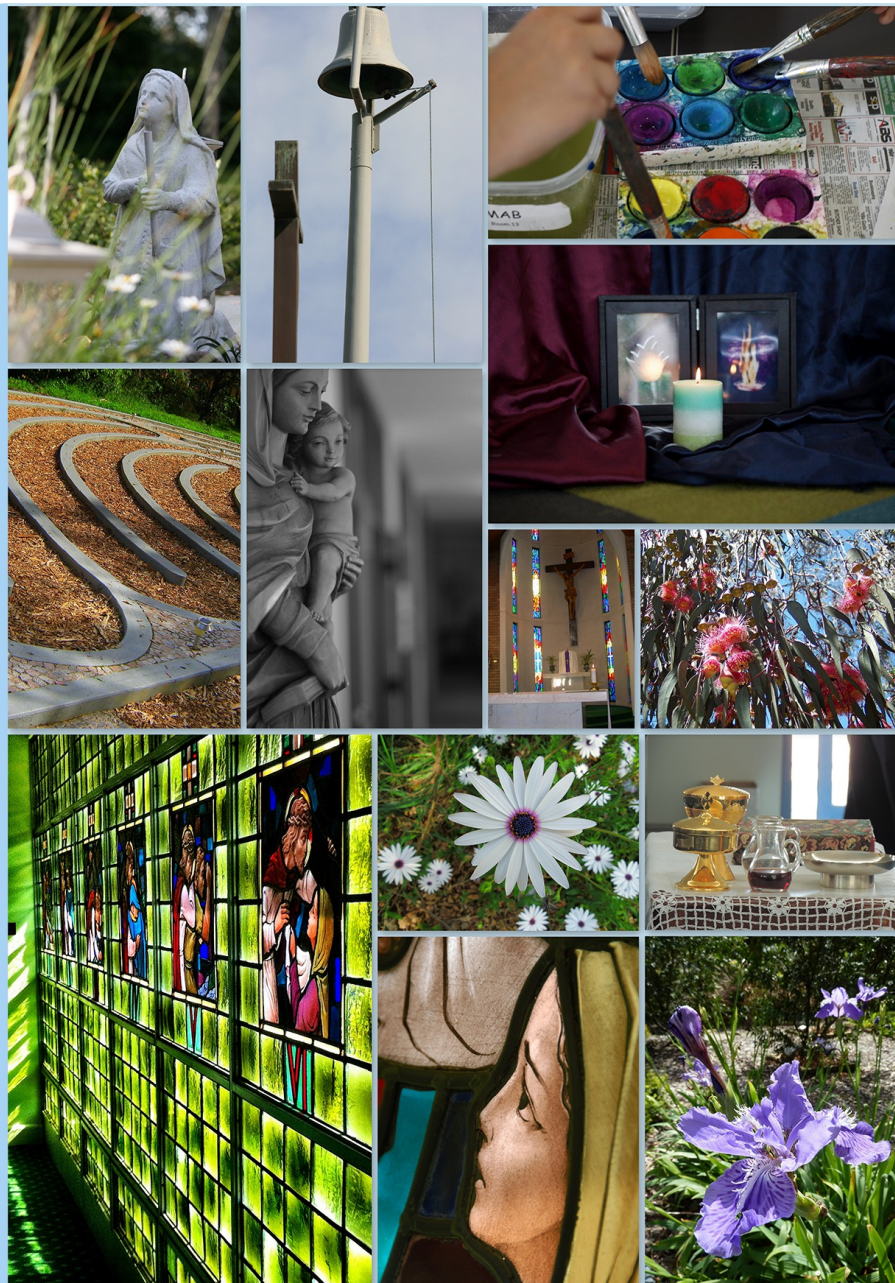


# 2015 annual school report



## St Gerard's Catholic Primary School, Carlingford

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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 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 acknowledges the outstanding contribution of our community and the strong partnership which exists between the teachers, students and parents. The School is proud of its Catholic tradition and works to promote excellent learning within a challenging and supportive environment. The School motto, 'Growing in Wisdom and Faith' is evidenced in our commitment to quality teaching and growth as a learning community.

