St Barbara's Parish School

Performance Report

2017

During 2017 there were 6 classes operating with a total staff of 11 teachers with 6 ESO supporting students in classrooms throughout the Foundation to Year 9 student co-hort.

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

Section One:	School Context
Section Two:	Student Profile
Section Three:	Staffing Profile
Section Four:	Catholic Identity
Section Five:	Curriculum
Section Six:	Student Performance
Section Seven:	Continuous School Improvement
Section Eight:	Parent, Student and Teacher Satisfaction
Section Nine:	Finance

Section One : School Context

St Barbara's Parish School is a Catholic school situated in the remote mining town of Roxby Downs, 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 use of the Australian Curriculum Framework. The school extended to include Year 8 from 2013 and Year 9 from 2014. St Barbara's enjoys excellent facilities, especially in the ICT area with interactive whiteboards in all classrooms and more recently every student having 1:1 iPad access. The school also offers a strong pastoral care program, with special emphasis placed on the faith formation of students in the Catholic tradition, as well as 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, which gives the school its particular local community identity. 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. The mine is also depicted in our emblem.

Our contemporary curriculum, with a strong focus on literacy and numeracy, is supported by complementary programs such as QuickSmart Numeracy, ABC Cracking the Code and Levelled Literacy Intervention 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 and respond to individual needs, challenging students to strive for improvement and to discover the joy of lifelong engagement with learning. Our well-appointed facilities are utilised by many community groups, including St Barbara's Playgroup for 0 to 5 year olds and the new Ready Set School transition program.

Our Mission

"An Opportunity to Shine"

St Barbara's Parish School asks all within our community to utilize their talents in order to contribute to our school and the wider community. We are called by God to be truly human and this means fulfilling our potential to assist others to fulfil their potential. This is reflected in the way our school has developed shared understanding of the types of teaching and learning that will take place at our school, allowing for the differentiation of learning for our students and the differentiation of how our teachers teach. Each teacher has different talents and students benefit in different ways from the relationships they share with their teachers and their learning.

Our vision is to provide a nurturing environment where, through the Spirit of Jesus, we can all... FIND AN OPPORTUNITY TO SHINE EVERYDAY!

Our Motto

"An Opportunity To Shine"

Challenging students to strive for excellence in all areas of their lives.

Pedagogical Principals

At St Barbara's Parish School we provide an opportunity for all to shine through...

- Connecting with the community outside the classroom
- Promoting independence, interdependence and student motivation
- Developing deeper levels of thinking and application comprising student interest, differentiation, feedback and assessment

These Principles' provide the structure for our teachers to work with students using a holistic approach where individual staff and student's talents are nurtured to assist in making them truly human and worthwhile contributors to our community.

Section Two : Student Profile

	F	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
2017 February Census Boys	9	7	12	8	7	6	6	9	61
2017 February Census girls	6	6	10	8	7	8	8	5	55
TOTAL	15	13	22	16	14	14	8	14	116
2017 August Census Boys	11	7	12	6	7	5	3	8	59
2017 August Census Girls	6	9	9	7	8	7	4	5	55
TOTAL	17	16	21	13	15	12	7	13	114

	Year 8	Year 9	Total
2017 February Census Boys	0	0	0
2017 February Census Girls	5	1	6
TOTAL	5	1	6
2017 August Census Boys	0	0	0
2017 August Census Girls	5	1	6
TOTAL	5	1	6

Student Attendance

Year Level	Term 1	Term 2	Term 3	Term 4
Foundation	92.45%	85.70%	83.05%	85.79%
Year 1	90.47%	90.54%	86.06%	90.47%
Year 2	91.61%	85.73%	87.19%	85.90%
Year 3	82.49%	91.00%	88.62%	87.55%
Year 4	85.60%	92.13%	88.73%	88.33%
Year 5	92.25%	89.12%	85.08%	84.87%
Year 6	83.01%	91.84%	90.43%	87.22%
Year 7	93.13%	91.02%	91%	90.89%
Year 8	93.85%	95.92%	90.2%	85.26%
Year 9	92.31%	97.96%	80%	97.37%
Average	**89.71%**	**91.10%**	**87.04%**	**88.76%**

Bad flu in Term 3 – Year 9 our 1 student went on overseas holiday.

