

2020

ANNUAL SCHOOL REPORT



Cathedral Catholic Primary School

98 George Street, BATHURST 2795

Principal: Mr Patrick Allen

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

About this report

Cathedral Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education Diocese of Bathurst (CEDB). CEDB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

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

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

Dear Parents,

In my role of Principal at Cathedral School, I value being responsible for the religious and educational leadership of the school as well as its overall direction in order to provide for the effective care and education of the students. I have valued working in collaboration with all members of the Cathedral School community this year. Our practice is one of reflecting on current achievements and collaboratively discerning a way to meet current needs and planning further developments.

As a community we believe that the foundation of our ministry is the Gospel values lived and taught by Jesus Christ. In our ministry we will continue to promote quality teaching and learning under the Model of Christ Centred Learning, which fosters the participation and collaboration of all members. A very valued part of this process is the working in partnership with parents in the education of their children.

Please make the most of this report that, I hope, will better inform you about the strengths of our school as well as the directions we are planning to take.

Patrick Allen, Principal

Parent Body Message

Cathedral P and F is a welcoming and inclusive group for all parents and carers of students at the school. We recognise and value the role that we play in the education of our children and in the school and parish community and we aim to strengthen those relationships. We strive to bring fresh and return favourite fundraising ideas, with goals of raising and contributing funds to the school that may provide a comfortable, stimulating and engaging environment for present and future students.

2020 presented the great challenge of COVID-19. While much of our planned calendar involving face-to-face activities was hampered by COVID restrictions, we persevered and continued with some events for fun and memorable moments. A significant monetary contribution was allocated to the installation of Air Conditioning in the newly refurbished School Library.

We are excited and grateful to again have the opportunity to work with the School Principal and leadership team as we move into 2021. With our new knowledge of managing the ever-changing COVID restrictions, we can modify our fundraising ideas so that we may continue

to make valuable contributions to projects outlined in the Annual School Improvement Plans that are developed by the school community.

Thank you to everyone who has been involved in helping to facilitate this successful group in 2020, and for your resilience during difficult times, to enable some of our ideas to come to fruition.

Mrs Louise Francis (P and F President)

Student Body Message

On behalf of the students we thank the staff. It would be easy to focus on all of the negative impacts of the global pandemic, like all of the things we have missed as a result of COVID 19. However, in reality, we are all safe, healthy and still managed to learn a lot this year. When reflecting with my classmates, we soon realised that we had the opportunity to appreciate the little things-these LITTLE things we soon discovered WERE actually the BIG things.

From April, we found ourselves outside of our traditional classrooms and learning remotely. It made learning hard, but as the weeks went on we learnt like we had been home learning the whole entire time. The flexibility everyone showed was amazing!

We have been fortunate that we have been surrounded by supportive teachers and friends, who have taught us to be respectful, honest, kind, work hard and always do our best even when it's challenging. Teachers have not just told us to do these things, you have shown us how to be these things.

This year, like no other is the perfect example of this. Our parents and teachers did the most amazing job during the lockdown and we rose to the challenge.

One of the strongest values Cathedral School has taught and modelled to us is respect; self respect, respect of others and respect of our environment. The act of giving to those in need has been encouraged at our school. We have also been taught the values of honesty and forgiveness.

School Features

Catholic Heritage

Cathedral Catholic Primary School was opened in 1842 by the Sisters of Mercy. The school has a strong tradition of parent support and involvement. This assistance over the years has enabled the school to offer a quality education, academically, materially and spiritually.

The school has 17 class teachers, 2 learning support teachers, two music teachers, a librarian and seven teacher assistants. Thanks largely to the support of the parents over many years, the school is very well equipped in terms of teaching aids and resources.

The school has an excellent reputation in the wider community. Cathedral School offers students a rich, relevant and contemporary curriculum, a dedicated staff, a nurturing environment and an authentic Catholic community.

The Parish Community

The Cathedral School is an important part of the parish faith community. The Church continues to urge that Catholic schools are maintained and developed. They are of fundamental value and importance in assisting and complementing parents in the exercise of their educational rights and responsibilities.

In this education of the faith, the school remains a partner, joining with the home and the parish in the growth and development of religious education. We maintain a close relationship with the Parish.

Centre of Learning

Grounded in the three key elements of its motto, Faith, Values and Excellence, Cathedral Catholic Primary School provides a contemporary, values-based education within a faith-filled community.

