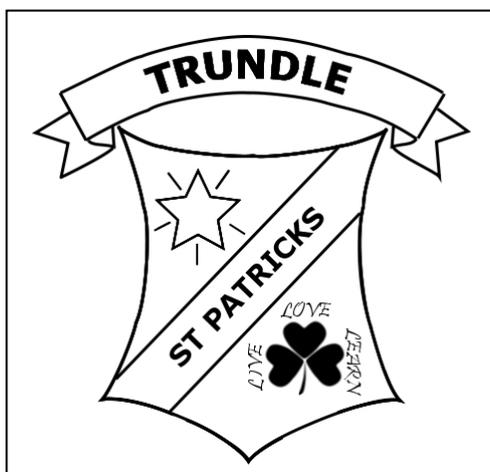


St Patrick's Parish School Annual School Report 2015



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ABOUT THIS REPORT

St Patrick's Parish School, Trundle, is registered by the Board of Studies NSW and managed by the Catholic Education Office (CEO), Diocese of Wilcannia Forbes. The CEO is the 'approved authority' for The Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report outlines information regarding School Review and Improvement initiatives and developments of major interest and importance to the school community during the year. It also details the achievements arising from the School's annual planning.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office. It complements and is supplementary to school newsletters and other regular communication.

Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and will be available on the school's website by 30th June 2016.

MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

The School Motto at St Patrick's Parish School is Live, Love, Learn. This year every effort has been made to achieve that end for each student. The spiritual development of each child within the catholic tradition is central to the life of our school as we endeavour to lead children to have a sense of God in their lives; to understand the mission of Jesus and have a knowledge that God is with them always in life.

With teaching and learning focusing on the individual needs of students and authentic learning opportunities, our students have once again excelled in many areas of learning. At St Patrick's Parish School, opportunities for learning do not stop in the classroom, with students given the chance to participate in excursions, public speaking, the NSW Premier's Reading Challenge, writing competitions, dance, music and sporting events. Their focus is always on team spirit and personal excellence and they are driven in their desire to achieve their best in every event they participate in.

In 2015 an overall focus for teachers was 'High Yield Strategies' for teaching and learning, including Learning Walks, Data Walls and Case Management of individual students. Student learning was continually assessed with individual learning plans based around that data. As a community we worked at positively engaging parents in their children's learning. We also focused on providing quality teaching based around current pedagogical approaches to learning to maximise each student's learning. We had a whole school focus to integrate ICT into all aspects of classroom teaching and learning based around the Diocesan Initiative of one device per student in every classroom. As a diocesan initiative we implemented a new Tier 2 Mathematics program: Extending Mathematical Understanding (EMU) to identify students at risk in Mathematics and implement a strategy based remedial program.

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

Trish Cleal
Principal

Parent Body Message (P & F)

The St Patrick's Parish School Trundle P & F Association would like to thank the staff, children, parents and community of Trundle for their generous support during 2015.

This year, we have raised \$15,445.00 from events such as a pie drive, wine drive, athletics carnivals, Spring Fashion Parade, sale of a commemorative tea towel, street stalls, sale of wool and sheep, various raffles and catering at the Trundle ABBA Festival and Bush Tucker Day .This enabled us to, contribute \$67.25 in subsidising the University of NSW competitions and \$13,133.00 for school expenses. Future projects for 2016 will be focused on replacement of classroom carpet and painting classrooms.

St Patrick's School P & F would like to acknowledge the staff of St Patrick's School, for their continuous support of the Parents and Friends Association. We greatly appreciate all they do.

Yours faithfully

President

St Patrick's School Trundle

Parents & Friends Association 2015

Student Body Message

2015 saw all two Year 6 students take on the role of School Leader. It was an honour to share this role. We had an Induction Ceremony within a weekly Parish Mass and invited family and friends to join in a morning tea afterwards. We lead the weekly school assemblies, organised fund-raising events each term, and helped organise the school swimming carnival, cross country and athletics carnival. We had regular meetings with the principal to help us reflect on our role as leaders and see what other ways we could assist the school. As School Leaders we also lead the Mini-Vinnies group in fund-raising. This year, through the Parkes Shire Council, we had the opportunity to attend Civic Receptions with the Mayor of Parkes, Mr Ken Keith, the Governor of NSW, the Honourable David Hurley and the Governor General of Australia, His Excellency Sir Peter Cosgrove.

