

**Our Lady Star of the Sea Catholic  
Primary School, Terrigal**

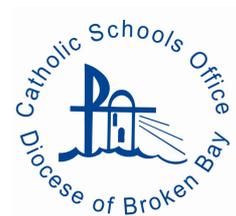
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## ABOUT THIS REPORT

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Our Lady Star of the Sea 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](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### **Principal's Message**

2016 was a strong and successful year at Our Lady Star of the Sea. It was a year when we were able to consolidate strategic directions in the school and saw the fruits of previous years' foundations applied across various aspects of school life. This included continuing our strong and mutually respectful partnership between staff and parents.

We did experience many joys, but also some sadness in 2016, especially with the passing of Mr Jack Costa, a beloved parishioner and friend to our school. His legacy however enabled the beginnings of the Jack Costa awards for Catholic Life and Mission which were incorporated into our annual Rosary procession in October.

Among other highlights was our very successful Bring Your Own Designated Device (BYODD) iPad initiative, continuing improvement and learning gain in both NAPLAN and internal assessment, the introduction of our parent advisory council, construction of new playground and our Term 3 Musical "A-Lad-In Trouble".

It is with great pleasure we present the 2016 Annual School Report to you. I hope this report not only provides some snapshots of 2016, but also a sense of who we are as a community, what we value and what we believe.

### **Parent Body Message**

During 2016 the school strengthened the purposeful and collaborative relationship with parents. Parents have two dedicated parent groups - the parent advisory council and Parents and Friends (P&F). This collaboration is evidenced through various ways. In 2016 it resulted in streamlining student academic feedback processes to be trialled in 2017. The P&F included a mixture of day and night meetings which enabled us to engage with a wider parent group.

Using social media (P&F Facebook page, Twitter and school app) has been an important part of parent engagement, allowing a broader community audience.

The school is fortunate to have dedicated parent volunteers who coordinate and support many activities and events that are held. Without these volunteers it would not be possible to enjoy the myriad of events that help keep community spirit strong, benefiting the children greatly.

The parents also thank the dedicated staff who embody the values and spirit of the school. Finally, the children and families are also acknowledged for making the school and community the wonderful place it is. There is much to be thankful for and we look forward to continued engagement during 2017.

### **Student Body Message**

2016 was a very successful year for our school. As leaders, we had many opportunities to support our school and develop ourselves in leadership. Our Year 4 and 5 classes have all been part of

the BYODD iPad initiative and this has been very successful. Our teachers have encouraged us and we are learning in new and exciting ways. We continued to enjoy many other opportunities at our school also. We had many excursions (including overnight ones in Year 5 and 6) and our new playground equipment was built and is very popular with students.

In Term 3 we took part in our anti-bullying program which this year had the theme "Being Brave". Overall 2016 was very successful at Our Lady Star of the Sea.

### **Parish Priest's Message**

I am very happy to be part of the Our Lady Star of the Sea parish community and therefore part of this wonderful school. We are very closely connected and have a positive relationship. The school values the hard work and support of the parish and we work as one. Examples include our weekend family masses, the many times the school has supported parish events, and the manner in which both work together to support the parish sacramental program.

I have felt very welcome by the children, staff and parents and want each to also feel welcome in our church and parish. I look forward to a continuing relationship with the school in 2017.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

Our Lady Star of the Sea Catholic Primary School Terrigal, is a Catholic systemic co-educational school.

Our Lady Star of the Sea Catholic Primary School is a three stream K-6 school. The school serves Catholic families from Terrigal and surrounding suburbs within the boundaries of Terrigal - Erina parish. The school opened in 1979 in the heart of Terrigal, opposite the Skillion and The Haven. In 2001, through the hard work of then parish priest Father Carol Grew and the generosity of the parish community, the school relocated to the new site, in a rural setting, situated on Serpentine Road Terrigal.

The school continues to experience strong growth with high enrolment demand. This is testament to the wonderful reputation and success of the school and wider community.

The school has a very active parent community that also extends into the parish community. In 2016 the parent advisory council was formed and this was extended as part of the Parents and Friends (P&F) association.

The school has a set of core values as they relate to curriculum, policy and practice. These values are often referred to and permeate life at Our Lady Star of the Sea:

- Belonging
- Faith
- Mission
- Respect
- Learning.

We are proud of our commitment to the core business of student learning. We encourage students to take responsibility for their own learning in an environment of support, nurturing and partnership between teachers and parents. As we believe each student is unique, we work towards establishing the needs of each child and then teaching every individual, building on his or her gifts and the important work of parents. We embrace the digital tools of today as part of our learning environment to ensure our students are prepared for their future. We don't however, merely measure our success in purely academic terms. Learning in our community is characterised by nurturing the growth of the whole child: mind, body and spirit. We strive to instil gospel values for our children and community, under the guidance of Mary Star of the Sea, our school and parish patroness.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
260	272	32	532

\* Language Background Other than English

The School enjoys a strong reputation in the local community and as such, enrolment demand is on the increase. There are continuing enrolment enquiries from both the local area and from families moving to the area. Students come largely from within the boundaries of Terrigal- Erina Catholic parish.

