

# 2020

## ANNUAL SCHOOL REPORT



### St Philomena's Catholic Primary School

Lloyds Road, BATHURST 2795

Principal: Mrs Louise Davies

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

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## About this report

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St Philomena's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education Diocese of Bathurst (CEDB). CEDB 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') demonstrates accountability to regulatory bodies and CEDB. 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.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. 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](#).

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## Message from key groups in our community

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### Principal's Message

2020 has been a year of uncertainty, one of facing challenges, coming together as a community and supporting each other in a myriad of ways!

St Philomena's Catholic Primary School is a single-stream school located on the doorstep of the famous Mount Panorama, Bathurst, established in 1901 by the Sisters of Mercy. To engage students in deep learning, we have continued during this worldwide pandemic year of COVID-19 to reach beyond the school gate and into our family homes, building a common language with parents, and experiencing *Learning from Home* for the first time over a seven-week period during Semester One. In a world where schooling can seem complicated and hard to understand at times, we empower and encourage parents to be a part of their children's learning experience.

Our love and faith in Jesus continues to be inspired by the charism of the Mercy Sisters, *'to live justly, lovingly and faithfully in Christ'*. I am privileged to lead a team who live our school vision of being *'committed to providing high-quality Catholic education in a loving family environment.'*

### Parent Body Message

The Parents and Friends Association (P and F) works in partnership with the school staff for all students and is an essential part of our School. We meet on the second Tuesday of the month. The P and F provides an opportunity for parents and caregivers to participate in fundraising, family support and community-building activities for the benefit of the school and our children.

Parents and carers of our children and friends in the wider community are welcomed to come and share in a positive Christian ethos by being involved in the P and F. This not only helps promote our children's Catholic education and build community spirit but promotes social and spiritual growth. While 2020 had limited P and F opportunities, we look forward to continuing to work together in 2021 for the good of the school – students, teachers and parents, in a way that reflects the school's values and history.

We are fortunate at St Philomena's Catholic Primary School to have so many willing and passionate parents and friends who constantly encourage and support the education and faith development of our children.

Geoffrey Press – 2020 – P and F President

## Student Body Message

We have celebrated a lot of Feast Days this year, but it has been a little different. Our School REC has prepared power points for us to celebrate in our classrooms. The Sacraments of Penance, First Eucharist and Confirmation were different too. Our parents had to arrange a date, and we celebrated the sacraments at Mass at the Assumption Church.

Unfortunately, we haven't been able to have all our sports carnivals, but we have had a coach from Sporting Schools funding. We played lots of fun games, and the coach played really good music.

We had to learn from home because of COVID-19. The teachers helped us get through all the work online and in packs that were sent home. It was hard to learn at home, parents were busy, and we didn't have our friends around. We didn't have the teachers to help us either. It was amazing when we all could be back together in the classroom.

We are lucky to have lots of new things in our school – a new basketball court, sporting equipment to put in our new sports shed. We are getting a new shade tent to put up at carnivals for sun protection.

When we get new students, everyone takes care of them and makes sure they feel welcome. At our school, we are always encouraged to use kind words and gentle hands so that we all keep safe.

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## School Features

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St Philomena's is the only single-stream K – 6 Catholic School in Bathurst. Established in 1901 by the Sisters of Mercy, to serve the needs of the Catholic community of "Milltown" as South Bathurst was originally known. The first school was located on the corner of Seymour and Rocket Streets, Bathurst. In 1983 the school moved to its present position on Lloyds Road. Following in the tradition of the Sisters of Mercy, the school offers high-quality Catholic education with our love and faith in Jesus inspired through the charism of Catherine McAuley.

Our enrolments remain steady, and parent involvement in classrooms, their presence at award assemblies and consistent engagement in their children's learning are strongly encouraged across the school. The parent body provides vital resources for the school through annual fundraising activities such as the school fete, car parking on Bathurst Race Weekend and the chocolate drive, to name a few. Apart from this year of COVID-19, our children are actively involved in sporting competitions; AFL, Rugby, Netball, Hockey and Soccer days where they are encouraged to meet in friendship and experience a higher level of competition collegially with other schools in our Diocese and beyond.

Our school community comprising of dedicated staff and parent body who come together for all activities to implement and ultimately run successful and enjoyable days where children's achievements and sportsmanship are acknowledged and supported. St. Philomena's has always participated in the Bathurst inter-school debating, chess competitions, and we support the CWA Public Speaking and Country of Study. Each class annually participates in the Bathurst Eisteddfod in support of our local community. Our senior students bi-annually attend an excursion to Canberra to encourage leadership and life skills and our younger cohort in years 2 - 4 attend an excursion to local areas that support the work taught in class.

