Holy Family Catholic Primary School, Lindfield
Annual School Report to the Community
2014

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Principal
Mr Lou Dogao
Holy Family 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 community fosters strength and gentleness with a Christ centred focus for all. Holy Family is an inclusive learning community encompassing students, staff, parents, relatives and parishioners. The purpose of the Annual School Report is to provide public accountability of the direction and events that have taken place in 2014. This year, the School and parish community have enjoyed incursions, assemblies, school and parish functions and concerts including after school extra curricula classes, band and Tournament of Minds. Holy Family is an active, vibrant community striving for excellence in education and relationships grounded in Catholic faith and tradition.

Parent Body Message

The School Board meets formally every month during term time to provide advice and support to our principal and his leadership team.

Based on the key items of feedback raised during school surveys conducted in 2014, the School Board is now organised around five portfolios: (1) Learning and Teaching (2) School facilities and resources (3) Pastoral Care (4) Catholic Life, Community and Mission (5) Communication. Discussion during Board meetings tends to focus on these core themes and the sub-groups are available to take on specific actions or ideas in each of these areas as necessary.

This year the Board has spent time considering the future needs of the School in particular the possibility of having to cater for a larger senior school, play options for wet weather and providing safe and effective playing space.

The School Board also seeks to strengthen and nourish the School as part of the broader parish community. With this in mind we seek input from both the Parents and Friends (P&F) association and Parish Council. I take this opportunity of thanking those members of the P&F executive and Parish Council who have given their time to join our meetings during the year.

Student Body Message

The student body have a voice through various groups including the Student Representative Council (SRC), School Captains, House Captains, the Social Justice Club and all our other Senior Ministries. Year 6 have taken on many responsibilities and we take these roles seriously and have grown as a result. We also enjoy special privileges like Leadership Camp, Tournament of the Minds and receiving Year 6 jerseys. This year has been filled with fun, leadership and teamwork and we are grateful for all these opportunities.
School Features

Holy Family Catholic Primary School Lindfield, is a Catholic systemic co-educational school.

The school is a well established Kindergarten to Year 6 Catholic primary school located in the combined parish of Lindfield and Killara. The School was established in 1927 and was run by the Sisters of Mercy. In 1940, Monsignor Downey invited the Brigidine Sisters to take over the running of the School and that link continued until 1998. The Brigidine tradition and the powerful motto *Strength and Gentleness* has lived on and is a focus for all that we do.

A new school was constructed on the land adjacent to the church and was opened in Term 4, 2000. Students have access to a range of resources including contemporary learning technologies. The school is part of a welcoming, vibrant and caring community. *Strength and gentleness* are fostered within our Christ-centred community and pervades the school. We recognise the uniqueness of each individual and are committed to excellence in teaching and learning. Students are encouraged to develop conceptual understandings, apply their knowledge to problem solving tasks and demonstrate creative and critical thinking. The school has a unique learning environment and academic achievement is valued. We are a community of respectful, responsible learners. Our teachers are motivated, highly professional and committed to continuing professional learning. The school is a nurturing, supporting and caring faith community and Jesus is central to all aspects of school life. Our school community reflects our name – a Holy Family. We are committed to Catholic discipleship, where the dignity of all people is valued and respected.

A Student Representative Council (SRC) operates in the school. One member from each class is elected to the council and the executive positions are held by Year 6 students. The school captains are also members of the council. The purpose of the SRC is to give the children a “voice” in the school, an avenue for raising issues or concerns and/or fund-raising. Senior students are involved in ministries such as liturgy, sustainability, communication. Each ministry is supported by a teacher and provides students the opportunity to serve the school community. A buddy system operates between Year 6 and Kindergarten.

The school welcomes parent involvement and has an active Parents and Friends (P&F) Association that has a number of committees to support the school, for example, Social Committee, Art and Craft Festival, Tuckshop, Uniform Shop and through the After-School Care program. Our School Board supports the principal with school governance. Parents are welcomed helpers in the classroom and at other events related to Key Learning Areas, for example, excursions and sport.
SECTION THREE: STUDENT PROFILE

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>162</td>
<td>151</td>
<td>58</td>
<td>313</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Enrolments are generally stable, at around 300 students. 2014 saw two Year 6 classes graduate, the first time there were two streams in a senior class. Planned future residential developments and the possible impact on enrolments feature in discussions and planning of the School Advisory Board.