Year 6 representative

SCHOOL FEATURES

St Patrick's Parish School is a Catholic Systemic co-educational school located in Trundle. The school caters for students in years Kindergarten to Six and has a current enrolment of 20.

The convent school in Trundle was constructed in 1927 and the Sisters of Mercy commenced teaching in 1924. St Patrick's occupies a central site in Trundle. There are 3 original classrooms with an old church attached to the rear of the original school. This is now the school hall area. A new administration block comprising a library, resource room, staffroom, toilets, interview room, secretary's and principal's office was constructed in 2002. Through the Building the Education Revolution Program modern toilet facilities and a covered outdoor learning area have been completed and were officially opened in 2011.

The Catholicity of the school is constantly enriched and strengthened by the religion teaching and learning program, liturgical celebrations, daily school prayer, sacramental programs and service to the local community. Our policy of accessibility and inclusiveness regardless of cultural background or disability combined with a nurturing, supportive staff who promote and encourage a happy, caring and loving environment at St Patrick's inspire us all to strive to educate and develop each child within the school in Catholic discipleship.

This year the students worked together on poetry items performed at the Bush Tucker Day, presented speeches to community members when required, entertained the community with drama items and at the annual Presentation Night, visited the senior citizens at the hospital Day Respite Care, supported each other in a buddy system and Peer Support Program and displayed initiative in many areas of school life in the classroom and on the playground. The students and teachers integrated the use of new chromebooks and Google drive into daily classroom practice. Many visitors from other diocesan schools visited St Patrick's School throughout the year to see how we implement ICT into all aspects of school life.

Our Mini-Vinnies group took on a Social justice programme focused around 'Isolation of the Elderly'. They reached out to the Senior Citizens of Trundle, Tullamore and surrounding areas. They entertained them, hosted them to morning teas and visited them and played games and shared favourite books and poems. Each term a fundraising activity was held to support Caritas Australia, Mercy Mission, Catholic Mission, or St Vincent de Paul. Project Compassion always plays a big part in our Easter preparations. We are very proud of the way in which the children follow in the mission of Jesus.

STUDENT PROFILE

Student Enrolment

The school caters for students in Kindergarten to Year 6. Students attending this school come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014:

Girls	Boys	LBOTE*	Total Students
8	12		20

* Language Background Other than English

Enrolment Policy

Our school follows the Enrolment Policy and the Guidelines for Enrolment of Students with Special Needs (*CEO Intranet*) that states -

- Catholic schools contribute to the mission of the Wilcannia Forbes Diocese by educating and forming students in Catholic discipleship by offering them experiences of following Jesus as members of the Catholic community. Catholic schools have traditionally aimed to support Catholic parents in their role of educating their children in the faith.
- At least 75% of the children enrolled should be baptised Catholics. Variations to this can be made in each parish by the parish priest and principal.
- The decision to enrol a student with a disability will depend on an enrolment meeting where a number of factors, including the student's support needs in areas such as curriculum, mobility, social skills, personal care and communication, the expressed desires of parents and caregivers and the capacity of the school to provide the level of support services required. The enrolment meeting will involve Catholic Education Office personnel, parents or caregivers and may include documentation from medical practitioners, other health and education professionals and the advice of experts in the field of the particular disability.
- Children must be aged five by 30 April of the year of enrolment before being enrolled in Kindergarten. In exceptional cases acceleration to each level of schooling should be considered.

Student Attendance Profile

Our school follows the Catholic Education Office's Guidelines and Procedures for the Management of Student Attendance to reflect amendments to the NSW Education Act. These procedures are located on The Catholic Education Office intranet.

The average student attendance rate for the school during 2014 was 94%.

School attendance rates aggregated by year group are shown in the following table.

Attendance Rates by Year Group	
Kindergarten	95%
Year 1	97%
Year 2	95%
Year 3	94.5%
Year 5	90%
Year 6	97%

Attendance at school is a high priority for both the school and the parents. In rare instances where attendance is an issue, there is a strong partnership between the school and parents with regular communication being key to ensuring attendance.

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 Director or relevant school consultant is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

STAFFING PROFILE

In 2015 the staff profile consisted of:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
5	5	10

*This number includes 3 full-time teachers and 2 part-time teachers.

Percentage of staff who are indigenous	0%
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Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Patrick's Catholic Primary School staff. During 2015 school personnel undertook a range of professional learning activities related to improving student outcomes.

