

Annual School Report



St Mary's Parish Primary School, Warren

2 Lawson St, Warren NSW 2824

Principal: Paul Kelly

Phone: 02 6847 4488

Fax: 02 6847 3338

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

Website: www.wf.catholic.edu.au



ABOUT THIS REPORT

St Mary's Parish Primary School, Warren 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

2016 has been a year in which we have seen the continual development of our school.

Teachers have undertaken professional development with the focus for 2016 being the continual development of Australian Curriculum knowledge with a focus on Geography and the development of knowledge and the pedagogy used within flexible learning spaces.

Our children have excelled in many areas this year the academic and sporting fields. This includes the academic results of some of our children and the number of our children who were selected in cluster, diocesan and Polding sporting teams.

We continue to develop strong relationships within the community of Warren through being actively involved in several town events. Our parent community continues to display great support of our school and make impressive contributions to the school by volunteering their time, ideas and valuable resources.

St Mary's, in consultation with the Parish and the Catholic Education Office, also applied for government funding to rebuild and refurbish our school. If successful, this funding will provide excellent educational facilities for our children to learn in.

Parent Body Message

The Parents and Friends Committee would like to commend the school staff on their dedication and hard work throughout 2016. Their efforts ensure that our children can grow and learn in a safe and caring environment.

We acknowledge the hard work of our parents and volunteers who have given their time and effort towards fundraising for the school. The time and effort given helps develop a sense of community and the striving towards a common goal of the school. This support allowed the P&F to significantly contribute towards the purchase of new resources for the school as the need arises.

We look forward to continuing to build the St Mary's parent community in 2017.

Student Body Message

We thank our parents, teachers and the P and F for helping us with sport days, fundraisers and other events you have organised, or helped with this year.

We have learnt about our Making Jesus Real themes each week and the students write leaves for other people. Then at assemblies we present the leaves and hand out the MJR awards for each class.

Mini Vinnies this year have been doing many fundraisers for their 'Social Justice Appeal'. They are planning on getting a 'Buddy Bench' very soon. Earlier this term they went to Narromine to meet other Mini Vinnies in the area.

Literacy/Numeracy and NAIDOC week was fantastic. This year we split into 3 different groups and did activities, such as a paper plane competition. The book fair was awesome and we have many new books in our library to borrow.

Late in Term 3 St Mary's had a school concert, called 'Rockin All Over the World.' Each class had a different country that the music came from. The concert was a success and everyone enjoyed it.

This year, the staff at St Mary's has been looking at new building designs for our school. Unfortunately, Year 6 will not be able to be here for the changes, but it will be amazing.

We would like to thank the teachers for all their efforts they put into our learning and school. We really appreciate your work.

St Mary's Parish School Captains 2016

SECTION TWO: SCHOOL FEATURES

St Mary's Parish Primary School is a Catholic systemic co-educational school located in Warren. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 125 children. Projections for 2017 indicate an enrolment of 140 children.

The Sisters of St Joseph established our school on 31st August 1897. Today, St Mary's continues to develop the Catholic tradition established by the Sisters of St Joseph over one hundred years ago. The children are explicitly taught the gospel values, to love one another as we want to be loved, encouraged to pray together and attend Mass including the sacraments, and are reminded to help others in need when they see it.

We are proud of our children who have excelled in many areas this year including academic, sporting and cultural. A number of children participated in the International Schools Competitions where we once again received a number of Distinctions and Credits. The Year 4 Religious Education Assessments and NAPLAN tests for Years 3 and 5 also demonstrated the ability of our students.

Culturally, the students have had the opportunity to attend community events such as the Anzac Day March, NAIDOC week activities, Moorambilla choirs and contributions to the Warren Show. Our children continued to perform well in the CWA Public Speaking competition. 2016 saw the biannual school performance held, with the 'Music Around the World' concert giving each child in the school the chance to perform the skills of dance, drama and singing in front of another full house.

On the sporting arena, the students have participated in a variety of sports, including Swimming, Cross Country, Netball, Soccer, Cricket, Tennis, Rugby League, Rugby Union, Athletics and Cricket. This is in addition to the skills learnt in PD/Health/PE lessons. Many children have progressed through the school carnivals and trials to reach Cluster, Diocesan and Inter-diocesan (Polding) levels.

Children at St Mary's are given the opportunity to represent their school in leadership roles when they reach Year 6. Children in Years 2 - 5 vote for a boy and girl school captain, and two house captains for each house. The remaining Year 6 children become seniors within the school. Year 6 children also develop their

leadership skills as buddies to Kinder, attending leadership courses, monitoring the sports equipment and leading the weekly school assembly.

