

# 2018 Annual School Report



## St Gerard's Catholic Primary School, Carlingford

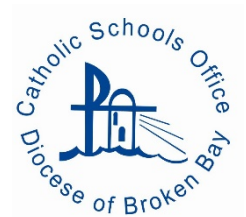
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## ABOUT THIS REPORT

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St Gerard's Catholic Primary School (the 'School') is registered by the NSW 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](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### **Principal's Message**

This report acknowledges the exceptional contribution of our community and the strong partnership between teachers, students and parents. The School is proud of its Catholic tradition. Our motto, 'Growing in Wisdom and Faith' is evidenced in our commitment to quality teaching, learning and pastoral care. Parent network communication and engagement is strong and acts as a valuable point of connection for parents. The restructure of stage two classes to two composite classes and one year three class has been well supported by parents. Teachers collaborated to adjust planning and students transitioned well to a different class dynamic. The School embraced new learning through targeted intervention in Years One, Three and Four using the *Response to Intervention* (RTI) approach, adapting the model on need. New technology purchases continued to be supported by parents. NAPLAN results indicate that the strategic focus on consistency of approach in teaching spelling and grammar is beneficial to the continuing growth in scores. A School Advisory Team has been formed, meets each term and will act as a consultative team for the principal in the important work of leading the school community.

### **Parent Body Message**

St Gerard's Parents and Friends (P&F) Association has had another wonderful year. At a time when parents are working and schools find it difficult to find volunteers, our P&F had a number of new parents step into roles on the P&F Committee in 2018, contributing to the strong parent engagement St Gerard's has always enjoyed.

The volunteer-run Uniform Shop continues to provide a service to parents being able to source new and pre-loved uniforms on site, providing regular opening times and scheduling appointments for incoming students. Our parent body is fortunate to have parents run the annual Mother's and Father's Day stalls, providing the students with an opportunity to purchase gifts for their loved ones, which is always extremely popular with students. Parents have also assisted by organising our annual disco (another popular event) and a small campaign of selling Entertainment Books. Our Catholic School Parent Representatives continue to attend Council of Catholic School Parents meetings. With an active social committee and class parent network, our parent body is again strongly placed for the future to continue the commitment to an inclusive and engaged parent community.

### **Student Body Message**

The 2018 school year has been a year of many highlights and great memories for all students in Year Six. Spending time with our Kindergarten Buddies to being on camp in Canberra, has allowed all students to share valuable learning experiences and mentor others. We have enjoyed surf education, swimming and athletics carnivals and celebrated our faith in Masses and Liturgies throughout the year. We have contributed to our school through our participation in the various leadership teams always rising to the occasion and setting a good example for others. This year, students have donated Colour House signs to the school. These signs represent the rich history and faith on which our school is founded. Year Six have thoroughly enjoyed their time at St Gerard's, growing in wisdom and faith. The foundations we have built on here at St Gerard's will serve us well in future years.

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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, 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. The School is fortunate to have 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 laptops, Chromebooks 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.

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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 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
158	154	59	312

\* 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 2018 was 95.03 %. 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 %	96 %	96 %	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).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

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

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the [NSW Teacher Accreditation Act 2004](#). Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
<b>Total number of staff</b>	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.

<b>Day 1</b>	Effective Writing Workshop, Student Editing (Sheena Cameron and Louise Dempsey).
<b>Day 2</b>	Management of Actual or Potential Aggression (MAPA) Training
<b>Day 3</b>	Tasting and Teaching Scripture 2018



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## SECTION FIVE: MISSION

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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 2018, the School Improvement Plan's (SIP) goal in the area of Catholic Mission was to broaden student understanding of the Scriptures and how it relates to their lived experience. Teaching and learning in RE has focused therefore, on deeper interpretation of the Scriptures. A culture of thinking has continued to be embedded in classroom learning. Other tools for learning such as, Archaeology of the Word and thinking routines have enabled students to reflect more deeply on the Living Word as it speaks to students in our contemporary world. Core Scripture in each module has been a focus for deeper thinking, however, the Scriptures have become a focus, not simply a resource for teaching the RE syllabus requirements.

Staff at the School have had the opportunity for professional learning about the *Broken Bay Learning Principles* and Assessment in Religious Education. Teachers have explored assessment strategies of, and for learning, in light of filters which highlight the need for bringing context, challenge and agency to assessment. In this way, understanding and thinking about learning can be assessed too.

This year, two staff members had the opportunity to attend the *Sweeter than Honey Conference* held in July through the CSO. The REC was invited to present a new approach to interpreting the Scriptures based on Hebrew tradition and inspiration. This was received very well.

The staff have attended professional learning meetings exploring planning and programming around thinking routines (Ron Ritchhart). We have continued to further this learning as a school staff to embed a culture where thinking is visible in classrooms, especially in Religious Education.

