

# 2019

## ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

*Together in Christ*



### Our Lady of Victories Primary School

15 Lovell Parade, SHORTLAND 2307

Principal: Mr Gerry Vandermaat

Web: <http://www.shortland.catholic.edu.au>

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## About this report

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Our Lady of Victories Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO 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'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. 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.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) 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 be 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

The Year of 2019 was a year of review. The school community participated in an extensive review of policy and practice which gave us the opportunity to critically analyse how the school performs. The beginning of the COSI six year cycle provided us with a great medium to reset and look to the future for Our Lady of Victories.

We celebrated our successes and identified our challenges for the next 3 years. From the COSI report we were able to establish a new 3 year Strategic Plan for 2020-2022 and new School Improvement Plan for 2020.

This report highlights some of the many successes experienced by the children and community of Our Lady of Victories.

We acknowledge Awabakal people, the traditional custodians of the land on which we learn.  
Gerry Vandermaat - Principal.

### Parent Body Message

The Parents and Friends Association usually meets each month to discuss the needs of the school and ways in which the school and the children can be helped, this has changed over recent months with the restriction on face to face meetings and parents unable to enter school grounds. The P&F continue to work hard to support the learning and developmental needs of the children at Our Lady of Victories in close consultation with the Principal, staff and parents.

Our Lady of Victories School and the Parents and Friends Association have a good relationship with the parent body.

The strong support from the families and friends of the school who have volunteered their time and money is greatly appreciated as without these volunteers we would not have been able to provide the social and community events that we have. These events, activities and support included:

- The ongoing management of the canteen, rostering, opening hours and menu, including cleaning of canteen and freezers at the end of the year:
- Athletics carnival canteen and cake stall
- Easter raffle
- Mother's and Father's Day Stalls
- OLV Disco and canteen
- Bunnings BBQ

- Christmas Party and raffle
- Financial contributing to the Hall upgrade including air conditioning, and projector facilities
- Supporting the schools roll out of additional Science, Technology, Engineering and Mathematics (STEM) curriculum via the purchase of Sphero's and BeeBots and other resources.
- Purchase of sports equipment, science coats and goggles and more
- Support for the introduction of a summer uniform pants options which comes effect in 2020 as an alternative option to the summer tunic

I would like to thank the P&F executive for their tireless efforts in not only the terrific fundraising efforts but also promoting the sense of community and pride in our school.

Thanks goes to all general members of the P&F for your commitment to our school community and the association and to all who have volunteered, baked cakes, donated items, worked in the canteen and much more, without you we would have been unable to achieve all that we have.

Kylie Westaway

Secretary and acting President

Parents & Friend Association

### Student Body Message

Being a student at OLV is good.

You get to see your friends most of the time and your buddies. I like seeing my friends and buddies at school because they make me happy. I am happy at OLV and I will miss the teachers and my friends in Year 5 when I have to go to high school.

*Maria*

I enjoy being a student here and I always have. I like that the school is smaller than others because when I was smaller I got overwhelmed in big crowds and this school has helped me get over that.

I also like how everybody here is friendly, helpful and amazing.

I have enjoyed the every second of the 6 and a bit years I have learnt here.

*Ewan.*

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## School Features

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### ***HISTORY OF THE SCHOOL***

Our Lady of Victories Primary School was established by Fr Roley Smyth with three Sisters of Joseph (Mary Cecily, Matthew and Marguerite) originally being named St Joseph's in 1957. It started with an initial enrolment of 81 in a range of classes from Kinder to year 4. It grew steadily over the subsequent years and reached a total of more than 300 in classes Kinder to Year 6 during the sixties.

The spirit of the Sisters of St Joseph is still evident in the school's commitment. Our Lady of Victories School is committed to developing a Catholic Faith Community.

In 2007 the school celebrated 50 years of Catholic Education in Shortland. In 2011, a community hall was constructed at Our Lady of Victories with funding from the Federal Government BER program. Major renovations for the classrooms were completed at the end of Term 2 in 2016. Playground upgrades were made during 2018 with the support of Parents & Friends fund raising activities to support the new learning initiatives in Kinder in 2019 as well as widen the playground experiences for the rest of the school..

