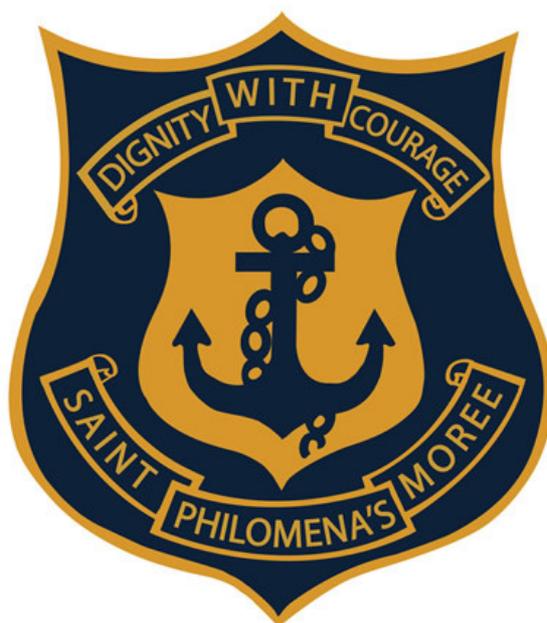


St Philomena's School MOREE
Annual School Report to the Community

2016



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Principal

Mrs Karen Jagers

ABOUT THIS REPORT

St Philomena's School is registered by the Board of Studies, Teaching and Educational Standards NSW. 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 School community with fair, reliable and objective information about School 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 School's Annual Improvement Plan.

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

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

Principal's Message

Since 1898, St Philomena's School has provided an opportunity for parents in the Moree area to have their children educated in the context of Catholic traditions. 21st century Catholic Schools are called to be different; existing to be more than just an institution of quality education. We have the additional and distinct role of changing minds and hearts, educating about the promotion of the human person. Catholic Schools are "dealers in hope"; a hope that our work with young minds and hearts helps to build spiritual capital, so that our students will be positive influences in their relationships and engagement with society- their future. This challenge is who we are and why St Philomena's School exists. We want to be different and we want to make a difference. The Mission Statement of St Philomena's School is to provide students with a Catholic Education in a caring, disciplined environment where striving for excellence and respect for others are promoted.

The school community thanks you for taking an interest in this Annual School Report which provides parents and the wider school community with fair, reliable and objective information about St Philomena's School.

Parent Body Message

St Philomena's School has enjoyed a successful year as one of choice in the local community.

The school has a significant focus on fostering beneficial partnerships between parents and the school. The parents and friends of St Philomena's School have a crucial role in our success. Formal structures such as the School Advisory Council (SAC) and the Parents and Friends Association (P&F) are active bodies in the school environment.

St Philomena's has a clear focus on school improvement with its strategic Annual School Improvement Plan. The school aligns its plan to both the goals of the Armidale Diocesan system and that of its own. Consultation and feedback are recognised as important tools to support school improvement.

The school benefits from the dedicated staff. The extra requirements of all our staff, across the school spectrum, seem to be ever increasing. A fact that will need to be remedied soon or we run the risk of pushing overburdened staff out of the industry.

Fr Paul McCabe concludes his ministry with us. We congratulate him on a very special career which has had such a positive influence on so many.

Student Body Message

The Prefect Body is comprised of eight students; two School Captains and two Prefects from each of the primary and secondary departments. In addition to routine responsibilities, the Prefect Body both represents and assists where needed. In 2016, the Prefect Body was called on frequently and in many different ways. Assistance was provided in the canteen serving, planning and helping at discos, assisting at Grandparent's Day, St Philomena's Open Day, Spring Fair, representing the school at ANZAC Day and Legacy Badge Selling Day, St Vincent de Paul fundraising and special assemblies and Masses; including Remembrance Day, NAIDOC Week and Thanksgiving. While St Philomena's School has a specific Prefect Body, leadership opportunities exist in other diverse ways such as secondary SRC, library monitors, sporting house captains, leaders of social justice activities and peer support opportunities.

