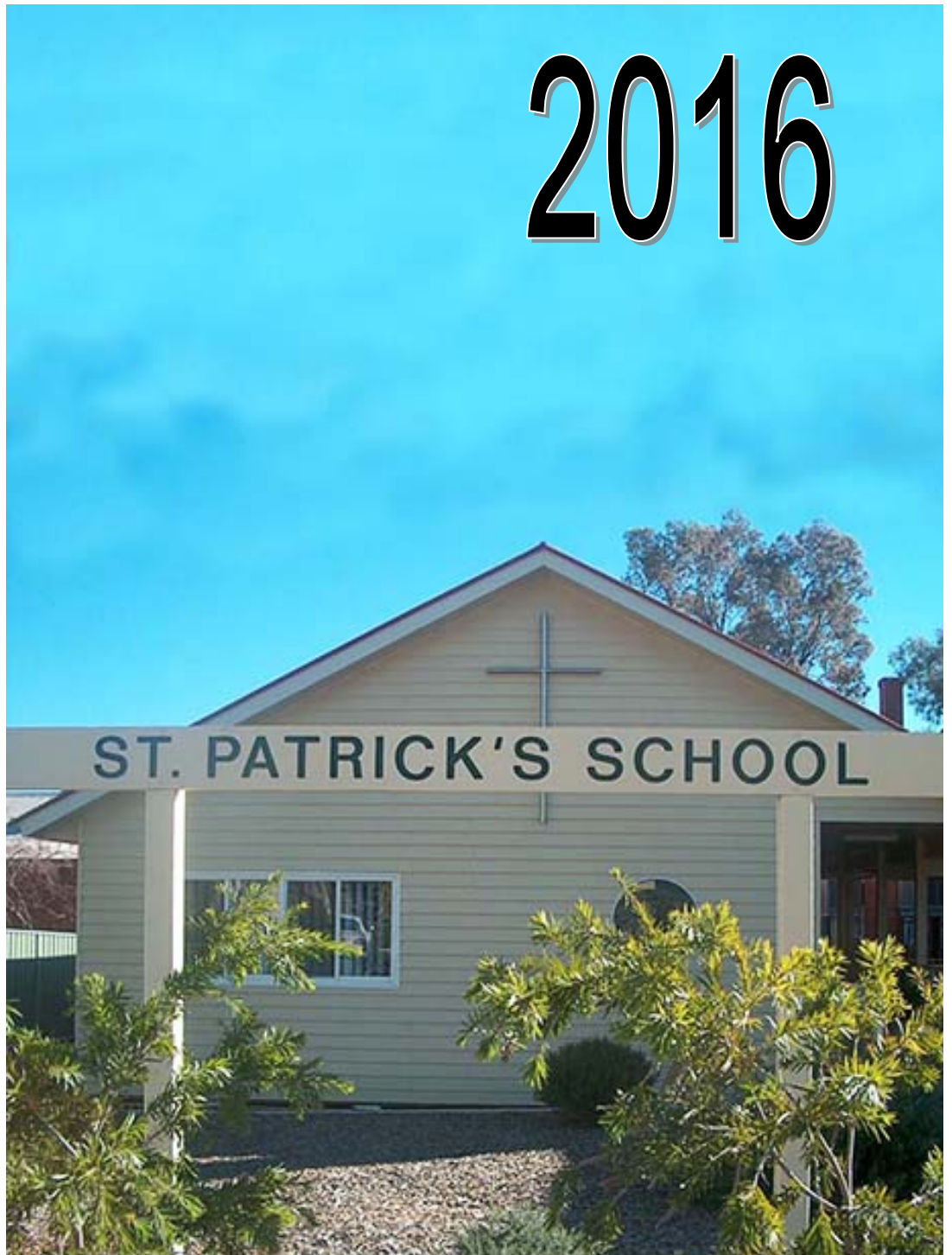


# Annual School Report

# 2016



## St Patrick's Parish Primary School, Trundle

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## ABOUT THIS REPORT

St Patrick's Parish Primary School, Trundle 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**

The School Motto at St Patrick's Parish School is Live, Love, Learn. The spiritual development of each child within the Catholic tradition is central to the life of our school as we endeavour to lead children to have a sense of God in their lives and to understand the mission of Jesus. In 2016 our small school was the winner of the Mini-Vinnies Social Justice Competition for the Wilcannia-Forbes Diocese.

