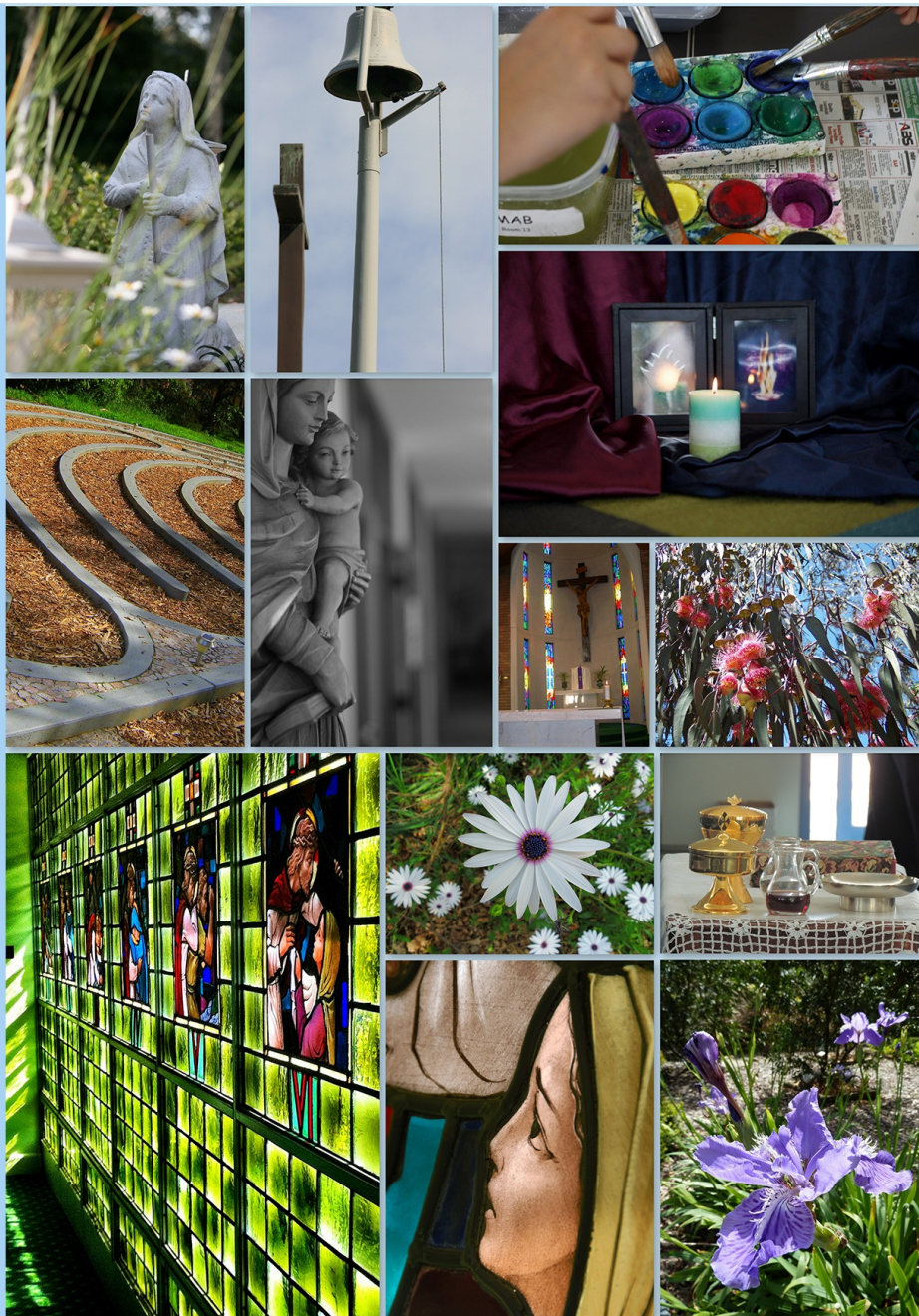


2015

annual school report



Our Lady of Perpetual Succour Catholic Primary School, West Pymble

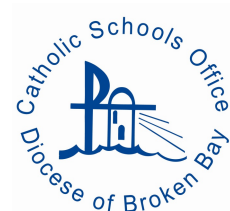
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ABOUT THIS REPORT

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

Catholic schools exist to educate students in the Catholic faith. They are communities centred on Jesus Christ seeking to spread the joy of the Gospel and aiming to enable all community members to grow and flourish. It is within this context that Our Lady of Perpetual Succour Catholic Primary continues to operate as a high quality Catholic school in the Diocese of Broken Bay. I am honoured to be school principal and I take very seriously all its challenges and responsibilities. Learning is the core work of the Catholic school and a key theme in 2015 is the Carol Dweck's Growth mindset. Here students and teachers embraced this framework to improve student learning and increase student engagement.

