

2019

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



St Patrick's Primary School

213 Northcote Avenue, SWANSEA 2281

Principal: Peter Green

Web: <http://www.swansea.catholic.edu.au>

About this report

St Patrick's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO 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'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. 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.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) 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 be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

The vision of St Patrick's Catholic Primary School is for all in the school community to be aware of and to make use of the gifts that God has given them. We strive to provide a loving, caring and supportive environment where students are encouraged to grow in faith and to develop to their potential within a Catholic community. We promote in students a sense of integrity, a respect for truth and an open mind. We endeavour to promote among our community a strong sense of belonging in an atmosphere which recognises the important role that staff, parents and grandparents play in the education of our students. I proudly recommend our school to you as a vibrant and dynamic learning environment devoted to the children we serve.

Peter Green (Principal)

Parent Body Message

In 2019, the P&F raised \$4,570.86. St Patrick's Day included a meal deal which proved to be incredibly popular. We also raised funds through an Easter raffle, an Easter egg guessing competition, a Mothers' Day stall, our annual trivia night, Mary MacKillop Day meal deal, Fathers' Day stall, Fathers' Day breakfast, school disco and a Christmas carols family fun night.

The canteen had enough surplus to give a small loan to the uniform shop to allow them to place a bulk pre-order of winter uniforms. In 2019 the canteen and uniform shop brought over \$33,000 into the P&F Accounts.

The launch of the QKR app for online ordering of canteen and uniform shop goods, payment fees and special setup for fundraisers has continued to grow. This has made for ease of processing the different streams of income and has certainly taken some of the pressure off our treasurer.

Our fundraising enabled us to purchase sports equipment, reading resources, a set of jerseys for the school representative soccer teams, new flagpoles and new furnishings and décor for the library. We also contributed a considerable amount to the new playground.

Kelly Wijnans, P & F President

Student Body Message

What a great year 2019 has been! This year there has been a continued emphasis on our Positive Behaviour for Learning framework, with a strong focus on being safe, being

respectful and being responsible. There were many opportunities for the students outside of the classrooms, including:

- School Masses and liturgies at the Sacred Heart Cathedral and at our own parish church.
- The Swansea RSL Anzac Day service and Remembrance Day service.
- Soccer and netball gala days.
- Our school swimming carnival, athletics carnival and cross country carnival.
- The Year 5/6 three-day camp at Point Wolstoncroft Sport and Recreation Centre.
- Our school disco which was a rainbow theme this year.

We have thoroughly enjoyed the responsibilities of being the school captains for 2019. Thank you to our wonderful teachers who have helped us be the best people we can possibly be. We are also thankful to our fellow students for making our years at St Patrick's so memorable.

Sophie Windever and Oliver McIvor (School captains)

School Features

St Patrick's enrolls students from Kindergarten to Year 6. It is one of three schools within the Parish of Jesus the Good Shepherd, East Lake Macquarie. Our other parish schools are St Francis Xavier's Belmont and St Pius X Windale. Most of the school's students transition to high school at St Mary's Catholic College, Gateshead.

St Patrick's Catholic Primary School was opened on Tuesday 29th January 1952 on the site in Wood Street where McDonalds now stands. The school was established by the Sisters of St Joseph of Lochinvar, and the founding principal was Sister Virgilius Perkins. The Josephite charism is manifested in their approach to ministry, and is expressed through words such as "roll-up-your-sleeves", hospitality, practicality, ordinary, being with, simplicity, humility, no fan-fare, and serving God in the neighbour. The staff of St Patrick's is called in Christ to live this mission of Jesus in our vocation as teachers in a Josephite school.

The school's Parents and Friends Association (P&F) assist the school in providing feedback on school policies and additional resources for enhancing student learning. The P&F Association works collaboratively with the school in an effort to achieve the best possible outcomes for the students.

The students have many opportunities to represent in a variety of academic and sporting endeavours. In 2019, six students competed in the Regional Catholic Schools Public Speaking competition. The students represented the school at regional, diocesan and Polding levels in a diverse range of sports including swimming, athletics, cross country, netball, football, touch football, Rugby League, hockey and tennis. One student progressed to the NSW PSSA state athletics championships, representing Polding in 100 metres. The students also had the opportunity to participate in gala days in football and netball.

