

St Barbara's Parish School

Performance Report

2023



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 2023

We welcomed another group of Early Career Teachers to our school during 2023 and are delighted to report that all quickly fitted into the St Barb's way of life. The Leadership team viewed 2023 as a consolidating year utilising Direct Instruction program complemented by high impact teaching strategies. Our Goal was still maintained: Curriculum Mastery, enabled by Direct Instruction; understanding of the importance of teaching in the Zone of Proximal Development; Student Agency; Key Capabilities Continua and Wellbeing.

The St Barbara's School Community believes that all students can achieve high standards given the right time and the right support governed by our 4 Teaching and Learning Priorities.



The curriculum as usual was complemented with value added programs including a Wellbeing Week, Harmony Day, St Patrick's Day events and other activities planned and run by the Student Voice team. Special thanks to Mel Diver and Tijana Tepsic for the leading Student Voice throughout 2023.

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

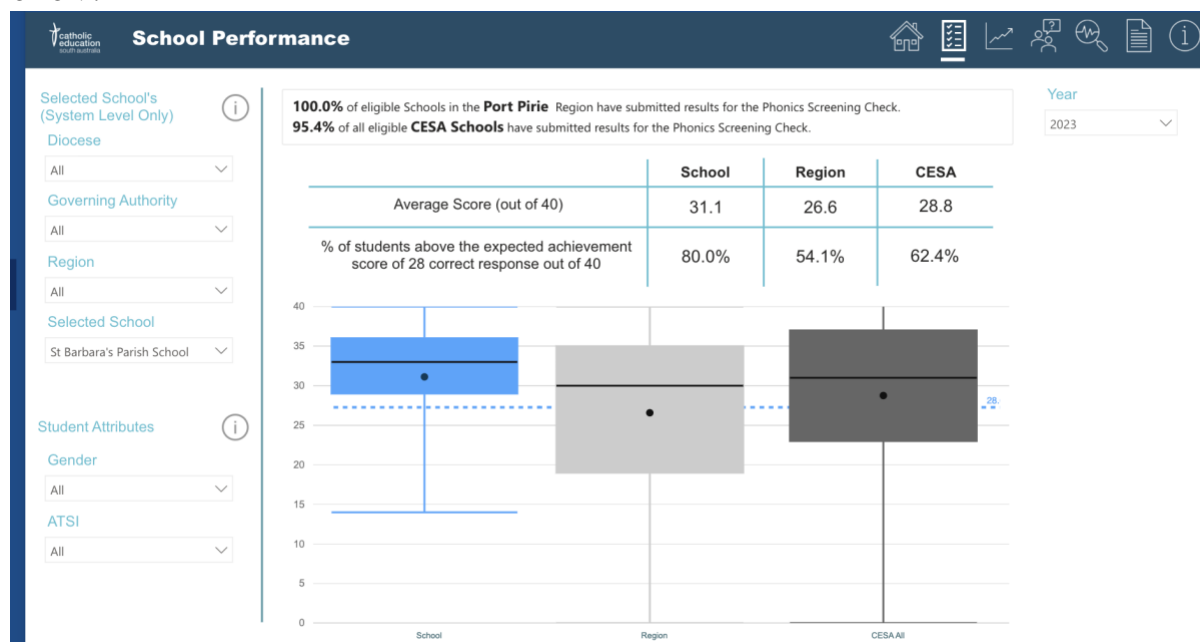
Major Achievements:

Phase 1 of the St Barbara's School Master Plan was finally realised in Term 2. The new building complements the pedagogy adopted by St Barbara's over the past few years. This Direct Instruction pedagogy has enabled the school to steadily improve student outcomes with our annual testing results supporting this claim. A more detailed explanation can be found in the Teaching and Learning section of this report. As students operate in their Zones of Proximal Development – the new build allows for ease of movement for students to be supported in their learning groups.



Outstanding Results

Hard work and dedication over a number of years is finally coming to fruition. Outstanding results were noted for the Year 1 Phonics testing as well as high NAPLAN results in Year 3, 5, 7 and 9.



