

# 2017 Annual School Report

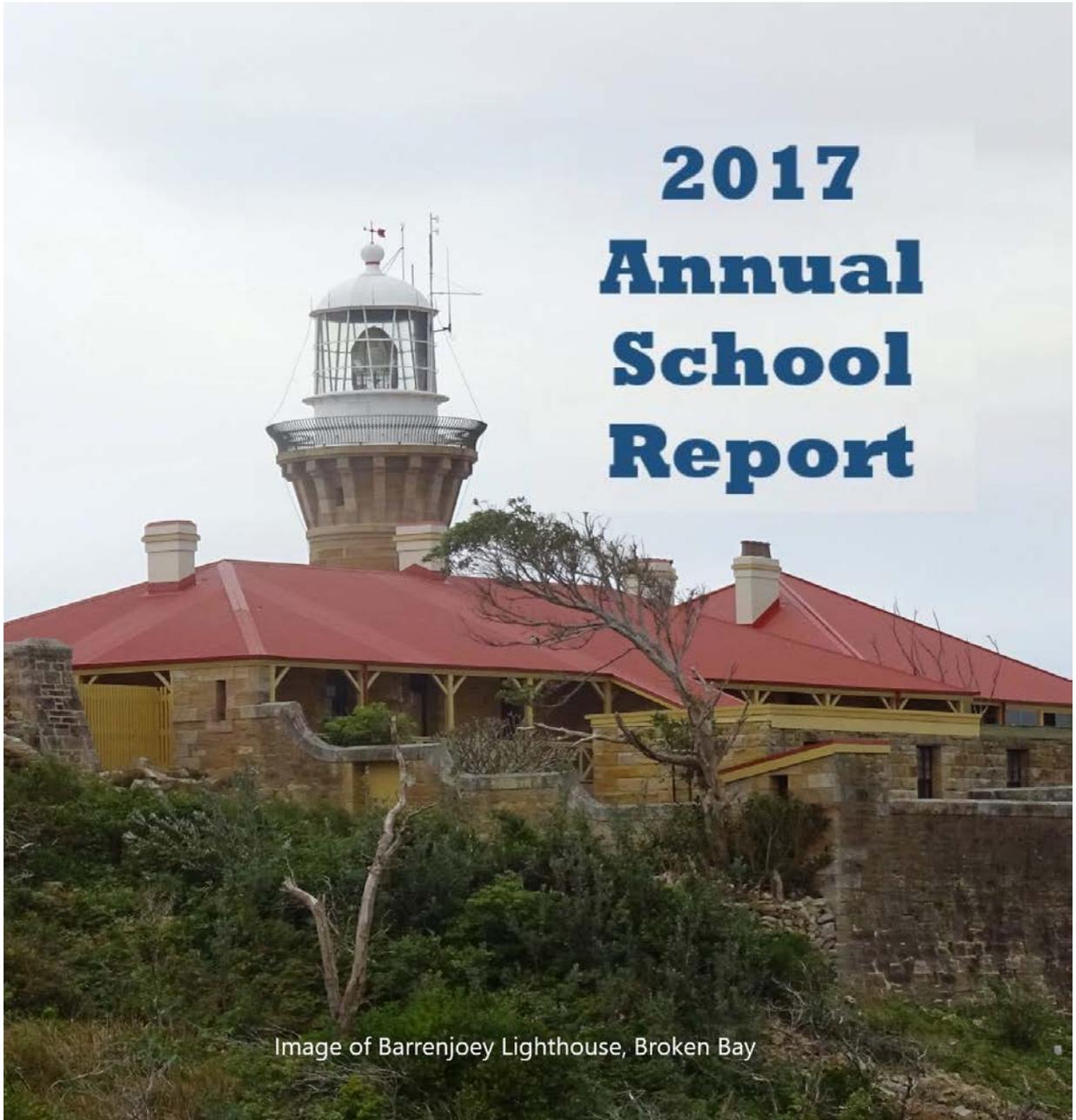


Image of Barrenjoey Lighthouse, Broken Bay



## 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 Education Standards Authority (NESA) 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**

2017 was a successful year and one of consolidation at Our Lady Star of the Sea. Broadly speaking, it was a year where the school built on the strong foundations established in recent years rather than implementing new initiatives in their own right. Highlights included continued growth around a range of benchmarks including NAPLAN data, a strong and close connection to our Catholic parish here in Terrigal and supporting the development of the 'whole child' in a range of Pastoral Care initiatives.