With teaching and learning focusing on the individual needs of students and authentic learning opportunities, our students have once again excelled in many areas of learning. At St Patrick's School opportunities for learning do not stop in the classroom. The students' focus is always on school spirit and personal excellence and they are driven in their desire to achieve their best in every event they participate in. As a community we worked at positively engaging parents in their children's learning.

An overall focus for teachers was Assessment for Learning. Student learning was continually assessed with individual learning plans based around that data. We continued to implement the Tier 2 Mathematics program: Extending Mathematical Understanding (EMU) to identify students at risk in Mathematics and provide a strategy based remedial program.

In 2016 we implemented a new initiative for the diocese. Using Video Conferencing facilities to connect our small school with St Joseph's School at Peak Hill, another small school in the diocese, we opened up our classrooms, created new friendship groups and learning cohorts.

Trish Cleal

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**

The St Patrick's Parish School Trundle P & F Association would like to thank the staff, children, parents and community of Trundle for their generous support during 2016. This year, we have raised \$13,805.00 from events such as a Trivia night, pie drive, catering at athletics carnivals, sale of a commemorative tea towel, street stalls and various raffles, catering at clearing sales and Bush tucker Day and working for the Trundle ABBA Festival. This enabled us to contribute \$67.25 in subsidising the University of NSW competitions, \$6,000.00 towards new carpet in the classrooms and \$6,000 for school cleaner wages. Future projects for 2017 will be focused on internal painting of classrooms.

St Patrick's School P & F would like to acknowledge the staff of St Patrick's School, for their continuous support of the Parents and Friends Association. We greatly appreciate all they do.

Yours faithfully

President

St Patrick's School Trundle

Parents & Friends Association 2016

### **Student Body Message**

2016 saw our two Year 6 students take on the role of School Leader. It was an honour to share this role. We had an Induction Ceremony within a weekly Parish Mass and invited family and friends to join in a morning tea afterwards. We lead the weekly school assemblies, organised fund-raising events each term, and helped organise the school swimming carnival, cross country and athletics carnivals. We hosted morning teas for guests and welcomed visitors into our school. We had regular meetings with the principal to help us reflect on our role as leaders and see what other ways we could assist the school. As School Leaders we also lead the Mini-Vinnies group in fund-raising. This year, our school won the St Vincent de Paul Social Justice Competition for the Wilcannia-Forbes Diocese.

Year 6 representatives

## SECTION TWO: SCHOOL FEATURES

St Patrick's Parish Primary School is a Catholic systemic co-educational school located in Trundle. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 23 students.

The Sisters of Mercy commenced teaching in Trundle in 1924. The current school was constructed in 1927. St Patrick's occupies a central site in Trundle. There are 3 original classrooms with an old church attached to the rear of the original school. This is now the school hall area. A new administration block comprising a library, resource room, staffroom, toilets, interview room, secretary's and principal's office was constructed in 2002. Through the Building the Education Revolution Program modern toilet facilities and a covered outdoor learning area have been completed and were officially opened in 2011.

The Catholicity of the school is constantly enriched and strengthened by the religion teaching and learning program, liturgical celebrations, daily school prayer, sacramental programs and service to the local community. Our policy of accessibility and inclusiveness regardless of cultural background or disability combined with a nurturing, supportive staff who promote and encourage a happy, caring and loving environment at St Patrick's inspire us all to strive to educate and develop each child within the school in Catholic discipleship.

This year the students worked together on poetry items performed for the community, presented speeches to community members when required, entertained the community with drama items and at the annual Presentation Night, visited the senior citizens at the hospital Day Respite Care, supported each other in a buddy system and displayed initiative in many areas of school life in the classroom and on the playground. The students and teachers integrated the use of new Video Conferencing facilities with Google drive into a Connected Classrooms initiative with another school in the diocese. Many visitors from other diocesan schools visited St Patrick's School throughout the year to see how we implement ICT into all aspects of school life and particularly how we have connected the two small schools.

Our Mini-Vinnies group won the Wilcannia-Forbes Diocese Social Justice competition, focused around 'Isolation of the Elderly'. They reached out to the Senior Citizens of Trundle, Tullamore and surrounding areas. They entertained them, hosted

them to morning teas and visited them and played games and shared favourite books and poems. Each term a fundraising activity was held to support Caritas Australia, Mercy Mission, Catholic Mission, or St Vincent de Paul. Project Compassion always plays a big part in our Easter preparations. We are very proud of the way in which the children follow in the mission of Jesus.

