2016
ANNUAL SCHOOL REPORT

St Martin de Porres Catholic Primary
School, Davidson
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St Martin de Porres 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 2016 Annual School Report is a celebration of the events, achievements and developments that have contributed to the school as a learning community. The school has as its mission "learning excellence in a caring Catholic community". With the guiding values of "strength and gentleness", we continued to foster children with the strength of their convictions as well as gentleness in their sensitivity to the needs of others and their personal responsibility to contribute to making the world a better place.

This year we launched our involvement in the "Inspire" Project with a view to how we can achieve "Learning beyond the walls" incorporating "Cultures of Thinking" and "Making Thinking Visible" (Ron Ritchhart - Harvard Project Zero). With the financial assistance of the parent community, we completed our new playground and outdoor learning space and with the Parish Priest conducted the official opening. We have continued to work on the priority areas named in our School Improvement Plan (SIP) with great success. I would like to thank all involved in our school community - staff, parents, children and parish - for their contribution to the school's ongoing achievements during 2016.

Parent Body Message

The Parents and Friends (P&F) association has spent the year engaging members of the school to help support the thriving St Martin’s community. The focus for this year has been the ongoing development of the school community and establishing a sense of engagement. The P&F has run events for the children, like the “M Factor”, that brought the wider school community together in a relaxed and positive environment. The “M Factor” helped showcase the wonderful talents of the children. The P&F also ran a trivia night which saw parents come together to enjoy some good company and exercise their 'grey' matter. The P&F is actively involved in welcoming new families into the school community and ensuring their transition into the school goes as smoothly as possible. The P&F is only able to function as a result of the support from parents, students and the teachers. It is the combination and diversity of all these people that continue to make the school the wonderful and progressive school that it is. The School Advisory Group continued to work in partnership with School Leadership, acting as a "sounding board" for school policy and direction.

Student Body Message

This year we have been able to help the school as Senior Leaders. We have enjoyed the challenges and responsibilities with involvement in each of the eight Leadership Ministry areas. We are fortunate to have been involved in some challenging learning, for example, the Mathematics Challenge, Google classrooms and "Learning beyond the walls". In sport, we participated in swimming athletics and cross country carnivals as well as inter-school gala days for soccer, eagle tag, cricket, netball, Aussie rules and tennis. We enjoyed the extra coaching clinics for soccer and basketball. Some children qualified for sports at a higher level and
competed against other schools. Many of us challenged ourselves and participated in extra-curricular areas that included: Independent Schools Debating Association (ISDA) debating competition; Northern Beaches debating competition; public speaking; chess; yoga; performances by the school choir; training; concert and jazz bands; flute and clarinet ensembles. We enjoyed Band Camp and Solo Night and performed at the Mall, Chatswood Concourse, School assemblies and events. We were involved in Masses and other special celebrations in the Church year.
School Features

St Martin de Porres Catholic Primary School Davidson, is a Catholic systemic co-educational school.

St Martin’s, a connected school community, values the contributions of all and encourages participation in all aspects of the school. The school's Mission and Vision statements are as follows:

- **Vision Statement:** Celebrate the uniqueness and giftedness given by God to each person in our school community guided by the motto of “strength and gentleness”.
- **Mission Statement:** The school exists to educate and form students in Catholic discipleship; offering them experiences of following Jesus as members of the Catholic community. Our Mission is to provide learning excellence in a caring Catholic community.

The school is set amongst beautiful bushland and is close to the Garigal National Park. It has expansive grounds where the children enjoy soft (grass) and hard playing surfaces, including a multipurpose sports court and handball courts, areas for quiet play and a new adventure playground. Classrooms are attractive learning areas with modern facilities and resources, including a range of 'fit for purpose' computers and wireless internet throughout. The ‘Learning Centre’ houses the Library, learning support room and multi-purpose classroom where weekly Library, Italian and Creative Arts lessons are conducted by specialist teachers.

The school strives to ensure that learning is child-centred and inclusive of our parents and community. The school offers children many opportunities and is a vibrant learning community. The staff are dedicated and work hard to cater for the individual needs of children, by providing effective teaching and learning opportunities, interesting challenges, positive support and encouraging guidance each day. High achieving children are given many opportunities for extension within each curriculum area. Learning support is also available and children are supported with curriculum differentiation. The school website provides further information about the school, events and policies.
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 2016. Additional information can be found on My School website.

