

Our Lady of Fatima Primary School, Kingsgrove

Annual School Report to the Community

2007



**ANNUAL REPORT TO THE COMMUNITY CONTENTS**

Page No.

About this Report	1
Message from key school bodies	2
School Features	4
Catholic Life and Religious Education	5
School Curriculum	7
Student Performance in Statewide Tests and Examinations	8
Professional Learning and Teacher Standards	10
Teacher Attendance and Retention	11
Student Attendance	11
Enrolment Policy and Profile	11
School Policies	12
School Determined Improvement Targets	13
Initiatives Promoting Respect and Responsibility	15
Parent, Student and Teacher Satisfaction	15
Summary Financial Information	17

## ABOUT THIS REPORT

Our Lady of Fatima Primary School, Kingsgrove is registered by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), Sydney, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report to the School Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Annual Development Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO), Sydney. This Report has been approved by the CEO, Sydney in consultation with the Regional Consultant who monitors that the school has in place appropriate processes to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. The report will be available on the school's website by 30 June 2008 following its submission to the Board of Studies.

The contents of this report will be discussed at the scheduled parent information sessions and Parents and Friends meetings during Term 1, 2008.

Further information about the school or this report may be obtained by contacting the school on 95023723 or by visiting the website at [www.olfkingsgrove.catholic.edu.au](http://www.olfkingsgrove.catholic.edu.au)

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PRINCIPAL: Anne Colreavy

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DATE: 7 February, 2008

## **MESSAGES FROM KEY SCHOOL BODIES**

### **Principal's Message**

Our Lady of Fatima School is a systemic parish Catholic primary school, educating boys and girls from Kindergarten to Year 6. Founded in 1951, our school has a rich heritage based on our motto, *Serviam* – inviting us to love, serve and respect. We welcome students and their families from a variety of cultures into our school community.

### *OUR MISSION*

In partnership with parents/carers and the parish, Our Lady of Fatima School is committed to the development of our students by:

- Providing a Catholic faith environment in which Gospels are learned and lived;
- Delivering an effective curriculum promoting lifelong learning;
- Supporting and nurturing the needs of each child;
- Leading all students to value and respect others within and beyond the school.

During 2007 initiatives were undertaken by the school community to develop this Mission in a number of ways, in order to provide for our students the best education possible. The contents of this report give an indication of the extent of this development.

***Anne Colreavy***

***Principal***

## **Parents and Friends Association Message**

Parents and Friends Association

The Parents and Friends Association (P&F) of Our Lady of Fatima School is an active and valuable component of the school community. It provides ongoing support and assistance to our Principal and the staff, through the generosity of the parents and carers of the school community. P&F general meetings are held once a term to achieve goals set by our constitution. They also provide a forum to discuss current happenings in the school, and to listen to guest speakers on a range of topics of relevance and interest to us as parents.

Our School Motto *Serviam* was evident throughout the year in the many organised events in which the parents volunteered their help for the benefit of the children. These included Mothers' and Fathers' Day stalls, ice-block days, pie and sausage roll days and a sausage sizzle.

For the parents/carers we held a Trivia Night and a Christmas Social, important social events that help build community spirit.

The P&F Levy allowed us to continue supporting our students' learning through financial assistance to the Special Education Department and Reading Recovery and for classroom readers.

Working Bees were organized each term, not only to enhance the students' learning environment but also to provide a social opportunity for parents to meet others.

In 2008 we look forward to continuing to support the school, not only in fundraising and resources, but more importantly in building the school community with new social events included in our calendar.

***Nancy Di Bello***

***President, Parents and Friends Association***

## **Student Representatives' Message**

The *Our Lady of Fatima Student Representative Council* represents all the students in our school.

This year all the students helped to raise money to improve our playground. We now have new, bright, colourful playground art such as a dragonfly hopscotch, a map of Australia with car track, and a clock and compass.

This year the students in the SRC have chosen a student a week from their grade to receive a special *Serviam* award. This award is presented to someone who has demonstrated service to others, in keeping with our school motto, *Serviam*.

We believe that the SRC this year has been very successful.

***Prepared by SRC representatives***

## **SCHOOL FEATURES**

Our Lady of Fatima School is a two stream co-educational school, drawing most of its students from the local parish community. The school is relatively modern and well-resourced, with spacious and attractive playing areas. There are fourteen class groups. In addition to class teachers, the school provides the services of an ESL teacher, a Special Needs teacher, a Teacher/Librarian, a Reading Recovery teacher, a Gifted Education teacher, a Class Music teacher, and teachers' aides to assist in large classes and with special needs. In collaboration with three other Catholic schools, the school continued the School-Within-A-School project, providing education specifically targeting highly gifted students. There is a school choir and school band tuition is available weekly with a specialist tutor.