## 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
7	16	0	23

\* 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 93%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	91%
Year 1	89%
Year 2	92%
Year 3	95%
Year 4	95%
Year 5	
Year 6	91%

## **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
5	5	10

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

Percentage of staff who are indigenous	0%
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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.	5
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	Planning Day - Establishing an On-line Learning Community
Term 2	Australian Curriculum NSW Geography Syllabus K-10
Term 3	The Year of Mercy
Term 4	Assessment for Teaching and Learning

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:

- Extending Mathematical Understanding (EMU) Leading Mathematics Learning and Teaching (Monash University)
- Mini Certificate of Gifted Education (UNSW)
- Making Jesus Real
- Sharing Our Story
- There's a Traffic Jam in my Brain (A Sensory Processing Approach to Challenges Associated with Autism, ADHD, Learning and Behavioural Differences) Gen Jereb
- Personalised Learning Plans
- Certificate III Teacher Assistant (TAFE)
- Graduate Teacher Accreditation Mentor Workshop
- Graduate Certificate in Religious Education (ACU)

## 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**

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.

Catholic symbols and sacred spaces are strategically placed around the school and in each classroom to celebrate the catholic identity of St Patrick's. Participation in weekly prayer and reflection positively nurtures the staff as a community of faith. The staff and students of St Patrick's participate in daily school and classroom prayer. The school prayer, composed by the children, is prayed at morning assembly. The Angelus is prayed daily at 12.00 noon. Grace is prayed before recess and lunch as well as formal prayers. Individual prayers are a significant part of the prayer life of St Patrick's throughout the school day.

Each week the children attend mass with the preparation of readings, offertory and prayers of the faithful belonging to them. The children also attend Reconciliation when arranged by the Parish Priest.

The Religion teaching and learning program taught in our school is the Diocesan RE Curriculum, Sharing Our Story. Our school scope and sequence enables children to be taught all key concepts working towards the stated outcomes over a two year cycle in each stage.

Students in Year 4 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake the Sydney Archdiocesan Religious Education 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. There were nine Year 4

students to sit the Religious Education Test. Three students scored above 80%. Our school scored above the Diocesan average in all aspects of the test but one.

### **Parish Partnerships**

The children of St Patrick's have been active in the Parish during the year, participating in Masses to celebrate significant aspects of school life. Each term a special School/Parish Mass is organised involving students and families. The involvement of the staff in the Parish is highly commendable and provides a positive model of Catholic leadership within the wider community. Father Gunn, our Parish Priest, has celebrated Mass each Thursday with the students and the Parish. He has guided us in all aspects of school functioning: spiritual, financial and administrative. His presence is greatly appreciated by all members of our school community. The parish members support the school in aspects of school life. The connection between parish and school is very strong.

### **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*.

<b>Our School's average result (as a mark out of 35)</b>	
Year 4	25.6

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.

Aboriginal perspectives are included in all Key Learning Areas especially Religion. Both the Primary class and the Infants class visited the Wiradjuri Cultural Centre at Condobolin. For both classes this formed part of their History units: Personal and Family Histories and First Contact. The students learnt about traditional foods, oral histories and traditional art, from the Wiradjuri elders. During NAIDOC celebrations traditional aboriginal games were played and dreamtime stories were studied as part of oral communication. Current Aboriginal issues are discussed in the primary stages during our current affairs section of HSIE each week.

St Patrick's has a well-deserved reputation for being a leading school for technology. Technology is integrated into all KLA's and is seen as a vital learning tool for staff and students. St Patrick's implemented an initiative in the Wilcannia-Forbes Diocese connecting the students in our school with students at St Joseph's School, Peak Hill. Using Video Conferencing, Chromebooks and the Google Spaces learning platform two separate classrooms became one combined learning cohort. A focus area for St Patrick's School in 2016 was the use of Google Docs and Google Apps. As part of the diocesan commitment to 21<sup>st</sup> Century Learning, every child has access to a personal Chromebook. This involves a Buy your Own Device Arrangement with parents. The staff incorporates the use of many websites and Google Apps, including Mathletics,

the Activboard and Activexpressions, netbooks, chrome books, ipads and ipods into all mainstream teaching and learning. The students were invited to present aspects of their learning to Google Australia in 2016.

Academic achievement is highly regarded at St Patrick's School. From Year 2 onwards the students are encouraged and supported to participate in the UNSW ICAS Assessments. We had outstanding success this year. For a small cohort of 9 participants we received three High Distinctions, one Distinction, fourteen Credits and four Merits.

2016 was a very successful year for St Patrick's students in the sporting arena. Students had many opportunities to represent the school and diocese in swimming, athletics, cross country and within sporting teams. We had one student receive a Polding Representative Medal in athletics.

