



**CATHOLIC EDUCATION**  
WILCANNIA-FORBES

2022

ANNUAL SCHOOL REPORT



### St Ignatius' Parish School

3 Meek St, BOURKE 2840

Principal: Mrs Una Taylor

Web: [www.wf.catholic.edu.au/schools/bourke/](http://www.wf.catholic.edu.au/schools/bourke/)

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## About this report

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St Ignatius' Parish School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia-Forbes. The CEO 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 the CEO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the Annual Improvement Plan (AIP) 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 also be obtained from the [My School website](#).

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## Message from key groups in our community

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### Principal's Message

At St Ignatius Parish School in 2022, we have continued to strive to live our vision to be “a nurturing faith-filled community inspiring flourishing, lifelong learners.” This captures the essence of our community and has assisted in articulating our common purpose. We celebrate 201 years of Catholic Schooling in Australia this year, coinciding with 151 Years of St. Ignatius operating in the Bourke community.

Significant professional development was undertaken by the teaching staff throughout 2021, and again in 2022 in Literacy instruction through the Early Literacy Project (ELP). The focus on consolidation of teaching and learning strategies remained high throughout the year, allowing all staff to place into practice the theory covered. The staff have worked diligently to ensure learning and well-being for all have been a priority across the school

St Ignatius Parish School staff are deeply committed to working in partnership with children, families and the Bourke community to ensure successful well-being and learning outcomes for the children in our care.

As the principal of the school, I have been privileged to be part of the St Ignatius community and am immensely proud of the team who have worked with commitment and passion to make our vision a reality.

### Parent Body Message

St Ignatius' parents and friends have had a mixed year of challenges and triumphs, with some events being cancelled and others being a huge success.

Covid and flooding across the district have seen many challenges for our parent and local community in 2022. Many opportunities have been available to parents to get involved in the life of the school. Mass and liturgy, colour runs, catering for the ICPA State conference and a stolen generation commemoration service, stalls, markets and discos have been but a few of the ways St Ignatius has been present in the Bourke community. Lunch orders each Friday, organised by a group of parents have been a well-received new initiative for the students.

Thanks are extended to the teaching and support staff who work tirelessly for our children. The students of St Ignatius are fortunate to have such a dedicated group of people guiding their education and the parent body acknowledges the positive partnership between the staff and parents.

## Student Body Message

Thank you to the teachers, our parents, friends and others in the community who have helped us throughout 2022 at St Ignatius. We are grateful for the chance to be at such a great school.

The teachers encourage us to never stop learning and never give up. We love coming to school and learning new things each day and the opportunities that we have to experience all kinds of different activities. Representative sports, excursions to places of cultural significance and visiting shows like the Living History presentation have been highlights this year. St Ignatius is a school that believes in truth and cooperation. The values we have are shown in the way we speak to each other and act at all times and it is important to us to be safe, respectful learners.

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## School Features

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St Ignatius' Parish Primary School is a Catholic systemic co-educational school located in Bourke. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 115. The school currently has 5 classes, organised into cross staged learning groups.

St Ignatius has been built on strong religious traditions, on land donated by Mr Joseph Becker in the 1870's. In 1881, the Sisters of St Joseph commenced work until 1890, followed by the Sisters of Mercy in 1891 who remained present at the school until 2005. Between 1988 and 2004, the Marist Brothers took over the Leadership of the school, which has led to strong relationships with Marist secondary schools. Since that time, lay principals have continued to build on the foundations of the religious who have worked before them.

As a school community, we strive to live the values of love, hope, peace, openness, truth and community, following the example of Jesus and our patron, St Ignatius of Antioch.

St. Ignatius uses a Positive Education model that is built upon the work of Positive Psychology.

A brief description of this, positive psychology is a scientific approach to studying human thoughts, feelings, and behaviour, with a focus on strengths instead of weaknesses, building the good in life instead of repairing the bad, and taking the lives of average people up to "great" instead of focusing solely on moving those who are struggling up to "normal" (Peterson, 2008).

Positive psychology focuses on the positive events and influences in life, including:

- Positive experiences (like happiness, joy, inspiration, and love).
- Positive states and traits (like gratitude, resilience, and compassion).
- Positive institutions (applying positive principles within entire organisations and institutions).
- As a field, positive psychology spends much of its time thinking about topics like character strengths, optimism, life satisfaction, happiness, well-being, gratitude, compassion (as well as self-compassion), self-esteem and self-confidence, hope, and elevation.