### ***LOCATION/DRAWING AREA***

Our Lady of Victories draws from areas within the Parish of Wallsend/Shortland. Children from the suburbs of Shortland, Birmingham Gardens, Wallsend, Fletcher, Maryland and surrounds may be enrolled at Our Lady of Victories. After Year 6, families may choose San Clemente High School, Mayfield, to continue their children's Catholic education.

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## Student Profile

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### Student Enrolment

The 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 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
50	58	22	108

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle 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 and secondary schools within the Diocese of Maitland-Newcastle.
- 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 2019 was 91.51%. 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
92.60	91.70	92.90	93.60	87.90	89.90	92.00

## Managing Student Non-Attendance

Regular attendance at 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 Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's 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 2019:

Total number of staff	17
Number of full time teaching staff	7
Number of part time teaching staff	4
Number of non-teaching staff	6

### Total number of teaching staff by NESA category

Teachers at this 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 260 teachers
- Provisional 136 teachers
- Proficient 2060 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 Schools Office (CSO). The 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. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.



## Summary of professional learning at this school

Our staff Professional Development days included:

- Whole Staff Wellness Retreat
- The Impact Cycle
- Assembly Days for the AP, REC, PCW & EAL'D
- NAPLAN Workshops
- Regional Executive Meetings -- Clarity & PLC's
- Acadience Training for Infant teachers
- Successful Foundations follow-up
- Professional Learning Communities
- Professional Learning Teams looking at Writing and how Selling will improve this.
- Emergency Care and CPR Training
- COSI Preparation

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

### **Catholic Imagination and Spirituality**

Our Lady of Victories educates its students in the tradition of the Catholic community through the implicit teaching of Religion. Faith experiences are enriched and developed through prayer and liturgy experiences, e.g. daily prayer, Eucharist, Liturgies of the Word, units of work and special celebrations.

A Prayer Garden was created for students, teachers and parents to be able to stop and reflect which was blessed by Fr Brady as his last school duty before retirement.

### **Family, Parish and Diocesan Evangelising and Catechesis**

Our Lady of Victories Catholic Church is on the same site as the school. Fr Camillus has an active involvement in the liturgies and the spiritual life of the school. A close and committed relationship is maintained between the school and the parish by actively participating in the parish-based Sacramental programs and the school leading Friday parish Masses eight times in the year. Several special liturgies were held at Our Lady of Victories School for the school and wider community.

The school organised Masses to mark special occasions, such as the Beginning of the Year, Our Lady of Victories Feast Day, Mothers' Day, Fathers' Day and Year 6 Graduation. Our REC joined the Parish Sacramental Team and assisted in any way needed. Diocesan

involvement included participation in the Called to Serve Mass, Catholic Schools Week, Catholic Mission.

### **Christian Discipleship**

Our Lady of Victories Primary School acknowledges the importance of religious and faith development programs. Daily prayer is encouraged as a constant expression of the development of the faith journey and is practised in either formal or informal prayers. Each week begins with a Liturgy of the Word. Each day begins with the School Prayer together. The staff gathers weekly for prayer.

The staff continued to update their Faith Education Accreditation. The staff participated in a day retreat led by Andrew Slater:-Emmanuel – God with us. A reflection on the recent pilgrimage to the Holy Land, focussing on the events from the annunciation to the birth of Jesus.

In Term 4, Year 4&5 students took part in a 'Buddy' training program led by AP in preparation for their roles as school leaders. Year 6 participated in a day retreat where they reflected on their primary school years and their own spiritual journey.

### **Religious Education and Curriculum**

At Our Lady of Victories Primary School, the teaching of Religion is an essential element of our week. Each week 2½ hours teaching time is allocated to Religious Education. In September, Year 6 students took part in the first Religious Literacy Test written by our Diocese, Our students came third in the Diocese.

The purchase of resources to support the teaching and learning of Religion is ongoing.

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## Curriculum, Learning and Teaching

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The 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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

### ***CURRICULUM***

Our Lady of Victories honours its commitment to quality Catholic education through its provision of high-quality programs enabling each child to reach their full potential.

We are a community of learning characterised by high expectations to achieve excellence, academic rigour, innovation and purpose, within an environment that engages, empowers and enables.

The curriculum at Our Lady of Victories is based on the NSW Education Standards Authority (NESA) Curriculum. Students receive instruction in all key learning areas. There are seven key learning areas taught from Kindergarten to Year 6. For more information our policies are available on our school website where you will find polices on Religious Education, English, Mathematics , Science & Technology, HSIE, Creative Arts, PDHPE.