The school acknowledges the involvement of parents in the school through their assistance in classrooms, with fundraising and social events, attendance at parent meetings, and participation on the Parents and Friends Committee, the Finance Committee, and the Enrolment Committee. Parents are provided with information about their children's learning through the Term 1 parent information meeting and through scheduled parent/teacher interviews. Teachers also make themselves available to meet with parents on request. Parents are issued with written reports twice a year, and receive a curriculum newsletter at the beginning of each term. Class assemblies regularly display work that has taken place. Parents receive information through a fortnightly newsletter that provides information on a range of issues relevant to the school's curriculum, organisation, special events, students' achievements and other matters.

- The school engaged in self improvement through the Catholic Education Office Sydney strategy *School Review and Improvement*. The staff reflected on and evaluated school progress in a number of areas.

- The school participated in the Inter Schools Harmony Committee, a local initiative bringing together representatives from eight local schools (Catholic, Islamic and State schools). This year's special project on the theme of Australian values culminated in an inter-school dinner and values forum. This project allowed students, teachers and parents to engage with those of other faiths and from other school systems in a positive and affirming way.
- An Open Morning (*Learning in Action Day*) was held, with parishioners and other local community members invited into the school.
- The school band practised weekly and performed for their parents and entertained at several school events.
- School teams participated in the Catholic Schools Netball Competition and the St George Tag Gala Day.
- Stage 3 students participated in the Eastern Region Debating during Term 3.
- Students from Years 3 to 6 had opportunities to play chess during the year.
- One hundred and twenty six students completed the Premier's Reading Challenge.
- Years 3-6 students had voluntary opportunities to participate in the University of New South Wales International Competitions in English, Spelling, Mathematics and Science, and a number of High Distinction, Distinction and Credit results were achieved.
- All classes participated in excursions and incursions either connected with their class program, or which contributed to cultural development.
- One hundred and thirty students participated in cluster and gala day representative sporting activities: netball, tag football, swimming, soccer, rugby league, cricket, cross country and athletics. The school was represented at a regional level in athletics, and at State level in cricket.
- The Student Representative Council conducted a number of fundraising events in order to fund playground art to enhance the playing areas.
- Air conditioning was installed in all but one building, with cooling in summer and heating in winter providing a much more comfortable learning environment for the students.
- An upgrade of the student toilets was completed.

## **CATHOLIC LIFE AND RELIGIOUS EDUCATION**

Our Lady of Fatima Primary School follows the Archdiocesan Religious Education Curriculum and uses the student texts, *To Know, Worship and Love*, as authorised by the Archbishop of Sydney, George Cardinal Pell.

In addition to developing students' knowledge and faith through strong curriculum, the school demonstrates an active partnership with the local parish and its pastor, development of peace and social justice initiatives and involvement in the broader life of the Church.

- The school's motto, *Serviam*, encourages all in the school community to strive towards service to others. Respect for others is paramount and encouraged at all times.
- As a way of maintaining links with the Ursuline Sisters, the school further developed knowledge and understanding of the charism of Ursuline founder, St Angela Merici. The Counsels of Angela Merici have provided an ongoing basis for spiritual reflection.
- A school prayer was introduced and is prayed each morning at assembly by children, teachers and parents.
- All class assemblies have a religious dimension and reflect the class curriculum.
- Catholic traditions were highlighted through the development of a scope and sequence which facilitates study of the lives of relevant saints and through a special focus on the Rosary during October.
- The parish-based sacramental programs for Penance, Eucharist and Confirmation enabled the students to prepare to receive their special sacrament in small groups. An opportunity was provided for the students to come together at a Thanksgiving Mass for each sacrament.
- Year 5 students visited the 'Village Space' with the theme 'Caring for our Neighbour – Caring for Creation', conducted by Catholic Mission. Catholic Mission worked with Year 6 students during their Confirmation preparation.
- Winter donations of blankets were made to the St Vincent de Paul Society at the Sacred Heart Mass.
- Year 6 students visited 'shut in' parishioners and local nursing homes with gifts of Easter eggs.
- Charitable Works Fund 'Hit the Target' raised over \$800.
- Tolerance and respect for others was practised through the Inter School Harmony Project.
- Our Lady of Fatima Market Day activities successfully managed to raise over \$3000 for the Ursuline mission in Peru.
- World Youth Day 2008 was promoted through assemblies, a large playground 'count down' calendar, guest speakers and fund raising.
- There was school representation on the Parish Pastoral Council and the Parish Jubilee Committee.
- Bishop Michael Miller, the Vatican's representative for education, visited the school and was welcomed with a special presentation.