The students are at the heart of all decisions here at OLPS. Staff work together to educate, nurture and care for the well being of all students. OLPS' high standard of academic achievement, strong community spirit, clear focus on Catholic values and stunning physical environment sets itself apart from other schools. I can think of no better place to lead a community.

Parent Body Message

The Parents and Friends Association (P&F) endeavoured to continue to utilise the invaluable information gained from the previous year's parent surveys, to make positive changes to the culture, spirit and communication going forward. Some of the implementations that have been made possible by the hard work and dedication of the parent's fundraising efforts are: Resurfacing of the All Purpose Court and new junior literature - through their donations to the school. These were due to the amazing support of the parents, with events including Bi-Annual Art Show, Monster Garage Sale, Annual Cake Stall, Inaugural Bunnings BBQ, Fair Trade Chocolate Drive, Student Disco and much more. The P&F's aim for 2016 is to work towards replacing play equipment.

The P&F is also focused on social interactions and does much to make OLPS an outstanding welcoming and inclusive community.

Student Body Message

Our Lady of Perpetual Succour Catholic Primary School is a small, friendly school where everybody has an opportunity to get involved in everything. We like fun learning and activities, our teachers, Gala Sporting days, Mufti days, Sports Carnivals, excursions and friends. However the number one thing that we love about this school is that everyone is fair, compassionate and extremely friendly to everyone around them.

SECTION TWO: SCHOOL FEATURES

School Features

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

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 155 in 2015. There are six classes catering for students from Kindergarten to Year 6. In keeping with the history of the school, colour house teams have been renamed and are as follows:

- McAuley – red colour house
- Coolock – green colour house
- Mercy – blue colour house

The site is secluded from the road and consists of a variety of buildings including a building directly on Kendall Street which accommodates administration, the library and hall. A main brick building houses three 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 that 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.

School families have a high level of involvement in the parish life. Children's Liturgy is well attended each Sunday and a children's choir, which includes students from the school, has been formed. Parent prayer on Monday and Friday mornings as well as Parish Family Masses are well attended with parents being closely involved. A very high percentage of students 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 2015. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
83	72	17	155

* Language Background Other than English

Students attending the School come from a variety of backgrounds and nationalities. Additional information can be found on My School website. In 2015 there are six classes, Kindergarten, Yr 1/2, Yr 1/2, Yr 3/4, Yr 3/4 and Yr 5/6 (team teaching in Yr 5/6).

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 2015 was 95.45 %. 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 %	95 %	96 %	95 %	97 %	96 %	95 %

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 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
12	5	17

* This number includes 8 full-time teachers and 4 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.	12
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	A session to understand and be familiar with "the Francis Effect" his theology. Demonstration on various forms of prayer.
Day 2	Presentation on Growth versus Fixed Mindset. Strategies for Social and Emotional learning in classrooms.
Day 3	Multiplication and Division strategies for teaching and learning.

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meetings and conferences.

All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. Specifically, two staff members have been trained to utilise EMU (Extending Mathematical Thinking) in both early and middle years. The above provides specific information on three staff development days.

SECTION FIVE: MISSION

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

In educating and forming young people in a Catholic Community of Discipleship, we at OLPS offer many experiences for all to follow Jesus as members of our Catholic community. The Mercy values which have been introduced and lived throughout the school, based on the charism of Catherine McAuley who showed witness to the Gospel values, have provided a wonderful opportunity for students to take on and display their commitment to living as disciples of Jesus. Our weekly Discipleship Awards are a constant reminder of how the Gospel message is lived.

Our Catholic faith is celebrated in many ways with programs and celebrations that allow our community to participate in the life of the church and experience what it means to be a disciple of Jesus. Coming together to pray as Jesus instructed us on how to pray is experienced at assemblies, within the classrooms and parent prayer. Attendance at Liturgies and Masses provide both students and staff the opportunity to hear God's Word.

Our school's symbols and artwork associated with Catholic faith is a constant reminder of who we are. Our school crest with the motto "With Love We Grow" is displayed prominently around the school. The Mercy values are displayed in classrooms and other areas. Each classroom has a sacred space which is changed according to the Liturgical Season.