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 96.19%. Attendance rates disaggregated by Year group are shown in the following table.
### Attendance rates by Year group

<table>
<thead>
<tr>
<th>Year group</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>96.20%</td>
</tr>
<tr>
<td>Year 1</td>
<td>96.50%</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.20%</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.80%</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.50%</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.20%</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.90%</td>
</tr>
</tbody>
</table>

### 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).
SECTION FOUR: STAFFING PROFILE

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>19</td>
<td>6</td>
<td>25</td>
</tr>
</tbody>
</table>

* This number includes 14 full-time teachers and 5 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>19</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.

<table>
<thead>
<tr>
<th>Day</th>
<th>Focus of Staff Development Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Embracing the 'growth mindset' with Extending Mathematical Understanding (EMU)</td>
</tr>
<tr>
<td>2</td>
<td>KidsMatter Component 3: 'Working with parents and carers'</td>
</tr>
<tr>
<td>3</td>
<td>Teaching comprehension strategies</td>
</tr>
</tbody>
</table>
During 2014 a number of staff undertook post graduate study and specific training courses. These ranged from Masters in Religious Education, Specialist Teacher and Leader training in Extending Mathematical Understanding (EMU), Information Technology (IT) in the classroom, The Seven Steps of Writing and Understanding and Using High Yield Strategies.
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's motto of Strength and Gentleness, derived from the Brigidine tradition, helps form the school's core values. A strong community bond is established early in the year with the opening School Mass coinciding with the feast day of Saint Brigid on the 1st of February. This helps create a connected school community where achievements are celebrated. Students develop a gradual understanding of the history of the school through the K-6 Religious Education modules, feast day activities, and school celebrations. Understanding where we have come from helps to develop an understanding of where we are heading.

Parish connections are formed through the monthly whole school masses, liturgies, as well as class masses and reconciliation. Parental involvement in the liturgical life of the school ranges from attending whole school masses to being involved in class masses, as well as the many social justice initiatives driven by the School.

Students are given many opportunities to express and witness their Catholic identity through being involved in the liturgical life of the school, class lessons and daily prayer. Students are supported and nurtured in the loving Catholic environment that the staff provide. Through Strength and Gentleness anything can be achieved.
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.

The school offers a sound and thorough curricula in all KLAs implementing BOSTES syllabuses and the new NSW syllabuses for the Australian Curriculum. The RE curriculum is implemented through the work units of the Broken Bay Diocese.

Information Technology is integrated across the KLAs with significant developments in the use of Interactive White Boards in every classroom. Classrooms have their own laptops and PCs with portable computer banks available for one-to-one or shared device work. iPads are available to Early Stage One and Stage One classes and can be borrowed by older groups. The School and diocese continue to support staff development in this area.

We currently have a learning support teacher on staff two days a week. This role encompasses supporting students who are unable to access the curriculum at their grade level and those who may be working well beyond their level.

The school is an Extending Mathematical Understanding (EMU) school and this has further enhanced the high level of mathematical education from Kindergarten to Year 6 in a hands on process approach.

Specialist sport and music and drama teachers are permanently on staff and work with all classes. The school also has a junior and a senior band. The bands rehearse either before or after school and perform at various functions including the Art and Craft show, Father’s day breakfast and assemblies.

Weekly sport from Year 3 to Year 6 is highly developed with the children taking part in activities or clinics at the school or walking to a nearby oval. All students participate in a ten week gymnastics program delivered and assessed by qualified gymnastics teachers using their equipment, this takes place in the school hall. All students also participate in a ten week
dance program delivered by an external provider. The program culminates with a performance for parents and children can opt to participate competitively in and out of school performances.
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>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>83.00 %</td>
<td>49.90 %</td>
</tr>
<tr>
<td>Reading</td>
<td>90.60 %</td>
<td>46.20 %</td>
</tr>
<tr>
<td>Writing</td>
<td>77.30 %</td>
<td>39.10 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>73.60 %</td>
<td>43.70 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>73.60 %</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>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>62.10 %</td>
<td>36.60 %</td>
</tr>
<tr>
<td>Reading</td>
<td>58.60 %</td>
<td>34.50 %</td>
</tr>
<tr>
<td>Writing</td>
<td>20.70 %</td>
<td>15.50 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>51.70 %</td>
<td>33.60 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>31.00 %</td>
<td>25.90 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments
Both Year 3 and Year 5 students scored well above the national averages in the top 2 bands and well below for students in the bottom 2 bands for all domains of literacy and numeracy. A minimum of 73% of Year 3 students scored in the top 2 bands with 90% of Year 3 students, almost double the national percentage, scoring in the top 2 bands for reading.