The school held 5 whole school development days this year with the areas of focus as follows:

Term 1	Data Informing Teaching; Google Docs
Term 2	
Term 3	NSW History Syllabus for Australian Curriculum; Religion
Term 4	Assessment For High Yield Strategies

Other professional learning activities provided:

- Child Protection e-training (all staff)
- Discrimination, Harassment and Bullying e-training (all staff)
- Diocesan Statement of Faith (8 staff)
- Classroom Prayer RE (1 staff)
- Making Jesus Real (1 staff)
- Sue Larkey Autism workshop (1 staff)
- EMU Maths Training (2 staff)
- NSW Science Syllabus for Australian Curriculum
- Senior First Aid (all staff)

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	5
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2015 was 99.48%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2014 to 2015 was 100%.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

Catholic symbols and sacred spaces are strategically placed around the school and in each classroom to celebrate the catholic identity of St Patrick's. Participation in weekly prayer and reflection positively nurtures the staff as a community of faith. The staff and students of St Patrick's participate in daily school and classroom prayer. The school prayer, composed by the children, is prayed at morning assembly. The Angelus is prayed daily at 12.00 noon. Grace is prayed before recess and lunch as well as formal prayers. Individual prayers are a significant part of the prayer life of St Patrick's throughout the school day.

Each week the children attend mass with the preparation of readings, offertory and prayers of the faithful belonging to them. The children also attend Reconciliation when arranged by the Parish Priest.

The children of St Patrick's have been active in the Parish during the year, participating in Masses to celebrate significant aspects of school life. Each term a special School/Parish Mass is

organised involving students and families. The involvement of the staff in the Parish is highly commendable and provides a positive model of Catholic leadership within the wider community. Father Gunn, our Parish Administrator has celebrated Mass each Thursday with the students and the Parish. He has guided us in all aspects of school functioning, spiritual, financial and administrative. His presence is greatly appreciated by all members of our school community.

The Religion teaching and learning program taught in our school is the Diocesan RE Curriculum, *Sharing Our Story*. Our school scope and sequence enables children to be taught all key concepts working towards the stated outcomes over a two year cycle in each stage.

There were no Year 4 students to sit the Religious Education Test. Two students sat the Year 6 Religious Education test, both receiving a Credit Certificate.

Students in Year 6 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake the Sydney Archdiocesan Religious Education Test annually. The test consists of fifty multiple choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our school's average result (as a mark out of 50)	
Year 6	33.0

CURRICULUM

The school provides an educational program based on, and taught in accordance with the board of Studies 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. In addition, the school implements the curriculum requirements of the Catholic Education Office Wilcannia-Forbes.

Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Aboriginal perspectives are included in all Key Learning Areas especially Religion. This year the children completed Aboriginal dot paintings when investigating different forms of communication and used technology to source Dream Time stories. The Infants class learnt traditional aboriginal dances from a local indigenous resident. They performed these dances for the school community. During NAIDOC celebrations traditional aboriginal games were played and dreamtime stories were studied as part of oral communication. Current Aboriginal issues are discussed in the primary stages during our current affairs section of HSIE each week. In Art the students studied aboriginal traditions and designs.

St Patrick's has a well-deserved reputation for being a leading school for technology. Technology is integrated into all KLA's and is seen as a vital learning tool for staff and students. A focus area for St Patrick's School in 2015 was the use of Google Docs and Google Apps. As part of the diocesan commitment to 21st Century Learning, every child had access to a personal Chromebook this year. For students in Year 1-Year 5 this involved a Buy your Own Device Arrangement with parents. This will extend to the whole school next year. The school acquired a set of Chrome Books for use by the primary student. The staff incorporates the use of many websites and Google Apps, including Mathletics, the Activboard and Activexpressions, netbooks, chrome books, ipads and ipods into all mainstream teaching and learning.

2015 was a very successful year for St Patrick's students in the sporting arena. Students had many opportunities to represent the school and diocese in swimming, athletics, cross country and within sporting teams. We had four students receive a Polding Representative Medal for representation at the NSW PSSA for swimming and athletics.

Through CAP funding in 2015 our school was successfully able to implement initiatives which took the children's learning outside the classroom and allowed them access to extra-curricula activities, excursions, specialist artist, drama and music teachers. Their learning in all KLAs was enhanced and they gained increased cultural, educational and sporting appreciation and knowledge. Their learning went well beyond the classroom!

There is one student with disabilities enrolled at St Patrick's School. This student requires an Individual Educational Program. School staff have worked closely with staff from the Catholic Education Office to access assessments and advice from professionals to form appropriate individualised programs, particularly Ms Jane Cotter of ASPECT. Teacher Assistants have been employed to support the needs of this student within the school environment and professional development provided for these teacher assistants.