The school's excursion program is closely aligned with the curriculum outcomes for each class. In 2019, the students undertook day trips to Taronga Zoo, Hunter Wetland Centre, Oakvale Farm and the Central Coast Marine Discovery Centre. The Years 5 and 6 students spent three days at Point Wolstoncroft Sport and Recreation Centre where they participated in an outdoor education program. In addition, Life Education and Musica Viva visited the school to supplement the work being done by the teachers in Personal Development/Health and Creative Arts.

Undoubtedly, one of the highlights of 2019 was the school musical. "Quest: The Musical" was a wonderful opportunity for the students to showcase their talents as actors, dancers and singers, and for others to work on the backstage crew. For many of the students, the musical provided an opportunity to perform to a large audience for the first time.

Student Profile

Student Enrolment

The 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 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
82	72	5	154

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle 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 and secondary schools within the Diocese of Maitland-Newcastle.
- 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 2019 was 92.73%. 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
94.39	92.99	93.75	92.49	92.40	91.73	91.35

Managing Student Non-Attendance

Regular attendance at 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 Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	21
Number of full time teaching staff	9
Number of part time teaching staff	6
Number of non-teaching staff	6

Total number of teaching staff by NESA category

Teachers at this 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 260 teachers
- Provisional 136 teachers
- Proficient 2060 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 Schools Office (CSO). The 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. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Literacy was the primary curriculum focus during 2019. The teaching staff completed a refresher course on the Focus on Reading strategies of comprehension. One teacher graduated in 2019 with a Master of Special Education from Newcastle University. Another teacher continued her study for a Postgraduate Masters Degree in Gifted Education through the University of New South Wales. Another teacher participated in an early careers retreat program which was run by the Catholic Schools Office. This program focused on enabling its participants to articulate their personal faith journeys and to reflect on their call to be disciples of Jesus in their roles as teachers in Catholic schools.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;
Be centres of the 'new evangelisation';
Enable students to achieve high levels of 'Catholic religious literacy'; and
Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

During 2019 the staff, in collaboration with students, parents, carers and the broader parish community, developed a vision statement. The school's vision – “Learning, loving and serving together through Jesus” – is underpinned by mission statements which focus on “today”, i.e. what the school community must do today so that they may realise the vision. The mission is fivefold:

1. Challenge and support one another to succeed through innovative, adaptive and holistic learning.
2. Promote and celebrate the uniqueness of each child as a gift.
3. Embrace our Josephite foundations by seeing a need and always taking action.
4. Acknowledge and honour our indigenous cultures.
5. Serve one another and be generous with love.

The Vision Statement will be launched at the school's celebration of St Patrick's Day during Term 1 2020.

St Patrick's has a visible presence within its parish community and the diocesan and broader local communities. The school promotes the parish-based sacramental programs, and parishioners are active in the school in mentoring the Mini Vinnies outreach group to become advocates for social justice issues, to develop leadership skills and to engage with the St Vincent de Paul Society. Under the leadership of our Mini Vinnies student committee, our

school's mission activities included fundraising and food drives for Caritas, Catholic Mission, SIMS Cambodia and the St Vincent de Paul Society.

St Patrick's sends delegations of students to diocesan liturgical and sporting events, as well as to the local commemorations of ANZAC Day and Remembrance Day.

On two occasions throughout 2019 the school community celebrated in a most joyful and uplifting way through its participation in two Praise and Worship celebrations. Students, families, staff members and members of the broader parish community gathered to sing, move, pray, listen and reflect on Jesus' invitation to be Good Samaritans and to give glory to God as we celebrate the gift of his Son, Jesus, at Christmas.

Richard Cootes visited St Patrick's to address the students about the work of Catholic Mission, with this year's focus being the work of Catholic Mission in Ghana. Richard spoke about the work of Sister Stan who has dedicated the last decade to running the Nazareth Home for God's Children in Ghana, where children are given shelter, nutritious meals, healthcare, education and unconditional love. The school's Mission Week fundraising in October was directed towards this fundraising project.

The school's outdoor sacred space, which highlights its Josephite heritage, continues to be very much a focal point of the school. The tapestry of names in the paved area serves as a reminder of the many past and present families and staff members who have left the school community with such a rich legacy.

