

St Gerard's Catholic Primary School, Carlingford

Annual School Report to the Community

2014



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**Principal**

Mrs Ann Milling

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## ABOUT THIS REPORT

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St Gerard'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**

This report outlines the significant activities undertaken and achievements gained by our School during the 2014 school year. The report acknowledges the outstanding contribution of our community and the strong learning partnership which is shared by the teachers, students and parents.

The School is proud of its Catholic tradition and works constantly to promote excellent teaching and learning within a challenging and supportive school environment. This is underpinned by our mindfulness of the school motto, 'Growing in Wisdom and Faith' and is evidenced in our commitment to quality teaching and desire to grow as a learning community.

This year we celebrated our 50th anniversary and the school community – students, teachers, parents and the parish reflected on how many people have worked together to forge the building of a wonderful school.

I would like to thank all members of the School community; in particular, our dedicated and skilled teachers, enthusiastic students and generous, energetic parents for their contribution to the school's continued success.

### **Parent Body Message**

The Parents and Friends (P&F) committee collaborates with the school to provide opportunities for parent engagement, as well as assist with resource purchasing for the school. 2014 was another successful year as the parents supported a variety of events; the school open day, Kindergarten orientation, Mother's and Father's Day breakfast, movie night, Mother's and Father's Day Stalls, *Skill-a-thon*, and the 50th Anniversary celebrations. This was in addition to the other work done by the P&F and parent community which includes the uniform shop, monthly children's masses, sacramental program and morning teas as well as many class social events which continue to enhance our children's experience of school.

The number of P&F initiatives this year included the purchase of new laptops, library books and guided readers, contribution to the loan of the Covered Outdoor Learning Area (COLA), new plants and shrubs, new BBQs for social events, co-payment of the 50th anniversary plinth with Year 6, 50th anniversary BBQ and cake. All of this was made possible due to the generous contribution of parents.

### **Student Body Message**

This has been a special year for us at and we have been privileged to lead the school in its 50th

anniversary year. We started the year by receiving our leadership badges and then we went on an amazing leadership camp. There were many opportunities for us to learn about our school and to celebrate why it is so special. Many families were able to make a tile to add to a mural in the school that celebrated the 50th anniversary and we all joined in to make our celebrations very special. During the year we had many opportunities for leadership and our time with our Kindergarten buddies was a highlight. We loved our buddy time and had a lot of fun learning together. We would like to thank all the teachers who have given us great chances to learn and have made learning fun. Finally, we would like to thank our parents and friends for helping and encouraging us throughout our time at St Gerard's.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

St Gerard's Catholic Primary School Carlingford, is a Catholic systemic co-educational school.

The School caters for boys and girls from Kindergarten to Year 6. As part of the Parish of Epping and Carlingford, the School regularly joins the parish community to celebrate key events in the liturgical life of the Catholic Church. The School provides a well balanced, comprehensive and engaging curriculum, where English and Mathematics are given priority time each day. Each classroom is well equipped to meet the needs of contemporary learners. A variety of programs are available to support student interests and learning needs. Students are provided with the opportunity to participate in choir, chess, band, *Maths Olympiad*, *Science Challenge*, public speaking and representative sports.

The School was founded in 1964 and built mainly by community volunteers who constructed a red brick building to provide three classrooms for the first students enrolled. The growth of the School was rapid. By 1975, enrolments reached 511 and the students were taught by three Sisters of Mercy and fourteen lay teachers. Now, the School is fortunate to have 14 new and refurbished classrooms. All classrooms are air conditioned and support a range of technology. All rooms have interactive white boards and students have access to desktop computers, laptops and iPad technology.

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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
179	154	69	333

\* 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 2014 was 96.01 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	96.00 %
Year 1	95.10 %
Year 2	96.10 %
Year 3	96.70 %
Year 4	96.90 %
Year 5	93.70 %
Year 6	97.60 %

### 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	6	30

\* This number includes 11 full-time teachers and 13 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>	Learning gains in Numeracy. This staff development day provided teachers with an opportunity to analyse the Mathematics Assessment Interview (MAI) data to determine growth points and profile individual children's mathematical knowledge.
<b>Day 2</b>	Pope Francis' Apostolic Exhortation: The Joy of the Gospel. Staff had the opportunity to reflect on the life and writings of Pope Francis.
<b>Day 3</b>	Australian Curriculum and Assessment for Learning in the areas of Science and Technology and Mathematics

Throughout 2014 teachers accessed a variety of PL opportunities designed to assist them in continual improvement. These sessions included:

- training of an additional *Extending Mathematical Understanding* (EMU) specialist teacher with 1 teacher receiving 5 days training
- 2 teachers attended early career teachers PL sessions
- whole staff attended the CPR course as well as anaphylaxis and asthma course
- 3 staff attended a first aid training course
- continued study at post graduate level by a member of staff
- 1 teacher trained in the *Observation Survey* for Year 1 literacy needs
- PL community (PLC) meetings in literacy, numeracy, ICT.

