

2019 ANNUAL SCHOOL REPORT



St Patrick's Parish Primary School, Trundle



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Faith, Learning and Transformation in Jesus Christ



ABOUT THIS REPORT

St Patrick's Parish Primary School, Trundle 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

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.

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. An overall focus for 2019 has been to 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. Our teachers are privileged each day to participate in their student's academic journey. They recognise and applaud just how hard their students try. They celebrate their students' achievements whether they be great or small and they share with pride the progress their students make with their learning.

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.

*Trish Cleal
Principal*

Parent Body Message

The St Patrick's Parish School Trundle Parents and Friends Association would like to thank the staff, children, parents and community of Trundle for their generous support during 2018. This year, we have raised \$14,024.34 from events such as the bus trip to Opera in the Stix; Trundle ABBA Festival; pie drive; catering for Rural Aid, clearing sales, athletics carnivals; street stalls; and various raffles and catering at Bush Tucker Day. This enabled us to contribute a total of \$12,600 to the school for the following items: outdoor furniture; patching of asphalt playground; playground markings; music lessons; new classroom readers; and sunglasses for each student. Future projects for 2020 will be focused on playground resources and shade areas.

St Patrick's School Parents and Friends 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.

*President
St Patrick's School Trundle
Parents & Friends Association 2018*

Student Body Message

2019 saw only one Year 6 student to take on the role of School Leader. It was an honour to have this role. There was an Induction Ceremony within a weekly School/Parish Mass and invited family and friends joined in a lunch afterwards. I had a key responsibility to mentor the Year 4 students, developing their leadership skills, as there were no Year 5 students this year. I guided them to lead the weekly school assemblies, and be responsible for altar serving at School Masses. Together we organised fund-raising events each term, and helped organise the school swimming carnival, cross country and athletics carnivals. I hosted morning teas for guests and welcomed visitors into our school. I had regular meetings with my classroom teacher and the principal to help us reflect on my role as leader and see what other ways I could assist the school. As School Leader, I also lead the Mini-Vinnies group in fund-raising. I participated in a Leadership Reflection Day hosted by the Leader of Youth Ministry in the Wilcannia-Forbes Diocese.

Year 6 representative

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 28.

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, staff room, 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 musical 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. Our students participated in the Forbes Eisteddfod, in the musical School Choir section and in the national Count Us In musical event. The students and teachers integrated the use of Video Conferencing facilities with Google Drive into the Connected Classrooms initiative with another school in the Diocese. Our students participated in the Rube Goldberg Ingenious Inventions Competition for 2018 and were the runners-up in the Diocese.

Our Mini-Vinnies group was an active part of our school community. 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 2019.

Girls	Boys	LBOTE*	Total Students
13	15	0	28

* 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 91.9%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	89.9%
Year 1	90.6%
Year 2	90.4%
Year 3	91.4%
Year 4	92.4%
Year 5	N/A
Year 6	96.9%

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
5	6	11

* This number includes 4 full-time teachers and 1 part-time teachers.

Percentage of staff who are indigenous	9%
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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	Assessment Data Informing Teaching
Term 2	Implementing the new Science Syllabus
Term 3	RE - implementing the new diocesan Religious Education Curriculum in all classes throughout the school.
Term 4	Royal Far West Capacity Building Modules

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 2019 includes:

- Child Protection: Managing Risks of Significant Harm and Wellbeing Concerns Update Training; Discrimination, Harrassment and Bullying Update Training; Child Protection WWCC Update Training; Addressing Allegations of Inappropriate Behaviour by Staff Update Training
- Dylan Wiliam: Formative Data in Assessment
- Jen Jereb: Traffic Jam in my Brain (Autism)
- Science Syllabus
- Compass Training-Chronicle
- NAPLAN Training
- Thrive Training
- Dr Michael Flood: Learning Disabilities
- BeYou Wellbeing Framework
- PLAN2 Technical Training
- National Literacy and Numeracy Learning Progressions
- Compliance Tool
- National Consistent Collection of Data
- Trauma Conference-Brisbane
- Extending Mathematical Understanding Specialist Teacher Training
- Jolly Phonics Training
- Graduate Certificate-Religious Education
- First Aid Update: CPR, Anaphylaxis, Asthma

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 symbols and sacred spaces are strategically placed around the school and in each classroom to celebrate the Catholic identity of St Patrick's Parish School. 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 Religious Education teaching and learning program taught in our school is the Diocesan Religious Education 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.

