

2019 Annual School Report to the Community

Cathedral Primary School Bathurst

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Principal Mr Patrick Allen





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

Parish Priest's Message

One of the traditions of the Cathedral Parish is to commence the school year with a Mass for all those involved in the Catholic Schools. All the many elements that constitute our educational endeavours are underpinned by Jesus Christ and the strength and guidance of the Holy Spirit. We reaffirm that at our opening school Masses. This Mass and other liturgies that are celebrated during the year recognise our faith in Jesus Christ and our dependence on his grace and love.

This nurturing of the spiritual dimension of students is also woven into the daily life of our school. The values of kindness, fairness, compassion, and justice are witnessed to in many ways by all members of the school community. The ongoing struggle for all of us is to be consistent in our living out of these values. Sometimes we fail, and then that other crucial Christian value of forgiveness has to be brought into play.

While we can learn a lot about God and how God has been particularly revealed by Jesus, the challenge is always to apply what we have learnt in our relationships at home, school, in the workplace, on the sporting field, in all those places we live and interact with one another.

Fr Paul Devitt

Parent Body Message

The Parents and Friends Association is a very important part of our school. We gather the first Wednesday of every month to organise activities that help to build the community of Cathedral School. Thank you to everyone for another very successful school year!

All of the planned activities, made a great contribution to the life of the school. Not only do these events help raise money for our children they also provide positive social interaction within our school community. This year the P and F made a significant contribution towards many school projects, including a significant donation to the new Outdoor Learning Area. We look forward to contributing to this ongoing project in 2019 as well as other projects aligned to the school's Annual Improvement Plan. The Principal and his leadership team continued to provide the children with a wide range of opportunities both within and outside of the classroom.

Fiona Gilbert

P and F President

Student Body Message

Over the years we have been lucky enough to witness innovation being implemented in our school by a new school crest, upgraded infants playground, new sun protection sails and an amazing school hall. Some of our best memories at Cathedral for all of us have been the opportunity to represent the school in a variety of roles such as being school leaders, at sporting events, musical performances, public speaking, and at religious ceremonies.

My classmates and I have had an action-packed year full of many sporting carnivals & gala days and throughout all of these opportunities - we wore our school crest with pride. All of us students know that it's an honour to represent the School in any way, shape or form and knowing that we have the support from our teachers to embrace these opportunities and helps us do the best we can on the day.

We have all had the opportunity to experience the highs and lows of primary school, as we grew up and learnt to master our lives and the challenges through the years, which we couldn't have done without the guidance of our teachers and peers.

So thank-you!

SECTION TWO: SCHOOL FEATURES

Cathedral Primary School is a Catholic systemic Co-Educational School located in Bathurst.

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 through its continuing practice, *Transforming Instruction to Enhance Learning Through Expertise and Collaboration*. This program 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 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 2019:

Girls	Boys	LBOTE*	Total Students
173	181	19	354

* Language Background Other than English

Enrolment Policy

The school enrolment policy has been developed in the context of government, 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 the Diocesan school fee, the Capital Works Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office. CEDB Enrolment Policy is available from the CEDB website: www.bth.catholic.edu.au.

Student Attendance Rates

The average student attendance rate for 2019 was 93.33%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94.10%
Year 1	94.50%
Year 2	93.50%
Year 3	94.00%
Year 4	92.00%
Year 5	93.10%
Year 6	92.10%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. 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 (or designated CEDB Officer) 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.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
22	15	37

* This number includes 12 full-time teachers and 10 part-time teachers.

Percentage of staff who are Indigenous	0%
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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 Catholic Education Diocese of Bathurst. 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.

The School held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	Writing Workshop engaging and supporting students improve their writing at early, emergent and fluent levels.
Term 2	Literacy - Explicit teaching in the literacy block (Phonics and Comprehension) / Differentiated Instruction
Term 3	School-wide Positive Behaviours for Learning
Term 4	PLC – Collaboration on student assessment and learning, and effective pedagogy practices in Literacy and Mathematics

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Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the New South Wales Education Standards Authority (NESA):

Teacher Standards		Percentage of Teachers
1	Graduate Teachers	10%
2	Proficient Teachers	90%
3	Highly Accomplished and Lead Teachers	0%

SECTION FIVE: 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.