A daily language program for Kindergarten to Year 3 students implemented over the last 3 years has benefited students with 83% in the top 2 bands and zero in the bottom 2 bands. Results in Year 5 indicate that the daily language approach needs to be considered in the primary grades as the Year 5 results show that even though a very small percentage of students scored in the bottom 2 bands only 62% scored in the top 2 bands.

Year 5 scores show below 7% or zero in the bottom 2 bands in literacy and while these are good results (less than half that of the national average) the percentages in the top 2 bands indicate that there are areas for further development. One of those areas is writing with our school average for Year 5 only 5% higher than the national average. It should be noted that a great deal of concern was expressed nationally regarding the topic and stimulus for writing this year. Even with this in mind, whole school teacher professional learning in the writing process and pedagogy has already been planned for 2015.

Numeracy scores for Year 3 are positive with 73% in the top 2 bands and zero in the bottom 2, a reflection of strong teaching and learning. While Year 5 results show no student in the bottom 2 bands a smaller percentage achieved scores in the top 2 bands. We will be looking for stronger results after 12 months of the Extending Mathematical Understanding project prior to the 2015 NAPLAN. Indications from other assessments are that mathematical processes and understanding are already stronger and should be more evident in 2015 results.

Analysing NAPLAN results is valuable and plays a part in future planning for effective and targeted pedagogy. It is very important to understand that NAPLAN is only one element of analysis of student learning and it is the triangulation of all available data that provides the clearest picture and understanding of where the point of learning is for individual students. Other assessments include the Maths Assessment Interview (MAI), standardised tests in literacy and numeracy, observation survey in Kindergarten to Year 2 classes and classroom assessments.
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.

The School Pastoral Care Policy has been updated to reflect the changes in diocesan documents. The KidsMatter framework has been introduced to enable the school to audit how we are going with pastoral care practices. The school’s approach to pastoral care of students has been adapted as a result of this audit. In 2014 staff engaged in the third component of KidsMatter, Working with Parents and Carers leading to parent education sessions and planning to enhance and promote the parent library and to provide more targeted sessions. The School is committed to our approach to behaviour management, Positive Behaviour for Learning (PBL), as a positive approach to building the skills in our students.

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.

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...
The School’s Pastoral Care Policy incorporates an Anti-Bullying Policy. Staff continually refine the procedures for reporting and recording any incidents of bullying in the school community. The children receive regular input from staff to ensure that pastoral care and anti-bullying procedures are priorities for the whole school. Our 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. The School’s Pastoral Care Policy and Anti-Bullying Brochure for parents can be accessed on the School website in Student Wellbeing (http://www.hflddb.catholic.edu.au/student-wellbeing/104/p/pastoral-care-at-holy-family).

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.

Initiatives Promoting Respect and Responsibility

As a PBL school, a fortnightly PBL focus is scheduled at assemblies. The SRC present the focus at this assembly giving examples and non-examples of a skill for example, ‘Being in the Right Place at the Right Time’. The focus of PBL is to identify and acknowledge positive behaviours. The basis of all teaching points is to be Respectful, to be Responsible, and to be a Learner.

Senior students are given the responsibility of being buddies to the Kindergarten children. Their main role is to model behaviours and to support their buddy when necessary. All senior students are active in various ministries taking on specific responsibilities and are supported by a teacher. Among the ministries are Communication, Leadership, Welcoming and Liturgy.

In 2014 a social justice club was formed. This club is open to students from Years 3 to 6. A teacher works with the students in the club as well as the parish social justice group. The social justice club helps to support sponsorship of the school of St Jude’s, Vinnies hampers, Project Compassion, organise activities for fundraising and to raise awareness of issues. In 2014, students formed a relationship with St Lucy’s school Wahroonga through visiting and meeting students. St Lucy’s is a school for students with special needs. Holy Family students were able to educate other Holy Family students and parents about the challenges St Lucy’s children and
The School social justice club organised and ran a special project, 'A Week Without Words', raising money for much needed technology.