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 Kamba, our Parish Priest, has celebrated Mass each Thursday with the students and the Parish. The students in Years 3 and 4 have celebrated the sacraments of Confirmation, First Reconciliation and First Eucharist this year. Fr Kamba has also celebrated 15 Baptisms, from families associated with our school. This is a true example of evangelisation.

Fr Kamba 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 many 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.

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	20.6
Year 6	28

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 NESAs 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.

This year for the first time, we employed an Aboriginal Education Worker. Aboriginal perspectives are included in all Key Learning Areas especially Religious Education. Aboriginal literature is included in the English syllabus. During NAIDOC Week we held a full day of activities, inviting families to join in. We concluded the day with a Yarning Circle.

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. A focus area for St Patrick's School in 2019 was the use of 3D printing to support learning in all KLAs and the use of the Green Screen to enhance visual representations. As part of the diocesan commitment to 21st Century Learning, every child has access to a personal Chromebook. This involves a Buy your Own Device Arrangement with parents.

Under the direction of Lyn Sharratt (*Putting Faces on the Data*; 2012), St Patrick's School has focused on personalising data to increase student engagement and develop the school culture to use ongoing assessment to inform instruction. This has complimented the work of Ann Gervosoni (*Extending Mathematical Understanding*), in developing innovations to provide high quality learning environments. We have conducted EMU Intervention programs this year.

2019 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. Our Small Schools Relay Team represented the Diocese at the Polding Trials.

In 2019, our school continued to implement initiatives which redesigned our learning spaces, catered for diverse learning needs and took the children's learning outside the classroom and allowed them access to extracurricular activities, excursions and specialist dance and music teachers. 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 additional needs 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. We work closely with regional Allied Health professionals and representatives of Royal Far West.

We have delivered a diverse range of interventions in partnership with Royal Far West. Teacher Assistants have been employed to support the needs of these students within the school environment and professional development has been provided for these teacher assistants.

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	100%	96.5%	100%	76.8%
	Reading	100 %	97.8 %	100 %	75.7 %
	Writing	100%	95.4 %	100%	66.3 %
	Spelling	100 %	95.4%	66.6 %	74.5%
	Numeracy	100%	98.8%	66.6%	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	N/A	93.2 %	N/A	62.2%
	Reading	N/A	95.7 %	N/A	68.2 %
	Writing	N/A	94.5%	N/A	51.7 %
	Spelling	N/A	88 %	N/A	67.2 %
	Numeracy	N/A	97.1%	N/A	60.8 %

With such small numbers in individual years it is sometimes difficult to compare school results to Diocesan and State cohorts. This year we had no students in Year 5. In Year 3, 60% of the students scored above the State and Diocesan averages. The NAPLAN Assessments provide a wonderful opportunity to analyse individual student performance. Following such analysis in 2019, the school focus identified continues as Writing.

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 Patrick's 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 at the school and on the school website.

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.

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.

Our school leaders conduct a Peer Support program across one term each year. 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. Every week at our School Assembly a Making Jesus Real award is presented. Each term the students fundraise 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 2019

Priority 1	Strengthen the link between the School Community and the Parish Community.
Reason for priority 1	Welcome the new Parish Administrator. Support the development of the Youth Ministry throughout our Parish and School.
Steps taken to achieve priority 1	<ul style="list-style-type: none"> ● Parish Priest to make regular classroom visits, based around the liturgical cycle. ● Parish/School Mass once per term, incorporating morning tea with parishioners and Youth Group activities. ● Invitation to parishioners to participate in special school functions.
Status of priority 1	Very successful with each of the steps achieved.