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
78	47	5	125

* 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	92%
Year 1	92%
Year 2	91%
Year 3	93%
Year 4	92%
Year 5	90%
Year 6	90%

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
11	10	21

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

Percentage of staff who are indigenous	4.8%
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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.	11
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 six staff development days (with approval from the Director of Catholic Education) this year with areas of focus as follows:

Term 1	Beginning of School Year (focus on Case Management and Professional Expectations) A-E Reporting (twilight)
Term 2	NSW Geography Curriculum (1 day) Maths Teaching and Learning (twilight)
Term 3	N/A
Term 4	Flexible Learning Pedagogy and Spaces (1 day) Spirituality with the Bishop (1 day) PM Writing Benchmarking & Literacy Block construction (1 day) Flexible Learning Pedagogy and Spaces – Part 2 (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:

- REC Induction
- Principal Conferences
- ICTT Workshop
- REC Conference
- REC Cluster Meeting
- Mentor Workshop
- Gifted and Talented (Mini COGE)
- Sharing Our Story
- EMU Workshops
- Graduate Workshops
- Athletics / Reading Eggs
- ICT School Visit - Cobar
- MJR
- Leaders for the Future
- AEW Conference
- Consistent Teacher Judgement Workshop
- MacqLit Training
- First Steps Writing
- Sacraments

- Mustard Seed
- Kindergarten School Visit - Forbes

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

Whole School Masses are held to celebrate the beginning and ending of the school year and for special occasions throughout the year, such as feast days. Also across each term there are a number of Class Masses (Years 3-6) and liturgies (K – Year 2).

St Mary's follows the Diocese of Wilcannia Forbes Religion program, 'Sharing Our Story' which has units written for teachers in each Stage covering the core strands of God, Christian Life, Church, Prayer, Sacraments, Jesus and Scripture. Religion lessons are taught in each class for 30 minutes every day. The Religious Education Co-ordinator plans the yearly Religion overview for each class which are given to staff prior to the beginning of the school year. Staff are expected to prepare and plan for whole school masses and class masses throughout the year.

In 2016 we have successfully implemented the Making Jesus Real mottoes throughout our school. We created a MJR tree and students were awarded "leaves" from fellow students for following our motto of the week. We also replaced our Kids Who Care awards with 'Gotcha' awards in the playground and classrooms.

Parish Partnerships

We have School Sunday Masses each month across the year where our students are responsible for running the Sunday service which links our students to the parish community.

The sacramental program at St Mary's includes parent – child workshops and is celebrated in our Parish Church. This preparation is offered to all members of the Parish not just children from our school. School staff members explicitly teach the sacramental program in classes in consultation with the Parish Priest. The following sacraments were offered at St Mary's in 2016: Confirmation for Year 3 (November), First Reconciliation (March) and First Eucharist (August) for Year 4.

The Parish Priest is regularly invited to visit the staff and share recess and lunch with them. He is also regularly in the classrooms to speak to the children, particularly with the Sacramental candidates and during specific aspects of the Religious Education program.

Parishioners are invited to attend Masses, liturgies and functions which the school organises, in particular, Grandparents Day, Stations of the Cross and Easter liturgies. School happenings are reported weekly in the School Newsletter, Parish bulletin and the local newspaper.

School staff members are very active within the Parish church in giving of their time organising and running the weekly hymns, Mass powerpoints, readings and the weekly Parish bulletin.

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	21.6

Results of these assessments are analysed by teachers and have been used to inform teaching and learning in Religious Education. Our school overall was 1.3% below the Diocesan average. Our school was below the Diocesan Average in four strands and equal or above average in three strands. Interestingly, the strand that was the lowest was Prayer which had been an area of strength in 2015. There has been growth from the 2015 Religious Literacy Assessment results.

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.

Children with additional needs within our school have their needs met on their personal individual level with appropriate adjustments made to the curriculum and across all aspects of the school where necessary. Staff members are supported with external professional development opportunities when available and where deemed necessary.

The Additional Needs teacher works collaboratively with the child's parents, teacher, Principal and external health specialists to support the needs of the children, as well as supporting the staff in the implementation of their recommendations.

Assistive technology is used for a child who is unable to communicate without this support. The implementation and use of this technology has involved training and ongoing support from speech therapists.

Many children are working with medical professionals outside of our school. These appointments are often regular and range across several specialty areas. The school works closely in partnership with these professionals through supporting their recommendations following any child's visit.

St Mary's continues to build resources to support the Occupational Therapy recommendations to develop the children's fine and gross motor skills. Heavy work OT sessions are conducted for targeted children.

St Mary's staff participated in extensive training in the Early Mathematical Understanding (EMU) programs and for our Maths Leaders through the Catholic Education Office. These programs have led in the professional development of the staff in catering to the diverse needs of the children- both those who were identified as vulnerable and those who needed to be extended. In addition, a Year 1 target EMU group was identified and they have completed the program.

