

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

2017



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Principal

Mrs Karen Jagers

ABOUT THIS REPORT

St Philomena's School is registered by the New South Wales Education Standards Authority (NESA). The Catholic Schools Office, Armidale is 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 **School** Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NESA 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 the school.

Parent Body Message

I congratulate St Philomena's School on a successful 2017.

Fostering beneficial partnerships between the school and home remains a strong focus. The Parents and Friends Association has again been exceptional, hosting a number of major events, offering opportunities for parent engagement, displaying a wonderful school spirit and raising significant funds in the process. The School Advisory Council (SAC) support to the school important work and welcomes the opportunity to offer advice and consultation across a range of areas.

Schools, like businesses, are constantly in pursuit of improvement of their practices. The school remained focused and strategic in its work around the 2017 Annual Improvement Plan, allowing for a breadth improvement within the school. In particular, the extension of learning pathways for secondary students to include Vocational Educational Training through TAFE and other registered training providers is acknowledged.

Staffing schools in regional areas continue to be a challenge. The SAC welcomed the support from the Catholic Schools Office to offer additional incentives to attract the best staff available

to St Philomena's School.

Student Body Message

The Prefect Body was comprised of 6 students; two School Captains from each of the primary and secondary departments and two Prefects from primary. In addition to routine responsibilities, the Prefect Body both represents and assists where needed. In 2017, 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 Mass. 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.

The Primary Prefect Body was able to take advantage of attending a GRIP Impact leadership workshop which develops skills and strategies of young leaders. It helped them develop the skills to independently facilitate the primary weekly assembly.

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 they provided management until 1985 with the sisters withdrawing from the school in 1993. The Christian Brothers took over the management in 1987 until 1994. Following the departure of the brothers, the first lay principal was appointed in 1994. The charisms of the Sisters of Mercy and Christian Brothers are kept alive and relevant by lay staff who continue their important work.

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 our 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.

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 2017:

Girls	Boys	LBOTE*	Total Students
204	200	9	404

* 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 2017 was 90.82%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	90.00%
Year 1	92.00%
Year 2	93.00%
Year 3	91.00%
Year 4	92.00%
Year 5	92.00%
Year 6	91.00%
Year 7	90.00%
Year 8	88.00%
Year 9	87.00%
Year 10	93.00%

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;
- 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.

Student Post School Destinations

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

The 2017 Year 10 cohort commenced with thirteen 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. Eleven students enrolled locally at Moree Secondary College for 2018, with two students enrolled in locations other than Moree.

Several students were combining school-based traineeships with their Year 11 studies.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
27	15	42

* This number includes 22 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	Term 1: Day 1 & 2 Curriculum and Pedagogy: 7 Steps to Writing & Words Their Way focused on high impact strategies for teaching writing
Term 2	Term 2: Day 1- School Improvement: Lyn Sharratt 14 Parameters for School Improvement. A focus on the introduction of the important strategies which form part of system wide approach to improving student learning. Day 2 - Religious Education focus titled "Educational Impact of Va
Term 3	No staff development held this term.
Term 4	Term 4: Day 1 - Safe & Supportive Environment. All staff completed training to achieve first aid qualifications.

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 NESAs:

Teacher Qualifications	Number of Teachers
Those having formal qualifications from a recognised higher education institution or equivalent.	27
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.

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. The 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 by 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. Students in Years 3 - 4 had the opportunity to be involved in a local Junior Josephite Chapter facilitated by a local Sister of St Joseph. Prayer was part of assemblies and meetings. Classroom prayer formed part of the ritual of each day. Parish-based Sacramental Programs for First Reconciliation (Year 3) and Confirmation (Year 6) saw the school and parish work closely together. The Religious Education Day focused on teaching staff participating in a workshop facilitated by Bishop Michael Kennedy titled "Fidelity in Relationships".

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 \$300 for the local branch. Activities for Catholic Missions produced \$1930.95. The Lenten Caritas Appeals raised a total of \$1500. St Philomena's School Josephite Chapter continues 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. Senior students attended the Australian Catholic Youth Festival in Sydney, fostering our goal to have a strong Catholic community within the school.

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	25.40

Primary

The school provides an educational program based on, and taught in accordance with the 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. 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 important 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 changed 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.

