

2021

ANNUAL SCHOOL REPORT



St Philomena's Catholic Primary School

Lloyds Road, BATHURST 2795

Principal: Mr Jaydem Hadson

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

About this report

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 faith formation, 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](#).

Message from key groups in our community

Principal's Message

St Philomena's Catholic Primary School is a high-quality, dynamic and flexible Christ-centred community that has met the needs of all students and their families. 2021 will be marked in education's history as a year like no other. For St Philomena's and its community, it was an opportunity to showcase our strength in adaptive teaching and learning. Our teaching and learning depth and breadth was evident when we opened our school resources to our families for home learning. Our ICT resources and portable internet devices allow for not one family to miss out on online learning classes through the COVID 19 home learning.

Students have engaged in and succeeded in 2021 because of the highly resourced and innovative teaching our staff provided them and their families. Our school was able to connect with homes and provide learning and well-being for all in hard times.

Our love and faith in Jesus continue 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 that lives our school vision of being 'committed to providing high-quality Catholic education in a loving family environment.'

The following school report will illustrate and celebrate the tremendous and innovative teamwork our community displayed through a history-making year in education.

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 provide 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 2021 had limited P and F opportunities, we look forward to continuing to work together in 2022 for the good of the school – students, teachers and parents, in a way that reflects the school's values and history.

In 2021, we were able to complete some fundraising including Easter Raffle and School Chocolate boxes which were very well supported by all families. In addition, we welcomed a new school principal, Mr. Jaydem Hadson. With the change in Principal, we extended the executive committee to three years to assist with the transition. This was very successful.

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 – 2021 – P and F President

Student Body Message

Our highlight was celebrating and leading Presentation Day for St Philomena's and the community. It was held at Stannies and it was the biggest crowd we have ever spoken in front of, we were even live streamed. What made it special was it was the first community event for nearly 16 months.

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, our parents were busy, and we didn't have our friends around. We did get to see our friends every day at Mr. Hadson's virtual (ZOOM) principal's morning tea where he would read us a book and then put us into breakout rooms to talk to our friends.

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.

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.

This year we got to lead SPB4L in our school. We particularly enjoy the last 2 weeks of each term because we choose the focus behaviour for the whole school. We can't wait for high school but we are sad to be leaving our favourite school, St Phil's.

School Captains - St Philomena's || 2021

School Features

OUR STORY

St Philomena's is the only single-stream K – 6 Catholic School in Bathurst. It was 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 FAMILIES

St Philomena's parent community prides itself on the partnerships that continue developing through the common language gained through working together, especially in the second year of educating our children through COVID. We seek parent input on changes in the school and do so through parent and friends meetings, parent workshops, and surveys. Throughout the year we took the opportunity through newsletters and assembly to communicate the theme, 'parents as the first educator of their children.' Parent involvement in classrooms, their presence at award assemblies (pre-COVID), and consistent engagement in their children's learning are strongly evidenced across the school. We were able to do this within the COVID restrictions of the NSW Government, and we thank families for this engagement. The parent body provides vital resources for the school through annual fundraising activities such as the Easter Raffle and the chocolate drive.

OUR CHILDREN

The students at our school are blessed with so many gifts in a variety of areas. Their human uniqueness is explored and celebrated by accessing many extracurricular activities. Throughout the year personalised learning provided students with opportunities to take ownership of their learning through open-ended tasks. 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.

OUR STUDENT VOICE

Our Year 6 leaders and Student Representative Council has been very active in 2021. They have organised and actively promoted fundraisers and provided practical opportunities for students to engage with social justice issues. In addition, the students have led the way with SPB4L in the school. In 2021 our ATSI students were role models for all students in our

school and the wider community and were deservedly honoured in NAIDOC Week celebrations.

OUR STAFF

In 2021, our highly trained staff provided students many opportunities, including, positive behaviours and effective home learning. A feature of our school is the dedication of staff to go above the call of duty. 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.

OUR ENVIRONMENT

Our school opened a new building in 2021 - a Toilet Block. This allows for the continued growth in enrolments and provides necessary facilities in line with the events the school runs for our children. St Philomena's has out-of-hours school care which is run in partnership between our school and Centacare. This relationship continues to grow as we continue to see increasing numbers of families using this wonderful community resource.

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 2021:

Girls	Boys	LBOTE*	Total Students
91	107	0	198

* Language Background Other than English

Enrolment Policy

Catholic Education Diocese of Bathurst has 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](#) under the About Us drop down menu - see Policies tab or by contacting your local Catholic School.

Student Attendance Rates

The average student attendance rate for the School in 2021 was 93.14%. 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
92.05	92.86	93.61	93.51	93.52	93.03	93.37

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	21
Number of full time teaching staff	8
Number of part time teaching staff	4
Number of non-teaching staff	9

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:

- 29 Conditional teachers
- 24 Provisional teachers
- 873 Proficient teachers
- 2 Highly Accomplished and Lead Teachers

Additionally, there are approximately 9 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 these professional learning sessions.

Summary of professional learning at this school

In 2021, staff engaged in professional development to improve their capacity to ensure high levels of Catholic education to our community. This was completed in two planned ways. One - as a whole staff aligned to our Annual Improvement Plan. Two - personalised PD aligned to the staff member's professional practice goals they set themselves in 2021.

In 2021 our staff completed together professional training in bringing all our educational programs and school structures into alignment online. This allowed the school to work transparently to ensure the most up to date information is available to make decisions about students learning. This will help create strong stewardship in the school.

As well as the stewardship project we dived deeply into SPB4L and our school was able to create a set of universal behaviours that can be taught to students so that they can succeed at St Philomena's. The success of this work can be seen in the student leadership in this area.

Our spirituality retreat was with Dr Dan White and we unpacked the scriptures as a staff in a way that will aid the delivery of the Good News to our children and their families.

Lastly, personalised PD for staff in 2021, included; the New Syllabus training for all Kinder, Year 1 and 2 teachers; training for second steps, a school social and emotional program; Google classroom; and COMPASS online - platforms that assist in learning and welfare of students.

Catholic Identity and Mission

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.

Our Vision

St. Philomena's School is committed to high-quality Catholic education in a loving family environment.

Our Mission

Working in partnership with family, parish and community to achieve high levels of learning for all children, our school:

- Proclaims Jesus and lives the Gospel Values
- Fosters the spiritual, academic, emotional, physical and social development of each student
- Implements a Contemporary Curriculum.
- Encourages children to develop authentic ownership of their learning.

Our Motto

"Live Justly, Lovingly and Faithfully in Christ"

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 (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.

St Philomena's Catholic Primary School leads the way in the Bathurst community with the opportunities it provides for children in personalised learning plans. There are three key structures in the school that allow all our students to have highly trained staff, using accurate data, to produce learning opportunities appropriate for each students learning level.

Firstly, our staff meets in small professional learning teams. They set assessments around key learning objectives and use this data to collaboratively plan future teaching and learning. The second part of this process is that there are regular opportunities to see students progress and create personalised learning plans to ensure that no student is left behind. Thirdly, time is provided in our team teaching sessions for our staff to execute and ensure the validity of the personalised program to the student. Across our school these three elements are found in our Reading and Spelling Mastery. These provide 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.

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. In 2021 our school provided intensive learning for students with additional needs. The programs offered in 2021 included; Quicksmart, Multilit and Minilit. Our students were screened and parents consulted when programs were implemented. All programs are delivered with a specialist trained support person to ensure the quality of the programs provided.

In 2021, 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.

Parents receive School Reports twice a year, in June and December. These reports summarise student learning, set ongoing goals, and provide meaningful feedback to parents. These are supported by the students, parent, and teacher goal-setting conversations in Term 1 Week 8, half-yearly parent/teacher meetings, and parent/teacher meetings at other times as requested by either parents or teachers.

In partnership with the CEDB, our school was able to offer opportunities in the area of robotics in both Term 2 and Term 3. Students from K-6 had opportunities to explore coding, artificial intelligence, and problem-solving through engaging hands-on activities. Our school continued our partnership with the Bathurst Academy of Music and offers opportunities for guitar, piano, and singing lessons.

In partnership with CEDB staff we had professional development opportunities to enhance the capacity of the staff at the school. Through follow-up and team teaching staff were able to collaborative plan and teach projects together, resulting in high levels of learning for our students. Our students were able to construct and produce work that showed their depth of learning. As a school, we will continue this high quality into our future.

Throughout the at-home learning phase of education this year, we have remained committed to having parents as partners in their child's education.

Student Performance in Tests and Examinations

NAPLAN

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.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	37%	54%	10%	11%
	Reading	47%	55%	13%	10%
	Writing	47%	53%	7%	6%
	Spelling	43%	49%	7%	13%
	Numeracy	37%	36%	10%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	40%	35%	3%	14%
	Reading	50%	40%	0%	11%
	Writing	28%	20%	17%	18%
	Spelling	47%	38%	7%	14%
	Numeracy	57%	29%	3%	15%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's Pastoral Care and Student Wellbeing policies, 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.

The Diocese of Bathurst Pastoral Care and Wellbeing Framework revision began in 2021 and will continue in 2022. 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 policies and procedures are aligned to the diocesan Pastoral Care and 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 policies 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 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 a Complaints Management Policy which is implemented across the diocese. The policy recognises that at times misunderstandings, differences of opinion, and complaints and grievances will occur, and that these need to be resolved. 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 Policy 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.

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

The full text of the Complaints Management Policy may be accessed on the school website also.

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 and the school website.

Initiatives promoting respect and responsibility

Throughout 2021 the school continued to promote respect and responsibility in a myriad of ways, especially as children experienced learning from home.

Our fortnightly focus on an area of respect and responsibility through SPB4L 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

Our Reconciliation Week activities acknowledged our shared responsibility to seek reconciliation for the hurt and wrong doings of the past. Our NAIDOC Week celebrations, demonstrated respect for 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. This was also an event where we celebrated the leadership of our ASTI role models who have achieved much in and outside of the school community.

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.

All members of St Philomena's believe:

"The Catholic school sets out to be a school for the human person. The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching, this is why the promotion of the human person is the goal of the Catholic school." (John Paul II, Address to the First National Meeting of the Catholic School in Italy, 1991, cited in Congregation for Catholic Education, par 9)

In 2019, our school implemented and begun formal lessons in Second Steps. This program provides the skills for our students to be resilient, powerful, and responsive learners. These lessons are completed weekly. In 2021, we trained select teachers in the delivery of this program.

Staff identifies students who display high levels of positive behaviours. All our staff takes the opportunity to praise and thank students for maintaining high levels of conduct. Identifying the positive in all our relationships has created a positive school culture, where respectful relationships are celebrated.

Our school representative council is asked to comment and provide feedback on the welfare of the students. This is a powerful voice in the decision-making process of our school.

The discipline policy was used well in 2021 and will be reviewed in 2022. The policy allows for the school and families to work closely and clearly together at a very sensitive time. This time however having long and worthwhile learning opportunities for children. The policy is underpinned by restorative justice practices which:

- acknowledge that the responsibility to act justly is expected of all members of the school community.
- seek, celebrate and affirm the giftedness within each person.
- recognise that quality relationships are fundamental to effective learning and genuine pastoral care.
- ensure the correlation between the rhetoric of Gospel values and the reality as expressed in structures, procedures, and practices.

School Improvement

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

Faith

Successful and effective use of the AEW to teach primary age students Wiradjuri Language. This program was a trial completed in partnership with the Catholic Education office Bathurst. This was a huge success in our school and will continue in 2022. Students and the school were able to create resources that make our school more welcoming to all in our community.

A deep connection to the teachings of Jesus Christ is developed through the implementation of Christian Meditation and unpacking the scriptures
Through prayer and our facilitator Dr. Dan White, we were able to better understand the reason behind the bible and look at how we apply the scriptures in our own lives. This connection with our own lives allows for a deeper teaching of the scriptures to our students and families.

Learning

Comprehensive Literacy data on student achievement in explicit teaching programs of Reading Mastery

These learning programs have been identified as a reason for our wonderful NAPLAN results. We wanted to use this project to ensure that all students have access to the best

educator in front of them and ensure that students are in the appropriate zone of proximal development to ensure maximum growth. Clear data sets were successfully compiled and used as advance agendas in leadership and staff meetings.

All our learning ensures students learning was at the forefront of our school's work and decision making.

Priority Key Improvements for Next Year

Faith

To enhance our teachers and students' knowledge of the word of God, by explicitly teaching students to reflect and critically study the Scriptures. Upon studying these passages students will then be able to express how we can be witness to God's word in our everyday lives. Building on 2021, we will have Dr. Dan White back, we will look to further consolidate our learning to ensure of faith improvement framework is being lived out in our school. This will ensure every member of our school community will have access to a relationship with Christ.

Learning

St Philomena's has a systematic English course of pedagogy for Kinder to Year 6 so that there is space for inquiry based learning strategies to showcase / extend students learning. Our school is going on a deep dive to celebrate how our staff ensure that essential learning needs are met. In 2022, we will look to set up rich tasks that provide opportunities to use these skills and learning in dynamic and problem solving ways.

Stewardship

St Philomena's communication and decision-making protocols are transparent so that positive, high trust, collegial and caring relationships can occur across the whole school community, leading to an appropriately resourced school that allows for effective resource management and PP&D work.

Our school in 2022 will launch a new website and continue embedding the high levels of transparency in all levels of the organisation so staff and the community have access to the how and way we can provide high-quality catholic education in a family environment.

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 2021, 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 annual 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 Philomena'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, Facebook and Instagram.

"St Philomena's is a wonderful place to have our children. We are very happy with all the teaching staff."

"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 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 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 affirms a well-implemented Religious Education curriculum that 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."

Financial Statement

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

School Financial Information for the 2021 year is detailed here:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$2,144,749
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$597,360
Fees and Private Income ⁴	\$362,013
Interest Subsidy Grants	\$382
Other Capital Income ⁵	\$68,618
Total Income	\$3,173,122

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$209,070
Salaries and Related Expenses ⁷	\$2,025,985
Non-Salary Expenses ⁸	\$708,300
Total Expenditure	\$2,943,355

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 2021 REPORT