

St Barbara's Parish School

Performance Report

2022



St Barbara's Parish School continues to provide Catholic Education for students in remote South Australia. Outstanding teaching practises combined with well-resourced classrooms, offers an excellent education for students in Roxby Downs.

Principal Report – Annual Performance Report 2022

2022 was a fresh new beginning for St Barbara's Parish School. We welcomed many Early Career Teachers to our school and are delighted to report that all quickly fitted into the St Barb's way of life caring for all students in the school. While term 1 was still chaotic with both Covid and a shortage of expected resources the school year really came alive in Term 2. The honeymoon period was over and with the new pedagogies we had employed with staff our results were on the move - in the right direction. Throughout the year we were continually delighted with the progress made by all students as we navigated our new way of instruction. Teachers and students, both grew in confidence. I wish to especially thank the Leadership team for their commitment and hard work to ensure the success of 2022.

Curriculum Mastery

The St Barbara's School Community believes that all students can achieve high standards given the right time and the right support.

At St Barb's the principles of explicit instruction are utilised along as well as staff performance management, individual teacher coaching and ongoing professional development programs, and a rigorous quality control process.

St Barb's teaches and explicit, carefully sequenced, scripted model of instruction.

We teach to mastery.

The method for mastery is to:

- Learn new skills in manageable increments
- Practise recently learned information
- Perform applications of mastered skill types

Students acquire information, develop learning strategies and become more confident learners.

Getting to mastery is like climbing a staircase of steps that are meaningfully sequenced skill increments. Students climb the first step by learning foundation skills. Each step of more difficult skills is performed successfully, and students are motivated to keep moving up. Through practise and repetition, they reach the top. Students progress at different rates, but all are assured of reaching the top knowing all the key components of the material.

The curriculum as usual was complemented with value added programs including wellbeing fortnight where new activities were introduced to the school such as First Aid for students.

Enrolments remained steady throughout the 2022 school year, and we find that our student population generally sits around 200 by the end of each year.

Master planning for St Barbara's School was finalised in 2021 and works commenced, stalled, and recommenced throughout the year. While this was a frustrating experience the completion of Phase 1 will realise 8 brand new classrooms as well as a community gathering area for coffee mornings, Playgroup, and Ready Set School.

"Who is my Neighbour" was the Diocesan Theme for 2022. The prayer associated with the theme was used at both staff and Board meetings throughout the year. – the APRIM report will expand further on this.

Partners in Practice (PIP) Project offered by CESA grew from our involvement with Linda Clune from Hansberry Educational Consultancy in 2021. Caritas (Port Augusta) and St Joseph's School (Peterborough) joined with us to look at Defining a contemporary literacy block based on research of Science of Reading. This together with new pedagogy operating in all classrooms has seen a growth in student results that will be realised in the 2023 NAPLAN testing. Our partnership with Linda Clune and John Fleming have added greatly to our ability to deliver an excellent curriculum to our students.

Uniforms: at times the school had difficulty in securing stock in 2022 however towards the end of the year the situation seem to rectify itself, even with the delivery of school bags that we have not had access to for quite some time.

In 2022 we continued with the Term 2 swimming format as it proved successful in 2021 and again this year. In 2023 Swimming lessons will only apply to Foundation – Year 4 students

Events throughout 2022 included:

- Parent interviews
- ANZAC DAY and Remembrance Day: Both community events were attended by students representing the school.
- Sports Day
- Wellbeing Week
- Catholic Education Week
- Splash Day
- Mother's Day Liturgy
- Father's Day Breakfast
- Various Masses and Liturgical events
- Class events, camps and excursions
- Jump Rope for Heart
- Community Outreach Project

Annual award winners for 2022 included;

- Rowan Ramsay Award - Tim Feltus
- State Government Volunteer Award - Jac Quillam
- Cibich Delahunty Award - Annamarie Swanepoel
- Hogan Lacey Award - Seth Jones
- Muriel Matters Award - Veniece Sagun
- Caltex Award - Gabrielle Higgins