### 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 2016 was 93.52 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94 %	93 %	94 %	93 %	94 %	93 %	94 %

### 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 [Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
34	9	43

\* This number includes 20 full-time teachers and 14 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.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	34
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Overview of the year ahead
Day 2	Mathematics Assessment Interviews and analysis
Day 3	Staff spirituality day

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## SECTION FIVE: MISSION

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As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. Students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explore the Catholic faith, the purpose of life and how we live it.

Formational experiences are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus and making the world a better place.

2016 continued successful endeavours in the school's Catholic Life and Mission. Of particular note was the continuation of strong links between parish and school communities. Evidence towards this included strong attendance and engagement at parish-school family Masses held on weekends.

School enrolment processes continued a strong reflection of the inclusive parish-school relationship. The enrolment information evening featured a valued and visible presence by parish staff, including our parish priest. Reconciliation and Friday grade-parish Masses also continued, with practice refined so that classes simply attended as parishioners, rather than establishing onerous expectations on class teachers, making this practice more sustainable. Grades were rostered to participate in both Eucharistic experiences; this was well received by the broader faith community of Terrigal parish, as well as providing regular opportunities for the children.

A significant initiative that was commenced in 2016 was the establishment of the Jack Costa awards for Catholic Life and Mission. Long serving parishioner and friend of the school, Jack Costa passed away in January. This was received with much sadness by the community at large, many of whom attended his funeral during the holidays. During the annual Rosary procession in October (which had been inspired and established by Jack as an annual event), the occasion was marked by including nominees for these awards among a small number of students. The awards were presented by members of Jack's family and this will now continue annually.

The school also continued its support for the parish sacramental program in 2016. The Enrichment days on site during school days no longer took place due to compliance and safety

concerns, and these were replaced by a more parish-based initiative on some Saturday afternoons. The parish is seeking some guidance and support from the school in 2017 to embed this, so this challenge will be addressed in the next year. Among others aspects of Catholic Life and Mission, our school consolidated its work with Mini Vinnies. This small outreach group represented the school at a number of events within the St Vincent de Paul society, and organised events such as the Winter and Christmas appeals, both of which were very successful.

In addition, the school continued to celebrate a number of class-based and school-based liturgies. These included beginning and end of year masses, Ash Wednesday, Grandparent's day, Holy Week, Easter, Mother's day, Father's day, Year 6 graduation and Feast of the Assumption to name a few. We also had a number of small prayer focuses during Lent and Advent. We expect to continue these in 2017.

### 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.

2016 continued to see the school maintain priorities towards its core business of student learning. There were both new and continued initiatives in 2016 that were very successfully embedded during the course of the year.

The BYODD iPad program in Years 4 and 5 was the biggest of these initiatives. Although officially in its first year, the initiative built on the foundations of pilot programs and community consultation in 2014-15 and much of its success can be attributed to long term planning based on research and trials. By March, students in Year 4 and Year 5 had their own iPad and classroom learning was geared accordingly. Three teacher coaches were each released one day per week to work with staff who in turn contextualised the professional learning (PL) in each class according to confidence levels, competencies and student needs.

The approach was K-6, in order to build capacity for both students and staff across the school. This was aimed at developing a natural sequence and learning environment, in which BYODD is but one aspect. Approaches to learning utilised the SAMR model (Dr Ruben Puentedura) to examine how pedagogy can be transformed, and it closely followed the outline in the 2015 school document, "Our vision for learning in the 21st century". The program will be embedded further in 2017 with Years 4, 5 & 6 taking part in the BYODD program and a continuation of teacher coaches.

During 2016 a new model of learning support was implemented in Year 1 and Year 2 through an innovative literacy intervention program. The focus in Year 1 was targeting students in reading instruction, whilst Year 2 had a focus in both reading and writing. Student data was obtained to identify students, and the program was integrated over three days per week in close collaboration with the Year 1 and Year 2 teachers. Student assessment gains indicate strong success of the program in 2016; this model will be continued as part of the learning support model in 2017.

The literacy coach model adopted in the previous two years continued in 2016 albeit with a reduced allocation. Data indicates that the program achieved its objective: to build teacher capacity in literacy practice in order to improve the quality of student learning.

The *Extending Mathematical Understanding* (EMU) program also continued in 2016.