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

School Crest

During 2019 we continued our ongoing programme to look at ways to recognise and celebrate the history of our school and the various religious groups that contributed to its growth over many decades. Special days were nominated for each of our four House Patrons and a Liturgy was created to celebrate the life of that person and to develop a deeper understanding in the school community of the life of the particular House Patron (MacKillop, McAuley, Quinn and Delany) and the way they had contributed towards the development of our school as a Catholic Primary School.

Liturgical Life

Celebration of prayer and liturgy is integral to daily life at the school. Prayer commences our whole school gatherings. Staff organise staff prayer on a rotational basis. Parents are made aware of various aspects of Catholic Life and Mission through the weekly newsletter. Parents are always welcome at Masses, Liturgies and classroom prayer celebrations. The Dean of the Cathedral and School Chaplain worked with staff in the preparation of Liturgies and Masses. The school year commenced with a Mass that was followed by the presentation of badges to the school leaders.

School Liturgies – The students participate in Retreats and Liturgies prior to the Sacraments of Penance, Eucharist and Confirmation. During Lent and Advent the School community gather together to pray and reflect on the significance of these seasons within the Church. Other important celebrations were Ash Wednesday, the Feast of St Patrick, the Feast of St Joseph, Mission Week and Remembrance Day. On the Feast of Our Lady of Mercy we celebrated with the Sisters of Mercy and acknowledged the Mercy tradition of our school.

Class Liturgies – Each grade prepared and celebrated ‘Liturgies of the Word’ during Terms One, Two, Three and Four according to class RE themes and the Liturgical calendar of the Church.

Assemblies – The school assembles each Monday morning in the School Hall to begin the new week. At each of these assemblies a Liturgy is celebrated based on the Church Year. A shorter assembly takes place on Fridays for prayer, notices, commendations and awards.

Staff and Student Formation

Commissioning Mass – Staff from Cathedral School gathered to ask God’s blessing on the new year school year.

Reflection Days Reflection Days are held for students receiving the Sacraments of Penance, Holy Communion and Confirmation. The day of reflection allows for the various threads of the different themes studied during the preparation time, to be drawn together prior to the reception of the Sacrament. Year Five were also involved in a Leadership Day which was the culmination of the Term Four focus on Leadership. This focus was to assist these students in assuming leadership roles in 2020.

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the 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. In addition, the school implements the curriculum requirements of Catholic Education Diocese of Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEDB personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

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Cathedral school staff are committed to continuous improvement of teaching and learning in all facets of the school curriculum. Staff of Cathedral School were engaged in many Professional Learning activities during 2019 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.

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 2019.

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 2019.

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 (literacy and numeracy). School and class literacy and numeracy programmes are tailored according to this tracking.

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE 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 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	53.50%	56.70%	14.00%	10.80%
	Reading	51.20%	52.80%	7.00%	10.70%
	Writing	30.20%	50.90%	14.00%	6.20%
	Spelling	48.80%	47.90%	14.00%	13.20%
	Numeracy	46.50%	39.60%	4.70%	12.10%

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	40.00%	34.20%	6.70%	17.00%
	Reading	47.50%	37.10%	13.60%	12.40%
	Writing	8.30%	16.90%	23.30%	19.10%
	Spelling	40.00%	33.90%	13.30%	13.70%
	Numeracy	30.50%	29.00%	6.80%	14.00%

Student Welfare Policy

On enrolment parents enter into a highly valued partnership with the school staff.

This partnership is based on shared responsibility and mutual respect. The partnership should aim at achieving effective learning and good discipline so that the school environment is both productive and harmonious. This partnership should lead to the understanding that the student needs to develop a responsibility for his or her own behaviour.

Parents and teachers want the very best for all children, to be successful and happy, and to feel secure in all aspects of their lives. During their school years, the home and school occupy the greatest part of their time and carry the greatest influence on their development into adulthood. Obviously, the more harmony there is between home and school, the greater will be the chances of achievement and improved self esteem.

