 4	As an innovative school, using 21st Century learning environments, St John's Parish School will maintain cutting edge pedagogical practices based on research to enhance student learning outcomes.
Steps taken to achieve priority 4	<ul style="list-style-type: none"> • Peer Professional Learning will be established, with staff investigating an aspect of learning to explore in their classroom, subsequently building innovation and capacity within St John's Parish School; • Staff will undertake specialised Professional Learning to enhance their expertise in Key Learning Areas; and • Collegial sharing of knowledge gained through Professional Learning to build teacher capacity and increase the level of expertise across Curriculum areas.

SECTION TEN: COMMUNITY 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, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

In a parental survey, all respondents agreed that St John's Parish Primary School Trangie helped their child to develop knowledge and understanding about Catholic tradition and provided opportunities for students to be involved in school life and activities. Eighty-five percent of respondents strongly agreed with both statements. Parents were asked if their child was challenged to maximise their learning, all parents agreed or strongly agreed with this statement. In meeting the individual needs of students, half of the respondents strongly agreed, whilst the remaining respondents agreed.

Eighty-five percent of families felt that St John's provided appropriate information about their child's progress, with half of parents strongly agreeing with the procedures in place that inform parents of student progress. Over sixty percent of families strongly agreed that St John's provided a safe and supportive environment, with the remaining families agreeing with this statement.

Student Satisfaction

All students at St John's School strongly agreed or agreed that the school helped them in developing knowledge and understanding of the Catholic tradition. All students surveyed were proud of St John's Parish School and believed that their teacher encouraged them to do their best in school activities. A majority of students strongly agreed that they felt safe at school and believed that St John's offered them a wide range of sporting and curriculum choices.

Teacher Satisfaction

Every staff member at St John's enjoys working in the school and believed that St John's is an extremely safe working environment. All staff felt the feedback from the Principal was either very or extremely useful.

All staff felt that teachers collaborated extremely well at St John's and over ninety percent of staff were extremely satisfied with the teaching experience at St John's. All staff surveyed felt that the school cared about their professional growth and development, and agreed that the school gave the right amount of attention to Standardised Testing.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. This financial information is based on the detailed information provided to the Commonwealth Government in the Financial Questionnaire.

RECURRENT AND CAPITAL INCOME		RECURRENT AND CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants	<i>\$781,517</i>	Capital Expenditure	<i>\$8,792</i>
Government Capital Grants	<i>\$4,218</i>	Salaries and Related Expenses	<i>\$998,596</i>
State Recurrent Grants	<i>\$278,867</i>	Non-Salary Expenses	<i>\$174,771</i>
Fees and Private Income	<i>\$114,219</i>	Total Expenditure	<i>\$1,182,159</i>
Other Capital Income	<i>\$0</i>		
Total Income	<i>\$1,178,821</i>		