Intervention took place for a small number of Year 4 students in the first two terms (before school) along with targeted students for early intervention (Year 1). In semester two, intervention students were all from Year 1; a number of students were supported in this before school program. In 2017 the school will have three specialist teachers and will again re-introduce Year 4 intervention as required.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### 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](#).

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	63.77 %	52.50 %	2.90 %	9.60 %
	Reading	69.12 %	49.40 %	0.00 %	11.50 %
	Writing	76.81 %	48.80 %	0.00 %	6.20 %
	Spelling	62.32 %	46.40 %	7.25 %	12.40 %
	Numeracy	48.53 %	35.60 %	2.94 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	37.80 %	36.30 %	9.76 %	15.00 %
	Reading	45.12 %	35.30 %	10.98 %	15.50 %
	Writing	31.71 %	17.20 %	6.10 %	18.10 %
	Spelling	35.37 %	29.80 %	7.32 %	17.20 %
	Numeracy	25.61 %	28.30 %	10.98 %	16.50 %

### NAPLAN Comments

An analysis of band achievement for Year 3 students shows that in all aspects of literacy, a

significantly higher proportion of our students achieved in the top two bands than the national cohort, and a much smaller percentage of students were in the bottom two bands, compared to the national percentage. Of particular strength was performance in both reading and writing with no students in the bottom two bands. These successes indicate that work in the early years establishing foundations in literacy has been very successful. In numeracy, students in Year 3 also performed well with 48.53% being placed in the top two bands, much higher than the national percentage. Results in the bottom two bands are also strong with a much smaller percentage of students in the bottom two bands, compared to the percentage across Australia. This data is pleasing and reflects the work that has been undertaken in recent years in professional learning for staff in numeracy.

In Year 5 the results are also pleasing. All aspects of literacy and numeracy had a much higher proportion of students in the top two bands compared to national averages, and similarly, it is pleasing that much smaller percentages of students were in the bottom two bands.

The school responded to a range of data in 2016 by ensuring programs of support and intervention were implemented in class for students at risk in the middle years, and that all students are extended and challenged in their learning. Writing results in Year 5 have demonstrated a small but significant positive shift from 2015, maintaining a modest upward trend over the last three years. It was pleasing that only 6.1% of students fell in the bottom two bands, whilst 31.7% of students were in the top two bands. This is a continued improvement from 2015 and reflects the professional learning staff have undertaken in writing assessment and instruction. It is worth noting that the *My School* website shows that students at Our Lady Star of the Sea experienced stronger learning gain in Writing between Years 3 and 5, than students with similar Year 3 starting points and students from statistically similar schools.

### **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.

### **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 from the [CSO website](#) or by contacting the CSO.

### **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**

During 2016 there were a number of processes that promoted respect and responsibility for our students. The *KidsMatter* framework remained central to many of these. Weekly school focuses included a range of themes whereby students were encouraged to show initiative, support the classroom environment and promote a safe class and school.

Weekly awards under the umbrella of *KidsMatter* were presented in class, and the focus for the week was discussed at class level by teachers and students on a scheduled, regular basis. A further initiative promoting respect and responsibility was the student leadership model for Year 6. In 2016 the school continued Year 5 leadership camp. This was part of a process where students engaged in leadership formation in both theory and in practical terms, as they assumed leadership responsibilities and tested their own character.

A strong example of an initiative promoting respect and responsibility was the authentic use of student voice through the Student Representative Council (SRC). These students had a large say in the choices and structure of the new playground equipment, including a group touring schools with the principal, a range of consultation strategies and reporting back to the P&F at a night-time meeting. In 2017 it is hoped to further develop this concept, applied to the acquisition of new classroom furniture.

Across the school, students were also enlisted to support parent and staff education on a number of occasions.

This entailed ways of learning whereby the roles of teachers and students were interchanged in responsive ways to enable staff professional learning in Mathematics and digital technologies (iPads), and as part of the *Being Brave* parent forum in Term 3. This support extended to a parent evening in Term 2 where work on iPads was showcased for parents by students. Very positive feedback resulted.

Year 6 students contributed on a number of occasions to the school, with their generous support as tour guides at the Enrolment Information Evening in March being widely acknowledged. This was the single most affirmed aspect of this process with prospective parents most impressed by the pride, articulation and confidence that students at OLSOS exhibit.

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## SECTION NINE: SCHOOL IMPROVEMENT

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

### Key Improvements Achieved

In 2016, the School Improvement Plan (SIP) reflected ongoing priorities from previous years and the directions affirmed in the 2015 Quality Assurance (Tier 2) School Review. In line with these directions, priority key improvement targets for 2016 were:

- **Mission:** *Students have shown increased confidence to participate in a range of prayer both individually and in groups.* This was achieved by supporting staff and parents in their awareness of Catholic prayer traditions and their confidence in drawing on these to engage students in prayer.
- **Learning and Teaching:** *Immersive iPad technology was in place as a centralised resource to lift and demonstrate learner agency for students, teachers and parents.*
- **Pastoral Care and Wellbeing:** *Students and parents have demonstrated increased use of Social and Emotional Learning (SEL) language as a basis for education in wellbeing.* This was achieved by sustaining *KidsMatter* and reviewing the school's behaviour management approaches and related documentation.

