

2017 Annual School Report

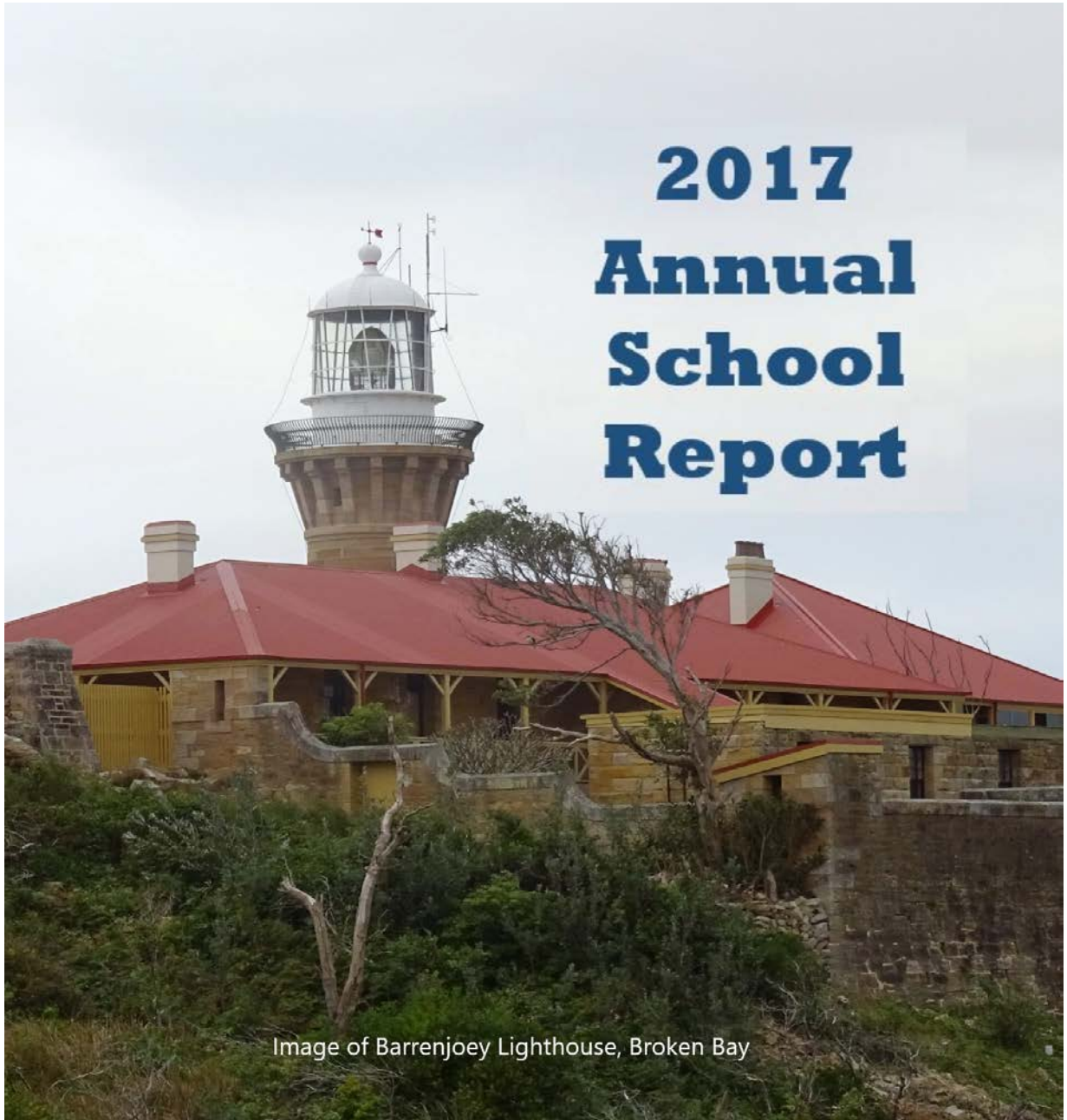


Image of Barrenjoey Lighthouse, Broken Bay



St Patrick's Catholic Primary School, East Gosford

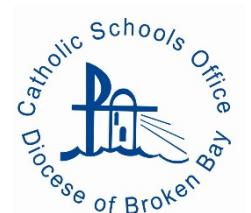
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ABOUT THIS REPORT

St Patrick's 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](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

Inspired by our motto 'Trusting in the Truth' and St Patrick, we strive to live the faith through our daily actions as a loving, caring and welcoming Catholic community. St Patrick's is committed to providing quality education steeped in Catholic values and traditions.

Diverse curricula activities initiated by a caring and dedicated team of professionals, maintained grounds and facilities and parental involvement combine to offer excellent learning opportunities for students. 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.

