

2019

ANNUAL SCHOOL REPORT

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Together in Christ



St Mary's Primary School

12 Short Street, SCONE 2337

Principal: Kim Wilson

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

About this report

St Mary'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

St Mary's Primary School is a wonderful rural school offering outstanding facilities to its students, staff and parents. The school operates nine classes for just over 200 students.

St Mary's motto is: 'Teach Us Wisdom, Teach Us Love'. In everything we do in the school, the achievement of this motto is paramount. The school seeks to bring lived Catholic values and teachings to all who seek a Christian Education in the Catholic tradition.

The school believes that parents are the primary educators in the faith of their children and that faith formation is a lifelong process. The model for faith formation is where children learn about faith by putting it into action. Care for all in the school community through a strong Pastoral Care presence is central to the environment within St Mary's School.

The school seeks to assist all children to become life-long learners. Numeracy and Literacy is a strong focus. The school actively seeks to meet individual differences in classrooms by employing teaching strategies that ensure all children are catered for through a differentiated curriculum. Excellence in education is a high priority in the school.

Social and emotional learning is highly valued and the positive education program supports children's social and emotional development.

St Mary's School is a school that seeks to instil pride, commitment and humour in the children in its care. The children are challenged to achieve their best in an accepting, supportive and friendly environment.

I certify that the information in this report is the result of a rigorous school evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Parent Body Message

The Parents & Friends committee continued its positive role within the school community for 2019. The close relationship between the P&F and the school management led to the promotion of social events for parents to build community as well as fundraising events. The P & F also continued the school's involvement in community activities and celebrations. The P&F contributed funds to the school from fund-raising activities which enabled over \$30,000 to be raised and donated to the school. The P & F continues to help fund the employment of a Groundsman, the purchase of new books for the Library, the running of the school canteen

and clothing pool and assisting needy children for school excursions. The strong partnership between the school and P&F committee is certainly a strength in our community.

Student Body Message

The school's Captains and Vice Captains led the school student body extremely well in 2019. These leaders also participated as members of the Upper Hunter Shire Council Youth Council, which met twice per term. The Youth Council organised movie nights, sports fun days, technology forums and established a specific website for the district's youth.

The school's Student Representative Council operated effectively during 2019. Meetings were held fortnightly under the supervision of the Assistant Principal. Students held their class positions for one term, thereby enabling a large number of students the opportunity to experience leadership. All students had the opportunity to present their ideas through class meetings and these views were conveyed to their Student Representative Council member, who presented these to council meetings.

The Student Representative Council conducted formal assemblies four times per term, giving children opportunities to improve public speaking, present reports and have greater ownership over student centred programs.

During 2019, the Student Representative Council took part in and promoted the following programs and activities that raised the profile of St Mary's in the local community:

- National Walk Safely to Schools Day
- Project Compassion – Caritas Australia
- Catholic Missions Appeal
- Assistance to children in Cambodia

- Scone Horse Week Festival
- Anzac Day and Remembrance Day celebrations
- Parish community building events and activities
- Christmas celebrations

School Features

St Mary's Primary School is a K to Year 6 Catholic school, with an enrolment of 210. The Catholic life of St Mary's is based on continuing the traditions of our Catholic faith and honouring the Mercy values of our founding order, the Sisters of Mercy. The Sisters of Mercy established the school in 1887. St Mary's strong Mercy traditions and partnership with the parish, allows the school to ensure that the students, parents, staff, parish and wider community are witnesses to their faith and feel welcomed in our Catholic School community.

The school and parish have built strong links. During the year Fr Peter finished his appointment in Scone and Fr Des Harrigan supported us for 3 months. Several staff members are involved in parish activities and committees with our Principal chairing the Parish Council. The Parish uses the school buildings for educational, social and faith development meetings aimed at adults.

The school works with the Parish authorities to deliver the Sacramental program. The staff volunteer their time and work in 3 groups to deliver the Sacramental program with parish support. These sacraments are celebrated with both school and parish communities present in the church. Children's liturgy program has continued with the school community being involved on the first Sunday of the month.

The school promotes academic excellence and offers many opportunities for the children to participate in the following competition: the Maths Olympiad, the Regional and Diocesan Public Speaking, Maths and Spelling Bees.

