Corpus Christi Catholic Primary School, St Ives
Annual School Report to the Community
2014

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Principal
Mrs Barbara Yee
Corpus Christi Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. 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'), approved by the School’s Consultant, demonstrates accountability to regulatory bodies and the CSO. 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.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. 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.
Principal's Message

The School has continued to provide quality education to all students this year and boasts an exceptionally committed and dedicated teaching staff, who each in their own way, create a learning environment that is conducive to students achieving significant learning outcomes across all the Key Learning Areas. Teachers are provided with a range of rich professional learning opportunities aligned to the School Improvement Plan. This has involved teachers using data about student learning that pinpoint students’ learning needs. In conjunction with developing teaching plans, teachers have also made sophisticated use of the diocesan High Yield Strategies to enhance their teaching. The school leadership team includes classroom teachers who have confidently led learning across the school including Religious Education and the NSW Curriculum implementation.

The School is a community proud of its 60 year heritage celebrated this year. Started by the Brigidine Sisters in 1954, the traditions of Strength and Gentleness continue to resonate throughout the community. We are blessed by a dynamic parent community that contributes greatly to many facets of the school's operation.

Parent Body Message

I acknowledge the significant efforts of the Parents and Friends (P&F) Association. The team effort, experience and positive attitude they bring is quite remarkable. Most of the work of this group is done behind the scenes with tremendous dedication. The major contributors to our fund raising activities included the golf night, the trivia night, Entertainment Book sales and the Fun Fair. The Welcoming Committee provided hospitality for many events during the year and the success of these events is matched equally by other non-fund raising events undertaken by the P&F. I also acknowledge the efforts of our canteen coordinators and all who assisted throughout the year.

I believe that we all can be very optimistic about the ability of the P&F to continue to grow the positive contribution we make at the school for the betterment of, not just our children, but importantly for our parents as well. I am satisfied that our association has a stable platform, good systems and plans in place, and most importantly, the much needed support from our parents to continue our good work in supporting our school.

Student Body Message

We began our education full of enthusiasm and eagerness to learn - we have not been disappointed. As the years have passed, we have seen friends leave and welcomed new friends. We have been taught and nurtured in many ways, always striving for excellence and
learning to take an active role in shaping our society. We have recognised *Strength and Gentleness* not only in God’s grace in our lives but in the value of friendship and a sense of community spirit. We have endeavoured to uphold our motto and we will continue to find strength and gentleness in ourselves and within each other as we continue on a faith journey. Our strength is our confidence and our gentleness is the support and respect we show for each other.

**Parish Priest’s Message**

What has always struck me about the children is the joy and happiness they exude. Along with this joy is the way the children conduct themselves. I always find it a pleasure speaking with them in class, in the playground, celebrating Mass with them and knowing that they will always be attentive, respectful, and mindful of what is expected of them. I love walking into the classrooms and seeing the language-rich environments. I can quickly see what the children are doing in all areas of learning and I am always delighted at the children’s knowledge of scripture; of the teachings of Jesus and his parables. What comes across to me very strongly is that I can see the children apply these lessons taught and strive to live them in their daily lives. All this of course, is due to no small part of the teachers. The school is blessed with dedicated, caring, professional teachers. Parishioners have told me how they love seeing the children at the Sunday Masses. The children add such a rich dimension with their presence and their participation in the liturgies and I look forward to this continuing in 2015.
School Features

Corpus Christi Catholic Primary School St Ives, is a Catholic systemic co-educational school.

The School caters for students from Kindergarten to Year 6 (K-6). The school provides quality teaching with an emphasis on the development of the whole child provided through quality teaching and learning delivered by a dedicated and highly professional teaching staff. We acknowledge the role parents play in the formation of their children in faith, in their learning and in their social and emotional wellbeing. We are proud of the relationship we have with the Carmelite priests who staff the Corpus Christi St Ives Parish.