Curriculum, Learning and Teaching

The 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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

There are a number of ways we have fostered an inclusive learning environment at St Patrick's in 2019. These include:

1. Helping all students to reach their full potential, academically, socially and emotionally by:
 - Assisting teachers with curriculum differentiation to meet the specific learning needs of students with additional needs.
 - Working collaboratively with parents and other specialists.
2. Identifying individual strengths and needs by:
 - Facilitating Personalised Planning meetings.
 - Coordinating a school-wide standardised (norm referenced) assessment schedule for the purpose of identifying students who are making slow progress and planning a school-wide response.
3. Creating and maintaining a supportive and safe learning environments by:
 - Implementing and revising the Positive Behaviour for Learning (PBL) framework.
 - Monitoring student behaviour and providing tiered support to identified students.

Throughout 2019, Professional Practice and Development (PP&D) has driven much of the professional learning agenda. PP&D funding has been used to enable teachers to pursue professional development opportunities that align with their professional goals.

The analysis of student data was high on the agenda in 2019. The teachers were trained in analysing the results of Lexia, Acadience Reading assessments, PAT (Progressive Achievement Tests) assessments and MAI (Maths Assessment Interview).

During 2019, the school underwent an external review of its teaching and learning practices and programs. This review was undertaken as part of the Catholic Schools Office's COSI (Continuum Of School Improvement) framework. The review provided the staff with valued opportunities to:

1. Evaluate the priority for Religious Education given by the school with regard to staffing, time, space and resource allocation.
2. Evaluate the priority given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing.
3. Evaluate the degree to which the school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students.
4. Evaluate the degree to which the school has found ways to build a schoolwide, professional team of highly able teachers who take an active leadership role beyond the classroom.

In 2019, St Patrick's introduced a "Bring Your Own Device" (BYOD) program for the students of Years 5 and 6. The focus of the BYOD project is not the device itself; it is the pedagogy that aims to develop the competencies for living in society in the 21st century. Those competencies include computational thinking, critical thinking, communication, collaboration, creativity and digital citizenship.

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Student Performance in Tests and Examinations

Analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show The percentages of students who achieved particular skill bands in numeracy and The aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	59%	57%	12%	11%
	Reading	65%	53%	12%	11%
	Writing	44%	51%	6%	6%
	Spelling	41%	48%	6%	13%
	Numeracy	29%	40%	12%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	19%	34%	13%	17%
	Reading	25%	37%	6%	12%
	Writing	12%	17%	29%	19%
	Spelling	19%	34%	6%	14%
	Numeracy	24%	29%	0%	14%

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 Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, 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.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2019.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

Through its Positive Behaviour For Learning framework, St Patrick's continues to promote safe, respectful and responsible behaviour. This framework includes:

- A scope and sequence that ensures consistency in regard to students' behaviour expectations.
- A set of lessons that teachers use to address the PBL focus for each week of the year.
- Visual prompts that are displayed on the playground and in a big book that is available in each classroom.

The Gotcha rewards provide a tangible incentive for the students to behave in a safe, respectful and responsible manner. For those students who breach these expectations, a system of Minor behaviour infringements and Major behaviour infringements is in place. The introduction of Compass in 2019 enabled us to streamline our system for tracking breaches of acceptable behaviour and for communicating those breaches to parents and carers.

Our school community values its relationship with the residents in our neighbouring aged care facility, Tenison Apartments. Our students pay frequent visits to the residents to talk with them and to show them what they have been doing in class. The students enjoy the attention that they receive and our visits give the residents a boost. These visits offer our students valued opportunities to interact respectfully and responsibly in a real-life context.

The "You Can Do It" program is integrated into the school's Personal Development & Health scope and sequence. This program aims to promote the students' social-emotional wellbeing by teaching five "keys" to success. These "keys" are highlighted with visual displays on the playground and weekly "You Can Do It" assembly awards.

The school's discipline practices are located within its Pastoral Care and Discipline Policy (2017) which is available on the school website. This policy covers the following areas:

- "You Can Do It"
- Reading intervention programs
- Sporting opportunities
- Special interest groups, e.g. Mini Vinnies
- Kindergarten buddy program
- Social skills programs
- The use of extrinsic rewards
- Sun safety
- Cardiopulmonary resuscitation and first aid
- Disciplinary measures and sanctions
- Staff training

In order to maintain procedural fairness, the principal provides regular updates to parents or caregivers regarding the management of specific incidents, and maintains an ongoing and annual evaluation process of discipline practices.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