These topics are studied at St. Ignatius in order to learn how to help our learning community flourish and live their best lives.

As part of our vision, the staff have undertaken ongoing professional development in Trauma-informed care.

“Trauma-informed services do no harm i.e. they do not re-traumatise or blame victims for their efforts to manage their traumatic reactions, and they embrace a message of hope and optimism that recovery is possible. In trauma-informed services, trauma survivors are seen as unique individuals who have experienced extremely abnormal situations and have managed as best they could”. (Dr Cathy Kezelman)

The school has an active Parents and Friends Association, working alongside the school to support the Catholic ethos, promote the school in the wider community and undertake fundraising opportunities such as a Parish/School Fete, catering and Easter raffle.

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## Student Profile

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### Student Enrolment

St Ignatius' Parish 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
60	53	3	113

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Wilcannia-Forbes Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary schools within the Diocese of Wilcannia-Forbes.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2022 was 84.84%. 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
80.80	81.40	80.40	86.10	89.00	91.40	84.80

## Managing Student Non-Attendance

Regular attendance at St Ignatius' Parish 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 Director of Catholic Education or designated Catholic Education Wilcannia-Forbes Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	19
Number of full time teaching staff	8
Number of part time teaching staff	2
Number of non-teaching staff	9

### Total number of teaching staff by NESA category

Teachers at St Ignatius' Parish School are either 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 (systemic schools) at these levels is as follows:

- Conditional 9 teachers
- Provisional 15 teachers
- Proficient 217 teachers

Additionally, there are approximately 3 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 development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject-specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office (CEO).

St Ignatius' Parish School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

## Summary of professional learning at this school

St Ignatius Parish school staff have worked hard over the 6 Professional Learning days this year. The PL included the delivery of ongoing Child Protection Training, Understanding Trauma and the need for Movement and Brain Breaks across the learning Day. The Staff, including Learning Support Staff, were trained in the Eighth edition of Dibels, a comprehensive assessment strategy used across the school to monitor and track students reading abilities and strategies.

The other days were based on familiarisation around the new K-6 Syllabus documents in English and Mathematics. Teachers worked through each of the syllabus documents, diving into new learning, research foundations and explicit instruction. As early adopters for both NSW Syllabus documents, staff used the time to unpack outcomes, contextualise and align the new documents with student and teacher goals for 2023 and beyond.

The Final Staff Development centred around teacher formation and spirituality. At this time staff engaged in a series of reflections around scripture, identifying ways in which as Catholics we can bring the Gospel messages to life in our everyday encounters with others. .

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Wilcannia Forbes operate under the leadership of the bishop and in partnership with parents, priests and school staff. St Ignatius' Parish School constitutes a key component of the Church's mission of evangelisation and catechesis. The diocesan Religious Education program, Educating in Christ emphasises the kerygma (proclaiming the essential message of Christ), mystagogy (linking the sacraments with the Scriptures), appropriate moral formation, and prayer. It uses a modified Montessori pedagogy and pays close attention to the developmental stage of each child, accompanying each one as they pursue their own personal relationship with Christ.

### **Prayer, Liturgical Life and Faith Experiences**

Every day in Semester One 2022, the school gathered to share a Morning Offering at Assembly, classes said The Angelus at noon and Christian Meditation is a feature of our practice. In the latter part of the year, the celebration of the Eucharist returned for all classes across the school.

Throughout the year, liturgies and masses were held on Feast Days, particularly for Easter and Christmas. On the Feast Day of our Patron, St Ignatius of Antioch, the school gathered to celebrate our faith and our dedication to becoming like the person of Jesus Christ, through the learnings of our Patron Saint, Ignatius of Antioch.

### **Parish Partnerships**

Father Ravi Muvvala was deployed to Bourke in 2021, leaving Bourke in June 2022. He was supportive of the school and was a member of the Parish School Advisory Committee. The principal and two other staff members are also part of the Parish Council who meet bi-monthly.

