

Our Lady of Perpetual Succour Catholic Primary School West Pymble

Annual School Report to the Community

2014



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ABOUT THIS REPORT

Our Lady of Perpetual Succour 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](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

The School is unique in the way it lives out its mission to build the Kingdom of God. This is achieved through the quality relationships within the community and a relentless desire of staff and parents to ensure all children are nurtured and encouraged to reach their true potential. We are committed to educating and forming our students in their Catholic faith as we realise the importance of modelling our Catholic values and building a Catholic faith community each and every day.

2014 has been a year full of wonderful learning experiences for our students and it has also been a year of significant learning for our teachers, especially in the area of Mathematics through the Extending Mathematical Understanding (EMU) framework. New initiatives this year included a new website, a new Kindergarten transition program and a children's Art Exhibition. The school's high standard of academic achievement, strong community spirit, strong focus on Catholic values and stunning physical environment sets itself apart from all other schools. I can think of no better place to lead a school community.

Parent Body Message

The Parents and Friends (P&F) association, through the executive committee introduced a new social function aimed to integrate the new Kindergarten families into the school very early on, once starting school. It was hoped that by holding a family friendly picnic with the Kindergarten and Year 1 families hosted by the P&F, the new families would be more comfortable in the school environment and be more familiar with current parents at the School. We also introduced the e-invite to all school functions which allowed families an easier, faster way to respond. Through our fundraising events, including the trivia night supported by the entire school community, we enabled an upgrade of the all purpose court, add activity options to the bush area, provide iPads for each classroom and a few upgrades to equipment. Our thanks and appreciation as always to the principal and all our teachers for their commitment and support of our children's learning.

Student Body Message

Students enjoyed 2014 and all the learning experiences that were offered to them including the school musical, sporting events, the *Night of the Notables*, a Year 5 and Year 6 leadership camp, Art Exhibition, many school excursions as well as the diverse learning that took place in classrooms. Year 6 classes graduated in December, having had a very busy year as Kindergarten Senior Buddies, School Captains, Colour House Captains and the new additional leadership roles of Technology, Environment, Social Justice and Library Leaders. Year 6 leave the school with very fond memories and feel well prepared for high school.

SECTION TWO: SCHOOL FEATURES

School Features

Our Lady of Perpetual Succour Catholic Primary School West Pymble, is a Catholic systemic co-educational school.

The school is a small primary school in the North Shore Cluster of the Broken Bay Diocese. Founded by the Mercy sisters in 1962, the school has grown to an enrolment of 161 (August census) in 2014. There are seven classes catering for students from Kindergarten to Year 6.

The site is secluded from the road and consists of a variety of buildings including a new building directly on Kendall Street which accommodates administration, the library and hall. A main brick building houses four classrooms and toilets for both girls and boys and three classrooms are contained within spacious demountables scattered on the site. The playground is certainly one of the most endearing features of the school with a beautiful bush setting and interesting layout. An all purpose level playing field with a shade shelter meets the needs for student active play, along with handball courts, painted playground markings and a shelter area. The whole site has made use of all spaces and they have been designed to meet the needs of the children.

The school draws on the geographical areas of West Pymble, Turramurra, Lindfield, Gordon, Killara and Ryde. Families are hard-working people who value a Catholic education for their children and expect a high standard of teaching. They support the needs of their school in a myriad of ways and display a high degree of trust in the teaching staff and the diocesan system.

Our present Parish Priest is a Salvatorian priest, originally from Poland, whose assistant is also a fellow Salvatorian. Together they minister to the parishioners and families of Pymble Catholic Parish. There is a level of involvement in the parish life from school families. Parent prayer on Friday and Parish family Masses are well attended with parents closely involved. There is a very high percentage of the students who are involved in the Parish Sacramental Program.

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 2014. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
79	82	15	161

* Language Background Other than English

In 2014, our student enrolment remains consistent from Kindergarten to Year 6 with an average of 23 students in each class. There are seven classes – Kindergarten, Year 1, Year 2, Year 3, Year 3/4, Year 5 and Year 6.

