St Brendan's Catholic Primary School, Lake Munmorah
Annual School Report to the Community
2014

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Principal
Mrs Luanna Fletcher
St Brendan’s 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 boasts well maintained, extensive grounds and modern facilities. There is a strong focus on sustainability and stewardship with an environmental team and gardening club being significant additions in 2014. The staff team prides itself on offering dynamic learning experiences which cater to the spiritual, academic, and physical needs of all students. The school supports and supplements the efforts of parents in providing a well-rounded education for our students. All students are expected to live out the Christian values embedded in the school’s vision statement. Our school motto, ‘Alive in Christ’, is evident in all we strive to achieve. This year, aligned to our School Improvement Plan (SIP), there has been a strategic focus on pastoral care and student wellbeing. Initiatives such as yoga, praying the daily Examen and meditation have been implemented to target building resilience and increasing a healthy social and emotional outlook for all students.

Parent Body Message

The parent community are highly engaged in the life of the school. There is parent representation on the KidsMatter team, the Positive Behaviour for Learning (PBL) team, the School’s Board and the Parents and Friends association (P&F). The P&F worked hard to ensure that communication was a priority in 2014 using the fortnightly P&F newsletter as a vehicle to pass on information. In addition, the P&F organised community events including a welcome evening, Trivia night, disco, and Christmas Carols. The P&F also supports fundraising for school resources. The school’s Enrichment Board focuses on supporting the school to communicate the SIP and suggests possible strategies to ensure parents understand the purpose of these goals.

One of the highlights for the parent community was the improvement in pastoral care to support parent engagement. There were opportunities to participate in CatholicCare courses, including the very successful Circle of Security. The Coffee and Chat initiative was overwhelmingly successful and will continue in 2015. The parent community were invited to respond to several survey instruments, including a thorough evaluation of the SIP goals.

Student Body Message

School students are given many opportunities to be involved in the life of the school and to represent the school at sporting and academic events. They are encouraged to participate in prayer and liturgical celebrations. Family Masses celebrated each term are a highlight. In 2014, the student leadership team participated in an excellent leadership forum at Homebush. All Year 6 students were commissioned as Respect Others, Self and the Environment (ROSE) reinforcers, participating in a day of team building to deepen understandings of the ROSE rules and why it’s important to encourage everyone to follow these rules. A large number of students worked in the Mini-Vinnies team which is very popular at our school. This team raised...
money and collected donations of food and blankets for the needy in our local community. There is a Student Representative Council (SRC) made up of students from Years 2 to 6. The council meets with a teacher each week to plan ways to help make our school an even better place. Its biggest achievement was to form a garden club. Yoga, the daily *Examen* and meditation are new initiatives that, after surveying students, proved popular and will continue in 2015.

**Parish Priest’s Message**

In 2014 the school celebrated 25 years of service to the Catholic families of Lake Munmorah. This event was marked with a Mass and planting of a rose. The parish sacramental program is well supported by both the school and parish with the Parish Priest delivering the content which is then supported by classroom teachers. Wednesday morning Mass is attended by stage groups and provides a meaningful opportunity for the students to experience the Eucharist with parishioners. The family Mass celebrated on a Saturday during term time is seen as a valuable opportunity for the Parish Priest to connect with many of the families in the school.

The principal and a P&F representative are members of the Parish Pastoral Council (PPC) and attend monthly meetings during which time they are updated on parish happenings and invited to contribute their thoughts and ideas. The PPC seeks many strategies to engage with the school and vice versa.
School Features

St Brendan’s Catholic Primary School Lake Munmorah, is a Catholic systemic co-educational school.

The school was established in 1989 and sits within the Diocese of Broken Bay. In 2014, the school celebrated its silver anniversary where past founding staff and clergy were recognised during a day of celebration. St Brendan’s Catholic Church and school sit within the parish of Toukley / Lake Munmorah and the Parish Priest has established and maintained close connections with the School.

The school caters for students in Kindergarten to Year 6 (K-6), delivering quality holistic teaching and learning experiences. The total enrolment in 2014 is 432 students, consisting of seventeen mainstream classes and a specialised Kindergarten to Year 2 class, across Kindergarten to Year 6.

The on-site Early Learning Centre (ELC) feeds into our Kindergarten providing a valuable connection to our students. Outside School Hours Care (OOSH), is also available on-site and supports families by offering a service that engages students through a variety of activities.