Section Three: Staff Profile

All teaching staff at St Barbara's Parish School are required to participate in professional learning and development activities. This take a variety of 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 2017 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 $29849.44 spent on professional development. The 2017 professional development amount is higher than in previous year because of the staff participation in Corwin Visible Learning + Foundation program.

Professional Development

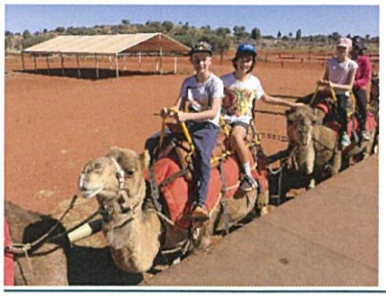
During 2017 Staff attended:

- ABC Cracking the Code
- Spiritual Gathering
- Office 365 collaboration in the classroom
- 7 Steps Writing
- Back to Front Maths Moderation Course
- Growth Mind Set
- Visible Learning Foundation Day
- Visible Learning Evidence into Action Day
- Accelerus Lite Training
- Asthma Training
- Protective Practices
- Seasons for Growth
- ACER Data Analysis – Marc Kralj
- Choose Maths
- New Reporting System
- Appraisal (2 Year)
- Catholic Education Week – Wishing Well & Diocesan History Booklet
- National Simultaneous Storytelling
- Validation
- Principal Renewal Leave
- Cyber Bullying
- Minding Minds Leadership & Continuity of Learning Projects continues
- Structured mentor program
- Nature Play work group
- Parent/Teacher Interviews Reports Explanation
- The Learning Pit
- Nurturing the Mustard seed
- RE professional development
- WHS Requirements Learning Manager
- Diocesan Reconciliation Workshop

Students

During 2017 student were involved in:

- St Marks Pathways Project Year 8/9
- Filming Catholic Education Week advertisement
- Uluru camp
- Musical – Aladdin Trouble
- West Adelaide Football Clinic
- Mary McKillop Feast Day
- Music is Fun performance
- Book Week and Book Fair
- Author Visit
- School photos
- First Communion
- Cricket Clinic
- Year 8 Immunisations
- Father's Day Breakfast
- Indigenous Art Workshop
- Street Food Fundraiser
- Footy Colours Day
- Disco
- Mother's Day Stall & Liturgy
- Rock n' Water
- Mining Minds Student Leadership Course
- SAPSASA events
- First Reconciliation
- Responsible Pet Ownership (Living Safely with Pets)
- Fundraising for camp focus
- Crows Sponsored - Growing with Gratitude
- Participation in Roxby Junior Sports Academy
- Well Being Week
- ANZAC Day information sessions



Work completed 2017

Ampitheatre completed
Moved Fence
Stephanie Alexander Gardens
Ground preparation for Nature Play
Garden upgrade (front and terrace)

Human Resources

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

Grad Certificate	24%
Grad Diplomas	30%
Bachelor Degrees	76%
Masters	18%

Other Qualifications

Cert 3 Ed Support	12%
Cert 4 Education Support	24%
Chartered Accountant	6%

Staff Retention

85% of the 2016 teaching cohort, recommenced at the beginning of the 2017 school year.

Staff Attendance

Staff attendance for the 2017 school year was maintained at an acceptable level and staff took personal leave, maternity leave, parenting leave, special level, long service leave and compassionate leave as is their industrial entitlement.

Professional Engagement

In 2017 the school employed staff in both teaching and non-teaching areas. The following data summarizes the workplace profile.

