St Bernard's Catholic Primary School,
Berowra Heights
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St Bernard'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

At Saint Bernard’s Catholic Primary School the core values of faith, hope, justice, love and joy underpin our policies, procedures and practices. As a school community we embrace high standards of holistic education that supports student centred learning in a Christ-centred context.

Priority is given to developing in students a love of lifelong learning, through a focus on academic achievement and engagement of contemporary pedagogy. Quality learning experiences are provided which motivate and challenge students to reach their full learning potential. Our school’s motto ‘Honesty’ is the foundation on which our mission is built.

2015 saw the refurbishment of classrooms, a major building project, which has enabled the School to have learning spaces designed for 21st Century learning.

I offer you this Annual Report for 2015; it is a key component of our School’s accountability to the community.

Parent Body Message

This year the Parents and Friends (P&F) is focused on fostering the wonderful community spirit for which the School is renowned. Our social functions were, as always, successful in drawing the community together and raising funds!

Highlights include the biennial fete, which was a huge success both socially and as a fund raiser. Our Mother’s Day and Father’s Day stalls were also well received. The canteen and uniform shop offer wonderful opportunities for the School community and also contribute to fund-raising for the School.

In 2015 our major focus was to ensure that our students had new furniture as part of the building project. With the help of the community we achieved this major initiative. We held two very successful Working Bees, which not only enabled many ‘chores’ to be completed but were great social events as well.

At the end of 2015 it was wonderful to see new volunteers into some the positions of the P&F Executive. I would like to thank the staff, parents and students for their support during 2015.

Student Body Message

St Bernard’s is a school of pride and dignity and does it’s very best to help students love and grow in the light of Christ. The School has a wonderful learning environment and has helped us learn more and more over the years. The School makes contributions to charities, through initiatives like: Mufti days; Candela stall; the Dish and Catholic Mission.

The School has given us many leadership opportunities. We attended the Cluster and Diocesan Masses with other School leaders and we have led our School liturgies and assemblies. We have
been responsible for leading the School athletics and swimming carnivals; for getting sports equipment out at recess and lunch and for looking after the sport equipment. We have a buddy program that gives younger children support throughout their early years at the School. This program has run since we were in Kindergarten and has given us the confidence to be happy at school.

In 2015 the Stage 3 students continued their lunch time clubs and the Student Representative Council (SRC) continued their fund raising initiatives for St Vincent de Paul, Candela and Catholic Mission.

Parish Priest's Message

Reflecting on St Bernard’s School I want to commend the staff and students on a very successful year. There is a wonderful spirit of prayer and Christian concern evident at the School and this can be seen in the classroom, on the playground and in liturgies in St Bernard’s Church. I have enjoyed sharing our Catholic identity with the children at weekly school Masses, class visits and sacramental and liturgical celebrations. We are all disciples of Jesus and the task of teaching our beautiful Catholic tradition to the children belongs to all of us, priest, teacher and parent. I encourage families to connect with their faith tradition and instil in their children a love of their Catholic community. The School is part of Ku-ring-gai Chase Catholic Parish and as such, by accepting your child’s enrolment, the Parish community is committing itself to the formation of your family in the faith. I invite families to participate in the life of our Parish so that your family becomes part of the worshipping community.
School Features

St Bernard's Catholic Primary School Berowra Heights, is a Catholic systemic co-educational school.

The School was established in 1971 by the Sisters of Mercy. It is situated in a beautiful bushland setting with students drawn from the surrounding suburbs of Mt Ku-ring-gai, Mt Colah, Cowan, Brooklyn and Mooney Mooney. St Bernard’s enjoys a reputation as a centre of excellence in teaching and learning which offers balanced, holistic curriculum in a safe and caring environment.

The vision is for the school community to be welcoming and to inspire each another to grow in faith, hope, love, respect, justice and joy. The School offers a welcoming Christ-centred community, quality teaching and learning, specialist programs - Music, Band, Dance/Drama, Language (Indonesian), ICT enhanced library and classrooms, Positive Behaviour for Learning (PBL) and KidsMatter. Religious Education is an integral part of our school and the students are involved in developing liturgies for classroom and whole school celebrations.

The senior students are involved in a leadership program each year including a leadership camp, which provides the students with opportunities to develop their leadership skills. There are many opportunities for the students to participate in a variety of sporting, cultural and academic activities, including public speaking, gala sport days and school performances.

In 2015 the classrooms were refurbished and are now designed to allow for 21st Century learning. They are equipped with new technology and furniture to enable students to learn in different ways. There were 12 classes Kindergarten to Year 4 and two Stage 3 classes. The structure of the classes depends on the number of students at the time.

The School continued its community relationship with the surrounding schools by participating in the netball and soccer competition, involvement in the Colour Run and ANZAC Day ceremony.

