



2019

ANNUAL SCHOOL REPORT



St Patrick's Catholic Primary School

Cnr York and Melbourne Streets, EAST GOSFORD 2250

Principal: Mrs Cheryl Walsh

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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') 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 also be obtained from the [My School website](#).

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 student wellbeing through the Be You 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 Bingo Night, assisting in classrooms, swimming and athletics carnivals, gala days, school excursions, Commonwealth Bank school banking, second hand uniform shop, 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 funds towards the upgrading of the classrooms resources, by assisting with the leasing of I pads last year. We will continue this support in 2020.

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, 'meditation' and 'Harmony'. 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. This year we were fortunate enough to have an increase in the number of iPads to one between two students.

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, song and choir.

Sport has also played a big part in our school life, with participation in Gala days, carnivals, Sport in Schools and Athletics programs and surf fun days.

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 369 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 nineteen 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, guitar), Band, coding, play pod, various inter-school and Diocesan sporting events, gala days, surf safety days, swimming program for children in Years 1 and 2, public speaking competitions, debating and the Peer Support program. 2019 also saw the introduction of the School Band supported by the Gosford Conservatorium.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
177	192	125	369

* Language Background Other than English

Enrolment Policy

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

Student Attendance Rates

The average student attendance rate for the School in 2019 was 92.12%. 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
92.51	91.89	93.18	91.45	92.79	92.08	91.25

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of

care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

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

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

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

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	28
Number of full time teaching staff	13
Number of part time teaching staff	11
Number of non-teaching staff	4

Total number of teaching staff by NESAs category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

Summary of professional learning at this school

In 2019 the staff were involved in the following professional learning opportunities.

1. Whole school SDD - Introduction to Ipads
2. Whole school SDD - Understanding the new PDHPE Syllabus
3. Whole school SDD - Religious Education - Day 2 Follow Me
4. Two whole school Twilight Meeting - Spelling and Knowing You Students.

The staff have also been involved in professional learning for Maths - Encouraging Persistence Maintaining Challenge (EPMC) and Positive Behaviour For Learning (PBL)

Catholic Identity and 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 and a number of 'Godly Play' sets have been purchased or made to supplement many of the bible stories. 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

(RE) lessons are provided to engage and enlighten the parent community. Facebook and Compass have 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 2019 held spirituality sessions for parents. Each grade also invited parents to at least one student prepared liturgy during the year. Opportunities for parent prayer have also been offered.

Curriculum, Learning and Teaching

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.

2019 was a year of continuing to develop 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.

In 2019, the Stage 2 teachers and the rest of the staff began our journey with EPMC - Extending Persistence Maintaining Challenge - for Maths. This included professional learning on Multiplicative Thinking. Extensive staff Professional Learning (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 Catholic Schools Office (CSO) with programs such as Extending Mathematical Understanding (EMU) and Best Start. This year the School held three first wave intervention sessions in EMU for vulnerable students in Year 1. 2019 saw considerable resourcing by way of releasing teachers for PL, organising CSO personnel to work with and support teachers. 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 Progressive Achievement Tests (PAT) Maths, PAT Reading and Comprehension and Spelling.

In 2019 the teaching staff continued to implement and embed Cultures of Thinking and in programs and through classroom displays. Additionally, all staff attended a further PL opportunity delivered by external learning consultants based on Spelling, using Ipads in the classroom and the new PDHPE.

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

Student Performance in Tests and Examinations

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	60%	59%	6%	10%
	Reading	64%	54%	0%	10%
	Writing	54%	55%	0%	5%
	Spelling	50%	52%	6%	11%
	Numeracy	31%	42%	6%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	40%	37%	17%	17%
	Reading	35%	38%	8%	12%
	Writing	6%	19%	8%	18%
	Spelling	36%	38%	13%	13%
	Numeracy	29%	32%	4%	14%

Pastoral Care and Student Wellbeing

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. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while 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 2019.

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. There were no changes made to this policy in 2019.

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 2019.

Initiatives promoting respect and responsibility

The Positive Behaviour for Learning (PBL) program 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 continues to review, update and implement its Behaviour Management guidelines and procedures. Students are encouraged to think about and support community service initiatives initiated 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.