The parent network has been strengthened by a change of meeting time and structure. Evening meetings, with a focus on sharing successes and ideas to take forward, have been very popular. Communication to the school community has been streamlined with the newsletter distributed fortnightly by email. The School is also part of a pilot group lead by the Catholic Schools Office marketing team to develop and deliver communication more effectively. Professional learning for teachers is aligned to the Australian Teaching Standards and co-teaching has been piloted as a high yield strategy in Mathematics and Religious Education.

I would like to thank our dedicated teachers, enthusiastic students and generous parents for their contribution to the schools continued success.

### Parent Body Message

The Parents and Friends (P&F) committee collaborates with the School to provide opportunities for parent engagement, community building and assistance with purchasing school resources. 2015 was another successful year as the parents supported a variety of events that included: Open Day, Kindergarten orientation, Mothers' and Fathers' Day breakfast, Mothers' and Fathers' Day Stalls, Maths-A-Thon, dinner dance, school discos and the 'kids veggie garden'. The P&F and parent community also assist with the uniform shop, class social events, monthly children's Masses, sacramental program and morning teas. These experiences continue to enhance our children's positive connection to the School. Class parents and volunteers also contributed to school success by assisting in the classrooms, supporting sporting events and attending class parent network meetings. The 2015 P&F initiatives included the purchase of iPads, library books, eReading programs, contributions to the loan of the *Covered Outdoor Learning Area*, new plants and shrubs. A contribution was also made to the cost of new soft-fall in the infants playground. All of this was made possible due to the generous contribution of parents.

### Student Body Message

The School Captains would like to thank their peer leaders for sharing the role this year. The House Captains have done a great job in building the excitement at carnivals, leading war cries and building a great team spirit. There have been many highlights over the years at St Gerard's, some of them being: the excitement of excursions and carnivals, dress up days and friends,

meeting buddies for the first time. The school camps are another highlight especially the leadership camp and Canberra. Year 6 look forward to high school. They acknowledge that St Gerard's has provided a foundation of learning but more importantly an opportunity to grow in character through wisdom and faith which will serve them well into high school and beyond.

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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. The infants playground has recently been updated and has a substantial shade area and attractive gardens. The senior students have a separate play area and have access to a large council oval at the rear of the school site.

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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 2015. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
179	150	75	329

\* 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 2015 was 94.84 %. 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
95 %	94 %	95 %	95 %	95 %	94 %	96 %

### 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 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
26	6	32

\* This number includes 11 full-time teachers and 15 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.	26
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.

Day 1	Introduction to shared understanding of the English Block. The day was facilitated by the CSO Education Officer (Literacy).
Day 2	The central theme of the day was on Pope Francis and how we can integrate the message of Joy into student learning.
Day 3	Australian Curriculum planning and implementation in the area of History

Throughout 2015 teachers accessed a variety of PL opportunities to assist them in continual improvement. These sessions included:



- training of an additional *Extending Mathematical Understanding* (EMU) specialist teacher
- whole staff attendance at the CPR course
- whole school PL on the Disability Act and Child Protection updates
- teacher training in the *KidsMatter* framework to support student wellbeing
- continued study at post graduate level by a member of staff
- 1 teacher trained in the *Observation Survey*
- 3 teachers released for *Cultures of Thinking* day
- 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 Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas 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 the Christian life and how we live it.

In 2015, the School Improvement Plan (SIP) goal in the area of Catholic Mission was to improve student understanding of scripture. Staff members worked closely with our CSO Mission Education Officer to help enhance the teaching and learning of Religious Education in different ways to bring about this aim.