One student is anaphylactic, and measures are put into place to ensure all staff have been trained in the use of his epipen. One student has type 1 Diabetes and all staff have been trained in the use of his epipen, his Blood sugar Level tester and his insulin pen.

This year the students at St Patrick's School participated in the Life Education Program. The Life Education Van visits Trundle bi-annually. The Life Education program focuses on issues around food and nutrition, personal safety, physical activity, cyber safety, safety with medicine and legal drugs; tobacco, alcohol and caffeine. Following their visit to the Van the teachers and students follow a module of work focusing on the dangers associated with legal drugs.

STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

Students in Years 3 and 5 sat the National Assessment Program in Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The information provided shows the percentages of students who achieved particular skill bands compared with state performance, and the percentage of students who achieved at or above national minimum standards. Student results are reported in six skill bands as noted in the table. Literacy is reported in four content strands (components): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement. Band 1 in Year 3 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 2 in Year 3 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

Year 3 band distributions and % of students at or above national minimum:

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	School	0.0	0.0	12.5	12.5	12.5	62.5	100
	State	4.3	5.7	19.0	21.0	19.5	30.5	95.7
Writing	School	0.0	0.0	12.5	25.0	62.5	0.0	100
	State	1.8	4.3	16.4	23.0	38.5	15.9	98.2
Spelling	School	0.0	0.0	12.5	37.5	12.5	37.5	100
	State	4.0	9.6	18.4	20.8	20.1	27.1	94.0
Grammar & Punctuation	School	0.0	0.0	0.0	0.0	37.5	62.5	100
	State	4.1	7.3	12.6	23.6	20.4	32.1	95.9
Numeracy	School	0.0	0.0	37.5	12.5	25.0	25.0	100
	State	4.4	12.6	21.1	23.8	19.3	18.8	95.6

Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Band 3 in Year 5 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 4 in Year 5 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

Year 5 band distributions and % of students at or above national minimum:

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	School	0.0	0.0	0.0	33.3	33.3	33.3	100%
	State	4.6	15.0	20.7	21.8	20.5	17.5	95.4%
Writing	School	0	0.0	0.0	33.3	33.3	33.3	100%
	State	4.6	15.0	20.7	21.8	20.5	17.5	95.4%
Spelling	School	0.0	0.0	33.3	0.0	66.7	0.0	100%
	State	4.5	10.4	20.0	25.2	27.0	12.9	95.5%
Grammar & Punctuation	School	0.0	0.0	0.0	0.0	33.3	66.7	100%
	State	6.6	10.7	22.5	21.5	20.6	18.1	93.4
Numeracy	School	0.0	33.3	0.0	33.3	33.3	0.0	100%
	State	3.0	15.3	25.3	25.6	16.6	14.1	97%

With such small numbers in individual years it is difficult to compare school results to Diocesan and State cohorts. However, the NAPLAN Assessments provide a wonderful opportunity to analyse individual student performance. Following such analysis in 2016 the school focus will change to Writing and Measurement.

PASTORAL CARE AND WELLBEING

Catholic Schools in the Diocese of Wilcannia-Forbes are committed to safe and supportive school environments. Our school is guided by relevant policies, procedures and guidelines that are found on the Catholic Education Office Intranet.

Student Welfare Policy

The Pastoral Care Policy is based on the Mission of the Catholic Church and reflects the values of respect and forgiveness. It aims to foster in students self-discipline and respect for the dignity and worth of self and others. It aims to develop students' understanding of their rights and their corresponding responsibilities to respect and protect the rights of others.

The full text of the School's Pastoral Care Policy may be accessed on the school's website or at the administration office.

Discipline Policy

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.

Discipline at St Patrick's Schools sits within the Behaviour Management and Violence in Schools Policy. The focus is on managing student behaviour based around a four step action and consequence policy. Parental involvement is a core aspect of the policy.

This year modifications were made to this policy. These included the inclusion of a section titled Managing Serious Offences which detailed steps and consequences for an isolated 'Serious Offence' which parallels with the Take 1-5 System detailed in the Behaviour Management and violence in Schools Policy.

The full text of the School's Behaviour Management and Violence in Schools Policy may be accessed on the school's website or at the administration office.