Students in Year 6 sit the Archdiocesan Religious Education tests. Results of this test are analysed by staff and are used to inform teaching and learning from Kindergarten to Year 6.

The table below details our results for the 2007 test:

Religious Education Year 6	All schools	This school	Target 2008
Average score	79.5%	78.4%	80.0%

This is a similar result to 2006. The significant improvement in the last two years is an indication of the success of the school's focused strategies aimed at improvement in Religious Education.

## SCHOOL CURRICULUM

Our Lady of Fatima School provides an educational program based on, and taught in accordance with the Board of Studies syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and Its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Education Office, Sydney.

The curriculum, teaching and learning are informed by the priorities, goals and indicators outlined in the *Sydney Catholic Schools, Towards 2010 Strategic Leadership and Management Plan*, in particular: *Key Area 2* (Students and their Learning) and *Key Area 3* (Pedagogy).

Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

- This year the Learning Support Team model has been refined so that more students can be referred and identified. This has assisted in early identification of and intervention for students experiencing difficulties inside and outside the classroom. Protocols have been set in place to track and monitor these children as they progress through the grades.
- Students from a non-English speaking background are supported through the English as a Second Language program.
- The Reading Recovery program targets students at risk with reading in Year 1. Approximately twelve students per year receive individualised attention.

This year Year 1 students were provided further literacy support through school funded teacher aide time to assist students, through individual or small group sessions, in developing phonemic awareness, and through intensive support from the Reading Recovery tutor. There has been significant and active involvement by the Reading Recovery teacher in the Year 1 class program and in teacher professional development.

- The school's use of the Language Features of Text Types strategy encourages teachers to provide talking and listening experiences that actively involve students in using both everyday and technical language in context so that they can apply it in their written work.

- The inclusion of differentiation across several Key Learning Areas has played an important role in offering students learning experiences that challenge them at their learning level. Throughout the year teachers have been involved in professional development workshops to assist in this process.
- Special Needs assistance is provided for students identified according to certain criteria as having a specific learning or social need or a disability which affects their learning.
- Students identified through standardised testing as being highly gifted may participate in the School-Within-A-School program, where they learn alongside students from four neighbouring Catholic schools.
- A focus on numeracy development has led to teachers better using assessment to inform teaching and refine grouping with a view to improved differentiation in Mathematics. School funded teacher aide time was used in some classes to support students with numeracy needs.
- The library program was further developed so that more time was spent on teaching research skills in the context of class units of work.

## **STUDENT PERFORMANCE IN STATEWIDE TESTS**

### **Basic Skills Test (BST)**

Students in Year 3 and Year 5 participated in the Basic Skills Test. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The test provides a measure of the students' performance against established standards in skill bands. The results give an indication of areas of strength and areas for improvement. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The following tables report on the percentage of students in our school in the top three skill bands. From 2005 the Literacy results include the Primary Writing Assessment results; this was not the case in previous years. The Basic Skills Test will be replaced by the National Assessment Program Literacy and Numeracy (NAPLAN) from 2008.

Year 3 Basic Skills Test (% of students in skill bands)												
Literacy							Numeracy					
2007		2006		2005		2007		2006		2005		
School	State	School	State	School	State	School	State	School	State	School	State	
Band 5	23%	17%	18%	14%	35%	12%	21%	19%	32%	22%	37%	22%
Band 3, 4, 5	91%	77%	95%	74%	89%	74%	89%	72%	86%	72%	89%	76%

Band range: Band 5 (highest) to band 1 (lowest)

The results for Year 3 are well above the State percentage for both Literacy and Numeracy, with a very pleasing percentage of 90% of students in the top three bands across Literacy and Numeracy.

