

# 2020

## ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

*Together in Christ*



### St Paul's PS

90A Gillies Street, RUTHERFORD 2320

Principal: Stacey Mullin

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

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## About this report

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St Paul's PS (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.

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## Message from key groups in our community

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### Principal's Message

Many people are responsible in making St Paul's such a great school. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts to build an authentic Catholic community whose faith is centred in the person of Jesus. St Paul's Primary School is blessed to have such dedicated and enthusiastic people supporting the school especially in 2020, where Co-vid19 restrictions challenged our normal practice.

Our school offers students a quality Catholic education based on our mission:

With Faith in Jesus Christ - we learn, love and serve.

The students attending St Paul's come from increasingly diverse backgrounds and we endeavour to provide a welcoming community in which we celebrate diversity and promote inclusion. St Paul's is a family oriented school creating strong ties with families to create a genuine partnership in the ongoing growth and development of each and every student.

St Paul's fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. While 2020 presented many restrictions beyond our school gate, there were still opportunities for students to demonstrate their vast array of talents academically, artistically, culturally and in some sporting arenas.

### Parent Body Message

2020 had seen new challenges for the P & F with covid restrictions. Although a lot of our normal activities couldn't go ahead, like our disco and Mother's Day stall, we came up with a creative way for the Father's Day stall to be held which turned out to be a massive success.

We continued our support of the uniform shop. The P & F approved the purchase of 9 iPads for Kindergarten and later in the year, another 8 for Year 2.

Although 2020 had its challenges, it was great to still see the continued support from the St Paul's community, with our meetings going from face to face to online. We encourage all members of the St Paul's community, both new and old, to join us at our meetings. These are great opportunities to have your say, meet new faces and help support the wonderful school that is St Paul's.

## Student Body Message

2020 was a really hard year for all of us. We had Covid and home learning. As School Captains it was disappointing because we missed out on the ANZAC walk, assemblies, and lots of other things. It was difficult for the school because the teachers had to organise work online, as well as arranging exciting things for us because our excursions were called off. There were some great times for us like our fun week, locking the gates, putting the flags up and handing out birthday certificates. A real shame for 2020 was not seeing our Kinder buddies as much but every moment with them was special. .

My favourite part of 2020 was our year 6 graduation. The theme that we chose was Hollywood and the year 6 teachers really brought Hollywood to us through red carpets and paparazzi. I think that after all of the chaos with Covid and home learning, the graduation was something really special for everyone in year 6 even if our parents didn't get to attend.

We will have wonderful memories of St Paul's. Although 2020 was a difficult year, it was an honour to be School Captain because we were always happy to represent the school with pride.

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## School Features

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Founded by the order of the Sisters of Mercy, St Paul's celebrated its 50th anniversary in 2007. The school began with 64 children enrolled from K-6. In 1965 the Infants school relocated to Monte Pio at Campbell's Hill and remained there until 1981 when it returned to the Rutherford site. The school has had three major building constructions and expansions within the last 10 years due to Capital Building Grants and the Building the Education Revolution.

St Paul's is currently a two stream school with fourteen straight class groups from Kindergarten to Year 6. Part of the NSW curriculum involves specialist teachers in Music, PE, Geography and Library skills involving the use of technology, coding and robotics. Students attend these classes once per fortnight.

St Paul's is located in the Hunter Valley, forty kilometres from Newcastle and services Maitland's western suburbs of Telarah, Rutherford and Aberglasslyn and the new housing developments of McKeachie's Run, Anambah and Farley. The socio-demographic of the population has been defined as, 'fairly typical of developing urban fringe areas, comprising established young families who are relatively time poor and thus require conveniently located facilities'.

St Paul's students have the opportunity to participate in a variety of academic, cultural and sporting pursuits at local, regional and state levels. During 2020, co-vid restrictions allowed students to compete to improve individual personal bests, academically, and in the areas of sport. Other virtual and online opportunities were presented to students in The University of Newcastle Maths competition, inter-school debating via Skype/ZOOM links, public speaking at our local school level and chess competitions at school only. During term 4 2020, St Paul's students from Kindergarten to Year 6 participated in a specialised covid safe Gymnastics program. Without camp this year, the senior students were still involved in team building exercises run at school through the Motiv8 team.

In addition to their regular lessons, students had the opportunity to extend themselves as part of the school's Rock Band program, coding club, and mini vinnies team all socially distanced and covid safe.