We also acknowledge that our school has a pivotal role in ensuring that time spent at school for all students is successful academically, socially, emotionally and that all aspects of child development are catered for. We welcome the diversity of all the students in our school and we strive to meet the needs of all students.

We have created an environment where we are educating young people so that they may take their place in the world they will inherit, prepared to make a difference. Our school motto *Strength and Gentleness* encourages the students to respond to each other with respect and to make the most of the learning opportunities available to them at our school.

We are committed to maintaining a high standard of current technologies which are used as tools to enhance learning. We are constantly evaluating that the utilisation of these tools aligns with current curriculum expectations and allow students to achieve excellent learning outcomes. The school library integrates the traditional approaches to teaching and learning with literature and factual texts with the utilisation of the many aspects of information gathering and presenting that multimedia allows.

The school is fortunate to have beautiful grounds that house two extensive grassed playing fields, as well as the advantage of shade provided by a magnificent canopy of trees. We are committed to a range of physical improvements and enhancements of the school site.
Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on My School website.

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>106</td>
<td>120</td>
<td>59</td>
<td>226</td>
</tr>
</tbody>
</table>

* Language Background Other than English

There has been a fluctuation of 6% to 8% over the last 5 years. The variety of independent and government schools in the area account for this. We have increased our profile with pre-schools, marketing our profile in the local area.

Enrolment Policy

The School follows the Enrolment Policy for Diocesan Systemic Schools. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the CSO website or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2014 was 95.49 %. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
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</thead>
<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
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<tr>
<td>Year 3</td>
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<tr>
<td>Year 4</td>
</tr>
<tr>
<td>Year 5</td>
</tr>
<tr>
<td>Year 6</td>
</tr>
</tbody>
</table>
Student attendance is stable and absences are due to student illness. Our student satisfaction data indicates over 80% of students are happy to come to school, over 95% indicate their teachers care about their learning and over 80% of students feel they can go to a teacher for support.

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents’ legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School’s expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student’s continuum of learning where possible. The CSO monitors each school’s compliance with student attendance and management of non-attendance as part of the system’s School Review and Development (SRD) processes. The School’s attendance monitoring procedures are based on the Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).
Staffing Profile

The following information describes the staffing profile for 2014:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>4</td>
<td>21</td>
</tr>
</tbody>
</table>

* This number includes 10 full-time teachers and 7 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the My School website.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>17</td>
</tr>
<tr>
<td>2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) 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 CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. 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. The following table provides specific information relating to the focus of three of these staff development days.

| Day 1 | Science |
| Day 2 | Religious Education: Exploring the scriptures |
| Day 3 | Maths - assessment, questioning, visualisation |

The School is in its third year of the Extending Mathematical Understanding (EMU) program. We
approach the teaching of Mathematics with greater understanding in order to grasp new concepts. The focus is on the relational aspects of numeracy and on improving students’ mental processing skills. We have transferred the learning from Mathematics to English with the use of key strategies (Learning Walks, Collaborative Analysis of Student Learning (CASL) meetings, lesson inquiry, co-teaching). We have implemented the new NSW English and Mathematics syllabuses and commenced the implementation of the new Science & Technology syllabus.
Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is ‘experiencing life through the eyes of our Catholic faith’.

The School has a strong tradition of worship and celebration of liturgy. We commemorate the school year with an opening and closing mass. At these masses students and staff reflect on their call to discipleship and the mission of the school community. School leaders are honoured, announced and commissioned at these Masses. Outside of the Lenten, Easter and Advent season we come together to celebrate Mother's Day, Father's Day and Grandparent's Day. Furthermore feast days such as the Assumption, St Mary of the Cross are celebrated as well as class liturgies to mark the end of a learning module. We also acknowledge days of national importance such as ANZAC Day and Remembrance Day. All grades participate in a Sunday parish masse and Year 6 students attend the Cluster Year 6 Mass and the Diocesan Mission Masses.