Firstly, we attended a professional learning meeting on scripture storytelling. This was followed with modelling of this strategy in classrooms which helped teachers to see it in action. Materials have been sourced and we are in the process of putting together kits so that storytelling can continue in the future. Early term 2, each grade team then had the opportunity to sit with our Education Officer to work on the scripture units they were about to teach. Feedback from staff was that they themselves, learnt a great deal about the background of the units which added richness to the way they were taught in classrooms. The staff development day (late term 3) focused on Pope Francis' message in the Joy of the Gospel document which again provided a different lens through which we may view the Bible.

As a Catholic school, we continue to look for opportunities to reach out. As in previous years, funds were raised each term for various causes including Caritas Australia, Mission Australia, Saint Vincent de Paul and Candela Mission. In addition to this, primary students were able to attend a talk given by an Afghani refugee. His story was powerful and spurred action in the form of some food hampers at Christmas time given to families in the community who had been through similar experiences.

### 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 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.

### *Mathematics*

The School expanded its commitment to the *Extending Mathematical Understanding* (EMU) program in 2015 with the training of a teacher as a Middle Years Specialist. This meant that we were able to run an intervention group for vulnerable Year 3 students. We continued our focus on the early years also with the training of another specialist teacher and the running of groups in Year 1 and Year 2.

Professional learning in Mathematics for all staff members continued through staff meetings, the focus of each informed by the K-6 *Mathematics Assessment Interview* (MAI) data collected in January. In addition to this, our knowledge of the difficulty in transition from Year 2 to Year 3 led to the numeracy coordinator working closely with Year 2 and Year 3 teachers on a co-teaching model. This helped to develop each teacher's knowledge and skills in the area of Mathematics.

### *Science*

Implementation of the Australian Curriculum in Science and Technology began for St Gerard's staff in December 2014 with a staff development day being run for all staff to introduce the new syllabus document. The staff engaged in professional learning on the new syllabus and commenced work on a whole school implementation of the syllabus. Throughout 2015, a series of staff meetings to support the teaching and learning of this curriculum were facilitated and this involved planning and implementing new units of work. This work culminated in a new Science scope and sequence. In 2015 the School held its first *St Gerard's Science Showcase* for students from Years 3 to 6. Students prepared their own science investigation and these were displayed for the whole school in the Le Merci Room during Science Week 2015.

### *English*

The School introduced the [PM eCollection](#) for readers in Kindergarten to Year 2 this year. Teachers undertook professional learning for how to use the resource and iPad app to support the reading program in the classroom. The implementation of the eCollection has provided student access to additional readers, both at home and at school.

The professional learning focus in the area of literacy was on developing a shared understanding

of the English block and also on 'shared text' as a strategy for teaching reading. Teachers were given time to reflect on their own current practice for literacy before exploring a *Theory of Learning* (Gallagher and Pearson, 1983). Teachers then engaged in implementing 'shared texts' into the English block from Term 3 onwards as part of the ongoing implementation of the Australian curriculum in English.

## 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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	64.70 %	52.20 %	7.90 %	10.70 %
	Reading	60.70 %	48.20 %	5.90 %	11.00 %
	Writing	62.70 %	46.80 %	2.00 %	7.40 %
	Spelling	62.80 %	41.20 %	11.80 %	14.80 %
	Numeracy	52.90 %	33.50 %	11.70 %	15.00 %

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	54.70 %	35.90 %	7.10 %	16.60 %
	Reading	66.70 %	33.50 %	2.40 %	18.10 %
	Writing	31.00 %	19.10 %	2.40 %	17.60 %
	Spelling	59.50 %	32.60 %	2.40 %	15.30 %
	Numeracy	54.70 %	27.80 %	7.10 %	15.80 %

### NAPLAN Comments

In the 2015 cohort, there were 51 students in Year 3 and 43 students in Year 5.

In Year 3, 94% of the students were above the national minimum benchmark in reading and 98% in writing, 92.1% of the students were above the national minimum benchmark in grammar and punctuation and 88.2% 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 national percentage, with an average between 10-20% more students achieving in these bands. Early intervention in the area of numeracy via the *Extending Mathematical Understanding* (EMU) program has supported student achievement, as well as the EMU approach to teaching mathematics in the classroom. Students in the lower bands in literacy are students who have been identified early as at risk, and programs in the School continue to support them in meeting their needs.