One of the greatest moments for students in 2020 was our celebration of NAIDOC week. While we were unable to share this celebration face to face with parents, our indigenous students were proud to share their cultural learning with their classmates in a special dance ceremony. We filmed these dances for our entire school community to share in the celebration and pride of our indigenous heritage.



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## Student Profile

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### 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 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
183	201	33	384

\* 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 2020 was 91.41%. 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
92.37	92.10	92.33	91.00	92.24	89.28	90.56

## 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	46
Number of full time teaching staff	13
Number of part time teaching staff	14
Number of non-teaching staff	19

### 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

During 2020 Staff Learning and Development included:

- Integration of Mission and Vision with PBL Framework of expectations
- Conceptual Connections in Mathematics
- Attachment and Trauma
- Leading Learning Collaborative - Learning intentions and Success Criteria
- Aboriginal and Torres Strait Islander Perspectives across the Curriculum

St Paul's is a Professional Learning Community whereby teachers collaborate in professional learning teams to reflect on student data, identify essential learning for all children and throughout the learning in 2020, determining success criteria for each of the learnings. During 2020, our teams focused on Mathematics improvement in student data and instruction.

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## Catholic Identity and Mission

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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 2020 the school completed work on the schools Mission and Vision Statement with the integration of expectations from the Positive Behaviours for Learning Framework. This framework and the expectations were unpacked in every classroom to promote our mission - With Faith in Jesus Christ, we learn, love and serve. Our actions that marry so well with these values are - We are respectful, We are responsible and we are ready to learn.

The new school year commenced with an Opening School Mass where new staff members were welcomed and school leaders were badged and commissioned for the year ahead. Our staff community and Mini Vinnies team were commissioned at our parish Sunday morning Mass, where we were blessed and encouraged by the parish community. The conclusion of the school year was also recognised in a co-vid safe liturgy as Kindergarten buddies, siblings and limited parents, farewelled the Year 6 students, families moving on and teachers who were moving to new schools.

During 2020 our only assembly during co-vid on Monday morning, began with our school prayer as a means to focus on our faith to start our week. Feast days and special days, such as the Feast of St Peter and Paul, and Mary MacKillop were recognised with school liturgies often celebrated in class grades due to co-vid restrictions and shared online with the parent community. Whenever the St Paul's community gathered for special occasions, including assemblies, we acknowledge the traditional owners of the land.

The school continued to be the link with the parish for families in 2020. Parish and school news and events were communicated to the other via newsletter, Chisolm Connections - our local parish newsletter and at attendance at Parish meetings. The school supported the Sacramental team by advertising upcoming events until they were cancelled under co-vid restrictions. Connections were kept alive with the parish community with a Mother's Day installation on the front fence of the school and an art show during term 4 where students painted a scene of the Christmas story to be judged and displayed in the church during the Advent and Christmas period when parishioners could return to the church for worship.

Easter was reflected on in the home environment during lockdown with activities sent home to families to celebrate together. Special prayers for mother's day and father's day were celebrated online with tributes to our families from the students.

Our Mini Vinnies team supported by their teachers and parish leaders, donated their time to attend meetings, raise money for the needy in the community. There was no winter sleep out in 2020, but the children still hosted pyjama day with donations of gold coins and warm clothing and blankets Our chapter group worked in the school to create awareness of social justice issues and to actively show 'service' in the spirit of St Vincent de Paul to those in our school and wider community.

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## Curriculum, Learning and Teaching

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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

School improvements for student learning have been targetted through data analysis and implemented at a whole school level. St Paul's has been engaged in the State Literacy and Numeracy Action Plan agenda for the last 3 years with a focus on Kindergarten to Year 2 collaboration, learning experiences and results. A leading teacher has been engaged to support our infants teachers in modelling instructional practices and work in guided activities in these 6 classrooms. These initiatives have enhanced teaching and learning for all students as shown in our previous years NAPLAN data. During 2020, although NAPLAN was cancelled, our school standardised testing showed great gains in student levels of reading ability.

St Paul's Professional Learning Community School focused their efforts on improvements in Mathematics across the school by effectively using data to identify and endeavour to meet the needs of each student no matter their level. In stage teams, teachers worked to develop essential learning from the NSW syllabus to spend time in reteaching and intervention for students who struggle to achieve the learnings. Teams also developed a set of success criteria for students to use in their learning and for teachers to use as feedback for improving their targets in mathematical understanding. They developed assessments and effective learning opportunities for future learning.