Held in Moree, Primary Prefect Body members were able to take advantage of attendance at a GRIP Impact Leadership Workshop which develops skills and strategies of young leaders. The event was rated highly by students.

SECTION TWO: SCHOOL FEATURES

St Philomena's School is a Catholic systemic Co-educational School located in MOREE.

Part of the St Francis Xavier's Parish, the school offers a K-10 span of education. Founded in 1898 by the Sisters of Mercy, the sisters provided management until 1985 and withdrawing from the school in 1993. The Christian Brothers took over the administration during the years 1987- 1994. Following the departure of the brothers, the first lay principal was appointed in 1994.

St Philomena's School recognises the importance and value of family. It invites parents to share an active involvement in the life of our school and offers a variety of opportunities for parent participation, including attendance at parent forums and information meetings. We believe that this enhances each child's education through strong home-school relationships. Our school is a place of welcome, involvement and belonging where a strong emphasis is placed upon pastoral care for all members of the community and leadership opportunities are fostered. St Philomena's School functions as one school, with primary and secondary sections working closely together to build the community's mission and goals.

A policy of inclusion is promoted, assuring that the educational needs of the students are addressed by dedicated staff. Within a highly prioritised learning environment, characterised by strong parental involvement, devoted and experienced staff provide firm foundations in literacy and numeracy and seek to inspire a lifelong love of learning for students. An ongoing commitment to teacher professional learning fosters innovative teaching practice that addresses student learning needs. We value the importance of daily literacy and numeracy blocks in prime learning time and the development of critical thinking skills, with an independent approach to learning emphasised in both the primary and secondary departments.

Newly refurbished buildings recognise the school's reflection and planning process of rethinking how it delivers education as we currently know, to be able to offer today's young people an education that is relevant to the way they live and will work in the 21st century. These learning spaces reflect educational change; they are cultivating 21st century educational needs, and they celebrate the future.

Support strategies assist students with special learning needs and opportunities for extension are also built into the curriculum. St Philomena's School has a strong sense of community. With a dedicated staff, an active Parents and Friends Association and a progressive School Advisory Council, the school is part of a vibrant and supportive parish. We warmly welcome inquiries and visits from all prospective families seeking a Catholic education to see our school for themselves.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The School caters for students in Kindergarten to Year 10. Students attending this School come from a variety of backgrounds. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
210	199	7	409

* Language Background Other than English

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 2016 was 91.73%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93.00%
Year 1	93.00%
Year 2	93.00%
Year 3	93.00%
Year 4	93.00%
Year 5	93.00%
Year 6	92.00%
Year 7	90.00%
Year 8	90.00%
Year 9	89.00%
Year 10	90.00%

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;
- 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 School strategies have failed to restore regular attendance.

Student Post School Destinations

Each year the school collects destination data relating to the Year 10 student cohort.

The 2016 Year 10 cohort commenced with nineteen students. At the conclusion of the school year, information supplied by the parent body to the school was that the vast majority of students were continuing their formal school education to Year 12. Students enrolled locally at Moree Secondary College for 2016, with two students enrolled in locations other than Moree. Several students were combining school-based traineeships with their Year 11 studies. One student did not continue to Year 11 and entered the workforce commencing an apprenticeship.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
28	15	43

* This number includes 23 full-time teachers and 5 part-time teachers.

Percentage of staff who are Indigenous	5%
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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 School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

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

Term 1	Three days: Curriculum and Pedagogy: Learning Design- a two day sequence of workshops for the construction of contemporary education. Day 3 elearning modules for all staff child protection, privacy, CPR, asthma, anaphylaxis and diabetes.
Term 2	Wellbeing: A focus on mental and physical health of both staff and students. Developing an understanding of wellbeing matters that may impact students.
Term 3	Religious Education Day titled "Educational Impact of Values in New BOSTES Syllabi" for teaching staff, facilitated by Bishop Kennedy. The day explored the Sanctity of Life.
Term 4	Nil

Professional learning is important and integral to the roles of all staff and is informed by both CSO and school strategic priorities. Teaching staff participated in school and CSO professional learning foci as well as individual learning, informed by self review and personal professional learning plans. Professional learning is the responsibility of systems, schools and individuals. It is a key element to building teacher capacity and therefore improving student learning outcomes.

Both teaching and non- teaching staff participated in professional learning opportunities.

Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the Board of Studies, Teaching and Educational Standards, NSW:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	31
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

St Philomena's School 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.

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St Philomena's School enjoys a very positive relationship with the Parish of St Francis Xavier with regular and informal visits from our priests. The secondary Religious Education curriculum follows the "Faithful to God Faithful to People" Program while the primary religious curriculum follows the "Celebrating Our Journey" Program. The school plans at both a yearly and a strategic level to emphasise the importance of the religious character of the school, to celebrate Mass or Liturgy, feast days and solemnities of the church's year; in addition to cultural, family, community and school related significant occasions. Retreat experiences were offered to all staff.

Spiritual formation was extended to students in Years 5 - 10 via a school St Vincent de Paul Chapter. The chapter was very active supporting the work of the adult local chapter. Students in Years 3 - 4 had the opportunity to be involved in a local Junior Josephite Chapter facilitated by Sister Margaret Cusack (SoSJ). Prayer was part of assemblies and meetings. Classroom prayer formed part of the ritual of each day. Parish based Sacramental Programs for First Eucharist and First Reconciliation (Year 3) and Confirmation (Year 6) saw the school and parish work together in both cooperation and collaboration. The Religious Education professional learning day focused on the teaching staff participating in a workshop facilitated by Bishop Michael Kennedy titled "The Sanctity of Life."

Some staff members and students are active participants in the St Francis Xavier Parish taking on the roles of Readers, Eucharistic Ministers and Altar Servers. The school newsletter was available in the church foyer, promoting parish events and the parish bulletin promoted school events. The parish community actively supported the activities of the school. The strong relationship the school has with the local St Vincent de Paul (SVDP) Chapter is a significant parish link. The school actively promotes principles of social justice whenever possible. In support of SVDP, the school community raised \$579.05 for the local branch. Activities for Catholic Missions produced \$1930.95. The Lenten and Nepal Caritas Appeals raised a total of \$2,142.15. St Philomena's School Josephite Chapter continued to pray for special intentions and collected used postage stamps which translate to cash for third world countries. Workshops facilitated by Caritas further educated and inspired the students to maintain a proactive approach to social justice. Student

visits to aged care facilities offer important contact to the elderly, sick and frail.

Students in Years 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	31.10

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards, NSW syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

St Philomena's recognises that schools have served society well, but new times demand new models of schooling. The K-10 school has commenced on a journey, taking small but significant steps, to design, cultivate and grow learning environments to reflect the necessity for schools to respond to the needs of students in the 21st century. This change of practice to learning and teaching pedagogy. Our revised pedagogy is evidenced in the open and flexible learning spaces catering for stage based learning, teachers working collaboratively to plan and teach, thereby responding to the learning needs and styles of our students and significant use of technology. The signature characteristic of contemporary education and contemporary learning environments is students at work.

For *PRIMARY* learning (K-6), the school provides an educational program based on and taught in accordance with BOSTES NSW syllabuses for Primary Education as required for Registration and Accreditation under the Education Act 1990 (NSW). The Key Learning Areas are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. Additionally, it implements the curriculum requirements of the CSO, Armidale that being Religious Education.

The primary curriculum is designed to cater for the needs of all K-6 learners. Scope and sequences map learning development across K-6. The curriculum is delivered, monitored and assessed. Integration opportunities are pursued, and the use of technology to support learning is a significantly prevalent feature of the curriculum. The primary school is well resourced with IT equipment.

Opportunities to enter local, state and national competitions are available for students. Public speaking across Years 3-6 is profiled by an annual competition, in which all students participate. The school celebrates Literacy and Numeracy Week and Science Week with various activities. Extra curricula activities include chess, visiting performances, and excursions. In conjunction with the classroom/subject teacher, the learning support team assists students with identified needs and learning difficulties. Literacy support programs; MINILIT (Meeting Initial Needs in Literacy) support targeted students in Years K-6. Activities for extension/gifted and talented work in small groups are offered. A Transition Program for Pre-school students entering Kindergarten is

organised in Term 4. Opportunities for talented sporting students are available through diocesan and inter-diocesan pathways.

Under the NSW Literacy and Numeracy Action Plan, the school has received a proportionate allocation of teacher time to support and monitor the implementation of the K-2 Annual Diocesan Learning Enhancement Strategy.

The School follows the Board of Studies, Teaching and Educational Standards, NSW 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.

Changed educational practices are in action in the *SECONDARY* (7-10) school. Commencing on a journey, we are offering today's young people an education that is relevant to the way they live and will work in the 21st century.

Fully implemented across Years 7-10 in 2016, the 1:1 Chromebook Initiative is a successful contemporary educational model, enhancing the learning of necessary skills to be 21st century citizens; to be a collaborator, a critical thinker, problem-solver and to be creative and innovative. The use of the 1:1 Chromebook Initiative, and the full range of its capabilities, has allowed our students to make the most of digital technologies available to them. It has enabled them to adapt to new ways of doing things as technologies have evolved and are needed to function within a rapidly changing society.

The secondary curriculum at St Philomena's School is designed to cater for the needs of all Year 7-10 learners. The Stage 4 (Year 7 & 8) curriculum at St. Philomena's consists of eight Key Learning Areas as defined by the N.S.W. 1990 Education Reform Act. These Key Learning areas are: English, Mathematics, Science, Human Society and Its Environment, Languages other than English (LOTE), Creative Arts, Technology Mandatory, Personal Development, Health and Physical Education.

Exploration of these areas enables students to make informed choices about courses for the Higher School Certificate based on what they discover about their own talents, needs and interests in Year 7-10. The Stage 5 (Year 9 & 10) curriculum at St. Philomena's consists of the core subjects of English, Mathematics, Science, Human Society and Its Environment, Personal Development, Health & Physical Education. A range of elective subjects is available including Agricultural Technology, iSTEM, Drama, LOTE – Japanese, Music, Textiles Technology and Visual Arts. These electives are again designed to enable students to make an informed choice about areas they wish to pursue in Stage 6. There is a strong emphasis on integrating technology across all subject areas so that technology skills become relevant to many aspects of the students' lives. The school is well resourced with IT equipment.

A Work Experience Program offers Year 10 students the opportunity to immerse themselves in the workforce to assist them to make meaningful and well informed choices about careers they may wish to pursue and or courses for the Higher School Certificate.

Opportunities to enter local, state and national competitions are available for our students.

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

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

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

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	48.10%	49.40%	11.60%	11.50%
	Writing	49.00%	48.80%	3.90%	6.20%
	Spelling	45.10%	46.40%	13.80%	12.40%
	Grammar	47.10%	52.50%	5.90%	9.60%
	Numeracy	38.40%	35.60%	13.40%	13.40%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	44.00%	35.30%	18.00%	15.50%
	Writing	16.30%	17.20%	20.40%	18.10%
	Spelling	20.40%	29.80%	14.30%	17.20%
	Grammar	40.80%	36.30%	16.30%	15.00%
	Numeracy	20.40%	28.30%	14.30%	16.50%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	11.10%	26.20%	23.10%	17.20%
	Writing	7.70%	15.50%	38.40%	26.90%
	Spelling	0.00%	28.20%	50.00%	17.50%
	Grammar	0.00%	27.60%	38.40%	19.80%
	Numeracy	7.70%	30.30%	19.20%	15.10%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	0.00%	20.60%	42.90%	21.40%
	Writing	7.10%	12.30%	42.90%	37.30%
	Spelling	7.10%	21.80%	28.50%	22.80%
	Grammar	7.10%	16.20%	35.70%	27.10%
	Numeracy	0.00%	22.50%	21.40%	17.50%

In 2016 the number of students issued with a RoSA	1
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Student Welfare Policy

