

O'Connor Catholic College ARMIDALE
Annual School Report to the Community

2017



School Contact Details

PO Box 635, ARMIDALE 2350

rmenz@arm.catholic.edu.au

<http://www.oconnor.nsw.edu.au>

02 6772 1666

Principal

Ms Regina Menz

ABOUT THIS REPORT

O'Connor Catholic College is registered by the New South Wales Education Standards Authority (NESA). The Catholic Schools Office, Armidale the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the College community and the Catholic Schools Office, Armidale. This *Report* has been approved by the Catholic Schools Office, Armidale in consultation with the School Consultant who monitors that the College has appropriate processes in place to ensure compliance with all NESA requirements for Registration and Accreditation.

This *Report* complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

Principal's Message

O'Connor Catholic College is founded on faith and focussed on learning. Our vision is a faith filled community working collaboratively to enhance the learning for all, resulting in students who are creative, confident and informed ready to make a real difference in our world. We believe that everyone can learn, not at the same time or in the same way and we create learning opportunities for everyone. For us, learning encompasses our faith learning so integral to our mission as a Catholic school, academic learning so that every student achieves the best learning outcomes and wellbeing and resilience skills so important for a healthy, balanced life.

Our increasing enrolments has allowed us to expand the subject choices for students including languages as an elective and STEM integrated throughout the Technology curriculum. We are increasing the opportunities for teachers to co-teach and invested significantly in agile furniture to enhance collaboration.

Pastoral Academic Care (PAC) was enhanced and embedded throughout the school. Teachers worked with students in their PAC class in a coaching model and were engaged in learning conversations focussed on goal setting and learning growth.

Parent Body Message

2017 has been a challenging year for the O'Connor Catholic College advisory committee. This has been an interim year as we make the transition from a traditional school board to an advisory committee.

During the year we have welcomed our new Principal Regina Menz and we thank her for bring a new outlook to the school and reminding us that "O'Connor Catholic College is founded on faith and focussed on learning. Our vision is a faith filled community working collaboratively to enhance the learning for all, resulting in students who are creative, confident and informed people ready to make a real difference in our world. We believe that everyone can learn, not at the same time or in the same way and we create learning opportunities for everyone".

With this in mind and the Year 12 motto of "BE" we have embraced our challenges, continued to make our school financially sustainable, continued in our master planning for the future material needs of our students, formed new advisory sub committees for education, finance and infrastructure and worked with the staff to give our children the best education possible.

Student Body Message

It was a privilege to be elected as part of the 2017 student leadership team and to work alongside my fellow leaders to lead the College Community

At the first College Liturgy for the year, the leadership team and I presented the new theme for 2017. 'BE'. This theme is one that can easily be related to every aspect of life. It is simple but powerful, empowering, broad, and full of potential. It ignites confidence and creativity in students. We invited students to push themselves, to be the best people they could possibly be, full of love, acceptance, adventure, faith, inquisition, drive and happiness.

I believe future leaders will thrive at O'Connor due to the support network that will surround them and I wish the College success in its future of educating students and creating confident leaders. The strong relationship between the staff and students enhances the school atmosphere and provides guidance for students to lead their lives in a loving way and to respect their peers throughout their life.

SECTION TWO: SCHOOL FEATURES

O'Connor Catholic College is a Catholic systemic Co-educational College located in ARMIDALE.

O'Connor Catholic College is a Catholic systemic, co-educational college located in Armidale. The College has four Catholic feeder schools and covers parishes in Armidale, Uralla, Guyra and Walcha.

The vast majority of students come from European cultures and backgrounds. The largest other group is our Aboriginal students who make up approximately 8 to 10 % of the student population.

The College has excellent learning and teaching environments and resources. In 2017, the College invested in agile furniture to create more flexible spaces for learning to occur. STEM and ICT are well resourced and add to students access to the wider world. Teachers plan engaging lessons centred on developing skills of creativity, critical thinking and collaboration in our students.

The College was established through the amalgamation of St Ursula's Convent and De La Salle College. In 2017, a Lasallian Youth Minister was employed to work with students. Ties with the Lasallian have always been strong and this year we renewed our ties with our Ursuline community through school visits.

Special College Events included:

- Founders Day. Students from St Ursula's Kingsgrove attended and added to our celebrations.
- NAIDOC Week Celebrations
- ANZAC Day Commemoration which included a special tribute to Eleanor McGlade, an Ursuline student who served as a nurse and was killed in the Bangka Island Massacre in WWII
- Sporting Events. Students have the opportunity to progress through to State and National representation.
- Music Ensembles including Jazz Band, Guitar Ensemble and Orchestra.
- Opportunities in Dance - elective course (Stage 5 and 6) as well as extra-curricular opportunities.
- Fundraising for Caritas and Catholic Missions
- Competitions in a range of areas including Math, Science and Engineering, Speech and Critical Thinking.

