

2017 Annual School Report

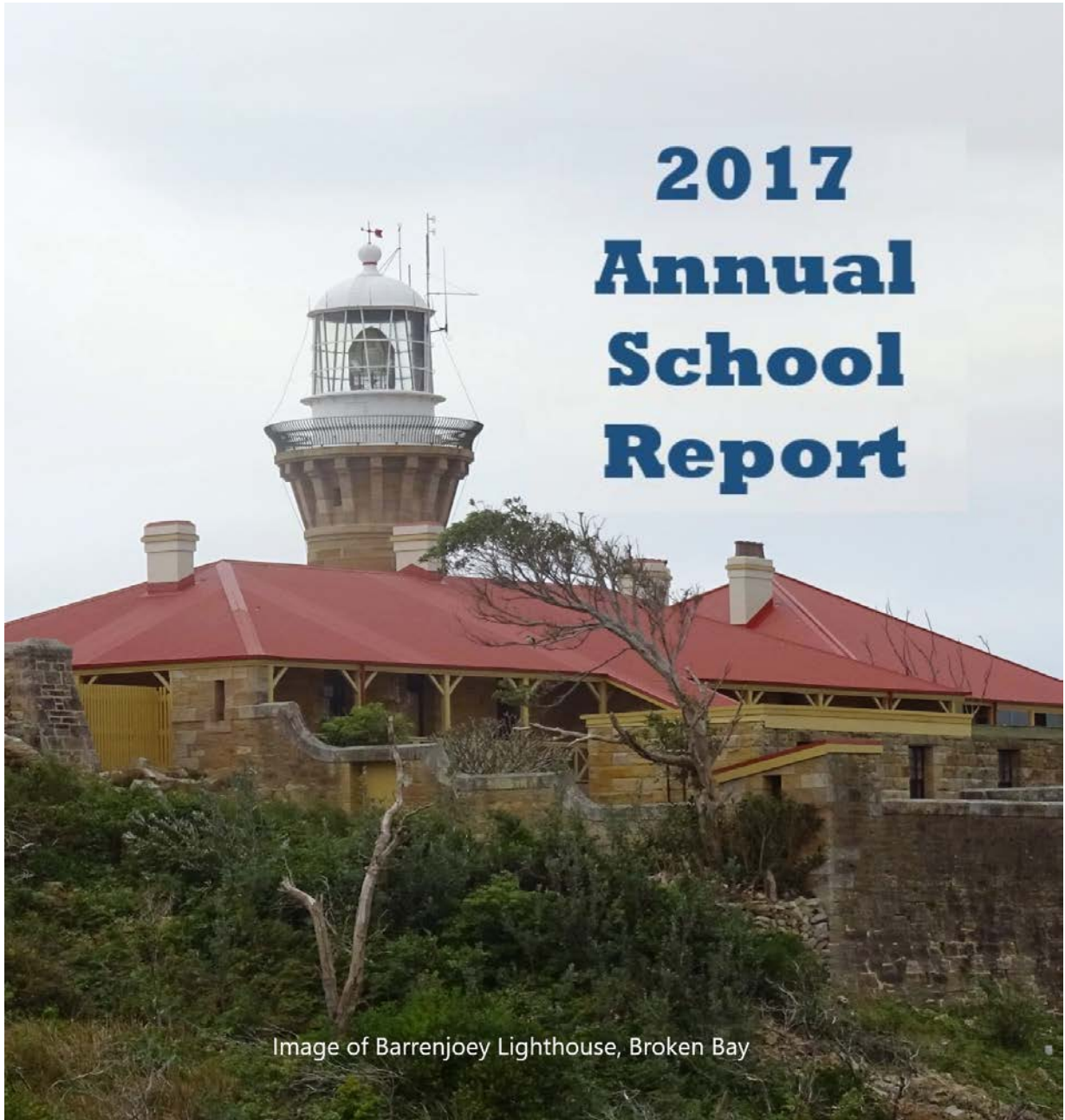


Image of Barrenjoey Lighthouse, Broken Bay



Our Lady of Perpetual Succour Catholic Primary School, West Pymble

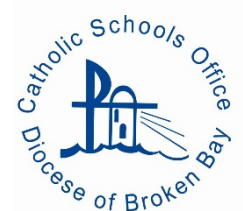
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ABOUT THIS REPORT