Father Oche came to Bourke as Parish Administrator in September 2022 and has recently confirmed he will continue his mission in Bourke into the future. Fr Oche has brought his passion for music into the school, coordinating a school choir and has developed a positive relationship with staff and students in just a short space of time. The school community looks forward to a continued positive relationship with the parish and priests.

This year, the St Ignatius students were prepared for the Sacrament of Confirmation.

To further the goal of bringing students into closer intimacy with Christ St. Ignatius staff continued to implement the diocesan Religious Education Curriculum in all classes throughout the school.

“...the definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ: only He can lead us to the love of the Father in the Spirit and make us share in the life of the Holy Trinity.” (Catechesi Tradendae, 5)

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## Curriculum, Learning and Teaching

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St Ignatius' Parish 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 strive for continuous improvement of teaching and learning in all facets of the curriculum.

St Ignatius' Parish School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the Diocesan Statement of Faith and Mission.

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During 2022, our focus for Professional learning was based around the two priorities of the Implementation of the Annual Improvement Plan. Religious Education Program "Educating in Christ, and The Early Literacy Project (ELP) as the two focus areas. The work of Lyn Sharratt has enabled a common philosophy, language and structures to be implemented. This will be ongoing work to embed the practices and deepen understanding for all staff as it explored and implemented the explicit instruction of the 5 big areas of reading through new learning from the ELP. We, as a school, are Early Adopters to the NSW New Curriculum documents in 2022, embedding the new outcomes and ideology throughout the delivery of content in Kindergarten to Year 1.

Well-being and Trauma Informed Practice remain a priority for the staff. Throughout the year the leadership team and staff, in consultation with Psychologists and outside specialists, have continued to work on "The Flourish Framework", a school-based initiative that draws upon the development of a framework for collaboration and excellence that guides and promotes the school's vision.

Further in well-being, the “Ready To Learn” routine was continued across the school that includes Breakfast Program, “Get Moving”, identifying what is making us happy, writing in Gratitude journals and taking “brain breaks”.

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## Student Performance in Tests and Examinations

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### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of 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.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN at St Ignatius' Parish School for 2022 is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top two bands are reported in the table.

Historical NAPLAN student performance information can be accessed from the [My School](#) website.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 3</b>	<b>Grammar and Punctuation</b>	20%	52%	30%	12%
	<b>Reading</b>	25%	54%	45%	11%
	<b>Writing</b>	21%	50%	21%	7%
	<b>Spelling</b>	15%	48%	45%	15%
	<b>Numeracy</b>	17%	34%	22%	15%

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	20%	31%	67%	14%
	Reading	33%	39%	47%	11%
	Writing	7%	25%	47%	18%
	Spelling	13%	37%	27%	14%
	Numeracy	0%	25%	50%	16%

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## 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 informed by the Student Wellbeing and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Further information about this and other related policies may be obtained from the CEWF website or by contacting the Catholic Education Office.

The Wellbeing and Pastoral Care Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Management and Student Discipline Policy](#). Policies operate 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 time for all students. It supports the development of students' pro-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 the respect for the rights of all students and staff.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Behaviour Management and Student Discipline Policy was reviewed in 2022 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy](#) and is aligned to the Wellbeing and Pastoral Care Policy and other related wellbeing policies and guidelines. 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.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Anti-Bullying Policy was reviewed in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Complaints Handling Policy

The School follows the [Concerns and Complaints Handling Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process.

The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Concerns and Complaints Handling Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Initiatives promoting respect and responsibility

The values of respect and responsibility are reflected across all dimensions of school life. Some initiatives included:

- Revisiting the mantra “ Stronger Smarter Safe Respectful Learner” to promote the Positive Education, Stronger Smarter and Restorative Practices philosophies
- Acknowledging the “safe respectful learners” at a Principal’s Morning Tea every term
- Highlighting a “Character Strength” concept and “Star Students” at every assembly
- The Leadership Team have been investigating further into Trauma Informed Teaching Practices with experts outside of Education to develop a Flourish Framework that helps

create and promote the Schools Vision Statement. This framework is in its infancy and continues to be developed in a consultative and collaborative approach with staff, students and parents.

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## School Improvement

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The focus for St Ignatius' Parish School and the Catholic Education Office, together, is system improvement and capacity building to deliver on wellbeing and learning for all students within our Catholic community. All Wilcannia-Forbes systemic schools engage in an annual cycle of school improvement. The Annual Review and Planning Cycle: Developing the Annual Improvement Plan assists and supports schools in this endeavour.