The College works closely with the Catholic primary schools in the Diocese with combined Masses, end of year celebrations and an extensive program for students entering high school

(STEP Program - Stage Three Enrichment Program).

SECTION THREE: STUDENT PROFILE

Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds. The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Total Students
261	249	17	510

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2015, 51% completed Year 12 in 2017.

Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment of Students in the Catholic Systemic Schools of the Diocese of Armidale'. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the Armidale Catholic Schools Office website at;

<http://www.arm.catholic.edu.au>

Student Attendance Rates

The average student attendance rate for 2017 was 83.67%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	90.00%
Year 8	87.00%
Year 9	86.00%
Year 10	85.00%
Year 11	83.00%
Year 12	71.00%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, 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, College staff, as part of their duty of care, monitor part or whole day absences.

College 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;
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement;
- 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;
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic non-attendance is an issue and previous strategies have failed the Principal and the School Consultant will convene a meeting with the family, the student, and other agencies, if required, to develop a Return to School Plan.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior Secondary Outcomes. Year 12 2013	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	10%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

Student Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2017 Graduating Class	50%	15%	20%	15%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
47	19	66

* This number includes 38 full-time teachers and 9 part-time teachers.

Percentage of staff who are Indigenous	4%
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Professional Learning

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

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

Term 1	Staff Preparation Day
Term 2	Pastoral Academic Care
Term 3	Collaborative Learning Initiative
Term 4	Reflective Practice

Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by NESA:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	47
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

O'Connor Catholic College follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

A weekly parish Mass is held in the College chapel. Students attend Mass as a year group at least once a term and as a whole school at least once a term. A year group acts as ambassadors at selected masses at the Cathedral joining the parish for Ash Wednesday, Catholic Schools Week, The Chrism Mass and the Feast of the Assumption. Year 10 made the pilgrimage to the Cathedral for Ash Wednesday and Year 7, celebrated by the Bishop, attended the Cathedral for Catholic Schools Week. All students have the opportunity for reconciliation before Easter thanks to Father Francis organising a number of the clergy. Prayer services for School Captains, Holy Thursday, ANZAC Day, Founders Day, St Vincent de Paul Winter and Christmas Appeals have become traditional ceremonies. The Chapel band known as the "Beatitudes" was formed in 2017 under the direction of Melita Roache and has greatly improved participation in hymns by providing modern and relevant liturgical music.

Apart from prayer and faith formation embedded in the curriculum, students in each year group attend a reflection day(s) once a year. In 2017, Year 11 attended The Australian Catholic Youth Festival in Sydney. Prayer is an integral part of morning pastoral and is systematic in terms as being printed on the morning messages. There is a Catholic youth group that meets after school on Fridays. Staff participate in prayer before meetings, attend a Staff Religious Education day (Core Catholic Values and Principles) and have the opportunity to attend Diocesan run retreat days. There is also a staff lenten group that meet on Thursday mornings during Lent. The Diocesan Spiritual Renewal Team conducted a staff twilight retreat at school in Term 4. In 2017 the school in conjunction with Lasallian Youth Services employed Olivia Moore as a Lasallian Youth Minister to assist with the faith life of the College.

Social Justice forms an integral part of the curriculum, with each year addressing some aspect of social justice at some stage. The year 8 program involves community service within Armidale. The senior retreat focusses on the plight of the poor and marginalised. Voluntary social justice groups such as St Vincent de Paul and Zonta are active at O'Connor organising the Vinnies Winter and Christmas appeal. O'Connor participates in the Caritas, Project Compassion each year. The "Paupers Banquet" is the major fund raiser for this. Students visit the elderly at Autumn Lodge on Fridays and cater for The Armidale Stroke Recovery Group once a term.

Students from O'Connor act as readers, servers and help with the music at Parish Mass. Students performed all the ministries including music from The Beatitudes once a term at Mass with Young People. Principal Regina Menz serves on the Parish Council.

SECTION SIX: CURRICULUM

The College follows the NESA syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office, Armidale.

O'Connor Catholic College offers a broad curriculum seeking to develop the talents of all students. The curriculum follows the mandated courses determined by the NSW Education Standards Authority (NESA) as well as providing flexibility through a range of elective subjects. In keeping with the fundamental existence of the College, Religious Education is compulsory in all Years.