		Women	
	Full Time	Part Time	Casual
Principal	1		
Teaching	4	6	
Support		8	1
TOTAL	5	14	1
Staff who identify as Aboriginal or Torres Strait Islander			

Section Four: Catholic Identity

Whole School Masses and Liturgies

A number of Whole School Mass celebrations occurred through 2017

End of Year and Graduation Mass - We celebrated our journey with the theme of 'Building God's Love'. The Mass also included a farewelling of Staff, Students and Families who are leaving our school, congratulating our Year 6 students as they graduate to Middle School and farewelling our Year 9 students as they graduate from St Barbara's Parish School with a 'Light the Candle' ceremony.

All classes have celebrated Masses and liturgies throughout the year based on the themes they have been learning about in the Religious Education Curriculum.

During Lent we had a number of events to raise money for Project Compassion.

Students prepared and received the Sacrament of Reconciliation 14th June during a Liturgy.

Students received the Sacrament of First Eucharist at Mass on 9th September.

The First Eucharist and Confirmation Students both participated in Retreats prior to receiving the Sacraments.

We have celebrated a number of School Parish Mass on Saturday evenings led by classes in the school. As a Saint Barbara's Community we are continuing to strengthen our connections between parish and school community, focussing on fostering a sense of belonging, what it means to be a parish family, developing faith formation and reaching out to those who are not connected to our parish.

The teachers participated in Professional Development sessions this year in Religious Education, based on:

Each classroom has a sacred space set up to symbolise the importance of prayer in our school. The sacred space may have a candle, bible, cloth, cross or other symbols that remind of God's love. Each class participates in a whole class daily prayer time. Students are invited to a participation that is "active, conscious and authentic". Prayer can take many forms – traditional prayers, song, meditation, Scripture, movement, art and may include reflections that connect students to their world and their environment.

Staff prayer is held each Wednesday morning.

RE Curriculum

A quality RE curriculum, based on the Crossways RE Framework is delivered to all classes throughout the school. Teachers have been focussing on using the Understanding By Design planning document when writing their units of work.

Fostering Faith

A relationship with all members of our St Barbara's Parish community is paramount to fostering faith in our community. Students, parents, families, Parish and staff have been welcomed on our faith journey, through the pastoral care approach by the school.

Chaplaincy

The Chaplaincy role at St Barbara's Parish school is partially funded through 'The National School Chaplaincy Program. This program is administered by the State, not the Australian Government. Under the program, a cross sector panel in South Australia has been established (consisting of government, Catholic and independent school sectors) to select and prioritise schools for funding.

The National School Chaplaincy Program (2015-2018) supports schools to promote the wellbeing of students by providing funds that contribute to the maintenance or establishment of Chaplaincy services. As REC I am responsible for this pastoral care of students regardless of their faith or beliefs, being involved in a wide variety of issues including health, social and values education, and emotional and spiritual support.

ReLAT

The Year 4 students completed the ReLAT test. The test is 35 multiple choice questions covering the Key Ideas: **KI. 1** God and Revelation, **KI. 3** Text Interpretation, **KI.5** Discipleship and the Reign of God, **KI. 7** Sacraments and Sacramentality, **KI.9** The Liturgical Year

It is important to note three factors that have impacted on our 2017 results in this assessment. They include a recognition of decreased numbers of Year 4 students to 14 meaning that individual students have had a greater impact on whole school results, the second is that 5 students who participated in this assessment have literacy learning difficulties and access our Literacy Intervention Programs and finally 3 students in our Year 4 cohort were new to Catholic Education this year.