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2014 was 96.34 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	96.30 %
Year 1	96.70 %
Year 2	96.10 %
Year 3	95.40 %
Year 4	97.60 %
Year 5	96.10 %
Year 6	96.20 %

Student attendance is excellent. Absences are a result of sickness or when families take time out for well-explained leave. Families are discouraged from taking family holidays during school time.

Managing Student Non-Attendance

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

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

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

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

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
13	4	17

* This number includes 7 full-time teachers and 6 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.	13
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Teachers learnt how to administer the Mathematical Assessment Interview (MAI).
Day 2	Teachers learnt how to analyse MAI data and identified implications for teaching and student learning.
Day 3	Staff retreat and renewal- Aboriginal Spirituality and its connection to discipleship

2014 PL focused on the School Improvement Plan (SIP). In Mission, staff explored Aboriginal Spirituality and learnt how to pray using Lectio Divina. In Learning and Teaching, numeracy was an area of focus. This involved training in administering the Mathematical Assessment Interview (MAI) and ongoing support for teachers in the implementation of strategies to improve students' skills in the sub-strand, place value. PL pertaining to the new NSW syllabus for the Australian Curriculum in English and Mathematics was on going throughout the year.

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

Catholic discipleship is promoted by providing a distinctively Catholic school where Christ's Gospel message is witnessed. Our faith identity is acknowledged as part of the Broken Bay Diocese and the wider Catholic Church. New staff members, as well as parents enrolling students, are reminded of the Catholic identity and mission of the school and of the expectation that they will assist in that mission.

Eucharistic and liturgical celebrations occur on a regular basis to mark our Catholic heritage as well as to celebrate special community events. Each class is responsible for the preparation of both, thus giving a sense of involvement. Parish-Family Masses are celebrated monthly, with the intention of bringing together our families with those who belong in our Parish, and yet attend other schools. Year 6 attends the Year 6 Cluster Mass and our Student Representative Council (SRC) members attend the Diocesan Mission Mass. Teachers attend the Annual Diocesan Mass at the beginning of the year.

The Sacramental programs offered allows the children ample preparation and provide a wonderful opportunity for both schools of the parish to come together as one, thus fostering positive relationships between the two communities.

Our weekly Parent Prayer (now in its thirteenth year) provides a reflective and supportive environment where we pray together, formally and informally through various means, for example, exploring the scriptures, discussion, music, listening and simply just being together.

The School continually seeks to offer opportunities to apply the Catholic worldview to all aspects of school life especially linking Catholic worldview with Key Learning Areas (KLAs).

Co-curricular activities such as Project Compassion, Catholic Mission, Mercy Mission in Candela and Mini Vinnies are aimed at further evangelising and catechising students as well as nourishing

their spiritual life.

Social justice issues are promoted in the school newsletter to heighten an awareness of issues in our world. As we are registered as a *Fairtrade* School, *Fairtrade* products are constantly promoted and we hold a *Fairtrade* display to coincide with *Fairtrade* Fortnight.

We are also involved in an outreach program, “The Dish” where we cook and serve meals to the homeless once a term. This involves both parents and students where students help with the cooking.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The school, through a child-centred and shared approach to teaching and learning practised by all staff, continues to be recognised as a school of high quality. This is promoted through:

- adherence to mandatory syllabuses, the use of scopes and sequences and explicit teaching strategies and assessments
- teaching and learning linked to student achievement
- teachers knowing the student as a learner and a human being
- very high and clear expectations for students and teachers where everyone is a learner
- student and teacher reflections being encouraged and evident
- students and teachers asking questions: What am I learning? Why does this matter?
- an approach to learning where teachers have a deep knowledge of each subject and how to teach it
- promotion of student thinking and learning.

There continues to be a strong emphasis on literacy at the school. Teachers are constantly examining and re-examining their literacy practice within the classroom ensuring that, through modelled and shared reading and writing sessions and focused guided reading and writing groups, students' literacy levels are increasing. Teachers feel that they are strongly supported by the principal and literacy facilitator. The two-hour uninterrupted English block ensures whole class, small group and individual teaching can be covered in both reading and writing on a daily basis. Comprehension strategies and activities continued to be a whole school focus in 2014.