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>68</td>
<td>88</td>
<td>42</td>
<td>156</td>
</tr>
</tbody>
</table>

* Language Background Other than English

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 93.76%. 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>94 %</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 *Procedures 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 2016:

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

* This number includes 7 full-time teachers and 10 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>Mission: “Laudato Si” Spirituality Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>Learning and Teaching: Reading Comprehension Strategies</td>
</tr>
<tr>
<td>Day 3</td>
<td>Learning and Teaching: Understanding the Mathematics Assessment Interview (MAI) and using the information from the MAI</td>
</tr>
</tbody>
</table>
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.

Catholic Heritage: The school was named after the Dominican Brother St Martin de Porres who was born in 1579. As the patron saint of Social Justice, St Martin dedicated his life to the oppressed, the sick and the poor. The concept of social justice is very strong at the school and is the major pastoral initiative. The school's Brigidine heritage is evident in everyday life through the lived school ethos of "Strength and Gentleness". The notion of ‘Strong in purpose, yet gentle in action’ underpins everything at the school.

Religious Life: During 2016, the school has continued to develop strong bonds with the Frenchs Forest Parish community. The school worked positively with Parish ministries in the organisation of monthly family Masses. Classes from Kindergarten to Year 6 attend Parish weekday Masses each term and the sacrament of Reconciliation is celebrated for students in Years 3 to 6. Important liturgical events are celebrated and families are invited to participate in the liturgies with their children, for example, Holy Week, beginning and end of the term, feast days, Mother's Day, Grandparent's Day and Holy Days of Obligation. At the conclusion of the year, the Year 6 class celebrated with a graduation Mass and the whole school community joined together on the last day of the term for the "Strength and Gentleness" Mass with the presentation of the prestigious "Strength and Gentleness Award". This year we celebrated St. Martin’s Feast Day Mass with the Parish community followed by a sausage sizzle in the school playground. It was a wonderful example of the Parish and school connection. The clergy regularly visit the school and are very supportive and willing to assist when we are preparing for Masses and liturgies.

Catholic Worldview: Three main social justice projects undertaken in 2016 succeeded in providing material support for those in need and also heightened awareness within our school community of the situation of others. The Caritas ‘Project Compassion’ fundraising focussed on providing
food and education programs for communities around the globe with the “Learning More, Creating Change” campaign.

The Stage 3 Social Justice Leadership Ministry students participated in the St Vincent de Paul "Mission Project" which involved the school community supporting the work of OLG Catholic Primary School Frenchs Forest with their “Night Patrol”, which feeds and cares for the homeless on the streets of Sydney. This initiative was extremely effective, as students learned to live as disciples of Jesus and become active members of the Parish and wider community.

The annual Christmas hampers drive supported our local chapter of the St Vincent de Paul Society and food and presents were donated to needy families in Coolah in western NSW.
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.

The school is on a continual cycle of reflection and inquiry to improve teaching and learning outcomes for all staff and students. During 2016 the "spiral of inquiry" (Timperley, Kaser and Halbert, 2014) was used as a guide. The main focus has been on establishing a culture of thinking in order to improve understanding in all KLAs. The school began by concentrating on English, Geography and History, with a focus on developing teacher pedagogy in both. Mathematics is always an area which is emphasised and developed with staff, through professional learning (PL), co-operative planning and rigorous assessment strategies. Quality teacher feedback, through MAI assessments and regular assessment in class, has continued in Mathematics.

The NSW English syllabus has been an ongoing focus. Through teacher modelling, co-teaching and cooperatively planning with staff, a quality program is being delivered in all areas. With the introduction of the new History and Geography syllabus, the focus has been on effective implementation and resourcing in these KLAs. All staff were involved in PL to assist them to implement the syllabuses and introduce content to students within a relevant context.

The school continues to have a consistent K-6 format for programming and teaching in RE, English, Mathematics, S&T. History and Geography. Next year will be the second year of the two-year cycle of History and Geography syllabuses introduced in Stage learning. Teachers are supported in programming to design questions that challenge thinking, to include visible thinking strategies and to create open-ended tasks which are differentiated for all students. An established daily practice is also a feature of the English and Mathematics block.

