

St Gerard's Catholic Primary School,  
Carlingford

543 North Rocks Road, Carlingford 2118

Principal: Mrs Ann Milling

Phone: (02) 9871 1633 Fax: (02) 9872 4871

Email: [sgc@dbb.catholic.edu.au](mailto:sgc@dbb.catholic.edu.au)

[www.sgddb.catholic.edu.au](http://www.sgddb.catholic.edu.au)



---

## ABOUT THIS REPORT

---

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](#).

### **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 learning. The parent network communication and engagement has been strengthened by a change of meeting time and format. Evening meetings, with a focus on sharing ideas, along with teacher input, have been very popular. Communication to the community has been streamlined with the newsletter distributed fortnightly by email and supplemented by introduction of a school App. The School is part of a Diocesan Inspire Community of Schools, which has lead change in learning culture and use of technology. Professional learning for teachers is aligned to the Australian Teaching Standards and co-teaching and Collaborative Analysis of Student Learning (CASL) meetings have been piloted as a high yield strategies in English.

### **Parent Body Message**

2016 has been a big year for the P&F as we worked with our wonderful school – with Ann Milling and her leadership team in assisting to provide the children with the resources they require on their education journey. The role of the P&F is exactly that – to work cooperatively and collaboratively with the School as they determine the priorities through their expertise in education and providing a nurturing environment for our children. The P&F also supports and nurtures the St.Gerard's community by providing opportunities for families to come together through social gatherings. Perhaps one of the reasons you chose St.Gerard's was the feeling of community spirit that you experienced at an Open Day or had heard about from family or friends. I feel that each one of us, who has felt that sense of welcome, has a responsibility to nurture that atmosphere and contribute to it to ensure that the new and current families to our school also have the same experience. The sense of community and belonging is enhanced by participation in the many opportunities available to each of us in our time at St.Gerard's.

### **Student Body Message**

We would like to thank and congratulate Year 6 for a successful year in 2016. All of the leadership teams have done an excellent job in assisting and motivating the younger students at the School. The Colour House Captains did an excellent job in building the excitement and guiding the students at the swimming and the athletics carnival, 'olympathon' and cross country. We thoroughly enjoyed camps, book week celebrations, spending time with our Kindergarten buddies and we have fond memories of these experiences. We have contributed to the St Gerard's community with the placement and introduction of the chalkboard on the infants' playground and initiated a new positive behaviour for learning around inclusion. With these

additions we have served the students and the teachers as well as leaving 'a mark' so that we could be remembered as role models. At St Gerard's we have grown in Wisdom and Faith, which has provided us with a foundation of learning and we will continue to follow these values when we go forward into high school.

---

## SECTION TWO: SCHOOL FEATURES

---

### 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. Speech therapist services are also available on the school premises.

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 upgraded and has a substantial shade area, a vegetable patch and attractive gardens. The senior students have a separate play area with shaded areas and have access to a large council oval at the rear of the School site.

---

## SECTION THREE: STUDENT PROFILE

---

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
157	167	71	324

\* 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 2016 was 95.12 %. 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
95 %	96 %	95 %	95 %	95 %	95 %	95 %

### Managing Student Non-Attendance

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

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student

attendance and the consequences of not meeting these expectations

- recognises and rewards excellent and improved student attendance.

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

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

---

## SECTION FOUR: STAFFING PROFILE

---

### Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
25	7	32

\* This number includes 11 full-time teachers and 14 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.	25
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>	Day 1 - Introduction to 'Cultures of Thinking' as a means to actively engage students in thinking on an ongoing basis. The course was facilitated by Ron Ritchhart.
<b>Day 2</b>	Day 2 - Continuation of the shared understanding of the English Block with a particular focus in the area of Writing. The day was facilitated by the CSO Education Officer (Literacy).
<b>Day 3</b>	Day 3 - Central theme of the day was Wellbeing for staff and students, integrated with a spirituality and scripture focus.



---

## SECTION FIVE: MISSION

---

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. 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 explore the Catholic faith, the purpose of life and how we live it.

Formational experiences 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 and making the world a better place.

In 2016, the School Improvement Plan (SIP) goal in the area of Catholic Mission was: To improve student understanding of the Scriptures through meditation. The Religious Education Coordinator worked closely with the CSO Mission Education Officer to help enhance the teaching and learning of Religious Education (RE) modules in different ways to bring about this aim. The *Core Scripture* within each RE module was more deeply studied through guided meditation and Lectio Divina. This will continue to be a future direction in teaching and learning.

