



CATHOLIC EDUCATION WILCANNIA-FORBES

2020

ANNUAL SCHOOL REPORT



St Ignatius' Parish School

3 Meek St, BOURKE 2840

Principal: Mr John Cowan

Web: www.wf.catholic.edu.au/schools/bourke/

About this report

St Ignatius' Parish School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia-Forbes. The CEO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and the CEO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the Annual Improvement Plan (AIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

At St Ignatius Parish School in 2020 we have continued to strive to live our Vision to be “a nurturing faith-filled community inspiring flourishing, lifelong learners.” This captured the essence of our community and has assisted in articulating our common purpose.

Using the work of Lyn Sharratt and the 14 parameters 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, 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 to make our Vision a reality.

Parent Body Message

Unfortunately, due to Covid, we were unable to have our Annual fundraisers, those being our Annual Ball, Bourke Races, Louth Races, Christmas Markets & Christmas in the Park. This was extremely unfortunate, but we plan on being back, better than ever next year.

St Ignatius Parents and Friends Association (P & F) have continued to support our wonderful school with only one fundraiser that took place this year. In March, we held our Fete, which was a great success and raised \$3846.00, with a contribution going towards the new playground. With this success, we are looking at adding this to our list of annual events. It was a great afternoon, where the Bourke and surrounding Community came together, to not only support our school but to enjoy each other’s company over a cupcake or two. The biggest hit on the afternoon was ‘Sock the Principal’ and Mr Cowan needs to be commended on his great sportsmanship!

The P & F continues to work closely with our School and Community to continue our commitment to raising funds and strengthening our ties with our Community.

Student Body Message

Here at St. Ignatius we have a school motto, "truth and cooperation". We try to live up to this motto along with all our fellow classmates. Together, we come to school everyday with a

growth mindset and always challenge ourselves with different opportunities to try new things and challenge our thinking.

In 2020, due to the COVID-19 pandemic, we have unfortunately not been able to have the opportunities that we would have been able to have in a regular year. We have, however, been able to host a school fete, a Super Dooper Day to help a family in need and attend community events such as Remembrance Day and ANZAC Day. The daily assembly is now run by the student leaders to help ensure students' voices are heard.

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 99. The school currently has 4 classes, organised into staged learning groups.

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.

St. Ignatius uses a Positive Education model that is built upon the work of Positive Psychology.

A brief description of this, positive psychology is a scientific approach to studying human thoughts, feelings, and behaviour, with a focus on strengths instead of weaknesses, building the good in life instead of repairing the bad, and taking the lives of average people up to "great" instead of focusing solely on moving those who are struggling up to "normal" (Peterson, 2008).

- Positive psychology focuses on the positive events and influences in life, including:
- Positive experiences (like happiness, joy, inspiration, and love).
- Positive states and traits (like gratitude, resilience, and compassion).
- Positive institutions (applying positive principles within entire organisations and institutions).
- As a field, positive psychology spends much of its time thinking about topics like character strengths, optimism, life satisfaction, happiness, well-being, gratitude, compassion (as well as self-compassion), self-esteem and self-confidence, hope, and elevation.

These topics are studied at St. Ignatius in order to learn how to help our learning community flourish and live their best lives.

As part of our vision, the staff have undertaken ongoing professional development in Trauma-informed care.

“Trauma-informed services do no harm i.e. they do not re-traumatise or blame victims for their efforts to manage their traumatic reactions, and they embrace a message of hope and optimism that recovery is possible. In trauma-informed services, trauma survivors are seen as unique individuals who have experienced extremely abnormal situations and have managed as best they could”. (Dr Cathy Kezelman)

The school has an active Parents and Friends Association, working alongside the school to support the Catholic ethos, promote the school in the wider community and undertakes fundraising opportunities such as a Parish/School Fete and Easter raffle.