I take this opportunity to thank the School Board for their membership and support throughout the 2022 school year, to Fr Francis and Sr Pat for their involvement, interest and support of the school, the Dynamic Leadership Team (Kylie Johnson, Mel Diver, Kelly Chadbourne and Vicky Peters) who have worked tirelessly throughout the year introducing new ways of working to staff as well as the mentoring and coaching of staff, all staff for their faith, effort and energy completing their various roles within the school and of course the delightful students who attend St Barb's and put a smile on our faces each day.

To those staff leaving I offer my thanks and wish you well for your futures. Leaving staff include Vicky Peters, Trish Hamidi, Melissa Middleton, Caitlin Rose, Lucy Norton, Darcy Maney, Devi Rajeev, Sarah Boylan and Emma Whittlesea.

The following reports provide greater detail on the 2022 school year.

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Section One: School Context

St Barbara's Parish School is a Catholic school situated in Roxby Downs remote mining town, 560 kilometres north of Adelaide. St Barbara's is now structured as an F to 6 primary and 7 to 9 middle school to maximise the use of the Australian Curriculum Framework. The school enjoys excellent facilities, especially in the ICT area with every student having 1:1 iPad access and offers a robust pastoral care program, emphasising the faith formation of students in the Catholic tradition and close involvement of families and a safe, supportive learning environment. Energised by the challenges of remoteness, the school seeks to provide stimulating experiences within a happy, secure environment giving each student every 'Opportunity to Shine'.

St Barbara is the Patron Saint of Miners. The school does not have a specific religious charism but closely aligns itself with the life and vision of Saint Mary MacKillop. The new school emblem was adopted in 2007. The 'cross' symbolises the Catholic Faith of our school. The Sturt Desert Pea is South Australia's floral emblem and is native to the area. The earthy colours symbolise the desert and the mine is also depicted.

With a strong focus on literacy and numeracy, our contemporary Curriculum is supported by complementary interventions programs offering additional support to students. St Barbara's School promotes the 7 Habits of Highly Effective People - developing character traits and the skills needed to help everyone find The Leader Within. Teachers set high standards for every student, respond to individual needs, challenge students to strive for improvement, and discover the joy of lifelong engagement with learning.

Our Mission

"An Opportunity to Shine"

St Barbara's Parish School asks all within our community to utilize their talents to contribute to the school and the wider community. God calls us to be truly human, which means fulfilling our potential to help others reach their potential. This is reflected in how the school has developed a shared understanding of teaching and learning that occurs, allowing for the differentiation of learning for students. Each teacher has different talents, and students benefit from their relationships with their teachers and their learning.

At St Barbara's Parish School, our vision offers all an Opportunity to Shine by providing a nurturing environment to create Thriving People, Capable Learners and Leaders for the World God Deserves.

Our Motto

"An Opportunity to Shine" challenges students to strive for excellence in all areas of their lives.

Pedagogical Principals

Every student matters every day and can be a high achiever.



Section Two: Student Profile

| | F | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Total |
|-----------------------------------|----|--------|--------|--------|--------|--------|--------|--------|-------|
| 2022 February Census Boys | 17 | 13 | 10 | 9 | 18 | 4 | 2 | 3 | 78 |
| 2022 February Census Girls | 16 | 18 | 13 | 16 | 12 | 10 | 6 | 7 | 94 |
| TOTAL | 33 | 31 | 23 | 25 | 30 | 14 | 8 | 10 | 172 |
| 2022 August Census Boys | 31 | 11 | 10 | 9 | 18 | 4 | 2 | 2 | 87 |
| 2022 August Census Girls | 29 | 20 | 12 | 14 | 13 | 10 | 6 | 4 | 108 |
| TOTAL | 60 | 31 | 22 | 23 | 31 | 14 | 8 | 6 | 195 |

| | Year 8 | Year 9 | Total |
|-----------------------------------|--------|--------|-------|
| 2022 February Census Boys | 1 | 1 | 2 |
| 2022 February Census Girls | 3 | 3 | 6 |
| TOTAL | 4 | 4 | 8 |
| 2022 August Census Boys | 1 | 1 | 2 |
| 2022 August Census Girls | 4 | 3 | 7 |
| TOTAL | 5 | 4 | 9 |