In this Jubilee Year of Mercy, the School has embedded the message from Pope Francis about this significant year in different ways. The School's Mission - to be people of mercy and compassion - has been incorporated into staff and school prayer, Sacramental life of the School, newsletters, teaching modules and fundraising initiatives. Students and staff have been encouraged to live out this Mission in daily school life, prayer opportunities and in service to others in the community.

The Term 3 professional learning session focussing on Lectio Divina and the Awareness Examen was an opportunity for staff formation and spirituality. These provided opportunities to deeply meditate on the Gospel through these focus areas to discern God’s grace in daily living for students and staff. Materials, websites and other resources have been sourced and the School is in the process of taking a whole school approach to using these forms of meditation as a school, staff and parent community.

The School continues to look for opportunities to be people of Mercy who uphold the School values of respect, responsibility and justice. As in previous years, funds were raised each term for various causes including Caritas Australia, Mission Australia, Saint Vincent de Paul and Candela

Mission. Project Compassion was linked to the School's Lenten practice of almsgiving, Crazy Sock Day raised funds for the people of Cambodia during World Mission Month and Christmas food hampers were donated to disadvantaged families in the community as part of the School's calling to mission to the poor. The School also supported the Candela community in Peru by purchasing handicrafts made by the people themselves to sustain their own needs. These projects were examples of living out the School's Vision and Mission. This year the School has connected with the Parish community through student participation at the Candelmas celebration in February and at the World Day of Prayer in March. Some students attended these prayer sessions with Parish members and gained much from celebrating with the Parish. The Sacramental program is supported by the Parish and linked to classroom teaching and liturgies.

### 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 continued its commitment to the *Extending Mathematical Understanding (EMU)* program in 2016 with the training of a teacher as an Early Years Specialist. The CSO Numeracy Education Officer was able to support the School in teaching a Year 1 group for ten weeks. Another Year 1 group was facilitated by the Early Years specialist in training teacher and the School's Numeracy Coordinator conducted a Year 2 group.

Professional learning in Mathematics for all staff continued. The focus concentrated on the data collected in the K-6 Mathematics Assessment Interview (MAI) in January. In addition to this, our knowledge of the importance of authentic warm up games led the numeracy coordinator to develop a warm-up game resource for all Stage teachers to implement in their classrooms.

### *History/Geography*

Implementation of the new HSIE curriculum for History and Geography commenced in December 2015 with a staff development day being run for staff to become familiar with the new syllabus document. The staff engaged in professional learning on the new syllabus and commenced work to enable whole school implementation. Throughout 2016, a series of staff meetings to support the teaching and learning of this KLA were facilitated. This involved planning and implementing units of work as well as ways of incorporating digital technology to engage students in their learning.

### *Writing/Inspire*

The School was successful in receiving a CSO *Inspire project* grant to be used for teacher professional learning focussed on a particular challenge. Teachers discerned an inquiry question: How can we create a culture of learning that realises the learner's Zone of Proximal Development (Kozulin et al, 2003), unleashes entrepreneurial thinking and builds collaboration? The staff aspired to create a learning culture that fostered authentic learner engagement, boosted student potential and unlocked the entrepreneurial thinker.

The aim of the project was to engage teachers through targeted professional learning in Stage 3 to challenge students to reclaim their curiosity and passion for learning in a way that meets the

needs of a constantly changing reality. The Inspire goal was refined to align with the SIP goal: “To boost student engagement and personal success in writing.” This enabled teachers to focus specifically on writing in Stage 3, which was a deliberate and strategic decision. The teachers in Stage 3 can evidence the impact on student learning, which now confirms greater student enjoyment, satisfaction and confidence in writing. Students have an improved awareness of themselves as learners, the purpose of their task and the relevance of audience. Capacity for critical reflection in the area of writing has developed significantly.

---

## 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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	75.47 %	52.50 %	0.00 %	9.60 %
	Reading	71.70 %	49.40 %	1.89 %	11.50 %
	Writing	70.37 %	48.80 %	0.00 %	6.20 %
	Spelling	66.04 %	46.40 %	0.00 %	12.40 %
	Numeracy	59.26 %	35.60 %	1.85 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	52.38 %	36.30 %	4.76 %	15.00 %
	Reading	66.67 %	35.30 %	7.14 %	15.50 %
	Writing	11.90 %	17.20 %	11.90 %	18.10 %
	Spelling	57.14 %	29.80 %	9.52 %	17.20 %
	Numeracy	64.29 %	28.30 %	2.38 %	16.50 %

### NAPLAN Comments

In the 2016 cohort, there were 56 students in Year 3 and 42 students in Year 5.

One of the pleasing features of the NAPLAN results was the performance of all students. In Year 3 across all of the NAPLAN components the School was placed between 10% to 20% above students nationally. In Year 5, the students were placed between 10% to 30% above students nationally in all areas except Writing. The results in both Year 3 and Year 5 in the areas of Numeracy and Reading reflect the whole school commitment to improved teaching and learning strategies in these areas. The whole school strategic focus on Extending Mathematical Understanding (EMU) over the last five years has contributed to the improved results in both Year 3 and Year 5 Numeracy.

The data from the Writing component of NAPLAN indicates the ongoing need for a whole school focus in this area. For this reason the school improvement plan (SIP) for 2016 has a major focus on writing. This year, teachers have been given the opportunity to engage in professional learning in writing and in developing strategies to assist student engagement in writing and improve their skill set. When analysing the Year 5 writing results, it is pleasing to note that the School is above national counterparts with 57% of students in the top 3 Bands as compared to 50% nationally.

### **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.

### **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.

### **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**

#### *Stage 3 Leaders*

In 2016, the School restructured and reviewed the leadership program in response to the Inquiry Project (Inspire) question, where students are encouraged to stretch their thinking and identify the purpose of their leadership across the School. The roles were distributed across Year 5 and Year 6 students for the first time this year. 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, civics and citizenship, technology, environment and sustainability, peer support and in learning via the library. This year, the senior students added great value to the play opportunities in the Infants' playground and mentored younger students in the quiet play area.

#### *Cybersafety Program*

The School organises a visit from the Police Youth Liaison Officer to facilitate sessions on cyber-safety which includes preventative education in the area of cyber bullying. In 2016, sessions were provided for students from Year 4 to Year 6. A partnership with parents with regard to technology was reaffirmed with an evening session on cyber-safety. Parents were encouraged to bring their children to the evening session for the first time. Following the *eSmart Digital Licence* trial last year it was decided that the initiative be extended to all Year 6 students as part of literacy learning and the PDH component of the PDHPE curriculum. This initiative addresses cyber-safety within the curriculum and the students engage in a variety of interesting learning sessions and quizzes. It assists in educating the children to be smart, safe and responsible digital citizens.

#### *KidsMatter Framework*

In 2016 the School began the implementation of the KidsMatter Framework as part of the Pastoral Care and Wellbeing initiative. Staff, students and parents participated in surveys to determine their initial thoughts around positive school environment. Data collected demonstrated that there was already a positive sense of community felt by the connections between all stakeholders. Component 1 of KidsMatter has highlighted for staff, the importance of wellbeing for improved educational outcomes for students. One particular initiative to launch KidsMatter at the School was a music and dance showcase facilitated by the Music teacher.



---

## SECTION NINE: SCHOOL IMPROVEMENT

---

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

### Key Improvements Achieved

*Mission goal: To improve student engagement in scripture through meditation.* A variety of strategies and resources were used to develop teachers' knowledge of Christian meditation as a way of exploring meditative prayer and improving participation in the Joy of the Gospel. Several meditative strategies were introduced and the intention is to further consolidate this practice next year.

*Learning and Teaching goal: To improve student engagement and personal success in writing.* Teachers have improved their knowledge of student learning outcomes in literacy. Staff have developed insights into student learning through a focused review of English programs and in-class modelled lessons. There has been evidence of improvement regarding the use of modelled writing.

*Pastoral Care goal: To improve student wellbeing through the KidsMatter framework with a focus on Component 1.* The PBL and wellbeing teams were integrated to inform strategic priorities. The staff had professional learning on Component 1 of the KidsMatter Framework. Aspects of wellbeing were included in the program for a staff development day along with meditation and the *Social Emotional Learning* continuum.

### Priority Key Improvements for Next Year

In the domain of Learning and Teaching, literacy will continue to be a focus next year. The goal, to improve student outcomes and personal success in writing, will be sustained in 2017 with a focus on purpose, audience and spelling. Digital literacies will be an area for further professional learning.