St Paul's is recognised in the community as having an outstanding record in Learning Support. Our Learning Support team is highly experienced in identifying and supporting students with learning difficulties. In 2020, we employed an Aboriginal and Torres Strait islander teacher whose focus was primarily the improvement of our indigenous students in literacy and numeracy. We also have an EALD teacher with a focus on students with English as their second language. These teachers are an integral part of the learning support team to provide interventions for students 'at risk' and 'at point of need'. They monitor their targeted

students and set goals alongside the school goal in improvement in both Mathematics and reading. The combination of learning support and teachers focused on the groups at risk in our community, provides timely and focused intervention and extension for students at their own individual level of need.

In addition to group and individualised supports, our Mini-Lit program is just one intervention that targets groups of students in Literacy and has been a successful addition to student learning activities. The St Paul's staff collect and analyse student data to plan and implement specific learning goals across all stages.

During 2020, students spent a lot of term 2 learning from home. All teachers provided various online and paper opportunities for learning. Students uploaded work samples to online spaces using Microsoft One Note and class dojo. Teachers provided individual and group feedback online and when students returned to staggered days attendance. The work teachers had done in Essential learning was ideal to use in the mixed learning environment to help reduce content overload for students and parents working at home. Our school reflection on the use of technology heightened our need and urgency to upgrade our equipment and investigate BYOD for the senior grades in 2021.

During 2020 we lost the opportunity for Celebrating Catholic Schools week with our regular assembly and open classrooms. The teachers worked hard to make connections with the parent community via Facebook, Class Dojo and our COMPASS app to could witness the learning and connection to the school during the lockdown period.

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## Student Performance in Tests and Examinations

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The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

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## Pastoral Care and Student Wellbeing

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### 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](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2020.

### 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

The school motto to, "Stand Firm in Faith" is a constant reminder that the school is based on Gospel Values and all words and actions within the school should be a reflection of it. The school's alignment of the new Mission Statement: With faith in Jesus Christ, We learn, love and serve to the previous work in "Positive Behaviour for Learning" (PBL) was a good time to unpack the themes of respect, responsibility and learning. All teachers discussed these areas with their classes to unpack the meanings for their class expectations for the coming year.

We began with the leaders presenting focus areas for the fortnight and throughout 2020, individual students were regularly acknowledged for their efforts with a token towards their colour house points. At the end of the term, there was to be a reward for the winning house, unfortunately co-vid restrictions kept these times grade and class based so not to mix the students.

Co-vid restrictions also delayed the Peer Support program operating across the school. Our Year 6 students were unable to visit their buddies as often as they would prefer, but as restrictions eased, there were some great outdoor opportunities for the Kinders to learn from their mentor friends. Our Yr 5 students prepared welcoming videos for our new preschoolers coming to St Paul's. While orientation was delayed and looked a little different, the Year 5 leaders took responsibility for meeting the parents at the gate and supporting the young visitors to the classrooms.

The school focus on our indigenous heritage saw great respect for our students as they displayed their learning in dance, arts and culture. Our group involved all students in learning a dance and were proud to help instruct in all classrooms. Many students asked our indigenous teacher how they could become involved in the ATSI group and learn more. The acknowledgement of country was adopted for every Monday morning assembly. We were limited to one assembly time per week of 15 mins, but the school maintained the

acknowledgement as a sign of respect for our indigenous heritage and the students were responsible for leading our school in saying it together.

St Paul's continued fund raising activities for Caritas Australia through Project Compassion and Catholic Mission. The school is always responsive with their generosity and delighted to be able give to such worthy causes. We donated warm clothes and packaged food where we could for those families in need during covid.

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## School Improvement

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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

Our targeted focus on Mathematics in 2020 allowed for more effective Professional Learning Teams to work on Essential learning and success criteria for students. Teachers could utilise formative assessments and work samples, along with Diagnostic Assessment DATA and collaborating to create common formative assessments, feedback and interventions which were more timely, efficient and practical.

Our LNAP program's impact continued to be extremely positive and in the earlier years the PL on progressions, especially on their use as formative assessment tools to inform teaching experiences, had a clear impact on teaching and on student results. Kindergarten teachers made a significant effort to reflect on their teaching and learning in the areas of phonics and phonemic awareness to celebrate higher achievement levels in 90% of their students by the end of the year.

