**Priority:** Strategic Resourcing

**Component:** 4.1 Stewardship of Resources

**Review year:** 2013

**Goal:** The strategic renewal plan informed by the principle of stewardship directs the allocation of school resources.

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**Areas of Strength:**

A recent school wide survey provided positive feedback on the Stewardship of Resources at St Patrick’s. The results were as follows:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Partially Disagree</th>
<th>Partially Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Unable to comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable environmental practices are evident in the organisational structure, processes and facilities in the school.</td>
<td>1.1%</td>
<td>3.3%</td>
<td>10%</td>
<td>57.8%</td>
<td>21.1%</td>
<td>6.7%</td>
<td></td>
</tr>
<tr>
<td>The School appears to be equitable in the allocation of resources throughout the school.</td>
<td>2.2%</td>
<td>6.7%</td>
<td>54.4%</td>
<td>25.6%</td>
<td>11.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource Allocation in this school takes account of the needs of the disadvantaged and marginalised.</td>
<td>1.1%</td>
<td>2.2%</td>
<td>5.6%</td>
<td>50%</td>
<td>18.9%</td>
<td>22.2%</td>
<td></td>
</tr>
<tr>
<td>There is respect and care for the resources and facilities of this school.</td>
<td>1.1%</td>
<td></td>
<td>6.7%</td>
<td>51.7%</td>
<td>38.2%</td>
<td>2.2%</td>
<td></td>
</tr>
<tr>
<td>Resource and facilities usage at this school are efficient.</td>
<td>-</td>
<td>2.2%</td>
<td>3.3%</td>
<td>10%</td>
<td>51.1%</td>
<td>21.1%</td>
<td>12.2%</td>
</tr>
</tbody>
</table>

These results demonstrate that the majority of the St Patrick’s school community sees our school community exercising stewardship in the use of school resources.

**Area for development:**

The results of the survey and discussions at parent meetings and staff meetings show that stewardship of resources is an area that we need to continuously be striving to improve in. The whole areas of efficiency of usage is an area that needs particular focus of the coming years.

**Achievements:**

- Paper usage has dropped considerably this year with the embracing of the usage of digital sharing of information instead of photocopying. This of course has financial advantages and is also clearly better for the environment.
- The establishment of recyclable bins in the classrooms and the monitoring of their usage.
- Renewing the hardship fund through the support of the P and F for families that are experiencing very difficult times.
- Constant reviewing of procedures in the playground and in classrooms to ensure positive use of all facilities. This has included installing artificial turf as a way of maximising playground space and saving water on an unattainable lawn.
- Documentation that clearly articulates the equitable distribution of resources in the school.
• The allocation and deployment of staff throughout the school is generally regarded as fair and reflecting the needs as evidenced by school and student data, the school’s mission and school renewal goals
• The constant reminder and implementation of our concession policy.

The following were comments that were on the school survey that supported our achievements:

- A difficult job to manage but every effort is made to ensure that the needs of our students are met with the resources available. There is an emphasis on respect and ownership that is bred in all – staff and students.
- I am proud to give my children such a wonderful surrounding and they love their school, both the new and the old parts.

**Strategy for improvement:**

There was evidence in both meetings and surveys that we could place more emphasis on the whole area of environmental sustainability. This could include more time and resources given to compost bins, more litter free lunch information, worm farms and more trees to cool the school.

The following comments were also received via the survey:

- Balls are kicked in the hall and frequently hit the projector. I have seen teachers breaking the white tables in the hall. There is little care and respect and care for resources. (Our response to this is that children are no longer allowed to play with big balls in the hall and in any case the projector is protected by a cage in-case this was to occur again – the white tables in the hall, as many staff and parents know, are not good tables and very difficult to put up. It is our very strong belief that no parent or staff member would ever deliberately break a table but that it could happen inadvertently due to the very nature of the tables)

**Evidence:**

• Staff feedback in meetings with Principal
• Interviews with parents
• Levels of participation in staff meetings, committees and other working groups
• Survey to the school community
• Staff Meetings and Parent Meetings