St Philomena's School seeks to provide a safe and supportive environment which minimises the risk of harm and ensures students feel secure, supports the physical, social, academic, spiritual and emotional development of students, and provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

St Philomena's Pastoral Care Policy exists to support the student/ their family or staff member. Pastoral Care is both an attitude and a process and is based upon a belief in the dignity and integrity of the person. No changes were made to the policy in 2016.

in 2016, as part of the annual school plan, the school committed to a strategic focus on wellbeing, providing specific workshops for students, staff and parents. The school promoted both community, Centacare and CSO opportunities to support staff, student and parent wellbeing programs. Outside facilitators such as Police Youth Liaison Officer and a Google Educator workshopped parents on cyber issues. Health Education groups and guest speakers presented workshops on mental and physical wellbeing.

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

Discipline Policy

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.

The St Philomena's School K-10 Discipline Policy and Procedures are built upon the foundation of Christian dignity and respect. Its purpose is to provide guidance and processes for the provision of a safe environment which enables all students and staff to participate, work and engage in playground activity in the full life of the school, without threat or harm. The school's Discipline Policy and Procedures support teachers in delivering the curriculum effectively, optimising the classroom experience for all students, and to provide safe indoor and outdoors environments for all members of the school community.

The policy and procedures are underpinned by the principles of procedural fairness. These principles require that individuals have the right to respond (the hearing rule) and the right to an unbiased hearing (the bias rule).

In 2016 no changes were made to the St Philomena's School K-10 Discipline Policy and Procedures.

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

Anti-Bullying Policy

The 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

School rules are published and referred to as a reminder of individual responsibility. Merit Systems assist promote positive behaviour and personal academic best. Responsible cyber action is encouraged through participation in workshops facilitated by the Police Youth Liaison Officer and Digital Citizenship Agreements. Anti-bullying units form part of the PDHPE curriculum. Recognising, profiling and participating in important occasions such as ANZAC Day, Remembrance Day, Seniors' Week and Legacy allows students to learn about, respect and value the significant

contributions those before them have made for their country and community. Visits to Fairview Retirement Village, activities to support Caritas, Catholic Children's Missions and St Vincent de Paul highlight to students and staff the value and importance that volunteer work holds and the responsibility that we all have to respond to provide for those who need support. Acknowledgment of Country and Welcome to Country actions, participation in NAIDOC Week and Reconciliation Week, and opportunities for staff to learn more about Aboriginal history and culture demonstrate our respect for the traditional owners of the land.

SECTION NINE: SCHOOL REVIEW AND IMPROVEMENT

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

Key Improvements Achieved in 2016

Mission and Evangelisation: An expanded scope of immersion opportunities to develop the spiritual formation of students was offered, translating into increased engagement of students in voluntary faith and spiritual formation activities.

Learning: Student achievement and learning gains in Year 6 RE test was met with a 9% increase. A shared understanding of wellbeing and its impact on student's capacity to achieve to their potential was deepened. An academic pastoral focus in Years 7-10 has positively influenced the culture and aspiration of and for academic success amongst the majority of students.

School Leadership and Management: Evolution of focused professional learning teams has increased the collective ability of teachers to positively impact on student learning outcomes. Leaders and teachers more effectively use data to identify and respond to student and teacher learning needs. The Australian Professional Standards for Teachers is part of the culture of teacher practice and conversation. Teacher peer observation is positively received and impacting effectively on increasing teacher capacity.

Priority Key Improvements for 2017

Mission and Evangelisation: Increase the engagement with faith and spiritual formation amongst students.

Learning and Teaching: Expand the options of learning pathways for secondary students. Implement a K-10 approach to writing to improve student learning outcomes. Implement plans for all ATSI students to support attendance and learning goals.

School Leadership and Management: School leaders are performing as instructional leaders to continue building a Catholic professional learning community.