In 2014 the School embarked on Extending Mathematical Understanding (EMU), a program undertaken by the CSO in collaboration with the Australian Catholic University (ACU). This program enabled us to identify student understanding in Mathematics according to *Growth Points* and then provide intervention for those students who are vulnerable in the area of Mathematics. Teachers engaged in EMU professional learning, including the use of a Mathematics Assessment Instrument (MAI) to assess student understanding in Mathematics. Teachers also participated in ongoing professional learning throughout the year that addressed

effective pedagogical practices to improve student learning in Mathematics. Mathematical resources were made and purchased to supplement the teaching and learning.

The school offers a comprehensive quality education and particular attention is given to the Creative Arts and Sport. This year was no exception as the whole-school performed in a magnificent musical "*A Kidsummer Night's Dream*" and the School launched its first Art exhibition of children's artworks. Every year, the School offers a whole-school Public Speaking Competition and this year a Year 6 student at the school was awarded the title of best public speaker in the diocese.

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 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	66.70 %	49.90 %	3.30 %	11.90 %
	Reading	66.70 %	46.20 %	0.00 %	13.10 %
	Writing	83.30 %	39.10 %	0.00 %	11.20 %
	Spelling	53.30 %	43.70 %	6.70 %	14.80 %
	Numeracy	70.00 %	36.20 %	3.30 %	13.40 %

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	80.00 %	36.60 %	5.00 %	16.10 %
	Reading	55.00 %	34.50 %	5.00 %	16.30 %
	Writing	30.00 %	15.50 %	0.00 %	21.40 %
	Spelling	50.00 %	33.60 %	10.00 %	16.40 %
	Numeracy	40.00 %	25.90 %	5.00 %	18.10 %

NAPLAN Comments

In Year 3 and Year 5, the percentage of students in the top two bands in numeracy and every aspect of literacy far exceeds the Australian percentage in the top two bands.

The results in writing in Year 3 are excellent with 83.30% of our students achieving in the top two bands and no students were in the bottom two bands. These results are consistent with previous years and indicates that our writing program from Kindergarten to Year 3 is effective. Our numeracy results in Year 3 are also very good with 70% of students achieving in the top two bands. Our hope is with the whole-school implementation of EMU in 2014 and beyond, that the percentage of students in the top two bands in Year 3 and Year 5 will increase significantly and the percentage of students in the bottom two bands will be zero.

The results in grammar and punctuation in Year 5 are excellent with 80% of students achieving in the top two bands. Although no Year 5 students are in the bottom two bands for writing, only 30% of students are in the top two bands. This means that 70% of students achieved in the middle two bands. This indicates that there needs to be a strong focus in the coming years on writing in Year 4 and Year 5 to improve writing achievement especially considering results are so consistently high in Year 3.

It is also worth noting that no student from the school scored below the national mean.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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.

Support structures exist for families within the school community. All teachers, together with the school leadership team, worked closely with parents during the year to provide support as required in relation to issues concerning particular children and their families. Parents are encouraged to meet with the principal when issues arise or if they need specific support. Parents are also encouraged to speak to their child's teacher who liaises with the principal. Parents support each other through the designated Class Parents group, especially if there is an illness or bereavement. Where necessary, families have been referred to the school counsellor or local health and counselling agencies with positive outcomes for children and families. Other school based pastoral care procedures include:

- the implementation of *KidsMatter*
- *Kindy Buddy* program
- *Buddy Families*
- Our Lady of Perpetual Succour (OLPS) care network
- Year 7 transition program
- New Kindy transition program

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.

Restorative Justice practices are implemented across the school with an emphasis on compassion, forgiveness, hope and inclusion. This approach encourages students to take responsibility for their behaviours and to empathise with others. This year, Year 6 students were involved in *Peer Support* for the first time. The students were trained to use restorative practices with all students during recess and lunchtime.

Our Discipline Policy is consistent throughout the school. Students learn about positive behaviours for learning where respect for self, others and their environment is made explicit by staff in their words and actions. Consequences for negative behaviours are consistently implemented throughout the school and if necessary support is provided to students to change negative behaviours. This support is implemented in consultation with teachers, principal, counsellor and parents.

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.