The best possible outcomes from all children's education are very much enhanced by a strong partnership between parents, teachers and students.

Positive reinforcement has continued to be incorporated into a series of classroom and school reward systems. Whole school assembly awards are given acknowledging positive behaviour and achievements.

Catholic Education Diocese of Bathurst ensures each school has a Student Welfare or Pastoral Care Policy. This policy guides the school community in establishing a safe and supportive environment in which all students thrive to reach their potential. Student welfare and student learning are intrinsically linked and fostered by the collaborative endeavours of staff and parents and community.

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

Each school in Catholic Education Diocese of Bathurst has a Discipline Policy. This policy is developed to encourage and foster positive relationships and behaviours among members of the school community. The policy details the processes the school undertakes to foster behavioural change in individuals who require assistance with specific behavioural areas. This policy may also include the rights and responsibilities of members of the school community.

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.

A number of principles guide the effective management of student behaviour.

1. School communities must equip students to make the best choice.
2. Consequences for behaviour are non-violent. Non-violent consequences are responses that do not involve any form of physical punishment, emotional hurt or verbal harassment.
3. All individuals are valued and treated with respect.
4. Individuals should accept responsibility for their behaviour. Cathedral School recognises that the acceptance of responsibility for behaviour is developmental and is dependent on students having opportunities to discuss and practise appropriate behaviour.
5. All behaviour has consequences that affect future opportunities. Responsible behaviour increases the student's range of future opportunities.

A partnership is necessary between staff, students and their families if a safe, caring, orderly and productive school community is to be created and if responsible student behaviour is to be developed. A whole school community approach to the management of student behaviour will provide a consistent environment in which students can learn to take responsibility for their behaviour.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

The Diocese of Bathurst has a Discrimination, Harassment and Bullying Policy which guides the school's Anti-Bullying Policy. The policy 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 in the school community. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

Complaints and Grievances Resolution Policy

The Diocese of Bathurst has a Complaints Guideline which is implemented by our schools. This document recognises that from time to time, misunderstandings and differences of opinion occur, and 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. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

Initiatives Promoting Respect and Responsibility

Throughout 2019 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 bullying where every class teacher presented specific lessons on bullying. The whole school participated in an anti-bullying programme. Each year we focus on anti-bullying in the lead up to, and after, the National Day Against Bullying and Violence.

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.

Year Six leaders have participated in a leadership day and along with other students, are invited to participate in the Bathurst ANZAC Day March and many other community events.

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.

Students in all classes have opportunities for leadership within their particular capacities.

SECTION NINE: QUALITY CATHOLIC EDUCATION

The School implements Catholic Education Diocese of Bathurst Bathurst Quality Catholic Education Framework (QCE) which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the Consultant to Schools.

Key Improvements Achieved in 2019

In 2019 Cathedral School has continued an innovative and evidence-based approach to student learning. This has resulted in significant success in Reading through structured and explicit teaching in phonics, oral reading fluency and comprehension. This approach has transformed teacher practice, and student achievement. Cathedral School's approach to curriculum has been transformed by narrowing the instructional focus through the development of Essential Learnings and the development of proficiency scales to break down broad statements (Essential Learnings) into teachable and measurable increments in order to attain clarity around what it is that we want all students to achieve. A major part of this work has been restructuring the Learning / Assessment model leading to a greater focus on assessment. This work has resulted in greater student engagement which has been fostered through differentiated learning activities and timely intervention.

Priority Key Improvements for 2020

- Review Transition to School processes. Look at researched-based practices to enhance connection of pre-schoolers and their families to our school.
- Review areas related to student well-being.
- Implement School-wide Positive Behaviours for Learning (SPBL)
- Continue development and resourcing our school as a Professional Learning Community.
- Expand 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.
- Develop a Scope and Sequence of *Learning Stages/Progressions* for students from Kindergarten to Year Six that reflects the NESA Curriculum documents and ideal student progression in their learning English and Mathematics.
- Develop and implement structured scope and sequence for grammar and punctuation.
- Peer Mentoring/Coaching – strengthen teacher capacity through peer mentoring.
- Review Leadership Team roles.
- Support the establishment of the Out of School Hours Care centre at Cathedral School.
- Student Ownership o learning - students taking responsibility and ownership for their learning.