The College is accredited by the NESA to issue the ROSA (Record of Student Achievement) and the HSC (Higher School Certificate).

As well as providing a diverse range of subjects for students to study, the College also caters for the needs of individual students through a specialised Student Support department that incorporates enrichment and tutoring for any student who may need additional support for their learning.

Years 7 & 8-Stage 4. Students study the mandatory NESA courses: English, Mathematics, Science, History, Geography, Technology, Visual Arts, Music and PDHPE. In Year 7 students study French as the mandatory language and Religious Education is studied in each year.

Year 9 & 10-Stage 5. In addition to the mandatory courses of English, Mathematics, Science, History, Geography and PDHPE, Students may choose two elective courses to study for the two years. Courses commonly offered are: Commerce, Design and Technology, Food Technology, Visual Arts, Music, Dance, Agriculture, Textiles and Physical Activity, Sports Studies and STEM.

Years 11 & 12-Stage 6. Students prepare for the Higher School Certificate in these two years. A wide range of courses are offered, including: English to Extension 2, Mathematics to Extension 2, Physics, Chemistry, Biology, Senior Science, Modern History, Ancient History, Business Studies, Legal Studies, Studies of Religion, Catholic Studies, PDHPE, Community and Family Studies, Visual Arts, Music, Dance, Design & Technology, and Textiles. Exactly which course runs in a given year is dependent on the number of students electing each course. We also run an extensive VET program that includes the opportunity for students to gain a Level 2 Certificate in Business Services, Hospitality, Construction and Primary Industries.

If a student in Stage 5 or 6 has a strong desire to study a course that is not running at O'Connor, the course may be undertaken by Distance Education. Extra costs are involved in this. Many

students are electing to do TAFE courses whilst studying for their HSC.

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	20.00%	29.00%	13.00%	16.20%
	Writing	13.00%	16.50%	39.00%	28.40%
	Spelling	27.00%	32.90%	22.00%	15.50%
	Grammar	16.00%	28.80%	21.00%	18.80%
	Numeracy	27.00%	33.10%	12.00%	13.90%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	16.00%	21.00%	22.00%	21.30%
	Writing	20.00%	15.40%	19.00%	36.80%
	Spelling	17.00%	22.20%	20.00%	21.70%
	Grammar	24.00%	19.00%	25.00%	25.40%
	Numeracy	17.00%	24.00%	18.00%	16.00%

Higher School Certificate

The results of the College’s Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2015		2016		2017	
	School	State	School	State	School	State
Studies of Religion 1	22%	51%	62%	50%	35%	50%
English Standard	0%	8%	4%	13%	13%	16%
English Advanced	14%	57%	50%	62%	54%	63%
Mathematics	25%	33%	25%	53%	8%	54%
Personal Dev Health	0%	30%	31%	35%	20%	31%

In 2017 the number of students issued with a RoSA	3
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Student Welfare Policy

Our student welfare is based on the Core Catholic Principle of the Sanctity of Life and the Catholic value of the Life and Dignity of the Human Person. Each person is made in the likeness of God and we respect every member of our community. We focus on developing the whole person through many programs so that each person has the opportunity to flourish.

School based Pastoral Academic Care at O'Connor refers to the care of the whole person. It is based upon the belief in the dignity of the person. Research indicates that students with high levels of wellbeing are more likely to achieve high academically and complete school, have better health, and have greater participation in the workforce. Wellbeing is everyone's business. In 2017, we reimagined our Pastoral Care program to include learning and renamed it Pastoral Academic Care. All students participated in Pastoral Academic Care lessons on a range of area including goal setting, learning and study techniques, mental health, cybersafety, anti-bullying programs and developing good relationships. Our Pastoral Academic Care program is based on a positive psychology model.

No changes were made to this Policy this year.

The full text of the College's Pastoral Care Policy may be accessed on the College's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College.

All students have the right to a safe learning environment. Our discipline policy is designed to ensure that each person is respected and a restorative justice model is used. It is based on procedural fairness, clearly defined rights and responsibilities and the inherent dignity of each individual. There is a clearly outlined flowchart for teachers and staff to follow and this is discussed regularly at staff meetings and school assemblies. Behaviour that interrupts learning is managed in a way so as to respect and improve the learning outcomes for all.

No changes were made to this Policy this year.

The full text of the College's Student Discipline Policy may be accessed on the College's website

or at the administration office.

Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a *Student Anti-Bullying Policy* which is implemented by our school and all systemic 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 Catholic Schools Office (CSO) monitors the implementation of this policy. No changes were made to the policy this year.

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 and Grievances Resolution Policy

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies 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. The Catholic Schools Office monitors the implementation of these policy. No changes were made to the policy this year.

The full text of the individual policies may be accessed on the School's website, the administration office or at the CSO website.

Initiatives Promoting Respect and Responsibility

O'Connor's Pastoral Academic Care (PAC) program is based on evidence that learning and well-being are inextricably linked. Our PAC Program includes coaching, learning conversations and goal setting. The PAC teacher plays a very important role in monitoring and building well-being. The Student Diary is based on a strengths based approach. The key elements of the student diary are designed to help students strive, thrive and flourish.

Students participate in many school based activities to promote social justice. The St Vincent de Paul chapter and the Z-Club are just two ways students can help our community and the wider world. St Vincent de Paul's Paupers Banquet, Winter Appeal and Christmas Appeal are just some of the ways social justice and care for others are promoted. The Z Club aims to improve health and education for underprivileged women in our world. The Z-Club makes birth kits for women in

developing countries and toiletry packs for the local Women's Shelter.

These initiative promote respect and responsibility for the world around us. They reinforce respect for others and promote both individual and collective responsibility for the welfare of others.

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

Key Improvements Achieved in 2017

Our key areas on our Annual Improvement plan for 2017 were Mission & Evangelisation; Learning & Teaching; and Leadership. The main goal for Mission and Evangelisation was to enhance the faith life of our College to make it more vibrant. The employment of a LaSallian Youth Minister greatly enhanced faith formation of our students.

In the Learning and Teaching area, whole school initiatives based on the research from Lyn Sharratt were implemented to make the learning explicit and visible for all. Learning Intentions, Success Criteria and Learning Walks were introduced and are being embedded across the school. Staff are working in a collaborative way to interpret data and plan for learning growth for all students building capacity and leadership. The HSC class of 2017 achieved excellent results showing learning growth across their years of schooling. In 2017 89% of all courses achieved results in the top 2 bands an increase of 17% across the school demonstrating the diverse talents of the students. Two students' major works for Textiles and Design were chosen for TexStyle Exhibition and one was chosen for the Shape Exhibition. One student's essay for Music 2 was selected for Encore.

Priority Key Improvements for 2018

Our vision is a faith filled Catholic Professional Learning Community, founded on faith & focused on learning, working collaboratively to enhance the learning for all, resulting in students who are creative, confident and informed people ready to make a real difference in our world.

A Catholic Professional Learning Community has a number of key focus points taking place in a Catholic context including: Focus on Learning; Culture of Collaboration; and Results Orientation. Our main goals in 2018 are designed to continue to improve in these key areas.

Faith Formation

- To ensure Catholic Core Principles & Values are understood and embedded in learning programs.
- To increase the involvement of students in parish life and engage in Year of Youth.

Learning

- To work towards the development of guaranteed & viable curriculum.
- To ensure differentiation underpins teaching & learning.
- To guarantee engaging & effective learning environments.

Collaboration

- To ensure pastoral academic care is a focus for the whole school community.
- To develop effective Professional Learning Teams.
- To develop leadership to align with the Professional Learning Community framework.

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent Satisfaction

The Catholic Schools Office, Diocese of Armidale contracted 'Survey My School' to conduct surveys of parents, students and staff in all of its schools in the Diocese. Below are some results of the parent survey for O'Connor. In summary the satisfaction were scored as follows

Strongly Disagree -0, Disagree -1, Agree -2, Strongly Agree -3

For all statements parents average rank was 2 - 3. The highest level of satisfaction was for

- The school is a safe place for my child.

- The staff at this school take an interest in my child.

- The school communicates clearly that it has high expectations for student attendance, engagement and outcomes.

- I would recommend this school to others

- The school is well maintained

Some of the free response comments from parents to the question '*One thing that I particularly like about our school is ...*' included

- Teachers are involved in the students learning outcomes and are happy to make time to talk to parents.

- Pastoral care

- The high expectations

- The support of all teachers and the very positive and happy environment

- Safety, respect, treat others well, lovely uniform, enhanced learning environment

Student Satisfaction

The highest level of satisfaction from the students was for

- I feel safe at this school
- I would recommend this school to others
- All of my teachers encourage me to do my best
- I regularly use technology at my school
- I am encouraged to care for others
- This school celebrate student achievements

Some of the free response comments from students to the question *One thing that I particularly like about our school is* included:

- I like how we can all get along in a safe and supportive learning environment. I also like how supportive my teachers are of me and how they are readily give me feedback
- We are encouraged to join and participate in extracurricular activities.
- The teachers and students are more involved with each other's wellbeing within school You are welcome and encouraged to do your best.
- The overall positive experience students are exposed to and the senior support offered. Good staff that try to help every student do they best
- We are focused on our learning, and we've got great teachers who are passionate about helping us grow and learn. The sense of community and that it's small enough that you can get along with people from all years

Teacher Satisfaction

The highest level of satisfaction from the staff was for:

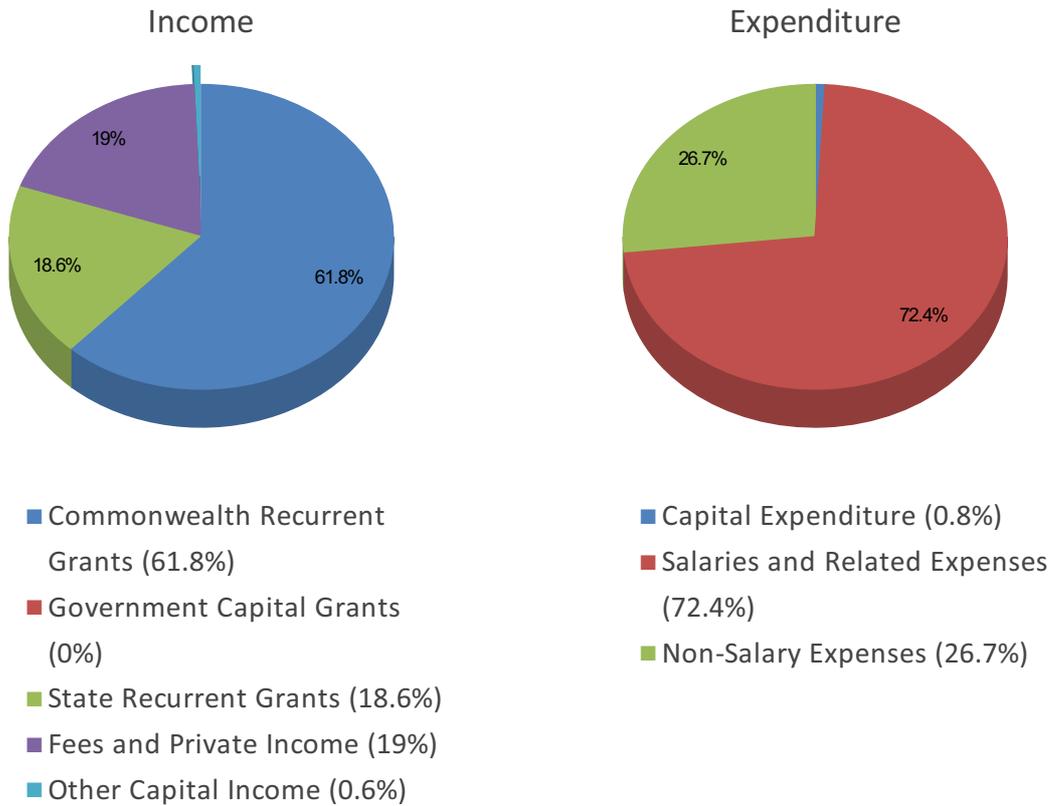
- The school communicates clearly that it has high expectations for student attendance, engagement and outcomes.
- I would recommend this school to others
- School Leaders at this school know me as a person and support my wellbeing

- My school encourages a climate conducive to staff professional learning and improvement in practice
- This school celebrate student achievements

Some of the free response comments from staff to the question *One thing that I particularly like about our school is* included:

- Our students
- The feeling of community Staff collegiality and care
- Students are engaged and teachers are positive with their teaching
- The students on the whole are receptive to learning and engaged with the education process. The staff are on the most part collegial and provide an enjoyable working environment.
- Our excellent grounds and facilities and our sense of community.
- How it values education for the whole child. when students and staff enjoy learning together
- Our sense of community and the great collegiality that permeates our professional interactions.
- The collaboration that occurs between staff members builds and encourages each other.

SECTION ELEVEN: 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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$6,524,431
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,959,383
Fees and Private Income ⁴	\$2,011,524
Other Capital Income ⁵	\$67,016
Total Income	\$10,562,354

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$80,538
Salaries and Related Expenses ⁷	\$6,863,054
Non-Salary Expenses ⁸	\$2,532,655
Total Expenditure	\$9,476,247

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 Diocesan 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.