In 2016 our school was successfully able to implement initiatives which took the children's learning outside the classroom and allowed them access to extra-curricular activities, excursions and a specialist art teacher. Their learning in all KLAs was enhanced and they gained increased cultural, educational and sporting appreciation and knowledge. Their learning went well beyond the classroom!

Students with disabilities enrolled at St Patrick's School all have an Individualised Learning Plan. School staff have worked closely with staff from the Catholic Education Office to access assessments and advice from professionals to form appropriate individualised programs, particularly Ms Jane Cotter of ASPECT. Teacher Assistants have been employed to support the needs of these students within the school environment and professional development provided for these teacher assistants.

One student is anaphylactic, and measures are put into place to ensure all staff have been trained in the use of his epipen. One student has type 1 Diabetes and all staff have been trained in the use of his epipen, his blood sugar level tester and his insulin pen.

## 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%	100%	71.9%
	Reading	100%	96.9%	100%	70.9%
	Writing	100%	98.7%	100%	80.8%
	Spelling	100%	96.8%	100%	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	%	%	%	%
	Reading	%	%	%	%
	Writing	%	%	%	%
	Spelling	%	%	%	%
	Numeracy	%	%	%	%

In 2016 no students participated in Year 5 NAPLAN Assessments. There was only one student in Year 3 to participate in NAPLAN Assessments. With such small numbers in individual years it is difficult to compare school results to Diocesan and State cohorts. However, the NAPLAN Assessments provide a wonderful opportunity to analyse individual student performance.



## 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 Patrick'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.

This policy was reviewed this year.

### **Initiatives Promoting Respect and Responsibility**

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

At our school we have policies that refer to:

- rights and responsibilities of students and staff within the school community;
- behaviour management;
- bullying and harassment;
- the role of our student leadership program and its monitoring;
- the discipline system, that ensures corporal punishment is never administered, and that serious incidents are appropriately managed and reported;
- homework;
- identification of and provision of support for students with special needs.

Each year our school leaders conduct a Peer Support program across one term. This year the focus for the program was Optimism. Throughout the school the Restorative Practices program is used in all aspects of relationship building between students, staff and community. Making Jesus Real is a very meaningful initiative in our school which incorporates the message of Jesus into all aspects of the students' lives and focuses on activities which develop a culture of caring for one another. Each term the students fund-raise for special projects, promoting their awareness of social justice.

## 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

<b>Priority 1</b>	<b>Fully implement the NSW History K-10 Syllabus for the Australian Curriculum.</b>
<b>Reason for priority 1</b>	Familiarising all staff with the NSW History K-10 Syllabus and development of a new Scope and Sequence document for History.
<b>Steps taken to achieve priority 1</b>  Brief summary from the Annual Improvement Plan	<ul style="list-style-type: none"> <li>• Teachers using the content of NSW History K-10 Syllabus as the basis for classroom programs from Term 1 &amp; 2, 2016.</li> <li>• Reflection and discussion around the implementation of the NSW History K-10 Syllabus included in Professional staff meetings on the three week cycle.</li> </ul>
<b>Status of priority 1</b>	All staff familiar with NSW History K-10 Syllabus having implemented it in Terms 1 & 2 of HSIE lessons. A school Scope and Sequence document has been created for History.

<b>Priority 2</b>	<b>Review and refine current school practice in Literacy and Numeracy Assessment</b>
<b>Reason for priority 2</b>	Measuring academic growth of students through weekly and term tracking of student progress by classroom teacher to inform relevant class and individual teaching and learning programs.
<b>Steps taken to achieve priority 2</b>	<ul style="list-style-type: none"> <li>• Staff to participate in Professional Development around current research and best practice in assessment for learning.</li> <li>• Staff engage with the NSW K-6 Literacy Continuum, using it as a point of reference for student placement and including this in assessment data in classroom programs.</li> <li>• Staff engage with the NSW K-10 Numeracy Continuum, using it as a point of reference for student placement and including this in assessment data in classroom programs.</li> <li>• Staff critically review current school practice during Professional Development Cycle in staff meetings.</li> </ul>
<b>Status of priority 2</b>	<ul style="list-style-type: none"> <li>• Staff continue to review and refine how they detail student assessment in classroom programs.</li> </ul>

<b>Priority 3</b>	<b>Fully implement the new Chromebooks in classroom and home teaching and learning.</b>
<b>Reason for priority 3</b>	Familiarising teachers and parents with the many Google Apps used by students and how these support learning.
<b>Steps taken to achieve priority 3</b>	<ul style="list-style-type: none"> <li>• Reflection and discussion led by ICT around the implementation of Google Apps included in Professional staff meetings on the three week cycle.</li> <li>• Each staff member to take turns to lead discussion to review implementation of Google Apps in classroom teaching and learning</li> </ul>
<b>Status of priority 3</b>	This continues to be a priority as ICT is a constantly changing and evolving environment. Protocols and etiquette associated with the world wide web are now becoming a focus in ICT at this school.