Year 5 Basic Skills Test (% of students in skill bands)												
Literacy							Numeracy					
2007		2006		2005		2007		2006		2005		
School	State	School	State	School	State	School	State	School	State	School	State	
Band 6	38%	23%	26%	22%	45%	19%	44%	33%	38%	30%	33%	24%
Band 4, 5, 6	92%	81%	94%	79%	96%	78%	94%	79%	86%	80%	96%	77%

Band range: Band 6 (highest) to band 1 (lowest)

The results for Year 5 are excellent, with a percentage of 93% of students in the top three bands across Literacy and Numeracy. The results demonstrate a particularly high percentage of students in Band 6 in both Literacy and Numeracy. Compared with their 2005 Year 3 results, there has been a 3% increase in students in the top three bands in Literacy, and a very pleasing 7% improvement in the top three bands in Numeracy.

### National Benchmarks

The national benchmarks describe agreed minimum acceptable standards for reading, writing and numeracy at particular ages. National benchmark data is gained from the Basic Skills Tests.

The percentages of our students achieving the national benchmarks as compared to previous years are reported below.

	Year 3			Year 5		
	2007	2006	2005	2007	2006	2005
Reading	100%	98%	98%	100%	96%	98%
Writing	100%	100%	98%	96%	100%	98%
Numeracy	97%	100%	100%	96%	96%	100%

All students from this school participated in the Basic Skills Test. Class and school programs continue to address students' needs in order to assist in their achievement against the National Benchmarks.

## **PROFESSIONAL LEARNING AND TEACHER STANDARDS**

### **Professional learning**

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole school staff days, subject specific inservices, meetings and conferences.

The school held three whole staff days in 2007. The content of these days was as follows: Restorative Justice (Terms 1 and 3); School Review and Improvement (Term 4). Curriculum meetings, which sometimes include Stage meetings, are held weekly throughout the year.

In a system of schools, costs incurred for professional development activities can be expended from a variety of sources. These sources include the Federal Government, the Catholic Education Office and school funds. The school's average expenditure per teacher in 2007 on these activities was \$2157.63. This figure has been calculated by CEO and reflects expenditure on casual release days and professional development activities in particular categories. This year, while a range of professional development in a variety of Key Learning Areas was provided, the major cost was to fund teacher workshops in curriculum differentiation including knowledge and understanding of Gifted Education. Several teachers acquired Mini Certificates in Gifted Education and in Behaviour.

### **Teacher Standards**

The following table sets out the number of teachers on this staff who fall into each of the three categories determined by the Board of Studies:

<b>Teacher Qualifications</b>	<b>Number of Teachers</b>
1. Those having formal qualifications from a recognised higher education institution or equivalent.	26
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	Nil
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	Nil

In 2007 several teachers were engaged in tertiary study in Religious Education, Theology, Teaching English to Speakers of Other Languages and Literacy.

### **TEACHER ATTENDANCE AND RETENTION**

The average teacher attendance rate during 2007 was 96%. This figure does not include teachers on planned leave. The teacher retention rate from 2006 to 2007 was 93%.

### **STUDENT ATTENDANCE**

The average student attendance rate during 2007 was 96%. Attendance at Our Lady of Fatima School is consistently high. There are occasional prolonged periods of absence when families travel overseas.

### **ENROLMENT POLICY AND SCHOOL PROFILE**

The school follows the Archdiocesan Enrolment Policy. The policy has been developed in the context of government and system requirements. Children from all families who are prepared to support Catholic ideals and principles may be considered eligible for enrolment. Priority for enrolment is given in a specified order as outlined in the full policy document, however special consideration may be given to individual cases. All parents are provided with an enrolment package that includes CEO and school policy statements. Enrolment fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

The total student enrolment according to the 2007 school census was 398, an increase of fourteen from 2006, with 168 boys and 230 girls. There are fewer boys in Stage 3 as several boys leave at the end of Year 4 to attend independent boys' schools in Year 5. There were 286 students from non-English speaking backgrounds. Home languages of these students are Arabic, Malayalam, Italian,

Vietnamese, Tagalog, Croatian, Spanish, Cantonese, Tongan, Greek, Portuguese, Maltese, Korean, Japanese, Mandarin, Macedonian, French, Lao, Russian and Indonesian. There are eight students whose parents identify them as indigenous (Aboriginal) students.

The full text of enrolment policies may be accessed via:

- [Archdiocesan Enrolment Policy](#)
- Archdiocesan Policy on the Enrolment of Students with Special Needs
- School office

The CEO enrolment policy was revised in 2007 to accommodate legislative requirements relating to the enrolment of students with special needs.