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

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

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

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

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

“The Catholic school is an expression of the mission of the church” (Catholicstoday, 2009) and so leaders and teachers at the School are leaders of faith, fulfilling an important ministry in the life of the church. The School is recognised for our quality education, witness to Gospel values and pastoral care, however, central to all we do is the Catholic ethos inspired by our faith and visible in the life of our School.

2017 has been a year of success and challenge. Our successes include the completion of our new play space with active, creative and passive areas to encourage social and emotional learning of our students and the teachers' commitment to read the Gospel of Matthew to their class to explore Jesus, the divine and human. Federal funding challenges arose mid year and the school community demonstrated in word and action how much they highly value their local Catholic Primary School in West Pymble. I am forever grateful for the community's special bond and positive attitude towards Our Lady of Perpetual Succour Catholic Primary School.

Parent Body Message

2017 was a year of growth, resilience and challenge for our school P&F committee. We continued our focus on parent engagement throughout the year and strengthened our relationship with the Catholic School Parents (CSP) group and the Catholic Schools Office (CSO). The Government funding issues caused concern for our parents and staff, but it strengthened our focus, determination and commitment to provide support, advice and reassurance to our school community. The *Council of Catholic School Parents Future Ready* conference in Manly was well represented by the P&F and wider school community and was a fantastic weekend. The School social events during the year were so very well supported with record number of attendees. Our major fundraiser was an art show auction and creative arts extravaganza with performances from the School band, choir, guitar ensemble, cello ensemble, drama groups and the aerobics team. It was an outstanding success. The community spirit at the School is to be congratulated and celebrated as we look forward to 2018.

Student Body Message

Students enjoyed 2017 and all the learning experiences that were offered to them including the creative arts weekend, sporting events, our end of year Christmas play and the Year 5 and Year 6 trip to Canberra. The thinking routines in the classrooms help us think deeply about the topic we are learning. Year 6 classes graduated in December, having had a very busy year as Kindergarten Senior Buddies, School Captains, Colour House Captains and the additional leadership roles of Technology, Environment, Social Justice, Wellbeing Leaders, Canteen Leaders 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 158 in 2017. There are six 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 building directly on Kendall Street which accommodates administration, the library and hall. A main brick building houses three classrooms and a further 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. The whole site has made use of all spaces that have been designed to meet the needs of the children. In 2017, a new playful learning space was constructed including a climbing frame, a sandpit, a mud kitchen and slippery dips.

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. The School's 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. Parent prayer on 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.

Children at the School flourish in a small nurturing school environment. Senior students are articulate, confident and responsible learners who exercise leadership providing them with a strong foundation for future learning and well-being. The School offers a rich and diverse range of educational experiences.

Children, parents and staff are welcomed into the 'OLPS family' and develop a strong sense of belonging to a faith community where Jesus is central and the Catholic traditions are learnt and celebrated.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
80	78	27	158

* Language Background Other than English

Enrolment Policy

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

Student Attendance Rates

The average student attendance rate for the School in 2017 was 94.90 %. 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 %	93 %	96 %	93 %	96 %

Managing Student Non-Attendance

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

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

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

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

SECTION FOUR: STAFFING PROFILE

Staffing Profile

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

Total number of teaching staff by NESA category	13
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	13
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
Total number of staff	19
Number of full time teaching staff	7
Number of part time teaching staff	6
Number of non-teaching staff	6