We were delighted to welcome Bishop Peter Comensoli as part of the parish visitation in July, as well as rejoicing in a range of community, parish and school-wide celebrations. We were also pleased to witness continuing growth in enrolment demand from Catholic families during 2017, responding by adding a fourth Kindergarten class for 2018.

It is with great pleasure we present the 2017 Annual School Report to you. It is hoped this report not only provides some snapshots of 2017, but also a sense of who we are as a community, what we value and what we believe.

### **Parent Body Message**

During 2017, the P & F in conjunction with the Parent Advisory Council achieved many goals. These included working with the school leadership team to bring forward initial parent/teacher interviews; revamping playground signage and artwork; upgrading all bathroom facilities including new contemporary and colourful cubicles and doors. Additionally, a parent engagement workshop focusing on Maths took place. This was a hugely successful program that ran for a week and included a parents workshop and interactive blog for both children and parents to participate in. This is an area for continued focus during 2018.

Reflecting on the year of 2017, there has been much that has been achieved for both our school and community. There should be a great deal of pride in all that has been accomplished and what can be achieved together. In achieving this, it is hoped the foundations laid continue to grow and foster an even larger parent group that is engaged and involved in our school community.

### **Student Body Message**

2017 was a very successful year for our school. As leaders, we had many opportunities to support our school and develop ourselves in leadership. A highlight for this was the Year 5 Leadership Camp where we went together as a group to learn about ourselves as leaders, including going outside our comfort zone. Our Year 6 students also had the opportunity to show prospective parents around our school at our Enrolment Information evening and this was very well received with great feedback.

2017 saw continued opportunities for students in digital learning with the work in our *Bring Your Own Designated Device* (BYODD) iPad initiative. Several visitors came to our school, including neighbouring Catholic school principals and teachers to see our students in action and support their own schools.

Early in Term 3 Bishop Peter visited our school and we had a wonderful student assembly and Family Mass as part of this visit. Also in Term 3 we held our annual Anti-bullying focus in class and across the school. Overall it has been a very successful year at our Lady Star of the Sea.

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

Our Lady Star of the Sea parish community enjoys a close and special relationship with our parish school here at Terrigal. There is a sense of mutual respect and support between the parish and school as we work closely together to fulfil Christ's Mission to those in our area.

We have continued many positive partnerships in 2017 including 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 2018.

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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 Terrigal, is a Catholic systemic co-educational school. It is a three-streamed school that 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 enrolment growth has meant that in 2018 there will be four kindergarten classes and this is something the Catholic Schools Office will be monitoring closely with us as we plan the future.

The school has a very active parent community that also extends into the parish community. In 2017 the Parent Advisory Council continued to operate 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, Respect, Faith, Mission and 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 in partnership with 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 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
272	287	35	559

\* Language Background Other than English

Our Lady Star of the Sea saw continued growth in enrolments in 2017. A very large enquiry rate for Kindergarten 2018 was an aspect of this with four Kindergarten classes occurring in 2018. Year 1 to 6 enrolments also grew during the year.

