

2017 Annual School Report

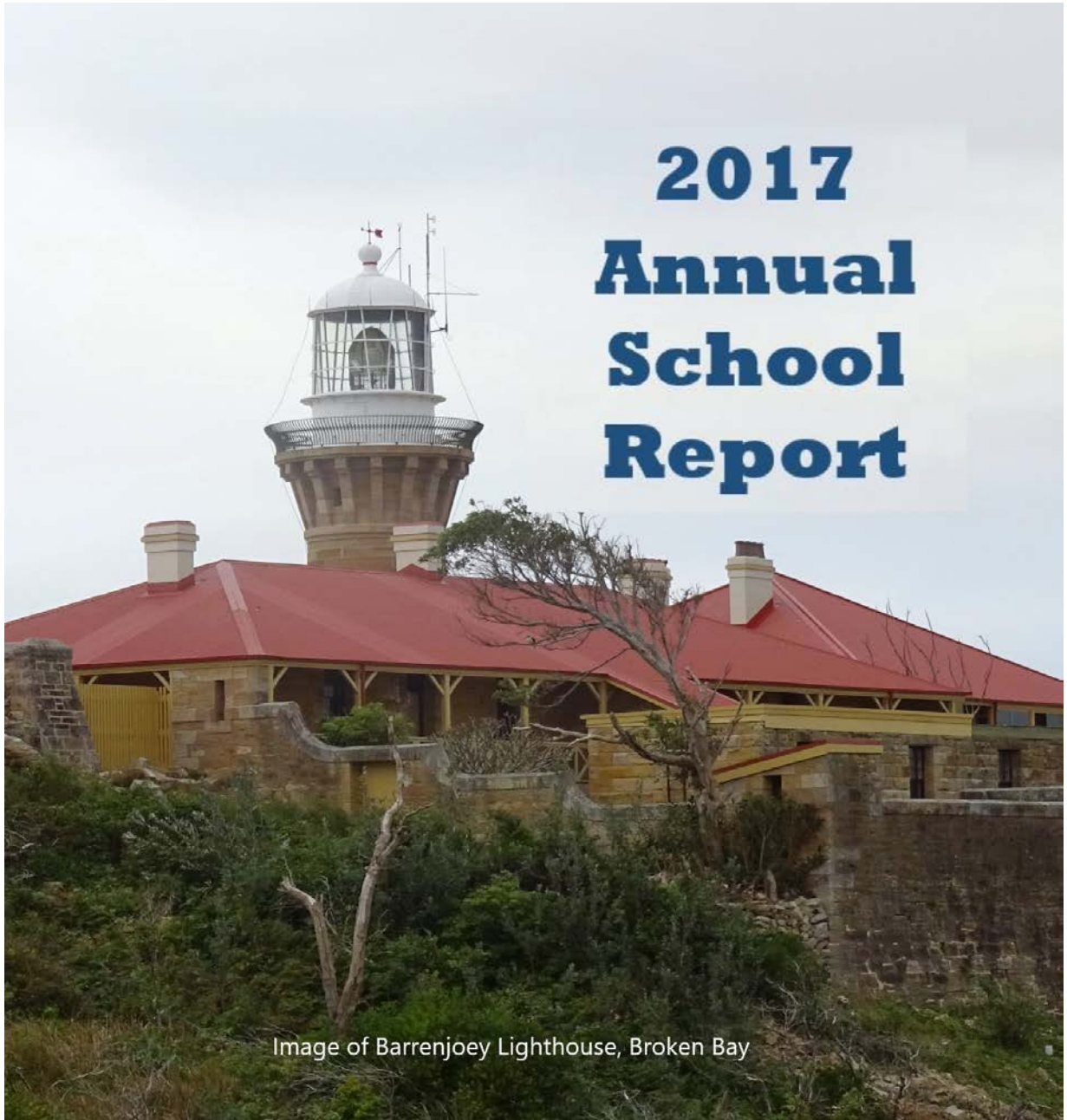


Image of Barrenjoey Lighthouse, Broken Bay



St Gerard's Catholic Primary School, Carlingford

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ABOUT THIS REPORT

St Gerard's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

This report acknowledges the exceptional contribution of our community and the strong partnership which exists between teachers, students and parents. The School is proud of its Catholic tradition. The School motto, 'Growing in Wisdom and Faith' is evidenced in our commitment to quality teaching and learning and pastoral care. The parent network communication and engagement is strong and acts as a valuable point of connection for parents. Communication to the community has been streamlined and the introduction of a school app has been well received. The School has embraced new learning through technology, the purchase of which has been supported by parents. Coding has been introduced from Kindergarten to Year Six. School Review offered the school community an opportunity for celebration, reflection and planning for a new strategic cycle.

Parent Body Message

The St. Gerard's Parents and Friends Association (P&F) contributed to the school community through various events. The mid-year cocktail party and annual Christmas party provided an opportunity for parents to connect at the end of a busy year. The Uniform Shop, staffed by volunteers, opened every Monday. The stock was purchased by funds raised by the P&F and uniform fitting times were scheduled for each new kindergarten child. Parent volunteers organised Mother's and Father's day stalls, two fun themed discos, an entertainment books campaign and a working bee. Two parents on the Catholic Council of School Parents (CCSP) represented the school at the CCSP meetings and attended the recent *Future Ready* parent conference. The P&F information was coordinated by the publicity officer and published in the newsletter. The P&F Committee received nominations for all positions for 2018. Consequently the school community is strongly placed and ready for a new year of parental engagement and community involvement.

Student Body Message

2017 has been another exciting year for students to engage in learning and leadership. The Year Six students are to be thanked and congratulated for a successful final year in primary school. All student leadership teams have done an excellent job in mentoring, assisting and motivating younger students at the school during carnivals, concerts and in the playground. The senior students have enjoyed their journey in growing as young Christians in faith and understanding through camps, celebrations, nurturing and supporting their Kindergarten buddies and participating in whole school events. The graduating class has contributed to our school through leadership and service by being responsible and respectful learners. Students have also donated a St Gerard's school motto sign which has been placed in the assembly area for future students to enjoy. Students have enjoyed their time at St Gerard's and will take their fond memories, strong friendships, faith and positive learning behaviours with them as they move 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 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 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