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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'.

2014 has been a liturgically significant year in the life of the school as we celebrated 50 years of quality Catholic education. As part of these celebrations, earlier in the year, each student received a 50th badge blessed by Father Peter. We also saw the installation of a mural which was officially blessed and installed in August of this year.

Seven significant members of the community were chosen and interviewed about various elements of their experiences at the school over time. From the videos created from these interviews, teachers of each grade also developed a Religious Education (RE) unit of work which centred on different elements of the school's story. These were taught in the lead up to the main celebrations.

Our 50th anniversary celebrations culminated in two masses held around the Feast of Saint Gerard in October. The first, held on the actual feast day, involved current staff, students and other community members. The second mass, held on the Sunday, was a celebration where past, present (and future) students, parents and staff, as well as other guests significant in the life of the school came together. Following the Mass, the school opened its doors for the many guests to visit classrooms, observe the work that the children had done in the lead up to the day, view the videos of the interviews with significant members of the community from the past and the responses of the children, listen to the band and enjoy a sausage sizzle and a piece of cake.

Aside from this, we have celebrated many other masses and liturgies as a school community including Beginning of School Year, Ash Wednesday, Holy Week and Easter celebrations, ANZAC Day, Mothers' Day, Pentecost, Combined Schools, St Mary of the Cross, Feast of the Assumption, Fathers' Day, Respect and Gratitude, Remembrance Day, Year 6 Graduation and the Advent Mass. Our school captains also represented us at the Diocesan Mission Mass in October and teachers and school staff attended the annual Diocesan Mass at the Cathedral early in Term 1.

As a school we provide opportunities for staff, students and the wider school community to be involved in initiatives that allow outreach and service of others. As a school community we are realising the Catholic worldview through social justice activities that have been organised by the Social Justice Team including donating money to Project Compassion during Lent, running pancake days, holding a 'Crazy Sock Day' to fundraise for Catholic Mission, setting up and running stalls to raise funds and awareness for Candela Mission and donating money and goods to St Vincent de Paul.

### 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.

The school continued to implement *Extending Mathematical Understanding* (EMU), a program undertaken by the CSO in collaboration with the Australian Catholic University (ACU). The program enables teachers to identify student understanding in mathematics according to growth points and then provide intervention for those students who are vulnerable in the area of mathematics.

This year all students from K-6 participated in the *Mathematics Assessment Interviews* (MAI). The MAI is used to assess the students understanding in the four domains of number; counting, place value, addition and subtraction and multiplication and division. Data collected via the MAI is used to identify growth points for each student. This whole school data allows the students to be tracked and monitored in the area of mathematics.

The effective use of Information and Communication Technology (ICT) to enhance teaching and learning for students continues to be a focus. This year we further explored the use of iPads to assist students in their learning. Key teachers developed skills in using Google sites and Google docs as we move to use these as a platform for collaborative work by teachers and students.

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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	77.80 %	49.90 %	6.60 %	11.90 %
	Reading	86.70 %	46.20 %	2.20 %	13.10 %
	Writing	62.20 %	39.10 %	4.40 %	11.20 %
	Spelling	73.30 %	43.70 %	2.20 %	14.80 %
	Numeracy	73.40 %	36.20 %	4.40 %	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	69.60 %	36.60 %	0.00 %	16.10 %
	Reading	58.70 %	34.50 %	2.20 %	16.30 %
	Writing	52.20 %	15.50 %	6.50 %	21.40 %
	Spelling	60.90 %	33.60 %	2.20 %	16.40 %
	Numeracy	42.60 %	25.90 %	6.40 %	18.10 %

### NAPLAN Comments

In the 2014 cohort, there were 45 students in Year 3 and 48 students in Year 5.

In Year 3, 97.8% of the students were above the national minimum benchmark in reading and writing, 95.6% of the students were above the national minimum benchmark in grammar and punctuation and 100% of the students were above the national minimum benchmark in spelling and numeracy. The percentage of our students in the top two bands for all assessment areas is above the state percentage, with an average between 10-20% more students achieving in these bands. The area for further improvement is to reduce the percentage of students in the bottom two bands in grammar and punctuation and raise student abilities in comprehension.

