

# 2024

## ANNUAL SCHOOL REPORT



### **St Philomena's Catholic Primary School**

Lloyds Road, BATHURST 2795

Principal: Rosemary Harrison

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

## 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 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

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### Principal's Message

There were many people who assisted in the development of the St Philomena's as a Catholic learning community in 2024. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Philomena's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

St Philomena's Primary School is a great place to teach and learn! Teachers are committed to a high quality learning experience focused on the individual needs of each child. We are striving to be creative and innovative with instruction to engage students in their learning through a variety of extra curricular activities, applications of technology, and 21st Century skills.

St Philomena's serves approximately 220 students from the south Bathurst area. The school community has a long standing tradition of excellence in academics, sport, and the arts. The school is committed to the mission of preparing students to not only be high school ready but most importantly, to be life-long learners in an ever-changing world. Teachers desire to help all students achieve their dreams and find success in pursuing life goals and are unconditionally committed to providing the best possible educational program to the students.

There are numerous opportunities, both within the curricula and through extracurricular activities, for students to gain the skills that will allow them to be successful in their lives after high school.

St Philomena's offers a rich, inclusive and holistic approach to education in the Catholic tradition. This is offered to all those who come, Catholics and others, those of all faiths and none. Self-confidence is built so that children are unafraid to take the risk of attempting new challenges, to help them blossom and grow as individuals and to give them the academic, social and emotional skills to enable them to better realize their true potential.

Catholic schools support and promote a collective responsibility for improving the conditions of faith development, teaching, learning and wellbeing. In 2024 St Philomena's Primary School strove to ensure this collective focus through creating and sustaining an environment where learning and wellbeing is enhanced and, as a result, students feel safe, valued, respected and cared for and well equipped to be successful life long learners.

## Parent Body Message

Here at St Phil's we have a very dedicated parent's and friend's committee who meet monthly, with the aim to provide resources and experiences that benefit our children's development and learning.

2024 has been an amazing year which started off by welcoming Rosie Harrison to the Principal role. Rosie has been a valuable addition to the St Phil's community and we are thankful for the experience and knowledge that she brings to us.

This year the P&F have fundraised through our always popular Easter egg raffle and Super Cars car-parking. Even though this year we have completed less fundraising activities, we have been able to provide a lot to the school community which has included:

- halving the cost of swimming lessons in Term 1
- providing year 6 with Bible
- purchasing of high-vis vests and supplying the school with an anti-choking device
- halved the cost of both Mother's and Father's Day stall for families
- organising a supply of fresh fruit weekly
- taken over the uniform pool
- donation for presentation day book awards
- negotiations for school uniform
- Christmas hamper donation
- purchasing of road safety signage and 'zooper dooper' rewards, which has seen a big increase in safe road habits
- contributed over half the cost of new sports post bumpers.

I would like to acknowledge and thank the P&F members for their support, knowledge, and most importantly unending enthusiasm. It has been my absolute pleasure to be a part of such a wonderful group of people. We all bring something unique, which is what helps this small group of individuals accomplish so much. This is the last year as an executive team and I would like to give a special thank you to Monica for her amazing secretary skills and our fabulous treasurer Leanne. The P&F has benefited tremendously from your help and commitment.

To anyone who has ever turned up to a meeting, volunteered their time, bought a raffle ticket or donated towards the P&F I thank you sincerely for the help that this has given to provide additional resources and activities to our children.

Thanks goes to the passionate teachers who help our children grow academically and spiritually. To the administration staff and groundskeepers we also thank you for your assistance this year and know that this school wouldn't be the wonderful place that it is without you. There are too many individuals to thank personally however I wish to

acknowledge David Neubeck for his hard work to the P&F as he leaves the St Phil's community.

The P&F is open to all and we encourage everyone to get involved in whatever way suits you and your family. This year we introduced Zoom in addition to meeting face to face to hopefully make getting involved easier.

### **Student Body Message**

Comments from our school leaders:

- Small but with a great big heart is what we've experienced in our time at St Phil's.
- As we reflect on our time at St Phil's, especially this past year, we have grown, supported one another and become the best versions of ourselves, all whilst living the way Christ intended us too.
- To the great staff of St Phil's, please know that you will be in our hearts and minds forever, with the teachings of not only Math, English and Science, but the lessons of Catherine Macauley and the Mercy Sisters of whom our great school is built upon.
- This year we welcomed Ms Harrison who has been a breath of fresh air, we have really enjoyed her games in the playground and the way she speaks to each of us as though we are the most important person in the room.
- Thank you to the P&F who work hard to support us and our school. We are grateful for all that you do.
- What a great place St Phil's is to come every day. Our Patron Saint, Philomena, inspires us to be children of God who help make a difference in the world. We hope to continue this work all through our lives.