The parish sacramental program has strong links with the school. The principal and the Religious Education Coordinator (REC) are actively involved in the parent preparation meetings. The classroom teaching program gives students the opportunities to expand their knowledge and understanding of the Sacrament. Prayer is a focal point of every day and a major component of school life, in classrooms and at all assemblies. Regular staff prayer takes place weekly, as does the parent prayer group which focuses on pastoral care for families.

The School vision statement encapsulates our approach to social justice: 'As disciples of Jesus we work for the service of others, encouraging a commitment to justice and a call to action'. Students are called to reach out to others both in the school and the global community. Through education programs such Caritas, Catholic Mission, as well as our Christmas outreach program to the ‘Gethsemane’ Community for the homeless, students are called to recognise the needs of others and take action.

Teachers have taken part in scriptural storytelling PL as a creative response to scripture. Staff have engaged in PL to revise programming procedures and teaching strategies. The classroom RE program has been enriched by use of Information, Communication, Learning Technologies
(ICLT) to enhance student learning. The Year 6 Discipleship responses reflect our students' deep engagement with faith, scripture, liturgy and sacrament. Further PL has included a staff spirituality day with particular emphasis on the theology of Jesus. At present five teachers are studying in the Masters of Theology program through Broken Bay Institute.
Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

In English students develop knowledge, skills and understanding about English language and literature and the ability to talk, listen, read, view and write with purpose, effect and confidence. They develop knowledge of the ways in which language varies according to context and a sound grasp of language structures, spelling and grammar. Teaching and learning programs are developed through collaborative planning meetings and assessment data. CASL meetings enhanced this process. Teachers design learning experiences that meet the needs of each student and reflect the learning pathways as outlined in syllabus documents.

Three Mathematics leaders coordinate the development and implementation of school initiatives for Mathematics. Focus has been to improve mathematical understanding in the number strand. The Extending Mathematical Understanding (EMU) program, implemented by two specialist teachers, has continued for students identified as at risk. Collaboratively Analysis of Student Learning (CASL) meetings, Instructional Walks, Co-teaching and planning sessions, professional learning to deepen teachers’ understanding of key mathematical concepts and deepen understanding of the content and scope of the Mathematics Syllabus. Using student performance data on many levels of learning continues to drive learning plans in English and Mathematics as well as other Key Learning Areas.

To enhance student learning a range of technologies are used extensively throughout the school by highly skilled teachers who undertake regular professional learning. Google Apps for Education has been introduced across the school with staff utilising Google Sites, Google Drive and Gmail. A range of applications available through Apple are being used on iPad devices available in each classroom. PL has continued to be provided to staff in the areas of robotics, Scootle resources, staff flipcharts and other relevant ICLT resources.

Implementation of the English and Mathematics curriculum continue to be a focus for the school. The learnings from Mathematics PL have been applied to English and new Literacy session guidelines have been developed and implemented.
PL focussing on the content and scope of the new Science and Technology (S&T) curriculum has been extensively undertaken. In addition to developing a new scope and sequence, teachers have been engaged in designing units of work that meet the new outcomes and organisation of this new syllabus.

The 2014 SIP has been evaluated and new targets set for 2015 in Mathematics and English that also include the new NSW syllabus in S&T and History.
NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School’s planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy 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. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2014</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>80.60 %</td>
<td>49.90 %</td>
</tr>
<tr>
<td>Reading</td>
<td>74.20 %</td>
<td>46.20 %</td>
</tr>
<tr>
<td>Writing</td>
<td>67.70 %</td>
<td>39.10 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>77.40 %</td>
<td>43.70 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>70.90 %</td>
<td>36.20 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2014</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>60.70 %</td>
<td>36.60 %</td>
</tr>
<tr>
<td>Reading</td>
<td>60.70 %</td>
<td>34.50 %</td>
</tr>
<tr>
<td>Writing</td>
<td>25.00 %</td>
<td>15.50 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>75.00 %</td>
<td>33.60 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>37.00 %</td>
<td>25.90 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments
Student achievement data indicates that more students generally achieve in the top 2 bands in both Years 3 and 5 compared to the State and Nationally.