In 2019 the Year 4 students made videos or presented the PBL rule for the fortnight at our Assemblies. This was a new initiative and the Year 4 students embraced this challenge.

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 develop students' faith and spirituality through a deeper understanding of and response to scripture

For 2019 - targeted students will be able to articulate their understanding of the use of particular thinking strategies and how this understanding has improved their learning in RE (as measured through student work sample reflections on learning).

- Students used Cultures of Thinking strategies to improve their understanding of scripture
- Teachers reviewed and re-designed approaches to RE learning and assessment
- Co-teaching and coaching model used in RE

Learning and Teaching goal: To develop a community of thinkers to maximise student potential

For 2019: targeted students will be able to articulate their understanding of the use of particular thinking strategies and how this understanding has improved their learning in mathematics. The pedagogy of EPMC will be introduced to all teachers and Stage 2 teachers will have professional learning and support in EPMC.

- Teachers participated in PL on Encouraging Persistence Maintaining Challenge (EPMC) to have an consistent practices across the school.
- EPMC model of thinking implemented in school for multiplicative thinking
- Intensive Co-teaching practices and coaching model used in Maths
- The continued conversation of the importance of the 'Plenary' during Maths lessons

Pastoral Care goal: To strengthen students wellbeing within a positive school environment.

For 2019 - targeted students will be able to articulate their understanding of the use of particular thinking strategies and how this understanding has improved their learning in mathematics (as measured through student work sample reflections on learning).

- The School's Pastoral Care focus involved students and staff continuing to review the Behaviour Management procedures to maintain understanding and consistency of approach
- Implemented the school based award system with success.
- Changed the school diary to include goals for students' personal development - Social and Emotional Learning.
- Promoted PBL at assemblies each fortnight
- staff celebrated positive behaviours as a class twice a term.
- Continued to use Compass as a means to celebrate success - merit and to monitor behaviour
- Set up 'check in-check out' procedures for targeted students.

Priority Key Improvements for Next Year

The School Improvement goals will continue as:

Mission; To develop students' faith and spirituality through a deeper understanding of and response to scripture

- Students will indicate that RE is challenging, engaging and relevant as measured through the student RE survey.
- Co-teaching practices and coaching model used in RE

Teaching and Learning: To develop a community of thinkers to maximise student learning potential

- a greater number of students will be able to solve 2 and 3 step mathematics problems as measured through selected pre and post work samples.
- EPMC PL will continue throughout the school
- Co-teaching practices and coaching model used in Maths

Pastoral Care: To strengthen students wellbeing within a positive school environment.

- students will be able to articulate their understanding self-management and self-awareness SEL dimensions and how this understanding has improved their decision making skills (as measured through teacher observations).

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: Parent teacher interviews, information sessions, P&F meetings held every term, canteen, bingo 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 program, the school concert and teacher appreciation day.

Parents were also invited to complete the 'Tell Them From Me' Survey and results were analysed so that feedback could be incorporated.

We often survey parents for their feedback after major events eg: the school concert.

In 2019 the Parent Advisory Team (PAT) continued. This new team looked at our school communication procedures and suggested changes which we will look at implementing in 2020. We also looked at the canteen menu and offered suggestions that may make it easier to encourage more parent support.

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. They are also surveyed or provide input into other parts of the school life. EG: our Behaviour Management procedures and designing playground improvements, bringing ideas to the SRC for consideration.

Students in Year 4 - 6 participated in the 'Tell Them From Me' survey.

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, First Aid training; consolidation in teaching practice in English, Mathematics (EPMC), Science, History and Geography; professional learning - Cultures of Thinking, Review and development of RE Units; 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.

Staff actively participated in staff meeting and campus meeting and were encouraged to voice their opinion. They also participated in the 'Tell Them From Me' survey.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 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 2019	
Commonwealth Recurrent Grants ¹	\$2,622,788
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$742,931
Fees and Private Income ⁴	\$933,522
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$190,297
Total Income	\$4,489,538

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$27,817
Salaries and Related Expenses ⁷	\$3,328,142
Non-Salary Expenses ⁸	\$1,051,172
Total Expenditure	\$4,407,131

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT