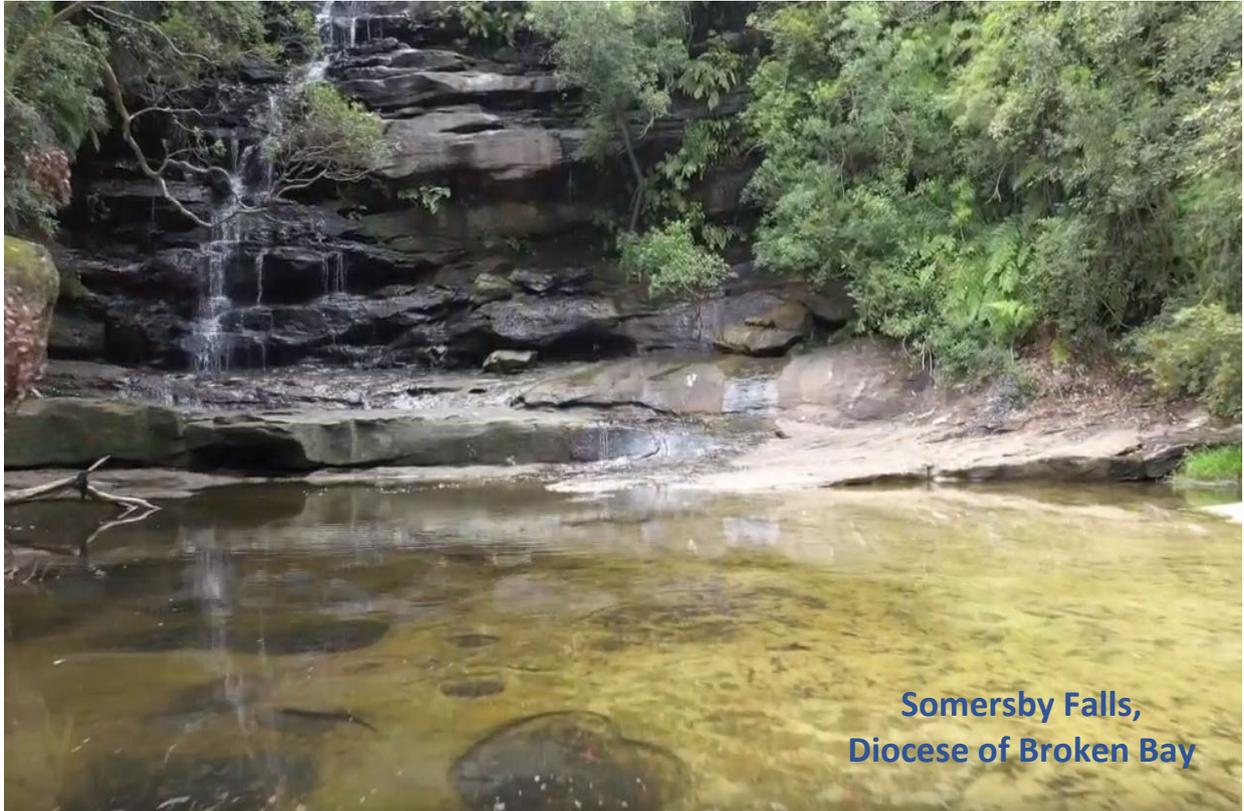


# 2018 Annual School Report



## Our Lady of Perpetual Succour Catholic Primary School, West Pymble

64 Kendall Street, West Pymble 2073

Principal: Mrs Susanne Host

Phone: (02) 9498 6055 Fax: (02) 9418 1026

Email: [olps@dbb.catholic.edu.au](mailto:olps@dbb.catholic.edu.au)

[www.olpsdbb.catholic.edu.au](http://www.olpsdbb.catholic.edu.au)



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## ABOUT THIS REPORT

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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](#).

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

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### Principal's Message

The purpose of this report is provide an overview of 2018; its achievements and new initiatives to improve student learning and wellbeing. The report reflects the unique culture of Our Lady of Perpetual Succour Catholic Primary school that is a Catholic faith community that nurtures and grows its children to reach their full potential so they can flourish as a disciple of Christ and fully participate in a contemporary Australia. This year the School has established a School Advisory Council.

The School is known for its great hospitality, warm welcome and willingness to act with love and compassion to those in our community who are in need. This year, our Care Network has been gratefully utilised by families in our community. Coupled with *The Dish*, this is a true expression of our faith in action. Every family and child is known by staff and they work collaboratively to meet the needs of every child.