Anti-Bullying Policy

The school takes responsibility for implementing anti-bullying programs and takes a proactive approach to prevent bullying from occurring in the first place. Bullying includes a wide range of behaviours affecting the physical, emotional or psychological wellbeing of any member of our school community. Bullying behaviours will not be tolerated in our school community. As a whole and inclusive community we respect and value the uniqueness and human dignity of each individual. Students are assisted to grow in the understanding that each individual is responsible for their own actions and that their actions have consequences which can affect themselves and others. As a community we aim to foster positive self-esteem, understanding, forgiveness, personal responsibility and informed decision making. When an incident of bullying occurs the procedures outlined in the policy are followed.

Complaints and Grievances

The Diocesan Resolution of Complaints Policy (*CEO Intranet*) forms an important element in the Diocese's commitment to ensuring a safe and supportive environment for school communities. St Patrick's Catholic Primary School follows these procedures.

Initiatives Promoting Respect and Responsibility

At our school we have policies that refer to:

- rights and responsibilities of students and staff within the school community;
- behaviour management;

- bullying and harassment;
- the role of our student leadership program and its monitoring;
- the discipline system, that ensures corporal punishment is never administered, and that serious incidents are appropriately managed and reported;
- homework;
- identification of, and provision of, support for students with special needs.

Each year our school leaders conduct a Peer Support program across one term. This year the focus for the program was Optimism. Throughout the school the Restorative Practices program is used in all aspects of relationship building between students, staff and community.

During the year, as part of the cyclical improvement process, our school community has reviewed the following policies: Assessment and Reporting; Code of Conduct; Homework; Student Leadership.

Access to all policies and guidelines can be obtained by contacting the school office.

SCHOOL IMPROVEMENT

St Patrick's Primary School is committed to continuous improvement. System-wide processes support a culture of self-review and self-improvement to assist the school in achieving improved learning outcomes and life opportunities for students. Each year the school develops an improvement plan (Framework for Strategic Planning) which identifies aspects for improvement and development. A wide range of data informs development of the plan. In collaboration with the Consultant the school engages in an annual evidence-based evaluation aiming at all times for quality, improvement and accountability.

Key Improvements Achieved in 2015

- The implementation of the NSW Mathematics and Science K-10 syllabus for the Australian Curriculum seen in programs, student work samples and classroom environmental print: all staff are familiar with all components of the NSW Mathematics and Science K-10 Syllabuses for the Australian Curriculum. The language of the NSW Mathematics and Science K-10 Syllabuses is appearing in professional dialogue and the new School Mathematics and Science Sequences of Learning have been written reflecting the rationale and content of the NSW Mathematics and Science K-10 Syllabuses.
- Regular professional discussion regarding current best practice in Literacy and Numeracy Assessment. Evidence of assessment driven instruction in classrooms and teachers' Programs. Term tracking of student progress by classroom teacher. The School

Assessment and Reporting Policy reviewed in 2015. Teacher engagement with the NSW K-6 Literacy and Numeracy Continua. Maintenance of a Student Data Wall providing student progress at a glance.

- Whole staff attendance at PD meetings in Term 3 for the National Curriculum History Syllabus. Language of the new syllabus documents appearing in professional dialogue. School Scope and Sequence for History prepared.
- Full implementation of the new Chromebooks in classroom and home teaching and learning. All staff attended Diocesan professional development around Google Apps in Term 1. Reflection and discussion was led by ICT around the implementation of Google Apps in Professional staff meetings on the three week cycle. Each staff member took turns to lead discussion to review implementation of Google Apps in classroom teaching and learning. The students led their parents in structured 'learning walks' to familiarise parents with the many Google Apps used by students and how these support homework tasks.
- To further engage parents in the child's learning a focus has been on sharing of information with parents regularly via school newsletter, emails and Skoolbag. We have actively promoted parental involvement in the school via specific functions involving parents throughout the year. The role of the Lead Teacher has included identifying specific ways parents can become more engaged in the child's learning, such as holiday homework activities which are fun and challenging for all the family.

Priority Improvements for 2016

1. Fully implement the NSW History K-10 Syllabus for the Australian Curriculum

Strategies to achieve this target include:

- Teachers using the content of NSW History K-10 Syllabus as the basis for classroom programs from Term 1, 2016.
- Reflection and discussion around the implementation of the NSW History K-10 Syllabus led by the Leader of Curriculum included in Professional staff meetings on the three week cycle.
- Each staff member to take turns to lead discussion to review implementation of NSW History K-10 Syllabus for the National Curriculum.
- Familiarising all staff with new Scope and Sequence documents for History, using the Policy staff meetings on the three week cycle.