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

Parent Satisfaction

In 2016, MYP Corporation was commissioned by the Armidale Diocese to undertake a satisfaction survey between August and September. In general terms, six areas: Catholic Ethos, Teaching and Learning, Improvement Process, Resources and Leadership were targeted for feedback from parents. Response options were: agreed, neutral or unaffected, and disagree. Each of the six areas was then rated using the terms of: excellent, good, requires attention, immediate action, above average and below average. Parents of the community rated St Philomena's School in the two areas of Resources and Leadership as excellent with the remaining four areas in the good category.

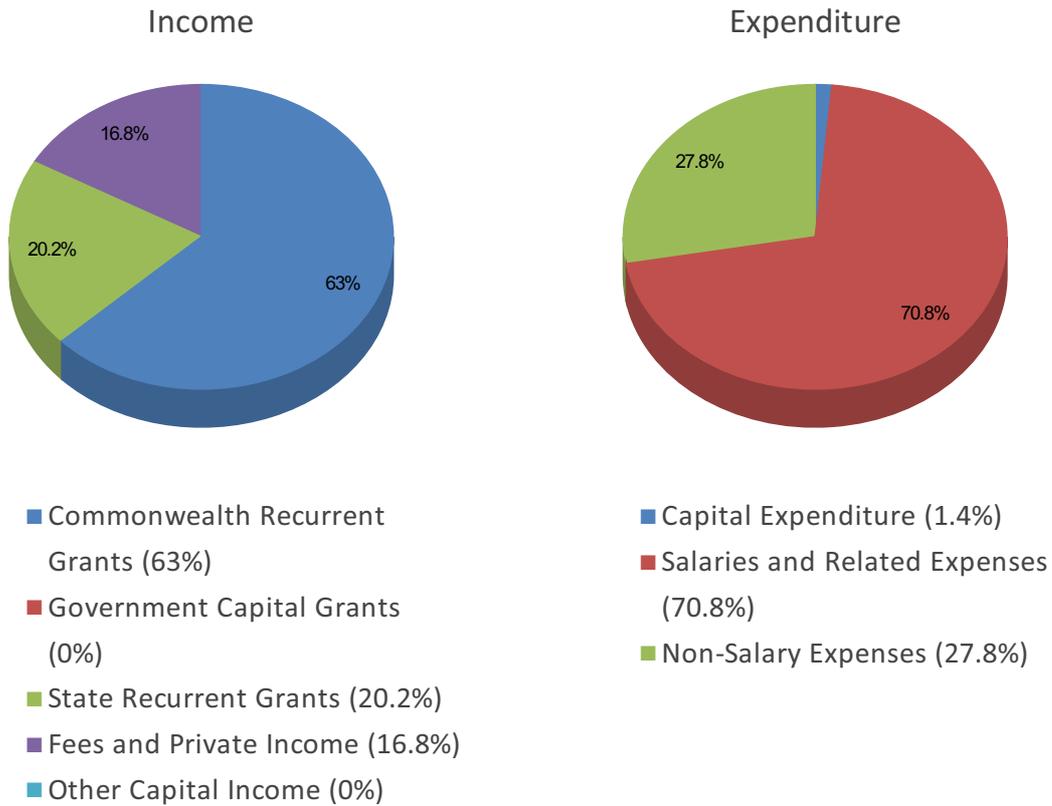
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Teacher Satisfaction

In 2016, MYP Corporation was commissioned by the Armidale Diocese to undertake a satisfaction survey between August and September. In general terms, six areas: Catholic Ethos, Teaching and Learning, Improvement Process, Resources and Leadership were targeted for feedback from staff. Response options were agreed, neutral or unaffected and disagree. Each of the six areas was then rated using the terms of: excellent, good, requires attention, immediate action, above average and below average. Staff of the community rated St Philomena's School in the two areas of Resources and Catholic Ethos as excellent with the remaining four areas in the good category.

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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$3,997,400
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,283,121
Fees and Private Income ⁴	\$1,067,035
Other Capital Income ⁵	\$0
Total Income	\$6,414,188

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$83,814
Salaries and Related Expenses ⁷	\$4,214,472
Non-Salary Expenses ⁸	\$1,657,134
Total Expenditure	\$5,955,420

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.