Student Profile

Student Enrolment

St Ignatius' Parish School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020:

Girls	Boys	LBOTE*	Total Students
49	47	2	96

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Wilcannia-Forbes Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary schools within the Diocese of Wilcannia-Forbes.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2020 was 87.20%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
77.70	88.00	91.70	88.30	86.00	92.60	86.10

Managing Student Non-Attendance

Regular attendance at St Ignatius' Parish School is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support 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
- 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 Catholic Education Wilcannia-Forbes Schools 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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	18
Number of full time teaching staff	7
Number of part time teaching staff	2
Number of non-teaching staff	9

Total number of teaching staff by NESA category

Teachers at St Ignatius' Parish School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 9 teachers
- Provisional 23 teachers
- Proficient 220 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning 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 Catholic Education Office (CEO).

St Ignatius' Parish School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and 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.

Summary of professional learning at this school

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 despite restrictions caused by COVID-19.

The school held the equivalent of five staff development days this year with areas of focus including the delivery and implementation of Sacramental Catechesis. The development and understanding of the Literacy Progressions, Child Protection Training, Understanding Trauma and the need for Brain Breaks across the curriculum.

Unfortunately due to COVID 19 Professional learning with Dr Peter Sullivan had to be postponed to 2021.

Catholic Identity and Mission

Catholic Schools in the Diocese of Wilcannia Forbes operate under the leadership of the bishop and in partnership with parents, priests and school staff. St Ignatius' Parish School constitutes a key component of the Church's mission of evangelisation and catechesis. The diocesan Religious Education program, Educating in Christ emphasises the kerygma (proclaiming the essential message of Christ), mystagogy (linking the sacraments with the Scriptures), appropriate moral formation, and prayer. It uses a modified Montessori pedagogy and pays close attention to the developmental stage of each child, accompanying each one as they pursue their own personal relationship with Christ.

Prayer, Liturgical Life and Faith Experiences

In 2020, each class had the opportunity to attend Mass every month. Every day, the school gathered to share a Morning Offering at Assembly, classes said The Angelus at noon and Christian Meditation is a feature of our practice.

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 gathers to celebrate our Faith and our dedication to becoming like the person of Jesus Christ, through the learnings of our Patron Saint, Ignatius of Antioch. The School also celebrated the 10 year anniversary of Australia's only saint, Mary of the Cross, MacKillop.

Parish Partnerships

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

This year, the St Ignatius students were prepared for the Sacrament of Confirmation.

To further the goal of bringing students into closer intimacy with Christ St. Ignatius staff implemented the new diocesan Religious Education Curriculum in all classes throughout the school.

"...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)

Curriculum, Learning and Teaching

St Ignatius' Parish School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (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). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum.

St Ignatius' Parish 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.

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During 2020, our focus for Professional learning was focused towards the two priorities of Implementation of the Annual Improvement Plan. Religious Education Program "Educating in Christ, and Writing as the two focus areas. The work of Lyn Sharratt 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 expanded in 2020 with the purpose of providing a flexible learning environment that caters for a students individual academic needs and a targeted response to vulnerable students in Numeracy and Literacy.

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."

A variety of extracurricular activities were postponed or cancelled due to the global COVID-19 pandemic and the implementation of regulations set out by the NSW Health Department and Catholic Schools NSW.

Student Performance in Tests and Examinations

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). 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.

NAPLAN testing was cancelled in 2020. This decision was made to assist principals, teachers and school staff focus on student learning during the COVID-19 outbreak.

Historical NAPLAN student performance information can be accessed from the [My School](#) website.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Wellbeing and Pastoral Care Policy.

The [Wellbeing and Pastoral Care Policy](#) 2020, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Wellbeing and Pastoral Care Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Management and Student Discipline Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships.

The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Behaviour Management and Student Discipline Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy](#) and is aligned to the Wellbeing and Pastoral Care Policy and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt.

Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Anti-Bullying Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Complaints Handling Policy

The School follows the [Concerns and Complaints Handling Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process.