Social Justice issues are highlighted throughout the year in our school newsletter raising an awareness of our commitment to making the world a better place. Our ongoing commitment to use *Fairtrade* products within the staff and parent community is testament to what we believe. *Fairtrade* products are also exhibited at our Fairtrade display which coincides with Fairtrade fortnight, giving our community firsthand experience of Fairtrade products. The generosity shown to our Catholic agencies - Caritas, Catholic Mission and Vinnies is another way in which living as a disciple of Jesus is demonstrated. Our involvement in the outreach program, "The Dish" provides an opportunity for our parent body to reach out to others by preparing and serving meals to the homeless.

Our Religious Education modules have been designed to assist the children in recognising and appreciating experiences of Catholic discipleship. It is through these modules that "students are faced with opportunities which challenge them to reflect on their experience, to relate that experience to the richness of the living tradition, and to integrate that tradition in their own lives

in a way that moves them forward in their Christian journey.” (*Diocese of Broken Bay K-12 Religious Education Curriculum*). Our teachers, through their teaching of the modules have also a heightened awareness of this call and are encouraged to demonstrate this in all they do.

Primary Curriculum

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

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 2015 the School implemented the new NSW syllabus for the Australian Curriculum in Science. 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.

As stated in the recent school survey, 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. There was a whole school focus on the Premier's Reading Challenge and as a result, reluctant readers became more engaged in reading on a daily basis.

Following on from the 2014 introduction to Extending Mathematical Understanding (EMU) at OLPS, teachers engaged in regular EMU professional learning through 2015 with a view to continuing improvement of student learning in Mathematics.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

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

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

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	63.20 %	52.20 %	5.30 %	10.70 %
	Reading	68.40 %	48.20 %	10.50 %	11.00 %
	Writing	63.10 %	46.80 %	0.00 %	7.40 %
	Spelling	57.90 %	41.20 %	10.50 %	14.80 %
	Numeracy	36.80 %	33.50 %	10.50 %	15.00 %

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	46.70 %	35.90 %	6.70 %	16.60 %
	Reading	46.70 %	33.50 %	6.70 %	18.10 %
	Writing	46.60 %	19.10 %	0.00 %	17.60 %
	Spelling	40.00 %	32.60 %	6.70 %	15.30 %
	Numeracy	40.00 %	27.80 %	0.00 %	15.80 %

NAPLAN Comments

As can be seen from the table, the percentage of students placed in the top two NAPLAN bands

was considerably higher than the national average across both Year 3 and Year 5. Similarly the percentage of students placed in the lower two bands is considerably lower than the national average. Further the school has sustained high numbers of students achieving minimum standards (2015: Year 3 100%; Year 5 95%).

All aspects of literacy and numeracy are above the state and national average. However, it is writing that continues to be an area of strength at Our Lady of Perpetual Succour with the Year 3 and Year 5 mean well above the state and national mean. In 2015, 80% of Year 5 students achieved greater than or equal to expected growth and also sustained statistical averages of 'substantially above' and 'above' (*My School NAPLAN Results in Numbers table*) on NAPLAN writing as compared to National figures. The School believes that this long term sound progress is testament to the focus on explicit teaching of writing within a purposeful context and through the Paired Writing Program.

Closer examination and item analysis of NAPLAN indicates that spelling continues to be an area requiring further development and as such it has been included as a SIP goal for 2016.

Professional learning supporting teachers in delivering an explicit, systematic approach to spelling and which addresses the needs of the students has been planned for 2016.

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
- a 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.

Our Discipline Policy aims to be 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.

Our Lady of Perpetual Succour Catholic Primary School follows the Diocesan policy and procedures for complaints handling. Complaints and grievances are dealt with seriously and in a timely manner and work towards resolving the matter showing commitment in providing a

happy, safe environment for all members of the community.

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.

A new initiative in 2015 is the open learning classroom of Year 5 and Year 6. This pedagogy promotes greater student responsibility for their learning. This is evident in the high level of student engagement in the classroom, the high quality of work as well as students initiating directions for their learning.

The 2015 school aerobics team is a first for Our Lady of Perpetual Succour and promotes teamwork, respect for each other, commitment and responsibility. Training takes place during lunchtime led by a teacher.

SECTION NINE: SCHOOL IMPROVEMENT

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

Key Improvements Achieved

Mission: To improve student's relationship with prayer. There was a whole-school focus on prayer and its different forms. Staff participated weekly in Lectio Divina and was introduced to various forms of meditation. The students participated in daily meditation as well as being exposed to Godly Play which is considered to be the children's version of Lectio Divina.