1. The InitialLit resource was extended to Year 1 in 2019. This is an evidence-based Tier 1 literacy program which aims to prevent students from “slipping through the cracks” by teaching every student the essential knowledge required to become successful readers and writers.
2. The use of standardised and teacher-developed assessment data was reviewed to ensure that appropriate support is provided for those students who require intervention in literacy and numeracy. In particular, the introduction of Acadience and the Maths Assessment Interview (MAI) have provided the teachers with useful data for determining their response to literacy and numeracy intervention.
3. The Kindergarten and Year 1 classrooms have been redesigned to enhance learning. These learning spaces feature natural timber furniture, plants, colour co-ordination and a connection to the outside environment.
4. The school has invested considerable resources to cater for the needs of early learners, and the final stage of the outdoor play area for the younger students began in 2019.
5. The library continues to evolve into a learning hub in which spaces are used for independent learning, collaborative learning and meetings.

Priority Key Improvements for Next Year

1. The development of a spiritual formation framework for students and staff.

2. A primary focus on Writing:

- To develop and deliver professional learning to colleagues on how to implement effective teaching strategies that improve students' achievement in writing.
- To develop teaching and learning programs and/or plans that have been collaboratively developed and include specific strategies that will improved students' writing.
- To model specific writing strategies to colleagues which they then in turn utilise in their own classroom practice.
- To model exemplary practice in the implementation of learning and teaching programs which develop students' knowledge, understanding and skill in writing.

3. A Professional Learning Community that is underpinned by:

- A focus on learning, the school's fundamental purpose being to ensure that all students learn at high levels (grade level or higher).
- A collaborative culture and collective responsibility for the success of each student.
- A focus on evidence of student learning, and using that evidence to inform and improve teaching practices and to respond to individual students who need intervention or enrichment.

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, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

A survey was issued to parents and carers as part of the school's external review. The responses point to a high level of satisfaction with the school. The data gathered included:

- 97% agree that they are well informed about the school's Catholic identity and mission and know what it means to be part of a Catholic school community.
- 97% agree that the school has a distinctive Catholic identity that supports and nurtures the spiritual and religious wellbeing of their children.
- 90% agree that they are aware of what their children are learning.
- 97% agree that the school caters for the learning needs of their children.
- 86% agree that school policies and procedures about consequences for inappropriate student behaviour are clear and fair.
- 89% agree that the school promotes a safe and inclusive environment that respects the dignity of all individuals.
- 85% agree that leadership and organisation in the school is strong.
- 96% agree that the school encourages and values parents and carers being involved in the life of the school.
- 96% agree that they know what is happening at the school.
- 89% agree that the school is highly regarded in the community.

Student satisfaction

Anecdotal evidence points to a high level of student satisfaction with the school in 2019. There was a high level of involvement in out-of-school activities such as the Praise and Worship events and the ANZAC Day march and service. The students are keen to accept leadership responsibilities in a range of contexts. This includes the senior students who embrace their roles as student leaders, as well as the other students who thrive on taking on duties at liturgies and other special events. The students show a great deal of pride in their school; this pride is manifested in the way in which they comply with school uniform expectations, in the respect that they show for school property, and in the way in which they keep the school grounds neat and clean.

Teacher satisfaction

A survey was issued to the staff as part of the school's external review. The responses point to a high level of satisfaction with the school. There was unanimous agreement on the following issues:

- Teaching and learning caters for the learning needs of all children.
- The school provides a quality learning environment for its students.
- The school provides effective information to parents/carers about each child's learning.
- The school is a safe environment for the students and staff.
- The school's policies regarding student behaviour and wellbeing are comprehensive.
- The students receive quality pastoral care and support.
- The students understand the school's safety procedures.
- The school maintains quality communication with parents/carers.
- The school engages in an effective partnership with its parish community.
- The school encourages and values parents/carers being involved in the life of the school.
- Meetings are well organised and effective.
- The school is effectively organised and operates smoothly.
- The school effectively promotes high expectations with the presentation of students and their uniform.
- The school site is in good condition and is effectively maintained.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2019 year is detailed below:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$1628869
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$473709
Fees and Private Income ⁴	\$266682
Interest Subsidy Grants	\$19366
Other Capital Income ⁵	\$75560
Total Income	\$2464186

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$126833
Salaries and Related Expenses ⁷	\$1845612
Non-Salary Expenses ⁸	\$520180
Total Expenditure	\$2492625

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 2019 REPORT