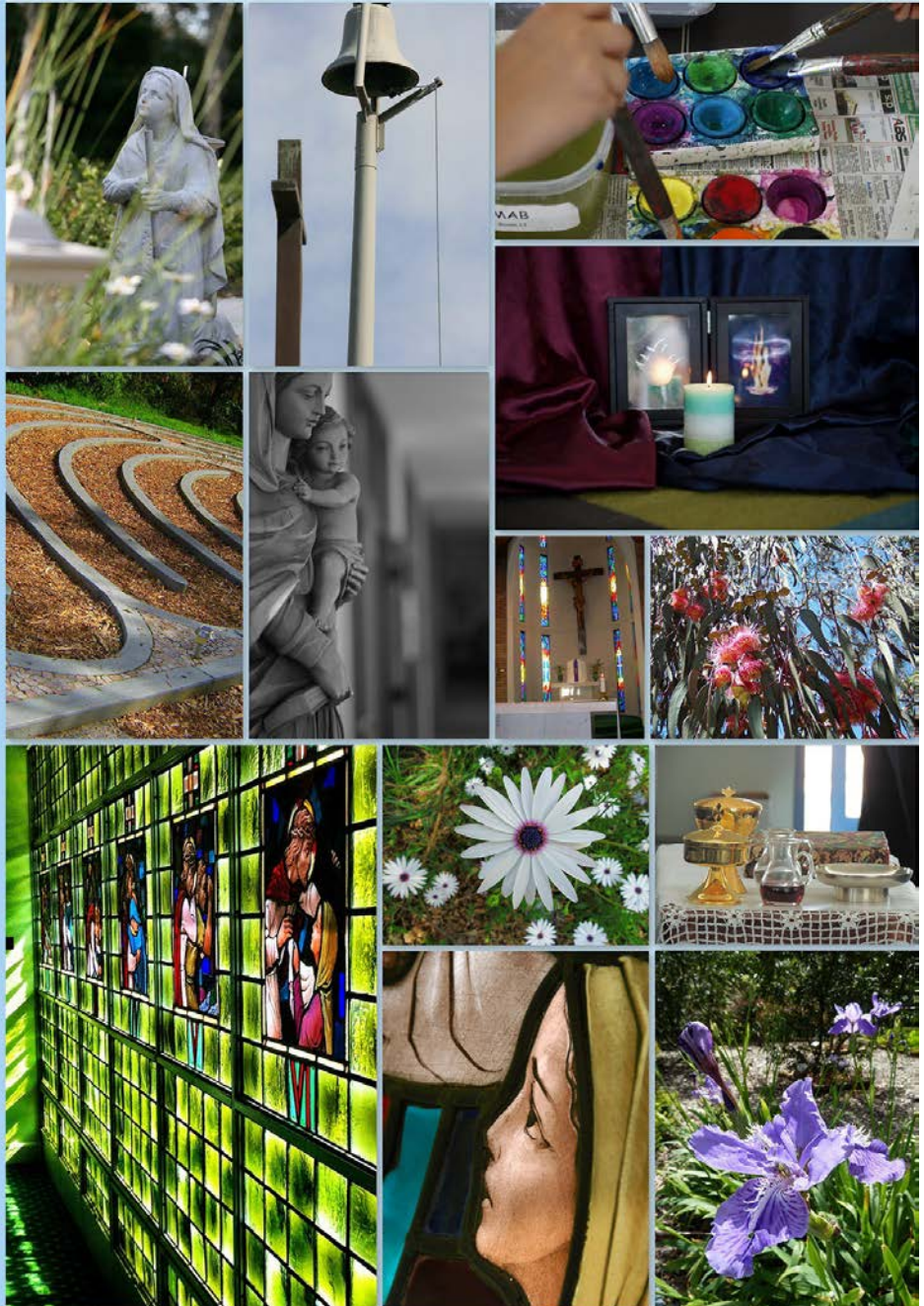


2015

annual school report



Our Lady of Good Counsel Catholic
Primary School, Forestville

11 Currie Road, Forestville 2087

Principal: Mrs Meredith Tomkins

Phone: (02) 9972 7311 Fax: (02) 9451 1240

Email: olgc@dbb.catholic.edu.au

www.olgcdbb.catholic.edu.au



ABOUT THIS REPORT

Our Lady of Good Counsel 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 also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

2015 was a very productive year for Our Lady of Good Counsel, Forestville.