The newly developed School Advisory Team, saw new membership and assisted in the development of the new school Communication and Social Media Policy. The Team continued advising the School and were involved in the technology of the newly refurbished classrooms.
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 2015. 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>125</td>
<td>111</td>
<td>19</td>
<td>236</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Enrolled students are from the surrounding areas. Many enrolments are from families whose parents attended the School and value the educational and social aspects the School provides or they represent new families who have relocated to the 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 2015 was 94.53 %. 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>95 %</td>
</tr>
</tbody>
</table>

The school works closely with the School community to continue to maintain a high attendance rate.

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 2015:

<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>5</td>
<td>22</td>
</tr>
</tbody>
</table>

* This number includes 14 full-time teachers and 3 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>Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>17</td>
</tr>
<tr>
<td>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assessment Analysis and Planning</td>
</tr>
<tr>
<td>2</td>
<td>Liturgy Development</td>
</tr>
<tr>
<td>3</td>
<td>Staff Spirituality, Data and Reviewing of the School's KLA Scope and Sequences</td>
</tr>
</tbody>
</table>

Staff were involved in continuing PL opportunities such as Extending Mathematical Understanding (EMU), literacy and numeracy network meetings, library network meetings and PL for the implementation of the Curriculum Documents -History and Geography. All staff participated in managing difficult behaviour situations and CPR. The Religious Education
Coordinator (REC) and the Assistant Principal attended the Diocesan Conferences and network meetings.
Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas 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 the Christian life and how we live it.

St Bernard’s Berowra Heights and St Patrick’s Asquith are connected to form the Ku-ring-gai Chase Catholic Parish. A focus of the School Improvement Plan has been to support professional learning for staff in regards to Liturgy and authentic student engagement. To support this goal, the School community has participated creatively in class liturgies, including engaging Liturgy, preparing and leading improved understanding of the role of Liturgy in the Catholic faith and developed the understanding and the importance of Liturgy within a school setting and active participation.

Class prayer tubs have been organised for all classrooms with relevant resources. Staff have participated in professional learning and have implemented the new format for Religious Education programming. As well the school community has been involved in:

- Parent formation sessions
- Each class takes a turn to prepare front foyer prayer space – reflects RE unit they are working on in class
- More involvement for students at weekly Wednesday Masses – Stage 3 Readings, Year 4 Prayers of the Faithful, Year 3 Offertory, introduction of new songs / actions / song leaders
- Social Justice – developed a Mini Vinnies Group – incorporated with SRC
- Fundraising for Caritas, Winter Appeal, Catholic Mission
- Year 6 attendance at beginning of year Cluster Mass
- School Leaders attendance at Annual Catholic Mission Mass
- Whole school preparation and participation in Holy Week Liturgies
- Years 2 & 3 – Sacramental Programs
- Stage 3 Participation in Mercy Leadership days and 150 Years of Mercy
- Whole school participation in Mercy Art Competition – How I see mercy in our world?
- The Dish
- Family Masses
- Reconciliation Week
- Andrew Chinn Christmas Concert
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 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.

During 2015, the School continued with the Extending Mathematical Understanding (EMU) initiative. We continued our journey of providing a new direction for staff in their teaching of numeracy, with a focus on developing student’s conceptual understanding. The Mathematical Assessment Interview (MAI) allowed teachers to pinpoint students’ growth points and program lessons and warm ups in accordance to these needs. From the MAI data an intervention group was formed, comprising Year 1 students, whom were provided with daily number practice. The parent community were also engaged in assisting students in their numeracy development, through parent workshops.

Literacy continued to be a focus for the school in 2015 with a whole school approach to improve student outcomes in writing. With the Literacy Coach, staff were involved with professional learning for the writing block and the learning support teacher was timetabled to support students during the literacy block. Workshops were available for parents providing information to assist their children with developing efficient reading strategies.

The School also continued implementing the KidsMatter framework, with a Wellbeing Week, Parent Information Sessions to assist with developing resilient children and with integrating the Framework within our PBL and PDH lessons.

The use of technology in the classroom to enhance learning is also a priority with the continued use of iPads for all classes. At the end of 2015 all classrooms were fitted with two TVs and Apple TVs. The School library also provides opportunities for student to access and use technology.