Year 4 Religious Literacy Assessment	ReLAT year	Total	God and Revelation	Being Human	Textual Interpretation	Church and Community	Discipleship and the Reign of God	Moral Decision Making	Social Justice and Ethical Issues	Sacraments and Sacramentality	Prayer and Liturgy	The Liturgical Year	Religious Traditions
Whole State	2014	75.41		81.20		89.26		69.16	74.90		64.93	74.73	
	2015	65.82	51.82		62.48		68.59			65.45	75.36	71.17	
	2016	75.42		76.09		88.21			66.85		73.28		70.70
	2017	62.89	60.03		56.97		75.56			62.33		57.23	
St Barbara's Parish School ROXBY DOWNS	2014	70.66 -4.75		72.75 -8.45		88.33 -0.93		60.83 -8.32	75.60 0.70		58.67 -6.26	69.50 -5.23	
	2015	66.92 1.09	54.50 2.68		65.00 2.52		71.17 2.57			65.00 -0.45	80.17 4.80	65.00 -6.17	
	2016	80.90 5.48		78.53 2.44		89.95 1.74			80.84 13.99		76.26 2.98		76.89 6.19
	2017	54.29 -8.60	45.62 -14.41		46.77 -10.20		67.77 -7.79			58.92 -3.40		50.08 -7.15	

Schools can use the table above to monitor achievement relative to the whole state achievement in specific years, for the ReLAT test overall and in specific Key Ideas. The state mean scores are in the top rows of each column. All scores are expressed as percentages.
NOTE: Because each Key Idea may have been assessed differently in each year, it is not so valid to compare one year's mean percentage correct (large black font numbers) directly with another year. What is more relevant is the difference from the state mean percentage correct in each assessment year (smaller numbers – grey for school greater than state, red & negative if school score less than state).

School	Class Name	Total	God and Revelation	Textual Interpretation	Discipleship and the Reign of God	Sacraments and Sacramentality	The Liturgical Year of the Church
St Barbara's Parish School ROXBY DOWNS	17 3/4	54.3% 0.0% CScV -8.6% CStV	45.6% 0.0% CScV -14.4% CStV	46.8% 0.0% CScV -10.2% CStV	67.8% 0.0% CScV -7.8% CStV	58.9% 0.0% CScV -3.4% CStV	50.1% 0.0% CScV -7.2% CStV
	Averages for all Year 4 Classes in School	54.3% -8.6% ScStV	45.6% -14.4% ScStV	46.8% -10.2% ScStV	67.8% -7.8% ScStV	58.9% -3.4% ScStV	50.1% -7.2% ScStV
	Averages for all Year 4 Classes in State	62.9%	60.0%	57.0%	75.6%	62.3%	57.2%

CScV the difference between the class and the school average is the **Class School Variance**
CStV the difference between the class and the state average is the **Class State Variance**
ScStV the difference between the school and the state average is the **School State Variance**

Section Five: Curriculum

The school provides an educational program based on the Australian Curriculum. The learning areas include English, Mathematics, History, Geography and Science. We also teach, STE@M, The Arts, Technology, Health and Physical Education. Teachers plan and document their teaching and learning programs across the year levels. We have also commenced the development of a scope and sequence for Maths and English. In 2017 staff continued to be guided by the staff goal developed in 2016.

"St Barbara's Staff are committed to working in collaborative teams utilising critical inquiry, research and data that informs practice to improve student learning."

Of high impact during 2017 was professional learning in John Hattie's Visible Learning, Instructional Approaches to Reading, Instructional Coaching and Professional Development and coaching from Nadia Abdelal, Schools Outreach Officer from Choose Maths (Australian Mathematical Sciences Institute).

ABC Cracking the Code

St Barbara's Parish School recognizes and values the importance of evidence based, quality intervention programs that focus on assisting students with improving their literacy skills. This phonics based program utilizes a highly successful approach and provides students with the opportunity for over learning to occur in order for information to be retained in the long-term memory.