Historical Term Attendance

| Term | 1 | | | 2 | | | 3 | | | 4 | | | Total |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Year Level | F | M | Total | F | M | Total | F | M | Total | F | M | Total | |
| RE | 76.0% | 74.4% | 75.1% | 74.4% | 81.9% | 78.4% | 82.9% | 78.1% | 80.3% | 81.1% | 81.8% | 81.5% | 79.1% |
| 01 | 81.7% | 71.1% | 77.7% | 78.8% | 74.0% | 77.0% | 82.1% | 79.3% | 81.1% | 86.5% | 83.1% | 85.2% | 79.8% |
| 02 | 74.6% | 87.7% | 80.0% | 87.2% | 85.6% | 86.5% | 78.6% | 87.4% | 82.3% | 82.8% | 86.7% | 84.4% | 83.1% |
| 03 | 79.2% | 77.4% | 78.5% | 74.8% | 72.2% | 73.9% | 79.7% | 67.6% | 75.1% | 85.8% | 69.2% | 79.6% | 76.7% |
| 04 | 84.3% | 71.7% | 76.7% | 84.9% | 72.7% | 77.5% | 87.2% | 75.5% | 80.2% | 85.2% | 79.5% | 81.7% | 78.8% |
| 05 | 73.7% | 88.4% | 79.0% | 71.5% | 74.5% | 72.3% | 73.4% | 70.3% | 72.8% | 80.3% | 82.5% | 80.6% | 76.0% |
| 06 | 81.8% | 84.6% | 83.3% | 83.4% | 78.6% | 80.8% | 88.0% | 85.3% | 86.9% | 83.3% | 94.5% | 86.6% | 84.1% |
| 07 | 79.8% | 75.0% | 77.9% | 69.5% | 90.5% | 77.9% | 66.2% | 87.4% | 74.3% | 73.3% | 86.0% | 77.6% | 76.9% |
| 08 | 86.3% | 74.9% | 83.6% | 65.1% | 47.1% | 61.5% | 78.4% | | 78.4% | 95.3% | | 95.3% | 77.0% |
| 09 | 77.5% | 67.9% | 75.6% | 75.5% | 68.5% | 74.1% | 79.7% | 61.4% | 76.0% | 89.6% | 70.2% | 85.7% | 77.3% |
| Total | 79.1% | 76.7% | 78.0% | 77.9% | 77.2% | 77.6% | 81.1% | 77.8% | 79.6% | 83.7% | 81.1% | 82.6% | 79.3% |

Section Three: Staff Profile

All teaching staff at St Barbara's Parish School participate in professional learning and development activities. This takes various forms, including whole staff professional development days, sub-school activities, curriculum focus sessions for teams, and both individual and group attendance at workshops and conferences. During 2022 our teaching and non-teaching staff engaged in a range of professional learning opportunities to support our focus on continuous improvement, with a total of \$39,525.19 spent on professional development.

Professional Development

During 2022 the following was accessed:

- RE professional development sessions
- MITIOG Workshop
- Early Career Teachers Induction Port Pirie Diocese
- Living, Learning, Leading Framework (LLL)
- ACER PAT Data Analysis Training
- First Aid Training
- CSH&W SA Requirements SALT
- SEQTA Training
- EDI workshops, coaching & mentoring
- John Fleming warm up workshops
- Linda Clune Science of Reading
- The Leader in Me induction
- New pedagogical induction units
- Welcome to PLTs
- 3 Way interviews
- NCCD – Parts 1 & 2
- Planning to implement the PPL
- Reporting – Parts 1 & 2
- Writing the PPL
- Planning Using the New Cross ways
- Using Literacy Strategies in RE
- Linda Clune (PIP Project)
- Disability and Discrimination Act (DDA)
- Engagement Strategies
- Heggerty
- Explicit Instruction
- High Impact Teaching Strategies

Students

During 2022 student involvement included:

- Shrove Tuesday
- Ash Wednesday Liturgy
- Project Compassion
- Well-being week
- Book Week and Book Fair
- School photos
- Sacramental Programs
- Year 8 Immunisations
- Mother's Day Liturgy / Father's Day Breakfast
- SAPSASA events
- ANZAC Day/Remembrance Day information sessions
- The Leader In Me (Introduction)
- Student Voice led activities
- iHeart Resilience training
- Performances – Andrew Chinn, Music Is Fun
- Science excursions
- Science Week
- Colour Run
- Arid Recovery camp
- Adelaide Camp – AFL Max & Adelaide Zoo
- Community Outreach Project
- RELAT
- NAPLAN
- PAT & Dibels testing

Human Resources

The data below indicates a high level of academic skill and professionalism within our teaching staff.

| | |
|----------------------------------------|----|
| Grad Certificates/Diplomas | 5 |
| Bachelor degrees | 18 |
| Masters | 6 |
| Cert III & Cert IIII Education Support | 4 |

Staff Retention

63% of the 2021 teaching cohort, recommenced at the beginning of the 2022 school year.

68% of 2021 total staff remained in 2022.

Staff Attendance

Staff attendance for the 2022 school year was maintained at an acceptable level. The staff took personal leave, maternity leave, parenting leave, special leave, long service leave and compassionate leave as is their industrial entitlement.

Professional Engagement

In 2022 the school employed staff in both teaching and non-teaching areas. The following data summarises the workplace profile.

| | Women | | |
|------------------------------------------------------------|--------------|-----------|--------|
| | Full Time | Part-Time | Casual |
| Principal | 1 | | |
| Teaching | 12 | 6 | |
| Support | | | 10 |
| TOTAL | 13 | 6 | 10 |
| Staff who identify as Aboriginal or Torres Strait Islander | - | - | 1 |

Section Four: Catholic Identity

Diocesan Theme – “Who is our Neighbour?”

The Diocesan Theme for 2022 was centred on the parable of the Good Samaritan and Jesus’s interaction with the Samaritan Woman at the well. The focus of this theme was to encourage students and staff to reflect on what constitutes a neighbour, and how we engage in a neighbourly (kind, compassionate, supportive) way with those around us. Our Diocesan prayer was read at each assembly and at Staff meetings, and our first Unit of RE learning for the year focused on this theme.

Masses & Liturgies

We held several school-wide liturgies throughout the year for significant Feast Days and events. Different classes supported in sharing the liturgy with others.

In addition, each class prepared 2 liturgical events, most of which were held at the Church. We thank Fr Francis and Sister Pat for their support in participating in these events.

Fundraising & Social Justice

We conducted a number of Social Justice fundraisers this year, including:

- Colour Fun Run
- Jump Rope for Heart
- St Vinnie’s Winter Appeal – Catholic Education Week’s Act of Kindness
- Catholic Missions – Socktober fundraiser
- Caritas – Lenten Fundraising projects
 - Art competition
 - Water relay

Religious Events

Through the Parish, we held preparation and Masses for three Sacraments: Confirmation, First Reconciliation and First Holy Communion. Year 3 students received both First Reconciliation and First Holy Communion in the same year (alongside last year’s Year 3 Reconciliation students). Additionally, the preparation of the candidates occurred within the Parish setting, as value-adding beyond our RE Curriculum delivery. A total of 25 Sacramental candidates received the Sacraments over the year, with 20 of these being students from St Barbara’s.