Student Leaders Year 6 2024.

## School Features

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St Philomena's boast excellent grounds and space for the 220 students, their families and staff. These include an outdoor basketball court, infants/primary play equipment, two sandpits, chickens, frog sanctuary, soccer field, football field, multi purpose gym and internal cross country track. Our learning facilities are equipped with resources that mean that students have access to all equipment required to complete a vast number of learning opportunities. These include one to one devices supplied by the school.

At St Philomena's we inspire a love of learning as we educate the heart as well as the academic mind of each child. Educating the heart means pursuing passion, living a life that doesn't seem like work. It means interacting and working in groups, solving problems together and knowing what we stand for...and what we won't stand for. An educated heart can bring joy to others, an educated heart gives meaning to the soul and joy to the world. Our students will not leave St Philomena's without knowing what they are good at and what they are passionate about. For this to happen, we provide opportunities for creativity, opportunities to experience and explore the things that excite them.

Information about the school can be found on our website and where an understanding of the happy, exciting and energising place that is St Philomena's Catholic Primary School, Bathurst. As you explore the site you will be introduced to the school's history, our approach to learning and how this all works together so that our students are engaged, successful learners who are faith-filled and positively contribute to the world.

## 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 2024:

Girls	Boys	LBOTE*	Total Students
107	108	11	215

\* 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 2024 was 91.16%. 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
93.82	91.96	89.04	88.75	91.90	92.13	90.55

### 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

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	27
Number of full time teaching staff	10
Number of part time teaching staff	5
Number of non-teaching staff	12

### 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:

- 39 Conditional teachers
- 28 Provisional teachers
- 920 Proficient teachers
- 1 Highly Accomplished and Lead (HALT) Teacher
- 1 Lead Teacher
- 8 HALT Candidates

Additionally, there are 14 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.

## 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 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.

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### 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, St Philomena's 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

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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.

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Teaching staff have utilised the Essential Assessment platform in 2023 in the development of data informed personalised learning plans to ensure that no student is left behind. Thirdly, time is provided in our team teaching sessions for teaching 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 have 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 2023 the school provided intensive learning for students with additional needs. The programs included; Quicksmart, Multilit and Minilit. .

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.

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Philomena's Catholic Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	81%	54%
	Reading	93%	66%
	Writing	81%	77%
	Spelling	70%	61%
	Numeracy	81%	64%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	90%	65%
	Reading	83%	71%
	Writing	70%	67%
	Spelling	76%	68%
	Numeracy	90%	68%

## Pastoral Care and Student Wellbeing

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### 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 was revised in 2024 and is now titled Student Wellbeing Framework. The Framework can be accessed at [Student 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 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 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 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 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 school 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.

## 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 2024, 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

In 2024 Parents overall where very satisfied with our school:

- Everyone feels welcomed and valued at St Phil's. The Admin staff are so accommodating in ensuring the children are cared for.
- As a parent at St Phil's, I feel a sense of belonging as I walk my child through the school gates.
- Every child is known by name by every staff member. A long and lasting impression of the schools hands on, family based approach to teaching and learning.
- As a new parent to the school I feel that the 'family like' atmosphere that is felt from the very first encounter at the front office is emulated throughout the school.
- We enjoy what the school offers but would like to see even more opportunities for parents to be involved in school activities.

### Student satisfaction

In 2024 students overall where very satisfied with our school:

- St Phil's has the best teachers, the best playground (and also the best canteen!). I love playing on the sports fields, in our gym and on the basketball courts. I even love going to OSCH in the afternoons.
- St Phil's is a happy school and the teachers are great.
- Our playground is great and our ovals are fantastic. It would be great to have a swimming pool and trampoline
- Canteen day is my favourite day, the best garlic bread and sushi.

## Teacher satisfaction

In 2024 Teachers were very satisfied with our school:

- Teaching in a single stream school has been a blessing, feeling more like being part of a large family, community, of people who genuinely care about the wellbeing and welfare of one another.
- The opportunity for professional development relevant to our teaching practice has very much reinvigorated my energy for teaching and learning.
- The staff are amazing and work so well together. Everyone feels valued and appreciated for the work we do.
- As both a teacher and parent of the school I love working here and this is the school I choose for my children.

## 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 2024 year is detailed here:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,794,725
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$721,418
Fees and Private Income <sup>4</sup>	\$565,328
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$71,406
<b>Total Income</b>	<b>\$4,152,877</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$91,303
Salaries and Related Expenses <sup>7</sup>	\$2,780,838
Non-Salary Expenses <sup>8</sup>	\$1,269,379
<b>Total Expenditure</b>	<b>\$4,141,520</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 2024 REPORT