In the domain of Catholic Mission the annual goal for 2016 will be further consolidated in 2017. Teachers will continue to deepen their knowledge and practice around the use of Christian meditation and how this strategy can be used to develop their understanding of messages of the Gospel.

In the domain of Pastoral Care, Component 2 of the KidsMatter framework will be introduced to teachers, students and the parent community.

---

## SECTION TEN: COMMUNITY SATISFACTION

---

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

Through 2016 there have been opportunities for parent involvement, parent education and information evenings. Sessions have been provided in the areas of cyber-safety, personal development, resilience and Kindergarten transition. Parents expressed formally and informally their appreciation of the professional delivery of information. Parents also expressed that the content of these sessions was extremely valuable and would like these opportunities to continue in the future. Out of hours school care has undergone some changes regarding staffing. Routines and structures have been reviewed and resources continue to be enhanced. Strong feedback was received expressing high satisfaction for all school liturgies and assemblies. There was a Stage 3 initiative through the Inspire grant, which attracted strong, positive feedback for several new ideas implemented in the classrooms, in particular *Night of the Notables*. Parents were surveyed upon the conclusion of this evening and numerous positive affirmations and comments were received.

### **Student Satisfaction**

Student feedback is regularly obtained via formal and informal feedback within the classroom. A survey was conducted with Stage 3 students in Term 2 and Term 4 to gain attitudinal, cognitive and behavioural data in the area of writing. Each term's results were compared to form a basis for the future direction of the Inspire project. The survey indicated improved engagement and renewed enthusiasm for writing. Students have expressed appreciation for the opportunity to participate in the Science showcase with a record number of entries. In particular the Olympathon was highly valued by all students and particularly by the student leaders who were actively involved in the organisation of the day. The musical showcase "Kids Matter" was an opportunity for student participation through writing scripts and creating rap dances. A high level of enjoyment, engagement and appreciation was evident from all students throughout the grades.

### **Teacher Satisfaction**

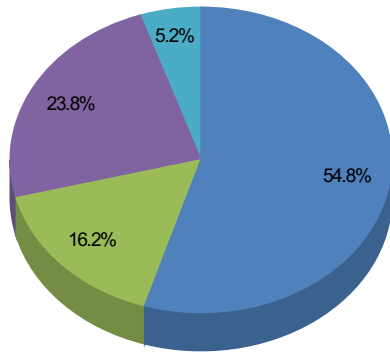
The staff retention rate is high demonstrating that people are satisfied in their work. In 2016 teachers continue to appreciate the new timeframe for professional learning with sessions in some weeks being run across ninety minutes. However, teachers have also expressed a desire to be more involved in the design of a more flexible approach to professional learning. Teachers appreciated the opportunities to collaborate with their grade and stage peers to learn the new

content of the History and Geography syllabus and to talk about creative ideas and practices in the classroom. Staff have also valued the opportunities to engage with CSO education officers and external presenters through various staff meetings, specifically the Ron Ritchhart critical thinking day as a whole staff. Harnessing digital technologies to enhance the flexibility of professional learning is an area that staff would like to be explored further.

## SECTION ELEVEN: FINANCIAL STATEMENT

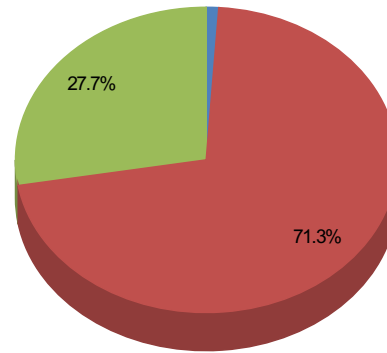
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (54.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.2%)
- Fees and Private Income (23.8%)
- Other Capital Income (5.2%)

Expenditure



- Capital Expenditure (1.1%)
- Salaries and Related Expenses (71.3%)
- Non-Salary Expenses (27.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,138,999
Government Capital Grants	\$0
State Recurrent Grants	\$633,903
Fees and Private Income	\$930,612
Other Capital Income	\$202,000
<b>Total Income</b>	<b>\$3,979,988</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$40,573
Salaries and Related Expenses	\$2,738,237
Non-Salary Expenses	\$1,064,151
<b>Total Expenditure</b>	<b>\$3,842,961</b>