

2019

ANNUAL SCHOOL REPORT

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Together in Christ



St Patrick's PS

65 New England Highway, LOCHINVAR 2321

Principal: Jacqueline Wilkinson

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



About this report

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

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

St Patrick's Catholic Primary School is located in Lochinvar and is part of the Diocese of Maitland- Newcastle. The school was founded on the traditions and strong foundations of the Sisters of St Joseph in 1883. Currently, our school is experiencing healthy growth in enrolments.

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

St Patrick's also prides itself on being a place of learning excellence by providing quality teaching and learning programs that challenge students and nurture creativity, critical thinking and innovation to develop each individual's full potential. We strive to provide a quality, inclusive Catholic education for the students in our care. Our professional, highly qualified and dedicated staff work together with energy and commitment to ensure the best outcomes for each child.

At St Patrick's Lochinvar we offer a broad curriculum providing a range of opportunities and experiences to foster growth and development. All children are encouraged to work hard and achieve their personal best, whether it is in the classroom, on the sporting field or through the many opportunities provided for their personal and spiritual development and all-round growth. We aim to meet the needs of each child as an individual and provide a range of specialist programs and services to meet individual needs. Whilst protected and nurtured, the children are also challenged in order to build their ability to thrive as capable young adults in the future.

As always we are indebted to our parents and the Parents and Friends Association for the support and goodwill they afford the school. We continue to encourage close contact between parents and the school and give many invitations and opportunities for this to occur. We are supported by many enthusiastic volunteers who enrich the school in many ways.

We have had a great year and look forward to the next to further nurture this place into one where our vision statement is lived out each day.

Parent Body Message

As elected executive members of the school's P&F, we acknowledge 2019 as an exciting and productive year. With family and community support we managed to raise in excess of \$7000

through fundraising initiatives which included a very successful Pie Drive. Other events included the School Disco, Mother's Day and Father's Day stalls, raffles and the Colour Run. This year brought some changes to the school canteen. We worked to create a healthier menu and introduce additional menu items using a Thermomix. QKR has also been introduced for efficient online ordering.

As representatives of our parent community, we appreciate the support of many volunteers and are grateful for the ideas and suggestions offered. We aim to help build a community that is kind, helpful and generous and will continue to do our best for our school community.

Our P&F meetings are held twice a term in the school hall. We alternate between night and day meetings to match the seasons- Term 1 & 4 at night (daylight savings), Term 2 & 3 during the day.

Student Body Message

St Patrick's Primary School is a great place to learn. We have excellent teachers who care deeply and teach us many interesting things. We are involved in many sporting opportunities and have access to fixed equipment and large playground spaces, which are suitable for different activities. Our lunch club, STEM group, Culture Room, school choir and percussion group are also well attended.

We are well represented by our school leaders who are elected by the student population. Our Student Representative Council includes children from Years 2-6 with children rotating each term to fill the role. The SRC run the school assemblies and assist as required. Our Monday assembly is an opportunity to recognise special achievements and birthdays. We respectfully include the Acknowledgement of Country, and sing the National Anthem and School Song. A feature of our Friday assembly is the presentation of Principal Awards.

School Features

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

It reverted to its original name of St Patrick's to distinguish it from the secondary school of St Joseph's and to emphasise its standing as a Parish School.

In 2015, in response to enrolment interest for quality faith-based education, St Patrick's began welcoming three Kindergarten classes each year. In anticipation of continued growth, the school began Stage 1 of major building works in 2016, completed in 2017 and officially opened in 2018. Stage 2 works commenced in 2019, which included purpose-built, contemporary, flexible learning spaces and landscaped play spaces. Our pod design currently services Kindergarten - Year 4.

The school continues to experience healthy growth, accommodating 19 classes in 2019.

St Patrick's offers a comprehensive curriculum, enhanced by extra-curricula activities and opportunities to cater for the needs and interests of students.

Gifted Initiatives included participation in the Australasian Problem Solving Mathematical Challenge, consisting of five different contests held approximately one month apart between May and September. Practice and preparation for the contests included regular training sessions where the team of 30 students worked to build problem solving skills.

During 2019, three identified students from St Patrick's joined the Virtual Academy for highly gifted students. Virtual Academy is an online school program providing innovative and advanced curricula with local, national and global perspectives, beyond the scope of the regular classroom, allowing gifted students to learn with autonomy and to engage with intellectual peers. Students worked on advanced curriculum outcomes in place of part of their regular class work.

St Patrick's provides cultural opportunities, in and around our local area and further afield. Excursions included visits to the Civic Theatre and Taronga Zoo, and historical sites to learn from our past. These included Tocal Homestead, Maitland Gaol and Cockatoo Island.

Stage 3 students undertake an extended excursion involving a stay of between 1-2 nights. In 2019 Year 5 attended the Great Aussie Bush Camp and Year 6 visited Canberra.

One student successfully auditioned for ASPIRE, showcasing their skills in various dance performances, and St Patrick's hosted the Choir Showcase for regional Catholic schools.