Anti-bullying strategies are well-embedded in the culture of the school and bullying is not tolerated. Teachers model and teach about respectful behaviours and positive relationships. Any matters related to bullying are followed up by teachers and the principal. Twice a year the students complete a bullying survey and concerns are followed up appropriately by class teachers and principal. This year a couple of social skills groups operated throughout the school with the guidance of an occupational therapist. Students learnt how to successfully interact in the playground with their peers and as a result, reports of negative playground incidents were reduced.

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

Every week at assembly, students are rewarded for respectful and responsible behaviour and this is recognised as being a disciple of Christ. The award is called our *Discipleship Awards*. Effort by staff and parents is made to always recognise when whole groups of students behave in respectful ways. This is evident on excursions and incursions, sports gala days, in classrooms and generally around the school environment.

This year a new initiative involved Year 6 students taking on more specialised leadership roles. These included: Technology, Library, Social Justice, and Environmental Leaders. Each student was responsible for a set of tasks in their allocated area. Their work benefited the whole school, such as the wonderful work of the Environmental Leaders in the Vegie Patch. A grandparent was their guide and mentor.

This year the Year 6 class created a beautiful garden for the benefit of the whole school community. During the building of the garden students took responsibility for certain tasks and they demonstrated great pride in their school.

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

The 2014 annual SIP goals and evidence of achievement are as follows:

- **Mission:** *To improve students' understanding of discipleship as a way of being and acting like Jesus.* Students have responded positively to the Discipleship Awards.
- **Teaching and Learning:**
 - *To improve student mathematical understanding in the number strand.* There was a decrease in the percentage of mathematically vulnerable students from Kindergarten to Year 1. The majority of our students from Year 2 to Year 6 showed significant improvement in their mathematical thinking due to the intervention of EMU throughout the school.
 - *To consolidate student comprehension skills.* Our reading results in NAPLAN were well above the State and diocesan means, an improvement on the previous year. In Year 5 NAPLAN reading, 80% of our Year 5 students achieved in the top three bands.
- **Pastoral Care:** *To develop emotional and social skills in students.* Survey data showed an improvement in the way children operate and respond to friendship groups and 90% of students reported that they either always or usually feel safe and supported at school.

Priority Key Improvements for Next Year

Focus areas in 2015 are as follows:

- **Mission:** There will be a whole-school focus on prayer and its different forms.
- **Learning and Teaching:** There will be a whole-school focus on numeracy through the EMU PL program. MAI data has indicated that students in Kindergarten to Year 2 will focus on counting and Year 3 to Year 6 students will focus on place value. A minor focus will be spelling K-6 and writing Years 5 and 6.
- **Pastoral Care:** Students will continue to work on emotional and social skills, where friendship skills will be developed and student's learn how to be resilient.

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 the year parents have acknowledged their high level of satisfaction in

- the high standard of academic achievement
- the strong community spirit where parents, children and teachers support and care for each other
- the strong focus on Christian values and teaching the Catholic faith.

Parents place a high degree of trust in the school and value the opinion and input from staff. This year, parents greatly appreciated the family centred approach to *Kindy Transition* and feedback was extremely positive. Throughout the process parents felt well connected to their child's learning and fully informed about the school's vision and mission. A new website was developed this year and parents commented that they are easily able to access up-to-date information.

Student Satisfaction

Students express great satisfaction in being involved in whole-school events such as

- liturgical celebrations
- special feast day celebrations such as Our Lady of Perpetual Succour feast day and St Patrick's day
- K-6 excursions to support class programs
- school choir and band
- school musical
- children's art exhibition
- leadership camp
- sports carnivals
- sports gala days
- inter school debating and public speaking

These events give students a sense of belonging and develop learning and social skills that are important for life. Students also express an appreciation of the extracurricular activities offered at the school.

A wellbeing survey conducted with Kindergarten to Year 6 students indicated that

- 97.3% of students reported they like coming to school with 51% reporting they always like coming to school
- 97.9% of students reported that they feel safe at school
- 100% of students reported that they learn at school with 66.4% reporting they always learn at school
- 99% of students enjoy the playground and buildings
- 98% of students felt they could talk to teachers if they had a worry or concern
- 98% of students felt that teachers treated them fairly
- 97% of students felt that teachers make learning interesting.