Technology is an area that the School is constantly endeavouring to improve. In addition, several noteworthy initiatives have enhanced the learning environment, including:
- the Gateway initiative supported Stage 2 students whose particular talents in creative writing, dance, Science and Mathematics made them eligible to participate in a forum with other local Catholic schools to engage in learning activities and discussions with their peers
- involvement in public speaking
- implementation of fortnightly Indonesian language lessons
- appointment of a Dance and Music specialist
- opportunities for students to learn a musical instrument and be part of the School band
- opportunities for students from Year 3 to Year 6 to be part of the School choir.
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 2015</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>61.90 %</td>
<td>52.20 %</td>
</tr>
<tr>
<td>Reading</td>
<td>57.10 %</td>
<td>48.20 %</td>
</tr>
<tr>
<td>Writing</td>
<td>57.20 %</td>
<td>46.80 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>31.00 %</td>
<td>41.20 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>33.30 %</td>
<td>33.50 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</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>38.20 %</td>
<td>35.90 %</td>
</tr>
<tr>
<td>Reading</td>
<td>41.10 %</td>
<td>33.50 %</td>
</tr>
<tr>
<td>Writing</td>
<td>29.40 %</td>
<td>19.10 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>41.20 %</td>
<td>32.60 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>35.30 %</td>
<td>27.80 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments

NAPLAN data is used as part of the development of our Teaching and Learning SIP goal. Spelling
and Grammar and Punctuation have been an identified areas of improvement and these are an integral part of our SIP Writing goal. The introduction of the Literacy Coach this year, will continue in 2016 as will the professional learning for staff. These results support the work undertaken to improve students outcomes with more students in the top two bands for all areas except Year 3 Spelling and less students in the bottom two bands in all areas.
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’s pastoral care policies and practices are at the forefront of all that is promoted across the community. The PBL framework permeates decision making at all levels of the community: Respect for Self, Respect for Others and Respect for the Environment. Within the PBL framework is the ongoing development and implementation of an award structure which affirms and encourages appropriate behaviour. This structure includes: Reasons to Smile, Blue, Green and Gold Awards, Principal's Morning Tea and the prestigious St Bernard’s Award. The PBL structure was re-visited regularly, through twice a term PBL meetings, and the analysis of recorded data. Such analysis provided a scaffold for staff to unpack 'where', 'why' and the 'type of incidents' recorded and to accurately pinpoint strategies for implementation.

In 2015 the School continued its journey with KidsMatter and integrating this framework into our PBL and PDH scope and sequence. KidsMatter issues and parent information matters were often included in the School newsletter. Wellbeing Week was introduced in 2015 which included a variety of activities for students, parents and staff.

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.

In 2015 changes were introduced to the Behaviour Management Policy, this included a flow chart for parents, staff and students.
Policy is based upon the PBL Framework with the focus on celebrating student success. We have a reward system which included students being able to receive Blue, Green and Gold Awards and invited to the Principal’s Morning Tea. Students who demonstrate respect for self, others and the environment can also be nominated for the St Bernard’s Awards.

The PBL framework also provides a structure for students whose choices demonstrate that they may not be respecting self, others and the environment. In all classrooms and on the playground there are Short Timeout Areas for students to think, reflect and evaluate their behaviour. If a behaviour continues that warrants further intervention, further discussion takes place with the Principal or Assistant Principal and students can be issued with a shadow card, receive an in-school suspension or out-of-school suspension, depending on the situation.

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 has an anti-bullying policy in place and bullying in any form is unacceptable. Bullying can take many forms - physical, psychological and verbal. Bullying is ongoing by nature and not a ‘one off incident’. This policy informs the School community about the procedures that are in place to ensure that any report of bullying is investigated thoroughly. The School continuously revisits the Behaviour Management Policy and the PBL Framework and strategies are explicitly taught through PDH and KidsMatter. All anti-social behaviour should be reported to the class teacher in the first instance. This can then be monitored for frequency and it can then be determined if it is systematic or an infrequent ‘one off’ situation. The School will investigate all alleged instances based on procedural fairness and speaking to all those alleged to have been involved in any instances of bullying. The Behaviour Management Flow Chart is used to determine the next steps to be taken by the School.

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.

The School has in place a parent flow chart to help parents when communicating with the
School in regards to complaints or grievances. It is important that parents make an appointment
to contact the class teacher in the first instance, to ensure clarification of a complaint or
grievance. This enables both parties to understand the circumstances and to determine what
actions need to be implemented to satisfactorily resolve the issue. After meeting with the class
teacher, parents can make an appointment to meet with the Assistant Principal and/or
Principal. All complaints/grievances are addressed appropriately and are investigated in a fair
and impartial manner. All persons involved are interviewed and appropriate action at
the conclusion of the investigation is implemented. The North Shore School Consultant can also
be contacted by parents once they have made contact with the School.

**Initiatives Promoting Respect and Responsibility**

The PBL framework of respect for self, others and the environment provides the structure
for school based initiatives promoting respect and responsibility. The SRC’s focus in 2015 was
Social Justice Initiatives that raised funds for nominated organisations - Candela, St Vincent de
Paul, Caritas and The DISH. These initiatives were developed and implemented by the students
with support of the staff. The school supports The DISH, with the Year 6 students preparing a
meal once per term for the homeless in the area. The parents also support the Brooklyn BBQ
which also provides meals for the homeless.