At least 67% of Year 3 students scored in the top 2 bands in all testing areas. In writing, grammar and punctuation and numeracy 100% of students in Year 3 performed above the national minimum. In reading, 94% of Year 3 students performed at or above the national minimum.

In reading: 74% of Year 3 students achieved scores in the top 2 skill bands compared to 46% of students nationally. In writing: 68% of Year 3 students achieved scores in the top 2 bands compared to 39% of students nationally. In spelling: 77% of Year 3 students achieved in the top 2 bands compared to 43% of students nationally. In grammar and punctuation: 81% of Year 3 students achieved in the top 2 bands compared to 50% of students nationally. In Numeracy: 71% of Year 3 students achieved in the top 2 bands compared to 36% of students nationally. The impact of EMU is being identified in the junior years of schooling.

Overall, Year 3 students performed approximately 31 percentage points higher than the national students. In all areas of testing 94% of students scored in the top 4 bands.

With regard to Year 5, reading and grammar and punctuation, 60.7% of students scored in the top two bands, compared to 34% of students nationally. In spelling, 75% of students scored in the top two bands compared to 33% of students nationally. In writing and numeracy, Year 5 had 10% more students in the top two bands. In reading, writing, grammar and punctuation and numeracy 100% of students in Year 5 performed above the national minimum. The learning needs of the Year 5 students in Mathematics will be a particular focus for 2015.

Overall, in all areas of testing 100% of students or more scored in the top 4 bands. Year 5 students generally performed on average approximately 23 percentage points higher than students nationally.
Pastoral Care Policy

The School’s pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the ‘Framework’) utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

Pastoral care of students and their families is a high priority. Students and their families who are in need of support are identified and access to student counselling, family counselling via Catholic Care and external support contacts are made available. These services provided by CSO are recommended to families whenever the need is identified. The school counsellor has established a positive relationship built on trust with the teachers. Recommendations and ongoing access are provided by the counsellor to parents.

Outreach is offered to families experiencing hardship including domestic and marital difficulties, unemployment and financial difficulties and mental health issues. Parenting courses are advertised and made available to parents. We have also introduced a *Tender Loving Care* (TLC) program for students of concern. Teachers identify a particular student in need to staff and request that additional care and patience be applied to that student. Students who are experiencing social issues fall into this category and teachers will be alert to their particular needs.

**Behaviour Management and Student Discipline Policy**

The School’s policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.
program. Behaviour Management Policy and practices are based on restorative PBL principles and are respectful of the dignity, rights and fundamental freedom of individual students and at the same time are focused on the effective running of the school for the benefit of all. Inappropriate Behaviour is behaviour that challenges the day to day functioning of the school and is contrary to our “School Rules and Behavioural Expectations”. Major inappropriate behaviours are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well-being of other. The language of PBL across the school includes reference to the school motto. The School rules are consistently promoted across the school and taught in classes each week. Awards are given out each week at assembly to recognise the efforts of students. Data collected about student behaviour is analysed and adjustments are made to aspects of the program or to school routines.

Anti-Bullying Policy

The School’s Anti-Bullying Policy is based on and informed by the Anti-Bullying Policy for Diocesan Systemic Schools and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

All members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. We believe that bullying is unacceptable and we all share a responsibility for preventing it. The school policy builds on the school’s Pastoral Care and Behaviour Management Policies to provide clear procedures and strategies to prevent, reduce and respond to bullying. Flowing from the Christian vision expressed in the Diocesan Pastoral Care Policy, schools are called to establish relationships which are grounded in love, compassion, reconciliation and justice. In witnessing Christian values we reject ideas, beliefs and behaviours which marginalise or victimise people. In addition, the school’s PBL framework articulates the approach to behaviour management and is encompassed in three school rules; Respect Self & Others, Respect Learning, Respect the Environment founded on the school motto; Strength & Gentleness.