We had a number of special religious events this year, including a visit from both the NET (National Evangelisation Team) crew and the MGL (Missionaries of God’s Love) Team in Term 2. Classes also undertook a special Community project in Term 4, which strengthened our understanding and appreciation of community groups, and enabled us to share our gratitude with them through Acts of Kindness and Service. We had student representatives at both ANZAC and Remembrance Day services, and celebrated Catholic Education Week at the Church with a special Year 5-9 Mass.

Prayer

We trialled an introduction to Christian Meditation in both Year 7-9 and Foundation C. Both classes embraced the practice, and teachers will be encouraged to introduce the practice across the school next year.

Staff received ongoing professional learning in designing and delivering appropriate prayer each week. Daily prayer continued to be held in each class, scheduled at the teacher’s discretion.

Curriculum

2022 saw the ongoing design and delivery of Crossways Curriculum units, supported by the Crossways Achievement Standard. Teachers of Religious Education received coaching and support in planning and delivering these units of work.

Our Year 4 ReLAT (Religious Literacy Assessment Tool) saw improvement over our 2021 data, with our school average above the state average.

Made in the Image of God (human sexuality) curriculum was taught in Term 3 across the school, and teachers continued to deliver the Keeping Safe: Child Protection Curriculum throughout the year at appropriate times. Teachers receive training in both of these curriculums, even if they are not RE teachers, in order to support their students outside of the RE classroom.

Staff Professional Development

Ongoing Staff Professional Development occurred throughout the year. Teachers learned appropriate prayer structures and how to design Crossways units, and developed the concept for their Community project with their peers before further developing with their classes. Our 2022 Staff Reflection afternoon was held at the BHP Community Hub and centred on the theme of 'Wellbeing: A Gift from God'. Staff were able to appreciate wellbeing as a gift from our Creator, and explored different ways of engaging with this concept and theme.

Chaplaincy

The Chaplaincy role has continued to be an opportunity to support students in a 1:1 setting with behavioural and emotional concerns. These sessions include the review of iheart concepts, navigating social issues and providing a break-out area for students with support plans. This year, we created a 'safe space' in the Wellbeing/RE office for our students with identified wellbeing and behaviour issues to decompress and de-escalate, incorporating fidget toys, a comfortable space and a fish tank.

The Chaplain developed a close working relationship with Navi from Flipside Counselling to support identified students at school with referrals and counselling. This will continue to be beneficial for students in 2023. The Chaplain also undertook a Youth Mental Health First Aid course and is now a qualified Mental Health First Aid responder for young people in our school and town community.

Wellbeing Programs

We have continued to have great success with our Wellbeing programs at school:

- In iHeart, we again delivered to Year 5-9 in Terms 1 & 2, and to Year 4 in Term 3 & 4. The data reflected a highly positive response from students, especially in Year 4.
- Our The Leader in Me delivery was successfully implemented across the school using the online resources, and students demonstrated improved understanding of the Habits and their application.
- Introduced in Term 3, F-9 students across the school increased their emotional vocabulary to support their emotional understanding. Teachers in younger year levels indicated this project was a strength for their classes by giving younger students the vocabulary to name their emotions.
- We held another successful extended Wellbeing event, incorporating a number of different activities including photography and First Aid with guest 'teachers'. The activities built an understanding of wholistic Wellbeing being dependent several factors including social life, physical health, emotional wellbeing and positive/ growth mindsets.

Section Five: Curriculum

Curriculum offerings at St Barbara's Parish School, specifically are designed to promote high levels of engagement in learning areas from all students. Based on The Australian Curriculum Framework, learning areas include English, Mathematics, Humanities and Social Sciences, The Arts, Technology, Health and Physical Education.