The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Concerns and Complaints Handling Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

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
- expanding “ The Hive” classroom concept with a focus on targeted literacy and numeracy instruction with a focus on foundational learning skills, being ready to learn and wellbeing.
- 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 assembly when permitted

School Improvement

The focus for St Ignatius' Parish School and the Catholic Education Office, together, is system improvement and capacity building to deliver on wellbeing and learning for all students within our Catholic community. All Wilcannia-Forbes systemic schools engage in an annual cycle of school improvement. The Annual Review and Planning Cycle: Developing the Annual Improvement Plan assists and supports schools in this endeavour.

St Ignatius' Parish School undertakes an internal review (self-assessment) which is context-specific, evidence-informed and outcomes-focused. The Annual Improvement Plan is the output of the internal school review and targets priorities for improvement in two domains: Mission and Religious Education; Learning and Teaching.

A Fifty Day Review is used to monitor progress towards targets. Practices are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.

Key Improvements Achieved

Annual School Priority One for 2020:

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:

- 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:

- A Trinitarian-Christocentric approach permeates the culture of the school (through Jesus Christ, in the Holy Spirit, to the Father). In educational terms, this means that there is a realistic attempt to incorporate learning from body, to heart to mind. 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). Students are making progress towards being engaged, independent learners. At their own level of understanding, students are able to both

articulate and reflect upon their learning through discussion with the teacher and making entries into their learning journal. Teachers provide effective descriptive feedback to individual students about their learning. The student learning journals are effectively utilised by both students and teachers. Teachers have the opportunity to reflect upon and give feedback in relation to the implementation of the religious education curriculum. (school and diocesan level)

Status of priority 1:

- The goal is ongoing and will continue to be a focus in 2021. Staff are feeling more confident about the philosophy that underpins the implementation of the thesis curriculum and are continuing to develop their own knowledge of the content. Students will become more engaged in the reflection and the learning journal in 2021, and will continue to develop their understanding and ability to interpret and make connections between the content and the celebration of the Mass.

Annual School Priority Two for 2020:

To further the ability of students to create a range of writing pieces for different purposes and audiences.

Reason for priority 2:

- Upon reviewing many aspects of data, including the analysis of Naplan the staff and students named writing as an area of difficulty with the curriculum. The Student survey named writing as a task that students enjoyed doing, but which was contradicted by the students engagement levels and the dependency students showed when asked to complete writing tasks on their own. The staff and leadership team saw that a Moderation process was needed to bring about an understanding of assessment and writing levels, ensuring teachers had a shared understanding for the outcomes and the accountability when working within the writing curriculum.

Steps taken to achieve priority 2:

- A moderation process around the examination of student writing samples was introduced across the school and revisited termly through professional learning sessions with the staff. The development of collating and collecting Assessment data was introduced and a focus placed on goal setting for student growth implemented through the design and creation of - work sample analysis at professional learning opportunities to evidence growth, including some classes creating "Bump It Up Walls" to help student goal set and aim for improvement. A focused use of the literacy progressions as a targeted teaching tool was introduced which allowed teachers to experiment and change pedagogy in the planning and the teaching/learning cycle across the K-6 Continuum.

Status of priority 2:

- This priority will be ongoing in 2021 in some aspect. Through a targeted focus on writing vulnerability of students phonemic awareness and spelling understandings were uncovered, explaining why the engagement in writing may have been an issue for many students. While writing will continue to be a focus at the school, the staff will examine students reading and spelling understanding in 2021, ensuring solid foundations are created that will help and assist students in the writing process and build confidence in this area.

Priority Key Improvements for Next Year

Projected Priority One:

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, Phase 3.

Reason for priority 1:

- The new diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school. Specifically, Early Stage 1, Stage 1, Stage 2 will be fully implemented. Stage 3 part 1 will be introduced.

Steps taken to achieve priority 1:

- A Trinitarian-Christocentric approach permeates the culture of the school (through Jesus Christ, in the Holy Spirit, to the Father). In educational terms, this means that there is a realistic attempt to incorporate learning from body, to heart to mind. Hence, normally, every encounter in religious education will have:
 - Something concrete
 - Something affective
 - Something for the mind
- Staff members will continue to receive professional training around each of the works that need to be introduced in the coming term. This will usually be provided in person by one of the members of the MRE team.
- A professional learning day around the topic of “Using the Scriptures with Children” will be provided.
- Learning spaces and resources will continue to be developed in support of the pedagogical practices of the Religious Education Curriculum.
- Students will be able to demonstrate progress with reference to their own reflections in their learning journals.
- Students will be making progress towards being engaged, independent learners.