154	167	67	321

* 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 2017 was 94.10 %. 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
94 %	95 %	95 %	94 %	93 %	95 %	93 %

Managing Student Non-Attendance

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

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

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

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

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School website](#). The following information describes the staffing profile for 2017:

Total number of teaching staff by NESA category	24
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	24
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
Total number of staff	29
Number of full time teaching staff	11
Number of part time teaching staff	13
Number of non-teaching staff	5

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	Self-Reflection: Looking back, looking forward: self-reflection as part of the 2017 School Review process
Day 2	Religious Education and creating a Culture of Thinking
Day 3	Developing an effective writing program (Sheena Cameron and Louise Dempsey)

SECTION FIVE: MISSION

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

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

In 2017, the School Improvement Plan (SIP) goal in the area of Catholic Mission was to improve student engagement in Religious Education by applying Cultures of Thinking (COT) routines to learning. The Religious Education coordinator worked closely with the Mission Education Officer to enhance teaching and learning of modules to bring about deeper student understanding. The core Scripture within each module was studied more deeply through the incorporation of thinking routines based on the Understanding Map (Cultures of Thinking project, Harvard Graduate School of Education). This will continue to be a future direction in teaching and learning.

Staff attended staff meetings and twilight professional learning sessions in Term 4 to explore planning and programming, learning opportunities for students using thinking routines in Religious Education. Professional reading, toolkits, websites and resources have been sourced and we are in the process of taking a whole school approach to building a culture of thinking in our school and classrooms.

As a Catholic school, we continue 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 for various causes including Caritas Australia, Mission Australia, Saint Vincent de Paul and Candela Mission. Project Compassion was linked to our Lenten practice of almsgiving, Crazy Sock day raised funds for the people of Uganda during World Mission month, and food hampers during Advent were donated to disadvantaged families in our local community as part of our call to mission to the needy. These social justice initiatives at St Gerard's were examples of living out our School's vision and mission of making a positive difference in our world.

Our Catholic identity is evident in our sacred spaces and classrooms environments. This is strongly incorporated in our staff and school prayer, sacramental life of the school, newsletters, teaching modules and fundraising initiatives. Students and staff are encouraged to live out our Mission in daily school life, prayer opportunities and in service to each other as well as in the community. The student school leaders have connected with other students in the Diocese by attending the Mission Mass.

This year students connected with the parish community by participation at morning Mass and monthly children's Masses. The Sacramental program is supported by the parish and linked to classroom teaching and liturgies. Teachers have attended these parish celebrations to support their students.

We look ahead to further enhancing opportunities for discipleship as we actively promote a value-centred education in the Catholic tradition.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

This year St Gerard's was fortunate in receiving a continued Catholic School Office (CSO) Inspire project grant to support ongoing teacher professional learning in an identified area of challenge. The grant was used to support teachers in Stage 2 in re-thinking and re-visioning the approach to teaching and learning of Writing. With the support of Education Officers from the CSO, the Stage 2 team analysed student writing, set learning goals for teachers and students, and developed a range of opportunities to engage students in writing.

At a whole school level, Writing remained a central focus for school improvement. Teachers attended professional learning opportunities designed to develop and extend their understanding of effective strategies to explicitly teach writing within a balanced English block in a K-6 classroom. Clear learning intentions for writing sessions are now evident in each classroom and a range of media is used to engage students in writing experiences.

St Gerard's has also continued its commitment to the *Extending Mathematical Understanding* (EMU) program in 2017 with the training of a teacher as an Early Years Specialist. This allowed for two Early Years intervention groups to run for a period of twenty weeks. In 2017, our school also ran a Middle Years intervention group which was facilitated by the CSO Numeracy Education Officer. Professional learning in data review also took place to identify areas of further development in Mathematics in our school, following on from the K-6 *Mathematical Assessment Interviews* held in January. In 2018, our school will be undertaking further professional learning in and around Mathematics.

2017 has seen a significant boost to the technology at our school, with the purchase of new iPads, laptops, chromebooks and Apple TVs, and the use of new apps and robotics. A school wide coding initiative has been implemented which has seen students from K-6 engage in coding, helping to nurture problem-solving skills, logic and creativity. Some students have also enjoyed building, programming and using both Edison robots and We Do – Lego robotics. All students have enjoyed using the new and existing technology to enhance their learning at school.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	80.00 %	55.50 %	2.50 %	10.50 %
	Reading	77.50 %	51.60 %	0.00 %	10.00 %
	Writing	82.50 %	44.60 %	0.00 %	7.50 %
	Spelling	80.00 %	45.60 %	0.00 %	13.10 %
	Numeracy	77.50 %	39.80 %	0.00 %	11.40 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	62.00 %	34.40 %	10.00 %	17.50 %
	Reading	60.00 %	37.00 %	14.00 %	14.60 %
	Writing	36.00 %	15.80 %	10.00 %	19.40 %
	Spelling	60.00 %	34.30 %	8.00 %	14.10 %
	Numeracy	46.00 %	27.90 %	6.00 %	14.60 %

NAPLAN Comments

Once again the students at St Gerard's achieved pleasing results. In Year 3 across all NAPLAN components, the St Gerard's cohort was well above the state average in terms of the percentage of students in the top two bands. For example, in addition to the national data shown above, 77.5% of our Year 3 cohort achieved in the top two bands in Reading compared to 51% of the NSW cohort. In Year 5, 60% of the St Gerard's cohort achieved in the top two bands compared to 39.7% of the NSW cohort. Whilst it can be seen that Year 5 student achievement in the area of Numeracy is lower than in previous years, it is noteworthy that the school is averaging above the state percentages.

Analysis of NAPLAN data can be done at an individual student level and as trend data for the Year level. On an initial analysis of the trend data for our school, the results in Year 3 NAPLAN show strong improvement that correlates to the school improvement focus in the areas of Numeracy and Writing over the past years. For example, over a five year period, the average of the St Gerard's Year 3 cohort in Writing has improved by 29.3 scaled score points. At the same time, the average of the state cohort has declined by 1.5 scaled score points.

In Year 5, the data can be analysed in terms of school trend data, where we are significantly above state and the NSW Catholic sector as a whole, in all areas. We can also analyse data in terms of individual student growth. Growth data is measured in terms of expected growth over a two year period. This year we saw a significant number of students achieving above the expected growth. For example, in both Year 5 Writing and Spelling, 80.4% of students experienced at or above expected learning gain.

Writing will remain as our area of focus moving towards 2018, with particular emphasis on consistency in assessing student writing and providing effective feedback. In Numeracy, a renewed focus and improvement in the area of student understanding of Place Value will be undertaken in 2018 based on NAPLAN data and other assessment data gathered by teachers.

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

Complaints Handling Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

Initiatives Promoting Respect and Responsibility

Social Emotional Learning (SEL) Continuum

This year the school introduced the SEL continuum as a tool to gather data on the social and emotional learning patterns of St Gerard's students. Professional learning took place which enabled teachers to understand how the continuum can be used in their classes. Having a map to compare where the students should be to where they actually are helps teachers to pinpoint those students who need further assistance to become children who make responsible decisions, have relationship skills, have self-awareness and self-management, and are socially aware.

Team Building Skills Program

In 2017 the Year 4 teachers introduced a new team building skills program. This program was developed in response to a need identified for this particular group of children in the school. The program enables students to work in various group sizes and dynamics to achieve an array of goals. Taking responsibility for their own roles within the group tasks whilst respectfully supporting their team members role was a key goal in each challenge. Year 4 also recruited the help of the National Rugby League (NRL) to run a program of rugby league skills. The instructors built the students' skills and knowledge of the game but particularly emphasise the importance of teamwork, loyalty and respect for others throughout the sessions.

Cyber safety

St Gerard's received a government grant for the provision of cyber safety or digital citizenship education for students in 2017. The grant to provide students in Year 2 – 6 the opportunity to attend Life Education programs which supported the PDHPE learning outcomes in these year groups with a particular focus on cyber safety. All students enjoyed the experience and learned about how to be safe online and when using digital technologies.

Bullying No Way

In March 2017, St Gerard's took part in the *National Day of Action Against Bullying and Violence*. Posters were displayed around the school and teachers used suggested resources to educate children about this important issue. During this event teachers and students were made more aware of bullying and violence in schools and world. They were led to identify ways they can be respectful members of the community and stop others from bullying in school and online.

SECTION NINE: SCHOOL IMPROVEMENT

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

Key Improvements Achieved

Mission goal: *To improve student engagement in Religious Education by applying Cultures of Thinking (COT) routines to learning.* A variety of strategies were used to develop teacher knowledge of CoT routines. This assisted teachers to improve the students' ability to gain deeper understanding of scriptures.

Learning and Teaching goal: *To improve student engagement and personal success in Writing.* This goal was continued this year. An improved focus on the Writing component of the English block was evident and a clearer focus on learning intentions was visible. Rich professional learning has impacted on teachers' pedagogical understandings and inventiveness, with changes observable in the creativity of students' writing.

Pastoral Care goal: *To improve student wellbeing through the KidsMatter framework with a focus on Component 1.* With professional learning focused on the Social Emotional Learning Continuum (SEL), teachers were trained to familiarise themselves with the language of SEL to inform discussion with students, parents and when reporting.

Priority Key Improvements for Next Year

In the domain of Learning and Teaching, literacy will continue to be a focus next year. The goal will be to improve the use of assessment data and feedback to improve student learning. Stage One and Stage Two students at risk in Reading and or Writing, will have an opportunity to take part in a *Response To Intervention* (RTI) program. A targeted focus in Stage Three Mathematics will be initiated through the project *Encouraging Persistence and Maintaining Challenge* (EPMC).

In the domain of Catholic Mission, high yield strategies such as Learning Walks, aligning programs and student work samples as well as tracking the achievement grades in Stage Three, will be planned. Tracking a sample set of students on the SEL continuum will be an area of focus for each class teacher as well as using SEL data to determine teaching strategies in the domain of Pastoral Care and Wellbeing.

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

Throughout 2017 there have been opportunities for parent involvement, parent education and information evenings. Sessions have been provided in the areas of cyber safety, personal development, and Kindergarten transition. Formal surveys and informal feedback provided the school with a high rate of approval. Parents appreciated the professional delivery of information and pastoral care of students. A parent survey was used to evaluate the transition process. Results indicated that from open day, to the individual interviews, to the Information Night and then the first week at school, the parents' experience was informative, inclusive and welcoming. A formal survey from an external agency indicated that satisfaction in the school across nine domains was high to very high and the overall satisfaction rate was 82%.

Student Satisfaction

Student voice is valued and appreciated at St Gerard's. Staff have regularly engaged with students to get their feedback and gauge their sense of satisfaction with learning through formal and informal methods such as conversations, surveys and anecdotal evidence. This year, Year 6 students have completed surveys and written responses to questions relating to satisfaction and learning. Students have mentioned some highlights with school leadership, camps and excursions, Night of the Notables, Science Challenge, Maths Olympiad, Sport and Creative Art lessons being the most enjoyable and memorable learning opportunities. A high level of enjoyment and engagement, due to the use of technology to enhance student learning, was expressed by all students. Stage 3 students have also identified that they are more open to risk taking in their learning and feel they have become more confident and independent learners ready for the challenges that lie ahead.

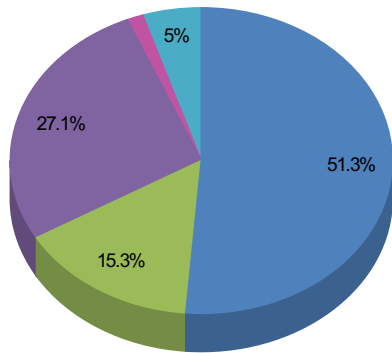
Teacher Satisfaction

There was a change in staffing this year with four teachers seeking professional opportunities to work in other areas in Sydney along with two teachers retiring after many years at the school. Staff reflected on the year through a staff meeting process and were able to name many strengths and successes for the year. With School Review being a major focus, staff were also able to nominate several areas for celebration: Science Week with grade presentations, St Gerard's Day scavenger hunt, success of the Response to Intervention trial in Year One, large purchase of technology and professional learning meetings being more responsive to teachers' learning needs. Teachers requested an opportunity to reflect on processes and professional learning meetings each term and this will be built into processes for next year. Teachers appreciated the opportunities to collaborate with their grade and stage peers for programming and for preparation for the School Review.

SECTION ELEVEN: FINANCIAL STATEMENT

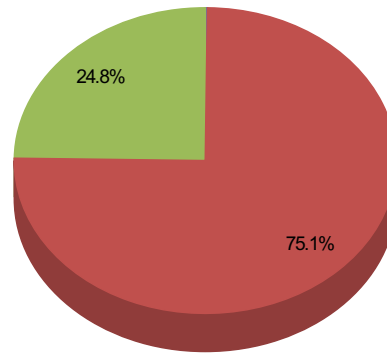
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (51.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (15.3%)
- Fees and Private Income (27.1%)
- Interest Subsidy Grants (1.4%)
- Other Capital Income (5%)

Expenditure



- Capital Expenditure (0.2%)
- Salaries and Related Expenses (75.1%)
- Non-Salary Expenses (24.8%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,095,753
Government Capital Grants	\$0
State Recurrent Grants	\$624,673
Fees and Private Income	\$1,107,107
Interest Subsidy Grants	\$55,998
Other Capital Income	\$202,758
Total Income	\$4,086,289

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$6,937
Salaries and Related Expenses	\$2,939,489
Non-Salary Expenses	\$969,230
Total Expenditure	\$3,915,656