

2022

ANNUAL SCHOOL REPORT

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Together in Christ



Holy Name Primary School

41 Lake Street, FORSTER 2428

Principal: Brooke Stephens

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

About this report

Holy Name Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic 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

The Annual Report 2022 for Holy Name Primary School Forster captures the significant events and achievements that shaped our school. With a decreased exposure to the challenges of the pandemic, we returned our entire focus to addressing the learning needs of students on site. A high level of collaboration between classroom teachers, specialist teachers, allied health, support staff and our families, supported the effective use of teaching and learning time evidenced in student learning growth.

Holy Name staff worked with Manning Region school colleagues to target the improvement of outcomes in reading for Aboriginal and Torres Strait Islander students. Extending our collaboration across a Regional focus continues to provide an opportunity to strengthen and build our capacity as culturally sensitive educational environments.

Our partnership with the Forster-Tuncurry Community Kitchen and Parish grew as our student leaders invested in developing the school garden under the guidance of our Assistant Principal. The Parent's and Friends Association continued as both an 'in person' and 'online' forum and provided a space for the sharing of information and ideas. It was great to have the amenities upgrade completed, the replacement roof for one of our buildings and the commencement of a significant refurbishment project for 4 of our classrooms and a section of our outdoor area.

Brooke Stephens

Parent Body Message

The Holy Name Parents and Friends Association (P&F) meet twice every term with Principal, Brooke Stephens to consult with the school on issues important to parents. It's a great opportunity to catch up with other parents and better understand what the teachers and staff are focusing on to improve the education for our children.

We run stalls and social events which the kids love and raises a bit of money to support the school. Seeing the smiles on the faces of students buying those awesome presents from our gift stalls makes volunteering at these events so worthwhile.

Our meetings are 'zoomed' to make sure as many parents as possible can have their say in the running of the school, and all new parents are welcomed and encouraged to get involved in any way they can.

Let's look forward to another great year together at Holy Name in 2023!

David Isbel

Student Body Message

Holy Name is a great place to learn. Our teachers and the other staff really care about our wellbeing and support our learning progress. We are guided in our relationships with others and encouraged to do the best we can in learning, creative arts, sports and in showing our concern for others.

At Holy Name, we mirror Jesus' gospel values with our social skills lessons. These teach us to be respectful, responsible and resilient people that help us build stronger relationships with others, built on forgiveness and love. Fr Peter and our teachers guide us to learn from the stories of Jesus, to pray in different ways and to turn our mind to the needs of others. Our Student Leaders work with the Social Justice team, determined to help raise money, for those who need support. We donate to Project Compassion and Catholic Mission to help people out of poverty. Our Environmental team work to plant and harvest produce to donate to the Community Kitchen, feeding those in need. Joined by the Creative Arts Team and Captains, our school is proudly reducing single use plastics and becoming more environmentally aware of ways we can protect God's creation.

We were represented by students at State swimming and football and are always strong competitors at Regional swimming, cross country and athletics. Our Public Speakers competed at the Diocesan event and we had representatives at the Dio Spelling and Maths Bees.

School Features

The Catholic Parish of Forster-Tuncurry began with the arrival of the first Parish Priest, Father Daniel Linehan in January 1957. The school was established in 1957 on land near the Presbytery and originally called St Joseph's. St Mary's Star of the Sea Church, Tuncurry was consecrated by His Lordship Bishop Toohey on 16 February 1968 and Fr Harry Fenton took over as Administrator in January 1971, remaining until August 1973, in which time Lots 9, 10, 17 and 18 along Lake Street were purchased for Holy Name School. His Lordship Bishop Clarke opened and blessed new extensions at Holy Name School on 29 June 1986. Further extensions incorporating two classrooms and a toilet block were blessed and opened in September 1993. Due to the financial support of the Federal Government, our Parish and parent body, an extension and refurbishment project in 2010, provided the school with new facilities to enhance the quality education provided at Holy Name School. At the end of 2016 the Parish negotiated the sale of the Tuncurry church and during 2017 moved to the Holy Name of Jesus Church. Fr Greg Barker, together with parishioners, began refurbishing and developing the presbytery, hall and church in 2018, with the work completed during 2019. Fr Peter Street, our current Parish Priest, continues to look for opportunities to develop our Parish precinct and the work that we do in service across our community. The school has again been refurbished, with two new amenities buildings, a roof project, 4 classrooms and outdoor spaces either completed or commencing in 2022. These new works will support our teachers to implement highly effective instructional strategies in their learning environments and improve the quality of the facilities.