"The written language is actually a code for the spoken language. When we read, we are decoding (deciphering the code). When we spell, we are encoding (writing down the code). The Cracking the ABC Code Multisensory Reading program teaches students this literacy code by systematically introducing the phonemes and their common graphic representation using the multisensory format. The aim of the program is to enable students to instantly recognize the common graphemes so they are able to rapidly decode familiar and unfamiliar words. Students are then in a position to use their 'mental energy' in understanding the text. In addition each lesson students are taught a spelling rule and are required to learn to spell five words using the strategy which focuses on the encoding process rather than just relying on remembering the visual appearance of the word." (Dr Lillian Fawcett, 2013)

LLI – Levelled Literacy Intervention

LLI is a small group, supplementary intervention designed for children who find reading and writing difficult. These children are the lowest achievers in literacy in their grade level. The goal of the intervention is to bring the children to grade level achievement. LLI also provides strong support for children who are acquiring English as an additional language. Children are identified as having special needs may also be included if the content of the LLI intervention meets the educational program specifications of the child. The amount of time a student may spend on LLI varies. Children may reach grade level performance between eighteen and twenty four weeks with regular lessons, whilst others may require intervention of longer periods of time, up to one year.

Quicksmart

Quicksmart is a theory based educational intervention for middle-school students, specifically for those in Years 5, 6, 7 and 8 (ie: students aged between about ten and fourteen years). Quicksmart aims to improve the numeracy development of students who are experiencing learning problems or delays and, hence, not achieving their academic potential. Participating students may have varying levels of learning difficulties because of knowledge gaps, lack of practice, mild intellectual disability, anxiety, low confidence, or associated behaviour problems. The Quicksmart program is a responsive small-group intervention that aims to develop fluent (quick) and efficient (smart) strategy use. Quicksmart uses research based instructional strategies of support the learning of persistently low-achieving middle school students so that they are more actively and successfully engaged in inclusive classroom settings.

Understanding by Design

During 2017, teaching staff continued to utilise and implement their knowledge of planning for learning experiences using the Understanding By Design (UbD) Framework.

This framework has supported teachers in planning for units of work that identify:

Stage 1: Desired Results

What long-term transfer goals are targeted?
What meanings should students make in order to arrive at important understandings?
What essential questions will students explore?
What knowledge and skill will students acquire?
What established goals/standards are targeted?

Stage 2: Evidence

What performance and products will reveal evidence of meaning-making and transfer?
By what criteria will performance be assessed, in light of Stage 1 desired results?
What additional evidence will be collected for all stage 1 desired results?
Are the assessments aligned to all Stage 1 elements?

Stage 3: Learning Plan

What activities, experiences, and lessons will lead to achievement of the desired results and successes at the assessments?
How will the learning plan help students with acquisition, meaning-making, and transfer?
How will progress be monitored?

STE@M (Science Technology Engineering, Arts, Mathematics)

In_2017 St Barbara's appointed a STE@M Coordinator. Weekly STE@M lessons were programmed for every class. Thought out the year students covered various topics including: -

- Fermented Foods (microorganisms) in Biological Sciences
- Slime Time (polymer bonds) in Chemical Sciences
- Our Sun, the Star (astronomy) in Earth and Space Sciences
- Forces in Sport (levers and mechanics) in Physical Sciences

Seesaw

St Barbara's Parish School continues to utilise Seesaw as a student-driven digital portfolio that empowers students of all ages to independently document what they are learning at school and share this information with their teachers, parents and class members.

For students, Seesaw has assisted them in seeing their progress and has provided an audience for their work.

For parents – Seesaw has provided them with an immediate, personalized window into their child's day so that they can support learning at home.

And for Teachers – Seesaw has enabled them to collect student work in one location and utilise this information for assessment and future planning.

For our school, Seesaw has proven to be an extremely valuable addition to our school wide strategic priorities of high quality teaching and learning, and has made the learning visible to our parent community.

Value Added

Playgroup

St Barbara's Playgroup had a successful year, as we continue the focus on literacy and numeracy rather than just free play. St Barbara's operates playgroup utilizing the Catholic Education South Australia (CESA) SPiCE (Supported Playgroup in Catholic Education) program.

The " less is more " approach was adopted and a large range of commercial toys were removed, encouraging children to immerse themselves in play and use their imagination rather than graze.

Playgroup continues to be situated in, Room 9 offering access to suitable outdoor play areas.

