

St Patrick's Catholic Primary School, East Gosford

Annual School Report to the Community

2014



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**Principal**

Ms Nicole Cumming

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## ABOUT THIS REPORT

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St Patrick's Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

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

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### **Principal's Message**

Diverse curricula activities initiated by a caring and dedicated team of professionals, well-maintained grounds and facilities and parental involvement combine to offer excellent learning opportunities at St Patrick's Catholic Primary School, East Gosford. St Patrick's is blessed with a dedicated and caring staff who have created a loving Christian environment that is the essence of all we do. St Patrick's School is a place where disciples of Jesus are formed and nurtured to achieve excellence in order to make a difference in the world.

### **Parent Body Message**

There is a strong partnership between parents and school contributing significantly to a sense of community at St Patrick's and a nurturing educational environment. Parents and teachers continue to place great value in working as a team to promote learning and develop respectful, responsible children. The involvement of parents in school activities is high with many parents helping out in canteen, classrooms, at school carnivals and events and attending school events such as Masses and assemblies. The Parents and Friends group (P&F) remains focused on holding events and activities for students, parents and teachers to maximise the sense of community and further encourage parental involvement and partnering with the school.

We would also like to express thanks and gratitude to our principal as she leaves us to join St John the Baptist, Woy Woy. She has been a strong leader and has worked tirelessly to ensure the school has consistently delivered quality teaching, a high level of pastoral care and an environment for the development of well-rounded members of society. Thank you for making St Patrick's what it is today.

### **Student Body Message**

At St Patrick's we are able to experience the different aspects of Music, Visual Arts, sports, Science, Mathematics, novel studies and be educated on different topics each term.

Not only are our teachers knowledgeable at St Patrick's, but they offer guidance during difficult times. Teachers pay attention to our every need and look out for us as individuals. They often have to sacrifice their own time to chaperone us on camps, discos, excursions, surf days and other outings. They provide us with various opportunities to broaden our minds and always ensure that we feel comfortable and accepted.

The friendships between students are very loyal, due to the fact that we are all in a caring environment. St Patrick's gives us the chance to gather new friends and share interests. It is our belief that these friendships will stand the troubles of life so that we may lean on each other during times of change and hardship.

We couldn't have appreciated our time at St Patrick's more!

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## SECTION TWO: SCHOOL FEATURES

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### School Features

St Patrick's Catholic Primary School East Gosford, is a Catholic systemic co-educational school.

St Patrick's Catholic Primary School is a dual-site, two stream K-6 school separated by a four lane highway in East Gosford.

The school has a proud history, being the oldest Catholic school on the Central Coast. It was firstly established by the Sisters of St Joseph as Our Lady of the Rosary Catholic School in Gosford in 1910. The school moved to its present site in 1960 and was known originally as St Joseph's. At that stage, classes commenced at Kindergarten and went through to the Leaving Certificate, occupying the one campus on Victoria Street adjacent to the church. In 1967 the school was renamed St Patrick's and became a primary school catering only for K-6. The rapid growth of the Central Coast saw the expansion of St Patrick's to two sites in 1986.

Currently the Melbourne Street campus accommodates the school office, infants' classes, infants' library, infants' staffroom and canteen. The primary classes, hall, Learning and Resource Centre (LARC), music room, art room, primary staffroom, canteen, church and parish office are situated on the Victoria Street campus. Before and after school care and vacation care is provided on site and is currently operated by *CatholicCare* on the infants' campus.

Our current enrolment is 375 students which has slowly increased over the last seven years. St Patrick's Catholic Primary School draws from a wide geographical area, with children travelling from as far away as Kulnura, Mangrove Mountain and Spencer in the west, Koolewong in the south, Avoca, Kincumber and Terrigal in the east as well as from the local surrounding areas of East Gosford. This demographic contains a vast spread of socio-economic backgrounds. There are 94 students from a language background other than English (LBOTE), with 23 of these learning English as their second language (ESL). Over the last seven years the multicultural aspect of the school has grown rapidly. There is no one particular ethnic group that dominates the school; rather there is quite a diverse spread of cultural groups represented in our student body.

We have Aspect classes for children with autism on both campuses, with a total enrolment of eighteen children in these classes.

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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 2014. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
185	188	90	373

\* Language Background Other than English

The school enrolment has slowly increased over the last seven years. As noted previously, the cultural diversity of the school continues to grow and this aspect of our school community is highly valued.

### Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

### Student Attendance Rates

The average student attendance rate for the School in 2014 was 94.04 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94.10 %
Year 1	94.30 %
Year 2	93.70 %
Year 3	94.70 %
Year 4	94.10 %
Year 5	94.70 %
Year 6	92.70 %

## Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
24	9	33

\* This number includes 12 full-time teachers and 12 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.	24
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.