Teaching and Learning: To improve student mathematical understanding in the number strand. Based on MAI data in 2015 we focused on counting and place value. MAI check points in Term 4, 2015 showed a significant improvement by one or two growth points in vulnerable students.

To consolidate student's spelling strategies: Our spelling results in NAPLAN continue to be a challenge and are just above the mean for the State and diocese.

To consolidate students' reading comprehension skills: Our Yr 3 and 5 NAPLAN results were above the State and diocesan mean.

Pastoral Care: To develop emotional and social skills in students. Restorative practices are evident throughout the school as a means of developing student's skills. The staff is developing an awareness of where children are on the Social and Emotional Continuum.

Priority Key Improvements for Next Year

Mission:

During the Year of Mercy, for the students to increase daily prayer in their lives and articulate how the scriptures teach us to be merciful to others.

Teaching and Learning:

To improve all student's ability to spell.

To engage the students in deep thinking that leads to understanding of the world around them.

Pastoral Care:

To improve students' overall well-being through targeted education on nutrition, rest and sleep and

through continuing to develop social and emotional skills in students.

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

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.

Parent Satisfaction

Throughout the MMG survey parents have acknowledged their high level of satisfaction in:

- a Catholic education
- focus on student welfare
- quality of teaching
- the school's values
- a balanced education.
- academic standards

Student Satisfaction

Student Satisfaction

Throughout the MMG survey students have acknowledged their very high level of satisfaction in:

- their learning at school
- teachers and their ability to create supportive learning environments
- pastoral care
- opportunities for sporting and creative arts endeavours eg sporting representation, school musical, school aerobics

Teacher Satisfaction

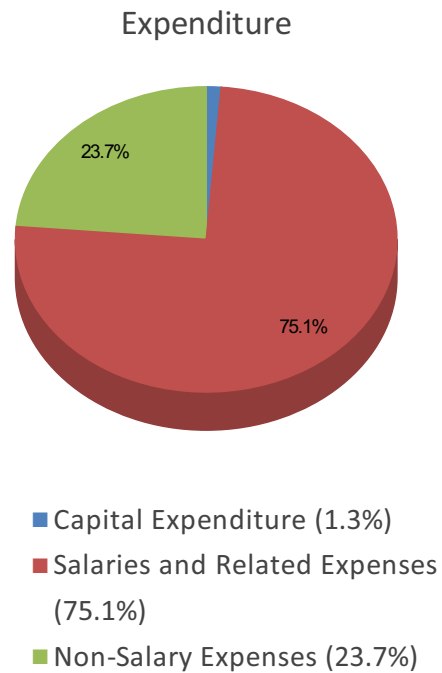
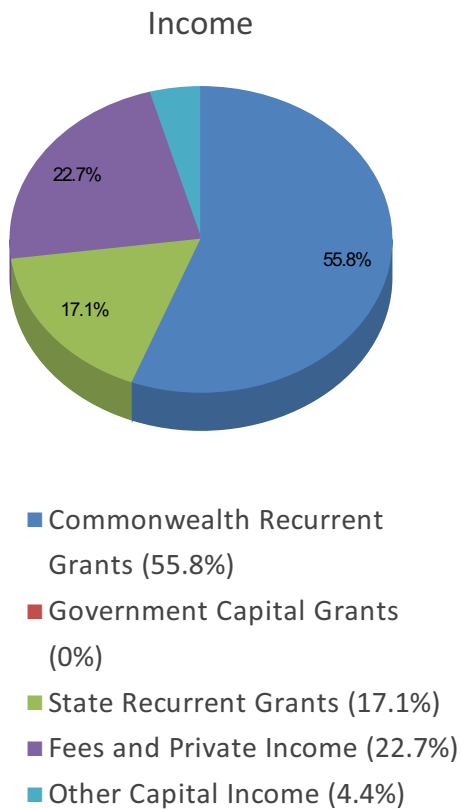
Staff Satisfaction

Throughout the MMG survey the staff has acknowledged their high level of satisfaction in:

- a Catholic education
- balanced education
- quality of teaching
- focus on student welfare
- providing a safe and caring environment
- school's values
- staff professional development
- leadership support for staff

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	\$1,143,905
Government Capital Grants	\$0
State Recurrent Grants	\$349,722
Fees and Private Income	\$465,179
Other Capital Income	\$89,725
Total Income	\$2,048,530

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$22,564
Salaries and Related Expenses	\$1,353,994
Non-Salary Expenses	\$426,580
Total Expenditure	\$1,803,138