In Year 5, 100% of the students were above the national minimum benchmark in reading, writing, grammar and punctuation and more than 97% of students were above the national minimum benchmark in spelling and numeracy. The percentage of our students in the top two bands for all assessment areas is above the state percentage, with an average in the various categories falling between 26-40% more students achieving in these bands. What is pleasing to note is that 0% of students scored in the lowest 2 bands (Band 3 and 4) for Year 5 NAPLAN assessment in the areas of grammar and punctuation. Additionally no students were in the bottom band in numeracy for number, an area of development that has been focused on in our school for the last two years. In each of our results in spelling, comprehension and writing we had less than 7% of students in the bottom two bands. The area for further improvement is to increase the number of students in the top three bands of reading comprehension.

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## SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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### **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.

Over the past four years the *Positive Behaviours for Learning* program (PBL) has been incorporated in the School. The skills taught within this program are used to underpin the implementation of the *Pastoral Care Policy*. Regular reminders about school rules, behaviour expectations and safe school procedures are included in the school's newsletter so that parents are aware of the school's fortnightly focus. At the conclusion of each fortnight, teachers award a student in their class with an Honour Award reflective of the PBL focus.

Each year an annual review is conducted to monitor the progress and effectiveness of the PBL program as well as to establish possible recommendations for the future. This year the school demonstrated very pleasing results indicating that this program is effectively implemented in the school.

### **Behaviour Management and Student Discipline Policy**

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **Anti-Bullying Policy**

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan*

*Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The school based *Anti-Bullying Policy* builds on the school's *Pastoral Care* and *Behaviour Management* policies. Each of these policies assist us in building a safe and supportive school community where all grow in wisdom and faith by being respectful, responsible, learners. The teachers are required to teach anti-bullying lessons explicitly each term and on need. The principal visits all classrooms each term to emphasise the importance of the school rules and ways of behaving in a safe school environment. The *Anti-Bullying Policy* along with the *Pastoral Care Policy* and the *Behaviour Management Policy* are available on the school website or on request by contacting the school office (<http://www.sgcdbb.catholic.edu.au/student-wellbeing/104/p/>).

### **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**

#### *Year 6 Leadership*

In Year 6 each student reflects upon their personal strengths and nominates themselves to a leadership team designed to serve the school community. The students are encouraged to carry out their role in each team with respect and responsibility as they give back to the school community as senior students. The teams serve in the areas of hospitality, liturgy, social justice and in learning via the Library.

#### *Cyber Safety Program*

Each year the school organises a visit from the Police Youth Liaison Office to facilitate sessions on cyber-safety that includes education in the area of cyber bullying. The aim of this initiative is to promote safe and responsible use of technology at the school and in the home. Students are



reminded of the need to be respectful for self and others when using technology, especially when engaging with social media. Sessions are also provided for parents to support the education of their child in cyber safety. In 2014 a parent information session was added to the Stage 3 *Personal Development Parent Information* night to further assist in this area.

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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

#### 2014 Priorities

*Mission goal:* To strengthen student and community understanding of our School's spiritual tradition.

A variety of liturgical and celebratory events were planned throughout this 50th anniversary year, each well supported by teaching and learning opportunities in the classrooms. A number of quality multimedia resources were developed to record the history and spiritual traditions of the school.

*Teaching and Learning goal:* To improve student mathematical understanding in Number.

Teachers participated in PL on identifying student learning needs in Mathematics. A range of learning strategies were implemented to meet these needs. A third teacher trained as an EMU specialist teacher and six students demonstrated substantial growth in the number strand as a result of the EMU intervention program.

*Pastoral Care goal:* To strengthen Positive Behaviours for Learning practices in order to support student wellbeing and social skills.

A number of initiatives were introduced as a response to PBL data throughout the year such as, lunchtime basketball clinics each Thursday, and the introduction of "Gotcha Cards" rewarding positive behaviours on the playground.

### Priority Key Improvements for Next Year

#### 2015 Priorities

Mission: To improve student understanding of Scripture

Teaching and Learning: To improve student mathematical understanding in number (final year of

focus)

Pastoral Care: To develop social skills in students that promote student well being

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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**

Throughout 2014 there have been opportunities for parent involvement in parent education or information evenings. Sessions have been provided in the areas of literacy, personal development, parenting matters and cyber safety. At the conclusion of these evenings parents have personally expressed their appreciation for the professional delivery of input from the teaching staff informally, through letters and by evaluation forms. Most successful was the session on 'reading in the early years' as parents are keen to know how to assist their child in learning.

As part of the 50th anniversary celebrations at St Gerard's, parental involvement and support was high. Following each event a significant number of letters expressing thanks to the school and staff were received. Further, reports and letters tabled at the P&F meetings also expressed a high level of satisfaction in the community building events at the school during 2014.