Intervention Programs

Teachers within the school, share a belief that they are prevention and intervention teachers; and with the right levels of teaching and conditions, all students can achieve at high levels. Anchoring this belief to both classroom and small group instruction, the school augments learning support intervention programs under the guidance of the Inclusive Education Co-ordinator and a team of Education Support Officers.

Here, students are supported to engage in evidenced-based learning support programs, that are inclusive and prioritise individual learner's diverse needs. Tier 1 represents year-level core instruction, whilst Tier 2 and 3 intervention is supplemental instruction above core support. This protocol driven pyramid of intervention identifies student placement based on data assessments. Additionally, through The Nationally Consistent Collection of Data on School Students with Disability (NCCD) and in line with the legislative requirements of the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, individual learner needs are documented and reviewed.

Learning

The current strategic plan of the school, focuses on the strategic pillars of Curriculum & Co-Constructed Learning Design; Student Agency, Identity, Learning and Leadership; Community Engagement.

- Evidence-based pedagogical practices are implemented to achieve the highest possible learning outcomes for all students. This is grounded in explicit instruction and moving student knowledge from short-term to long-term memory.
- The school fosters whole school culture in teaching and learning that articulates accountability for improved school outcomes together. This includes a focus on using data to inform teaching and learning priorities.
- Both students and staff have been supported to maximise growth in learning, using evidence-based Engagement Norms and a coaching model that promotes an ongoing professional learning community that prioritises collaboration and student and staff learning.
- The school fosters opportunities for students to demonstrate agency in their learning, including goal setting and student-led conferences to empower students to articulate next steps in learning.
- Leadership and preventative mental health education programs within the school supports students and teachers to understand leading and their psychological system; promoting a community of learners with a common understanding of the relationship between learning and wellbeing.
- Partnerships with the community to create a culture of welcome, inclusion and shared responsibility for student learning and wellbeing.

Transition to School Program

The Ready Set School Transition Program is a wholistic learning program that prioritises evidenced based pedagogical practices to support the successful transition of 4-year-old students into St Barbara's in Semesters one and two. This highly successful transition program brings to life foundational learning experiences that set them up for success as they transition from the Ready Set School program to learning to learn at school.

Section Six: Student Performance

NAPLAN 2022 Results

The following tables indicate participation and the percentage of students who achieved the national minimum standards (NMS) in the various section of the NAPLAN Test.

Year 3

School Mean Scores – Proficiency band and % of students who achieved at or above National Minimum Standards (NMS)

| Component | Mean Score | | | Mean Scores as Proficiency Band | | | % of Students who achieved the NMS | | |
|-------------------------|------------|-------|-------|---------------------------------|------|------|------------------------------------|------|------|
| | 2020 | 2021 | 2022 | 2020 | 2021 | 2022 | 2020 | 2021 | 2022 |
| Reading | - | 424.1 | 407.6 | - | 4 | 4 | - | 92% | 91% |
| Writing | - | 401.5 | 387 | - | 4 | 4 | - | 100% | 100% |
| Spelling | - | 404.6 | 382.8 | - | 4 | 4 | - | 85% | 91% |
| Grammar and Punctuation | - | 400.9 | 416.7 | - | 4 | 4 | - | 81% | 100% |
| Numeracy | - | 381.1 | 355.6 | - | 4 | 3 | - | 100% | 91% |

Year 5

School Mean Scores – Proficiency band and % of students who achieved at or above National Minimum Standards (NMS)

| Component | Mean Score | | | Mean Scores as Proficiency Band | | | % of Students who achieved the NMS | | |
|-------------------------|------------|-------|-------|---------------------------------|------|------|------------------------------------|------|------|
| | 2020 | 2021 | 2022 | 2020 | 2021 | 2022 | 2020 | 2021 | 2022 |
| Reading | - | 476.3 | 500.4 | - | 5 | 6 | - | 100% | 100% |
| Writing | - | 462.5 | 468.8 | - | 5 | 5 | - | 100% | 100% |
| Spelling | - | 491.4 | 468 | - | 6 | 5 | - | 88% | 100% |
| Grammar and Punctuation | - | 467.2 | 487.3 | - | 5 | 6 | - | 100% | 100% |
| Numeracy | - | 457.3 | 446.6 | - | 5 | 5 | - | 100% | 89% |