St Mary's enables opportunities to extend the students academically and culturally by encouraging teams to participate in the Regional Debating and The Tournament of Minds. Some students have individual Music lessons provided by the Upper Hunter Conservatorium. A group of Primary students attended the annual Kia-ora Music Program. Classes participate in the verse speaking at the Upper Hunter Eisteddfod.

The school encourages Positive Wellbeing days and promotes the physical development of students by providing extra Sport such as the Hockey Clinic and specialised athletics and gymnastics lessons for Sport.

The school is supported by a small but strong Parent and Friends committee. This committee and many parent volunteers help in the running of successful sporting carnivals. They help in the running of the Mother's and Father's Day stalls, and the Mother's Day Film night and the Spring Fair.

A highlight of the year is the annual Horse Week Parade where St Mary's enters a decorated float which the children accompany. This year the school ran their own Spring Carnival races and Fashions on the Field.

Another highlight this year was our whole School Dance and Singing night, where each class performed a song and dance accompanied by Luke O'Shea. The school staff ran a successful Trivia night. The Year 6 Farewell night was a memorable night.

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
88	122	22	210

* 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 91.64%. 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
88.20	91.50	92.90	92.40	92.20	91.80	92.50

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	27
Number of full time teaching staff	10
Number of part time teaching staff	8
Number of non-teaching staff	9

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

Mercy Tradition - the values of the Sisters of Mercy and how we apply them at St Mary's were explored to develop updated Mission and Vision statements.

Positive Education Schools Association Conference.

Data and its relationship to assessment and differentiation in Mathematics - facilitated by AMSI.

Use of the ACARA Learning Progressions in Numeracy.

Case Management model for improving pedagogy (CASL).

Understanding standardised testing and data through NAPLAN and PAT analysis.

Acadience as a testing program for universal screening and intervention monitoring, K-2.

Management of Actual or Potential Aggression

CPR, Emergency Care, anaphylaxis and diabetes.

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 all members of our school community contributed to the creation of a new Mission and Vision statement for our school. Our new Vision statement is a reflection of us as a Catholic school: “St Mary's Primary school, Scone, a community to learn, serve and belong with Christ.” As a staff, we are united in promoting and being a witness to our Vision statement: “At St Mary's, we educate in the Mercy tradition of faith in action through: compassion, hospitality, service, courage, respect and justice to nurture the wellbeing of all.”

Our school motto, “Teach us wisdom, teach us love” is used to promote respect and responsibility. The school prayer and song are included in assemblies and are a constant reminder of how the school builds respect and responsibility in our daily lives.

The proximity of the church to the school, allows the school community to regularly attend the Friday parish masses. The School joins with the parish at Mass at the start of the year to commission the teachers in the parish school. Each term, a stage hosts a Sunday Parish mass and then provide morning tea. Special liturgies planned by each stage celebrate Mother's Day, Father's Day and Grandparents' Day.

Social Justice is taught, and the children receive many opportunities to show their faith in action. The school participated in the Anzac Day March and held a liturgy with an invited guest from the RSL Sub-Branch. Remembrance Day was celebrated at a special assembly and school leaders attended the wider community ceremony. The school continues building

partnership with the local indigenous community and developing aboriginal spirituality through celebrating Naidoc Week and Harmony Day.

Classes regularly attend Strathearn Nursing Home to promote service of others. The Primary students are invited to be involved in Mini Vinnies which actively supports Project Compassion – Caritas Australia, Catholic Missions Appeal and gathering donations for the St Vincent de Paul Christmas Appeal. They also support the annual St Vincent De Paul CEO Sleep Out by having their own PJ sleep out fund raiser. Last year the school also supported the Beanies for Cancer, Mark Hughes charity. To promote stewardship across the school a school garden and recycling initiatives are in place.

The staff is fully supported by the CSO with professional development in the areas of teaching scripture, prayer strategies and implementation of the Maitland Newcastle Religion Syllabus. The Assistant Principal and REC have led PD on COSI requirements for RE. The REC has been responsible for supervising programs and ensuring staff are developing differentiated assessment tasks which cover the three areas of Knowing, Understanding and Applying. The Principal and REC have made staff aware of the RE teaching and Prayer resources available in the CSO Continuity of Learning resources.