- At their own level of understanding, students are continuing to develop in their abilities to articulate and reflect upon their learning through discussion with the teacher and making entries into their learning journal.
- Teachers provide effective descriptive feedback to individual students about their learning in association with the student's learning journal.
- The student learning journals are effectively utilised by both students and teachers.
- Teachers have the opportunity to reflect upon and give feedback in relation to the implementation of the religious education curriculum.

Projected Priority Two:

St Ignatius' Parish School will engage with the AISNSW Early Literacy Project and the CEWF Education Officers (ELP Team) to know the most effective way to teach all students to read. The program targets high impact, evidence-based teaching strategies to improve reading skills and growth.

Reason for priority 2:

- To improve student learning through evidence-based pedagogy that aligns to the outcomes of the English K-6 Syllabus to meet their individual needs;
- Empower teachers using systematic, direct and explicit instructional strategies based on rigorous research shown to be effective in enhancing the literacy skills of all children;
- Use diagnostic and developmentally appropriate assessment (ESTA-L) whilst undertaking regular, collaborative monitoring and reporting of individual progress to inform next steps in teaching;
- Reflect upon and develop our whole-school literacy processes, encompassing planning, monitoring and review.

Steps taken to achieve priority 2:

- Strengthen whole school capacity through the ongoing development of instructional coaching;
- Engage with face-to-face and online professional learning modules to enrich teachers' understanding of effective, explicit, reading instruction;
- Use consultancy support to facilitate the transfer of learning to classroom practice;
- Apply the Early Screening Tool Assessment-Literacy (ESTA-L®) to identify early reading skills students have mastered, and still need to master across K-6;
- Provide parent workshops to guide parents in supporting their children's emerging reading skills;
- Review the Literacy Block and its agreed practices.

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 St Ignatius' Parish School from parents, students and teachers.

Parent satisfaction

In a parental survey, all respondents expressed that their children were happy when attending St. Ignatius Parish School.

Parents agreed strongly the staff at the school, have and continue to, show genuine care and respect for all students.

All respondents agreed that the staff at St. Ignatius Parish School were approachable and that the communication from the school was readily accessible, consistent and available when needed.

60% of parents supported and agreed strongly to the statement that they felt St. Ignatius provided a safe and supportive environment where the remaining 40% agreeing with the statement.

Student satisfaction

Over half of the student population of St. Ignatius Parish School recognised that the staff had helped them in their Catholic faith. 75% of students naming that there was always someone to help them or available to them if they felt they needed help or needed to talk about a problem they had encountered.

All students felt that they were encouraged by their teachers and students knew that there were people they could approach about their learning.

The students acknowledged and agreed with the statement that the teachers were their to help, through the reinforcing of Catholic Values, Positive Language and helping them to feel successful.

Teacher satisfaction

All staff agreed strongly to the statement that they enjoyed working at St. Ignatius Parish School.

The majority of the staff agreed strongly that they were satisfied with the teaching and learning experience they had had throughout 2020. Staff placing value around the shared culture of accountability and naming the writing moderation and working collaboratively with colleagues around assessment data as a positive process.

The majority of staff strongly agreed that St. Ignatius' Parish School had a safe and supportive environment while 40% selected agree when discussing the topic.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for St Ignatius' Parish School in 2020 is shown below. This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$1,867,558
Government Capital Grants ²	\$85,470
State Recurrent Grants ³	\$582,732
Fees and Private Income ⁴	\$192,728
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$18,641
Total Income	\$2,747,129

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$127,846
Salaries and Related Expenses ⁷	\$1,822,384
Non-Salary Expenses ⁸	\$918,751
Total Expenditure	\$2,868,981

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT