



Catholic
Schools Office

DIOCESE OF MAITLAND-NEWCASTLE

2023

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Patrick's PS

65 New England Highway, LOCHINVAR 2321

Principal: Jacqueline Wilkinson

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

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About this report

St Patrick's PS (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. 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 Patrick's Catholic Primary School is located in Lochinvar and is part of the Diocese of Maitland- Newcastle. The school was founded on the traditions and strong foundations of the Sisters of St Joseph in 1883. Currently, our school is experiencing healthy growth in enrolments.

Our school is an integral part of the St Patrick's Parish community deeply committed to the faith development of students and staff. Together we are committed to deepening each students' knowledge of the Catholic story and teachings, modelling Christian values and providing opportunities for prayer, liturgy and service to others.

Parent Body Message

A very active P & F Association contributes enormously in their partnership with our school. An example of this involvement is the large number of parents who organise and/or participate in fundraising and social events throughout the year. Communication with parents is maintained through formal information sessions, the school website, the Compass parent portal, formal and informal parent meetings, school newsletter and regular P&F meetings.

It has been a positive year for the St Patrick's Parents and Friends' Association (P&F), who have supported many and varied opportunities for parent involvement in school life. Activities have included the Picnic Family Night, Book Week activities, Grandparents Day, Christmas Craft Day and Xmas Family Night. The committee managed to raise approximately \$9500 through fundraising initiatives which included operation of the Athletics Carnival Canteen, Hot X Bun drive and Easter Raffle, Mother's Day and Father's Day stalls, Mango Drives, and special morning teas and breakfast for Father's Day. Our school canteen benefited from the purchase of a commercial toaster, valued at \$1,600.

Our committee hosted a special meeting this year, joined by the president of the Federation, to inform discussions and decision making regarding the proposed transition to a Parent Engagement Group (PEG)/Family and Community Engagement framework (FACE) model by Dec 2025.

Student Body Message

At St Patrick's, student leadership is about motivating, influencing and directing people to work together to achieve goals in accordance with the school's values and beliefs. It is important for students to experience school leadership opportunities in order to learn how to build relationships, define their identity and achieve tasks effectively. Student leadership

provides an opportunity to learn to identify and display effective communication and interpersonal skills. Our School Leaders take an active role in all aspects of the school community and work with others to achieve the best possible outcomes. Our school leaders represent the school body at Diocesan and community events and are positive role models for all students with regards to behaviour and presentation.

Our school leaders are elected by the student population to the following positions: MJR leaders, Social Justice leaders, Stewards of Creation leaders, Engaging Community leaders. Elections are conducted by staff. Students from Years 2-5 vote for those nominated for leadership positions. Results are presented to the Principal for consideration. Other students in Year 6 are added to Teams to support specific school and community activities within the school.

Our four colour houses are named to acknowledge and celebrate key figures in our history who reflect integral elements of the 'MacKillop Spirit' and the 'Josephite charism', which are at the heart of the school St Patrick's is today.

These elements run through every part of our school community, but each house takes a special role in upholding and representing a characteristic of the 'Josephite Way'.

Two colour house leaders are elected to represent each of the following houses: Dirkin, MacKillop, Murray and Tenison.

Two student representatives are elected to hold student leadership positions to lead the AEC. The AEC promotes and encourages engagement of Aboriginal & Torres Strait students from all year groups and differing Aboriginal nations. Students gather together to engage in cultural awareness activities and deepen their understanding of country and identity.

School Features

St Patrick's Lochinvar is a co-educational primary school catering K-6. The school was established by the Sisters of St Joseph in 1883 on the St Joseph's High School site. Construction on the current site began on August 15th, 1983, and, although not quite completed, classes began on 6th February 1984 with more than 200 pupils. It was officially opened on March 17th, 1984, by Bishop Leo Clarke. It reverted to its original name of St Patrick's to distinguish it from the secondary school of St Joseph's and to emphasise its standing as a Parish School.

In 2015, in response to enrolment interest for quality faith-based education, St Patrick's began welcoming three Kindergarten classes each year. In anticipation of continued growth, the school began Stage 1 of major building works in 2016, which were completed in 2017 and officially opened in 2018. Stage 2 works commenced in 2019, which included purpose-built, contemporary, flexible learning spaces and landscaped play spaces, opened in 2021. Our pod design was extended with Stage 3 works and currently services Kindergarten - Year 6, offering contemporary learning environments.

The school continues to experience healthy growth, and is fully 3-streamed, accommodating 21 classes.

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 2023: Additional information can be found on My School website.

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 273 | 290 | 50 | 563 |

* 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 2023 was 90.75%. 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 |
| 92.70 | 91.47 | 90.76 | 91.28 | 90.69 | 89.08 | 89.25 |

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 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 2023:

| | |
|------------------------------------|----|
| Total number of staff | 65 |
| Number of full time teaching staff | 20 |
| Number of part time teaching staff | 22 |
| Number of non-teaching staff | 23 |

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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 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 focus in 2023 continued the CSO Leading Learning Collaborative system initiative based on the research of Dr Lyn Sharratt. Learning for teaching staff was delivered in a systematic and planned way at whole staff meetings (Professional Learning Community Meetings) and pupil free days. Staff also participated in grade meetings (Professional Learning Team Meetings) to support the improvement of student learning.

Our staff also engaged with the LIFT initiative examining the Teaching and Learning Cycle model for teaching literacy across the Key Learning Areas, based on the notion of having high expectations supported by strong scaffolding and explicit teaching. Carefully ordered activities were implemented to build students' knowledge and abilities in order to experience success.

During 2023, staff also undertook whole staff professional learning in the following areas:

- Faith Formation Opportunities
- Staff Retreat - Strengthening Teacher and Staff Wellbeing
- MJR Refresher
- CPR & Emergency Care

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)

St Patrick's Lochinvar aims to be easily identifiable as a Catholic school. We promote our Catholicity each day in many ways. We begin each day as a school and class using prayer, both formal and spontaneous. Each class has a sacred space as one of the focal points in the classroom.

Our 2023 theme was "Return to the Heart". This theme first and foremost encouraged us to focus on the heart of everything – Jesus Christ. It encouraged us to go to our heart room, to spend time quietly reflecting on God's call in our lives. Additionally, it encouraged us to focus on the heart of our school - our Josephite charism and our call to grow by God's gifts. We spent this year returning to the heart of our call and engaged as a staff to renew our mission to Make Jesus Real.

During 2023, we celebrated several masses, liturgies and special assemblies throughout the year which allowed the students the opportunity to deepen their relationship with God and to move closer to living a life with Jesus as their role model.

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.

Key Learning Areas (KLAs) describe broad areas of learning. In NSW syllabuses are developed within the following KLAs:

- English
- Mathematics
- Science and Technology
- Human Society and Its Environment (HSIE)
- Personal Development, Health and Physical Education (PDHPE)
- Creative Arts

Schools and teachers use syllabuses to develop educational programs for students. A syllabus is available for each course developed by NSW Education Standards Authority (NESA). Along with a defined objective, each syllabus has a set of outcomes linked to course content.

Religious Education is an integral part of learning and our school policy and implementation reflects the Diocesan K-12 syllabus. Religious Education is given priority in programming and teaching. All teachers have undertaken professional development in Programming and Assessing Religious Education and have maintained a specific focus on improvement of Religious Literacy.

A centralised scope and sequence is followed by all staff. In keeping with all KLAs, a formal assessment and evaluation process is in place.

St Patrick's Lochinvar provides a wide-ranging, inclusive curriculum dedicated to providing programs that are engaging and challenging, while being accessible for all students. As a Catholic school, our ongoing focus is to develop and empower the whole child in a variety of cross curricular skills and attributes including literacy, numeracy, information and

communication technology, critical and creative thinking, spirituality and personal, emotional and social wellbeing.

Our teachers have a shared vision for curriculum practice, providing rich opportunities for all students to develop a deep understanding of concepts and big ideas within learning areas, along with valuable skills such as teamwork, critical thinking and problem solving.

The continued integration of the Early Years Learning Framework through our participation in the Successful Foundations Action Research project is an essential part of our curriculum development, with infants' staff increasing their repertoire of strategies and pedagogical approaches, which include purposefully framed provocations connected to syllabus content.

The school's technology base and ICT teaching programs are further developed with the Bring Your Own Device program for students in Years 4-6. Further integration of technology, using laptops and iPads from Kindergarten to Year 3, similarly develops students' computer literacy.

The role of Gifted Education Mentor supports students identified as gifted in an area of learning. These students participate in enriched classroom experiences, with consideration given to enrolment in the diocesan established Virtual Academy. Staff develop well-planned and articulated programs utilising a variety of pedagogical approaches appropriate to student needs, including differentiated and tiered tasks as well as project-based learning.

Children who need assistance in an area of learning are identified by both norm-referenced tests and teacher-constructed assessments. Selected students are given assistance on an individual and/or small group basis within the cohort. Students with special needs are supported, both in classrooms and on the playground, and provided with various opportunities to develop their potential.

Co-curricular events, linked to and enhancing the curriculum, include overnight excursions to Canberra and The Great Aussie Bush Camp; participation in inter-school public speaking and debating initiatives; and opportunities to represent the school in creative arts pursuits such as choral festivals, eisteddfods, the Regional Choir Showcase and ASPIRE. Students also engage in sporting pursuits that include gala days, athletics, cross-country, running and swimming. Students have access to extra-curricular activities and lessons in the areas of band, and musical instrument tuition, choir, mindfulness and Minecraft. Families can avail themselves of on-site before and after-school care. Transport to and from community based OOSH services is also available.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in 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.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student’s result exceeds expectations at the time of testing.
- Strong: The student’s result meets challenging but reasonable expectations at the time of testing.
- Developing: The student’s result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student’s result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Patrick’s PS for 2023 is reported in the table below.

| NAPLAN RESULTS 2023 | | Percentage of students in the top 2 proficiency standards | |
|---------------------|-------------------------|---|-----------|
| | | School | Australia |
| Year 3 | Grammar and Punctuation | 72% | 54% |
| | Reading | 72% | 67% |
| | Writing | 76% | 76% |
| | Spelling | 71% | 61% |
| | Numeracy | 71% | 65% |

| NAPLAN RESULTS 2023 | | Percentage of students in the top 2 proficiency standards | |
|---------------------|-------------------------|---|-----------|
| | | School | Australia |
| Year 5 | Grammar and Punctuation | 79% | 64% |
| | Reading | 79% | 74% |
| | Writing | 79% | 66% |
| | Spelling | 79% | 69% |
| | Numeracy | 86% | 68% |

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.

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

St Patrick's Primary School seeks to be a place of belonging where we all respect the basic dignity of the human person, and all are treated respectfully. We continue to adopt a holistic approach to education with a focus on developing the full potential of each individual.

Our school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community. The school models and teaches students about respect and responsibility in a number of ways.

Making Jesus Real (MJR) is a continued focus of St Patrick's. This resource supports our Religious Education Program. MJR encourages us to connect with the Jesus within us, as well as with the Jesus who dwells in the people around us. It is the way we live and reflect on our daily lives, recognising the GOD Moments which help us to see the goodness in our lives and in the lives of others.

Students, teachers, and parents are regularly reminded of the school's commitment to our school values by explicit teaching, newsletter items, assembly messages and by the nature of our interpersonal relationships. Many of the awards presented to students throughout the year are indicative of these values. Specifically, the 'Spirit of Jesus' (Making Jesus Real) awards are presented at our fortnightly whole school assemblies. We also recognise positive and consistent behaviour and attitude with the presentation of Shamrocks, Principal Awards, Merits and 5 Star Awards. A refresher for staff and opportunities to explore MJR as a foundation for student leadership were provided.

Our school launched the Peer Support Program to create a nurturing and caring environment where students feel empowered to live their faith by helping and uplifting their peers. Our peer support groups were based on colour houses. Groups were vertically aligned and made up of members from all grades 3-6, led by trained student leaders from Year 6, meeting

fortnightly. In the odd fortnight (odd weeks) where groups were not meeting, Year 6 were guided by their teachers on the next session to lead.

The content for group sessions focused on the 'Making Jesus Real' focus linked to the MJR scope and sequence.

During the 2023 school year, students marked the start of Lent with the traditional pancake breakfast, participated in the St Vincent de Paul Winter Appeal (in which students wore their winter PJs to school) and supported Catholic Mission with Crazy Sock Day, Crazy Hair Day and Mission Day.

Anzac Day was respectfully, reverently, and solemnly acknowledged, in a ceremony led by our Year 5 students to mark and remember the selfless generosity of the ANZACS and all those in the Defence Forces. Our school leaders attended the local Anzac Day ceremony, held at Maitland Park, where a wreath was laid, and a book donated.

Liturgies or masses were held to recognise Catholic Schools Week and Holy Week. Indigenous Australians were honoured during Reconciliation Week, NAIDOC Week and National Sorry Day. The concept of reconciliation was explored through exposure to reflection, stories, YouTube clips and library activities. Our aboriginal families were invited to attend a picnic and took part in the establishment of a Native Bee Flower Garden.

Harmony Day was celebrated to pay respect to other cultures in our community and students took part in a poster competition, celebrating inclusivity and diversity in our school community and our country. A team of students from our school travelled to Sydney to receive their award as Northern NSW Winners of the National Poster Competition.

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 Identity and Catholic Curriculum
- Learning and Wellbeing

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

1. Priority was given to the improvement in Religious Literacy in Year 6 2023. As a result our school experienced a 10% increase in our overall school average from last year. Students meeting the minimum level of achievement increased from 23% last year to 48% this year and students meeting the minimum standard of achievement increased from 9% to 22% this year.
2. Our curriculum focus has centred on engagement with the LIFT project, promoted by the Catholic Schools Office. Through the involvement of our Pedagogical Mentors, Action Research was implemented to build professional capacity.
3. Wellbeing- St Patrick's developed and implemented a whole- school approach to student and staff wellbeing, with the introduction of a Wellbeing Framework. Our executive team were encouraged to consider two important questions: What does staff wellbeing at work look like, sound like and feel like at our school? And What role do I play as a leader in supporting the wellbeing of my staff? We held a retreat opportunity to work with Daniela Falecki's Strengthening Teacher Wellbeing program, which provided with clear pathways for staff wellbeing.

Priority Key Improvements for Next Year

1. St Patrick's aims to focus on the development of high levels of efficacy in Religious Education to improve student learning outcomes.
2. Learning: The staff of St Patrick's will continue to work with the Leading Learning Collaborative to sustain learnings from this project, using the collaborative culture of learning frameworks. We will focus on exploring a shared collaborative enquiry question and embedding the assessment waterfall.

3. Staff will continue to engage with the L!FT project, promoted by the Catholic Schools Office. We will focus on the 'embedding phase' adapting the course of instruction in response to students' understanding.
4. Teachers will implement new syllabus documents, including scope and sequences.
5. Wellbeing- St Patrick's will continue to develop our whole- school approach to student wellbeing.

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

In 2023, informal opportunities allowed the school to test reaction to decisions, policy and school procedures and gauge feedback, primarily in the wellbeing space.

Feedback was sought from students, staff and parents asking for them to identify areas of strength and areas for growth in regard to wellbeing in the school.

- Student wellbeing at school is viewed as important by parents.
- Parents understand student wellbeing and its impact on learning and development.
- The environment welcoming, inclusive and respectful for students.
- My child feels safe at school.
- My child's relationship with staff, is respectful authentic and positive.
- The Principal and school leaders play an active role in building a positive role in building an included, connected, safe and respectful learning environment (89.1%)
- My child has close friendships (89.1%)
- My child is well supported in their spiritual growth (88.1%)

101 parents responded to the survey.

Student satisfaction

- Students feel happy at school.
- Students feel safe at school.
- Teachers care about students.
- There is someone at school to help me.
- Students feel good about how they learn.
- Students can do their best.
- Students feel supported in their learning at home.
- Students are aware of their strengths.
- Students are a good friend to others.
- Students can show they care about others

291 students in Years 3-6 responded to the survey.

Teacher satisfaction

- Student wellbeing at school is viewed as important by staff.
- Staff clearly understand student wellbeing and its impact on learning and development.
- The school is perceived as welcoming, inclusive and respectful for students.
- Students' spiritual growth is supported.
- There is shared responsibility and accountability for a safe and supportive environment for students.
- Students are well supported in their academic growth.
- Staff know, value and care for students.
- Staff have a strong sense of the diverse learning needs of students.
- Staff feel confident in making adjustments and differentiating learning.
- All students are supported to be successful learners.

56 staff responded to the survey.

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 2023 year is detailed below:

| Recurrent and Capital Income 2023 | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$6,008,164 |
| Government Capital Grants ² | \$115,165 |
| State Recurrent Grants ³ | \$1,669,409 |
| Fees and Private Income ⁴ | \$1,525,688 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$399,924 |
| Total Income | \$9,718,350 |

| Recurrent and Capital Expenditure 2023 | |
|--|---------------------|
| Capital Expenditure ⁶ | \$719,845 |
| Salaries and Related Expenses ⁷ | \$6,551,132 |
| Non-Salary Expenses ⁸ | \$3,295,917 |
| Total Expenditure | \$10,566,894 |

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 2023 REPORT