Year 7

School Mean Scores – Proficiency band and % of students who achieved at or above National Minimum Standards (NMS)

| Component | Mean Score | | | Mean Scores as Proficiency Band | | | % of Students who achieved the NMS | | |
|-------------------------|------------|------|-------|---------------------------------|------|------|------------------------------------|------|------|
| | 2020 | 2021 | 2022 | 2020 | 2021 | 2022 | 2020 | 2021 | 2022 |
| Reading | - | - | 495.3 | - | - | 6 | - | - | 100% |
| Writing | - | - | 460.1 | - | - | 5 | - | - | 80% |
| Spelling | - | - | 501.9 | - | - | 6 | - | - | 100% |
| Grammar and Punctuation | - | - | 486.8 | - | - | 6 | - | - | 80% |
| Numeracy | - | - | 493.8 | - | - | 6 | - | - | 80% |

Year 9

School Mean Scores – Proficiency band and % of students who achieved at or above National Minimum Standards (NMS)

| Component | Mean Score | | | Mean Scores as Proficiency Band | | | % of Students who achieved the NMS | | |
|-------------------------|------------|------|-------|---------------------------------|------|------|------------------------------------|------|------|
| | 2020 | 2021 | 2022 | 2020 | 2021 | 2022 | 2020 | 2021 | 2022 |
| Reading | - | - | 566.6 | - | - | 7 | - | - | 80% |
| Writing | - | - | 575.2 | - | - | 7 | - | - | 80% |
| Spelling | - | - | 568.2 | - | - | 7 | - | - | 80% |
| Grammar and Punctuation | - | - | 577.9 | - | - | 7 | - | - | 80% |
| Numeracy | - | - | 575.9 | - | - | 7 | - | - | 100% |

Section Seven: Continuous School Improvement

Annual Improvement Plan for 2022

The Leadership team ensured that all teachers understood their professional responsibilities in terms of improved student outcomes by working alongside teachers, modelling useful and expected practises as learning leaders. Instructional coaching, co-teaching and co-planning and learning walks and talks were critical actions the leadership team committed to delivering school-wide improvement plans.

Marketing

During 2022 Pitstop Marketing continued to be employed to raise the profile of the school in the community and to provide resources to use for the employment of new staff and raising our school profile.

At the end of 2022 our contract concluded with Pitstop Marketing.

Sustainability Focus

Leadership reviewed all existing programs in 2022 and decided to continue with programs introduced through the 2022 school year.

School Improvement

Master Plan

Stallard and Meek Architects' finalised the masterplan and commenced phase 1 during the year. The project finish date is expected to be....

Works completed in 2022

- Preparation for phase 1 building works
- New shade sails as previous was damaged during a storm
- Building project was delayed

Section Eight: Parent, Student and Teacher Satisfaction

The opinion and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students.

Parent Satisfaction

Staff Satisfaction

Student Satisfaction

In 2022 we utilized the Living Learning Leading (LLL) Survey conducted by the National Schools Improvement (NSI) partnership from Curtin University.

Section Nine: Finance

ST BARBARA'S PARISH SCHOOL
FINANCIAL DATA COMPLIANCE 2022

| | |
|-----------------------------------------------|----------------|
| Net Recurrent Income | |
| Australian Government Recurring Funding | \$1,138,562.00 |
| State/ Territory Government Recurring Funding | \$2,622,180.90 |
| Tuition Fees, Charges and Contributions | \$467,945.52 |
| Other Private Sources | \$16,680.27 |
| | |
| Total Gross Income | \$4,245,368.69 |