Children at St. Philomena's experience a range of organised educational excursions and incursions which assist in the teaching of key learning areas of the NSW curriculum. At St. Philomena's, we want every student to belong. The dedicated and supportive teaching staff endeavour to cater for a wide range of abilities and learning styles. Consistent professional development is an integral part of the teaching and learning process. The students have many opportunities to participate in local community events and extracurricular activities. Our school is well resourced and equipped, and our children and staff work in safe and engaging environments. This year we extended our outside learning spaces to provide an undercover area for our Stage 3 students and resurfaced our Basketball court, which our children are very excited about. St. Philomena's is a Catholic Primary School where every child is known, safe, inspired and challenged to learn.

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## Student Profile

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### 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 2020:

Girls	Boys	LBOTE*	Total Students
88	107	3	195

\* Language Background Other than English

### Enrolment Policy

Catholic Education Diocese of Bathurst has established an Enrolment Policy for Systemic Catholic Schools in the diocese. The policy has been developed in the context of government and system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of a Single School Fee (which incorporates local costs), the Capital Works Levy and Subject Specific Costs. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling may be accessed through the [Diocesan website](#)

### Student Attendance Rates

The average student attendance rate for the School in 2020 was 93.79%. 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
94.40	95.20	94.20	92.20	94.40	93.20	92.90

### 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 Executive Director of Schools and designated CEDB Safeguarding Officer are 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	26
Number of full time teaching staff	8
Number of part time teaching staff	18
Number of non-teaching staff	13

### Total number of teaching staff by NESA category

Teachers at this School are 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 at these levels is as follows:

Conditional teachers 36  
Provisional teachers 50  
Proficient teachers 857  
Highly Accomplished and Lead Teachers 1

Additionally, there are approximately 8 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 Learning of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific professional learning, meetings and conferences, and a range of programs provided by CEDB. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional learning. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following information provides specific details relating to the focus of three of these professional learning days.



### Summary of professional learning at this school

The school's Professional Learning Community team met regularly with staff from the CEDB. These meetings in 2020 were focussed on the school's PLC focus areas of Maths and Writing and correspondence from these meetings were passed onto all staff.

Our whole school development day included Aboriginal Spirituality, which was run by a CEDB Education Officer.

A second staff day focused on analysing the schools School Improvement Survey data. Staff were able to work on areas of development from the data of this survey.

During the year all staff have had the opportunity to complete their first aid course, CPR and Anaphylaxis training. Staff are encouraged and supported to attend Professional Learning days offered throughout the year.

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## Catholic Identity and Mission

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Catholic Schools have a unique role in the evangelising and educating mission of the Church. Catholic Schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student resources *To Know, Worship and Love*, and *Understanding Faith*, as authorised by the Bishop of Bathurst.

Students in Years 6 in Catholic schools in the Bathurst Diocese undertake the Diocesan Religious Education Test annually. The test consists of multiple-choice questions with the results analysed by CEDB to inform diocesan teaching and learning in Religious Education.

As we have embarked on a school year that has proven to be filled with lots of different challenges St. Philomena's have always had the Catholic values of Family, Hope and Supporting each other as a focus for our school community. This year our students have been studying and learning about Pope Francis' Encyclical 'Laudato Si' - Care of our Common Home. Pope Francis reminds us that 'our common home is like a sister with whom we share our life and a beautiful mother who opens her arms to embrace us'. Laudato Si calls for us to examine our hearts, transform our social values and take action for global solidarity. This work has been linked to our Annual Improvement Plan and our school's sustainability program. The students enjoyed learning new songs about caring for our world and researching ways in which we can look after, not only our world, but our school environment as well.

Students of St Philomena's have been prepared for each of the Sacraments: Penance, Eucharist and Confirmation. Although the receiving of these sacraments have been very different this year due to restrictions, we were still able to celebrate with each sacramental class with a special liturgy and cake to mark this very significant occasion.

We were fortunate to have the wonderful peer ministry from St Stanislaus College come to our school and run a peer support day with our Year 5 students. This was well received by the students and made for a positive memory in their preparation for their upcoming leadership roles.

Major religious feasts are marked with a Liturgy run by various classes or a class Mass celebrated with Fr Ephrem, our school chaplain. Each day the school stops at 12 noon to pray The Angelus. In the months of May and October, a Rosary session is provided for the children to pray during lunch.

This year our Year 6 students sat for the annual Religious Education Test conducted by the CEED and received excellent results. These results are a credit to all the students and staff at our school whose passion and dedication for Religious Education is always at the forefront of our teaching. Our students have not been able to visit the local nursing homes this year, however, our students were still involved with these important community services and have been making artwork and pictures, which have been delivered to the residents which our students would normally love to visit.

A wonderful effort was made by the Mini Vinnies group throughout the year to fundraise for Project Compassion and Catholic Missions. St Philomena's is a kind and caring school, committed to improving children's faith by living out Gospel values.

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## Curriculum, Learning and Teaching

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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 (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Although learning looked somewhat different in 2020 due to the global pandemic, our focus on explicit teaching in regards to Literacy has continued. Across our school, Reading and Spelling Mastery provided a foundation for core instruction for students to develop knowledge and skills to engage in reading, spelling, and writing. Placement testing at the end of the year along with DIBELS data has shown sustained growth and levels of achievement. Throughout the at-home learning phase of education this year, we have remained committed to having parents as partners in their child's education.

A whole-school approach to Mathematics has been sustained under the guidance of the Professional Learning Communities coordinators. This approach has supported fostering a culture of collaborative inquiry where structures and processes enable the vision of high levels of learning for all. Teachers have worked collaboratively in stages and across the school to make transparent approaches to pre and post assessment, differentiated instruction based on initial data collection and finally recording of growth in summative assessment. This has supported the system goal of strengthening numeracy achievement.

In 2020, the school's Information and Communication Technology (ICT) coach has worked with teachers to further deepen the knowledge and understanding of the Google Suite, SeeSaw and Compass and to build their skills to embed ICT in learning and teaching activities. Peer modelling and team teaching opportunities have taken place to enhance student learning and engagement. Infants students have used and created Kahoots for formative assessment and used SeeSaw to show knowledge and understanding in Mathematics. Primary students have used Google Docs to collaborate on team tasks and engaged in creating and using Google Forms for formative and summative assessments.

The Support Teacher and Leadership Team have worked in collaboration with classroom teachers and Teacher Assistants to support the individual needs of Tier 2 and 3 learners through explicit teaching of skills and concepts, coupled with differentiated instruction. Class

teachers and the Support Teacher have worked closely to develop individualised learning plans and individual adjustment plans to meet the needs of identified students.

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## Student Performance in Tests and Examinations

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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 the School's planning and is used to support teaching and learning programs.

Student results show as skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN is one aspect of school assessment and reporting processes, and compliments the extensive ongoing assessments made by teachers about each student's performance and learning throughout the year.

Due to the restrictions of COVID-19 in 2020, NAPLAN was cancelled, meaning students in Years 3, 5, 7, and 9 did not have the opportunity to undertake these tests.

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's Pastoral Care and Student Wellbeing Policy, guidelines and procedures are underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Catholic Education Diocese of Bathurst Pastoral Care and Wellbeing Framework provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The diocesan Pastoral Care and Wellbeing Framework assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing
- creating teaching and learning communities where all members of the School community are safe from harassment, aggression, violence and bullying
- responding to new and emerging pastoral care and student wellbeing challenges.

No changes were made to the Diocese of Bathurst Pastoral Care and Wellbeing Framework this year. The Framework can be accessed at the [Pastoral Care and Wellbeing Framework](#).

The full text of the School's Pastoral Care and Wellbeing Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

### Behaviour Management and Student Discipline Policy

The School's Behaviour Management and Student Discipline Policy and procedures are aligned to the Pastoral Care and Student Wellbeing Framework. The School's policy operates within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning for all students. It supports the development of positive social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring respect for the rights of all students and staff.

The full text of the School's Behaviour Management and Discipline Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

### Anti-Bullying Policy

The School's Anti-Bullying Policy and procedures are based on and informed by Catholic Education Diocese of Bathurst policies for Diocesan Schools and are aligned to the Pastoral Care Policy and Student Wellbeing Framework. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

The full text of the School's Anti-Bullying Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

### Complaints Handling Policy

Catholic Education Diocese of Bathurst has established a Complaints Management Policy which is implemented across the diocese. The policy recognises that misunderstandings, differences of opinion, and complaints and grievances 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 Policies and procedures reflect the legislative responsibilities and demonstrate our diocesan commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

In addition to this policy, there are also policies and procedures related to Child Protection, Procedural Fairness, and Whistle Blowers. All of these are available through the [CEDB website](#).

The full text of the Complaints Management Policy may be accessed on the [CEDB website](#) or by contacting Catholic Education Diocese of Bathurst.

### Initiatives promoting respect and responsibility

Throughout 2020 the school continued to promote respect and responsibility through a myriad of ways, especially as children experienced learning from home for approximately an eight week period.



Our weekly focus on an area of respect and responsibility in and around our school focused on explicitly outlining what respect and responsibility looks like to our students. Using student voice to express this was pivotal as the message was listened to more readily by the children across the school and behaviours implemented. We are committed to nurturing the development of the whole student.

Our Social-Emotional Learning Program is an important part of helping us to achieve this through teaching skills for Listening, Emotional Management, Empathy and Problem-solving.

Different areas focused on throughout the year included:

Greet Others With Kindness - 'Gentle Hands and Kind Words'

See a Need and Do Something About It

We Wear Our Hats When Outside

Act and Speak in Safe, Respectful and Responsible Ways

We Keep Our Environment Safe and Our Playground Clean by Putting Rubbish in the Bin

Listening with Attention Helps you to Learn, Work With Others, and Make Friends

Use Self-Talk to Help You Focus. Stay on Task and Handle Distractions

We Greet Our Teachers, Visitors and Friends by Name

We carry our Chrome Books and ipads Carefully and Respectfully.

Our Year 6 students lead school initiatives such as Digital Technologies, Cross Country, STEM activities and Creative Arts activities which allowed our students to use their leadership skills to demonstrate respect and responsibility to younger students throughout the school.

Our National Sorry Day whole school activity and Reconciliation Week activities acknowledged our shared responsibility to seek reconciliation for the hurt and wrongdoings of the past and our NAIDOC Week celebrations which demonstrate respect the Aboriginal and Torres Strait Islander people and provided opportunities for all students to deepen their knowledge of Aboriginal and Torres Strait Islander Cultures and Histories by engaging with the world's oldest continuous living cultures;

Our Remembrance Day celebrations were a visible acknowledgement to honour and respect the contribution of all people who made sacrifices for a peaceful world; and, the connections made with the Sisters of Mercy to assist the school in understanding their current mission in our local and broader communities.

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## School Improvement

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Catholic Education Diocese of Bathurst has collaboratively revised and implemented Quality Catholic Education (QCE) in all schools. The QCE framework supports the continuing focus on school improvement and transformation. Cyclical processes in CEDB and schools underpin the framework ensuring alignment and coherence.

Strategic Improvement Plans (SIP) are future focused documents that map the Diocesan and School's directions, focused specifically at improving outcomes for all students and staff through the areas of:

- Faith
- Learning
- Stewardship

Each year, the CEDB and School develops an Annual Improvement Plan (AIP) indicating the intended key strategic intent across these areas for the coming year.

A copy of the school's Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School office.

### Key Improvements Achieved

Staff and students were supported throughout the year to demonstrate a rich understanding of Church social teachings that inform a culture of environmental stewardship, enhanced through wide collaboration in and beyond the school community. This included a focus on Environmental Revegetation and Restoration Education, which incorporated our student Awards of Excellence.

Our goal was to become a proactive school culture, caring for our earth in areas such as responsible use of paper, recycling, water management, power-saving and awareness-raising. Embedding Christian Meditation, formation and Aboriginal Spirituality were implemented across the school as part of our daily practice.

Our PLC direction throughout the year continued to foster a culture of collaborative inquiry where structures and processes enabled the vision of high levels of learning for all. Implementation of a collaborative inquiry approach when reviewing data guided further precision in consistent teacher practice to make informed decisions in all areas focussed upon.

Transparent processes and practices were used collectively and consistently for support and any intervention and the fidelity and efficacy of Mastery program delivery was a priority.

Leadership was dispersed and centred around developing capabilities of all staff members, including our students.

Consistent use of the three pillars, faith, learning and stewardship of the Quality Catholic Education Framework focussed all implementations across the school.

### Priority Key Improvements for Next Year

An area of focus for 2021 is to enhance our students' knowledge of the word of God, by explicitly teaching students to reflect and critically study the Scriptures. Students will then be able to express how we can be witness to God's word in our everyday lives. Students will have the opportunity to reflect and study the scriptures focussing on the Gospel of the week. They will be equipped with strategies on how to pull apart a scripture passage to be able to explain the meaning embedded in the word of God. We will continue to be guided by the CEDB in implementing the 'Faith Formation Framework.' and ensuring Teachers are engaged in required CEDB 'Accreditation To Work, Teach, Lead in Catholic Schools.'

Throughout 2021 we will implement and embed a whole school approach to behaviour utilising SPB4L and RTI Guidelines. SPB4L Phases of Development will be implemented to support the framework across the school with lessons developed and implemented to support CORE education regarding behaviour. A whole school Case Management Approach will be linked to student behaviour and wellbeing. Student Voice, parent engagement and working collaboratively with CEDB staff will be pivotal to ensure all parties have a voice. Data collection tools will be developed, that are stage appropriate to gauge student voice a part of the project.

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## Community Satisfaction

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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. Additionally CEDB undertakes extensive surveying of all stakeholder groups through School Improvement Surveys. This data is used to further inform school improvement.

### Parent satisfaction

Our parent community, via surveys and our school review data, clearly acknowledge that St Phil's has a clear identity as a Catholic school in the community and that we participate in meaningful celebrations of prayer, liturgy and the Sacraments. Parents commend the well-developed quality educational programs with a high standard of teaching across all subjects and acknowledge that our school environment is stimulating and well resourced. Parents affirm that they are actively encouraged to be involved in their children's learning and maintain that high priority is placed on academic growth and student progress. St Philomena's promotes a healthy active lifestyle and nurtures a culture of positive well being. Parents feel well informed about what is happening in the school via various platforms of communication: Compass, Seesaw, Newsletter, Website and Facebook.

*St Philomena's is a wonderful place to have our children. We are very happy with all the teaching staff and the Principal who does a wonderful job.*

*As a parent, we are always well informed of what is happening and are given notice of upcoming events. The teachers keep in contact via seesaw and the new compass app is a great way to be informed of things happening at the school.*

*All the teaching staff are welcoming and the office staff are always available to help or assist you with any inquiries that you have. It is such a beautiful school who really does have the needs of the students at heart.*

### Student satisfaction

Students via surveys and discussions commend that as a school we promote and celebrate aboriginal heritage and culture and that our school is known to be a good Catholic school in the community. Children believe that our school sees student learning as being important and that students are all supported to become independent learners. Students acknowledge that the school supports a healthy active lifestyle and the well being of every student, and affirms the positive relationships that exist between staff and students. Achievement at our school is appropriately recognised and there are many opportunities to take part in extracurricular

activities. Students affirm that they are encouraged by their teachers to set goals for learning and that regular assessment occurs to provide feedback and future direction. Students believe that their teachers set high expectations for them and provide many opportunities for leadership and student voice to be heard.

*'Everyone treats each other with respect, everyone gets a fair chance at everything, the playgrounds because they are well organised and the younger kids love to play, being a catholic school it gives us the opportunity to follow our faith, the teachers are all very kind and teach us very well.'*

*'The school makes sure the students and parents feel welcome. St.Phils have great teachers and staff members to help all children with their level of learning and understanding.'*

### Teacher satisfaction

Staff, from surveys and feedback, believe that we have a clear Catholic identity in the local community and that Jesus Christ and His teaching are clearly articulated across all aspects of the curriculum. Staff affirm a well-implemented Religious Education curriculum which promotes a strong level of religious literacy across the school. Staff promote awareness of and celebrate Aboriginal heritage and culture and are appropriately involved in community and social justice activities. Staff are driven by the belief that all students can learn at high levels, prioritising the explicit teaching of behaviours. Teachers affirm they are provided with resources and support through mentoring coaching and professional learning and the school has well established and high functioning professional learning teams.

*"St Philomena's is an excellent school. The small community feel is wonderful and it is an environment that enables older students to look after and guide the younger ones. The teachers are caring and focus on the growth of the whole student and are always striving for the best possible learning outcomes for each student."*

*"There is a clear vision of where the school is going and what is needed to get it there. The capabilities and commitment of all staff are amazing. The leadership team do a wonderful job leading the school and staff and are always looking at ways in which to assist teachers and to support the great work that the teachers do in the school.'*

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## Financial Statement

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School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,010,473
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$561,097
Fees and Private Income <sup>4</sup>	\$372,908
Interest Subsidy Grants	\$2,234
Other Capital Income <sup>5</sup>	\$64,179
<b>Total Income</b>	<b>\$3,010,891</b>

Recurrent and Capital Expenditure 2020	
Capital Expenditure <sup>6</sup>	\$113,055
Salaries and Related Expenses <sup>7</sup>	\$2,011,632
Non-Salary Expenses <sup>8</sup>	\$750,398
<b>Total Expenditure</b>	<b>\$2,875,085</b>

### 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 2020 REPORT