The core values of faith, hope, justice, love and joy underpin our procedures and practices. The continued work on the *KidsMatter* framework and our *Positive Behaviour for Learning* (PBL) program has resulted in a greater awareness of the importance of positive social and emotional health.

Parent Body Message

We are blessed at St Patrick's to have a strong and engaged school community. As the demands of daily living increase, the challenge for the Parents and Friends (P&F) is to continue to evolve and encourage parents to participate in the School and Parish and in all aspects of their children's learning.

We are very grateful to the many parents and carers who have participated and/or contributed to canteen, our annual Trivia Night, assisting in classrooms, swimming and athletics carnivals, gala days, school excursions, Commonwealth Bank school banking, second hand uniform stall, school discos, Mother's and Father's day stalls, St. Patrick's day celebrations, Family Masses, Well-being Week, Kinder Transition and Teacher Appreciation Day. The P&F was excited to contribute a significant amount of funds towards the upgrading of the classrooms with air-conditioning and were appreciative of the opportunity to be included in this project, which was completed during 2017.

We thank the compassionate and committed staff for all that they do in educating our children.

Student Body Message

St Patrick's, what a great school! How lucky we are to have so many opportunities and great times to treasure. This year focused once again on the wellbeing of students which culminated in Wellbeing week each Term. The students had opportunities to participate in many different activities, with a different theme, for example, 'pass it forward'. The peer support sessions on resilience, teaching the whole school how to bounce back when times are tough reinforced the wellbeing of others.

The use of iPads has had a huge impact on the way we learn and are very popular amongst the grades. Students can often be seen using them to research, create films and experimenting with different ways to present their work.

The development of our faith has always been a major part of our learning at St Patrick's, underpinning all other learning areas. With the support of the Catholic community of St Patrick's we have made the sacraments of Confirmation, Reconciliation and First Eucharist and have participated in Mass through readings, liturgical dance, altar serving and choir.

Sport has also played a big part in our school life, Gala days, carnivals, *Sport in Schools* program and surf fun days.

SECTION TWO: SCHOOL FEATURES

School Features

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

The School has a proud history, being the oldest Catholic school on the Central Coast. It was first 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, uniform shop, church and parish office are situated on the Victoria Street campus. Before and after school care (OSHC) and vacation care is provided on site and is currently operated by *CatholicCare* on the infants' campus.

The School's current enrolment is 367 students which has remained steady over the last few years. The 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, Springfield, Erina and Green Point in the east as well as from the local surrounding areas of Gosford and East Gosford. This demographic contains a vast spread of socio-economic backgrounds. There are approximately 100 students from a language background other than English (LBOTE), with 36 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. *Aspect* classes for children with autism are situated on both campuses, with a total enrolment of twenty children in these classes.

Students were also given the opportunity to participate in a wide range of activities including: choir, recorder group, private music lessons (keyboard and guitar), Junk Yard Orchestra, coding, play pod, art club, 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, debating and the *Peer Support* program. 2017 also saw the introduction of the School Band supported by the Gosford Conservatorium.

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 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
168	199	102	367

* Language Background Other than English

The School enrolment has changed over the last seven years with enrolments in the primary classes being higher than the infants classes. As noted previously, the cultural diversity of the School continues to grow - an aspect that 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 2017 was 93.04 %. 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
93 %	93 %	94 %	93 %	94 %	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).

SECTION FOUR: STAFFING PROFILE

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:

Total number of teaching staff by NESA category	24
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	24
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
Total number of staff	30
Number of full time teaching staff	13
Number of part time teaching staff	11
Number of non-teaching staff	6

Professional Learning

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

Day 1	Review of Mathematical Assessment Interview (MAI) data to align teaching and learning strategies and a whole school focus.
Day 2	The 'Writing Block'
Day 3	Staff Spirituality - Developing Liturgy through a Governance Model

SECTION FIVE: MISSION

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.

Inspired by the School's Vision Statement and motto, *Trust in the Truth*, staff are committed to form and nurture disciples of Jesus to achieve excellence in order to make a difference. Additionally, the School prides itself on living the faith through daily actions as a loving, caring and welcoming Catholic community, with a strong religious dimension.

Catholicity resonates in all aspects of school life. Eucharistic Masses, adoration of the Blessed Sacrament, prayer, classroom liturgy, feast day celebrations, social justice initiatives and Reconciliation are all experiences that contribute to the faith formation of students and strengthen their relationship with God.

The day begins with the School prayer. Classes pray traditionally and spontaneously throughout the day. Prayer tables in each classroom are signs and symbols of the School's Catholic identity. These tables display the colour of the liturgical season, along with religious artefacts and tools for prayer. Percussion instruments to enhance class-based liturgies were added to the class prayer boxes. Staff also engage in weekly prayer at staff meetings.