In Year 5, 97.6% of the students were above the national minimum benchmark in reading, writing and spelling, 92.9% in grammar and punctuation and 92.9% of students were above the national minimum benchmark in numeracy. The percentage of our students in the top two bands for all assessment areas is above the national percentage, with an average in the various categories falling between 10-30% more students achieving in these bands. The percentage of students who scored in the lowest 2 bands (Bands 3 and 4) for Year 5 NAPLAN assessment are students who have been supported with adjusted programs during their schooling years. The percentage of students in Year 5 who reached the top 2 Bands in numeracy have been supported via extension opportunities in Mathematics, as well as by the EMU approach to teaching mathematics in the classroom.

In analysing the data the school will focus on the area of writing, as well as the language conventions of spelling, grammar and punctuation required by a writer to improve student achievement in these areas. Initiatives such as the *Seven Steps to Writing Success* will be used to cause effect on student growth from Year 3 to Year 5 results.

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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. This year is the final year for PBL to be a major goal. 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 newsletter so that parents are aware of the 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's *set data* demonstrated very pleasing results, indicating that this program is effectively implemented in the school. Data is now tracked on Google docs and feedback is presented to staff on a regular basis.

### 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 *Anti-Bullying Policy* builds on the School *Pastoral Care and Behaviour Management* policies. Each of these policies assist 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 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 serves on a particular leadership team designed to add value the students, school visitors, parents, teachers and parish and wider school needs. 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, and social justice and in learning via the Library. This year, the senior students added great value to the social needs of the Infants children during playtime through the *Helping Hands* program and the *Quiet Play* program.

#### *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. In 2015, these sessions were provided for students from Year 4 to 6. Sessions were also provided for parents to support the education of their child in cyber safety. In 2015, the *eSmart Digital Licence* was trialled in one of the Year 6 classrooms. This initiative addresses cyber safety within the Australian Curriculum and the students engage in a variety of fun learning sessions and quizzes. It assists in educating the

children to be smart, safe and responsible digital citizens. In 2016 this will be extended to all Year 6 students.

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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

*Mission Goal:* To improve student understanding of Scripture.

A variety of strategies and resources were used to develop teachers' knowledge of the Bible and ways of teaching children about scripture. Feedback following the teaching of scripture units from teachers was positive and the process had a positive impact on student learning and engagement.

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

Teachers participated in professional learning sessions to address needs identified from the January MAI data. Specialists were trained for both the early and middle years. The ability to run three EMU intervention groups meant that the nine targeted children (Years 1 to 3) demonstrated substantial growth in the number strand.

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

PBL posters were reviewed and redesigned. Playground behaviour data was recorded via Google docs. Data was reported back to staff each term and patterns discussed. *Set data* taken end of this year revealed a high level of success in all areas and no decline in results compared to last year.

### Priority Key Improvements for Next Year

The priority improvements in each domain area in 2016 are as follows:

*Mission Goal:* To improve student engagement in scripture through meditation

*Learning and Teaching Goal:* To improve student engagement and personal success in writing

*Pastoral Care Goal:* To improve student wellbeing through the *KidsMatter* Framework

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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 2015 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 expressed their appreciation informally for the professional delivery of input from the teaching staff, also through letters and by evaluation forms. Of particular note was the session on *Numeracy in the Early Years*. Parents enjoyed the 'hands on' tasks and an opportunity to learn about the schools approach to teaching and learning for number. The Out of Hours School Care (OHSC) bookings are high. Parents have expressed satisfaction and appreciation for the service provided by the School onsite and vacation care is now provided. Suggestions were received and discussed at a school and parent team meeting regarding ways to streamline recording of sporting events. Parent's verbal and written affirmations were received in response to the transformation of *Kindergarten Transition to School*. Strong feedback was received expressing satisfaction for school liturgies in particular the *Year 6 Graduation Liturgy*.

