

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Mary's Primary School

12 Short Street, SCONE 2337

Principal: Kim Wilson

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

About this report

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

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

St Mary's Primary School is a wonderful rural school offering outstanding educational opportunities to its students, staff and parents. The school operates seven classes for approximately 160 students.

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

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

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

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

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

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

Parent Body Message

The Parents & Friends of St May's continued its positive role within the school community for 2022 despite limitations due to COVID-19. The close relationship between the parents and the school management led to the promotion of a few new social events for parents to build community as well as some fundraising activities. The parents also continued the school's involvement in community activities and celebrations.

In 2022 the school moved from a P&F Association to adopt the new Diocesan model of a Parent Engagement Group PEG model. This model is hoping to engage parents more in the educational activities of their children's learning and participation in school events other than just fundraising..

The PEG continues to help fund the employment of a Groundsman, the purchase of new books for the Library, the running of the school canteen and clothing pool and assisting needy children for school excursions. The strong partnership between the school and PEG is certainly a strength in our community.

Student Body Message

The school's Captains and Vice Captains led the school student body extremely well in 2022. These leaders also participated as members of the Upper Hunter Shire Council Youth Council, which continued to meet throughout the year despite COVID restrictions, which also restricted the activities that could be planned for 2022.

The school's Student Representative Council operated effectively during 2022. Meetings were held under the supervision of the Assistant Principal. Students held their class positions for one term, thereby enabling a large number of students the opportunity to experience leadership. All students had the opportunity to present their ideas through class meetings and these views were conveyed to their Student Representative Council member, who presented these to council meetings.

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

During 2022, the Student Representative Council took part in and promoted the following programs and activities that raised the profile of St Mary's in the local community:

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

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

We held our first Leaders Retreat in 2022 and worked with staff, students and parents to create a new policy for student leadership at St Mary's. We look forward to adopting this and working with it in 2023.

School Features

St Mary's is a co-educational K-6 primary school in the rural town of Scone, in the Upper Hunter Valley of NSW. It draws students from Scone and the surrounding towns and properties, extending to Murrurundi, Aberdeen, Gundy, Bunnan, Moonan and Ellerston.

We serve and are served by Blessed Virgin Mary, Queen of Peace, Catholic parish, Scone. St Mary's also works alongside St Joseph's parish, Murrurundi and the Immaculate Heart of Mary parish, Moonan Flat. We continue to build school parish connections through school/parish masses at each of these parishes throughout the year.

St Mary's students continue their Catholic Education at St Joseph's High School, Aberdeen.

Throughout 2022, St Mary's continued its journey in Play Based Learning with the renovation of an existing classroom into a purpose built kindergarten classroom with covered deck and outdoor learning space. It has been a fabulous addition to the school and is a treasured learning space. We have also strengthened our Aboriginal cultural awareness by building a bush tucker garden and campfire gathering space, with thanks to a grant from MachEnergy. Throughout the year, the garden was planted with bush tucker and the official opening took place to recognise NAIDOC week. The garden is a welcomed outdoor learning space in our school.

The existing Out of School Hours service became a part of St Nicholas early learning in July 2021. It continues to offer care for primary school aged students before and after school, and during school holiday periods.

St Mary's has:

- school hall, with kitchen and attached music room (piano, drums, ukeleles, percussion).

- learning hub, incorporating:

- * STEM project area - maker space and robotics, including Lego, Edison and BeeBot robots.

- * Gifted Education space, including for use by students involved in Virtual Academy (highly gifted program) and those working with the Gifted Education Mentor teacher.

- * Library with a well stocked collection of fiction, non-fiction and junior fiction titles and staffed by a teacher and assistants.

- a new model of P&F, the Parent Engagement Group seeking to build community, knowledge and support the school's fundraising.

- a variety of computing devices and technology, including robotics (Lego WeDo, Edison and BeeBot), interactive screens, laptops, ipads, Virtual Conferencing.