Leading Learning Collaborative professional learning in 2020 highlighted for us the need to re-energise our understanding of success criteria for students. This was the remainder of our focus for Mathematics in 2020. This use of the criteria could help us as teachers know where students were at in their learning, and also give students the understanding of the concepts they were missing and so target their practice in these areas.

This will continue to be an area of focus for 2021 as we use them to differentiate for students and give timely and specific feedback.

## Priority Key Improvements for Next Year

Among the many goals for 2021, actively promoting the Vision and Mission of St Paul's to the wider community continues to remain a priority. Professional learning in Indigenous spirituality will also be on the agenda as we grow our faith and continue to support our Aboriginal students in building their own unique identity and connect our understanding of the traditions of the ancestors as well as the traditions of our Catholic Faith.

A key priority for 2021 is the improved use of learning intentions and success criteria to drive assessment and feedback especially in the area of writing. We will continue to use these strategies for mathematics and other KLA's for students to have a deeper understanding of the purpose of their learning and how to improve through teacher feedback and navigating the criteria. Our groups of Indigenous, EALD and gifted students will continue to be monitored and supported.

We will establish groups of teachers and leaders to drive improvement in our school. We continue to look for opportunities for all staff and students to grow their leadership abilities.

Post covid, St Paul's has monitored the wellbeing of the community and will work to improvement communication and parental involvement in the school both in social and learning settings as restrictions ease.

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## Community Satisfaction

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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

At the conclusion of 2020 the parents, students and teachers were asked to complete a Tell Them From Me Survey which was rolled out across the diocese. The insights we gained into a variety of educational domains from parent, student and staff voices included areas such as communication, activities and practices at home, parent voice on the school's support of learning, faith formation and behaviour. All of these areas will help build an accurate and timely picture that St Paul's can use for practical improvements.

The feedback provided by the parents was overall positive. In many of the areas we achieved above average results in comparison to other Catholic schools in the region, making special note of the school supporting positive behaviour, school communication and being an inclusive school. Some of the parent comments included,

"The support from the teachers and support unit have been outstanding and the level of care and compassion to individuals needs and interests are greatly appreciated."

"I think the teachers and staff of St. Paul's are just so amazing and caring."

"Great school filled with great staff."

"The school and staff are fair and treat each student equal regardless of their race and ethnicity."

"I love how accessible the teachers are. I have only had positive experiences with the school and when my children have had an issue it has been dealt with immediately."

"He is happy to go to school and is really enjoying school."

Even though most areas were mostly positive there were areas that the parents commented upon that could be improved. Covid certainly affected the parental involvement in the school and the lack of access to the school and events, was disappointing for some families who missed out on milestones of their children. This will be a focus for coming years with the hopeful relaxation of Covid Rules.

## Student satisfaction

At the conclusion of 2020 a selection of students were asked to complete a Tell Them From Me Survey which was rolled out across the diocese. Students responded positively to having a sense of belonging, having positive relationships and valuing their schooling. Students also indicated that they try hard to succeed with their learning.

Students were disappointed with the opportunity to participate in extracurricular activities and excursions. They were also disheartened by the cancellation of overnight excursions and school visits by parents. Covid restrictions certainly had an effect on this. These restrictions also influenced the level of engagement displayed by some children.

## Teacher satisfaction

Teachers were also asked to complete a Tell Them From Me Survey which was rolled out across the diocese towards the latter half of 2020.

Highlights were the increasing use of data to inform future teaching. The analysis of assessments provided opportunities to provide rich feedback to students to achieve their learning goals.

The increase in collaboration and support from leaders, in dealing with students exhibiting behaviour concerns was also a positive.

Areas of concern were the level of parental involvement which was directly influenced by Covid restrictions. The below average emphasis on using technology in the classroom was an area of concern which has been addressed with the implementation of BYOD program for Years 5 & 6 and the professional learning and support provided for the staff. The staff would also welcome useful feedback and suggestions on their own teaching.

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## Financial Statement

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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 2020 year is detailed below:

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,460,855
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$998,110
Fees and Private Income <sup>4</sup>	\$608,846
Interest Subsidy Grants	\$8,899
Other Capital Income <sup>5</sup>	\$195,940
<b>Total Income</b>	<b>\$5,272,650</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$37,547
Salaries and Related Expenses <sup>7</sup>	\$3,883,701
Non-Salary Expenses <sup>8</sup>	\$1,058,201
<b>Total Expenditure</b>	<b>\$4,979,449</b>

### 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