### 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 2017 was 92.42 %. 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
92 %	92 %	92 %	93 %	92 %	93 %	92 %

## 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 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](#). The following information describes the staffing profile for 2017:

<b>Total number of teaching staff by NESA category</b>	34
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	34
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
<b>Total number of staff</b>	44
Number of full time teaching staff	17
Number of part time teaching staff	17
Number of non-teaching staff	10

### 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.

<b>Day 1</b>	Overview of the year ahead
<b>Day 2</b>	Literacy and First Wave Intervention Strategies for students at risk
<b>Day 3</b>	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 the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which 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 explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities 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.

2017 continued a range of successful endeavours in the school's priorities towards Catholic Life and Mission. A continued priority was the strong and visible link between parish and school. This continued in various forms, including strong attendance and engagement at parish-school Family Masses held on weekends, school support for the parish Sacramental programs and the introduction of a successful program of Altar Server training initiated by the school.

In July Bishop Peter Comensoli visited as part of his broader parish visitation. This included a "Q & A" session at a whole school assembly and a special Family Mass on the Sunday which was very well attended. Bishop Peter provided excellent feedback on the relationship between the parish and the school in the Church's broader mission of evangelisation.

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. Notably enrolment trends and enquiries grew steadily and within this trend, a number of Catholic families in nearby schools sought to reconnect and enrol here - in some cases as a direct result of exposure through the Sacramental program supported by the school.

Reconciliation and Friday grade-parish Masses also continued, with grades rostered to attend Mass of the day on Fridays at 12 noon. This continued to be well received by the broader faith community of Terrigal parish, as well as providing regular opportunities for the children.

In 2017, the school facilitated the second annual 'Jack Costa awards for Catholic Life and Mission'. Held during the annual Rosary procession in October (which had been inspired and established by Jack as an annual event), a number of students were nominated to receive the award according to a set criteria. The awards were presented by Mrs Amalia Costa and will continue to be offered on an annual basis.

'Mini Vinnies' continued to thrive in 2017, with a special relationship with personnel from the Terrigal Chapter of the St Vincent de Paul Society as part of this effort. Events such as a Winter 'sleepout' (to 9pm) and visits to Mary Mac's at Woy Woy, along with our Winter and Christmas appeals were an aspect of this special work.

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 during morning assemblies which have seamlessly integrated into life of the school. We expect to continue these in 2018.

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## SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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### **Primary Curriculum**

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) 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.

2017 was a year consolidation in curriculum, teaching and learning at Our Lady Star of the Sea. Work continued on a variety of initiatives with a view of embedding these within the school culture for staff and students.

The BYODD iPad program in Years 4, 5 and 6 remained central as a strategic focus. 2017 was the second year of the program and among other aspects, a strategic approach to staff support and professional learning was embedded. Each staff member had a pedagogical coach appointed who co-planned, taught and ultimately provided release of responsibility to classroom practitioners in implementing strong and sustainable contemporary learning with this tool. The program was evaluated in 2017 with the support of Professor Helen Timperley from the University of Auckland and the school's next step is to find and measure learning gains for all students with this approach. In 2018 the coaching model will be downgraded as most staff have reported increased levels of confidence and skills in utilising the tools effectively in the classroom.

A focus on 'STEM' (Science, Technology, Engineering and Maths) was targeted in 2017. There were a number of specific strategies in place to support this, including the use of 'Robogals' as a way to support girls engagement in Science and Technology and this was very well received. Ultimately however it was felt this was yet to be embedded across classroom programs and during 2018, it is hoped to strategically support staff moving towards a greater STEM focus in Science planning with professional learning and support.

Mathematics was a focus for staff professional learning and parent education in 2017 with great success. Among a range of initiatives, a parent and student learning blog was set up across the school to support parent engagement and reflection in Mathematics. This was very well received and supported by a large number of families with the intention of expanding on this during 2018. EMU (Extending Mathematical Understanding) was also a continued focus. Apart from 'first wave' support for classroom teachers, this included a very successful before school intervention program for a number of students with great feedback from teachers and parents alike.