Ready Set School

St Barbara's Parish School introduced the Ready Set School Program for 4 year old children in 2016 and the program has continued in 2017. This program offers an extended transition opportunity for children intending to enrol at our school.

Our Children are our future. Education is the greatest gift we can give them. Our vision is to provide the children with a head start in life by teaching them the most essential skills in reading, writing, spelling and numeracy through play based and explicit teaching sessions. We aspire for the children to have access to foundational learning experiences that set them up for success as they transition from the Ready Set School program to learning to learn at school.

The program has proven to be very successful for these young students by:

- Helping students establish friendships
- Providing practice with school routines
- Familiarisation with school environment and people
- Increasing the confidence and well-being of students.

Section Six: Student Performance

Students with Disabilities:

In 2017 7.5% of student population were recognized with either a disability or disorder and as a result the school received Special Education resourcing through Catholic Education.

NAPLAN Results:

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

Year 3

Count of students who were present, absent, exempted or withdrawn

Component	Present	Absent	Exempted	Withdrawn	Participation Rate
Reading	14	0	0	0	100%
Writing	14	0	0	0	100%
Spelling	14	0	0	0	100%
Grammar and Punctuation	14	0	0	0	100%
Numeracy	14	0	0	0	100%

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		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Reading	428.5	432.9	375.8	5	5	4	100	100	93
Writing	415.5	422.3	368.9	4	4	3	100	100	93
Spelling	412	462.9	414.4	4	5	4	100	100	93
Grammar and Punctuation	448.6	435.7	409.3	5	5	4	100	100	93
Numeracy	379.2	378.5	390.2	4	4	4	100	100	100

Year 5

Count of students who were present, absent, exempted or withdrawn

Component	Present	Absent	Exempted	Withdrawn	Participation Rate
Reading	11	0	0	1	92%
Writing	11	0	0	1	92%
Spelling	11	0	0	1	92%
Grammar and Punctuation	11	0	0	1	92%
Numeracy	11	0	0	1	92%

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		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Reading	499.5	480	536.2	6	6	7	96	100	100
Writing	457.9	477.1	484.7	5	5	6	88	100	100
Spelling	523.7	447	548.3	6	5	7	100	89	100
Grammar and Punctuation	502.2	461.9	562.8	6	5	7	100	89	100
Numeracy	492.2	441.5	518	6	5	6	100	89	100

Year 7

Count of students who were present, absent, exempted or withdrawn

Component	Present	Absent	Exempted	Withdrawn	Participation Rate
Reading	13	0	0	1	93%
Writing	13	0	0	1	93%
Spelling	13	0	0	1	93%
Grammar and Punctuation	13	0	0	1	93%
Numeracy	13	0	0	1	93%

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		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Reading	582.5	533.3	546	8	7	7	100	100	100
Writing	537.7	497.4	528.7	7	6	6	89	86	85
Spelling	543.8	547.4	585.8	7	7	8	100	100	100
Grammar and Punctuation	542.9	535.4	550.5	7	7	7	90	86	100
Numeracy	579.3	525.6	556	7	6	7	100	100	100

Year 9

Count of students who were present, absent, exempted or withdrawn

Component	Present	Absent	Exempted	Withdrawn	Participation Rate
Reading	1	0	0	0	100%
Writing	1	0	0	0	100%
Spelling	1	0	0	0	100%
Grammar and Punctuation	1	0	0	0	100%
Numeracy	1	0	0	0	100%

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		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Reading	592.9	-	-	8	-	-	100	-	-
Writing	592.2	-	-	8	-	-	100	-	-
Spelling	610.9	-	-	8	-	-	100	-	-
Grammar and Punctuation	610.5	-	-	8	-	-	100	-	-
Numeracy	587.1	-	-	8	-	-	100	-	-

Section Seven: Continuous School Improvement

Strategic Planning

After participating in the CESA External Validation process, the school Leadership team in consultation with Staff and School Board have developed a new Strategic plan 2018 – 2020. The 3 year plan focusses on 5 domains from the "Continuous Improvement Framework for Catholic Schools" (CIF).