Phonics testing results above – you can see the school's results are well over that of other schools in the Port Pirie Diocese as well as the average of all Catholic Schools in SA (CESA).



“Called to Community” was the Diocesan Theme for 2023. The prayer associated with the theme was used at both staff and to start Board meetings throughout the year – the APRIM report will expand further on this theme.

At the end of Term 2 the school and parish celebrated the 70th Anniversary of Sr Patricia Hogan. Sr Pat has been associated with the school since its beginnings and has resided in Roxby Downs for 25 years. Many families and friends joined us on the day to mark this magnificent occasion.

During Term 3, I announced that I would conclude my time in Roxby at St Barbara's Parish School at the end of Term 1 2024. CESA commenced an extensive search for the next St Barb's Principal and Ms Bec Fahey was appointed to the position commencing Term 2 2024. Bec comes with an outstanding track record at St Joseph's in Peterborough and will be a fantastic asset for St Barb's. I have every confidence that the skills she has acquired will enable her to lead the school exceptionally well over the next few years.

In 2023 Swimming lessons were attended by Foundation – Year 4 students during Term 2 utilising the community indoor pool.

During Term 3 our bi-annual Musical was held. This year we created our own Musical called “Find My Shine”. This was a story about our 3 School Captains pondering their future. Special thanks to all staff and students for their efforts at rehearsals and on the night, especially Jac Quilliam and Karena Scott.

Events throughout 2023 included:

- Parent interviews

- ANZAC DAY and Remembrance Day: Both community events were attended by students representing the school.
- Phonics and Number screening,
- Book Week
- Science week
- ReLat Testing
- 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
- Community Outreach Project
- Whole School Musical

During Term 4 the leadership team worked to develop a new behavioural program. CESA provided all schools the opportunity to be involved in what is known as PBIS (Positive Behaviour in Schools). This program was of particular interest to our school as it provided staff with a great framework from which to operate. This was deemed especially useful for the high number of early career teachers that St Barb's attracts to support their development within this field.

At the end of the year our annual Graduation Mass and award ceremony were held. Winners for 2023 included;

- Rowan Ramsay Award – Elicia Wells
- State Government Volunteer Award – Jac Quilliam
- Cibich Delahunty Award – Gabrielle Higgins
- Hogan Lacey Award – Chido Chodewa
- Muriel Matters Award – Matilda Aitchson
- Caltex Award – Lily Nelson
- Council Community award – Henry Elbourne

I take this opportunity to thank the School Board for their membership and support throughout the 2023 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 and Kelly Chadbourne) who have worked tirelessly throughout the year introducing new ways of working to staff as well as the mentoring and coaching of staff, to 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.

Throughout the year staff left the school for various reasons; Tayla Yon (end of Term 2) Tijana Tepsic (End of Term 3) Niya Lalster (Mid Term 3). We welcomed Lee-Ann Prinsloo and Sian Parry – Jones to staff in Term 3 and 4 respectively.

To those staff leaving St Barb's at the end of 2023 I offered my thanks and well wishes for the future. Leaving staff included Cass Gates, Caitlin Glaitzer, Erin Ellbourne, Zoe Fletcher, Jessica Lynch, Candace Dining and Nicole Cummings.

The following reports provide greater detail on the 2023 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

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

Pedagogical Principals

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



Section Two: Student Profile

Year Level	F	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total
2023 February Census Boys	25	11	9	10	8	14	3	3	83
2023 February Census Girls	16	14	17	10	13	10	6	6	92
TOTAL	41	25	26	20	21	24	9	9	175
2023 August Census Boys	30	11	9	11	7	15	4	3	90
2023 August Census Girls	22	14	18	5	14	8	7	5	93
TOTAL	52	25	27	16	21	23	11	8	183

Year Level	Y8	Y9	Total
2023 February Census Boys	0	0	0
2023 February Census Girls	4	3	7
TOTAL	4	3	7
2023 August Census Boys	0	0	0
2023 August Census Girls	4	3	7
TOTAL	4	3	7



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 2023 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
- The Leader in Me training
- 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
- Disability and Discrimination Act (DDA)
- High Impact Engagement Strategies
- Explicit Instruction
- High Impact Teaching Strategies
- Whole school Planning document

Students

During 2023 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
- Student Voice led activities.
- iHeart Resilience training
- Performances
- Science Week
- Arid Recovery camp
- Camps and Excursions
- Community Outreach Project
- RELAT
- NAPLAN
- PAT & Dibels testing
- Whole School Musical

Human Resources

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

Degree names	2022	2023
Grad Certificates/Diplomas	5	13
Bachelor's degrees	18	17
Masters	6	4
Cert III & Cert IIII Education Support	4	3

Staff Retention

63% of the 2021 teaching cohort, recommenced at the beginning of the 2022 school year. 69% of 2022 teaching cohort remained in 2023.

Staff Attendance

Staff attendance for the 2023 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 2023 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	0	0
Teaching	11	5	0
Support	0	5	13
TOTAL	12	10	13
Staff who identify as Aboriginal or Torres Strait Islander	0	0	0

Section Four: Catholic Identity

Diocesan Theme – “Called to Community”

The Diocesan Theme for 2023 reflected the Scripture reading from Colossians 3: 12-17. We were called, summoned by God, to share in community with others. Our community was called to embrace the values of compassion, kindness, humility, gentleness, love, gratitude, peace, and patience in our interactions and person. Students explored the different communities they belong to and discussed the concept of ‘Community’ as a group of people with something in common. Each class developed a relationship with a community group and shared their learning with families. Staff further explored the theme through our Staff Reflection Day.



Masses & Liturgies

We celebrated a number of Masses and Liturgies throughout the year. Each class hosted their liturgy at the Church to strengthen our relationship with our Parish Community. Additionally, we marked Feast Days in the liturgical calendar, such as All Saints/Souls, St Patrick’s Day and Remembrance Day, with classroom or whole school liturgies.

Most significantly, we marked the celebration of Sr Pat’s 70th anniversary in Term 2, and our End of Year Mass in Term 4 with community Masses. Our thanks to Fr Francis and Sr Pat for their support in planning and delivering our Masses & Liturgies this year.

Community Engagement, Fundraising & Social Justice

We conducted several Social Justice fundraisers this year, including:

- Catholic Missions – Socktober fundraiser, led by Year 4s;
- Glowtastic Party Disco in Term 4;
- Caritas – St Patrick’s Day afternoon activities (Lenten fundraiser).

Within our community, all classes participated in the annual Archbishop’s Christmas Card competition, as well as the Roxby Link ‘The Art of Christmas’ competition. We entered the Roxby Downs Christmas Pageant, and our School Captains led school contingents at the town’s ANZAC Day and Remembrance Day services.

Our ‘Chat with Sr Pat’ session was introduced in Term 3. Each Thursday, classes had the opportunity to meet with Sr Pat for a story or a chat. Students (and Sr Pat!) loved the chance to interact.

Sacramental Program

Through the Parish, we held preparation and Masses for the Sacraments of First Reconciliation and First Holy Communion. 2 St Barbara’s students and 1 parish student celebrated these special Sacraments and were well-supported by their teacher and families. We look forward to celebrating Confirmation alongside Reconciliation and First Holy Communion once again in 2024.

Prayer

Staff were upskilled in Week 0 and again later in the year around the preparation and delivery of Staff Prayer each Wednesday morning. Additionally, our Staff Meetings

commenced with the Diocesan Prayer for 2023, and our weekly Monday Assemblies began with a familiar prayer each week.

In classrooms, daily prayer took various forms including gratitude reflections, hymn practice and learning key prayers including the Our Father and Hail Mary.