Cathedral School takes an innovative and evidence-based approach to student learning which guides highly effective teacher practice and student achievement, particularly in the areas of literacy and numeracy.

Cathedral School's journey of learning begins in Kindergarten through the Ready for Learning Program. In the first weeks of Kindergarten the foundations for learning are laid where students are taught skills for social and emotional regulation to strengthen relationships and build strong friendships and behaviours for ongoing learning. This has been supported across the early years of school by the introduction of our innovative, sequenced literacy program, with explicit teaching based on research and best practice. Prioritising the

development of skills in literacy and numeracy assists our school, as a Professional Learning Community, to meet our aim of ensuring high levels of learning for all.

Throughout their time at Cathedral School students are offered opportunities to participate in a variety of co-curricular and representative sporting and cultural activities, including our very successful instrumental music program.

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 2020:

Girls	Boys	LBOTE*	Total Students
168	181	19	349

* Language Background Other than English

Enrolment Policy

Catholic Education Diocese of Bathurst has established an Enrolment Policy for Systemic Catholic Schools in the diocese. The policy has been developed in the context of government and system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of a Single School Fee (which incorporates local costs), the Capital Works Levy and Subject Specific Costs. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling may be accessed through the [Diocesan website](#)

Student Attendance Rates

The average student attendance rate for the School in 2020 was 93.54%. 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
93.10	93.50	94.80	93.90	93.30	92.70	93.50

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 Executive Director of Schools and designated CEDB Safeguarding Officer are 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 2020:

Total number of staff	37
Number of full time teaching staff	16
Number of part time teaching staff	21
Number of non-teaching staff	13

Total number of teaching staff by NESA category

Teachers at this School are 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 at these levels is as follows:

Conditional teachers 36

Provisional teachers 50

Proficient teachers 857

Highly Accomplished and Lead Teachers 1

Additionally, there are approximately 8 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 Learning of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific professional learning, meetings and conferences, and a range of programs provided by CEDB. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional learning. All teachers have been involved in professional learning opportunities

during the year related to improving student outcomes. The following information provides specific details relating to the focus of these professional learning days.

Summary of professional learning at this school

COVID-19 restrictions had an impact on the planned professional learning activities for 2020. A number of the proposed professional learning activities outlined in our Annual School Improvement Plan were unable to proceed. Regardless of this, the staff were able to be engaged in many professional learning activities.

- 1) PLC – As a main vehicle for teacher professional learning, the PLC structure fosters a collaborative approach to school planning and implementation of agreed practices based on current research. The focus for 2020 has been on collaboration on student assessment and learning, and effective pedagogical practices in Literacy and Mathematics
- 2) Literacy - Explicit teaching in the literacy block (Phonics and Comprehension) / Differentiated Instruction. Whole school practices have been developed in Literacy to ensure fidelity to best practice.
- 3) Peer Mentoring – (observation and feedback) using Literacy as the vehicle. The Professional Learning Community is most effective when teachers develop and share the knowledge and expertise. Peer Mentoring has allowed teachers to model, view and critique best practice within the school and with teachers across a number of diocesan Catholic schools. The engagement of an external expert as a 'critical friend' has been pivotal to the success of this program.
- 4) Step Up Science: Transforming Science Inquiry. This professional learning focussed on looking at the NESA Science Curriculum document, particularly looking at scientific inquiry.
- 5) CPR - Ongoing 12-monthly re-certification
- 6) Along with classroom teaching responsibilities, our early career teachers undertook planned induction and mentoring programmes. This programme was supported by experienced staff members who mentored early career teachers across the 2020 school year.
- 7) Staff were also engaged in a structured Professional Practice and Development (PP&D) programme focussing on individual goals to develop and strengthen professional teaching practice and enhance student outcomes. Executive and other teaching staff provided vital leadership in many of these areas.

All professional learning is directed towards the aims of our Annual School Improvement Plan.

Catholic Identity and Mission

Catholic Schools have a unique role in the evangelising and educating mission of the Church. 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.

The School follows the Diocesan Religious Education Curriculum and uses the student resources *To Know, Worship and Love*, and *Understanding Faith*, as authorised by the Bishop of Bathurst.

Students in Years 6 in Catholic schools in the Bathurst Diocese undertake the Diocesan Religious Education Test annually. The test consists of multiple-choice questions with the results analysed by CEDB to inform diocesan teaching and learning in Religious Education.