2. Review and refine current school practice in Literacy and Numeracy Assessment

Strategies to achieve this target include:

- Staff to participate in Professional Development around current research and best practice in assessment for learning.
- Staff engage with the NSW K-6 Literacy Continuum, using it as a point of reference for student placement and including this in assessment data in classroom programs.
- Staff engage with the NSW K-10 Numeracy Continuum, using it as a point of reference for student placement and including this in assessment data in classroom programs.
- Staff critically review current school practice during Professional Development Cycle in staff meetings.
- Staff review and refine how they detail student assessment in classroom programs.
- Measuring academic growth of students through weekly and term tracking of student progress by classroom teacher and Standardised Testing in May and November.

3. Fully implement the new Chromebooks in classroom and home teaching and learning

Strategies to achieve this target include:

- Reflection and discussion led by ICT around the implementation of Google Apps included in Professional staff meetings on the three week cycle.
- Each staff member to take turns to lead discussion to review implementation of Google Apps in classroom teaching and learning.
- Familiarising parents with the many Google Apps used by students and how these support homework tasks.

4. Review the teaching of Writing in the NSW K-10 English Syllabus for the Australian Curriculum

Strategies to achieve this target include:

- Analysing current best practice in teaching of Writing.
- Leader of Curriculum to set Writing as a priority for 2016.
- Identifying areas of need for students in Writing through interrogating NAPLAN data and standardised test results.
- Explicit teaching of writing within the daily Literacy block.

5. Review the teaching of Measurement in the NSW K-10 Mathematics Syllabus for the Australian Curriculum

Strategies to achieve this target include:

- Analysing current best practice in teaching of Measurement.
- Leader of Curriculum to set Measurement within Numeracy as a priority for 2016.
- Identifying areas of need for students in Measurement through interrogating NAPLAN data and standardised test results.
- Explicit teaching of Measurement within the daily Maths Maintenance component of the Numeracy block.
- Implementation of the Extending Mathematical Understanding (EMU) Resource to customise learning experiences for individual students and respond to the diversity of students' knowledge and understanding within classrooms.

PARENT, STUDENT AND TEACHER 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.

Parent Satisfaction

All parents feel very welcome at our school and many volunteer in some capacity. No parent felt their child was teased or bullied at school. Everyone appreciates that the teachers really care about their children and all were very satisfied with what and how the children are learning at school. They are very supportive of the use of technology within teaching and learning. They acknowledge the role the school plays in faith formation for their child.

Student Satisfaction

All students like what they are learning at school and try to do their best. They all agree that their teachers help them to do their work when they need it. Most feel they were getting better at English and Maths and that technology, music, caring for the environment and getting the opportunity to help others are all a big focus in our school. All feel they are not bullied or picked on and all feel safe at school.

Teacher Satisfaction

Staff are extremely satisfied with how the children are learning, the expectations we place on children and the use of technology to assist the children's learning. They regard our school as welcoming and inclusive and feel that our school really has a positive environment and is in good physical condition.

They believe regular assessment and evaluation occurs and that assessment is used to plan instruction. They indicated that they feel they have the opportunity for input in decision making and that we are a collaborative staff. They were satisfied with how well the school is resourced and the opportunities for professional development. They enjoy the challenges of being educational leaders.

FINANCIAL STATEMENT

A full copy of the school's 2015 financial statement is tabled at the Annual General Meeting of the School Committee. Further details concerning the statement can be obtained by contacting the school.

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 2015 year is detailed below:

RECURRENT AND CAPITAL INCOME		RECURRENT AND CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants	\$150,368	Capital Expenditure	\$20
Government Capital Grants	\$0	Salaries and Related Expenses	\$608,010
State Recurrent Grants	\$543,158	Non-Salary Expenses	\$103,438
Fees and Private Income	\$45,683	Total Expenditure	\$711,469
Other Capital Income	\$2,126		
Total Income	\$741,355		

Notes

Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.

Government Capital Grants include all capital grants received from the Commonwealth and State governments.

State Recurrent Grants include recurrent grants per capita, special purpose grants and interest subsidy grants.

Fees and Private Income include Diocesan and school-based fees, excursions and other private income.

Other Capital Income includes building levies and capital donations used to fund capital expenditure.

Capital Expenditure includes expenditure on school buildings and furniture and equipment.

Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

Non Salary Expenses include all other non salary recurrent expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.