Domain 1: Catholic Identity

Domain 2: Focused Vision and Goals

Domain 4: High Expectations of All

Domain 5: High quality Teaching and Learning

Domain 6: Effective Use of Data

School Improvement

Refection on the Schools Improvement Plan

- The religious dimension is at the core of the school, and we seek to build a faith community by providing a relevant curriculum and engaging in meaningful prayer, celebrations and outreach.
- We strive to create an inclusive school environment fostering a sense of belonging and pride in our achievements, sharing these with the wider community.
- We continue to deliver a curriculum that is contemporary, engaging and meets the individual needs of students with a focus on continuous improvement.
- We will continue to provide a safe and healthy school environment with a focus on continuous improvement and awareness in Work Health and Safety.

As a Staff at St Barbara's, there is:

- a collective responsibility for all the students in the classroom
- access to a high quality curriculum
- True differentiation within the classroom
- Careful analysis of student work to evaluate overall performance and diagnose individual student needs

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. In 2016 the school used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

Parent Satisfaction

Parent satisfaction with the school is evidenced in the feedback received through conversations with parents as they interact with staff. Many parents have taken the opportunities to communicate their appreciation for the care and support they have received from the staff and the leadership team of the school. Parents encouraged to provide feedback by speaking with staff via email and seesaw. In 2017 parents were survey twice as part of

- Mining Minds Professional project and were asked to indicate the qualities of a good teacher.
- Parents were also surveyed regarding a reduction to school fees.

Staff Satisfaction

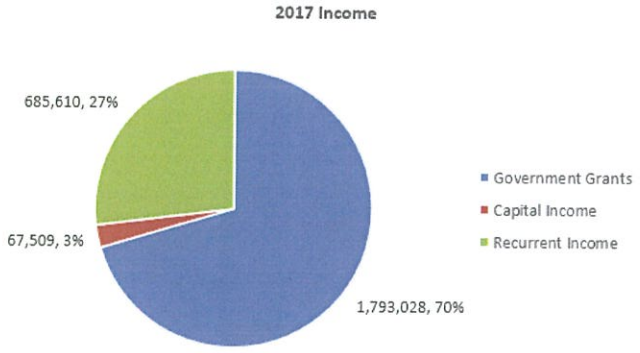
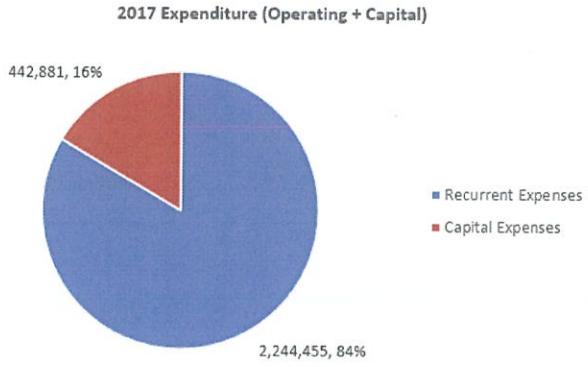
The staff engaged in a number of forums both formal and informal to provide feedback on their experience of 2017. Professional reviews for each staff member were held in Term 4. Staff members provided positive feedback about their role and their **contribution** to the school.

Students Satisfaction

Student voice and leadership programs show moral of students was high in 2017. A number of students participated in the planned student voice activities. Students also participated in the Mining Minds Professional Project survey where they were asked about the qualities of a good teacher.

Section Nine: Finance

Financial Data

INCOME	
Government Grants	1,793,028
Capital Income	67,509
Recurrent Income	685,610
Total Income	**2,546,148**

EXPENDITURE	
Recurrent Expenses	2,244,455
Capital Expenses	442,881
Total Expenses (Operating + Capital)	**2,687,336**