Over twenty (20) students are supported by an Aboriginal Education Worker (AEW) to embrace, nurture and share their culture. These students enjoy a weekly didgeridoo lesson and are encouraged to perform at assembly.

Co-curricula programs offered in 2014 include: debating, public speaking, chess, robotics, gifted and talented days, St Brendan’s Got Talent, Year 2 SwimSafe program and sporting opportunities (athletics, cross country, touch football, soccer and netball). Optimal student emotional and social health is very important and is nurtured through classroom teaching, KidsMatter, Positive Behaviour for Learning (PBL), Let’s Do Lunch, weekly meditation and yoga. The school offers membership to a Mini-Vinnies team which engages in social outreach to support both local and global initiatives. Such initiatives support our students to develop a deep understanding of the values of empathy, compassion and equity.

Parent participation is openly encouraged in a variety of capacities: to support student learning, to inform and deepen knowledge and understanding, as class parents, to volunteer in the canteen and at sporting events, as members of the KidsMatter and PBL teams, attendance at the weekly assembly and membership of the School’s Enrichment Board. There is a very active P&F association who work tirelessly to fundraise and promote positive relationships across the school.
There is an active *Learning Assistance Program* (LAP) program which includes volunteers from the school and parish working alongside students and teachers to support optimum wellbeing.
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>202</td>
<td>230</td>
<td>4</td>
<td>432</td>
</tr>
</tbody>
</table>

* Language Background Other than English

The school has grown steadily over the past few years comprising three streams from Kindergarten to Year 2. The recently opened St Brigid’s Catholic Secondary College is located across the road and appears to have led to an increase in enrolments across Years 3 to 6.

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 94.10%. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</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>
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>28</td>
<td>10</td>
<td>38</td>
</tr>
</tbody>
</table>

* This number includes 22 full-time teachers and 6 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>28</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>MAI Assessment and Analysis: conduct and analyse student MAI assessments to design and implement teaching strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>Social and Emotional Wellbeing: review and revise the current PBL framework in the school context</td>
</tr>
<tr>
<td>Day 3</td>
<td>Spirituality: identify the link between Catholic and Aboriginal Spirituality</td>
</tr>
</tbody>
</table>
Staff has had numerous PL opportunities to further develop their skills in teaching English and Mathematics such as:

- deepening shared understanding of the English block structure
- using learning intentions and success criteria to guide descriptive feedback to students
- data analysis using the *Literacy Continuum* and *Mathematics Assessment Interview* (MAI) *Growth Point Descriptors*
- *Extending Mathematics Understanding* (MAI) strategies to improve mathematical understanding
- *Diocesan High Yield* strategies: English Instructional Walks, *Collaborative Analysis of Student Learning* meetings and co-teaching coaching model.
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’.

CATHOLIC HERITAGE
The school participates in many parish functions and liturgical celebrations. The development of a strong relationship between the school community and the parish community is a priority. In an effort to spread The Joy of the Gospel, the school community identifies the importance of building such a relationship. The school supports the parish-based sacramental programs with a class focus and in the planning and celebration of the sacraments. The school has also implemented a daily prayer time for the whole school community in its effort to deepen the relationships between the students and Jesus.

RELIGIOUS LIFE OF THE SCHOOL
A firm belief in the importance of being “Alive In Christ” is the basis for all decision making in the school. The Religious Education (RE) program is based on the Broken Bay K-12 RE curriculum and all learning experiences are developed from the associated modules. The students are presented with many opportunities to experience a variety of liturgical celebrations each term ranging from class Masses to whole school celebrations and parish family weekend Masses. A number of initiatives designed to enhance the religious life of the school have been introduced, including the daily praying of the Examen, the introduction of meditation sessions for all students and the establishment of a student liturgy committee.

CATHOLIC WORLDVIEW
The students are constantly encouraged to view the world through our Catholic faith by reaching out to those in need. Our Mini-Vinnies group are constantly fundraising for those less fortunate by supporting St Vincent De Paul, Caritas and Catholic Mission as well as supporting those in need in our own community by supplying hampers and vouchers.

PROFESSIONAL LEARNING IN MISSION
There are currently six staff members studying post graduate Theology courses and all staff
attended an Aboriginal spirituality day exploring the relationships between being Catholic and Aboriginal spirituality.
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.