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	Students in Year 4 to Year 6 have a one to one IT device. To support teachers in implementing quality teaching and learning teachers engaged in one day of PL on Google Documents and Google classrooms.
Day 2	To support the School Improvement Plan focus on writing, teachers engaged in a day with Sheena Cameron and Louise Dempsey, experts on teaching teachers a range of strategies to improve student's writing.
Day 3	KidsMatter refresher course and Component 4 - Helping children with mental health issues

SECTION FIVE: MISSION

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

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

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

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

Catholic faith is celebrated in many ways at the School with programs and celebrations that allow the 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 is experienced at assemblies led by the Year 6 student leaders, within the classrooms and weekly parent prayer. In the Stage 3 classroom, students are responsible for organising and leading prayer for the class once a week with the focus on the scripture reading.

Staff gather weekly to pray together using the form of Lectio Divina in order to obtain a deeper knowledge and understanding of the scriptures. Attendance at Liturgies and Masses provide students, staff and parents with the opportunity to hear God's Word. Primary students attend parish Mass every Thursday with the goal of strengthening the connection and relationship between the School and parish. Students in Years 3 to 6 also celebrate the Sacrament of Reconciliation once every term.

Throughout this year, the School has chosen to focus on reading a Gospel from beginning to end. Team leaders from the Catholic Schools Office worked with staff to lead them to an understanding of the history of the Gospel writers, who their audience was and the setting at the time they were written. Being Liturgical Year A, the focus was on the Gospel of Matthew. Staff and students began reading the first story in Matthew in Term 2 and continued to read a story each day until the entire Gospel was read by the end of Term 4. The goal was to deepen the relationship with Jesus knowing more about his life and trying to understand his achievements, trials and interactions with his disciples. Stage 3 students journaled weekly focusing on what the scripture story was about and what the message was for them in their own lives.

As a follow up to last year's prayer survey, another survey was conducted with the students from Years 3 to 6 asking if and when they prayed. The results show that 11% of the students do not pray and 68% only pray sometimes. For this reason, prayer will continue to be a focus as students are guided to understand its importance in their lives.

Teachers continued to explore different ways to incorporate prayer and scripture in their classrooms. This included the use of Lectio Divina strategies, the Ignatian Examen and the use of drama, 'liquid pictures' and 'echo mimes' to deepen their understanding of the story.

As a result of embracing *Cultures of Thinking*, teachers began to include more of the thinking routines into their regular RE lessons as well as using them to inform approaches to assessment. This practice will continue in 2018.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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.

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. The 2017 focus for teachers was marking writing according to NAPLAN standards. The marking criteria, documented in the School Improvement Plan 2017, covered *audience* (the writer's capacity to orient, engage and persuade the reader), *ideas* (the selection, relevance and elaboration of ideas for a persuasive argument) and *vocabulary* (the range and precision of contextually appropriate language). Student writing samples were collected across stages and marked according to the NAPLAN criteria. Teachers compared the Term 1 writing samples to the Term 4 samples to see if there had been improvement. On the whole, there were very positive results for individual students sampled across the School.

The Premier's Reading Challenge continues to be a whole school focus and to support improvement in spelling. *Spelling Mastery* was introduced (Years 3 to 6) as well as *Get Reading Right* (Kindergarten to Year 2). As a result, it is evident that there was a marked improvement in both reading and writing in all grades.

The *Extending Mathematical Understanding* (EMU) program was introduced in 2014. Following on from this, teachers regularly engaged in EMU professional learning throughout 2017. School data shows that there is ongoing improvement of student learning in Mathematics.