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 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
135	139	41	274

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2022 was 87.11%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
88.50	88.88	85.01	87.80	88.04	85.44	86.12

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	32
Number of full time teaching staff	14
Number of part time teaching staff	8
Number of non-teaching staff	10

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

The professional learning plan focused on embedding Lyn Sharratt's 14 Parameters of school improvement to our targeted areas of reading and writing. We revisited shared beliefs and understandings, and a shared responsibility and accountability for student outcomes as we applied the concepts within the Assessment Waterfall so that students knew what they were learning, why they were learning and how to achieve success. The alignment of our professional learning plan with the content of our collaborative meetings, coaching and accreditation conversations provided the pathway to continue to build the capacity of our teachers to incorporate instructional strategies that impacted positively on student outcomes. All staff completed the required annual Child Protection and First Aid training, and following our External Review, collaborated with the Leadership Team to develop the new 3yr Strategic Plan for Holy Name. We held a Regional 'Learning for Justice' day with over 160 members of staff participating in a day of learning and reflection towards ensuring our schools are culturally sensitive environments.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

Holy Name strives to be a positive, informed, concerned and resilient Catholic community. We bring the Good News of Jesus Christ to our students as they are taught to re-centre themselves on the person of Christ. We are a community of living faithful, where at the heart of all we do is Jesus Christ. Faith encompasses all aspects of school planning and school life as we strive to achieve high levels of Catholic Religious Literacy. Holy Name Primary School is an integral part of the Holy Name of Jesus Parish and fosters the faith development of each child whilst complementing the community in which we live. Guided by Mary MacKillop, Holy Name School is a place of Christian hospitality and service, where strangers are welcomed and the rights of all are respected. Together we are building a culture of 'Belonging, Learning and Serving'. Holy Name teachers make links between what they teach and Catholic Church teachings to promote a Catholic worldview with faith-focused values. As a people of faith and a centre of new evangelisation, our students come to know harmony, justice, reconciliation and peace. They are guided to work for a common good by building tolerance, respect and an awareness of different members of the global human family. We believe in God's mission of love and mercy in Australia and globally. The staff and students of Holy Name support the works of Catholic Care, Caritas, Catholic Mission and St Vincent de Paul and actively promote an end to poverty through service, fund raising and donations. Our Student Leaders and Mini Vinnies group hold a desire to serve others and look for ways to contribute in the school, community, nation and world. They use their gifts to think about the needs of others and take action to improve their world. To live in the light of Christ at Holy

Name means to pastorally care for one another. Our Pastoral Care Worker offers strategies in wellbeing, meditation, mindfulness and bestowing gratitude practices to staff, students and parents. We acknowledge and incorporate the cultural and religious diversity of student information into our teaching practice to promote a culturally inclusive environment. Through faith, action and the grace of God, we are growing respectful, responsible, discerning thinkers who grow to become confident, creative, active and informed citizens, displaying cultural understanding and 'Concern for Others'. From this Catholic worldview, Mary MacKillop's words "...we are all part of the story," reflects why it is so important at Holy Name to have strong relationships with our students, teachers and parents, and continue to build stronger partnerships in the local and broader Church community.

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

Holy Name School provides educational programs aligned with the NSW Education Standards Authority (NESA) syllabuses for K-6 Education. The Key Learning Areas (KLA's) are: English, Mathematics, Science and Technology, Human Society and Its Environment (History and Geography), Physical Development, Health and Physical Education (PDHPE) and Creative Arts. Lessons follow the suggested weekly KLA minutes from NESA. Primacy is given to English and Mathematics. Religion lessons are taught from the Religious Education Curriculum provided by the Catholic Schools Office of Maitland-Newcastle for 30 minutes each day. These lessons form part of the 'additional activity' minutes suggested by NESA. Differentiation is evident in class programs, through changes to the content, process or product of learning. Learning intentions are deconstructed and success criteria co-constructed with students in English and Maths to engage students in understanding what they are learning, why, and how to improve. Providing one-one devices for students in lessons provides the opportunity for students to develop their digital literacy as they progress from K-6. The Teacher Librarian and Music/Drama teacher take classes each week. Library lessons focus on History and Geography, the literacies within each of these subjects, and the development of the digital technology skills of students. Teachers meet fortnightly in stage based Professional Learning Teams, using student data as the basis for discussion, planning and intervention.