Religious Education – Curriculum

2023 saw the Religious Education Curriculum across Years F-4 delivered by the APRIM. Classroom Teachers received additional in preparing their evangelical activity such as the classroom liturgies and daily prayer. Mr Jack Sires took on the delivery of Religious Education to Years 5-9 with support and resource delivery from the APRIM.

Our Year 4 ReLAT (Religious Literacy Assessment Tool) data once again saw students receive scores above the state average by a small percentage of 2.3%. Our reports identified 'Sacred Texts' and 'God, Us and Faith' as the Curriculum focus areas to further develop for students in 2024.

The Made in the Image of God (Catholic Human Sexuality) Curriculum was taught in Terms 2 & 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 curriculums, even if they are not RE teachers, in order to support their students' health and wellbeing outside of the RE classroom.

Staff Professional Development

Ongoing Staff Professional Development occurred throughout the year, including brief mini lessons regarding key topics, and opportunities to reflect on our school. Our most significant formation experience for Staff was the Staff Reflection Day, held at the Roxby Downs Bowls Club, and facilitated by former Diocesan Religious Identity advisor, Mrs Helen McKeough. Helen supported staff in exploring the Diocesan theme and in reflecting on what called them to our community. We considered how our particular gifts enhance our community, and discerned how we might further embrace and commit to use of these in our School.

Chaplaincy

This year saw the continuation of 1:1 support for identified students with regard to mental health and/or social support. Students were able to make use of the relaxation/out of class space in the RE/Wellbeing office, and access sensory tools such as fidgets and weighted items. Some students received the iheart program in a 1:1 capacity to review/support their understanding of wellbeing.

Wellbeing Programs

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

- In iheart, we again delivered to Year 7-9 in Terms 1 & 2, Year 5&6 in Terms 2 & 3, and to Year 4 in Term 3 & 4.
- Year 8 & 9 students received the opportunity to attend Youth Mental Health First Aid training in order to support themselves and their peers in actively responding to mental health crises. Our thanks to the Roxby Downs Council for facilitating this learning for students.
- An altered iheart program was delivered fortnightly to Years 2 (Semester 2) and Year 3 (Semester 1) and was well received by students. This program focused upon simple introduction to some of the iheart concepts including the psychological system, separate realities and the concept of wellbeing.

- 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.
- Wellbeing Week was once again held in the last week of Term 2. This year's event focused upon wellbeing activities across the school, from Foundation through to Year 7-9. New introductions this year included a session with a dietitian, and team building activities in Years 3&4. We welcomed once again our First Aid friends Jemagras and enjoyed a range of immersion activities.



Student readers at Sr Pat's 70th Anniversary Mass.



Foundation B & C enjoying their Sr Pat Chat



Year 4s celebrating Ash Wednesday at the Church



Whole School St Patrick's Day Liturgy



Year 5-9 online with Brooke Hines, Dietitian, for Wellbeing Week

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. Programs on offer include the evidence-based intervention programs of Mini-Lit, MacqLit and Playberry.

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.

In 2023, the school also begun its journey with Rypple, a not-for-profit organisation set up to work with schools and other organisations to implement evidence-based practices in the teaching of social-emotional-behavioural competencies and the development of safe and effective learning environments. In 2024, the school will continue its work with the organisation, making visible to the school community the tiers of intervention.

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. In 2023, the school:

- Continued to build upon and consolidate evidence-based pedagogical practices to enable fidelity of implementation of programs with a focus on Literacy (Reading, Spelling, Language Arts, Writing) and Mathematics. This practice is grounded in explicit instruction and moving student knowledge from short-term to long-term memory through daily 'warm-ups' in literacy and numeracy.
- Explicitly build upon a synthetic approach to the teaching of phonics, ensuring fidelity of implementation of Reading Tiers of Intervention: InitialLit / MultiLit / MacqLit / Playberry.
- The school fosters whole school culture in teaching and learning that articulates accountability for improved school outcomes together. This includes the analysis and interpretation of student data through Case Management Meetings (CMM) and a focus on using data to inform teaching and learning priorities; including an understanding of Mastery and Zone of Proximal Development.
- An ongoing Professional Development Model for staff that supplements the coaching model with an ongoing professional learning community that prioritises collaboration 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 mutual understanding of the relationship between learning and wellbeing. This includes involvement in iHeart and the Positive Behavioural Intervention System (PBIS).
- 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 extraordinarily 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 2023 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.