### **Student Satisfaction**

Student feedback is regularly gained via informal feedback at class level. For our Year 6 students, a *Reflections and Suggestions* survey was conducted in November and all of the Stage 3 students were surveyed on playground concerns earlier in the year. In analysing these various opportunities for student feedback, students expressed a high level of satisfaction with the following:

- the Year 6 leadership camp and overnight excursion to Canberra
- participation in the Science challenge
- opportunities to show case their musical talent
- participation in fundraising and social justice activities
- stage sport, sports carnivals, and other sporting events
- mathematical learning in the classrooms
- new basketball hoop
- parent involvement in learning – reading, investigations, gross motor program.

Through informal interviews and feedback to teachers, students in Kindergarten to Year 6 have clearly articulated a high level of fulfilment in the school's 50th celebrations, time with their buddies (Kindergarten and Year 6), excursions and in using new technology.

## **Teacher Satisfaction**

The school's staff retention rate is high, indicating that people are satisfied in their work. In 2014 teachers expressed appreciation of PL time to develop new skills, as well as learn about the new syllabuses and how to effectively implement them. Time given to building confidence in the use of interactive whiteboards and technology has been appreciated. This has been indicated through a variety of opportunities for teacher feedback – surveys, principal-teacher interviews and evaluations. Teachers see a need for a clear focus on student learning, data analysis and curriculum development.

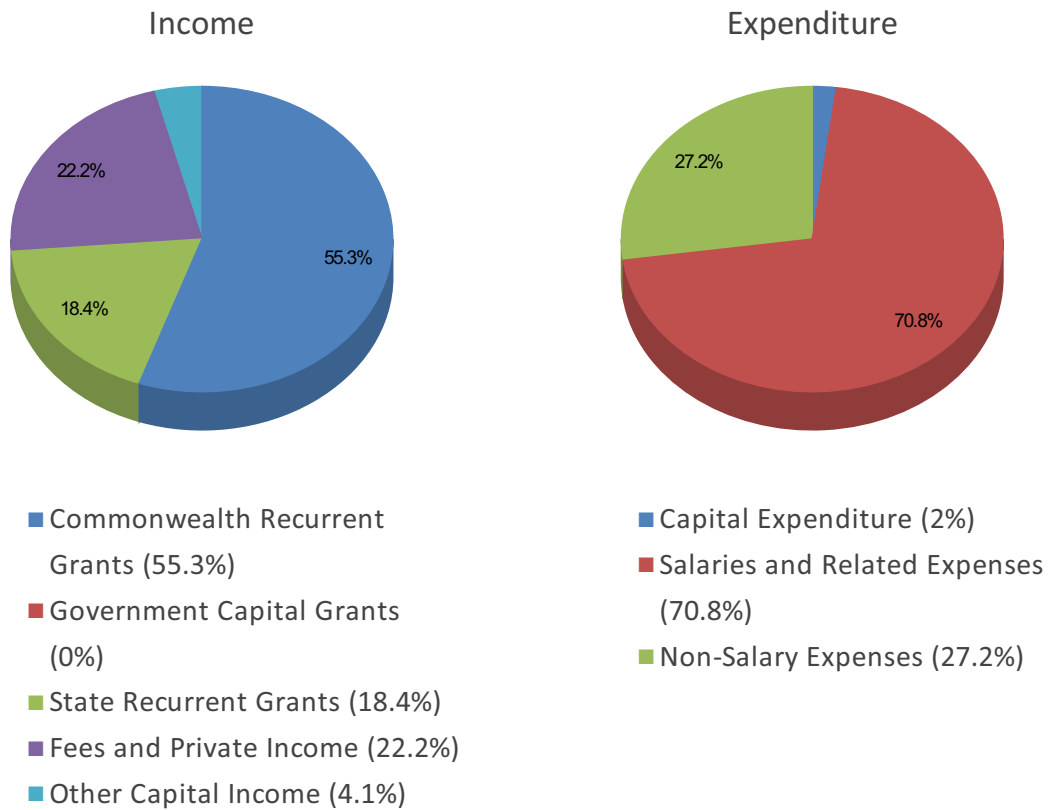
The staff felt a sense satisfaction in the work they do for the school community, especially during the various events planned for the 50th anniversary celebrations. The teachers involved themselves in events outside of the regular work hours. These activities included the Advent Liturgy, additional PL sessions, sacramental programs, additional Sunday Mass of welcome to the school and Parish community. Teachers are happy to engage in these activities as they wish to support the students in their endeavours.

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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	\$2,203,533
Government Capital Grants	\$0
State Recurrent Grants	\$732,486
Fees and Private Income	\$884,929
Other Capital Income	\$161,586
<b>Total Income</b>	<b>\$3,982,535</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$76,206
Salaries and Related Expenses	\$2,658,397
Non-Salary Expenses	\$1,022,589
<b>Total Expenditure</b>	<b>\$3,757,192</b>