Fortnightly newsletters include a reflection of the week's Gospel and promote upcoming School and Parish events. Parents are encouraged to participate and be involved in Eucharistic celebrations. Where possible examples of student learning in Religious Education lessons are provided to engage and enlighten the parent community. Facebook has continued to be an effective means of communicating with parents regarding our Masses and liturgies and other activities held within the School. Digital signage also allows for effective communication with the public about upcoming Masses and other relevant parish information.

The School strives to provide faith formation opportunities for parents and carers and in 2017 held sessions on Christian Meditation. Each grade also invited parents to at least one student prepared liturgy during the year. Opportunities for parent prayer have also been offered.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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 of developing precision in teaching Mathematics. The teaching staff believe it is important that consistent practice is evident across the English and Mathematics blocks so that students know and understand learning expectations and routines, no matter the class in which they are learning. Extensive staff PL has been an integral part of this process. The School leadership team continue to collaboratively and actively lead PL. Curriculum initiatives have provided opportunities for teachers to work together to reflect, discuss, plan, implement and evaluate literacy and numeracy experiences that maximise children's learning.

This journey has been aided by support from the CSO with programs such as *Extending Mathematical Understanding* (EMU) and Best Start. This year the School held two first wave intervention sessions in EMU for vulnerable students in Year 1. 2017 saw considerable resourcing by way of releasing teachers for PL, organising CSO personnel to work with and support teachers. This included planning and co-teaching sessions involving CSO personnel and the Mathematics Coordinator. The purchasing of 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) with each student 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 is collected 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. Other forms of data are collected which include PAT Maths, PAT Reading and Comprehension and Spelling.

In 2017 some of the teaching staff continued their PL based on '*Cultures of Thinking*' and continued to embed aspects of this in programs and through classroom displays. Additionally, all staff attended PL delivered by Sheena Cameron and Louise Dempsey (external learning Consultants) based on the 'Writing Block'.

As stated previously students are given many opportunities to participate in a wide range of diverse activities such as sport gala days, Religious Education celebrations, debating, public speaking and lunchtime groups, for example, choir, art, drama and coding.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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	69.39 %	55.50 %	8.16 %	10.50 %
	Reading	67.35 %	51.60 %	6.12 %	10.00 %
	Writing	59.18 %	44.60 %	2.04 %	7.50 %
	Spelling	57.14 %	45.60 %	10.20 %	13.10 %
	Numeracy	46.94 %	39.80 %	4.08 %	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	26.79 %	34.40 %	26.79 %	17.50 %
	Reading	30.36 %	37.00 %	12.50 %	14.60 %
	Writing	12.50 %	15.80 %	16.07 %	19.40 %
	Spelling	26.79 %	34.30 %	16.07 %	14.10 %
	Numeracy	21.43 %	27.90 %	14.29 %	14.60 %

NAPLAN Comments

It is pleasing to note the percentage of the School's Year 3 students achieving results in the top two bands is significantly higher than their national counterparts. Similarly, there is a substantially lower percentage of students in the bottom two bands in all Year 3 test areas.

Although the results for Year 5 were not as strong as those in Year 3, there was substantial growth for a number of students as compared to their Year 3 results. These results will form the basis of further discussion and investigation to improve student learning outcomes.

It is particularly pleasing to see that professional learning in Writing and the continued focus in the area of Numeracy, has resulted in some increased results for the Year 3 cohort and some improvement for the Year 5 cohort.

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

The *Positive Behaviour for Learning (PBL)* framework is in place to ensure consistency in behaviour expectations and to support student wellbeing. Staff 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. The School continued reviewing its Behaviour Management Guidelines and Procedures. This review resulted in significant changes to the approach taken with Behaviour Management. The students and staff have been involved in this process.

Students are encouraged to think about and support community service initiatives instigated by the School's *Mini Vinnies group*. These activities promote empathy and respect, and a commitment to action, to assist those less fortunate than ourselves. The School's student representative council (SRC) is a strong and integral working group. Students regularly meet and promote activities, including student-led initiatives, to support the school community.

The Year 6 students are trained in Peer Support and as part of their leadership activities they lead and run sessions for the younger students. This takes place in one term each year. Year 5, as part of their leadership training in Term 4, participate in a leadership camp. During this camp, students are actively involved in a variety of physical and leadership activities to enable them to display their leadership qualities. Year 5 run student-led PBL lessons with Year 3 students. A part of their leadership program is to promote themselves as 'pastoral carers' of Year 3. Year 5 students have promoted a strong sense of belonging, resulting in improving overall student relationships.

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. 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

- Mission goal: *To provide a rich contemporary prayer and liturgical experience for students.*
 - The School's Mission focus enabled students to independently plan and lead a liturgy. Teachers gained understanding of Governance through Liturgy.
- Learning and Teaching goal: *To improve the valued learning outcomes of students in Mathematics and to continue to engage students in the new Geography curriculum through rigorous and authentic implementation of carefully developed units of work.*
 - Data analysis informed point of need teaching and consistent practices across the school were evident through co-teaching. The development of the 'Plenary' during Maths lessons was a focus area. New units of learning in Geography were developed as a result of new syllabus implementation as well as revising related scopes and sequences in this KLA.
- Pastoral Care goal: *To improve the mental health and wellbeing of students.*
 - The School's Pastoral Care focus involved students and staff in the review of the Behaviour Management Procedures and in the development of matrixes for behaviour and consequences. This approach ensured a more consistent, coherent and positive approach to behaviour management.

Priority Key Improvements for Next Year

The goals for the following year in each domain are as follows:

- Mission: For students to experience Core Scripture in multiple, rich and varied ways.
- Learning and Teaching: To enhance student engagement through authentic and purposeful feedback.
- Pastoral Care: To enhance student wellbeing through teacher understanding of Social and Emotional Competencies.

SECTION TEN: COMMUNITY SATISFACTION

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. This includes: P&F meetings held every term, canteen, bi-annual Trivia Night, assisting in classrooms, swimming and athletics carnivals, gala days, school excursions, CBA school banking, second hand uniform stall, school discos, Mother's and Father's day stalls and whole school celebrations, St. Patrick's day celebrations, Grandparents day celebration, Family Mass, Wellbeing week each term, Kinder Transition and Teacher Appreciation day.

In 2017 the Parent Advisory Team (PAT) was established. This new team will assist the school to ensure the needs of the students are at the centre of our decision making. Staff 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

Year 6 students are all given the opportunity to be student leaders of the School. Students are challenged to work on leadership skills and to set good examples for the rest of the School. The *Peer Support* and *Kinder buddies* programs are ways that promote and support students in their leadership roles and foster life long skills. The Year 5 Camp, the previous year, enabled current Year 6 students to look at this very important role as well enabling the selection of School and House Captains.

Students are very aware of all the opportunities the School offers us to enhance learning across all KLAs. Activities such as public speaking, Maths Olympiad, debating, choir, band and sporting representation allow many students to display their talents both individually and as a team. Students report that opportunities provided through social justice activities builds awareness of the needs of the wider community.

Teacher Satisfaction

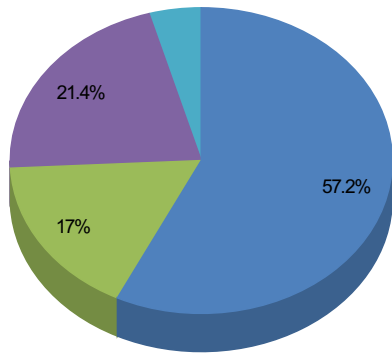
Staff were asked to provide open responses about the most valued aspects of their School. The most frequently nominated aspects were:

- strong sense of community within the relationships with families and the Parish
- PL opportunities for all staff including the overnight spirituality PL
- consolidation in teaching practice in English, Mathematics, Science, History and Geography
- professional learning - Cultures of Thinking, liturgy development
- continuing development of behaviour strategies and playground changes
- pastoral care of staff dealing with family issues
- focus on wellbeing, for example the wellbeing week each term
- emphasis on respect for everyone at School: teachers, students, parents
- leadership opportunities for students: peer support, buddy program, leadership camp
- Italian and Music taught across the school, K-6
- the work and support of the librarian, learning support team and amazing administration staff.

SECTION ELEVEN: FINANCIAL STATEMENT

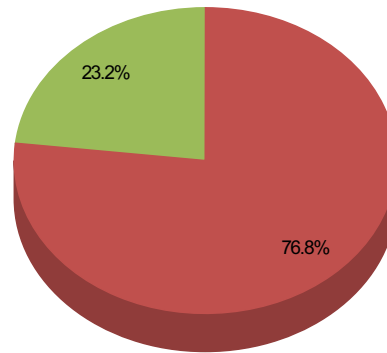
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (57.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (17%)
- Fees and Private Income (21.4%)
- Interest Subsidy Grants (0%)
- Other Capital Income (4.4%)

Expenditure



- Capital Expenditure (0%)
- Salaries and Related Expenses (76.8%)
- Non-Salary Expenses (23.2%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,496,199
Government Capital Grants	\$0
State Recurrent Grants	\$740,101
Fees and Private Income	\$932,577
Interest Subsidy Grants	\$0
Other Capital Income	\$192,489
Total Income	\$4,361,366

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$968
Salaries and Related Expenses	\$3,169,271
Non-Salary Expenses	\$957,148
Total Expenditure	\$4,127,387