

2019 ANNUAL SCHOOL REPORT



St Ignatius' Parish Primary School, Bourke



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Faith, Learning and Transformation in Jesus Christ



ABOUT THIS REPORT

St Ignatius' Parish Primary School, Bourke is registered by the NSW Education Standards Authority (NESA) 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 NESA 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

At St Ignatius Parish School in 2019 we have continued to strive to live our Vision to be “a nurturing faith filled community who inspires flourishing, lifelong learners.” This captured the essence of our community and has assisted in articulating our common purpose.

Using the work of Lyn Sharratt to focus on teaching and learning, opportunities are provided to develop children's literacy and numeracy skills, engage in sporting and artistic endeavours and develop their sense of wellbeing.

The school staff are deeply committed to working with children, families and community to ensure successful wellbeing and learning outcomes for the children in their care.

As the principal of the school in my first year of principalship, I have been privileged to be part of the St Ignatius community and am immensely proud of the team who have worked with commitment and passion towards our Vision.

Parent Body Message

The St Ignatius Parents and Friends Association (P & F) supported the school with a number of successful fundraising and social events. These included: the Annual School Ball, Louth Races, Bourke Races and the Christmas markets and Christmas in the Park.

The St Ignatius Parents and Friends Association (P & F) continue to work alongside the school to raise funds and build community. The funds being raised are targeted towards a reimagination of the playground.

Student Body Message

At St Ignatius, we work to be Stronger, Smarter , Safe, Respectful Learners. We work and play together and try to have a growth mindset so that everyone is able to achieve. Our classrooms all now have really cool furniture which gives us a choice when we are learning. It helps to make the environment more relaxed so that every student can focus on their learning.

The staff give us lots of different opportunities to learn in different ways. This year Stage Two went to Lake Keepit for a Leadership and team building event and Year 6 went to Canberra, the Capital of Australia. We had sports, musical and cultural activities in which we participated.

SECTION TWO: SCHOOL FEATURES

St Ignatius' Parish Primary School is a Catholic systemic co-educational school located in Bourke. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 93.

St Ignatius has been built on the strong religious traditions, on the land donated by Mr Joseph Becker in the 1870's. In 1881, the Sisters of St Joseph commenced work until 1890, followed by the Sisters of Mercy in 1891 who remained present at the school until 2005. Between 1988 and 2004, the Marist Brothers took over the Leadership of the school, which has led to strong relationships with Marist secondary schools. Since that time, lay principals have continued to build on the foundations of the religious who have worked before them.

As a school community, we strive to live the values of love, hope, peace, openness, truth and community, following the example of Jesus and our patron, St Ignatius of Antioch.

Other achievements for 2019 included:

- engagement of parents and families with Parent Information Night, Goal setting meetings, Literacy Family Night and Numeracy Family Night;
- participation of all staff in the Team Teach Program;
- representation of students at local, cluster, diocesan, state and national sporting carnivals including swimming, athletics, cross country and cricket;
- participation in the Christmas Musical performance: "Colour Your Threads, A focus on positive education?"
- participation in local events including ANZAC Day, Dental Health Checks, Christmas at the Wharf and Bootcamp;
- ongoing 2020 Kindergarten Transition Program;
- outreach: Meals on Wheels, Catholic Mission, Caritas, Rivergum Aged Care; and
- hospitality for visitors including Marcellin College, Bulleen and St Ignatius College, Riverview.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2019.

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 54 | 39 | 2 | 93 |

* 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 2019 was 87.8%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group | |
|--------------------------------|-------|
| Kindergarten | 86.0% |
| Year 1 | 88.6% |
| Year 2 | 91.0% |
| Year 3 | 85.6% |
| Year 4 | 87.4% |
| Year 5 | 88.6% |
| Year 6 | 87.4% |

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 well being 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; and
- ❖ 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 2019:

| Total Teaching Staff* | Total Non-Teaching Staff | Combined Total |
|-----------------------|--------------------------|----------------|
| 9 | 7 | 16 |

* This number includes 6 full-time teachers and 3 part-time teachers.

| | |
|--|-----|
| Percentage of staff who are indigenous | 31% |
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Teacher Standards

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. The minimum qualification for a teacher in a systemic school in the Diocese of Wilcannia-Forbes is a four-year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004.

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 | Administration: Child Protection / Positive Education |
| Term 2 | Science Syllabus- Implementation and Understanding of inquiry |
| Term 3 | Religious Education Formation |
| Term 4 | Work, Health and Safety: First Aid Spirituality Day |

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 2018 includes:

- Discovering Positive Education review
- Discovering More Positive Education
- Thinking and Learning Conference
- New Science and technology Syllabus- Session One
- Lyn Sharratt
- Early Mathematical Understanding
- New Kindergarten Best Start
- Additional Needs Workshop and Regulation Strategies for Students
- Supporting Children with Trauma
- Understanding Anxiety and Depression
- Compliance Cluster
- Child Protection
- Religious Education Coordinator (REC), Literacy/Numeracy Focus Teacher and Kindergarten Teacher Network Meetings
- Zoom Training and SCOUT Training
- Compass Session One
- Plan2 Workshop
- Graduate Teacher Induction
- Religious Education Formation
- Aboriginal Education Workers' Cluster Conference
- Stronger Smarter Leadership Program

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

In 2019, each class had the opportunity to attend Mass every month and Reconciliation during the year. Every day, the school gathered to share a Morning Offering at Assembly, classes said The Angelus at noon and Christian Meditation was a feature.

Throughout the year, liturgies and masses were held on Feast Days, particularly Easter and Christmas. On the Feast Day of our Patron, St Ignatius of Antioch, the school's cross was launched. It depicts the identity of the school with unique symbols and colours.

Parish Partnerships

Father Magnus Kobbi AJ, is supportive of the school and is a member of the Parish School Advisory Committee. The principal and three other staff members are also part of the Parish Council who meet bi-monthly.

This year, the St Ignatius students were prepared for the Sacraments of Reconciliation and First Communion as part of the school's Religious Education program.

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.

Both Year 4 and Year 6 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 | 15 |
| Year 6 | 16.9 |

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 NESA 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).

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.

During 2019, the Annual Improvement Plan with its four priorities of Religious Education, Literacy, Numeracy and Wellbeing have been the focus. The work of Lyn Sharratt has been foundational for the Professional Learning of staff. This has enabled a common philosophy, language and structures to be implemented. This will be ongoing work to embed the practices and deepen understanding for all staff.

The HIVE project was established in 2018 with the purpose of providing a flexible learning environment that caters for a students individual academic needs, with particular focus on developing a student's ability to "Self Regulate" through catering for an individual's social and emotional needs.

With a 40% indigenous population, the celebration of culture was enhanced with the establishment of the St Iggy's Girls Aboriginal Dance group. This enabled all girls to have the opportunity to learn cultural dances, demonstrating their skills at local AECG Meetings, NAIDOC gatherings and as part of formal welcoming to the school.

As part of wellbeing, a "Ready To Learn" routine was established across the school that includes Breakfast Program, "*Get Moving*", identifying what is making us happy, writing in Gratitude journals and taking "brain breaks." The use of the Kitchen Cafe has also enabled students to have more opportunities for cooking.

A variety of extra curricular activities were offered including Workshops Eternity Aid and Moorambilla and participating in sporting clinics and Gala Days for rugby and football.

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 2019. 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 2019 | | % of students at or above national minimum standard | | % of students in the top three bands | |
|---------------------|-------------------------|---|--------|--------------------------------------|--------|
| | | School | NSW | School | NSW |
| Year 3 | Grammar and Punctuation | 92.3% | 96.5% | 46.2 % | 76.8% |
| | Reading | 100% | 97.8% | 61.6 % | 75.7 % |
| | Writing | 100 % | 95.4% | 61.6 % | 66.3 % |
| | Spelling | 100% | 95.4 % | 61.6 % | 74.5% |
| | Numeracy | 84.6 % | 98.8 % | 46.2% | 83.5 % |

| NAPLAN RESULTS 2019 | | % of students at or above national minimum standard | | % of students in the top three bands | |
|---------------------|-------------------------|---|--------|--------------------------------------|--------|
| | | School | NSW | School | NSW |
| Year 5 | Grammar and Punctuation | 87.5% | 93.2 % | 25 % | 62.2 % |
| | Reading | 62.5% | 95.7% | 62.5% | 68.2% |
| | Writing | 87.5 % | 94.5% | 12.5 % | 51.7% |
| | Spelling | 100 % | 88 % | 50% | 67.2 % |
| | Numeracy | 62.5% | 97.1 % | 12.5% | 60.8 % |

Year 3

In Literacy, all children met the National benchmarks in Reading, Writing and Spelling. Most children were able to meet the minimum national benchmark in Grammar and Punctuation.

In Numeracy, most children met the National benchmarks.

The future focus in Literacy will be to continue to ensure children have the opportunity to meet the top three bands with a continued focus on the development of Grammar and Punctuation skills. In Numeracy, place value will continue to be the focus.

Year 5

In Literacy, most children met benchmarks in Writing, Spelling, Grammar and Punctuation. Spelling was the greatest area of strength. Writing showed that most students were able to reach the minimum national benchmark..

In Numeracy, most children met the National benchmark. There will be a continued focus on Place Value and the vocabulary of mathematics. Professional Learning for staff will be a key strategy.

NAPLAN data and other sources have been used to establish targeted intervention groups.

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 prerequisite 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 Ignatius' Parish 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 can be accessed on the school website and on request at the school office..

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, Some initiatives included:

- revisiting the mantra “ Stronger Smarter Safe Respectful Learner” to promote the Positive Education, Stronger Smarter and Restorative Practices philosophies;
- establishing “ The Hive” classroom concept with a focus on wellbeing and learning;
- creating a 2018 Younger, Stronger Smarter Year 4 and 5 girls group;
- allowing opportunities for the St Iggy's Aboriginal Dance Group to perform at school and the wider community
- acknowledging the “safe respectful learners” at a Principal's Morning Tea every term;
- highlighting a “Making Jesus Real” or “Character Strength” concept and “ Manner of The Week” at every weekly assembly;
- Stage 3 participating in a Leadership/ Transition Program with “ Eternity Aid”; and Promoting of all Year 6 to positions of Leadership within the school.

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 2019

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| Priority 1 | To improve all students' knowledge of the Catholic Church's Traditions, Sacraments and Prayer. <i>(One Year's Growth based on RLA data: specifically in the Domains of Church, Sacraments and Prayer).</i> |
| Reason for priority 1 | Religious Education is a major focus in a Catholic School. To ensure a more rigorous program, professional learning for staff is a key element. |
| Steps taken to achieve priority 1 | <ul style="list-style-type: none"> • Facilitating Staff Professional Learning. • Preparing candidates for the three Sacraments of initiation, including parents on the Retreat Days. • Designing and constructing a St Ignatius cross. • Seeking community contribution. • Introduction of game based warm up activities across the KLA using Kahoot to revise Catholic traditions. |
| Status of priority 1 | Achieved. |

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| Priority 2 | All students will be exposed to, use and manipulate vocabulary across all types of texts, to demonstrate a growing vocabulary and word consciousness in their writing, demonstrating growth tracked against the Learning Progressions. |
| Reason for priority 2 | Staff wanted to build on previous success to ensure that more children achieve closer to the expected benchmark. Teachers have become more capable of collecting data and identifying needs and want to work more on differentiation programs effectively. |

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| Steps taken to achieve priority 2 | <ul style="list-style-type: none"> • Facilitating Professional Learning for differentiation. • Using the Learning Progressions to establish student growth. • Investigating a whole school approach to spelling. • Reviewing Assessment. • Reviewing student learning opportunities especially with the establishment of the Hive classroom. |
| Status of priority 2 | Mostly achieved. |

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| Priority 3 | Through a sustained and targeted focus on Mathematical Vocabulary with formal monitoring of student data against the Mathematics progressions, we will increase 80% of individual student growth by a minimum of 1 growth point within Multiplication and Division. |
| Reason for priority 3 | In 2018, the continued improvement of student benchmarks after the introduction of Extending Mathematical Understanding (EMU) is evident, particularly in the early years. This priority has been set to ensure that progress is evident in the later primary years. |
| Steps taken to achieve priority | <ul style="list-style-type: none"> • Facilitating Professional Learning with a focus on differentiation. • Implementing Agreed Practice for the Numeracy Block consistently across the school. • Using targeted 'warm up' activities. • Reviewing student learning opportunities especially with the establishment of the Hive classroom. • Holding a "Family Math Night" with an emphasis on multiplicative thinking. • Using the Learning Progressions to establish student growth. |
| Status of priority 3 | Partially achieved. |

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| Priority 4 | By December 2019, staff and students will have grown in awareness of different factors that contribute to the overall wellbeing of themselves and others, specifically in the areas of GEM (Gratitude, Empathy and Mindfulness). |
| Reason for priority 4 | Wellbeing is a key feature to ensure that students have the best opportunities to learn. Both staff and students need to develop skills to thrive in the St Ignatius learning environment. |
| Steps taken to achieve priority 4 | <ul style="list-style-type: none"> • Termly House Days focussing on Positive Education (Pos Ed) Making Jesus Real and Stronger Smarter. • Mindset and Gratitude Class Programs. • Stronger Smarter Philosophy. • Establishment of Hive Concept. • Trauma Understanding and self regulation learning |
| Status of priority 4 | Many elements were achieved however, this will be ongoing in 2020. |

Projected Priorities for 2020

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| Priority 1 | <p><i>“...the definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ: only He can lead us to the love of the Father in the Spirit and make us share in the life of the Holy Trinity.” (Catechesi Tradendae, 5)</i></p> <p>To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school.</p> |
| Reason for priority 1 | <ul style="list-style-type: none"> • A review of the Religious Education Curriculum “Sharing Our Story” was undertaken in 2018. After an in depth consultation with stakeholders (students, priests, parishioners, parents, principals, REC’s) 16 recommendations were identified. • A key recommendation was to: “Either adopt a current Religious Education curriculum already written, or develop a new Diocesan Religious Education curriculum that meets the aims and content of Religious Education outlined in magisterial documents and the uniqueness of the Diocese of Wilcannia-Forbes.” |
| Steps taken to achieve priority 1 | <ul style="list-style-type: none"> • Staff members have received a basic level of professional development to enable them to begin using the Religious Education curriculum “Educating in Christ” (a basic understanding of developmental stages, methodology, resources). • Learning spaces support the pedagogical practices of the Religious Education Curriculum (as described in the resource list document). |

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| Priority 2 | Students to enjoy writing and use their knowledge and skills to write for different purposes. |
| Reason for priority 2 | <ul style="list-style-type: none"> • Data review • Student survey • Teacher input / reflection • Moderation processes • Naplan analysis |
| Steps taken to achieve priority 2 | <ul style="list-style-type: none"> • Moderation process • Assessment data and student growth - work sample to evidence growth, Bump It Up Walls • Learning Walks, Learning Intentions and Success criteria • Professional dialogue and reflection on the process • Change in pedagogy in the planning and the teaching/learning cycle • Use of the literacy progressions as a targeted teaching tool. |

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.

Sources of data could include: surveys, anecdotal evidence, focus groups, forums, interviews, feedback via email, parent-teacher interviews, reputation in the local community, etc.

Parent Satisfaction

The parents and carers were satisfied with the education opportunities at the school. They acknowledged the dedicated staff and the strong Catholic ethos. Those who participated in the school based Sacramental Programs identified them as meaningful, inclusive and of a high quality. Parents appreciated those staff who communicated clearly and positively about their children through the use of check in chats over the phone and the sharing of positive learning behaviours.

Community members recognised St Ignatius as a school with a very good reputation and a high level of commitment by the leadership and staff. For the future, parents and carers identified the playground as an area of need.

Student Satisfaction

Students enjoy coming to school and felt that it is a safe learning environment with different opportunities for learning. Most felt the classroom environments and garden enhanced their learning. The new Hive classroom has helped all classes to work better. They liked the staff and appreciated what their teachers and other staff did for them.

They would like to see the playground facilities improved.

When asked in a survey throughout the year, what they wanted the community to know, students responded;

“That I love this school sometimes and it’s the best school ever”

“That St Ignatius is great”

“That I love this school and we need more and more children every year”

Teacher Satisfaction

Staff are proud of their achievements as educators and believe that they are making a difference in their roles. They generally feel that they are supported in their own professional learning and have the capacity to cater to the needs of the students in their care. They recognised the work of Lyn Sharratt as the foundation of the learning agenda and named more support in this area as a future focus. They appreciate the focus on wellbeing, particularly having access to the psychologist to assist with their personal well being.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESA 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 | |
|-------------------------------------|-----------------------|
| Commonwealth Recurrent Grants | <i>\$1,576,939.00</i> |
| Government Capital Grants | <i>\$769,230.00</i> |
| State Recurrent Grants | <i>\$534,954.00</i> |
| Fees and Private Income | <i>\$153,335.00</i> |
| Other Capital Income | <i>\$9,762.00</i> |
| Total Income | <i>\$3,044,220.00</i> |

| RECURRENT AND CAPITAL EXPENDITURE | |
|--|-----------------------|
| Capital Expenditure | <i>\$2,869,018.00</i> |
| Salaries and Related Expenses | <i>\$1,645,918.00</i> |
| Non-Salary Expenses | <i>\$583,175.00</i> |
| Total Expenditure | <i>\$5,098,111.00</i> |