Teacher Satisfaction

Teachers are professional, dedicated and hard working and their goal is always to bring about the Kingdom of God and improve student outcomes.

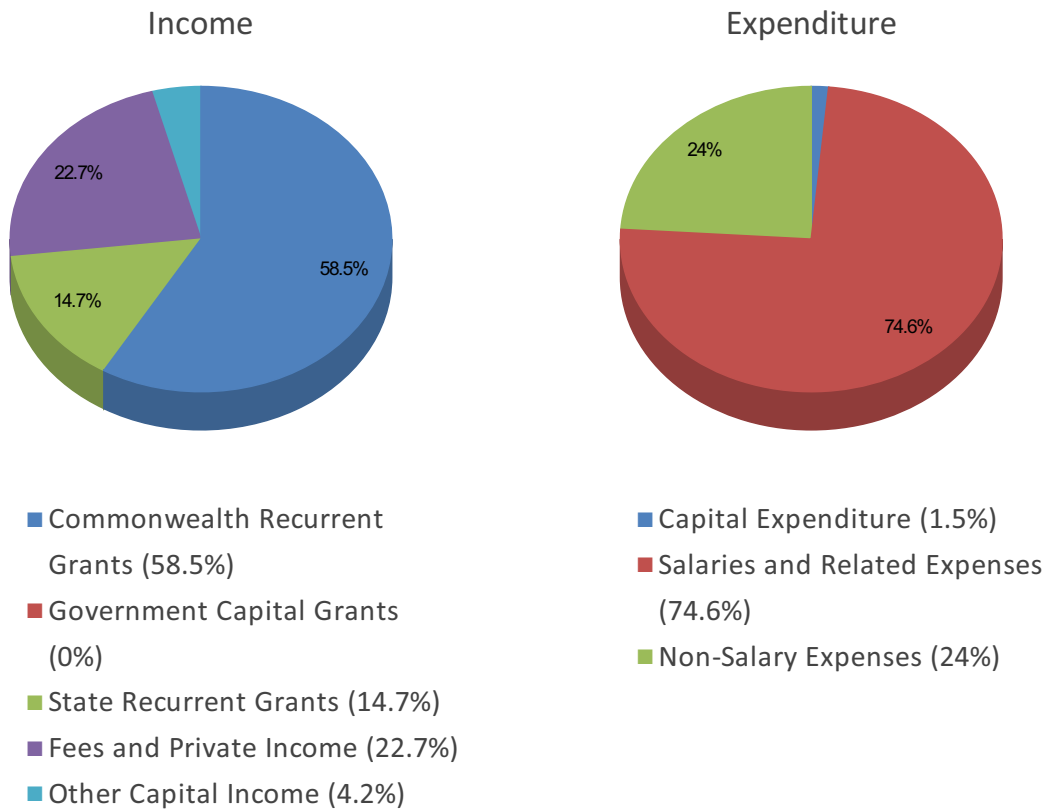
Clear evidence of student achievement is reflected in class samples, formative and summative assessment, standardised testing, Observation Survey for Year 1, Mathematical Assessment Interview and NAPLAN results. Teachers are satisfied when every student demonstrates academic growth as well as spiritual, social and emotional growth.

Staff opportunities for PL this year have predominately revolved around EMU. In this our first year of EMU, our lead teacher's learning was outstanding as she led staff with encouragement and enthusiasm. In 2015, this teacher will work at CSO to assist with leading Mathematics throughout the diocese.

The staff commented on the sense of community at the school. Pastorally, the staff feel supported and this is particularly evident through the staff and parent care network. Special school events and PL lead to a sense of unity. The staff retreat was highly valued as a time of renewal.

SECTION ELEVEN: FINANCIAL STATEMENT

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



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,229,736
Government Capital Grants	\$0
State Recurrent Grants	\$308,025
Fees and Private Income	\$476,715
Other Capital Income	\$87,584
Total Income	\$2,102,059

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$27,891
Salaries and Related Expenses	\$1,422,607
Non-Salary Expenses	\$457,587
Total Expenditure	\$1,908,085