SECTION TEN: 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

Throughout the year opportunities are taken to acknowledge the partnerships of the school, parents and parish which underpins the life of the school. There is a strong parent presence at school and class assemblies. The Parents and Friends publishes items weekly in the school newsletter. A parent School Improvement Survey in 2019 indicated overwhelming satisfaction with Cathedral School - results showed very strong support and acknowledgement of the:- Faith life of the school, the school as a welcoming and supportive community, parent involvement and communication, learning and teaching and community engagement activities. Equally appreciated is the general curriculum of the school, the organisation and management of the school, as well as the general school facilities.

"Communication and interaction with teachers and staff to parents is always positive and friendly. My children have always had a positive and caring environment in which they have always been encouraged to learn, laugh and achieve both individually and within the school community."

"I cannot commend this school and it's staff enough. The teachers are so passionate about their roles and meet the needs of my child."

Student Satisfaction

A student School Improvement Survey in 2019, showed that students are proud of their school and enjoy the experience of being at Cathedral School. The following areas rated very highly by the students:-

- opportunity for leadership
- varied learning experiences
- classroom and school activities
- opportunities to mentor
- the use of technology and how this has assisted learning
- the support of every individual.
- dealing with bullying and unfair treatment
- the skills and confidence that they developed
- having fun while learning
- the care and support of all teachers

"The class teachers are great at making sure everyone understands the work and they keep the school nice and tidy so it is a clean and safe working environment."(Year 6 student)

"Teachers support our student learning. We do well in sporting events, connecting with other schools and being a happy safe environment." (Year 6 Student)

Teacher Satisfaction

Staff are positive about many areas of the life of the school and also agree that the school offers a safe and supportive Catholic environment offering a quality education. They are very satisfied with curriculum development and are proud of the significant work they have completed this year particularly in Literacy and their contribution to our Professional Learning Community. Excellent student and teacher resources and facilities are appreciated as well as the general organisation and management of the school.

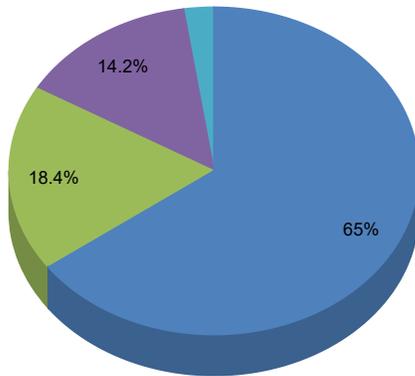
Their commitment to our school is reflected in the way that they have worked on the continued implementation of the Professional Learning Community model and the Model of Christ Centred Learning to improve student outcomes.

"The school is a vibrant school community that celebrates the learning of individual students. The Teachers are committed to the continuous improvement of students and closely monitor progress. Teachers are committed to ongoing professional learning and collaborate to analyse data, to reflect on research and to use these to effectively plan to address student need."

"Staff are well supported by the executive and they work harmoniously together."

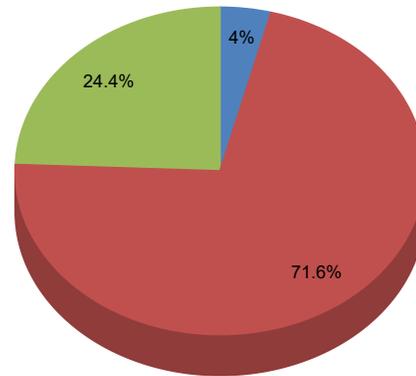
SECTION ELEVEN: FINANCIAL STATEMENT

Income



- Commonwealth Recurrent Grants (65%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.4%)
- Fees and Private Income (14.2%)
- Other Capital Income (2.4%)

Expenditure



- Capital Expenditure (4%)
- Salaries and Related Expenses (71.6%)
- Non-Salary Expenses (24.4%)

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

Notes

1. Commonwealth Recurrent Grants include 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 and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include 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.