In the area of *Mission*, the school established an initiative to reach out to the wider community. Staff, parents and children were involved in preparing food for the homeless which is being distributed through the Marist St Vincent de Paul night van. This social justice program is now being led by a parent.

Regarding *Learning and Teaching*, the School introduced the concept of building a thinking culture into all classes based on the work of [Ron Ritchhart](#). The staff attended a variety of Professional Learning opportunities and the thinking routines were embedded into the curriculum. We believe this initiative impacted positively on learning as evidenced in the NAPLAN and standardised test results.

Wellbeing was fostered through building a positive community spirit, self-esteem and a healthy lifestyle. The School achieved many firsts in debating, cross country, athletics, public speaking, choir, soccer and basketball.

This Annual Report aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community.

Parent Body Message

In 2015 the parent body continued to build a strong community within the School. Regular class social events occurred throughout the year and the Parents and Friends (P&F) organised key functions including welcoming new families, kid's discos, and the Easter raffle. The major event was the *Trivia Night* which was a huge success both from a social and fund raising perspective. Parents volunteered in the classrooms and were instrumental in supervising the pathway in front of the early morning 'kiss and drop'. Parents were also present at Liturgies and special Masses, musical performances and sporting events. A strength of the parent body at the School is the *class parent program* and this was again very successful in developing social networks and making families welcome in the School community.

Student Body Message

This year has been a great year at the School. We have been lucky enough to experience many amazing opportunities such as the ANZAC ceremony, our trip to Canberra and meeting Tony Abbott (Prime Minister at the time of the meeting). The children are responsible, respectful and safe learners and follow the Positive Behaviour for Learning (PBL) rules. All our teachers have been very kind, caring and helped every child throughout the year. During classes, each child is involved, encouraged and assisted and it really helps us to do our best. The School creates an environment where every person is able to feel comfortable, do their best and learn all they desire. We have enjoyed every moment of it and are so lucky to have had the experience we had.

Parish Priest's Message

Over the last year our School and Parish have been working more closely together in a variety of ways to encourage a shared sense of community and to facilitate the personal, social and spiritual development of the children. Some initiatives that come to mind include our celebration for the Feast of Our Lady of Good Counsel, the School Play 'Alice in Wonderland' (so beautifully done), the Christmas Carols and various special Liturgies through the year. I am grateful to the School Principal, Mrs Tomkins, and her team for being so helpful and cooperative. There is so much that we can do together for the children and their families, and I look forward to strengthening our relationship into the future.

SECTION TWO: SCHOOL FEATURES

School Features

Our Lady of Good Counsel Catholic Primary School Forestville, is a Catholic systemic co-educational school.

Historical Context

The School was founded in 1962 by the Brigidine Sisters. In 1976 the nuns handed the leadership of the School to the first lay principal and since then there have been six principals at the School. The original buildings were constructed by the parents and remained until 2007 when a major section was demolished and new classrooms, toilets and an administration block was rebuilt. The money received from the government's Building the Educational Revolution (BER) program was used to develop another four classrooms and to construct our Early Learning Centre (ELC).

Physical Environment

The School is located in the suburb of Forestville and is in the same vicinity as the Church. It is situated in beautiful tree-studded surroundings with an oval, providing ample playing space, play equipment and outdoor education facilities. The ELC is positioned in the grounds next to the administration block and is accessible to Kindergarten and to all our appropriate facilities.

About our School and Community

In 2015 we had seventeen classrooms catering for 433 children who were taught and supported by 37 staff members. The ELC caters for 60 3-5 year olds with 5 staff members, and our Satellite class which is a part of ASPECT and caters for 12 children on the autism spectrum with 4 staff members at one time. The parent community is very supportive of the school, and we believe that one of the contributing factors in our present growth in numbers is that the parents share a lot of positive information about our school in the wider community. The 'class parent' system is active in each class and has resulted in powerful social connections for our parents and effective foundations on which to create a strong community. To assist parents in understanding mathematics the 'Maths Online' provides relevant mathematics homework from Kindergarten to Year 6 as well as tutorials which explain to the parents the processes and language used in a contemporary mathematics classroom.