## **SCHOOL POLICIES**

### **Student Welfare**

The student welfare policy is based on the Archdiocesan Pastoral Care document: *Pastoral Care Guidelines for Catholic Schools (2003)*. In this document, the dimensions and features of pastoral care are described, as well as approaches to policy formulation, review and implementation. This document is the key reference point for the school's Pastoral Care policy. Related documents include: *Countering Harassment of Different Kinds, Dealing with Illegal Substances in Schools, Dealing with Prohibited Weapons in Schools*.

The school's pastoral care policy has been part of our annual plan for 2007 and demonstrates a strong emphasis on restorative justice principles and fairness. It supports students in developing an awareness of their rights and responsibilities as well as self discipline. Various programs such as Peer Support and peer mediation have managed to support students experiencing difficulty in their relationships with each other. The pastoral care policy sets out clear expectations of student behaviour, with the inclusion of a Student Management Plan and an Anti-Bullying Policy.

The full text of pastoral care policies may be accessed via:

- [Archdiocesan Pastoral Care Policy for Catholic Schools \(2003\)](#)
- School office

The following changes were made to the school policy during the 2007 school year:

- A new Student Management Plan and an Anti-Bullying Policy were developed and implemented.

## **Discipline Policy**

The school's Student Management Plan sets out clear expectations of students, staff and parents and is based on the gospel teachings of respect for self and others. Throughout the policy are articulated the school's basic rules of having the right to feel safe and happy, the right to learn, the responsibility to respect self and others, and the responsibility to care for the environment. The Student Management Plan implements the principles of restorative justice in dealing with the healing of students' broken relationships.

Corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

The full text of Student Discipline Policies may be accessed via:

- [Archdiocesan Pastoral Care Policy for Catholic Schools \(2003\)](#)
- School office

This year the policy was completely revised, and presented carefully to students to ensure consistency and to parents at special parent meetings.

## **Complaints and Grievances Resolution Policy**

The school adopts the Archdiocesan guidelines for resolving concerns and complaints from parents and care-givers. The policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. The scope of the guidelines encompass children's learning, behaviour and welfare, school organisation and management, and student health and safety issues.

Any parent has the right to raise a concern and have it responded to promptly, fairly and without repercussions. Where possible concerns will be resolved informally and confidentiality will always be maintained.

The full text of Complaints and Grievances Resolution Policies may be accessed via:

- [CEO public website](#)
- School office

## **SCHOOL DETERMINED IMPROVEMENT TARGETS**

Each year, the school develops an Annual Development Plan comprising priority areas for development, performance indicators and strategies. This is drawn from the school's Strategic

Management Plan and informed by the Catholic Education Office's *School Review and Improvement Framework*. In 2007 the following areas were targeted for improvement:

School Review and Improvement (SRI) components 1.1 Vision and Mission, 1.2 Religious Education, 1.3 Catholic life and culture, 2.1 Educational potential, 2.4 Integration of Information and Communication Technology, 2.5 Pastoral Care, 3.1 Curriculum provision, 3.2 Provision for the diverse needs of learners, 3.4 Planning, programming and evaluation, 4.2 Professional development of staff, 5.1 ICT resources, 6.1 Parent involvement, 6.2 Reporting to the community.

Following is a summary of subsequent improvement.

- Improvement in Religious Education programs with inclusion of planned and sequential assessment.
- A school prayer is prayed by the school community at the beginning of each day.
- Development in understanding the charism of St Angela Merici (Ursuline Sisters) and its application for our school.
- Teacher, student and parent awareness of Australian values and their links with Gospel values.
- Development of an ESL policy.
- Development in the use of more effective literacy strategies in Year 1.
- Development of teachers' understanding of a differentiated curriculum and its implementation.
- Review of class groupings for Mathematics and use of a wider variety of strategies.
- Increased awareness and use of new websites and school ICT resources and further use of computers for research; use of video editing in some classes.
- Development and implementation of a Student Management Plan and the inclusion of restorative justice practices in managing relationships and conflict.
- Significant development in the Learning Support Team's work of assisting and monitoring students with learning needs.
- Replacement of outdated ICT hardware and planning for the purchase and implementation of Smartboards to enhance learning.

For 2008, the school has targeted the following components from the *School Review and Improvement Framework*:

Rights and Responsibilities (*Students and Their Learning 2.2*), Teaching Practices (*Pedagogy 3.3*), Assessment (*Pedagogy 3.5*), School Climate, Learning Environment and Relationships (*Pedagogy 3.6*), Linkages with the Wider Community (*Parents, Partnership, Consultation and Communication*).