In 2019, St Patrick's explored ways to support and enrich cultural opportunities for our indigenous students. During Naidoc Week, all students participated in activities led by local elders including Aboriginal art experiences and a bush tucker talk and tasting.

St Patrick's is very much involved in all sporting activities involving Diocesan schools. Many of our students have been selected to trial at either Regional or Diocesan level. A number of students competed at Polding level in the following sports; Swimming, Athletics, Cross Country, Soccer, Tennis, Basketball and AFL, with some students progressing to the NSW PSSA championships in 2019.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
247	253	23	500

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2019 was 91.41%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92.60	90.50	92.10	91.90	91.00	92.10	89.70

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	54
Number of full time teaching staff	19
Number of part time teaching staff	15
Number of non-teaching staff	20

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

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

Summary of professional learning at this school

Staff have undertaken Professional Learning in the following areas:

- Executive Leadership Training
- Unpacking the new PDHPE syllabus
- Unpacking the new K-6 Science and Technology syllabus- Strands: Digital Technologies, and Digital Systems
- Gifted Education
- Early Learning - Successful Foundations Research Project
- Spelling Mastery
- InitialLit-1 (an evidence-based whole-class literacy program)

Teachers are encouraged to participate in Faith development opportunities provided through the Catholic Schools Office and through external agencies. This year two teachers took part in the Beginning Teacher's formation program and we hosted a whole-staff spiritual formation retreat and whole staff training for implementation of the Make Jesus Real framework and Restorative Justice Practices.

Teachers are allocated weekly opportunities to collaborate with their grade partners. Early career teachers are mentored by an experienced teacher.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

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

Our school signage reflects Catholicity, as does the organisation and implementation of our school assemblies.

Our theme for the year called us to Make Jesus Real. We were encouraged to take the time to recognise 'God moments' in our lives. These are the times when someone shows us the love of Jesus, and in doing so, is Jesus for us. We were also encouraged to think of ways that we could be Jesus for others. Each class designed a class prayer cloth, brought forward in the Entrance Procession of our Opening School Mass, which represented our community's commitment to live out our theme during the year. Our prayer cloths were displayed prominently in the hall for all to see.

St Patrick's Lochinvar is an extension of the Parish community and Chisholm Region. Parish activities are promoted through the school, as is the Parish Sacramental Programme. The school and parish work in partnership in this area. The school's Religious Education program is organised to coincide with the Parish and Chisholm Region reception of the Sacraments.

The school community participates in liturgical celebrations on a regular basis, many of these in the parish church with parishioners invited. We also support the Parish Family Mass held in the parish church once a term. Students take responsibility for participating in the offertory procession and readings, with staff providing live music. This mass is usually followed by morning tea in the school staffroom. We celebrate feast days and special events with whole-school liturgies or masses and invite our families to join us on these occasions.

Faith development is an integral part of each day in a child's school life. We aim to nurture and challenge our children's faith so that it becomes a real and dynamic aspect to their lives. Students are encouraged to take part in faith formation experiences through daily prayer and meditation, Stage Masses and whole-school liturgies. Year 5 participate in leadership formation activities which model leadership on the person of Jesus.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

- Continual focus on Leading Learning
- Cultures built on Collaborative Learning
- Rich and purposeful Personalised Learning
- Creating the conditions for Supportive Learning
- Building capacity through Professional Learning

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

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

Schools and teachers use syllabuses to develop educational programs for students.

A syllabus is available for each course developed by NSW Education Standards Authority (NESA).

Along with a defined objective, each syllabus has a set of outcomes linked to course content.

Religious Education is an integral part of learning and our school policy and implementation reflects the Diocesan K-12 syllabus. Religious Education is given priority in programming and teaching. All teachers have undertaken professional development in Programming and Assessing Religious Education, and have maintained a specific focus on Creative Pedagogical Strategies in RE, which include Godly Play.

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

Learning Support

St Patrick's, Lochinvar endeavours to work collaboratively, professionally and cohesively towards a common goal of inclusivity. We strive to create an environment where all children have access to the curriculum that caters for their learning needs through consistently high standards of inclusive practices and effective pedagogy. We recognise that all individuals have different levels and types of intelligence and that some children live with the limitations of a disease, a disorder or a disability. Those children who struggle academically are catered for through targeted programmes, as are learners identified within the gifted range. Individual cases are raised in the Diverse Learners Team meetings, held weekly. Class teachers, members of the Learning Support Team and the School Psychologist attend these meetings.

Personalised plans, Healthcare Management Plans, Individual Transition Plans and Individual Behaviour Plans are developed in consultation with parents and external personnel to support students with more complex needs.

Use of Digital Technologies to enhance learning- BYOD

Due to the rapid changes and development in teaching practices over recent years it is important that St Patrick's adopt pedagogy that enhances and develops student learning. The implementation of a BYOD policy will enable flexibility and dynamism in the classroom and is a welcome shift toward self-directed learning in collaboration with peers, teachers and online experts. The device is used for educational purposes, both at home and at school. In 2019, students in Years 4, 5 and 6 operated in the classroom environment with a personal mobile electronic device at school to access the Catholic Schools Office (CSO) network through the St Patrick's Wi-Fi.