St Barbara's Performance for 2023

Year Level	Reading	Writing	Spelling	Grammar	Numeracy
3	396	411	403	407	377
5	487	445	472	485	481
7	496	525	529	539	500
9	565	583	561	600	563

National Performance for 2023

Yearlevel	Reading	Writing	Spelling	Grammar	Numeracy
3	404	417	404	409	407
5	496	483	490	496	488
7	536	534	539	539	538
9	565	567	568	556	568

The percentage of students in Years 3, 5, 7 and 9, achieving the National Minimum Literacy and Numeracy Benchmarks in 2021 are:

	Year 3	Year 5	Year 7	Year 9
Numeracy				
Reading				
Writing				

Changes in Benchmark results from the previous year

	Year 3	Year 5	Year 7	Year 9
Numeracy				
Reading				
Writing				

Section Seven: Continuous School Improvement

Annual Improvement Plan for 2023

Sustainability Focus

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 Term 2, 2023.

Works completed in 2023

- Improvement in rental properties included new bathrooms and kitchen areas
- Phase 1 of building project – a community room and an 8-classroom block completed for use in Term 2; 2023 (18 months behind schedule)
- New furniture and equipment as required for new buildings
- Creation and Upgrade of Sensory Room and Science Room.

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 2022 we utilized the Living Learning Leading (LLL) Survey conducted by the National Schools Improvement (NSI) partnership from Curtin University, to inform the School's 2023 annual improvement plan.

Living Learning leading (LLL) Survey Response:

All facets of the school community are given the opportunity to make comment on the operations of the school. Cohorts surveyed included;

- Parents and Caregivers
- Teaching and Leadership Staff
- Education Support Officers (ESO) Staff
- Students – Year 2,3 and 4
- Students – Year 5 and 6
- Students – Year 7, 8 and 9

The framework lists 4 main strands

- Identity
- Learning and Wellbeing
- Resourcing
- Community

These surveys offer the School Board and Leadership Team an opportunity to know and understand community perceptions of the school and any areas of concern can be addressed in the annual planning process.

The results for 2023 are generally outstanding in all cohorts and in all strands. Areas that need to be considered into the future include

- The preservation of all outstanding perceptions
- **Families** being invited to be involved in decision making at the school. The school provides opportunities for School Board membership annually. In addition to this it may be time to reintroduce P and F style committees
- **Year 2, 3 and 4 students** suggest that Mass and Liturgies could be more meaningful and inclusive. Even though 61% of students placed response in top 2 bands this response may indicate that a deconstruction of the Mass/Liturgy might be of benefit in these year levels.
- **Year 5 and 6 students** commented that Mass/Liturgy needs to be meaningful (see year level response above) however 70% placed in top 2 bands. This cohort also deemed that at times they would like more choice to influence their learning.
- **Year 7, 8 and 9 students** again referred to meaningful Mass/Liturgies (42% in top two bands) and wanting topics in RE to be relatable to their own lives and how they live. This cohort would like more opportunities for a voice, choice, and propensity to take action to influence and direct their own learning and assessment.
- **Teacher and Leadership members** responded positively in all areas of the survey. Responses that raised a minor issue with staff was time, in particular to improve their professional practices. This was addressed in the latter part of 2023 when more staff meetings became dedicated to PLT (Professional Learning Teams). This will continue into 2024. Staff are also conscious of the need to allow students greater voice in planning, structuring and sequencing learning activities and assessment.
- **Education Support Officers (ESO)** noted were high quality responses in all 4 areas of the framework with no major concerns or outstanding responses for improvement.

Overall, I believe these results indicate that all cohorts within the school community are very well satisfied with the standard of education at St Barbara's Parish School.

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