In 2016, the Year 5/6 children participated in a week long excursion to Canberra with a focus on outdoor education, democracy, national places of significance and team building. Year 3/4 experienced an overnight excursion to Dubbo visiting many attractions. Infant classes visited the Dubbo Regional Theatre to watch a performance of 'Snugglepot and Cuddlepie'. This was linked to the learning that the children had been undertaking during class time.

The school has begun the process of researching and implementing flexible learning spaces and the associated pedagogy that supports these spaces. Staff visits and research sessions, along with parent information sessions have been held. These will continue into the new year, and this area will be a major focus for our school in the years to come.

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 below national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 3	Grammar and punctuation	8.3%	96.9%	83.3%	71.9%
	Reading	8.3%	96.9%	83.3%	70.9%
	Writing	8.3%	98.7%	91.7%	80.8%
	Spelling	8.3%	96.8%	74.9%	76.1%
	Numeracy	0%	96.9%	91.7%	61%

NAPLAN RESULTS 2016		% of students at or below national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 5	Grammar and punctuation	5.6%	96%	83.3%	64.2%
	Reading	11.2%	94%	50%	62.3%
	Writing	16.6%	94.8%	50%	38%
	Spelling	16.7%	94.6%	61.1%	63.6%
	Numeracy	5.6%	95.8%	72.2%	57.1%

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 Mary'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.

St Mary's Pastoral Care, Behaviour, Positive Guidance and Wellbeing Policy was reviewed during 2016 with changes being made to include Making Jesus Real (MJR) foci, MJR class awards, weekly positive MJR behaviour awards and Gotcha awards. The policy is in draft form due to no School Committee meetings since the policy was reviewed.

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.

St Mary's Pastoral Care, Behaviour, Positive Guidance and Wellbeing Policy was reviewed during 2016 with changes being made to include Making Jesus Real (MJR) foci, MJR class awards, weekly positive MJR behaviour awards and Gotcha awards. The policy is in draft form due to no School Committee meetings since the policy was reviewed.

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.

The policy was constructed this year as a school version that supports the diocesan policy.

The full text of all policies focusing on student welfare, discipline and anti-bullying can be accessed through a request to the Principal.

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

At St Mary's, the values of respect and responsibility are reflected across all dimensions of school life, and are the key cornerstones of living a Christ-like life.

Our school adopts an open door policy at all times. As our parents are the first educators of their children, we want to maintain and enhance the parents' important role in their child's education by welcoming the parents into the school during learning sessions. This is also seen in the relationships that staff have with parents through being available to them and welcoming the opportunity to discuss the needs of the children.

Making Jesus Real highlights how we try to live like Jesus. This program permeates through our everyday life at school, to our wider community via the newsletter.

Year 6 students participated in the Grip Leadership Conference. This learning focused on building positive relationships amongst the children and their peers, and how to plan and achieve small goals within the school.

The St Mary's Parish School Conference of Mini Vinnies was again prevalent in 2016 and worked hard in the school community to promote social justice and fairness for

all in our local and wider communities. This included fundraising for the school's Buddy Bench and discussing ideas for our school at a regional conference.

Respect and responsibility continues to be taught in Religious Education units from the 'Sharing Our Story' program.

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	To ascertain the knowledge and information to construct and implement a Case Management approach.
Reason for priority 1	This was the final one of the system led high yield strategies that we needed to expose to staff and implement within our school.
Steps taken to achieve priority 1 Brief summary from the Annual Improvement Plan	<ul style="list-style-type: none"> • Staff meeting information sharing. • Put structures in place to begin Case Management process. • Continue to undertake Instructional Walks with development of other staff to be involved. • Maintenance of data analysis involving data walls.
Status of priority 1	The buy in from the first installation of professional learning and the timing of other events did not help with the implementation. Other Exec members tried later in the year, and once again, the timing of other events did not help with the implementation. It needs to be an absolute priority when it is implemented.

Priority 2	To further implement Making Jesus Real (MJR) into our school and make the links between the wording of Making Jesus Real to existing Religious Education concepts.
Reason for priority 2	The implementation of MJR was not a priority in 2015 and there was a need to place a focus on it for our school. Many of the things that we were doing were similar in nature to MJR; therefore, there was a need to align our current practice with MJR.
Steps taken to achieve priority 2	<ul style="list-style-type: none"> • Implement MJR into the classroom and playground on a regular basis using a fortnightly MJR focus and positive behaviour rewards • Transfer awards to MJR wording • Mini – Vinnies to continue
Status of priority 2	These steps have been taken throughout 2016 and MJR is implemented into our school.