Priority 2	Effectively plan, explicitly teach and effectively evaluate student learning in Writing. Through: <ul style="list-style-type: none"> ● Use of formative and summative data. ● Maintaining and sustaining 7 Steps to Writing across the whole school. ● First Steps Writing resource as a key resource for classroom teaching. ● Implementation of the NSW Syllabus for English K-6.
Reason for priority 2	Following interrogation of NAPLAN data, classroom data and standardised test results in 2018, staff identified Writing as a low achievement area across the school. Writing has been identified as a system area of focus.
Steps taken to achieve priority 2	<ul style="list-style-type: none"> ● Implementation of Seven Steps to Writing in classroom programs and teaching and learning. ● Writing each day. ● Whole school moderation of writing samples and plot students on the Writing Learning Progressions. ● Parents informed that Writing continues as a Priority for 2019 at Parent Information Meeting and through Open Assemblies/Open Classrooms. ● Student of the Week Awards to focus around Writing skills regularly.
Status of priority 2	Ongoing.

Projected Priorities for 2020

Priority 1	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.
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	<ul style="list-style-type: none"> • Designate and prepare learning spaces and timetables for Religious Education within our school. • Ensure that all staff members receive appropriate support in understanding the new methodology. • Designate time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum. • In accordance with Catholic Education Strategic Priorities for 2020, the school sets aside adequate time and resources for the implementation of the new RE curriculum.
Priority 2	Differentiate instruction to explicitly teach and effectively evaluate student learning in Writing.
Reason for priority 2	<p>Discussion at AIP planning meeting in Term 4, 2019.</p> <p>Review of the school's Assessment and Reporting policy.</p> <p>Review of current and recent NAPLAN data.</p>
Steps taken to achieve priority 2	<p>Within the first 50 days complete an 'across the school' moderation of a writing sample from each child.</p> <p>Evidence of differentiation in classroom programs aligned with the 2020 English Scope and Sequence in writing.</p> <p>Students set Term 1 Writing goals.</p> <p>Writing goals displayed in some form in the classroom, to show personal progress</p> <ul style="list-style-type: none"> • Use of strong and weak examples/ Bump It Up Wall. • Create a DATA WALL to measure and display growth in writing.

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.

The school used surveys, parent/teacher interviews, anecdotal evidence, interviews and feedback via emails to gauge parent, student and staff satisfaction. 75% of parents responded to a Parent Satisfaction Survey in Term 4.

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. All families strongly agreed that our teachers are genuinely interested in the welfare of their child.

Student Satisfaction

All students feel they made significant progress in all Key Learning Areas and particularly English and Maths. 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. They agree that Science, Technology, English, Arts and Mathematics have a high profile in our school. They identify caring for the environment and getting the opportunity to help others as a big focus in our school and something they feel good about. All feel very safe in our school environment and know that if they have a problem there are people they can approach for help.

Teacher Satisfaction

Staff are extremely satisfied with how the children are learning, the expectations we place on children and the inclusion of opportunities beyond the classroom 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. All staff strongly agree that the school strives to meet the individual learning needs of students

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs 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>\$826,901.00</i>
Government Capital Grants	<i>\$0.00</i>
State Recurrent Grants	<i>\$239,262.00</i>
Fees and Private Income	<i>\$57,985.00</i>
Other Capital Income	<i>\$2,018.00</i>
Total Income	<i>\$1,126,166.00</i>

RECURRENT AND CAPITAL EXPENDITURE	
Capital Expenditure	<i>\$36,132.00</i>
Salaries and Related Expenses	<i>\$826,058.00</i>
Non-Salary Expenses	<i>\$261,782.00</i>
Total Expenditure	<i>\$1,123,972.00</i>