As a Catholic school, we continue to uphold our Mercy traditions on which we were founded. The values of Respect, Responsibility and Hospitality have drawn us together as a community and driven us to reach out to others in need. As in previous years, donations have been raised for important agencies who work for justice in disadvantaged communities. We have given to Caritas Australia, Mission Australia, St Vincent De Paul and the Mercy Sisters' *Candela Mission* in Peru. Stage 2 students and staff even prepared care packs for the homeless this year. These social justice initiatives at the School, have demonstrated faith in action and living out the Scriptures.

Our Catholic identity is visible in our sacred spaces and classrooms. Prayer and liturgical life is strong at the School with staff and students given opportunities daily and weekly, to worship and pray together. Our sacramental life is supported by our parish and Parish Priests with Masses and Liturgies playing an integral role in our Catholic life. Students and staff live out their mission to serve, growing in wisdom and faith together.

### 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.

Staff members are committed to continuous improvement of teaching and learning in all Curriculum Areas.

Using the *Spiral of Inquiry*, Spelling was identified as a specific need for Professional Learning for the future. Collaborative planning between the Education Officer and the Literacy Leader resulted in opportunities for staff to rethink and re-envision their approach to the teaching of Spelling through Writing. Staff meetings were used to share existing beliefs, to question and to examine the latest research. A series of modelled spelling lessons from Kindergarten to Year Six by either the Education Officer or Literacy Leader, were a great stimulus for continuing discussion about best practice. It was agreed that the use of Learning Intentions, consistent referencing of 5 spelling strategies and opportunities for active engagement for all learners would assist students to have agency in their work. Students were beginning to perceive spelling as a problem solving activity, rather than a 'sound it out' game. A subsequent three hour twilight provided a professional learning platform to deepen shared understandings with consultation on the Scope and Sequence. Resources were both purchased and made to support consistent teacher and student understanding of the five spelling strategies.

Follow up staff meetings enabled staff to reflect on the changes they had made to their teaching as a result. Student work samples were analysed in lieu of the *National Literacy Progressions* and further video examples supported teacher understanding of the possibilities with the approaches advocated in '*Guiding Thinking for Effective Spelling*' by Arendt and Topfer. In 2019, our school will be undertaking further professional development in and around Spelling.

The CSO Education Officer ran two Parent workshops at the School to support parent understanding of our approaches to the teaching of English. This allowed for greater parental understanding and support. The feedback from parents was very positive.

Stage 3 teachers have worked with Professor Peter Sullivan in Numeracy on Encouraging Persistence, Maintaining Challenge (EPMC). This has seen increased engagement, collaboration and agency of students in Mathematics.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### NAPLAN

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

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

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	79.07 %	53.20 %	6.98 %	8.60 %
	Writing	51.16 %	41.90 %	2.33 %	10.00 %
	Spelling	66.67 %	46.60 %	7.14 %	12.50 %
	Grammar	69.05 %	53.10 %	2.38 %	11.00 %
	Numeracy	65.12 %	39.20 %	2.33 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	50.00 %	38.60 %	2.17 %	12.60 %
	Writing	17.39 %	13.70 %	8.70 %	23.40 %
	Spelling	52.17 %	34.50 %	8.70 %	13.60 %
	Grammar	56.52 %	35.50 %	8.70 %	14.30 %
	Numeracy	52.17 %	27.60 %	0.00 %	14.00 %

### **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 2018.

### **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 2018. 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 2018 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 2018.

## **Initiatives Promoting Respect and Responsibility**

### *Social and Emotional Learning (SEL) Continuum/ Personal Development and Health*

Staff continued to build their understanding of the SEL continuum. Professional learning took place and staff were given the opportunity to plot several students of interest/concern from their class on the continuum. Resources were purchased and made available to staff including *Friendly Schools Plus* and *Resilience, Rights and Respectful Relationships*. These resources assisted planning activities that targeted improving behaviours of concern. The *Personal Development and Health* Scope and Sequence was reviewed and edited in order to create room for more Social and Emotional Learning (SEL) lessons to be taught.

### *Positive Behaviours for Learning (PBL) Matrix*

The Wellbeing Team revised the PBL rules matrix to rejuvenate our school behaviour matrix. Scripture was added to the matrix emphasising our school's Catholic mission and visual images inserted making it more appealing. We also added a rule to ensure students understand the need to care for our technology and be responsible when using it.

### *National Day of Action against Bullying and Violence*

In March, the School took part in the *National Day of Action against Bullying and Violence*. Students wore orange wristbands and a whole school photo of all staff and students spelling out the words: *Bullying No Way!* was taken by a drone. Posters were displayed around the school and teachers educated students about this important issue. During this event teachers and students were made more aware of bullying and violence in schools and the world. They identified ways in which they can be respectful members of the community and stop others from bullying in school and online.

### *Cybersafety Program*

The School organised visits from the Police Youth Liaison Officer to facilitate sessions on cybersafety which included preventative education in the area of cyber bullying. In 2018, sessions were provided for students from Kindergarten to Year Six. A partnership with parents with regard to technology was reaffirmed with an evening session on cyber-safety where both parents and staff were in attendance.