St Ignatius' Parish School undertakes an internal review (self-assessment) which is context-specific, evidence-informed and outcomes-focused. The Annual Improvement Plan is the output of the internal school review and targets priorities for improvement in two domains: Mission and Religious Education; Learning and Teaching.

A Fifty Day Review is used to monitor progress towards targets. Practices are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.

### Key Improvements Achieved

#### **Annual School Priority One for 2022:**

To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school.

#### **Reason for priority 1:**

- The Educating in Christ curriculum was implemented in part throughout 2020 and 2021. Students and teachers were given time to become familiar with the presentations and were given time in Religious Education instruction to experiment with the philosophy of this new curriculum.
- While the aim of the program is to allow students to develop an intimacy with God, students have yet to fulfil the program in its entirety, including the use of the Learning and Reflection Journal. Throughout 2022 this part of the program was made a priority ensuring teachers and students became familiar with the process and implementation of the presentations and work within the curriculum. The learning journal will become a key feature in the program throughout 2023

#### **Steps taken to achieve priority 1:**

##### STUDENTS

- Students will be able to demonstrate progress with reference to their own reflections in their learning journals.

- Students will be making progress towards being engaged, independent learners. At their own level of understanding, students are continuing to develop in their abilities to articulate and reflect upon their learning through discussion with the teacher and making entries into their learning journal.
- The student learning journals are effectively utilised by both students and teachers.
- Teachers have the opportunity to reflect upon and give feedback in relation to the implementation of the religious education curriculum. (school and diocesan level)

## STAFF

- A Trinitarian-Christocentric approach permeates the culture of the school (through Jesus Christ, in the Holy Spirit, to the Father).
- In educational terms, this means that there is a realistic attempt to incorporate learning from body, to heart to mind. Hence, normally, every encounter in religious education will have:
  - Something concrete
  - Something affective
  - Something for the mind
- Staff members will continue to receive professional training around each of the works that need to be introduced in the coming term. This will usually be provided in person by one of the members of the MRE team.
- Learning spaces and resources will continue to be developed in support of the pedagogical practices of the Religious Education Curriculum.

### **Status of priority 1**

- The goal is ongoing and will continue in 2023.
- Staff are feeling more confident about the philosophy that underpins the implementation of the curriculum.
- Teachers provide effective descriptive feedback to individual students about their learning in association with the student's learning journal and will continue to do so across classes.

### **Annual School Priority Two for 2022:**

St Ignatius Parish School will continue to embed the most effective way to teach all students to read. Learnings from the Early Literacy Project will target high impact, evidence-based teaching strategies to improve reading skills and ensure growth.

### **Reason for priority 2:**

Within our school we want to:

- improve student learning through evidence-based pedagogy that aligns with the outcomes of the English K-6 Syllabus to meet their individual needs

- empower teachers using systematic, direct and explicit instructional strategies based on rigorous research shown to be effective in enhancing the literacy skills of all children  
use diagnostic and developmentally appropriate assessment (ESTA-L) whilst undertaking regular, collaborative monitoring and reporting of individual progress to inform next steps in teaching
- reflect upon and develop our whole-school literacy processes, encompassing planning, monitoring and review.

### **Steps taken to achieve priority 2:**

- strengthen whole school capacity through the ongoing development of instructional coaching;  
engage with face-to-face and online professional learning modules to enrich teachers' understanding of effective, explicit, reading instruction;
- use consultancy support to facilitate the transfer of learning to classroom practice;  
apply the Early Screening Tool Assessment-Literacy (ESTA-L®) to identify early reading skills students have mastered, and still need to master across K-6;  
review the Literacy Block and its agreed practices.

### **Status of priority 2:**

- Achieved and ongoing
- In 2023, we hope to:
  - provide parent workshops to further guide parents in supporting their children's emerging reading skills;
  - implement the Inialit program in the Infants classes and continue a structured, systematic approach to the teaching of reading across the entire school

## **Priority Key Improvements for Next Year**

### **2023 Improvement Priority One:**

To strengthen connection and engagement between School, Home and Parish

#### **Reason for priority 1:**

- Faith Formation for our community. - experiencing the revolutionary process of believing, belonging and becoming more like Jesus every day.
- Increased engagement through Media (social and print- likes, shares, engagement)
- Increased attendance at parish mass, at school mass and parish events
- Staff and students performing Eucharistic Ministry, readings and music at parish mass.
- Increased visibility of the Catholic community within the local Bourke community.
- Increased use of parents' feedback in setting improvement goals.