Holy Name School is an inclusive school setting with a strong learning agenda. Our teachers work alongside one another in the pursuit of the most effective instructional strategies to guarantee positive student learning growth in every classroom. We hold high expectations for students and engage parents in the learning agenda of the school.

Our Learning Support Team work with our staff to provide in class and small group options and specialised programs for our students requiring additional support. School procedures have been developed to align with current system policies to support consistent practice across the Catholic schools in the Maitland-Newcastle Diocese.

In 2022, our K-2 teachers were introduced to the new English and Maths syllabus documents, with Stages 2 and 3 reviewing the draft documents available. All teachers continued to focus on the pedagogy we use in English and making the changes needed to gain the best from students following observations and feedback. We applied the new assessment schedule in English and Maths and used this information to change learning sequences so that the identified needs of students were addressed. Towards the end of the year, a decision was made to boost student access to digital learning opportunities and provide one-one devices for students in Stage 3 for 2023.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	51%	52%	5%	12%
	Reading	45%	54%	3%	11%
	Writing	56%	50%	8%	7%
	Spelling	31%	48%	21%	15%
	Numeracy	33%	34%	8%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	45%	31%	13%	14%
	Reading	58%	39%	5%	11%
	Writing	32%	25%	5%	18%
	Spelling	25%	37%	10%	14%
	Numeracy	39%	25%	8%	16%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

There were changes to the policy in 2022.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

Initiatives promoting respect and responsibility

The Holy Name School community prioritises the promotion of respect, resilience and responsibility on every possible platform. As we move through our action plan to become a Positive Behaviour for Learning school, the words 'Respect, Resilience and Responsibility' have been chosen to guide our teaching of social and emotional learning. In 2022, staff, student and parish leaders planned initiatives and actions to foster positive behaviour choices, responsibility, emotional regulation, ownership of behaviour and concern for others. Completing our signage to support our Positive Behaviour for Learning plan was put on hold due to the refurbishment of outdoor spaces.

We continued to harvest produce from our garden for the Forster-Tuncurry Community Kitchen and our student leaders continued to look for ways to support the community through acts of kindness and good deeds. In Week 6 of every term, we celebrate Well-being Week. In 2022, we held flash mobs for students, relaxed the home work routines and provided workshops for staff that promoted wellbeing. We engaged with parents via the newsletter and on our social media site. Students and support staff took a leadership role, planning and facilitating many of the events.

The school calendar year provides opportunities to shine a light on student gifts and talents. Positions of student leadership and responsibility are diverse and call for a particular skill set, interest and personality. Students who lend themselves to entrepreneurial thinking often shine on Mission Day as they campaign to motivate others to raise funds for the less fortunate. We are proud to offer opportunities to celebrate our diversity through events such as NAIDOC and Harmony Day. Our student leadership model has been adapted to encompass the significance of an inclusive culture, and includes membership in groups focused on the environment, social justice, technology, the creative arts and sport.

School Improvement

The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

During 2022, staff applied agreements in the pedagogies used in English and Mathematics. Aside from making learning visible on learning walls, teachers applied instructional strategies such as the gradual release of responsibility model as the basis for learning in these areas. The use of the data wall was again a focus of professional conversations, resulting in some changes to provide teachers with information focused on growth in learning for students. Our collaborative teacher meetings provided the platform for these discussions.

As a result, Holy Name students continued to trend upwards in all but one area in NAPLAN for Years 3 and 5. The most significant achievement for our school is the effective use of data to inform teaching practice. This shift from using data as a way of determining student achievement only, to a way of informing practice, in an approach that is supported and efficient is something our school celebrates.

Another notable aspect of our work in 2022 was the development of pathways in our school for the passing on of cultural knowledge and skills, as well as building a shared understanding of how to build a 'culturally sensitive educational environment'.

The Student Leadership model provided tangible opportunities for our senior students to affect positive change in our school community, with the inclusion of all Year 6 students ensuring an opportunity for all voices and talents to be included. The most significant being the work of the Mini Vinnies team and the continued use of the garden and produce available for the Community Kitchen.

Priority Key Improvements for Next Year

In 2023, we will deepen our understanding of the links between the 14 Parameters of school improvement and incorporating other effective instructional strategies within the gradual release of responsibility model in teaching English and other Key Learning Areas. We will improve our assessment and use of data to inform our maths learning programs and plans for early intervention. Our mentors will continue to collaborate with the Leadership Team and work closely with teachers to build the connections between professional learning and classroom practice. Our teachers will add to their repertoire of highly effective instructional strategies and we will apply the ideas from the classrooms in developing a culture of feedback to our Student Reporting process to engage our parents in this feedback cycle.