School Motto

The School motto is 'Let Your Light Shine'. The children were continually encouraged to discuss the implications and to do their best. The motto also underpins our approach to learning and the need to differentiate the curriculum so that all children can reach their potential therefore enabling their 'light to shine'. In 2015 a child from Year 6 was presented with the 'Let Your Light Shine Award'. This indicates that the child demonstrated throughout primary school that she always strived to reach her potential and that she encouraged and enabled others to do the same.

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
220	213	154	433

* Language Background Other than English

The School continued to experience exceptional growth, maintaining three classes from Kindergarten to Year 4. The exception being Year 1 which had 2 classes, and one Year 5, 5/6 and Year 6 class. The retention rate of boys in Year 5 and 6 was 21 which demonstrates consistent growth in this area.

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 93.44 %. 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
93 %	94 %	93 %	93 %	93 %	95 %	93 %

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
32	5	37

* This number includes 16 full-time teachers and 16 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.	32
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	Differentiating the Curriculum through Questioning Skills - using the Kath Murdoch model
Day 2	Joy of the Gospel - RE
Day 3	Building a Thinking Culture - Ron Ritchhart (Senior Researcher School of Education Harvard University Boston)

All teaching staff received ongoing professional learning in inquiry with their stage group guided by the inquiry coordinator. Mathematics and English were the focus for continued professional

learning in staff meetings and term planning sessions resulting in the growth of teachers' knowledge and understanding in both of these areas.

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.

The formation of students in Catholic discipleship continued to be a major focus and it was aligned to all mission initiatives for 2015. The School supported the parish-based sacramental program through the Religious Education units covered in Years 2 and 3. Liturgy and prayer played an important part in school life both in the classroom and in the school community. The students were provided with opportunities to pray during assemblies, in the classrooms and in church when attending Mass or Reconciliation.

The liturgical focus included weekly grade Masses, monthly Parish family Masses, whole School Masses for significant feast days, whole School Masses to mark the beginning and end of each term as well as the beginning and end of the school year, Holy Week and Resurrection Liturgies, reception of the Sacraments of Reconciliation, Eucharist, and Confirmation and liturgies that celebrate occasions such as Anzac Day, Mother's Day, Father's Day and Year 6 Graduation Mass.

Social justice initiatives for 2015 included both fundraising and social justice awareness programs such as continuing school community involvement in providing food for the St Vincent de Paul (St VdeP) night patrol. Participation in Project Compassion, Catholic Mission Appeal, fundraising for St VdeP through Mini-Vinnies and the social justice committee, St VdeP Winter Appeal and Christmas Hampers for families in need were included in our program. The Peninsula Learning Community of Schools Mission Day "Homelessness" and Christmas presents for St VdeP were student directed initiatives.

Opportunities existed for staff to reflect spiritually through weekly staff prayer, liturgies, Lenten prayer and professional learning. Strong links continued to be fostered between the Parish, School and Diocese with the children involved in Masses both at the Parish and the Diocesan level. Participation in the monthly Parish Family Masses was encouraged and Stage 3 students were given responsibility for planning the Liturgy which involved selecting the music with the Parish musician and presenting the Gospel in a creative way. After Mass the parents, teachers and priests gathered to share a meal.

The Religious Education modules for 2015 were developed and issued through the CSO. They outlined the outcomes and content to be covered in each grade. Staff meeting time was allocated to allow teachers to work with their grade partners and the Religious Education

Coordinator to plan or modify modules to be taught throughout the year.

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.

During 2015 the concept of *Inquiry Learning* continued as a focus with negotiated learning based on co-constructed inquiry questions being expanded and providing the basis for the development of units. A new 'thinking program' was introduced centred on *Visible Thinking* by [Ron Ritchhart](#). These processes resulted in the children being highly engaged in their learning.