## Projected Priorities for 2017

<b>Priority 1</b>	<b>Create an effective school learning environment which is supportive and productive and will promote independent and self- motivated learners, where learning connects strongly with communities and practice beyond the classroom.</b>
<b>Reason for priority 1</b>	Provide students with experiences in innovation, creativity and problem solving, which will give them the confidence to deal with technological and cultural change and skillsets to use within the wider community.
<b>Steps taken to achieve priority 1</b>	<ul style="list-style-type: none"> <li>• Research current best practice around flexible learning spaces.</li> <li>• Reconfigure Learning spaces within the school.</li> <li>• Provide excursions and field trips to connect students learning beyond the classroom.</li> </ul>

<b>Priority 2</b>	<b>Review the teaching of Writing in the NSW K-10 English Syllabus for the Australian Curriculum.</b>
<b>Reason for priority 2</b>	Following interrogation of NAPLAN data and standardised test results staff identified Writing as a low achievement area across the school.
<b>Steps taken to achieve priority 2</b>	<ul style="list-style-type: none"> <li>• Analysing current best practice in teaching of Writing</li> <li>• Identifying areas of need for students in Writing through interrogating NAPLAN data and standardised test results</li> <li>• Explicit teaching of writing within the daily Literacy block</li> </ul>

### Projected Priorities for 2017 cont'd

<b>Priority 3</b>	<b>Review the teaching of Measurement in the NSW K-10 Mathematics Syllabus for the Australian Curriculum</b>
<b>Reason for priority 3</b>	Following interrogation of NAPLAN data, MAI data and standardised test results staff identified Measurement as a low achievement area across the school.
<b>Steps taken to achieve priority 3</b>	<ul style="list-style-type: none"><li>• Analysing current best practice in teaching of Measurement</li><li>• Identifying areas of need for students in Measurement through interrogating MAI data, NAPLAN data and standardised test results</li><li>• Implementation of the Extending Mathematical Understanding (EMU) Resource to customise learning experiences for individual students and respond to the diversity of students' knowledge and understanding within classrooms.</li><li>• Explicit teaching of Measurement within the daily Maths Maintenance component of the Numeracy block</li></ul>

## 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**

All parents feel very welcome at our school and many volunteer in some capacity. No parent felt their child was teased or bullied at school. Everyone appreciates that the teachers really care about their children and all were very satisfied with what and how the children are learning at school. They are very supportive of the use of technology within teaching and learning. They acknowledge the role the school plays in faith formation for their child.

### **Student Satisfaction**

All students like what they are learning at school and try to do their best. They all agree that their teachers help them to do their work when they need it. Most feel they were getting better at English and Maths and that technology, music, caring for the environment and getting the opportunity to help others are all a big focus in our school.

All feel they are not bullied or picked on and all feel safe at school.

### **Teacher Satisfaction**

Staff are extremely satisfied with how the children are learning, the expectations we place on children and the use of technology to assist the children's learning. They regard our school as welcoming and inclusive and feel that our school really has a positive environment and is in good physical condition.

They believe regular assessment and evaluation occurs and that assessment is used to plan instruction. They indicated that they feel they have the opportunity for input in decision making and that we are a collaborative staff. They were satisfied with how well the school is resourced and the opportunities for professional development. They enjoy the challenges of being educational leaders.



## 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.

<b>RECURRENT AND CAPITAL INCOME</b>		<b>RECURRENT AND CAPITAL EXPENDITURE</b>	
Commonwealth Recurrent Grants	<b><i>\$547,864</i></b>	Capital Expenditure	<b><i>\$926</i></b>
Government Capital Grants	<b><i>\$1,500</i></b>	Salaries and Related Expenses	<b><i>\$701,942</i></b>
State Recurrent Grants	<b><i>\$197,788</i></b>	Non-Salary Expenses	<b><i>\$89,842</i></b>
Fees and Private Income	<b><i>\$47,117</i></b>	Total Expenditure	<b><i>\$792,710</i></b>
Other Capital Income	<b><i>\$2,500</i></b>		
Total Income	<b><i>\$796,769</i></b>		