**Steps taken to achieve priority 1:**

- School students attending parish mass
- School students form Choir- led by Fr Oche - visit to nursing home
- Parish members are invited to attend school mass on Fridays - personal invitations, inviting grandparents, and relatives.
- Year 5 and 6 students trained and undertake altar serving duties.
- Social media engagement increase

**2023 Improvement Priority Two:**

Staff will effectively use evidence-based assessment processes and the resulting data to drive the teaching and learning cycle.

**Reason for priority 2:**

- Build the capacity of the school staff to effectively use diagnostic and developmentally appropriate assessment data to drive the teaching and learning cycle for improvement.
- Partner with the Good to Great Schools to implement Corrective Reading, Oz-e-Writing and Oz-e-Science K-6

**Steps taken to achieve priority 2:**

- Create and adhere to an evidenced-based assessment schedule
- Monitor the growth of each student from the beginning of the year, mid-year and end-of-year data at designated staff meetings
- Use the data to develop individual learning goals for each student with family input.
- Links in teacher classes program to evidence of adherence to assessment timeline
- Record anecdotal notes to support the formal data gathered
- Standardised Assessments and associated reports: DIBELS, ESAT-L Screeners, ACER - PAT to inform teaching/learning programs
- Reflect on and discuss the longitudinal data to track progress across the school
- Whole school writing stimulus with moderation

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with St Ignatius' Parish School from parents, students and teachers.

### Parent satisfaction

In a parental survey, all respondents strongly agreed (43%) and agreed (57%) that St Ignatius' Parish School, helped their child to develop knowledge and understanding about Catholic tradition, whilst all parents strongly agreed or agreed that St Ignatius' Parish School provided opportunities for parents to be involved in school life and activities.

Parents were asked if their child was challenged to maximise their learning, 22% of parents strongly agreed with this statement, whilst 72% agreed. Respondents strongly agreed (43%) or agreed (51%) that St Ignatius' Parish School meets their child's individual learning needs.

50% of all parents strongly agreed that the school effectively communicates to parents about activities and events, whilst 35% agreed with this statement. A further 36% of parents strongly agreed and 50% agreed that the school provides appropriate information about their child's progress.

All parents strongly agreed or agreed that St Ignatius' Parish School provides a safe and supportive environment for their children. Over 72% of all respondents strongly agreed that teachers are genuinely interested in the welfare of the students, whilst a further 18% agreed with this statement.

### Student satisfaction

Ninety per cent of students at St Ignatius' Parish School strongly agreed or agreed that the school helped them in developing knowledge and understanding of the Catholic tradition. 95% of students surveyed were proud of their school.

All students believed that their teacher encouraged them to do their best in school activities, as too understanding their rights and responsibilities at school, ninety-five per cent of students agreed with this statement.

All students surveyed feel safe and believed that St Ignatius' Parish School offered them a range of sporting and curriculum choices. All understood who they could approach for help if needed at school.

## Teacher satisfaction

All staff surveyed enjoy working at St Ignatius' Parish School, they classified the school as a safe working environment, that fosters and encourages collaboration between fellow teachers and support staff.

80% of staff agreed that the school gave the right amount of attention to Standardised Testing and the expectation for student growth was extremely (70%) and very reasonable (30%).

All staff felt that the school cared about their professional growth, with 70% of respondents extremely satisfied and 30% moderately satisfied with their teaching experience at St Ignatius' Parish School, Bourke.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for St Ignatius' Parish School in 2022 is shown below. This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,161,357
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$650,272
Fees and Private Income <sup>4</sup>	\$221,493
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$19,975
<b>Total Income</b>	<b>\$3,053,097</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$22,889
Salaries and Related Expenses <sup>7</sup>	\$2,033,086
Non-Salary Expenses <sup>8</sup>	\$545,318
<b>Total Expenditure</b>	<b>\$2,601,293</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 2022 REPORT