Literacy followed the planning and programming structure from the CSO with the literacy coordinator providing support and facilitating the planning sessions. Literacy tasks continued to include all syllabus requirements and were differentiated to cater for all learners

The mathematics initiative, Extending Mathematical Understanding (EMU) continued across all grades. Focused professional learning for teachers was provided by the Mathematics Coordinator, with assessment of the children's conceptual ability and intense learning support for those children deemed 'at risk', important components of the program. Teachers continued to develop quality strategies and parallel or open-ended challenges were differentiated to meet the needs of each child. As a member of the Peninsula Catholic Learning Community of Schools, the School was involved in the [Australian Mathematics Trust](#) maths challenge, targeting Year 5 and Year 6 children with mathematical ability as well as the [Maths Olympiad](#) designed to cater for our High Potential Learners (HPLs).

Expectations linked to rigour, quality learning, assessment, evaluation and presentation remained major focal points of our Religious Education programs.

The Diverse Learners team continued to work with children who required a range of differentiated programs to ensure ongoing development. This included students who were supported by government funding for their needs as well as other 'at-risk' students who demonstrated similar support needs. The HPLs cluster group initiative involved children from Kindergarten to Year 6 working with expert support in literacy and mathematics. Following the principles of best practice, both objective and subjective data were used to inform decisions made on students requiring any type of differentiated program. This included data from the *Whole School Assessment Spreadsheet*, external assessment reports and a range of teacher, parent and peer checklists.

Early learners were involved in assessment processes of Best Start and the Mathematical

Assessment Interview, (MAI) which helped teachers design transition programs into Kindergarten based on the individual needs of each child.

In 2015 the school was selected to be part of a Government/AIS funded project involving 14 schools from NSW. The aim of this project is to raise the learning levels of the top 40% HPLs across Australia. The project will continue for three years.

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	72.10 %	52.20 %	0.00 %	10.70 %
	Reading	72.00 %	48.20 %	1.50 %	11.00 %
	Writing	85.30 %	46.80 %	0.00 %	7.40 %
	Spelling	55.80 %	41.20 %	4.40 %	14.80 %
	Numeracy	63.20 %	33.50 %	5.90 %	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	68.80 %	35.90 %	0.00 %	16.60 %
	Reading	84.40 %	33.50 %	0.00 %	18.10 %
	Writing	43.80 %	19.10 %	0.00 %	17.60 %
	Spelling	65.70 %	32.60 %	0.00 %	15.30 %
	Numeracy	43.70 %	27.80 %	0.00 %	15.80 %

NAPLAN Comments

The School was very excited to be officially congratulated by the *Australian Curriculum*,

Assessment and Reporting Authority (ACARA) for demonstrating substantially above average gain in NAPLAN results. The comments from Robert Randall CEO of ACARA, included 'Gains of this magnitude are significant and worthy of highlighting and acknowledgement.'

We believe that our results in both Numeracy and Literacy can be attributed to the inquiry approach to learning, the thinking program embedded across the curriculum and the 'student voice' involving the co-construction of the inquiry units. In the analysis of the English results there are indications of well developed 'higher order thinking' skills. We will be looking at a slightly different focus for 2016. In mathematics we are extrapolating our open-ended tasks to include 'extended investigations' which will further challenge our high potential learners.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Pastoral Care Policy

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Pastoral Care of our families has continued to be a strong focus for the school community. The Principal was available for parents to discuss any issues. The school continued to work closely with the CSO and agencies to offer comprehensive and professional support for those families in need. The School counsellor has her office within the school and her availability was a positive support. The diverse learners team continued to provide differentiated learning and care to many students and their families. Clear processes were in place for referral of students and for tracking their development. Parent education programs were provided around cyber bullying, mathematics and gifted education. High Potential Learners (HPL) were assigned to cluster groups across each grade and were appropriately challenged. The transition to school program for pre-schoolers comprised a series of mornings which welcomed the child and parent to the school and afforded the staff an opportunity to assess school readiness and make informed suggestions. Children from the Early Learning Centre (ELC) were involved in transitioning experiences throughout the year.

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.