<b>Day 1</b>	The Joy of the Gospel: unpacking Pope Francis' Apostolic Exhortation
<b>Day 2</b>	English: consolidating understanding and consistency of practice
<b>Day 3</b>	Science: exploring components of the new science syllabus and developing units of work



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## SECTION FIVE: MISSION

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Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

St Patrick's has a strong religious dimension, evident throughout the school. The school aims to present quality education as an expression of the Catholic worldview. We therefore seek to offer opportunities to apply our worldview to all aspects of life both within and beyond the school. The Catholic worldview is evident in teaching programs for Key Learning Areas (KLAs) and in policies. Each week the newsletter includes a reflection on the week's Gospel providing a Catholic worldview perspective and an outline of upcoming liturgical events.

Children are exposed to a rich variety of liturgical experiences and have daily exposure to Gospel values through all KLAs and interaction with staff and parents.

Each term a liturgical calendar reflects the involvement of children in whole school Masses, liturgical celebrations and special feast days. Feast days and special seasons are celebrated through Masses and liturgies. Children in Years 3 to 6 celebrate Reconciliation once a term and all children participate in Adoration of the Blessed Sacrament once a term. The sacraments of Reconciliation, Confirmation and Eucharist are received by children from Years 2 to 6.

During 2014, children and staff have been enriched by a wide variety of prayer experiences. Each Friday morning, the school staff gathers to participate in community prayer. Each class has prayer during the day at regular intervals, both formally and informally, and have prayer tables that display the colours and symbols of the liturgical seasons throughout the church year. The school supported the local St Vincent de Paul chapter by holding regular *Mini Vinnies* meetings and facilitating awareness and fund raising activities.

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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 Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Since 2008, we have worked towards greater precision in the teaching of Mathematics; since 2011, we have worked toward a similar quality of evidence-based practice in English. The teaching staff believes it is important that we have consistent practice across English and Mathematics blocks so students know and understand learning expectations and routines, no matter the class in which they are learning. Extensive professional learning for staff has been an integral part of this process. The school Leadership Team continue to collaboratively and actively lead professional learning. Curriculum initiatives have provided opportunities for teachers to work together to reflect, discuss, plan, implement and evaluate literacy and numeracy experiences that maximize children's learning.

This journey has been aided by support from the Catholic Schools Office (CSO) with *Extending Mathematical Understanding (EMU)*, *Best Start*, *Improving Literacy and Numeracy National Partnerships (ILNNP)* and *More Support for Students with Disabilities (MSSD)* programs and funding. Considerable resourcing by way of releasing teachers, organising CSO personnel to work with and support teachers, and purchasing teaching resources has greatly assisted this journey.

To understand the student's point of need and consequently inform teaching, data gathering and analysis has been a focus with purposeful use of the *Teacher Inquiry and Knowledge Building Cycle (Timperley 2008)*. All teachers conduct a Mathematical Assessment Interview (MAI) on their students at the beginning of the year to identify their mathematical understanding in number, and hence their point of need. This informs the grouping of students and subsequent instructional decisions. Data walls are displayed to track the reading levels of the students across the school. Reading levels are tracked twice per term which is the catalyst for professional dialogue. This dialogue assists teachers in sharing reading strategies and programs.

Students were also given the opportunity to participate in a wide range of activities including: choir, private music lessons (keyboard and guitar), chess and board games, various inter-school

and Diocesan sporting events, gala days, surf safety days, a two week intensive swimming program for children in Years 1 and 2, public speaking competitions, National Young Leaders Day and the Peer Support program.

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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 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	66.20 %	49.90 %	4.80 %	11.90 %
	Reading	64.50 %	46.20 %	1.60 %	13.10 %
	Writing	54.80 %	39.10 %	1.60 %	11.20 %
	Spelling	41.90 %	43.70 %	8.00 %	14.80 %
	Numeracy	59.70 %	36.20 %	3.20 %	13.40 %

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	64.30 %	36.60 %	7.20 %	16.10 %
	Reading	44.60 %	34.50 %	5.40 %	16.30 %
	Writing	23.20 %	15.50 %	5.40 %	21.40 %
	Spelling	41.10 %	33.60 %	9.00 %	16.40 %
	Numeracy	32.70 %	25.90 %	10.90 %	18.10 %

### NAPLAN Comments

It is pleasing to note that the school had a higher percentage of students in the top two bands than the national cohort in all test areas except Spelling in Year 3 where it was slightly lower. Additionally, the school had a substantially lower percentage in the bottom two bands in all test areas, at both Year 3 and 5. This is particularly pleasing in the areas of Reading, Writing and Numeracy where our greatest professional learning has occurred with a focus on catering for a diverse range of learners. We have implemented significant precision around the teaching of these areas across the school in the last three years. The high percentage of students achieving in the top two bands compared to the national rate is testament to the focus on the differentiation strategies developed and implemented and the improvement in the range of teaching strategies used.