### Priority Key Improvements for Next Year

Supporting the school's directions, the SIP has targeted the following for 2017 priority improvements:

- **In Mission:** *The school will support parish by embedding long term and sustainable strategies to implement the parish sacramental program.* This will be achieved by supporting parish personnel in educating parents in the parish (from the school and beyond) so they can more ably commit as first educators in the faith.
- **In Learning and Teaching:** *Embedding iPad technology, including the use of the BYODD program in Years 4-6 to lift and demonstrate learner agency for students, teachers and parents.* This will particularly focus on STEM (Science, Technology, Engineering and Maths) in 2017.
- **In Pastoral Care and Wellbeing:** *The provision of structures and language where student learning and well-being are seamlessly linked for the whole education of students.*

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## SECTION TEN: COMMUNITY SATISFACTION

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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**

2016 saw the introduction of the school parent advisory council. This provided a formal opportunity for parents to engage in the school. Anecdotally, through this body and beyond, there was widespread support expressed for the school and its strategic directions. Parents articulated great pride in a range of aspects of school life, especially components such as the broad sense of belonging and community. Parents also expressed their valuing of the school-parish partnership, the emphasis on learning for all students and the strategic directions of the BYODD iPad initiative.

Through the parent advisory council, opportunities to further enhance feedback for parents were examined. This will be developed in 2017 and it is anticipated that some components of the system for reporting to parents on student achievement will be tweaked as a result. The parent body overall reported a very strong sense of connection with and support for the school; they seek to continue this into 2017.

### **Student Satisfaction**

A range of leadership opportunities existed for students in 2016, among which was the Student Representative Council (SRC). Through this body, students reported a strong sense of collaboration with the school, including the opportunity to formally contribute to major decisions. A significant example was the use of student voice in the establishment of the new playground in the school. This was appreciated and valued by the students and the resulting playground is now well utilised and enjoyed by all.

Students also reported being appreciative of the caring nature of staff who were fair and worked hard to make the school positive, safe and appropriately challenging. The student body also appreciated the efforts of the school leaders and teachers in the iPad initiative, and leadership opportunities for all students, especially senior students in the school.

### **Teacher Satisfaction**

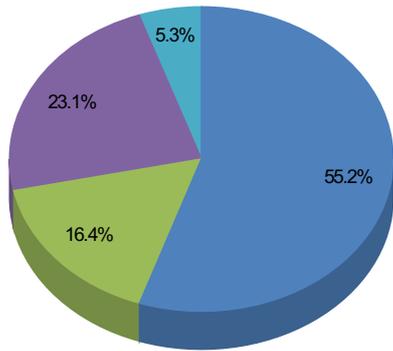
A strong sense of mutual respect and support by teaching staff was communicated during 2016. As part of an annual review and consultation with each individual staff member, feedback was gained and professional goals for the year ahead were set. In the feedback, staff members expressed that they felt known and respected for the positive contribution they make. They appreciated the appropriate acknowledgement of the workload demands in their role as teacher at the school.

Staff were particularly pleased with the work with iPads and the strategic directions the school took in 2016. Key to this was the personalised support each gained under the model of teacher coach which also utilised the curriculum context of the students in their care.

## SECTION ELEVEN: FINANCIAL STATEMENT

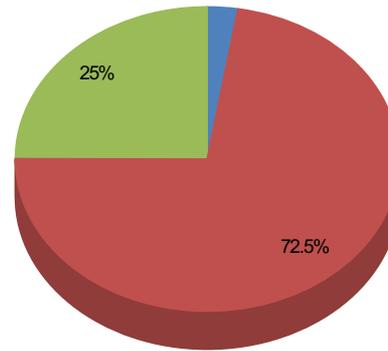
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (55.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.4%)
- Fees and Private Income (23.1%)
- Other Capital Income (5.3%)

Expenditure



- Capital Expenditure (2.6%)
- Salaries and Related Expenses (72.5%)
- Non-Salary Expenses (25%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$3,264,997
Government Capital Grants	\$0
State Recurrent Grants	\$971,797
Fees and Private Income	\$1,363,496
Other Capital Income	\$311,823
<b>Total Income</b>	<b>\$5,942,868</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$149,182
Salaries and Related Expenses	\$4,207,201
Non-Salary Expenses	\$1,448,853
<b>Total Expenditure</b>	<b>\$5,805,236</b>