## **INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

In order to promote respect and responsibility the school has certain expectations of students, parents and staff. Students are expected to be respectful of others at all times, and there is an expectation that this is modelled by adults at school. Gospel values are the model in our school for the teaching of Australian values. The school has a Student Management Plan (Discipline Policy), based on the philosophy of Restorative Justice, which states the responsibilities of staff, students and parents in relation to responsible behaviour and the education of students in values and behaviour. The plan explicitly states that respect for self, others and the environment is paramount. Courtesy and responsible behaviour towards others are affirmed regularly, formally and informally. Involvement in community service and outreach to others takes place as described elsewhere in this document. Flag raising and singing of the national anthem is a regular inclusion in school routine and the school acknowledges important religious, community and national events and celebrations.

The school belongs to the Inter-school Harmony Group of local schools and consequently has participated in a number of interschool events with other Catholic, Islamic and State schools. This group's primary objective this year was to undertake a project on Australian values, with workshops inclusive of representative students, teachers and parents, and culminating in a values forum.

## **PARENT, TEACHER AND STUDENT SATISFACTION**

There is a high level of satisfaction with the school expressed by parents, students and staff. This is often communicated through anecdotal information expressed informally throughout the year in response to and in appreciation of various aspects of school life. During enrolment interviews parents comment that the school has been highly recommended and that it has a name as "a good school". A survey at the end of the year also gives a good indication of stakeholder satisfaction. Some examples follow.

*The school provides a good 'all round' education for our children. It endeavours to cater for the learning needs of all children. (Parent)*

*It's a caring school with good facilities and quality teachers. The teachers have good values, which reinforces our core values practised at home. (Parent)*

*This year value has been added through the installation of shade cloth over the assembly areas, air conditioning of classrooms and the upgrading of the toilets. (Parent)*

*Teachers have lots of different strategies and they know how to teach. (Student)*

*Every day is different. The teachers are friendly and we learn lots of different things. (Student)*

*Our school keeps us safe and has rules. We care about safety at our school. (Student)*

*Our school has lots of facilities – computers, grass, air conditioning, fans, sports equipment and we are getting Smartboards. (Student)*

*Everyone from the principal down is supportive. We all feel we have a sense of belonging to this school community. (Teacher)*

*It's a friendly, welcoming place to work, a vibrant learning environment where we are challenged continuously to improve our teaching. (Teacher)*

*I think our school is extremely good at 'looking out' for the individual student: students with learning disabilities, gifted students, children with behavioural problems. (Teacher)*

## FINANCIAL STATEMENT (2007)

Catholic Schools are accountable for all monies received. Each year, the Sydney Catholic Education Office submits to the Australian Government a financial statement on behalf of the 147 parish primary and regional secondary schools. This statement details the income and expenditure of each school and for the Archdiocesan system of schools. In addition, the Financial Report of the Sydney Catholic Education Office is audited annually by Moore Stephens. A summary of the income and expenditure reported for 2007 is as follows:

<b>INCOME</b>	<b>\$million</b>	<b>%</b>
Parents' Contributions 1	\$ 112.9	20.0%
Commonwealth Government 2	\$ 304.8	53.9%
State Government 2	\$ 115.6	20.4%
Government Targeted Grants	\$ 20.1	3.6%
Interest and Other	\$ 12.2	2.1%
<b>Total Income</b>	<b>\$ 565.6</b>	

<b>EXPENDITURE</b>	<b>\$million</b>	<b>%</b>
Education & School Support	\$ 136.5	24.1%
Total Salary Costs	\$ 422.2	74.7%
CEO Administration & Support 3	\$ 4.2	0.7%
Surplus	\$ 2.7	0.5%
<b>Total Expenditure</b>	<b>\$ 565.6</b>	

### Notes

1. Parents' Contributions include Archdiocesan tuition fees of \$52.3 million, School Charges, Building Levy & P&F contributions of \$60.6 million.
2. Income from Australian and State recurrent government grants is received by the Catholic Education Office on behalf of the schools. Staff Salaries are paid from this income.
3. CEO Administration and Support excludes salaries which are included in total salary costs.
4. The Total Building Loans and Commitments as at 31 December 2007 were \$182 million.

Parents' contributions to this school as reported in this school's Annual Financial Questionnaire for 2007 submitted to the Australian Government Department of Education, Employment & Workplace Relations were:

Archdiocesan Tuition Fees received	\$ 254,806.00
School Based Fees	\$ 171,110.00
Other Income (eg. Building Levy, Parents & Friends, Trading & Sundry)	\$ 200,936.00
	<b>\$ 626,852.00</b>