The Stage 3 students continued their initiatives of lunch time clubs for the younger students
once a week in Terms 2 and 4. These clubs were organised and led by the students. The Year 5
students participated in a two day leadership camp where the students were involved in
activities that promote respect and responsibility. There are two leadership days for the Year 4
and 5 students each year. Students participate in group workshops to develop their leadership
capabilities and determine who will be the Stage 3 leader representatives for the following year.
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

A summary of the School’s 3-year strategic goals in each domain and key achievements is provided below:

To improve student participation in faith celebration by:
- strengthening the role of the students in our liturgies and masses
- students becoming more familiar with current and historic prayers of the Catholic Faith
- students articulating roles within a Liturgy
- providing professional learning on the Joy of the Gospel and implementing aspects of this within the school context.

To improve student spelling through the writing process by:
- unpacking the writing process with staff and implementing this in classrooms
- establishing Literacy Coaches
- implementation of High Yield strategies to support teacher development of the writing process.

To strengthen student voice and engagement in the life of the School by:
- being able to recognise the early warning signs of well being issues in themselves and others
- being able to follow procedures for when early warning signs appear, for example, use chill out zone, come to the office
- investigating and implementing more ways to raise the profile of the student leaders and the SRC members
- implementing an integrated approach for ensuring student wellbeing.

Priority Key Improvements for Next Year

A summary of the School’s priorities in each domain is provided below:

To improve student participation in faith celebration by:
- students engaging in regular and varied prayer
- deepening student understanding of action response
- students fully participating in masses and liturgies
- developing class boxes for use within families.

To improve student outcomes in spelling and the writing process:
- continuing with the Literacy Coach
- PL with CSO staff in spelling and implementing class flow and APPS to support the writing process
- continuation of High Yield Strategies to support teacher development
- developing and implementation of Professional Learning for parents to support reading, writing and spelling

To strengthen ‘student voice’ and engagement in life of the School through a focus on student leadership and early intervention:
- more aware of (able to recognise/articulate) the nature of their own and others wellbeing (and early warning signs of mental health and wellbeing issues)
- experiencing better wellbeing (as evidenced from SEL surveys)
- exercising leadership in class and around the school (raised profile)
- making decisions
- providing feedback to peers.
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

During 2015, the parent community’s input into the decision making process on a number of occasions was welcomed. P&F meetings and the School Advisory Team meetings were well attended and initiatives decided. Parents indicated their support of several initiatives of the Parents and Friends Group and the highly successful School Fete was well supported by the community.

A large number of parents and grandparents attended our various celebrations throughout the year – Mother’s Day Liturgy and morning tea, Father’s Day Prayer, 'footy' and breakfast and Grandparent’s Day Liturgy and morning tea to name a few. There were also high attendance at the Book Week and Catholic Schools Week activities and the School swimming and athletics carnivals.

A significant number of parents congratulated the School on the Andrew Chinn Concert held in Term 4. Parents were impressed and pleased with the refurbishment of the classrooms and new furniture.

The parents were invited to participate in the online Stakeholders Satisfaction Review and the results indicated that parents are highly satisfied with life at the School.

Student Satisfaction

The students reported being highly satisfied with all the School offered in 2015. They feel it is a wonderful community of which to be a part of and enjoyed many of the facilities offered to them, in particular the use of technologies integrated into classrooms, the newly refurbished classrooms and the introduction of the playpod. They also appreciated the opportunities to take part in a variety of extracurricular activities such as the choir, dance troupe, the SRC and lunch time clubs. They were very satisfied that they have had the opportunity to participate in a variety of school events; their involvement in events such as the Christmas concert and sporting events were are highlight.

Teacher Satisfaction

Over the past two years changes have been made to teacher involvement in the decision making at the School. Teachers indicated that they feel they have the opportunity to participate in the decision making processes and are very satisfied with these changes. They choose different areas of involvement, religious, academic and/or sport, and assist with the organisation of the
School's events and celebrations.

The teachers were invited to participate in online Stakeholders Satisfaction Review and the results indicated that they are highly satisfied with life at the School.
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** (59.1%)
- **Government Capital Grants** (0%)
- **State Recurrent Grants** (18.5%)
- **Fees and Private Income** (18.9%)
- **Other Capital Income** (3.5%)

### Expenditure
- **Capital Expenditure** (33.5%)
- **Salaries and Related Expenses** (51%)
- **Non-Salary Expenses** (15.5%)

#### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$1,979,236</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$620,673</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$631,591</td>
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<tr>
<td>Other Capital Income</td>
<td>$118,101</td>
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<tr>
<td><strong>Total Income</strong></td>
<td><strong>$3,349,602</strong></td>
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</tbody>
</table>

#### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$1,505,646</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$2,291,644</td>
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<tr>
<td>Non-Salary Expenses</td>
<td>$698,925</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$4,496,216</strong></td>
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