The school continues to have specialist teachers in the areas of Creative Arts (Music), PDHPE (Physical Education (PE) component), Library and Italian (Co As It). Each of these teachers enhances student learning through their professionalism and the high degree of skill in their specialist area. The curriculum is enhanced for all students through their contribution.

Some of the key strategies that the school has continued to employ to further develop teaching practices across the curriculum include Instructional Walks and Talks, Collaborative Analysis of Student Learning (CASL) meetings, co-operative planning, early and on-going intervention where required, plus a case-by-case management approach to monitoring student progress. These Diocesan Leading Learning strategies are extensively promoted and supported by the CSO
as being instrumental in developing teacher pedagogy.

The INSPIRE Project - "Learning Beyond the Walls", enabled teachers to understand and implement "Cultures of thinking" and "Making thinking visible" (Ritchhart, 2011, 2014).
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 2016</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>76.00 %</td>
<td>52.50 %</td>
</tr>
<tr>
<td>Reading</td>
<td>72.00 %</td>
<td>49.40 %</td>
</tr>
<tr>
<td>Writing</td>
<td>72.00 %</td>
<td>48.80 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>60.00 %</td>
<td>46.40 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>60.00 %</td>
<td>35.60 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2016</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>94.44 %</td>
<td>36.30 %</td>
</tr>
<tr>
<td>Reading</td>
<td>72.22 %</td>
<td>35.30 %</td>
</tr>
<tr>
<td>Writing</td>
<td>27.78 %</td>
<td>17.20 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>61.11 %</td>
<td>29.80 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>61.11 %</td>
<td>28.30 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments

2016 NAPLAN results show that the school has consistently achieved well above the national levels in all categories in both Year 3 and Year 5.
The results for Year 3 students were well above the national percentages for the top two bands in all five content strands (literacy and numeracy). The 2016 results show that the number of students in the bottom two bands was consistently lower than the national percentages for all content strands.

Year 5 results show that the number of students placed in the top two bands in all content strands was above the national averages. Significantly, the 2016 results show that no student placed in the bottom two bands in any content strand. This is well below the national percentages and one in which the school can be proud.

The school has been working consistently for a number of years to ensure all students make excellent academic progress 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.

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**

All at the school share the belief that all Stage 3 (Year 5 and 6) students should have the opportunity to develop their leadership skills and promote respect and responsibility in the school community. For this reason, the school has Leadership Ministries as opposed to School Captains. At the beginning of 2016, Stage 3 students attended a leadership camp to develop their skills and leadership qualities in demonstrating acceptance, citizenship, generosity, hopefulness, acknowledgement and honour, whilst using the idea of *servant discipleship* to guide their actions.

The Senior Leadership Ministries include the following areas of responsibility and children spend one term on each of these: Pastoral Care; Social Justice; Welcome / Arts; Communication; Sport; Environment; Playground; Technology. Each Leadership Ministry focuses on a range of roles and responsibilities designed to develop greater respect for self and others as well as contribute to the smooth and effective operation of the school. Year 6 students are also given the responsibility of being a buddy to a Kindergarten student. This provides them with the opportunity to mentor and guide the younger students.

The school provides support programs which enable the school community to reach out to families in need. The strong support network, which includes Class Parent Representatives, Parents and Friends Association, Welcome Team, Meal Help Coordinator, Buddy Parents, Parish and School Staff, ensures that the welfare of people within the community is monitored and any assistance is organised in a timely and respectful manner.

The staff expect respect from the children and there are many ways that we remind the children of this. The staff treat children respectfully and follow up playground difficulties as they arise. The school-wide implementation of Positive Behaviours for Learning (PBL) along with a Restorative Justice approach to managing difficulties and clear bullying prevention strategies all add to a school that is constantly supporting children to build respectful relationships and personal responsibility.
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

The SIP goals for 2016 build on the 2015 goals as follows:

■ Mission: To strengthen students’ personal relationship with Jesus.
   - In 2016 there was a focus on Pope Francis’s encyclical "Laudato Si" or "On Care For Our Common Home".

■ Learning and Teaching: To authentically engage students as creative, self-directed learners. In 2016 this was further developed by the implementation of thinking routines from "Making Thinking Visible" and further building on creating "Cultures of Thinking". Collaborative planning and professional learning in all KLAs will continue to focus on these thinking routines and "Learning beyond the walls" as part of the school's "Inspire" Project. The History and Geography syllabuses were also implemented school wide.