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

Staff of St Mary's work collaboratively in Professional Learning Teams to provide a deep analysis of data in Literacy and Numeracy to improve student outcomes across K – 6. Collaborative Analysis of Student Learning has formed part of a case management approach to improve student outcomes, taking professional learning from a whole school level to an individual teacher's 'point-of-need'. The introduction to play-based learning in Year K - 2 classrooms has been successful in allowing students to explore, discover, negotiate, take risks, create meaning and solve problems – all the important foundations for developing literacy, numeracy and social skills.

The school entered its second year of a two year partnership with Professor Lea Waters in Visible Wellbeing. All staff completed training in Visible Wellbeing and a committee of staff members continue to work together as the VWB implementation team organising wellbeing activities for staff and students. The assistant principal has supported staff in developing the use of wellbeing practices to embed a culture of wellbeing across the whole school community.

Students again participated in the many diagnostic and standardised assessments such as Year 6 RE Test, PAT testing, ICAS testing, the Maths Olympiad and Newcastle Permanent Maths Test. Students participated in Regional Debating, Spelling, Maths and Public Speaking competitions and writing workshops. Participation in the Choose Maths days enabled students to work with others from regional areas and develop a greater interest in Mathematics and Problem Solving.

Students were able to access tutoring from the Conservatorium of Music. We had scheduled visits from performing artists and authors. Our choir and percussion ensemble performed during assemblies and special occasions. The choir competed in the Muswellbrook and

Upper Hunter Eisteddfod. Students were able to again participate in the Kia-Ora three-day Music, Drama and Dance festival. Our school held a very successful Dance night with all children participating in song-writing workshops and performing songs with artist Luke O'Shea on the performance night.

The school's Aboriginal Education Teacher has continued to increase awareness of aboriginal culture of students within the school. All students have been involved in celebrating NAIDOC week and Harmony day to further improve the value of inclusiveness our school.

Students undertook a systematic sporting program throughout the year. Several of our students progressed to Diocesan level in Swimming, Athletics and Cross Country. Many of our students represented at Diocesan level in Netball, Touch Football, Cricket and Rugby League. Primary students participated coaching clinics in netball and hockey and the school provided in-school instruction in athletics, gymnastics and swimming. Our school participated in many gala days for netball and rugby league. The school rugby league teams were successful in local and regional competitions.

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	49%	57%	11%	11%
	Reading	43%	53%	11%	11%
	Writing	46%	51%	16%	6%
	Spelling	38%	48%	19%	13%
	Numeracy	38%	40%	11%	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	26%	34%	32%	17%
	Reading	29%	37%	13%	12%
	Writing	5%	17%	26%	19%
	Spelling	8%	34%	26%	14%
	Numeracy	19%	29%	17%	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

St Mary's follows a whole school approach to behaviour management that adopts proactive strategies for defining, teaching, and supporting appropriate student behaviours to create positive school environments. Students are divided across grade levels into 'family groups' to come together fortnightly to learn about expected behaviours to help us learn, show respect and keep us safe. Students learn that we are all responsible for developing a safe, respectful and inclusive community to support our quality learning environment. Teachers support the students in developing an understanding of what positive behaviours look like, sound like and feel like in the school environment. The "Gotchas" reward system is an easy system for teachers to acknowledge expected student behaviour. "Gotchas" were awarded in the classroom, playground, library or school excursions.

School student leaders and class representatives worked under the guidance of the Assistant Principal to discuss and bring to light suggestions for student led activities (eg: kindness week, support for charities, etc). Students gave their enthusiastic support at inter-school events and continued to show pleasure and pride in their school by their attendance at local events (eg: Anzac Day march, Scone Horse Festival parade) and their wearing of the school uniform on formal occasions when representing the school.

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

Throughout the course of the year, St Mary's worked hard to achieve the following areas of improvement:

- A new collaboratively developed Mission and Vision Statement to reflect of connection with the Mercy traditions.
- Development of Professional Learning Teams to provide a deep analysis of data to influence teaching and learning across the school.
- The expansion of play based learning across the school and into the playground with a plan for further development in 2020.
- The establishment of a Positive Education curriculum to focus on wellbeing for all in our school community.
- The implementation of several new WHS policies and procedures to ensure successful participation in external WHS audit process
- Participation in Case Management meetings to identify needs of individual students and cater for their needs across the curriculum.

Priority Key Improvements for Next Year

Key improvements for 2020 across 4 key areas:

1. Catholic Formation and Mission

- To embed the new Mission and Vision Statements into practice
- Develop a Faith Formation Plan for the school

2. Learning

- All students have achievable learning goals through differentiation of the curriculum
- Whole school focus on identification and support for Gifted students
- Participation in the Successful Foundations program for school transition
- Whole school focus on writing and spelling improvements and professional learning

3. Leadership

- Formulate a detailed Professional Learning plan linked to school improvement and APST
- Participation in the Leading Learning Collaborative Professional Learning

4. Wellbeing and Partnerships

- Embed Visible Wellbeing pedagogy into school practices and curriculum
- Development of Positive Education Scope and Sequence
- Strengthening partnerships with parents via several modes of communication and support of P&F Association Federation

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

Feedback from facilitated parent survey indicated a high degree of satisfaction with the school. Parents felt that the school was a welcoming community which provided opportunities for students, both in respects to the curriculum and with extra-curricula activities. A significant majority of parents felt the school catered for the needs of their child.

The survey indicated that parents felt there was communication but it was not always consistent so 2019 saw St Mary's implement a standard termly newsletter in each stage, launch a new website and a new facebook page to streamline communication. The School Management System (Compass) was extended to the use of surveys and interview bookings.

The P&F also explored different P&F models and meeting times to increase involvement. The school undertook several short surveys with the entire parent body to gather the opinions of as many people as possible on key decisions and structures. In response to these, the school is pursuing a major playground improvement in 2020.

Whole school events, especially Grandparents Day, continued to be well received and well supported. Community building included a Trivia Night and Autumn Fair.

Student satisfaction

The student body continues to be well represented by student leadership initiatives such as the Student Representative Council (SRC), Upper Hunter Shire Council's Youth Council and in-school student leadership development. The strength of student satisfaction is evident in the broad participation of senior students in these initiatives and their ongoing focus on social justice in their world. Students recognise that they are fortunate and constantly seek to improve their world through Anti-Bullying initiatives, Project Compassion, Catholic Missions, a St Vincent de Paul group and fundraising to support Cambodian schools.

The ACER Social and Emotional Wellbeing survey and a facilitated survey of students ensure an ongoing, measurable and reflective tool for student satisfaction with the school,

their class, their peers and their lives. These indicated students at St Mary's feel supported and safe at school. An overwhelming majority of students felt the staff were interested in them and could be approached for support when needed.

Students main area for school improvement was the physical space, to which the school and P&F have responded with a significant playground upgrade in 2020.

Teacher satisfaction

Staff retention at St Mary's, Scone continues to reflect that St Mary's is a valued workplace which recognises the unique gifts and contributions of all members. All staff were involved in the process of reviewing and renewing the school's Mission and Vision Statements. Staff reflections and anecdotal observations of this process highlighted the cohesive nature of the staff and the correlation between the values of the school and the values of each staff member.

Staff also participated in several facilitated surveys, both of which indicated that teachers feel supported and valued in their work. A focus of 2018-2020 has been increasing communication with and involvement of staff in the Annual School Improvement Plan. Teacher survey results indicate that they are more aware of and involved in the setting and fulfilling of school improvement goals. Teachers expressed a sense of purpose in their individual role in meeting the set goals.

Teacher satisfaction is also evident in the vast array of extra-curricula undertakings led by teachers on a voluntary basis, including excursions, camps, lunchtime clubs, sporting activities and opportunities for extension challenges.

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	\$2064323
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$619850
Fees and Private Income ⁴	\$405249
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$89226
Total Income	\$3178648

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$2351
Salaries and Related Expenses ⁷	\$2256247
Non-Salary Expenses ⁸	\$759718
Total Expenditure	\$3018316

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