<https://www.shortland.catholic.edu.au/curriculum>

### ***Learning Support***

Quality teaching is provided by exceptional educators at Our Lady of Victories and is very well resourced in terms of equipment and support personnel. Our Lady of Victories provides learning support services and special needs programs, including access to specialists in psychology, occupational therapy and speech pathology.

Providing a meaningful and inclusive learning program, Our Lady of Victories caters for the intellectual, spiritual, emotional, social and physical dimensions of each student. It fosters the wellbeing of all students and other members within its school community so that each person

is “empowered and challenged to become lifelong learners with optimism and hope for the future”.

Our Lady of Victories aims to provide a fully inclusive mainstream learning environment that reflects the principles of the Disability Discrimination Act (1992) and the Disability Standards for Education (2005). All students are included in the activities of the school community and given opportunities and responsibilities that recognise their value to the community and provide positive learning and social experiences. Our commitment to the practices of purposeful inclusion reflects the Gospel values of respect, equality and social justice. Within a Christian framework, we provide a learning environment that is supportive and responsive to individual needs and differences and that recognises and celebrates the individual student’s abilities and strengths.

#### WE AIM TO DO THIS BY:

- helping all students reach their full potential, academically, socially and emotionally
- identifying individual strengths and needs
- providing appropriate interventions where necessary
- fostering the growth of student confidence and independence in learning
- working collaboratively with parents and other specialists for the benefit of each student.
- providing the latest technologies to enhance their learning

#### STUDENTS SUPPORTED BY SPECIAL LEARNING AT OUR LADY OF VICTORIES HAVE NEEDS IN ONE OR MORE OF THE FOLLOWING AREAS:

- mental or physical disabilities (primary focus)
- learning difficulties
- English as second language (ESL)
- behavioural difficulties
- mental health concerns
- organisational issues
- social skills
- gifted and talented identification
- anger management
- literacy, maths/numeracy support
- general population (curriculum support — tier 2 and 3 intervention)
- Aboriginal and Torres Strait Islander background

## Student Performance in Tests and Examinations

Analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show The percentages of students who achieved particular skill bands in numeracy and The aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	88%	57%	0%	11%
	Reading	88%	53%	0%	11%
	Writing	88%	51%	0%	6%
	Spelling	50%	48%	0%	13%
	Numeracy	63%	40%	13%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	73%	34%	9%	17%
	Reading	64%	37%	0%	12%
	Writing	18%	17%	18%	19%
	Spelling	36%	34%	0%	14%
	Numeracy	55%	29%	0%	14%

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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 Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, 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.

The Pastoral Care and Wellbeing Policy for Students can be found at [www.mn.catholic.edu.au/about/policies](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2019.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

## Initiatives promoting respect and responsibility

At Our Lady of Victories we always seek opportunities to reach out to those in need in both our local and wider community. Our actions, both at school and the wider community, are central to our school's philosophy and values. A Mini Vinnies group, comprising of students from Years 3-6, continues to work together to support these initiatives. The group met every Monday at lunchtime under the facilitation of the school's Pastoral Care Worker.

Each year we support Project Compassion, Catholic Mission and St Vincent de Paul Society. The generosity and commitment of the students and their families reflect their awareness of the needs of others. We take very seriously our commitment to social justice and are very proud of our efforts in this area.

In terms 3 & 4, each class visited the local retirement village and interacted with the residents in craft, sporting, literature activities

In 2019, all children from Year 3-6 had the opportunity to participate in our first School Sleep Out where children slept in the school hall. During the night there was an opportunity to learn more about homeless people and to reflect on how privileged we are. We had 24 children participate in this event. The following day we had a school Pyjama Day. All money raised was given to the St Vincent De Paul Charity.

A group of children assisted the Pastoral Care Worker with the vegetable gardens and caring for the school's chickens.