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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. 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 broaden student understanding of the scriptures and how it relates to their lived experience.* The School has seen a shift in practice connecting professional learning and classroom teaching in relation to Scripture and using thinking routines in Religious Education.

*Learning and Teaching Goal: To use data effectively to improve student learning.* An improved focus on spelling and writing skills for targeted students showed improvement. Rich professional learning opportunities allowed staff to improve their pedagogical practices in the classroom.

*Pastoral Care Goal: To strengthen student wellbeing to improve learning.* With *Social and Emotional Learning* (SEL) continuing to be a focus of professional learning and development, staff had the opportunity to engage with current research on resilience, SEL and Personal Development and Health programs. Consequently, staff reviewed the PDH Scope and Sequence to incorporate SEL and additional resources were purchased to support teachers with SEL.

### **Priority Key Improvements for Next Year**

Effective use of data continues to be a focus for all teachers at the School. Year Five and Year Six will continue their work on the project *Encouraging Persistence and Maintaining Challenge* and teachers report a significant shift in students mindsets and attitudes towards Mathematics.

The Year One *Response to Intervention Program* will continue again next year with writing and spelling being a focus. The use of digital technologies will be embedded across Key Learning Areas in Kindergarten to Year Six with new technology adding value to existing teaching programs. Stage Two and Three students will engage in specialist Science, Technology, Engineering and Mathematics (STEM) lessons each week. In the domain of Catholic Mission, quality assessment in Religious Education will be strengthened through Professional Learning and the focus on student understanding of the Scriptures and how it relates to their lived experience will continue. In Pastoral Care and Wellbeing, teachers will continue to use the SEL continuum and work with the parent body to increase their knowledge of SEL through school provided workshops.



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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 2018 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. Regular meetings with class network parents have been a valuable source of formal and informal feedback. Parents appreciated the hospitality extended to them, as well as the opportunity to assist in the classrooms and to be present at school assemblies. Feedback from the School's Open Day, the individual family interviews, the Kindergarten Information Night and the first week at school indicated that parents' introduction to the school was very positive. Overall parents reported that the re-structure of the School's learning spaces to composites in Stage Two was positive.

### **Student Satisfaction**

Students reported that their highlights come largely from their school leadership experiences such as camps and overnight excursions. Stage Two and Three students gained high satisfaction from Maths Olympiad, sport and music lessons with these being the most enjoyable and memorable learning opportunities. A high level of interest and engagement was experienced through the use of technology to enhance student learning. A majority of students felt that they were respected and listened to by their teachers and that they were given beneficial feedback on their learning. Year Five students identified a need for the school to be more environmentally aware and created a proposal for a plastic free day each week at school.

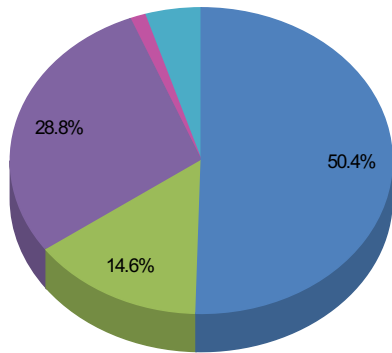
### **Teacher Satisfaction**

Staff reflected on the year through meeting processes and were able to name strengths and successes for the year. Principal-teacher discussions about teacher goal setting led to insights about appreciation for the constantly evolving and improving professional learning. Teachers appreciated time being built into professional learning meetings for grade and stage planning and reflection on practice. Teachers appreciated the opportunities to collaborate with their grade and stage peers for programming and from scheduled time to engage in feedback with the assistant principal. All teachers appreciated the opportunity to participate in *Collective Analysis of Student Learning* (CASL) meetings however teachers expressed that the scheduling of these meetings will need to be considered should they opt to proceed in 2019. The collaboration of teacher leaders with education officers from the Catholic School Office was appreciated.

## SECTION ELEVEN: FINANCIAL STATEMENT

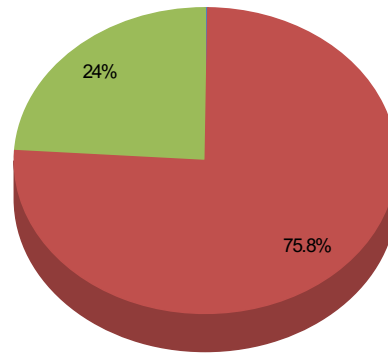
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (50.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (14.6%)
- Fees and Private Income (28.8%)
- Interest Subsidy Grants (1.3%)
- Other Capital Income (4.8%)

Expenditure



- Capital Expenditure (0.2%)
- Salaries and Related Expenses (75.8%)
- Non-Salary Expenses (24%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,925,630
Government Capital Grants	\$0
State Recurrent Grants	\$559,117
Fees and Private Income	\$1,101,113
Interest Subsidy Grants	\$49,488
Other Capital Income	\$182,435
<b>Total Income</b>	<b>\$3,817,783</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$8,137
Salaries and Related Expenses	\$2,792,841
Non-Salary Expenses	\$882,550
<b>Total Expenditure</b>	<b>\$3,683,528</b>