Student Performance in Tests and Examinations

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	58%	57%	12%	11%
	Reading	49%	53%	7%	11%
	Writing	59%	51%	0%	6%
	Spelling	48%	48%	6%	13%
	Numeracy	34%	40%	3%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	21%	34%	11%	17%
	Reading	45%	37%	9%	12%
	Writing	18%	17%	11%	19%
	Spelling	29%	34%	16%	14%
	Numeracy	25%	29%	13%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2019.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

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

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

During the 2019 school year the students participated in a number of social justice activities in support of Project Compassion, Catholic Mission and the St Vincent de Paul Society. Initiatives included Pancake Day, and the St Vincent de Paul Winter Appeal (in which students wore their winter PJs to school) and Christmas Appeal. To launch Project Compassion, Caritas Australia's annual Lenten fundraising and awareness-raising appeal, a Pancake Stall was organised for Shrove Tuesday. Families donated pancake mix and the teachers cooked and sold pancakes before school, with all proceeds going to Caritas Australia.

The Year 6 students planned and coordinated Mission Day activities for the students of St Patrick's to raise funds to support educational opportunities and life-changing development work in communities across the globe, particularly Zimbabwe, Indonesia, the Solomon Islands, Australia, Bangladesh and Vietnam.

Stalls included coloured hair spray, nail polish salon, face painting, kick a goal, bake stall, knock 'em down, 2nd-hand book stall, wet sponge throwing, and a photo booth.

We continued to develop strong bonds with the residents of Mt Carmel Nursing home through the visitation of our primary classes to spend time with the residents and serve them morning tea.

During the year, our school undertook a community project to support farming communities doing it tough in the face of prolonged drought conditions. The SRC sold Zooper Dooper icypoles, and deposited their plastic bottles and poppers into the local Return and Earn facility. We also participated in the Daily Telegraph's Adopt a Farmer fundraising initiative. Students came to school 'dressed as a farmer' and donated a gold coin, and also participated in a whole-school Boot Scoot!

These activities highlight the principles of Catholic Social Teaching to the students.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

#1 St Patrick's staff undertook an Action Research Project in the area of Gifted Education. The primary goal of this action research project was to collect data that examines/ reflects upon the extent to which the implementation of a cluster grouping model in stages 2 and 3 supports teachers in the implementation of curriculum differentiation for our gifted students. The action research also reflected on teacher attitudes towards the cluster model, and explored the impact of the cluster model in relation to student engagement and self-efficacy. The project revealed strategies to upskill and support teachers to best meet the needs of Gifted students including the provision of professional learning, introduction of teacher mentors and development of teams to triangulate CogAT profiles, PAT and NAPLAN data and implement supports.

#2 St Patrick's undertook specific Action Research for Successful Foundations (Early Learning) during 2019. Kindergarten teachers examined the role of play in establishing a positive transition from a prior-to-school environment to a formal school setting and a means for providing opportunities for children to demonstrate their prior knowledge, skills, understanding, capabilities and interests. Teachers involved in this project examined research evidence, understandings and approaches that are crucial to play. This included informed professional judgement, intentional teaching and the environment as third teacher and resulted in changed pedagogy and practice.

#3 Enhanced Teacher Quality- Opportunities for formal collaboration and the establishment and development of Professional Learning Teams (PLT) contributed to the building of a

culture of trust in which teachers could challenge and support each other to improve classroom practice.

Priority Key Improvements for Next Year

#1 Improved student outcomes and the teaching of Mathematics

#2 Focus on Learning, Continuous Improvement and Data Literacy with the introduction of a Pedagogical Mentor

#3 Improved outcomes for indigenous students in the areas of curriculum, culture, spirituality & welfare

Community 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. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Parents have a positive perception of the school's Catholic Identity, the care that is displayed, the quality of teaching and learning taking place, the administration of the school and the partnership they experience. St Patrick's is supported by many families who make a significant contribution to building and sustaining our community through their efforts. We have many willing helpers who are generous with their time, funds and energy to ensure our community flourishes and our reputation is upheld.

Parents take a keen interest in the academic, sporting and cultural achievements of their children. They regularly attend grade and whole-school assemblies, concerts or presentations. Parents are provided opportunities to express their views, concerns or queries and work in partnership with teachers.

Student satisfaction

Our students continually give staff positive feedback. The children are very involved in all aspects of school life and readily assist staff to improve our school.

Teacher satisfaction

St Patrick's school has a great reputation in the Diocese. Our staff are highly motivated and our retention rate is very strong. The staff agree that the school has a strong Catholic Identity, that teaching and learning is of a high quality, that there are ample opportunities for professional learning and that the school is well administered. The strongest feature of the school recognised by the staff is the atmosphere of care and collegial support.

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 2019 year is detailed below:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$3997149
Government Capital Grants ²	\$815432
State Recurrent Grants ³	\$1181047
Fees and Private Income ⁴	\$1033016
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$227985
Total Income	\$7254629

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$3576242
Salaries and Related Expenses ⁷	\$4575380
Non-Salary Expenses ⁸	\$1486450
Total Expenditure	\$9638072

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT