

2022

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

It is with gratitude and optimism, I reflect on the 2022 school year. Our school community achieved exceptional academic success this year, with personal best achieved by students and positive social emotional outcomes. I commend our students for their hard work and dedication, and our teachers and staff for their unwavering commitment to excellence. Together, we will continue to raise the bar and ensure that every student is equipped with the knowledge and skills necessary to succeed in their future endeavors, in secondary education.

At our core, we believe in the power of strong family partnerships to support student learning and success. We recognize that parents and guardians play a pivotal role in our children's journey of growth, and we are committed to strengthening our relationship with families. Whether through regular communication, parent-teacher conferences or family engagement events, we know the value of collaboration between home and school. Next year, we will continue to foster these relationships and work together to provide the best possible education for our students.

A note of 2022 was the positive, inclusive and student-centered learning environment where students felt valued and challenged. Students were excited about learning, and as a result, they were intrinsically successful. 2022 continued to promote joy in learning and celebrate the unique talents and strengths of each and every student.

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, thank and celebrate the tremendous and innovative teamwork our community completed together in 2022.

Parent Body Message

Our wonderful P&F (parents and friends) meet on the second Tuesday of each month and we warmly welcome anybody to come along to listen or share their thoughts on the best way to support our children.

St Philomena's school community has been incredibly blessed by the spirit of service which has helped us provide for the education and growth of our children. Some of the key investments we have made as a P&F are:

Year 6 Bibles

Refurbished Parent Engagement Area (Due for completion in 2023)

Substantial contribution to online learning platforms

2022 saw the P&F get back into swing of fundraising after Covid with many successful events including the Easter egg raffle, Bunnings BBQ, and the hugely popular and delicious cookie dough drive.

2023 will see the return of our school fete and hopefully see the return of our biggest fundraiser, where we open up the oval for car-parking at the Bathurst 1000 after Covid & unprecedented wet weather on ovals.

I would like to say a big thank you to the enthusiastic team who show up to every meeting. The P&F would like to acknowledge the committed and caring staff that our children are lucky enough to have in their lives. Lastly our gratitude, to the amazing community at St Phil's who constantly show their dedication towards assisting our children in the best possible way.

Donna Seage || President 2022 P&F St Philomena's

Student Body Message

As the Primary School Captains, it is our great honour to reflect on the exciting and successful year that we had in 2022. This year brought with it an abundance of opportunities for us to learn, grow and celebrate with our fellow classmates, teachers and staff members. Our dedication and hard work has made 2022 one of the most memorable years in recent memory, showcasing the incredible potential and spirit of our school community.

One of the highlights of this year was the introduction of leadership days that further strengthened our focus on academic, social and emotional development. We were extremely fortunate to have access to personalised classroom with space that helped us to take our learning to new heights, including modern technology, hands-on activities and interactive classroom experiences. The support and encouragement of our teachers and staff also played a vital role in our success, helping us to unlock our full potential and reach new levels of achievement.

Another major achievement for us this year was the way we embraced our school's core values of respectfulness, responsibility, resilience, and relationships. These values were woven into every aspect of our school experience, from class discussions to extra-curricular activities, and helped us to build a strong and supportive school community. Whether it was participating in fundraising initiatives for local charities, volunteering for school events or simply supporting one another during difficult times, we showed incredible commitment to our

values and proved that we truly are a family at heart. Looking back on 2022, we can say with pride that we have achieved amazing things together, and we feel privileged to have served as your Primary School Captains for this truly remarkable year.

Adapted from School Captains Speech Year 6 Dinner and Presentation Day - St Philomena's
|| 2022

School Features

OUR STORY

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 FAMILIES

St Philomena's parent community prides itself on the partnerships that continue developing through the common language gained through working together. 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, and consistent engagement in their children's learning are strongly evidenced across the school. The parent body provides vital resources for the school through annual fundraising activities such as the Easter Raffle and the cookie dough 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 2022. 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.

OUR STAFF

In 2022, our highly trained staff provided students many opportunities, including, positive behaviours and effective 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. A continued positive partnership is the video blogging of major school events.

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 2022:

Girls	Boys	LBOTE*	Total Students
103	116	11	219

* 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 2022 was 88.92%. 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
89.05	88.78	91.54	88.89	87.77	89.27	87.11

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 2022:

Total number of staff	29
Number of full time teaching staff	10
Number of part time teaching staff	6
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:

- 30 Conditional teachers
- 37 Provisional teachers
- 859 Proficient teachers
- 1 Highly Accomplished and Lead Teacher

Additionally, there are 13 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

Staff professional development days are an important aspect of improving the expertise of employees working with children. In these sessions, a new employee code of conduct was introduced to ensure that all workers are aware of the expectations and responsibilities of their jobs. Positive behavior systems that had been implemented over 2020 & 2021 were embedded in 2022 through the completion of our new School-Wide Positive Behaviour for Learning policy. This equips personnel with the skills needed to implement good behavior models in children. Additionally, new literacy and numeracy syllabus are introduced in line with the NSW government to ensure that workers are equipped with the skills to teach these subjects effectively. Lastly, staff professional development days also cover first aid, which is critical in ensuring that children are safe in any event of an emergency.

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 and 8 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"

[LINK](#)

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 2022 our school provided intensive learning for students with additional needs. The programs offered in 2022 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.

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, & teacher goal-setting conversations in term 1 week 6, 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.

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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	53%	52%	0%	12%
	Reading	47%	54%	3%	11%
	Writing	63%	50%	0%	7%
	Spelling	40%	48%	0%	15%
	Numeracy	43%	34%	3%	11%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	40%	31%	7%	14%
	Reading	47%	39%	13%	11%
	Writing	17%	25%	17%	18%
	Spelling	37%	37%	13%	14%
	Numeracy	33%	25%	3%	16%

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, Code of Conduct and Whistle Blowers. All of these are available through the CEDB website and the school website.

Initiatives promoting respect and responsibility

At St Philomena's Catholic Primary School, promoting respect and responsibility was a core value that was integrated into all aspects of our school culture. This included encouraging open communication between staff, students, and families to create an environment that fostered mutual respect and understanding. Students were taught to treat others how they would like to be treated through regular character education lessons and activities vis second steps. These lessons focused on topics such as empathy, cooperation, and conflict resolution, helping students to develop a strong sense of responsibility towards others.

Another way in which the school promoted respect and responsibility was through its support systems for students who needed extra help. The school provided counseling services, academic support, and opportunities for students to be involved in extra-curricular activities that inspired them to take responsibility for their own learning and development. By providing these resources, the school aimed to create a safe and supportive environment where students felt valued and respected.

Finally, the school also recognized the importance of engaging families in the promotion of respect and responsibility. Parents were invited to participate in school events and given opportunities to volunteer and be involved in their children's education. By working together with families, the school was able to create a sense of community that upheld the values of respect and responsibility. This collaborative partnership also enabled parents to model these values at home, reinforcing the lessons taught in school and creating a consistent message that students could carry with them throughout their lives.

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 viewed on the school website or obtained from the School office.

Key Improvements Achieved

Faith

To enhance our teacher's 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 witnesses to God's word in our everyday lives. Building on 2021, we had Dr. Dan White back, we consolidated our learning to ensure of a faith improvement framework is being lived out in our school.

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 connected deeply with our English teaching and learning practices to ensure a foundation to create, improve and implement the new government-mandated syllabuses.

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 launched a new website and continues embedding high levels of transparency in all levels of the organization so staff and the community have access to the how and why we can provide high-quality catholic education in a family environment.

Priority Key Improvements for Next Year

In 2023 we will embark on St Philomena's Catholic Primary School's new Strategic Improvement Plan.

Please use the links to the documents for our school.

[SIP - 23 - 25](#)

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 2022, 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.

Both Data and Comments from these School Improvement Surveys are summarised here.

Parent satisfaction

As a parent, I am grateful to have such a wonderful primary school for my child. The moment I stepped onto the school grounds, I was greeted by smiling teachers and staff who were eager to show me around the facilities. The school is clean, safe and well-maintained, with spacious classrooms that are well-equipped with modern technology. I appreciate the effort the school makes to create a warm and welcoming atmosphere for parents and students alike.

Academically, my child has thrived at this school. The teachers are knowledgeable and passionate about their teaching subjects, and they put in a lot of effort to ensure that each student receives individual attention and support. The school adopts a child-centered approach to learning, allowing children to learn at their own pace and in ways that suit their learning styles. I have seen how this approach has benefited my child, who is growing in confidence and developing a love for learning. The school provides a well-rounded and balanced curriculum that incorporates art, music and physical education, which is great for my child's overall development.

In addition to the academic strengths, I am impressed with the school's commitment to creating a Catholic, caring and inclusive community. The school regularly hosts events and activities that involve parents and families, making it clear that they value the involvement of the wider community. The teachers and staff are approachable and always willing to listen to parents' concerns or feedback. I feel reassured that my child is in safe and caring hands when I leave them at school each day. Overall, I am delighted with the quality of education and care that my child receives at this primary school, and I would not hesitate to recommend it to other parents.

Student satisfaction

I absolutely love my primary school! It's the best place ever! I look forward to going to school every day. The teachers are so kind and friendly, and they really care about their students. They make learning fun and interesting, and they always encourage us to ask questions and share our opinions. The classrooms are bright and colourful, filled with posters and student work. I also love the playground, with the tornado, slides, and climbing wall. My friends and I have so much fun playing games and chatting during our breaks.

One of my favourite subjects is science. Our teacher sets up experiments and shows us cool videos that help us understand the world around us. I also enjoy English lessons, where we learn to read, write, and express ourselves. Maths can be challenging for me sometimes, but my teacher is patient and helps me understand tricky concepts. We also have art, music, and drama classes, which are always exciting and interactive. I feel like I'm always learning something new at school!

Teacher satisfaction

As a teacher at this St Philomena's school, I feel privileged to be part of such a wonderful community. From the moment I joined the school, I could feel the warmth and positivity that emanated from the staff, students and parents. The school is a hub of activity, with students buzzing with energy and enthusiasm as they explore new ideas and concepts. I am truly grateful for the opportunity to work at this school.

Teaching at this school has been an absolute joy. The students are curious, engaged and eager to learn. It is a pleasure to see the progress they make in their knowledge and skills, and to watch them grow into confident and capable learners. I am impressed with the high standards set by the school, which challenges students to strive for excellence. The school provides a wealth of resources and support to teachers, enabling us to deliver high-quality and engaging lessons that cater to the diverse needs of our students.

What sets this primary school apart is the genuine care and concern that the teachers and staff have for the students. It is heart-warming to see how the school fosters a sense of inclusivity and belonging, ensuring that every student feels valued and supported. The school has a culture of collaboration, where teachers work together to achieve common goals and to support each other in their professional development. It is a truly nurturing and empowering environment for students, teachers and staff alike. I feel privileged to be part of this school, and I am confident that the students will leave here with not only excellent academic credentials but also with the life skills and values that will serve them well in the years to come.

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 2022 year is detailed here:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$2,371,965
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$661,969
Fees and Private Income ⁴	\$408,598
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$74,403
Total Income	\$3,516,935

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$81,995
Salaries and Related Expenses ⁷	\$2,246,190
Non-Salary Expenses ⁸	\$798,730
Total Expenditure	\$3,126,915

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 2022 REPORT