There has been a key focus on student wellbeing this year with the belief that when children are happy, calm and settled optimum learning can take place. Initiatives include: implementation of *Positive Behaviours for Learning* (PBL) and the resilience program, *Bounce Back*.

### Parent Body Message

2018 was a very successful year for the P&F committee and parent body.

We had three objectives:

- to continue to build on our amazing community within the School
- to support parent engagement in our children's learning
- to raise funds for the School.

These were achieved with much to be proud of; key highlights were the New Parents Night, Mother's and Father's Day celebrations, Family Masses, Christmas Party, cake stall, School Musical and the many class social events during the year.

We continued to strengthen our great relationship with the counsel of Catholic School Parents (CSP). We had many guest speakers during the year covering topics as PBL and deep learning pedagogy. Rose Pennington presented "Raising caring, confident, capable children at home" which complimented the implementation of the *Bounce Back* Program at OLPS.

The major fundraiser for the year was the Trivia night. This was an outstanding success and embodied all we were trying to achieve as a parent body. The money raised will be spent on flexible learning equipment for the classrooms.

The School has a beautiful community and it is a blessing to part of such a unique and welcoming school.

### **Student Body Message**

Our School is a small, warm and inviting school. It has a lot of great learning opportunities such as school leadership camps, gala days and sport carnivals. The school offers lots of great leadership roles such as school, sport captain, technology, environment, social justice and wellbeing leader.

The teachers here are extremely dedicated and very hard workers. The students are respectful and considerate. They will never see a need without doing something. The Year 6 class of 2018 will always be fond of this school and they all feel prepared for high school.

The technology in this school is amazing, with every Year 3 to Year 6 student having their own personal device. Using technology makes learning exciting and the world of knowledge accessible. No matter your ability everybody learns. At school we learn lots about Catholic values and how we can be a disciple of Christ. We think that's important for life.

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## SECTION TWO: SCHOOL FEATURES

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### 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 144 in 2018. There are six classes catering for students from Kindergarten to Year 6. The school is an important part of the Pymble Parish. The School's present Parish Priest is a Salvatorian priest originally from Poland, whose assistant is also a fellow Salvatorian.

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. A new playful learning space includes 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. OLPS is a feeder schools for the following Secondary Schools: St Leo's Wahroonga, Mercy Chatswood and St Pius X, Chatswood.

Involvement of the school in Parish life is essential in helping students and their families connect and participate in their local church. Monthly Parish Family Masses, weekly children's liturgy and training for altar serving are all examples of activities that encourage Parish involvement. A very high percentage of students are involved in the Parish Sacramental Program. This year we celebrated the arrival of the Youth Cross with Sacred Heart. Weekly news items from each of the Parish schools are published in the Parish Bulletin to share with parishioners.

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.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
71	71	24	142

\* Language Background Other than English

### Enrolment Policy

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

### Student Attendance Rates

The average student attendance rate for the School in 2018 was 95.27 %. 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 %	95 %	95 %	96 %	95 %	95 %

## Managing Student Non-Attendance

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

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

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

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

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

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

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

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
<b>Total number of staff</b>	16
Number of full time teaching staff	6
Number of part time teaching staff	6
Number of non-teaching staff	4

### Professional Learning

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

<b>Day 1</b>	Positive Behaviours for Learning (PBL) - Developing and establishing PBL throughout the school.
<b>Day 2</b>	Mathematics - continue to plan and implement rich tasks, with a focus on differentiation and challenge.
<b>Day 3</b>	Staff Spirituality Day - "Sweeter than Honey" - exploration of Sacred Scripture.

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## SECTION FIVE: MISSION

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

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

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

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

Our Catholic faith is embedded in all that we do at the School. Our school motto ‘With Love We Grow’ mirrors the greatest commandment of love, and this love is encouraged in the everyday actions and words of staff, students and community members.

The community often joins together to celebrate with liturgy and prayer. Each morning we meet to pray together and ask God to keep us safe and inspire us in our learning. Each Friday our Year 6 leaders lead us in prayer, thanking God for what has been provided. Classroom prayer is also a daily occurrence, and students are provided with an opportunity to practise a variety of forms of prayer. In 2018 students have regularly attended not only whole School Masses, but have also participated in regular Parish Mass on Tuesdays, which has allowed us to build a greater connection to our Parish and the traditions of Mass. The students are actively involved in the preparation of the liturgy, and it is through these experiences that we see students build an even stronger connection within the Parish.

This year, students and staff have focused on gaining a greater understanding of our Sacred Scriptures. Through our involvement in the Broken Bay ‘Sweeter than Honey’ Summit students and staff have undertaken learning around the background of the scriptures and how we can more deeply explore scripture in our classrooms. Through professional learning opportunities and through weekly staff prayer, all staff have had experiences with learning strategies to help students to delight, learn, pray and live the Word of God. In the latter part of this year, all classrooms have applied these strategies, including *Lectio* and *Visio Divina*, *Scriptural Storytelling*, *Archaeology of the Word*, *Imaginative Contemplation* and *Biblical Micography* to enhance the teaching of RE. This learning will continue to be a focus as we move into 2019.

### 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.

In line with the School Improvement Plan (SIP), the focus for teachers in 2018 was Mathematics and this will continue through 2019. At staff development days and meetings, teachers have been given strategies to enable effective questioning. Students are able to identify thinking processes, make connections between ideas and then build new understanding of concepts. A variety of new Mathematics "open-ended" tasks have also been explored in order to encourage effective learning. Teachers continue to regularly engage in professional learning (PL) through the *Extending Mathematical Understanding* (EMU) program which was introduced at the School in 2014. School data shows that there is ongoing improvement of student learning in Mathematics. There continues to be a strong emphasis on Literacy at the school.

In addressing the needs of 21st century learners, *New Pedagogies for Deep Learning* (NPDL) was introduced in late 2018 with the view of full implementation in 2019 across all classes. Six global competencies describe the skills and attributes needed for learners to flourish as citizens of the world. Deep learning is the process of acquiring these six global competencies: character, citizenship, collaboration, communication, creativity and critical thinking. In Semester Two 2018, Kindergarten engaged in an inquiry based approach where critical thinking and collaboration were the focus. Teachers expanded the learning environment beyond the classroom to use time, space and people within the community as a catalyst for building new knowledge and creating a robust culture of learning. The *Thinking Routines* developed by Ron Ritchhart (*Cultures of Thinking*) assist students to further extend and deepen their thinking in all areas of the curriculum.

The digital world impacts on all aspects of life and has the potential to accelerate, facilitate and deepen the learning process and for this reason Year 3 to Year 6 have one to one devices and Kindergarten to Year 2 have ready access to ipads.

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 performance was an original musical "Lost in the Library" written and directed by our talented Music teacher. The school exhibited children's artworks in our annual Art Show, as well as the Bishops Art Awards.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### NAPLAN

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

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

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	77.27 %	53.20 %	4.55 %	8.60 %
	Writing	50.00 %	41.90 %	4.55 %	10.00 %
	Spelling	72.73 %	46.60 %	4.55 %	12.50 %
	Grammar	63.64 %	53.10 %	9.09 %	11.00 %
	Numeracy	50.00 %	39.20 %	0.00 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	60.00 %	38.60 %	10.00 %	12.60 %
	Writing	10.00 %	13.70 %	30.00 %	23.40 %
	Spelling	50.00 %	34.50 %	10.00 %	13.60 %
	Grammar	40.00 %	35.50 %	10.00 %	14.30 %
	Numeracy	60.00 %	27.60 %	0.00 %	14.00 %

### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

### **Behaviour Management and Student Discipline Policy**

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

### **Anti-Bullying Policy**

The School's Anti-Bullying guidelines and procedures are based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2018 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

## **Complaints Handling Policy**

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

## **Initiatives Promoting Respect and Responsibility**

In 2018 the School has implemented a variety of strategies to further promote a culture of respect and responsibility.

The implementation of the PBL framework has further strengthened the existing *Restorative Practice* framework, which the school has closely followed in previous years. The implementation of this framework, which will be ongoing over the coming years, introduced three new school rules; Love of Learning, Love of Self and Others and Love of Place. This is a close link with our motto 'With Love We Grow'. Our new rules, highlight the way that the message and example of Jesus is present even in our behaviour management system. The implementation has provided a common, respectful and positive language for all members of our community. Staff are committed to helping students understand what is expected of them at school and explicitly teach each of the rules and the expectations in weekly lessons. The framework also allows for expected behaviours to be acknowledged through verbal praise and physical awards.

In 2018 the staff were also trained in implementing the *Bounce Back* program which links closely with both PBL and the Social Emotional Learning (SEL) continuum. Through the use of this framework students have had explicit experiences and learning around the five SEL core competencies of Self Awareness, Self-management, Social Awareness, Relationship Skills and Responsible Decision Making. As we continue to build strong and resilient 21st century learners, we will remain focused on creating an environment which builds the skills of collaboration, resilience and emotional understanding.

Our senior leadership model also promotes respect and responsibility within our school environment. Students in all years demonstrate pride in representing the school both in the school grounds and at external events. The model, which provides leadership opportunities in a range of capacities, allows students to demonstrate independence and promotes student agency. Teams work together to create change and make the School a better environment for all.

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## SECTION NINE: SCHOOL IMPROVEMENT

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

### **Key Improvements Achieved**

Mission: 3-year goal: *To strengthen student understanding of discipleship and its place in their lives.*

Stage 2 and 3 student work samples demonstrated a greater knowledge of the life of Jesus in the Gospels.

Teaching and Learning: 3-year goal: *To develop independent and creative learners who are motivated to achieve their maximum potential.*

This year the School began to implement New Pedagogies for Deep Learning, a framework to situate teaching and learning. Students have been challenged to find solutions to problems at a local, national and global level. Kindergarten were involved in a learning design that challenged them to think about solutions to food waste.

Pastoral Care: 3-year goal: *To embed a culture of whole school wellbeing*

Students demonstrated an increased use of SEL strategies and all students know the PBL school rules.

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

*Mission: To strengthen student understanding of discipleship and its place in their lives.*

In 2019, students will be able to communicate what it means to be a disciple of Christ today.

*Teaching and Learning: To develop independent and creative learners who are motivated to achieve their maximum potential.*

In 2019, the school will continue to embed NPD L throughout the whole school. In Mathematics, all students through deep thinking will demonstrate their ability to think, problem solve and verify their solutions when solving mathematical problems.

*Pastoral Care: To embed a culture of whole school wellbeing*

In 2019, the journey for PBL will continue with a focus on increasing students' social and emotional competencies.

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## SECTION TEN: COMMUNITY SATISFACTION

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

Throughout the Tell Them From Me (TTFM) survey the parents acknowledged their high level of satisfaction in:

- a Catholic education
- the community which is welcoming and inclusive
- the communication with teachers about their child's progress in all areas of development
- clear school rules where children feel safe
- the classroom environments that are organised, orderly and focused on learning
- communication regarding their child's behaviour
- the principal's and staff's open approach to listen to parental concerns

Parents expressed a need to schedule parental activities at more accessible times and for Parish and school dates to be better coordinated. They also expressed the need for more opportunities for parent information on the future needs of all students in the 21st Century and their social and emotional development.

### **Student Satisfaction**

Through the TTFM survey, the students acknowledged their high level of satisfaction in:

- positive teacher relationships
- effective learning time
- consistent behaviour expectations
- the Catholic dimension of the school
- school sports and inter-school sports days and Gala Days
- extra curricula activities.

## **Teacher Satisfaction**

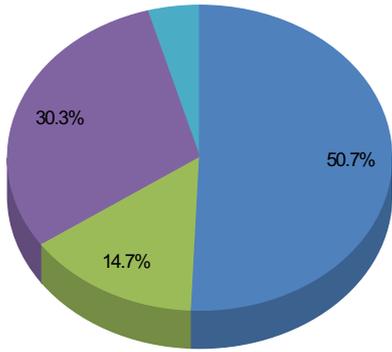
Through the TTFM survey the staff acknowledged their high level of satisfaction in:

- the Catholic dimension of the school including quality prayer and liturgy, appreciation of faith and the school charism
- leadership support for staff
- staff support
- working with parents to solve problems, share goals and update student progress
- the learning culture where high expectations are evident and data informs practice
- providing a safe and orderly environment
- promoting student voice

**SECTION ELEVEN: FINANCIAL STATEMENT**

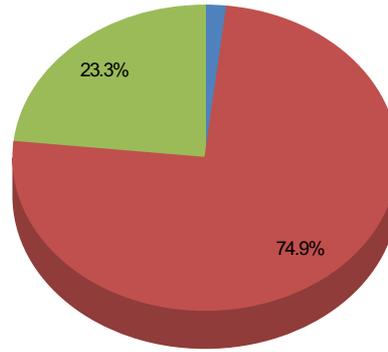
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (50.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (14.7%)
- Fees and Private Income (30.3%)
- Interest Subsidy Grants (0%)
- Other Capital Income (4.4%)

Expenditure



- Capital Expenditure (1.8%)
- Salaries and Related Expenses (74.9%)
- Non-Salary Expenses (23.3%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$997,404
Government Capital Grants	\$0
State Recurrent Grants	\$288,660
Fees and Private Income	\$595,617
Interest Subsidy Grants	\$0
Other Capital Income	\$86,557
<b>Total Income</b>	<b>\$1,968,238</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$35,107
Salaries and Related Expenses	\$1,457,107
Non-Salary Expenses	\$453,897
<b>Total Expenditure</b>	<b>\$1,946,111</b>