Complaints and Grievances Policy

The School follows the Complaints Handling Policy and Procedures for Diocesan Systemic Schools. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved
without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

Copies of the *Addressing Concern in a School: Staff Information Brochure (2012)*, are included as attachments to the Staff Handbook. Parents and staff are informed that matters that arise for parents and carers are best dealt with transparently and honestly. Staff are encouraged to come to a member of the leadership team to discuss issues. Staff have opportunities to discuss student management regularly using High Yield Strategies. Staff wellbeing is a high priority and staff are encouraged to seek appropriate support if required.

Copies of the *Addressing Concern in a School: Parent & Community Information Brochure (2012)*, are included as attachments to the Parent Handbook. Parents are informed at enrolment interviews that working positively and co-operatively with the school will achieve greater outcomes for their students. There is a high level of accessibility to classroom teachers and the leadership team. Parents are requested to make appointments to discuss any matter of concern with the teaching staff. Records of parent meetings are kept by both teaching staff and the leadership team and action is agreed upon and acted on in the appropriate and expected manner.

**Initiatives Promoting Respect and Responsibility**

Peer Support Groups are formed each year to help establish friendship networks across all grades, with each group incorporating children from across all years (K-6). Peer support leaders from Years 5 and 6 are trained to lead the group in activities designed to assist students in learning social skills.

Classroom teachers are given ‘Gotcha’ stickers that provide instant acknowledgement of appropriate behaviour to students. These stickers are collected on a class chart. When the class reaches a target number of stickers they are entitled to a class reward as decided by the students with their teacher. “Gotchas” are also in first aid bags and can be given to students to acknowledge appropriate playground behaviour.

A new approach to social skills development has been introduced in the middle school: ‘bucket fillers’. This program has particular emphasis on resilience and maintaining positive relationships. *KidsMatter* will be introduced in 2015. *KidsMatter* is a flexible, whole school approach to children’s mental health and wellbeing for primary schools. The language of PBL across the school includes reference to the school motto.

Students entering Kindergarten are allocated a Year 6 Buddy. A buddy takes special care of the younger children as they settle into school life. The Buddy can check up on the child during break
times and can be a friendly face in times of need.

Positions of student leadership for the following year are elected from children in Year 5 at the end of the current year: following students completing a unit of study on leadership that develops concepts of service to others as outlined in the Gospels. We encourage the children to choose leaders who display qualities such as honesty, positive behaviour, encouragement of others and involvement in school life.

The Student Representative Council (SRC) executive is elected from Year 6 students and they hold office for the whole year. Student representatives are elected from each class, each term, and represent their peers in school matters at regular meetings. The SRC is a branch of the School’s Pastoral Care and is managed by members of the school leadership team. In addition to the formal leadership positions, senior students are involved in leading the environment team and assist as monitors in the school library.
Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School’s progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

In the area of Mission, we have continued to provide PL in theology by further studying the scriptures with staff. We have established working groups and provided PL for teachers in planning and preparing liturgies and school masses. We have continued with our justice education and outreach initiatives.

In the area of Learning and Teaching, the continued focus has been Mathematics through PL delivered by the EMU initiative with the Australian Catholic University. Assessment data gathered from Mathematics Assessment Interview (MAI) indicated an improvement in all four areas of the number strand. NAPLAN results would also indicate an improvement in Mathematics. In addition, we have incorporated new learnings in Mathematics into English as well as implementing the new English and Mathematics syllabus. We have undertaken PL to implement the S&T syllabus.

In the area of Pastoral Care, we have ensured PBL is maintained as the core of our approach to behaviour management. We have extended the expression of school rules to include a faith statement. We have focused on student and staff wellbeing and we have commenced the initial training to implement KidsMatter across the school in 2015.