Priority 3	To identify the ways in supporting children in enhancing their learning.
Reason for priority 3	Whilst many gains have been made in this area, it was still identified by staff as an area in which we all could continue to learn and improve in our consistency of delivery. The EMU program was to be delivered for its first full year after the completion of training.
Steps taken to achieve priority 3	<ul style="list-style-type: none"> • Development of Gifted Education processes within the school through the attendance at diocesan professional learning and sharing the first two modules of staff professional learning. • Continue to work toward differentiating learning in the class through discussion with Executive members and professional learning • Implementation of EMU program
Status of priority 3	The professional learning processes have been undertaken and the EMU program was successfully run throughout the year. Executive and Literacy/Numeracy staff been very available for all staff and discussions have been had around differentiation of learning.

Projected Priorities for 2017

Priority 1	To embed the use of Case Management to support our students' learning.
Reason for priority 1	This approach provides the opportunity for staff to work collaboratively to support the learning needs of targeted students.
Steps taken to achieve priority 1	<p>Timetable designated Case Management meeting times with a roster for each class.</p> <p>Have regular catch up meetings with each staff member</p> <p>Executive to monitor the "live" document created for each student to make sure all stakeholders are addressing identified areas of responsibility</p> <p>Maintenance of data analysis involving data walls.</p>

Priority 2	To further develop staff understanding of the pedagogy surrounding flexible learning spaces and to implement these practises into class structures.
Reason for priority 2	In 2016 we began the process of learning about flexible learning spaces in light of rebuilding our school with classes structured as such.
Steps taken to achieve priority 2	<p>Continue staff information sessions.</p> <p>Staff visits to other schools that have flexible learning spaces embedded.</p> <p>Parent information sessions will continue on a regular basis. All Parents will be invited to the new flexible learning space once it has been established. have been held.</p> <p>Staff share ideas/ joys/ successes and challenges with other staff and teachers on a regular basis.</p> <p>Release other teachers to view this flexible learning space later in the year.</p>

Projected Priorities for 2017 cont'd

Priority 3	To highlight the Prayer and Scripture outcomes across the school to ensure that they are being explicitly taught.
Reason for priority 3	There was a decline in our results in the Year 4 Religious Literacy Assessment in 2016 in these areas.
Steps taken to achieve priority 3	<p>Ensure that all prayer and scripture outcomes are included in yearly overviews for 2017.</p> <p>There will continue to be a focus on the RE Maintenance Sequence of Learning.</p> <p>During regular class learning walks the REC will monitor and evaluate the effectiveness of Teaching Learning experiences within the rooms.</p> <p>Proposed PL day on prayer and scripture with Father Paul in Term 2.</p> <p>There will continue to be a strong focus on incorporating Making Jesus Real into our classroom learning and school environment.</p>

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 school survey has been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

100% of responses in a parent survey agreed or strongly agreed that St Mary's Parish School helps their children to develop a knowledge and understanding about Catholic tradition and that the school provides a welcoming environment and opportunities for parents to be involved in school life and activities.

All families agreed or strongly agreed that the staff are genuinely interested in the welfare of the children, and that St Mary's provides a safe and supportive environment for their children.

More than ninety percent of parents that undertook the survey, strongly agreed or agreed that St Mary's effectively communicates information about activities and events. A similar figure strongly agreed or agreed that the staff were proactive in dealing with behaviour issues in the school environment.

Student Satisfaction

Thirty Year 5 & 6 children were surveyed to ascertain their feelings and thoughts on St Mary's Parish School. Every child surveyed was proud of their school, answering to agree or strongly agree in relation to this statement. Each child also stated that they clearly understood their rights and responsibilities at school. This is a continuation of the 2015 results.

Teacher Satisfaction

Each staff member was offered the opportunity to participate in a non-compulsory survey around St Mary's Parish School. Thirteen staff members out of twenty-one took this opportunity. They all either strongly agreed or agreed that the school helps children to develop a knowledge and understanding about the Catholic tradition. The clear majority of staff (more than 90%) believes that students understand their rights and responsibilities within the school, and that the students are challenged to maximise their learning outcomes.

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>\$1,430,962</i>	Capital Expenditure	<i>\$4,811</i>
Government Capital Grants	<i>\$16,406</i>	Salaries and Related Expenses	<i>\$1,813,767</i>
State Recurrent Grants	<i>\$483,486</i>	Non-Salary Expenses	<i>\$331,466</i>
Fees and Private Income	<i>\$232,868</i>	Total Expenditure	<i>\$2,150,044</i>
Other Capital Income	<i>\$6,567</i>		
Total Income	<i>\$2,170,289</i>		