Throughout the year staff meetings were designed, in alignment with the school's SIP goals, to promote best pedagogical practice so as to successfully implement the new curriculum in English and Mathematics and ensure demonstrable growth in student learning. All staff accessed PL opportunities and engaged in professional dialogue with CSO Education Officers on a regular basis. To ensure that PL experiences were validated, staff were required to plot their students on literacy and numeracy continuums at regular intervals. This process assisted us in gathering data to understand what strategies were most successful in improving student outcomes.

A full time literacy coach was appointed to the school with an agenda to bring about quality and consistency within the English block with a specific focus on the elements of guided reading. The school's data demonstrated that this initiative was overwhelmingly successful with 100% of staff demonstrating the effective implementation of the preferred structure. There was a significant increase in student's reaching and/or reading beyond the recommended benchmark for Years K-2. The 2015 SIP will therefore focus on a strategic emphasis of the elements of guided and modelled writing within the English block.

Furthermore, the school determined a need to focus on speech and language and reviewed the speaking and listening scope and sequence. This review resulted in a significant overhaul of the public speaking initiative in the school and saw the introduction of a debating team.

There was a continued focus on the implementation of the Extending Mathematical Understanding (EMU) program. This included the training and subsequent administration of the MAI across Years K to 6 to allow teachers to focus on a student's point-of-need. Those students who were deemed vulnerable were then able to access intensive EMU support, resulting in extensive academic gains.

In preparation for the implementation of the new Science and Technology syllabus, a coordinator was appointed to oversee the development of a scope and sequence and to ensure
teachers and units of work are well-resourced.

The school identified a number of students presenting with characteristics of dual exceptionality and engaged the support of learning support personnel from CSO to oversee the implementation of a program. Again, an expert facilitated general professional learning for all staff members and more specific PL for staff members implementing the program.

As the diocese heads towards a cloud-based environment, staff have developed websites for student work, embraced the use of tablets and iPads and have begun placing programs of work in the school cloud-drive.
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>53.30 %</td>
<td>49.90 %</td>
</tr>
<tr>
<td>Reading</td>
<td>35.00 %</td>
<td>46.20 %</td>
</tr>
<tr>
<td>Writing</td>
<td>26.70 %</td>
<td>39.10 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>26.70 %</td>
<td>43.70 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>31.60 %</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>28.60 %</td>
<td>36.60 %</td>
</tr>
<tr>
<td>Reading</td>
<td>19.60 %</td>
<td>34.50 %</td>
</tr>
<tr>
<td>Writing</td>
<td>10.70 %</td>
<td>15.50 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>16.10 %</td>
<td>33.60 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>12.70 %</td>
<td>25.90 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments
Whilst some of the NAPLAN results were pleasing and demonstrated increased student outcomes for more capable students, overall the NAPLAN results for both Year 3 and Year 5 students in the top 2 bands were below the national results. This is indicative of the school’s identified targeted initiative for high ability students. Results of other assessments during the year include:

The 2014 *International Competitions and Assessment for Schools* (ICAS) results illustrate that there is strong growth across the school:

- **English**: 27 students; 2 Distinctions (top 10%); 7 Credits (top 25%); 1 Merit (top 35%)
- **Spelling**: 18 students; 2 Distinctions (top 10%); 5 Credits (top 25%)
- **Writing**: 14 students; 1 Distinction (top 10%); 4 Credits (top 25%); 1 Merit (top 35%)
- **Mathematics**: 37 students; 1 Distinction (top 10%); 5 Credits (top 25%); 4 Merits (top 35%)
- **Science**: 19 students; 1 Distinction (top 10%); 5 Credits (top 25%); 1 Merit (top 35%).
- **Computer Skills**: 21 students; 1 High Distinction (top 1%); 1 Distinction (top 10%); 6 Credits (top 25%); 4 Merits (top 35%).

Specific Mathematics Competitions:

- **The Hunter Region Primary Mathematics Competition**: 26 students from Year 4, 5 and 6.
  - Distinction: 3 Year 4 students and 1 Year 5 student (top 90th percentile), 1 Year 6 student (top 96th percentile) and 2 Year 6 students (top 92nd percentile).

- **The Mathematics Challenge for Young Australians Program** targets the top 20% of primary students in Years 3 to 6.
  - 27 students from Years 4, 5 and 6 submitted worked answers to four extensive problems
  - 2 Year 6 students (top 86th percentile).