At Cathedral School, we believe that all members of the community have the right to a learning and work environment that is positive and encouraging. We all share a responsibility to create a culture of caring which promotes Gospel Values and a focus on achieving personal bests. The school has an ongoing commitment to maintain an environment that promotes learning and healthy relationships. The school has procedures and expectations in place to support this commitment. These expectations are regularly presented to the students from assemblies. They have also formed the focus of class discussions.

Our Core Beliefs

At the core of our existence as a Catholic School is the person of Christ and the message of the Scriptures. In all that we do and in the various policies and procedures that we construct and implement, the person of Christ and the message of the Scriptures are our inspiration and our guide. As a way of trying to encapsulate this belief, we are guided by our school Vision Statement.

Cathedral School
is a school community
in the Catholic tradition, founded in faith,
challenged by Gospel values,
striving for
a standard of excellence

in all areas of school life.

This becomes our reference point for the development and promotion of our school ethos.

As a school we focus on the three aspects that are highlighted in the Vision Statement:-

FAITH - Our Faith (Head) means our belief in God. Our Faith and our belief in God grows as we pray and as we listen to God speaking to us through the scriptures. Through the Gospel stories we hear about how Jesus lived – what he said and how he treated other people. We listen to God's word and we think carefully about what He is saying to us

VALUES - Our values (Heart) are what we feel in our hearts. When we hear Gospel stories, we reflect upon the story and how it makes us feel about what is happening. Our values help us to decide between right and wrong. They guide our decisions and our actions.

EXCELLENCE – Excellence (Hands) means that we do our best in all areas of our life. It is about what we do, the decisions that we make about how we act, based on our values.

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 (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Staff of Cathedral School were engaged in many Professional Learning activities during 2020 to consolidate the implementation of the NESA syllabus and to enhance our teaching of Literacy and Numeracy in particular.

Learning Support - The Learning Support Programme, coordinated by the Learning Support Teachers and Teacher Assistants, aimed to address the specific needs of students who present with additional learning needs. In addition to this, structured programs supported children who were transitioning from pre-school to school, from grade to grade where this was appropriate, and from Year 6 to High School.

As well as two Kindergarten Teacher Assistants, five additional Teacher Assistants contribute to the learning of students in Kindergarten to Year Six.

Cathedral School is well supported by CEDB in its provision of assistance in the Learning Support programme. Speech, psychometric and OT assessments are accessed through the CEDB. Learning and behavioural support is also provided through the CEDB.

Cathedral School was also pleased to have access to a psychologist from Centacare to assist with various aspects of learning support for two days per week during 2020.

The school is well equipped with digital technology resources. personal computers are available in each classroom from Year 2 to year 6. The school library has 2 banks of iPads and 2 banks of Chromebooks that are available for library use and use in Kindergarten and Year One.

The school's assessment policy ensures that consistent, meaningful assessment structures are in place to allow each student to demonstrate his/her learning in all areas of the school curriculum. This information on student achievement sets the direction for ongoing teaching and learning. Formative Assessment and feedback have been a significant focus for teachers in 2020.

The reporting procedures include written reports (mid-year and end-of-year) and parent/teacher interviews. Additional parent meetings are accommodated on request. Student achievement in literacy skills is tracked across the school through the DIBELS assessment programme (Dynamic Indicators of Basic Early Literacy Skills) and the PAT achievement assessments. School and class literacy and numeracy programmes are tailored according to this tracking.

Student Performance in Tests and Examinations

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.

Student results show as skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN is one aspect of school assessment and reporting processes, and compliments the extensive ongoing assessments made by teachers about each student's performance and learning throughout the year.

Due to the restrictions of COVID-19 in 2020, NAPLAN was cancelled, meaning students in Years 3, 5, 7, and 9 did not have the opportunity to undertake these tests.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's Pastoral Care and Student Wellbeing Policy, guidelines and procedures are underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Catholic Education Diocese of Bathurst Pastoral Care and Wellbeing Framework provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The diocesan Pastoral Care and Wellbeing Framework assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing
- creating teaching and learning communities where all members of the School community are safe from harassment, aggression, violence and bullying
- responding to new and emerging pastoral care and student wellbeing challenges.

No changes were made to the Diocese of Bathurst Pastoral Care and Wellbeing Framework this year. The Framework can be accessed at the [Pastoral Care and Wellbeing Framework](#).