The school's model of learning support was also embedded in 2017. Priorities towards targeted intervention in Year 1 and 2 reading and writing took place based on a range of data sources. Assessment data on targeted students indicated significant growth for these students and this approach will be consolidated in 2018. It is also planned to track these students closely in later years to measure continued growth in the long term.

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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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	63.29 %	55.50 %	2.53 %	10.50 %
	Reading	56.96 %	51.60 %	0.00 %	10.00 %
	Writing	72.15 %	44.60 %	1.27 %	7.50 %
	Spelling	56.96 %	45.60 %	5.06 %	13.10 %
	Numeracy	50.63 %	39.80 %	1.27 %	11.40 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	44.44 %	34.40 %	2.78 %	17.50 %
	Reading	53.42 %	37.00 %	6.85 %	14.60 %
	Writing	27.78 %	15.80 %	4.17 %	19.40 %
	Spelling	38.89 %	34.30 %	8.33 %	14.10 %
	Numeracy	48.61 %	27.90 %	1.39 %	14.60 %

## **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 writing with 72.15% in the top two bands compared to 44.6% nationally. Conversely only 1.27% fell into the bottom two bands compared to 7.5 % nationally. In reading no student fell into 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 50.63% being placed in the top two bands, much higher than the national percentage. Results in the bottom two bands are also strong with only 1.27% appearing there compared to 11.4% nationally. This data is pleasing, growing from year to year 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 very 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 2017 by ensuring programs of support and intervention were implemented in class for students at risk in the early years, and that all students are extended and challenged in their learning. Writing results in both Year 3 and Year 5 have demonstrated a continuing positive shift, and this represents consistent growth over the last four years. It was pleasing that only 4.17% of Year 5 students fell in the bottom two bands, whilst 27.78% of students were in the top two bands. This is a continued improvement from over the last number of years and reflects the professional learning staff have undertaken in writing assessment and instruction. Reading results similarly in Year 5 are very strong with 53.42% of students in the top two bands compared to 37% nationally.

### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies guidelines 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 (2013) (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 create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

### **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. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

### **Anti-Bullying Policy**

The School's Anti-Bullying guidelines and procedures are 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. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

## Complaints Handling 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. There were no changes made to this policy in 2017.

## Initiatives Promoting Respect and Responsibility

During 2017 there were a number of processes that continued ongoing promotion of respect and responsibility

for our students. The *KidsMatter* framework remained central to many of these. Weekly school focuses outlined 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 2017 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 aspects such as the choices of new playground artwork and signage that was installed during the year. Student voice was also instrumental in the acquisition of new classroom furniture and this will expand in 2018.

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

During Term 3, the school facilitated its annual anti-bullying focus. This was specifically targeted for the first half of term and included a strategic focus on this theme during the 'peer support' program, classroom PDHPE programs, newsletter articles and a visiting performance called "The NED Show". This focus will continue into 2018.

Early in the year, 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. Such opportunities provide a clear snapshot to prospective parents about the confidence, trust and articulation that students at OLSOS are taught in and beyond the teaching curriculum, and this will continue into 2018.

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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. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

### **Key Improvements Achieved**

In 2017, 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 2017 were:

In Mission: The school has supported the parish by seeking to embed long term and sustainable strategies to implement the parish sacramental program. The school supported parish personnel in educating parents in the parish (from the school and beyond) so they were more able to commit as first educators in the faith.

In Learning and Teaching: The school sought to embed iPad technology, including the use of the BYODD program in Years 4-6 to lift and demonstrate learner agency for students, teachers and parents. There was a particular focus on STEM (Science, Technology, Engineering and Maths) in 2017.

In Pastoral Care and Wellbeing: The school sought to provide structures and language where student learning and well-being were seamlessly linked for the whole education of students.

### **Priority Key Improvements for Next Year**

Supporting the school's directions, the SIP has targeted the following for 2018 priority improvements:

In Mission: the school will continue to work closely with the parish beyond the sacramental programs to support parish skill-set and autonomy in implementing parish needs (ag Altar server program, parent education in Sacraments.)

In Learning and Teaching: the school will seek to develop an updated and effective assessment and tracking instrument that will support teacher knowledge of student development across a range of measures. It is also anticipated that a specific focus in STEM will take place as a step towards embedding this K-6.

In Pastoral Care and Wellbeing: the school will further embed structures and language across the curriculum and begin the process of tracking progress across the Social and Emotional Learning (SEL) continuum.

During 2018, the school will undertake a mid-cycle self-review of progress since the external review of 2015. It is expected this will include gathering of data to indicate progress made in School Improvement since this review.

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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**

2017 saw the embedding 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 in the community. Parents also expressed their valuing of the school-parish partnership and 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 2018 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 2018.

### **Student Satisfaction**

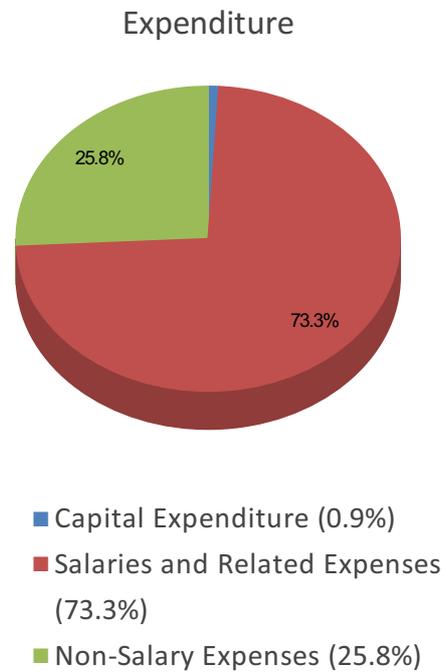
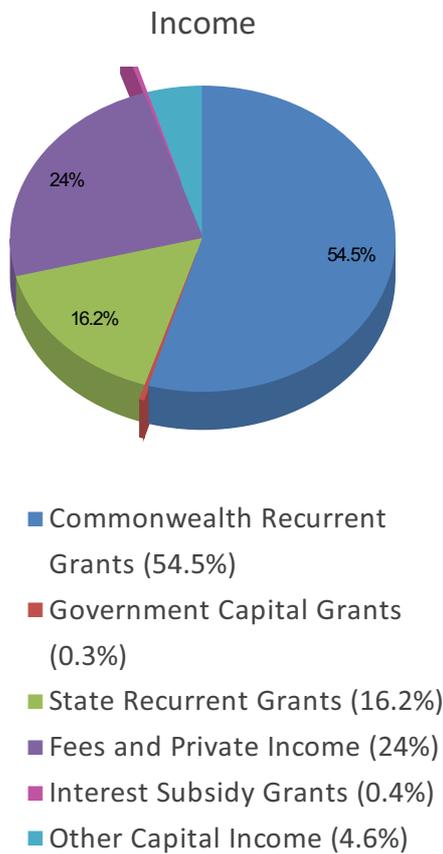
A range of leadership opportunities existed for students in 2017, among which was the Student Representative Council (SRC). Through this body, students reported a strong sense of collaboration with the school, including the opportunity to formally contribute to major decisions. A significant example was the use of student voice in the re-building of student bathroom amenities. 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**

During 2017, 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 2017. 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. Overall staff feel valued by the community at large and this in turn was a strong source of support and trust with the work in partnership with parents.

## SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs 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](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$3,299,824
Government Capital Grants	\$20,000
State Recurrent Grants	\$978,627
Fees and Private Income	\$1,456,247
Interest Subsidy Grants	\$21,625
Other Capital Income	\$279,768
<b>Total Income</b>	<b>\$6,056,091</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$52,795
Salaries and Related Expenses	\$4,306,727
Non-Salary Expenses	\$1,516,245
<b>Total Expenditure</b>	<b>\$5,875,767</b>