### **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.

Many support structures exist for families within the St Patrick's school community. The class teachers, Learning Support team, Assistant Principal, Religious Education coordinator, Parish Priest and principal all work closely with parents and carers during the year to provide appropriate support for each child and their family. Where necessary, families were referred to the school counsellor and, where needed, to local health and counselling agencies for professional support. Our care group provides meals and support for families in times of crisis.

### **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.

As a *Positive Behaviour for Learning* (PBL) school we are committed to taking a proactive and positive approach to behaviour. This entails teaching a lesson every week on the expected behaviours then rewarding children through affirmation (verbal, visual, stickers and reward time) when these expected behaviours are displayed. We teach lessons on behaviour to ensure everyone is aware of the behavioural expectations at St Patrick's.

From time to time, more significant inappropriate behaviour may occur. Such behaviour is identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of others, or a repeated minor inappropriate behaviour.

When this occurs the incident is investigated fully by listening to each participant's point of view, including witnesses. A 'long time out' is given where necessary and restorative practices are put in place in order to restore right relationships and plan ways of supporting positive behaviour. Parents are contacted and the incident is reported to the principal (primary) and assistant principal (infants). Data is kept on the incident for our tracking purposes.

### **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.

Derived from the Diocesan policies, St Patrick's Catholic Primary School has developed a Pastoral Care Policy and Support Document and an Anti-Bullying Policy in consultation with the school community. The implementation of the Pastoral Care policy promotes the ongoing formation of students in self-discipline, responsibility and faith. In 2009, a Behaviour Management Framework was implemented called Positive Behaviour for Learning (PBL). This approach has a strong emphasis on teaching appropriate behaviours and providing systems of support to bring about these positive behaviours. In 2013 KidsMatter, an Australian Primary Schools Mental Health initiative, was officially launched to improve the mental health and wellbeing of our students. Both these approaches are strongly supported by the Catholic Schools Office.

### **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**

To ensure a consistent and positive approach to behaviour management we have in place

*Positive Behaviour for Learning* and *KidsMatter* which are two initiatives that address behavioural, social and emotional learning. Both initiatives specifically address and teach the rule, "At St Patrick's we are respectful, responsible learners" where the children are guided to understand what being responsible and respectful means and therefore to act in an appropriate way in the community.

Students are encouraged to think about and support community service initiatives instigated by our *Mini Vinnies* group. These activities promote empathy and respect for, and a commitment to action to assist, those less fortunate than ourselves.



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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**

Our 2014 goal in Teaching and Learning was to improve the valued learning outcomes of students in both English and Mathematics. The pleasing results in both NAPLAN and standardised testing in 2014 are indicative of the rigour and precision that has been put in place in English and Mathematics over the last few years.

Our 2014 goal in Catholic Mission was to provide a rich contemporary prayer and liturgical experience for students. The *Examen* prayer technique continued as part of the daily routine. At a set time, students were given the opportunity to pray about and reflect upon on their day using a simplified form of spiritual examination as practised by St Ignatius of Loyola. Liturgical experiences were enriched by children participating in various ministries in the mass and in particular by engaging in reflections related to the focus of the mass.

Our 2014 goal in Pastoral Care was to improve the mental health and wellbeing of students. The following were provided: Wellbeing day, peer support focused on positive thinking, *Seasons for Growth* and National Anti-bullying week. Staff also rearranged PDH units to incorporate social and emotional activities.

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

2015 goals for each of the main domains are consistent with the 2014 goals and are as follows.

Teaching and Learning:

To improve the valued learning outcomes of students in English and Mathematics and to engage students in the new Science curriculum through rigorous and authentic implementation of carefully developed units of work

Catholic Mission:

To provide a rich contemporary prayer and liturgical experience for students

Pastoral Care:

To improve the mental health and wellbeing 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**

Parents and carers have provided positive feedback about the many opportunities to engage with other parents and teachers and to be involved in their children's education and school life, such as: P&F meetings held every term, dinner dance, trivia night, St Patrick's day celebrations, BBQs, wellbeing day, school and class Masses, awards assemblies, canteen duty, gala days, carnivals and student discos.

The staff of St Patrick's are recognised by the parent community as being strongly committed to the learning and development of the children and as genuinely caring for students.

### **Student Satisfaction**

We are honoured to be a part of Year 6 2014. We have made lots of memories with our fellow class mates and teachers. We have also participated in many fun activities that have taught us lots of new skills. We enjoyed our trip to Canberra, the surf fun day and our end of year school performance. Everyone has enjoyed our last year at St. Patrick's, loving every subject we have studied from Mathematics to building robots in Science: it has all been educational. We have all grown throughout our time at St. Patrick's and we have watched each other change for the better. We are all proud to be role models to our Kinder buddies and the other students in the school and we will never forget them. We have enjoyed our seven years and will miss this school very much. Thank you teachers for giving us a great time at St. Patrick's.

### **Teacher Satisfaction**

Staff were asked to provide open responses about the most valued aspects of St Patrick's. The most frequently nominated aspects were:

- professional learning opportunities with a great deal of development and consolidation in teaching practice in English, Mathematics and Science
- continuing development of behaviour strategies and playground changes
- pastoral care of staff dealing with family issues

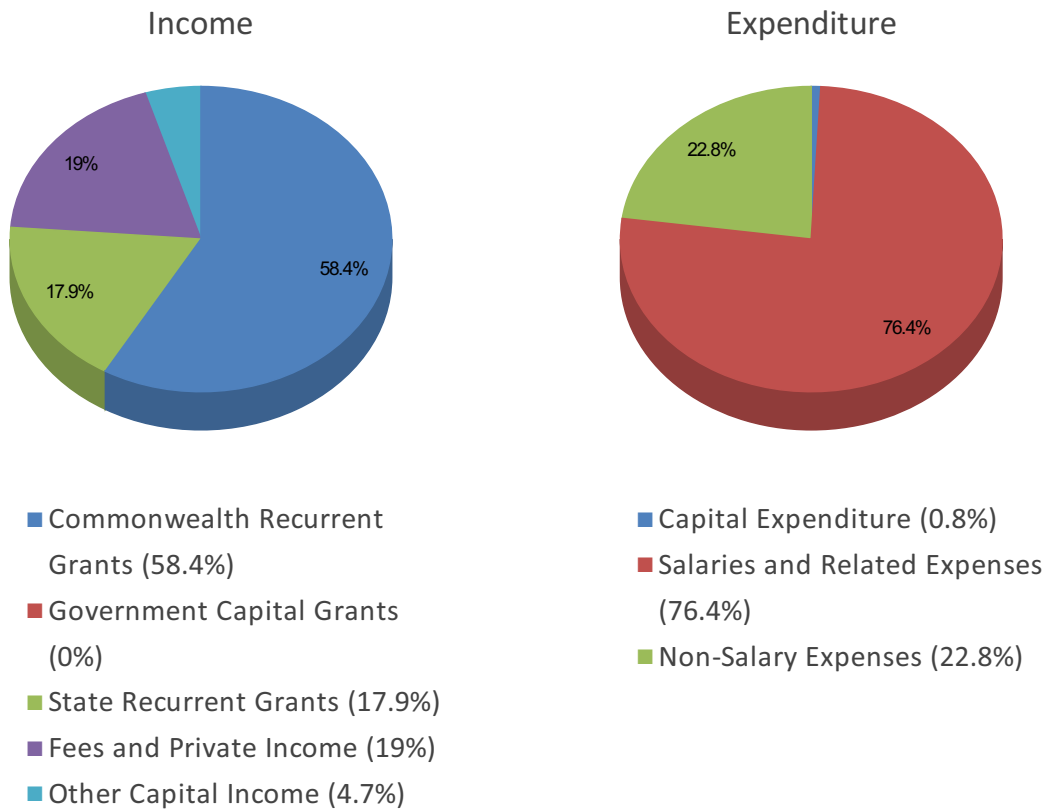
- focus on Wellbeing, for example the Wellbeing day
- whole school activities fostering positive relationships between years
- emphasis on respect for everyone at school - teachers, students, parents
- culture studies across the whole school in Term 3 culminating in *Around the World* day
- leadership opportunities for students: peer support, buddy program, leadership camp
- Italian taught across the school, K - 6
- Staff day on Pope Francis' *Joy of the Gospel*
- social outings for staff
- the chromebook trial
- access to good quality literature
- the playpod and various activities in the LARC at lunch time
- new furniture for classrooms: guided reading and writing tables for the whole school and desks in Years 2 and 6.

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## SECTION ELEVEN: FINANCIAL STATEMENT

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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](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,362,875
Government Capital Grants	\$0
State Recurrent Grants	\$723,487
Fees and Private Income	\$771,287
Other Capital Income	\$191,489
<b>Total Income</b>	<b>\$4,049,997</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$29,915
Salaries and Related Expenses	\$2,830,972
Non-Salary Expenses	\$846,773
<b>Total Expenditure</b>	<b>\$3,707,660</b>