- **The Australasian Problem Solving Mathematical Olympiads**: 20 students
  - 3 students (top 40% of participants)

Targeted early intervention for K-2 students is in place to increase student capacity in the foundation years. Extending targeted intervention is a focus. Students K-6 who perform below national minimum expectations are closely monitored. The benefits of tracking and monitoring students was well illustrated in November when diocesan assessments were conducted. The data from these assessments shows that the growth of the K-2 cohorts is particularly strong.

In 2015, the whole school priority will continue to focus on improving student outcomes in Mathematics and English by examining data and tracking progress. In response, staff PL will focus on the pedagogy of writing and spelling. Further PL on the pedagogy of reading and mathematical understanding will continue.
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 outlines procedures and practices for pastoral care in our school. We have an ongoing commitment to having a student wellbeing and Pastoral Care policy that is both active and relevant to the students under our care. The staff has undertaken a review of this policy in 2014 to ensure that it reflects current practices and meets the needs of all students. We have several initiatives to support pastoral care at the school. Parents at the school organise a series of *Munch ’n Crunch* mornings with funds raised given to support families in crisis. The school’s Family Liaison Officer (FLO) works to identify families in crisis and assists them in managing their pastoral needs. The local branch of *CatholicCare* has a base at the school and has been available to community members for support and has also run various courses in 2014. The CSO counsellor assigned to the school works with individual students and their families on a needs basis. The students all participated in the peer support program and the *Seasons for Growth* program along with LAP, yoga, meditation, and the *Let’s do Lunch* activity.

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.

Behaviour management and student discipline are outlined in our school Pastoral Care policy. Our ROSE rules have been developed in line with PBL. A review of the Pastoral Care policy and the procedures for behaviour management was undertaken in 2014 by the staff at the
school. The PBL team meets regularly to discuss current needs within the school and PBL lessons are taught weekly in classrooms. The children are regularly reminded of school rules and acceptable behaviour, in class and at whole school assemblies. There is a distinct focus on recognising positive behaviour through ROSE stickers, weekly ROSE awards and the Spirit of Saint Brendan Award each term. The principles of restorative justice are evident in teacher interactions with children.

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.

The School’s Anti-Bullying Policy works to ensure a safe and supportive environment for all students. Bullying is not tolerated in any form throughout the school and is handled promptly by teachers and the school leadership team. Parents are informed if their child is involved in any bullying incident at the school. Parent teacher meetings are called to resolve any bullying issues. Strategies to deal with bullying across the school are taught to students and they are encouraged to report incidences of bullying to teachers and also through an online reporting system (I need to tell somebody...).

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.

We have initiated a number of procedures for students and parents to report any issues that are of concern for them.

Our school webpage (https://www.sblmdbb.catholic.edu.au/) has a link to our Parent Handbook which contains information regarding the procedure for complaints and grievances. Also on the
webpage we have information regarding our ROSE email (ROSE@dbb.catholic.edu.au) which allows parents and students to contact the school directly if they have any pastoral issues.

On the PBL section of the student webpage, the students are able to complete a form (*I need to tell somebody...*). This alerts the PBL team of issues they may face.

**Initiatives Promoting Respect and Responsibility**

The school places a high priority on promoting respect and responsibility within the School and this is reflected in our school rules: Respect Others, Self and the Environment (ROSE). School rules are reinforced by being prominently displayed in all rooms and in public areas. The children are consistently reminded of these rules in both the classrooms and at school assemblies.

Our student leaders in Stage 3 take on various responsibilities to promote respect and responsibility including: leading school assemblies; organising fund-raising activities, welcoming guests to the school, being a buddy-class to the younger grades for class activities, and assisting teachers on the playground in their roles as ROSE reinforcers. Students are also reminded of their responsibility towards our environment. As such, initiatives from the students in regard to keeping the playground clean, and caring for the environment, both on a school and wider community level, are welcomed. Students are given opportunities to join the gardening club and care for our chickens, goats and worm farm.
SECTION NINE: School Improvement

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

2014 has seen the successful implementation of praying the daily Examen following morning tea. Representatives of the student body were filmed commenting on the purpose of praying this way and their reaction to it. All overwhelmingly agreed that it gave them time each day to pray communally. Staff report a calmer middle session with students less anxious and more focussed.