- individualised learning support - Aboriginal Education Teacher, English as an Additional Language or Dialect Teacher, Learning Support Teacher and Assistants working with students with

identified (NCCD) needs, Leading Teacher supporting the NSW Literacy and

Numeracy Action Plan K-2 and a Gifted Education Mentor supporting staff to identify and

cater for gifted learners.

- pastoral care through a Pastoral Care Worker, school counsellor and support from the Catholic Schools Office and agencies.

St Mary's offers students a broad range of opportunities to support their learning and personal development:

- community partnership with Where There's a Will to build mental health through Visible Wellbeing

- regional and diocesan competitions in debating, public speaking, maths bee and spelling bee.

- participation in regional, national and international competitions, such as ICAS competitions (Mathematics, digital technologies, writing, Science, English), APSMO Maths Olympiad and Maths Games, Science and Engineering Challenge.

- Gifted Education Lead School - identifying and supporting Gifted learners in the classroom and through referral, access and support to the Diocesan Virtual Academy for highly Gifted learners.

- access to sporting opportunities for participation and excellence, including the pathway through school, regional, diocesan, Polding, state and national representation in a variety of summer and winter sports.

Upper Hunter Conservatorium of Music teachers conducting personal instrument lessons on site (extra curricula, organised through UHCM)

These facilities and opportunities support the provision of a quality education K-6 continuing the tradition of the Sisters of Mercy. We seek to continue their work in reaching out to our community to be the Face of God to those in need, through:

- sister school to SIMS Cambodia

- annual learning about and fundraising for Catholic Missions, Caritas and St Vincent de Paul

- student visits to the local nursing homes

- involvement in the local Youth Council

- mini-Vinnies promoting awareness and action.

We welcome the support of families and community interested in advancing our vision 'to educate in the Mercy tradition of faith in action'

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
75	87	9	162

* 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 87.09%. 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
88.97	82.62	90.74	85.93	86.82	87.00	87.57

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	22
Number of full time teaching staff	8
Number of part time teaching staff	7
Number of non-teaching staff	7

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

We were pleased to be able to undertake learning in the following areas during 2022 to complement our School Improvement Plan:

PLTs - Classroom data analysis informing teaching strategies and setting student goals

Leading Learning Collaborative (Lyn Sharratt)

Encountering Scripture - Spirituality Day - Catholic Moral Purpose (Ryan Gato)

Faith Formation Experiences - Creating a Retreat experience (Ryan Gato)

The Science of Reading - Jennifer Buckingham

Uninterrupted Literacy Block Professional Development (Sharon Sawyer)

English Syllabus introduction, Differentiation in Reading, Reading Fluency, School Literacy Agreed Practices

ICT use for student feedback & goal setting (Marc Hattam)

Religious Education Curriculum Day (Karli Chenery)

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)

At St Mary's, Scone, we educate in the Mercy tradition of faith in action through:

- compassion
- hospitality
- service
- courage
- respect
- justice
- to nurture the wellbeing of all.

We live our vision daily to ensure we build the school our founders and our community deserve. We live our Mercy values through our charitable works raising awareness, funds and undertaking practical actions to support those in need. We partner with SIMS Cambodia, Catholic Missions, Caritas, Where There's a Will, Visible Wellbeing and Hunter New England Health Good for Kids, Good for Life. We undertake actions in our local community, supporting local events through participation and volunteer work, visiting the local nursing homes and inviting the broader community to participate in open days.

We value our Catholic Identity and maintain a strong relationship with our local parish community the Blessed Virgin Mary, Queen of Peace, Scone. We celebrate mass with our parish at least once a term, and celebrate mass in class groups regularly. In 2022, we

continued with an annual pilgrimage to celebrate mass with other parishes which feed into our school: Murrurundi and Moonan. Liturgies are held within the school to acknowledge important feast days, holy days and events.

St Mary's continued to develop and share our faith throughout the 2022 lockdown and restrictions using digital technologies such as facebook live and zoom.

In recognising the importance of family, St Mary's honours our community through liturgies and activities for Mothers', Fathers' and Grandparents' Day. Celebrated annually in Oct (due to COVID) Grandparents' Day is our peak open day where we welcome grandparents and family from all over Australia to give thanks to God for the gift of grandparents who guide us in our faith.

We share with them our learning and our time.

As a Catholic community, St Mary's works with Catholic Care, St Vincent de Paul society, Catholic Missions and the diocesan support agencies for the mutual support of our families and our community. We seek each day to be the Face of God in our world.

St Mary's Primary School, Scone: A community called to learn, serve and belong with Christ.

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.

Staff of St Mary's work collaboratively in Professional Learning Teams to provide deep analyses of data in Literacy and Numeracy to improve student outcomes across K–6. Case Management Meetings form part of the strategic whole school approach to improve student outcomes, taking professional learning from a whole school level to an individual teacher's 'point-of-need'. The continuation of Successful Foundations in Year K - 2 gives children opportunities to show the infinite ways they express their interests, capabilities, needs, thoughts, feelings and imaginings by allowing students to explore, discover, negotiate, take risks, create meaning and solve problems – all the important foundations for developing literacy, numeracy and social skills.

The school has continued its partnership with Where There's a Will in embedding Visible Wellbeing as part of the teachers' pedagogy. A committee of staff members continue to work together as the VWB implementation team organising wellbeing activities for staff and students. The assistant principal has supported staff in developing the use of wellbeing practices to embed a culture of wellbeing across the whole school community.

Students again participated in the many diagnostic and standardised assessments such as PAT testing, ICAS testing, the Maths Olympiad and Newcastle Permanent Maths Test. The school also held its annual Spelling and Maths Bees and Public Speaking Competitions.

Students were able to access tutoring from the Conservatorium of Music. The school held a very successful Drama performance with all children participating in a class drama and dance presentation which was shared with the whole school community.

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

Students undertook a cohesive sporting program with the support of external providers through the Sporting Schools Project. Students participated in swimming, athletics, cross country, gymnastics and cricket. Students continue to participate in regional sporting gala days and competitions.

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	43%	52%	22%	12%
	Reading	50%	54%	21%	11%
	Writing	63%	50%	4%	7%
	Spelling	35%	48%	17%	15%
	Numeracy	39%	34%	6%	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	35%	31%	29%	14%
	Reading	47%	39%	35%	11%
	Writing	29%	25%	41%	18%
	Spelling	35%	37%	29%	14%
	Numeracy	23%	25%	31%	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 School's pastoral care and student wellbeing policies guidelines and procedures are informed by the CSO Student Well being and Pastoral Care Policy (2017). The Wellbeing and Pastoral Care Policy aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school. The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all. The CSO Wellbeing and Pastoral Care Policy for Students can be found at www.mn.catholic.edu.au/about/policies.

The School's policies and procedures for the management of student behaviour are aligned the CSO Wellbeing and Pastoral Care Policy and to the Suspension, Exclusion and Expulsion Procedure. The school policy was reviewed in 2021 to ensure consistency and clarity of PBL practice. 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.

During the 2020 school year the school conducted a bullying survey for students and parents. The findings of this survey, matched with the 2021 Tell Them From Me survey, have been analysed and used in the development of the 2022 School Strategic Improvement Plan.

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, in the administration office or at the CSO website at this link: <https://www.mn.catholic.edu.au/media/49151/anti-bullying-policy-for-students-policy-2019.pdf>

The CSO launched an Anti-Bullying Handbook for schools. The guidelines outlined in the handbook reflect the requirements of the Catholic Schools Office (CSO) Student Anti-Bullying Policy and provide information for our school community to work together to prevent and address issues of student bullying.

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

The full text of the Complaints Resolution Policy may be accessed on the School's website, the administration office or at the CSO website at this link: <https://www.mn.catholic.edu.au/about/policies/> .

St Mary's follows a whole school approach to behaviour management that adopts proactive strategies for defining, teaching, and supporting appropriate student behaviours to create positive school environments. Students learn that we are all responsible for developing a safe, respectful and inclusive community to support our quality learning environment.

Teachers support the students in developing an understanding of what positive behaviours look like, sound like and feel like in the school environment. The "Gotchas" reward system is an easy system for teachers to acknowledge expected student behaviour. "Gotchas" are awarded in the classroom, playground, library or school excursions.

School student leaders and class representatives worked under the guidance of the Assistant Principal to discuss and bring to light suggestions for student led activities (eg: kindness week, support for initiatives raising awareness of social justice issues, etc). Students gave their enthusiastic support of the Upper Hunter Youth Council through attending meetings in person and over Zoom conferencing.

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

Our goal for Catholic Mission and Formation was to provide a formation experience to all members of the school community as indicated in the Faith Formation Framework. Staff were involved in Professional Learning regarding retreat experiences as well as a whole staff retreat. This was measured in the 2022 Tell Them from Me data to reflect a measurable growth in faith formation experiences.

Our goals in education were achieved in:

- providing opportunities for Professional Learning for all staff in all aspects of Scarborough's Reading Rope.
- staff worked with students to create individual learning goals each term and communicate these to parents.
- staff participated in PL to use IT to help students create learning goals and give feedback on their work

The school was able to redesign the kindergarten classrooms and outdoor learning space and move it to this wonderful learning space at the end of 2022.

Priority Key Improvements for Next Year

Catholic Identity and Curriculum:

To build knowledge and capacity to empower all teaching staff to feel like they are faith formators in our community by offering a class/stage retreat experience once per term. Staff

will receive Professional Learning in these areas as they combine curriculum with a formation experience.

Learning and Wellbeing:

- the implementation of an uninterrupted literacy block encompassing aspects of Scarborough's Reading Rope and its relationship to the new English syllabus
- implementation of a new Positive Education Scope and Sequence
- staff to continue to work with students to create individual learning goals in reading each term and communicate these to parents.

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

Feedback from the TTFM parent survey in 2022 indicated a high degree of satisfaction with the school. The parents indicated the following 5 areas of those of strengths with all areas scoring a mean of over 8. Feel welcome, school supports learning, school supports positive behaviour, safety at school, inclusive school. Some specific comments include:

I feel welcome when I visit the school
Well informed about school activities

Encourage child to do well at school
Praise child for doing well
Child is encouraged to do his/her best
Teacher expectations of child to work hard
Teachers expect my child to pay attention in class
My child is clear about rules for school behaviour

My child feels safe going to and from school
Staff take an active role in making students feel included in school activities

Student satisfaction

The 2022 TTFM survey indicated the following areas as strengths within our school: Social engagement, instructional engagement and intellectual engagement. All 3 areas scored a positive results of over 80% of respondents. Specific areas included:

Students participation in school sports
Students with positive relationships
Students that value schooling outcomes

Students that display Effort
Safeguarding promotion and information

Students agree that the school has a Catholic culture

Students demonstrated an increase of 10% in having work that is of high skills and challenge for them and a decrease in the work that is of low skills and challenge

Teacher satisfaction

The 2022 TTFM survey indicated the following areas as strengths within our school: collaboration, learning culture, data informs practice, teaching strategies, inclusive school, challenging and visual goals, planned learning opportunities, and overcoming obstacles to learning. All these areas scored a school mean of over 7.5. Specific areas included:

I talk with other teachers about strategies that increase student engagement

I discuss learning problems of particular students with other teachers

I set high expectations for student learning

I use results from formal assessment tasks to inform lesson planning

I establish high expectations for classroom behaviour and student learning

I work with school leaders to create a safe and orderly school environment

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	\$2,173,106
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$649,912
Fees and Private Income ⁴	\$355,506
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$102,780
Total Income	\$3,281,304

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$1,055
Salaries and Related Expenses ⁷	\$2,140,736
Non-Salary Expenses ⁸	\$1,018,671
Total Expenditure	\$3,160,462

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