We will develop a whole school model of formation for staff and students that will support wellbeing and the spiritual flourishing of our community. We will continue to develop the model of Student Leadership and look for opportunities to build student voice into our practices as part of the Diocesan Wellbeing and Pastoral Care Framework.

Reviewing data will continue to inform our professional learning for teachers and the opportunities we provide to engage students and parents in the learning agenda of our school. The completion of our building refurbishment and ongoing development of the learning spaces to support our pedagogical choices will also assist teachers to incorporate the 'Third Teacher' to engage and empower students to take control of different aspects of their learning.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

As 2022 progressed, it was great to see a slight relaxing of restrictions, allowing parents once again to join our events. The 'Tell Them From Me' Parent Survey indicates that parents feel welcome and support learning at home. The strongest parent beliefs were in the areas of the inclusivity of the school, the support of positive behaviour and in the safety of their students at school. We are at or above the average for the Diocese for all areas of the survey, also including the support of learning and keeping parents informed. We need to develop new ways of informing our parents as partners in our work, providing alternate ways of supporting all students and in dealing with behaviour concerns in a timely manner.

Most parents attend meetings and talk with teachers more than twice a year, however, very few participate in the Parents and Friends Association meetings. On the basis of this survey, we would benefit from encouraging more of our parents to support learning at home through engaging in the learning agenda and prioritising schoolwork. Homework is not a priority for our parents and they don't view it as a priority for teachers either.

Holy Name is viewed as an inclusive school, however, appearance and grades were identified by a small number of parents as areas that students sometimes felt socially or verbally excluded. One hundred percent of parents felt that in all situations, their child was dealt with fairly. Verbal, social and physical bullying are areas to work on, with consistent education and management of incidents continuing to be a priority for staff. Holy Name is viewed as promoting safeguarding and the faith life of the school, however, would like there to be a focus on understanding why the students participate in social justice initiatives. A large majority of parents would recommend Holy Name School to others.

Student satisfaction

We use the Tell Them From Me Survey to capture the thoughts of our students in Years 4, 5 and 6. In 2022, the majority of students have a positive sense of belonging at school,

however, it will be important for us to follow up with the Yr 5 girl group who had a lower percentage than the other year groups.

Developing stronger relationships between students and connecting students with the purpose for learning would improve students social emotional outcomes, particularly in their interest, motivation, behaviour and effort. Homework behaviours need to be reviewed.

Students identified that relationships with teachers and belief of teachers in the success of students was high, along with the promotion, information and support for students around safeguarding. Knowing why our school cares about others and the condition of facilities are two areas to work on. Although the majority of students would recommend our school to others, there was a percentage who were not sure. The majority of students supported a BYOD program.

Teacher satisfaction

In the Tell Them From Me Survey, the teachers rated our school at or above the Regional mean across seven of the eight 'drivers of student learning'. Using technology to set and track goals, and provide feedback to students is acknowledged as a weakness. Collaboration and teaching strategies are areas of strength that could be even better by the sharing of student goals between teachers and the provision of written feedback to students more often. We have a strong learning culture with teachers comfortable with how we use data to inform practice but looking for greater student engagement in learning. Although parent involvement is just above average, our teachers are not engaging parents in creating learning opportunities or providing feedback on student work. Our school is on par with others in the area of inclusivity, with the areas for greatest improvement identified by teachers including assisting low performing students to plan assignments or availability to help students with special needs.

The teachers rated the school at or above in all four dimensions of classroom and school practices, including challenging and visible learning goals, planned learning opportunities, overcoming obstacles to learning and providing quality feedback. Working with students to set and track challenging learning goals relating to technology, with parents to plan learning, and in using technology to provide immediate feedback to students, came up again as areas for improvement. Teachers also identified the school facilities, including the maintenance and resources as an area for improvement. They are almost all in favour of a BYOD program for the school.

Financial Statement

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

School Financial Information for the 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$3,555,792
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,033,095
Fees and Private Income ⁴	\$540,829
Interest Subsidy Grants	\$6,848
Other Capital Income ⁵	\$224,636
Total Income	\$5,361,200

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$9,740
Salaries and Related Expenses ⁷	\$3,431,442
Non-Salary Expenses ⁸	\$1,643,788
Total Expenditure	\$5,084,970

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 2022 REPORT