Priority Key Improvements for Next Year

In the area of Mission, we will continue to promote Catholic discipleship with students, staff and parents. We will explore the integration of ICLT capabilities into design of teaching plans as well as into the everyday thoughts, prayers and actions of the community. We will also consolidate our outreach and justice education focus.

In the area of Learning and Teaching, the continued focus will be Mathematics through PL delivered by EMU. We are aiming to reduce vulnerable students by a further 5%, particularly in place value and multiplication and division. We also aim to reduce the number of vulnerable
students in Years 3 to 6 with targeted interventions and the application of second and third wave strategies. We will implement the S&T syllabus and co-ordinate PL to include designing contemporary learning units. We will undertake exploration of the History syllabus.

In the area of Pastoral Care, we will maintain our focus on PBL as well as commence our implementation of the first component of KidsMatter, that being, Positive School Community.
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, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

**Parent Satisfaction**

A high number of parents engage in activities across the school. Parents contribute to the school in classrooms and the library to assist teachers support student learning: assisting during the literacy block as well as helping in the library. Parents also regularly assist at school sporting events and school excursions. Parents coordinate school services such as the canteen and uniform shop. Parents are also responsible for the ‘class parent network’ as a means of supporting the classroom teacher with particular school events during the year. The class parents also provide pastoral care to families in need. School masses and liturgies are well attended by parents; parents are invited to contribute to parts of the Mass in readings and reflections to strengthen community links as well as the Catholic life of the school. The P&F enjoys a high level of attendance with parents enjoying the opportunity to fundraise and support events that underpin the success of the school. The P&F are active in their building community aspects of their role as well as increasing parent engagement in various aspects of school life.

**Student Satisfaction**

Through the PBL framework we can readily establish behaviour patterns that may indicate concern of a student or a group of students in their relationships with one another. Targeted programs are then implemented to respond to concerns or issues raised. In addition, teachers are encouraged to identify a student or students whose skills set may leave them in a vulnerable position in social interactions and as such, explicit social skills programs are implemented in addition to PDHPE teaching.

Our student wellbeing survey data indicates that on average over 80% of students like coming to school regularly, over 85% of students indicate they feel safe at school and over 95% indicate they feel they are able to learn at school. In addition, teachers, parents and students work together to ensure that student learning needs are being met with systematic formative and summative assessments being used to design learning plans for all students. Teachers learning plans are responsive to changing student learning needs and the students themselves are taught to develop learning goals in each school term.

**Teacher Satisfaction**

We have a high retention rate of teachers at the school. Staff movement tends to be as a result
of promotions to a higher leadership position or moves that are driven by family related matters. We have increased our awareness of wellbeing issues for all staff and have planned wellbeing activities in the middle of the most demanding terms that have included exercise and mediation activities. We have also ensured that PL around theology has contained aspects of personal theology and opportunities for staff to spend time connecting with scripture on a personal level. Teacher wellbeing has also been extended to the careful timetabling of PL sessions and we have implemented a double PL meeting every fortnight for two hours, with the week in between being a meeting-free-week. The leadership team and the teaching staff demonstrate a positive, caring and pastoral attitude towards one another and the leadership team are acutely aware of the stresses and strains this vocation can have on individuals. Regular staff prayer allows all members of staff to connect with scripture and to be reminded of God’s love for us all.
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

### Income

<table>
<thead>
<tr>
<th>Income</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants (57.4%)</td>
<td>$1,704,367</td>
</tr>
<tr>
<td>Government Capital Grants (0%)</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants (14.8%)</td>
<td>$439,620</td>
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<tr>
<td>Fees and Private Income (23.7%)</td>
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</tr>
<tr>
<td>Other Capital Income (4.1%)</td>
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</tr>
<tr>
<td><strong>Total Income</strong></td>
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### Expenditure

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure (1%)</td>
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</tr>
<tr>
<td>Salaries and Related Expenses (72.3%)</td>
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<tr>
<td>Non-Salary Expenses (26.7%)</td>
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<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$2,682,713</strong></td>
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