With all that the students do to raise money for those in need the greatest learning is the empathy, the knowledge of how to be a global citizen underpinned by Catholic values and what this should look like in our school and families.
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**

Students engaged deeply with scripture through Godly Play. Teachers were supported with increased resources and staff professional learning. A social justice club was formed. Students from Year 3 to 6 continued and extended previous social justice projects.

The introduction of the *KidsMatter* program continued with component 3 *Working with Parents and Carers* and the forming of a *KidsMatter* Team composed of staff and parents. Kimochis (educational toys) and ‘The Leader in Me’ were implemented in part of the school to assist students with social emotional learning. This resulted in positive outcomes.

Extending Mathematical Understanding (EMU) was a major focus in 2014. Two staff trained as EMU leaders and two trained as specialist teachers. The majority of staff PL focused on mathematics and EMU strategies and methods. Successful parent education explored strategies used in EMU and resources were provided to support parents. Evidence of student learning and staff engagement are indicators of the positive impact of EMU. This is particularly true of the action focus on multiplication and division.

**Priority Key Improvements for Next Year**

During 2015 we aim to:

- more formally develop student understanding, knowledge and practice of prayer and reflection and provide a variety of experiences
- engage with component 4 of *KidsMatter ‘Helping children with mental health difficulties’*
- review and implement a program to promote the development of student social and emotional development
- from the Mathematics Assessment Interview (MAI) and other student assessments, identify a new action project as a focus for PL and establishing improvement targets for student learning
- establish technology priorities for Early Stage One / Stage One students and purchase appropriate hardware to support students and staff
- research spelling strategies and begin implementation in focus groups
- develop the Science and Technology program in line with the implementation of the new NSW syllabus in 2015
- explore the *Seven Steps of Writing* exposing students to strategies
- continue to develop the structure and effective operation of the School Advisory Board strengthening alignment with staff, P&F and SRC.
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 parent survey designed to gather information about what parents saw as strengths, desires and possible areas for improvement was undertaken by the School Advisory Board. A high response indicated that there is high level of satisfaction with the teaching and expression of Catholic values and tradition. Also high is the sense that the school provides a friendly, safe and supportive environment that teaches respect. Parents felt well informed about curriculum and have a good sense of community.

Some of the key suggestions for further action include a desire to have a clearer understanding of how parents can support their child’s learning at home including a deeper ‘layman’s’ understanding of what their child knows and can do and where to next. The school currently caters for a number of high ability students and the challenge expressed by parents is to continue to improve on meeting the needs of students at all ability levels. These key factors form part of the 2015 school goals and targets.

**Student Satisfaction**

During 2014 all students from Kindergarten to Year 6 were given surveys appropriate to their age specifically about wellbeing and bullying. A majority of the student population identify as feeling safe and happy at school ‘most of the time’. While students indicated that bullying does occur ‘some of the time’, and for some more often, 80% or more in each grade said that teachers act quickly to support them and help stop any bullying.

Through the *Positive Behaviours for Learning* (PBL) framework, the use of Kimochis and the 'Leader in Me' program, students are helped in developing strategies to cope with relationship problems and develop problem solving skills and resilience. This will continue to be a priority and focus in 2015.

**Teacher Satisfaction**

Evaluations following PL opportunities were very positive. Teachers commented on the practical nature of the learning and how they were able to modify their practice with success. A high level of teacher satisfaction was also evident in the way they engaged in professional dialogue and their commitment to ongoing learning. Teachers openly engaged in Collaborative Analysis of
Student Learning (CASL) meetings - a group case management approach to discuss and commit to strategies that may assist a student to better engage with a specific KLA. Many visitors comment on the welcoming nature of our staff - a good indicator of relationship and satisfaction.
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

- Commonwealth Recurrent Grants (49.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.8%)
- Fees and Private Income (29.1%)
- Other Capital Income (4.6%)

### Expenditure

- Capital Expenditure (1.5%)
- Salaries and Related Expenses (69.3%)
- Non-Salary Expenses (29.2%)

#### Recurrent and Capital Income

<table>
<thead>
<tr>
<th>Income</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$1,821,845</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$617,856</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$1,069,286</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$170,007</td>
</tr>
<tr>
<td>Total Income</td>
<td>$3,678,993</td>
</tr>
</tbody>
</table>

#### Recurrent and Capital Expenditure

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$47,862</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$2,216,306</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$934,316</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$3,198,484</td>
</tr>
</tbody>
</table>