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, which all students participate in. The school celebrates Literacy and Numeracy Week and Science Week with various activities. Extra curricular 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-schoolers entering Kindergarten is organised in Term 4. Opportunities for talented sporting students are available through diocesan and inter-diocesan pathways.

Secondary Years 7 to 10

The School 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.

The secondary curriculum at St Philomena's School is designed to cater to 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. The range of activities available in Mandatory Technology has increased through the redevelopment of the Agriculture plot and the development of the TAS room available from the start of 2018.

Exploration of these subjects enables students to make informed choices about electives 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, Commerce, Drama, iSTEM, LOTE (Japanese), Music, Physical Activity and Sports Studies, Textiles Technology and Visual Arts.

Students in Stage 5 at St Philomena's School are able, following a selection process, to access VET courses at school or through TAFE NSW or other training providers. VET courses come at an additional cost to parents, however, are heavily subsidised by the Catholic Schools Office Armidale. Additionally, curriculum offering includes access to and Dubbo School of Distance Education.

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. For secondary education, the school has a Bring Your Own Designated Device Policy.

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 electives 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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	38.00%	51.60%	11.00%	10.00%
	Writing	37.00%	44.60%	4.00%	7.50%
	Spelling	49.00%	45.60%	13.00%	13.10%
	Grammar	55.00%	55.50%	13.00%	10.50%
	Numeracy	35.00%	39.80%	7.00%	11.40%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	42.00%	37.00%	11.00%	14.60%
	Writing	11.00%	15.80%	26.00%	19.40%
	Spelling	24.00%	34.30%	21.00%	14.10%
	Grammar	30.00%	35.40%	23.00%	17.50%
	Numeracy	23.00%	27.90%	20.00%	14.60%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	23.00%	29.00%	20.00%	16.20%
	Writing	12.00%	16.50%	38.00%	28.40%
	Spelling	27.00%	32.90%	16.00%	15.50%
	Grammar	12.00%	28.80%	20.00%	18.80%
	Numeracy	23.00%	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%	21.00%	21.30%
	Writing	8.00%	15.40%	46.00%	36.80%
	Spelling	17.00%	22.20%	29.00%	21.70%
	Grammar	16.00%	19.00%	38.00%	25.40%
	Numeracy	4.00%	24.00%	13.00%	16.00%

In 2017 the number of students issued with a RoSA	0
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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 Pastoral Care Policy in 2017.

The school promoted both community, Centacare and CSO opportunities to support parenting and wellbeing programs. It also accessed outside facilitators such as Police Youth Liaison Officer and a Google Educator presenter to educate parents on cyber issues.

Counselling opportunities for students were provided on request and by referral.

This policy was not changed this year.

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 2017 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.

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 Bullying Prevention and Intervention 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 2017

FAITH: *1. Increase the engagement with faith and spiritual formation amongst students:* The volume of active student participation and results orientated focus has increased. The culture of youth ministry amongst our students has become further embedded.

LEARNING & TEACHING: *1. Expand the options of learning pathways for secondary students:* Courses of study for secondary students were expanded to cater for diverse student needs and interests with student learning matched to student interest and need including eVET and Dubbo School of Distance Education courses. *2. Implement a K-10 approach to writing to improve student learning outcomes:* Specific stage appropriate strategies to enhance student writing have been implemented across the school. Teacher professional learning supported teacher capacity. *3. Implement plans for all ATSI students to support attendance and learning goals:* All ATSI students have learning plans impacting positively on attendance and learning.

SCHOOL LEADERSHIP & MANAGEMENT: *1. School leaders are performing as instructional leaders to continue building a Catholic professional learning community.* Instructional coaching supports capacity building of teachers.

Priority Key Improvements for 2018

FAITH: *1. To commence Implementation of the CSO Faith Formation Framework*

LEARNING: *1. Continue Collaborative Inquiry Initiative and embedding of the 14 parameters for School Improvement) 2. Commence Implementation the CSO Pastoral Care/Wellbeing Framework 3. Monitor implementation of the ATSI Action Plan*

COLLABORATION: *1. Implement a plan to increase Catholic enrolments at St Philomena's School*

CAPACITY BUILDING: *1. Commence implementation of online financial and administrative technologies (ONCE project, HR/Payroll)*

SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

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

Parents were asked to respond to a range of questions around the following four broad areas:

1. Parents are satisfied with the school
2. The school has clear expectations for student engagement, learning and attendance
3. Reporting and feedback processes are readily available
4. The school has a clear Catholic Identity

Response categories were strongly disagree, disagree, agree and strongly agree.