■ Pastoral Care: To strengthen the mental health and wellbeing of students.
   - In 2016 children’s development was plotted on the Social and Emotional Learning (SEL) continuum and goals were set for children to develop skills. PBL continued to respond to data collected with a focus on playground learning. The Stop, Walk and Talk program (PBIS) was further emphasised to assist children in trying to solve the more simple playground problems more independently.

Priority Key Improvements for Next Year

The SIP goals for 2017 build on the 2016 goals as follows:

■ Mission: To engage in a variety of prayer experiences at school and with the family.
   - To strengthen the religious connection between home and school and to bring faith into home life in many ways, for example, home prayer bags, class prayer/liturgy invitations.

■ Learning & Teaching: To authentically engage students as creative, self-directed learners.
   - Students to be able to articulate their progress on achieving personal goals in their reflection journals.
   - Students will improve their writing skills based on classroom general marking criteria and text specific identified criteria.

■ Pastoral Care: To strengthen the mental health and wellbeing of students.
   - By the end of 2017, the average response rate to the five SEL skills using the SEL
survey will improve to the ‘Agree’ or ‘Strongly Agree’ criteria (for targeted groups). By the end of 2017, students will be able to set a personal goal around their own needs in the five areas on the SEL continuum.
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**

Parent endorsements were very positive and included commendations on the caring Catholic school community, dedicated staff, connected and engaged parent body and high academic results.

Areas identified by Macquarie Marketing Group survey (2013) of overall high satisfaction including community engagement, communication between school and home, learning and teaching and achieving the school mission, continued to be areas of parent satisfaction. At the time of the survey, an overall very high level of parent satisfaction was recorded in the areas of Mission, student Pastoral Care and facilities and resources.

These areas have continued to be areas of high parental satisfaction with the addition of engaging learning experiences that have a high level of intellectual quality and the positive aspects associated with a connected school community. Anecdotal evidence continued to be very positive with parents commenting that the school was their first choice of school, positive word of mouth recommendations and overall strong advocacy and loyalty towards the school. There are many parents who attended the school and as alumni, they actively foster a continued sense of pride in the school.

**Student Satisfaction**

When students in Year 6 were asked about their overall school experience before they graduated, they reported many positive experiences and a very high level of satisfaction with the school. Their comments included the value they placed in the many opportunities that the school had offered them, especially in the areas of social justice, religious education, pastoral care, leadership and learning. The Stage 3 children valued their participation in Leadership Ministries and the many opportunities they have as school leaders for two years. They felt that teachers cared about them, that they had good friends and had a quality educational experience. Many commented on how they had achieved things with the support and encouragement of the teachers that they had never expected, such as ‘having a go’ at debating, public speaking, thinking mathematically and developing as thinkers and leaders. Senior students are proud to show visitors around the school and to passionately tell them about the aspects of the school that they are involved in or have enjoyed as part of their schooling experience.

**Teacher Satisfaction**

Staff reported that they felt supported by the School Leadership Team in all areas of their work,
including meetings with parents, behavioural support, and with quality and ongoing professional learning (PL) opportunities. Teachers continued to approach their work with enthusiasm and with a high level of commitment to their class as well as to after-school activities, for example, involvement with debating teams, sacramental programs, Parish events, curriculum meetings, P&F events, Diocesan meetings and ongoing PL.

Collegiality continued to be high with staff commenting that staff morale was very high and a keenness to work together. Staff felt supported with the school-wide approach to curriculum planning in all KLAS and with the resulting quality learning experiences developed for children. The school continued to have the reputation that it is a school where teachers are well supported, that generally children are keen to learn, and parents are engaged and seeking high standards for their children in a connected Catholic community. These aspects all contribute to a high level of teacher satisfaction.
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

**Income**

- Commonwealth Recurrent Grants (57.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.4%)
- Fees and Private Income (21%)
- Other Capital Income (3.8%)

**Expenditure**

- Capital Expenditure (0.4%)
- Salaries and Related Expenses (76.8%)
- Non-Salary Expenses (22.8%)

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<thead>
<tr>
<th>RECURRENT and CAPITAL INCOME</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$1,322,116</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$399,642</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$481,915</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$86,669</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$2,304,176</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL EXPENDITURE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$8,750</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$1,721,726</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$512,321</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$2,242,797</strong></td>
</tr>
</tbody>
</table>