The success of the focus on increasing student levels of resilience and positive behaviour is evident in the decrease in the number of PBL recorded data along with decrease in referrals to the office. The Year 6 ROSE reinforcers also kept a journal of their playground experiences noting a decrease in the number of playground incidents.

The adoption of common practices in guided reading, increased number of students above recommended level, growth demonstrated in writing samples compared from the beginning of the year, and anecdotal notes from Instructional Walks and Talks demonstrate improvements in student outcomes in English K-6.

Likewise the data gathered from the administration of the MAI and post-testing demonstrates improvements in student outcomes in Mathematics K-6.

Priority Key Improvements for Next Year

The SIP goals for 2015 have been drawn from analysis of data, feedback from staff, formal discussions with staff, liaison with CSO personnel and surveys of students and parents.

For 2015 the school’s SIP goals will be:

Mission: To deepen students’ relationship with Christ by immersing all students in “Joy of the Gospel”. The daily practice of praying the Examen will now include a focus on increasing student knowledge and understanding of the Christ's message as expressed through scripture.
Learning and Teaching: To continually improve academic outcomes in Mathematics and English by specifically identifying strategies to support point-of-need. Staff PL will include continued opportunities to analyse and respond to student data ensuring that it is driving learning and teaching.

Pastoral Care: To further develop the skills of resilience to improve student engagement. PBL and KidsMatter are having a positive impact on student emotional health and wellbeing. Staff will engage in PL which identifies strategies for building student capacity for becoming self-directed learners.
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

The SIP goals encompass the direction of the school and parent input into the formation of these goals is valued. Parents were surveyed in November 2014 to ascertain the level of satisfaction with the school’s progress in light of the goals.

- In the domain of Learning and Teaching: 92% of parent responses indicated they felt well informed about their child’s progress, they knew their child’s areas of need and that their child demonstrated a positive attitude towards learning.
- In the domain of Pastoral Care: 98.5% of parent responses indicated that their child had a good knowledge of the ROSE rules, had grown in resilience and that the school promotes good mental health & wellbeing.
- In the domain of Catholic Mission: 84.5% believed that meditation and praying the daily Examen had a positive impact on their child’s spiritual development.

In addition, parents have accessed various other avenues to provide input: Coffee and Chat mornings, Parent Sharing Interviews, surveys, P&F meetings and via the KidsMatter, PBL and Class Parent teams.

Student Satisfaction

Students completed a survey relating to the achievement of the SIP goals. Students were able to identify the goals as being priorities at our School this year and were able to acknowledge the improvement of their learning, their prayer life and the care and well-being of the school community. They were able to highlight that the school’s focus on them had benefited the entire school in becoming a more inclusive and happier place to be. A high percentage of students were able to identify they had improved learning gains in English; all students were able to identify the school’s ROSE rules and felt these rules were ensuring their safety and wellbeing. The students were also able to identify that the teachers look after them and support their well-being and happiness.

Teacher Satisfaction

Staff are an integral part of our school community. The staff were again surveyed, seeking their feedback relating to their involvement in the achievement of the SIP. The vast majority of staff identified that the school was very successful in the achievement of the goals and of their direct...
involvement in the achievement of these goals.

There was overwhelming support for the structures put in place to support student learning during the English block. Staff felt supported and valued by school leadership in relation to their efforts to engage students and improve learning outcomes. Staff agreed that the introduction of the daily praying of the *Examen* had led to students developing a new way to pray, a closer relationship with God and a calmer school environment.

Staff reported an appreciation of the many PL opportunities that were provided during the year, particularly noting the learning opportunities relating to the new Australian curriculum, MAI and Google Drive.
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 (56.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (23.8%)
- Fees and Private Income (16.2%)
- Other Capital Income (3.6%)

**Expenditure**

- Capital Expenditure (1.7%)
- Salaries and Related Expenses (69.8%)
- Non-Salary Expenses (28.5%)

### Recurrent and Capital Income

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<tr>
<th>Income Description</th>
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<tr>
<td>Commonwealth Recurrent Grants</td>
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<tr>
<td>Government Capital Grants</td>
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<td>State Recurrent Grants</td>
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<td>Fees and Private Income</td>
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<td>Other Capital Income</td>
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### Recurrent and Capital Expenditure

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<td>Salaries and Related Expenses</td>
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<td>Non-Salary Expenses</td>
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<td><strong>Total Expenditure</strong></td>
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