The full text of the School's Pastoral Care and Wellbeing Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Behaviour Management and Student Discipline Policy

The School's Behaviour Management and Student Discipline Policy and procedures are aligned to the Pastoral Care and Student Wellbeing Framework. The School's policy operates within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning for all students. It supports the development of positive social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring respect for the rights of all students and staff.

The full text of the School's Behaviour Management and Discipline Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Anti-Bullying Policy

The School's Anti-Bullying Policy and procedures are based on and informed by Catholic Education Diocese of Bathurst policies for Diocesan Schools and are aligned to the Pastoral Care Policy and Student Wellbeing Framework. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

The full text of the School's Anti-Bullying Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Complaints Handling Policy

Catholic Education Diocese of Bathurst has established a Complaints Management Policy which is implemented across the diocese. The policy recognises that misunderstandings, differences of opinion, and complaints and grievances 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.

The Policies and procedures reflect the legislative responsibilities and demonstrate our diocesan commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

In addition to this policy, there are also policies and procedures related to Child Protection, Procedural Fairness, and Whistle Blowers. All of these are available through the [CEDB website](#).

The full text of the Complaints Management Policy may be accessed on the [CEDB website](#) or by contacting Catholic Education Diocese of Bathurst.

Initiatives promoting respect and responsibility

Throughout 2020 class teachers endeavoured to work with the students in their classes to develop respect for each other, their school and the wider community. There has been a

particular focus on anti-bullying where every class teacher presented specific lessons on anti-bullying. The whole school participated in an anti-bullying programme.

The Restorative Justice approach to discipline assists the students in focusing on their individual actions and their effects on others. Children are encouraged to accept responsibility for their actions and to remedy inappropriate situations that they have created.

Cathedral School supports a Student Leadership team which is a practical way to promote student responsibility. The Student Leadership team consists of the School Captains and Vice Captains, 8 House Captains and Class Representatives from Year 3, 4 and 5. The Leadership team has various roles throughout the year. In 2020 in particular,

- Year Six leaders have participated in a leadership day and along with other students, were invited to participate in an online ANZAC Day memorial video. This was created and posted to the school Facebook site. This video was also posted on the NSW RSL and Australian War Memorial websites.
- Year Six are all members of various committees that focus on 'service' and 'responsibility'. Many opportunities arose throughout the year to give practical application in these areas. For example, the Social Committee assumed much responsibility for our school efforts to raise funds for Caritas. Respect for others in need, locally and overseas, has been a feature of Cathedral School and the work of our Year 6 committee in continuing this tradition of outreach was again very impressive.
- Students in all classes have opportunities for leadership within their particular capacities. This aspect of personal responsibility commences in Kindergarten and is built on through the grades. Personal responsibility commences with responsibility for their own personal needs to develop through to responsibility for themselves, care for others, responsibility for their own learning.

School Improvement

Catholic Education Diocese of Bathurst has collaboratively revised and implemented Quality Catholic Education (QCE) in all schools. The QCE framework supports the continuing focus on school improvement and transformation. Cyclical processes in CEDB and schools underpin the framework ensuring alignment and coherence.

Strategic Improvement Plans (SIP) are future focused documents that map the Diocesan and School's directions, focused specifically at improving outcomes for all students and staff through the areas of:

- Faith
- Learning
- Stewardship

Each year, the CEDB and School develops an Annual Improvement Plan (AIP) indicating the intended key strategic intent across these areas for the coming year.

A copy of the school's Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School office.

Key Improvements Achieved

Key Improvement in 2020 included:-

- Reviewed Transition to School processes. Looked at researched-based practices to enhance connection of pre-schoolers and their families to our school.
- Implemented a formal Year 6 to High School Transition programme.
- Reviewed areas related to student well-being. Commenced a formal Student well-being program.
- Continued development and resourcing our school as a Professional Learning Community, particularly in regard to our structured Professional Learning Programme
- Strong alignment of the PP&D process with the aims of our Annual School Improvement Plan.
- Expanded a range of explicit reading strategies from Kindergarten to Year 6 with a focus on the key elements of phonemic awareness, phonics, fluency, vocabulary and comprehension. Special focus in Primary classrooms on effective use of Guided Reading strategy.
- Peer Mentoring/Coaching – strengthened teacher capacity through peer mentoring.
- Reviewed Leadership Team roles for Assistant Principal and Religious Education Coordinator.