As referenced in previous sections of this Report, the *Cultures of Thinking* initiative encourages teachers and students to deepen approaches to 'thinking' with the aim that the strategies used to extend and deepen thinking become part of everyday life. Examples of thinking routines are displayed in all classrooms and the children are becoming more familiar with them every day.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

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

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

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	92.31 %	55.50 %	3.85 %	10.50 %
	Reading	80.77 %	51.60 %	0.00 %	10.00 %
	Writing	76.92 %	44.60 %	0.00 %	7.50 %
	Spelling	69.23 %	45.60 %	0.00 %	13.10 %
	Numeracy	73.08 %	39.80 %	0.00 %	11.40 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	47.06 %	34.40 %	29.41 %	17.50 %
	Reading	35.29 %	37.00 %	5.88 %	14.60 %
	Writing	23.53 %	15.80 %	11.76 %	19.40 %
	Spelling	35.29 %	34.30 %	5.88 %	14.10 %
	Numeracy	52.94 %	27.90 %	5.88 %	14.60 %

NAPLAN Comments

As can be seen from the table, the percentage of Year 3 students placed in the top two NAPLAN bands was a great deal higher than national figures. Similarly the percentage of Year 3 students placed in the lower two bands is considerably lower than national figures. The results overall in all areas are excellent and an indication that the Kindergarten to Year 2 literacy program is effective in catering for the diverse needs of students.

The percentage of Year 5 students in the top two NAPLAN bands exceeds national figures in Grammar and Punctuation, Writing, Spelling and Numeracy, albeit not to the same strength as with the Year 3 students. This trend is consistent with previous years at school and National levels and as a result the middle primary years will be an area of concentration for school improvement in 2018 and beyond. Year 5 Reading results need careful analysis followed by explicit planning for student improvement. Very strong learning gain was evident in Numeracy and Spelling by comparing the Year 5 2017 cohort with their performance in Year 3 2015. (My School Website Student Gain data).

This year, Multi Lit targeted Year 3 and Year 4 students who were identified with difficulties in Reading. There is an expectation that no student will be placed in the bottom two bands of Year 5 NAPLAN 2018 and 2019.

Pastoral Care Policy

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

Behaviour Management and Student Discipline Policy

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

Anti-Bullying Policy

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

Complaints Handling Policy

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

Initiatives Promoting Respect and Responsibility

The School is safe, nurturing and welcoming. This was recognised by the Tier Two School Review Panel, "the spirit of community is strong". The Macquarie Marketing Group survey data and other school wellbeing data provides further evidence that the School offers a very high level of pastoral care. Parents feel very connected to the community and describe the School as a place where each student is valued as an individual.

The School's student leadership model continues to be instrumental in promoting respect and responsibility. In 2017, leadership roles were highly visible throughout the School. This was particularly evident at the weekly assembly where Year 6 led the assembly. The *Transition to School* program promotes responsibility in the new Kindergarten students by focusing on independence within structures and routines. Here the children are supported by their parents in playgroup during Term 3 and teachers on the orientation days before the commencement of formal schooling.

The School's Discipline and Anti-Bullying procedures are written with a strong emphasis on the Catholic Worldview, positive relationships and proactive approaches. In 2017, the Restorative Practice framework embedded into the discipline procedures was strengthened. This framework naturally provides opportunities for students to reflect on their behaviour and take responsibility for their actions. It is focused on respecting the dignity and identity of individuals whilst restoring relationships.

SECTION NINE: SCHOOL IMPROVEMENT

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

Key Improvements Achieved

- 2017 Mission target: *Year 6 student work samples will show a greater knowledge of the life of Jesus in the Gospels in terms of what Jesus 'did', 'said' and what Jesus disciples 'looked' like.*
 - Comment on achievement: Year 6 student work samples and journaling demonstrated a deeper knowledge of Jesus Christ. In particular, their work named many scripture references from Matthew's Gospel and students were able to connect key messages from the Gospel to their own lives.
- 2017 Learning and Teaching target: *Student writing samples will show improvement against the NAPLAN rubrics in the areas of audience, ideas and vocabulary.*
 - Comment on achievement: Samples of children's writing demonstrated a shift to the next level of attainment for all three areas.
- 2017 Pastoral Care target: *Students will demonstrate increased use of Social and Emotional Learning (SEL) strategies in self-awareness and self-management as measured against the SEL continuum.*
 - Comment on achievement: Student behaviours were mapped against the SEL continuum and explicit strategies were taught to help students manage their emotions. Data showed students in targeted classrooms had less incidents of emotional outbursts.

Priority Key Improvements for Next Year

- Mission:
 - 3-year goal: *To strengthen student understanding of discipleship and its place in their lives.*
 - By the end of 2018, Stage 2 and 3 student work samples will show a greater knowledge of the life of Jesus in the Gospels in terms of what Jesus 'did', 'said' and what Jesus disciples 'looked' like.
- Teaching and Learning:
 - 3-year goal: *To develop independent and creative learners who are motivated to achieve their maximum potential.*
 - By the end of 2018, 80% of students will show an expected increase of MAI growth points and PAT-M scale scores.
- Pastoral Care:
 - 3-year goal: *To embed a culture of whole school wellbeing*
 - By the end of 2018, students will demonstrate increased use of SEL strategies in all SEL domains as measured against the SEL continuum.

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
- the creative arts weekend where children's creative talents and skills were showcased on a weekend making student learning visible and accessible for working parents.

Parents place a high degree of trust in the School and value the opinion and input from staff. This year, parents greatly appreciated the new structured format of the playgroup for students who will be commencing Kindergarten in 2018. The School's website and new School app is up to date and keeps parents informed on all School events and student learning. Parents expressed frustration on the slow progress on the new play area which was finally completed at the end of 2017.

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
- creative arts exhibition
- Canberra excursion
- sports carnivals
- sports gala days
- inter school debating and public speaking
- Year 6 leadership opportunities

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.

Teacher Satisfaction

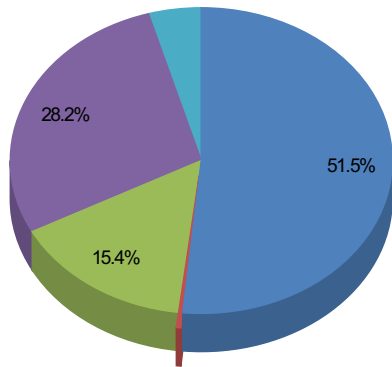
Teachers are dedicated and work hard to provide quality learning experiences for the students in their class and gain a great deal of satisfaction when students progress in their learning. They recognise and value learning support and programs such as *Synthetic phonics*, *Multi Lit*, *Paired Writing*, *EMU* and *Mastery Spelling* targeting specific student needs to progress learning.

Teachers commented on the collaborative approach to developing teaching and learning programs and how this assists with their own PL. All teachers are working towards teacher accreditation in 2018. Staff commented on the sense of community at the School. Pastorally, the staff feel supported professionally and personally and this is particularly evident through the staff and parent care network. Special school events and PL lead to a sense of unity.

SECTION ELEVEN: FINANCIAL STATEMENT

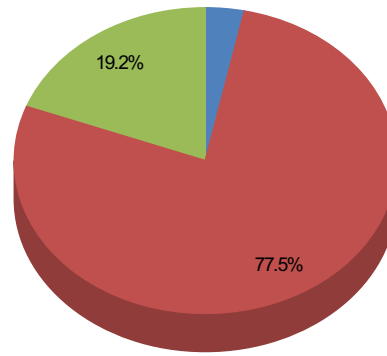
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (51.5%)
- Government Capital Grants (0.4%)
- State Recurrent Grants (15.4%)
- Fees and Private Income (28.2%)
- Interest Subsidy Grants (0%)
- Other Capital Income (4.5%)

Expenditure



- Capital Expenditure (3.3%)
- Salaries and Related Expenses (77.5%)
- Non-Salary Expenses (19.2%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,102,712
Government Capital Grants	\$8,000
State Recurrent Grants	\$329,327
Fees and Private Income	\$604,210
Interest Subsidy Grants	\$0
Other Capital Income	\$95,531
Total Income	\$2,139,780

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$69,216
Salaries and Related Expenses	\$1,631,154
Non-Salary Expenses	\$405,162
Total Expenditure	\$2,105,532