57% (168 out of a possible of 296) of the parent community responded to the survey.

Overall, the averaged survey results rated the school to be in the agree, strongly agree range.

Student Satisfaction

Students were asked to respond to a range of questions around the following three broad areas:

1. The school is a safe and supportive environment
2. Teachers engage students in the learning/ teacher expectations
3. The school embraces its Catholic Identity

Response categories were strongly disagree, disagree, agree and strongly agree.

65 % (149 out of a possible 227) of all students from Years 4-10 responded.

Overall, the averaged survey results rated the school to be in the agree, strongly agree range.

Teacher Satisfaction

Teachers were asked to respond to a range of questions around the following three broad areas:

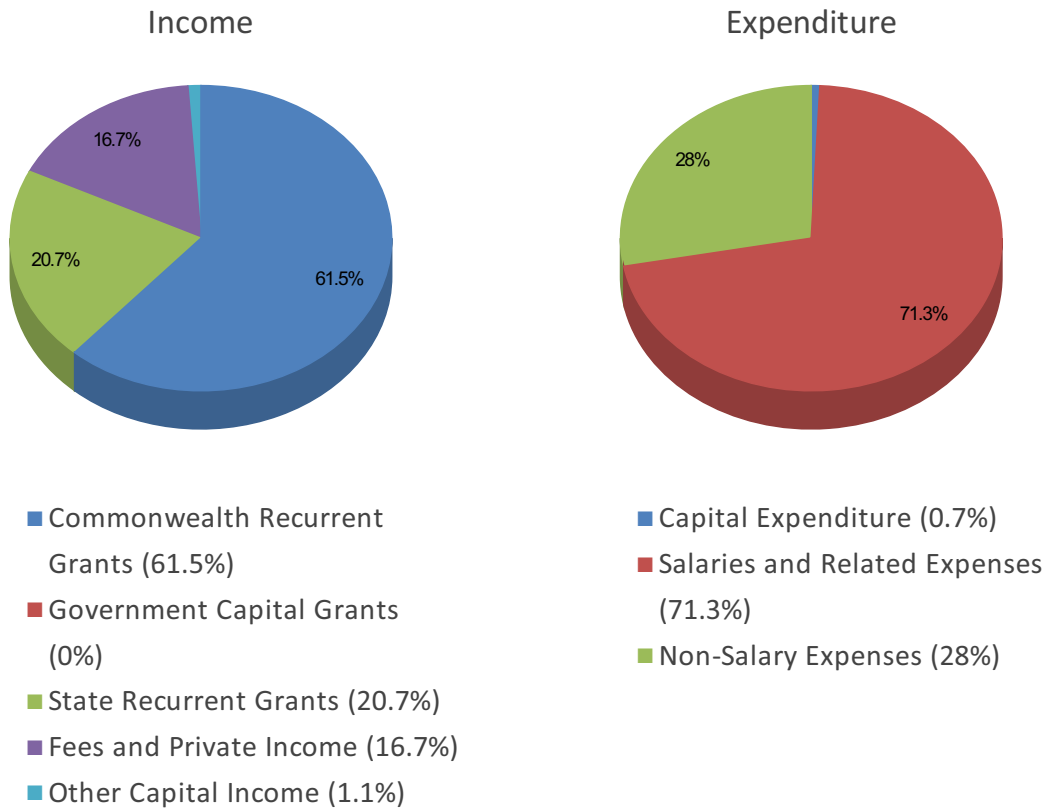
1. Teachers are satisfied with resourcing, facilities
2. Teachers have opportunities for professional learning to improving practice and skill
3. The school embraces its Catholic Identity

Response categories were strongly disagree, disagree, agree and strongly agree.

46% (15 out of a possible 32) teachers responded.

Overall, the averaged survey results rated the school to be in the agree, strongly agree range.

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	\$4,290,532
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,442,467
Fees and Private Income ⁴	\$1,163,606
Other Capital Income ⁵	\$76,547
Total Income	\$6,973,152

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$44,931
Salaries and Related Expenses ⁷	\$4,411,680
Non-Salary Expenses ⁸	\$1,729,000
Total Expenditure	\$6,185,611

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.