- Supported the establishment of the Out of School Hours Care centre at Cathedral School.
- Developed our school Reconciliation Action Plan.
- Re-designed the Library space (furniture and fittings) to reflect this as a creative and engaging learning space.
- Expanded use of COMPASS and SEESAW to support parent communication and engagement

Priority Key Improvements for Next Year

Key Improvements for 2021 include:-

- Develop a Scope and Sequence of Learning Stages/Progressions for students from Kindergarten to Year Six that reflects the NES Curriculum documents and ideal student progression in their learning English and Mathematics.
- Develop Faith Formation Plan for 2021-2023
- Review Vision and Mission statements Document all student Transition programs.
- Finalise Student Well-being program
- Implement Positive Behaviours for Learning
- Punctuation and Grammar - develop and implement structured scope and sequence.
- Continue to strengthen Peer Mentoring/Coaching – strengthened teacher capacity through peer mentoring.
- Review teacher role description.
- Student Ownership of learning - students taking responsibility and ownership for their learning.
- Continue focus on the development of our Student Voice culture
- Develop Parent Engagement framework
- Mathematics – develop student capacity in automaticity and problem solving

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. Additionally CEDB undertakes extensive surveying of all stakeholder groups through School Improvement Surveys. This data is used to further inform school improvement.

Parent satisfaction

During 2020 the parents were able to discuss a variety of ways in which the school has been a very positive experience for them. The most supported reflection was that Cathedral School has a clear identity as a Catholic School in the community, Parent reflections included:-

- The staff are brilliant, from the ladies in the office, teaching and support staff and up to the principal level. I feel comfortable dropping off my child everyday because I know she enjoys the environment and is felt supported by the staff. The staff should be commended in the quick turnaround of the learning from home packs for the home schooling. I felt supported and nothing was a hassle at any time of the day if I need to clarify a question or was just stressing out about the juggle!
- We have been amazed at the schools ability to pivot and adapt in response to Covid 19 and the requirement for remote learning. Our teacher is wonderful; engaged, approachable and present for all learners. Operationally, the school is clearly a 'well oiled machine,' we really have been very impressed with the communication and organisation of events, schedules and opportunities made available. It's more than operations though, the staff and school community are clearly there because they want to be. Cathedral Catholic Primary School has a very big heart.

Student satisfaction

During 2020 the students had the opportunity to reflect on their experiences of Cathedral School. students were able to discuss a variety of ways in which the school has been a very positive experience for them. Examples of the different areas include: student committees, sporting and musical opportunities, engagement in learning, and student voice. The following are examples of student reflections:-

- Cathedral School has given me lots of opportunities to extend myself through sport and activities out of school. It has a strong focus (especially in year 6) on student voice and striving for the best things for students and teachers. At Cathedral we have lots of bands for the students to extend their abilities in music.

- Sporting events, music, you support and encourage the students, learning is really fun, I love school and its been really enjoyable.
- Support sport and fitness and well being. Help to teach us by ourselves, aside to the class, and great support towards the way we all learn and they push us the the limits to do our best quality of work.
- Cathedral School has a learning environment that feels safe and comfortable, all of the teachers a nice, and the school has a lot of opportunities in lots of different areas.

Teacher satisfaction

During 2020 the teachers had the opportunity to reflect on our school. The most supported reflection by teachers was, as with parents, that Cathedral School has a clear identity as a Catholic School in the community and a clear connection to the Parish. Teacher reflections included:-

- Professional Learning of staff is a priority and teachers are supported to improve instructional practices. Learning Support for students who fail to reach benchmark or who have specific needs is of a high standard. Resources are prioritised to meet the needs of the school linked to the Annual School Improvement Plan. Teachers are dedicated and focussed on providing quality teaching and learning experiences for students across the breadth of KLAs. Our Catholic identity is given prominence in all aspects of planning and teaching.
- Staff are to be commended on their commitment to the school's educational agenda. There is a high level of collaboration between staff members to sustain their commitment to high quality education for each student. The school's leadership team is united, professional and effective, giving sound leadership for ongoing school improvement. Cathedral school is a welcoming, and inclusive community committed to the Catholic Faith and to the aims of Catholic education

Financial Statement

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:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$3,410,188
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$949,934
Fees and Private Income ⁴	\$606,710
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$115,114
Total Income	\$5,081,946

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$152,357
Salaries and Related Expenses ⁷	\$3,566,868
Non-Salary Expenses ⁸	\$1,156,117
Total Expenditure	\$4,875,342

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