### 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 the initiative to introduce problem solving groups for Stage 3 students on Fridays. In analysing these various opportunities for student feedback, students expressed a high level of satisfaction with the following:

- opportunities to demonstrate leadership in the various aspects of school life
- participation in the Science challenge and engaging in Science Week learning activities
- continued inclusion of eLearning in the classroom
- student attendance to the Writers Festival in 2015
- opportunities to engage in a range of sports events such as carnivals and gala days
- mathematical focus to the Skills-A-Thon in 2015
- development of the Thursday colour house basketball competition for Stage 3 students
- parent involvement in learning – reading, investigations, gross motor program.

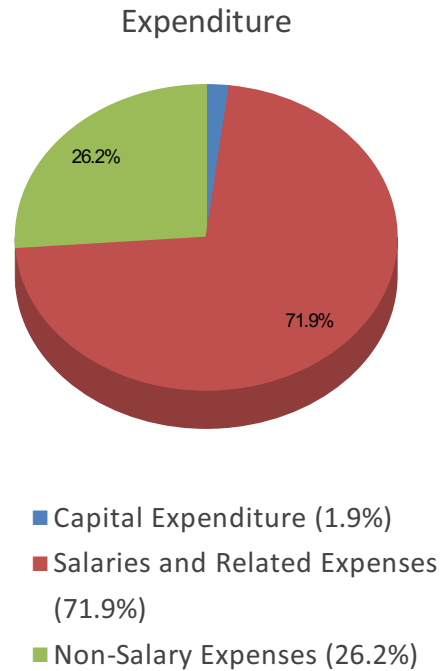
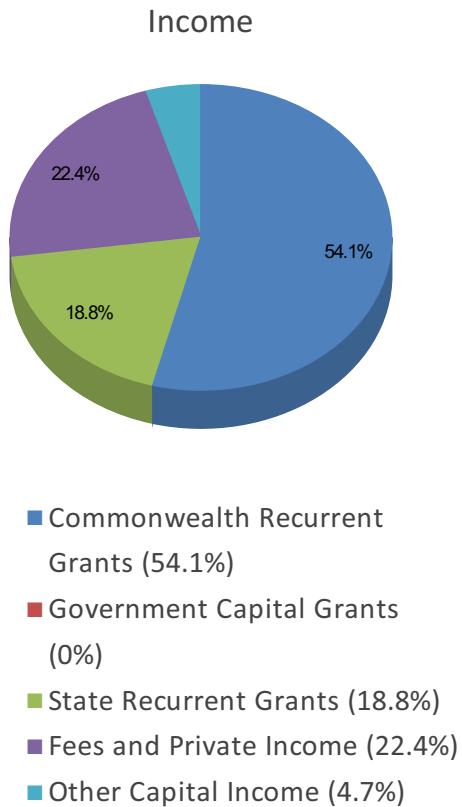
### Teacher Satisfaction

The staff retention rate is high, indicating that people are satisfied in their work. In 2015 most teachers expressed satisfaction for the new timeframe for professional learning with some blocks extended to ninety minutes thus freeing up some weeks with no meetings after school. High

satisfaction was reflected in teacher surveys for learning sessions in numeracy, scripture storytelling and literacy. The 'hands-on' approach to the Science learning sessions was appreciated and delivered very effective learning for the teachers. Time to develop new skills, as well as learn about the new syllabuses was valued. Teachers would like more time for skill development in technology and more time for partner planning.

## SECTION ELEVEN: FINANCIAL STATEMENT

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	\$2,089,108
Government Capital Grants	\$0
State Recurrent Grants	\$728,126
Fees and Private Income	\$863,903
Other Capital Income	\$183,351
<b>Total Income</b>	<b>\$3,864,488</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$67,965
Salaries and Related Expenses	\$2,527,815
Non-Salary Expenses	\$921,059
<b>Total Expenditure</b>	<b>\$3,516,839</b>