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## School Improvement

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The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

#### ***Catholic Formation***

- Integrating Catholic Principles across the curriculum
- Providing high quality Religious Education Lessons
- Developing community outreach opportunities
- Nurturing staff spirituality

#### ***Learning***

- Improving Numeracy
- Play based learning in infants
- Implementation of National Education Agenda
- Providing support mechanisms for student well being

#### ***Leadership***

- Development of PLC's
- Quality and accountability
- Effective strategic planning

#### ***Teacher Accreditation***

- Maintain NESA accreditation requirements by providing information and other professional learning opportunities

### ***Service and Governance***

- School and Family - educational, social and wellbeing opportunities to build parenting capacity.
- Support and implement the pre-enrolment process.
- professional learning opportunities to school staff to engage positively with families

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

In 2020 our school aims to:

- Improve Religious literacy results in multiple choice by implementing multiple choice questions in the assessment of units taught in Religious Education. We will continue to review the data from RE Literacy Test to ascertain areas of strength and areas to improve upon. We will continue to prioritise the teaching of RE and support teachers through the planning and implementation of units of work to engage quality learning for all students.
- Improve writing through the improvement of Spelling by focusing activities based on Spelling rules and strategies. By the end of the year a whole school scope and sequence will be developed for spelling.
- Update and implement Behaviour Management Policy and integrate with COMPASS
- We will continue to inform and invite parents to communal celebrations and classroom events. Create events where more community/parental involvement is evident.

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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, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

During the COSI review a survey of parents was conducted and an indication of their satisfaction was gauged.

- 91% parents agree that our school caters for the learning needs of all students
- 88% parents are aware of what their children are learning
- 75% of parents feel that their child is supported in their learning.
- 72% parents agreed that there is a high expectation to learn
- 72% parents agreed that assessment informs the learning
- 91% parents agreed that behaviour is managed well at OLV.
- 66% parents agree that there is a consistent approach to managing behaviour at OLV.
- 84% parents agreed that there are clear and fair school policies and procedures for behaviour management.
- 94% parents agreed that the school is a safe and inclusive environment.
- 81% parents that the school is highly regarded within the community
- 88% parents agreed that the school values the involvement of parents/carers.
- 81% parents agreed that there is open communication among parents and staff at OLV
- 81% parents that the leadership and organisation are strong in our school.
- 78% parents agreed that the school is well resourced and maintained.

This data would indicate a strong sense of satisfaction amongst parents

### Student satisfaction

During the COSI review a survey of students was conducted and an indication of their satisfaction was gauged.

- 92% of students agreed that they receive regular feedback on their learning
- 96% of students agreed that there is a high expectation to learn and an overwhelming positive response to success criteria.
- 92% kids agreed that assessment informs the learning
- 52% kids agreed that behaviour is managed well at OLV.
- 88% kids agreed that the school is a safe and inclusive environment.

This data would indicate a strong sense of satisfaction amongst students.

### Teacher satisfaction

During the COSI review a survey of staff was conducted and an indication of their satisfaction was gauged.

- 93% staff agree that our school caters for the learning needs of all students
- 87% staff agreed that students receive regular feedback on their learning
- 97% staff agreed that assessment informs the learning
- 93% staff agree that there is a consistent approach to managing behaviour at OLV.
- 87% staff agree that there are clear and fair school policies and procedures for behaviour management.
- 93% staff agreed that children know and understand safety procedures
- 93% staff agreed that kids know how to access avenues of support and wellbeing.
- 93% staff agreed that the school is highly regarded within the community
- 100% staff agreed that the school values the involvement of parents/carers.
- 100% staff agreed that there is open communication among parents and staff at OLV and parents know what is happening.
- 100% staff agreed that the leadership and organisation are strong in our school.
- 93% staff agree that they are aware of the complaints and grievances policies and procedures at OLV.
- 87% staff agreed that the school is well resourced and maintained.

The data would indicate a strong sense of satisfaction amongst staff.

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## Financial Statement

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This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2019 year is detailed below:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants <sup>1</sup>	\$1307775
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$439672
Fees and Private Income <sup>4</sup>	\$236229
Interest Subsidy Grants	\$10090
Other Capital Income <sup>5</sup>	\$57867
<b>Total Income</b>	<b>\$2051633</b>

Recurrent and Capital Expenditure 2019	
Capital Expenditure <sup>6</sup>	\$1209
Salaries and Related Expenses <sup>7</sup>	\$1521596
Non-Salary Expenses <sup>8</sup>	\$439312
<b>Total Expenditure</b>	<b>\$1962117</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 2019 REPORT