In 2015 the school continued to implement the Diocesan Student Management program, Positive Behaviours for Learning (PBL), which is designed to promote and foster constructive behaviours

so that children can develop best learning practice.

The PBL committee, comprising staff and a coach from a supporting school continued to lead the program. Children were explicitly taught the behavioural expectations in clearly constructed lessons through the model of teach, practise, apply and acknowledge. They developed an understanding of the consequences and the reward system which acknowledged the children's endeavours to adhere to the PBL rules. Each week at assembly the children were reminded of the rule and the expectations.

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.

All members of our community are also expected to treat others respectfully. We all share a responsibility to create a culture of caring which will not tolerate bullying. There are clear and agreed PBL procedures and strategies for combating bullying in the school, responding to bullying behaviours and protecting and supporting all parties involved. *Bullying* is defined as an imbalance of power where there is repeated and unjustifiable behaviour with deliberate intent to cause harm or distress. These behaviours can be verbal, social, psychological or physical. They impact on the lives of the person/people being bullied, those doing the bullying and those looking on. Bullying incidents can be isolated or repeated. It is important to discern bullying from one-off incidents. The School responds to any issues as soon as it is aware of the incident. It is important to note that bullying incidents in 2015 was again very low. The PBL program contextualises our anti-bullying program and is a very successful means of making our children aware of inappropriate behaviours.

Complaints and Grievances Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Initiatives Promoting Respect and Responsibility

We “LET OUR LIGHT SHINE” by being

- - Care for others: Move around the school safely: Wear your hat when you are outside RESPONSIBLE
- - Learn and allow others to learn: Be prepared to do your best: Be in the right place at the right time: Care for belongings: Care for our school
- RESPECTFUL - Share and take turns, Be a great listener: Help make things right when things go wrong: Speak and act with kindness: Care for your appearance
- SAFE de: Have safe and caring hands: Make good choices

The PBL report on the above stated: *"the SET data graph shows are many reasons to celebrate. The School has achieved 100% in all areas. The features which are assessed include expectations defined, expectations taught, rewards system, violations system, decision making, management and support. The staff and children were able to confidently answer each of the interview questions. I spoke to a number of the new staff this year and they all agreed they had been supported by other staff members when implementing the school rules and also felt that PBL had been reviewed during professional learning meetings. After speaking to children from Kindergarten to Year 6 it is evident that your schools PBL rules and lessons are been revisited in the classroom and every child I spoke to could clearly explain the purpose of the 'smile' awards and reasons for receiving one. This is another reason to celebrate as the smile awards are still going strong after 6 years".*

Social justice initiatives through Mini-Vinnies and Project Compassion enabled the children to action their understandings of being responsible and respectful. The Year 6 student leadership program continued to provide opportunities to demonstrate these values and the 'buddy system' taught the children about taking responsibility both for themselves and others.

The school continued to host a satellite class of children with autism, however, these children remain enrolled at the Vern Barnett School Forestville. The class was a composite Kindergarten to Year 3 group and the children, when ready, were included for varying amounts of time into mainstream classes throughout the week. The aim is to prepare the children in this class for possible integration into mainstream schooling and the benefits to our mainstream children are focussed on respect for others and taking responsibility for those who learn differently.

SECTION NINE: SCHOOL IMPROVEMENT

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

Key Improvements Achieved

The School's 3-year goals and the progress made with these goals in each domain is summarised as follows:

Mission: To strengthen students' relationship with Jesus

- The discipleship goals were linked to our school's RE modules and PBL rules. At the beginning of 2015 a display board was established so that students from each grade could display their photos representing the achievement of their discipleship goal. Students received a discipleship award trophy to show their peers that they are living as disciples of Jesus.

Learning & Teaching: To develop our learners as critical and creative thinkers and problem solvers.

- A *culture of thinking* was introduced and routines were embedded into the inquiry units. Children actively met challenges, contemplated and solved issues both immediate and global and were encouraged to give input into the formation of the inquiry units. The positive impact on learning was evidenced in NAPLAN results which showed significant growth in the higher order thinking skills.

Pastoral Care: To strengthen the emotional resilience of our students.

- The *KidsMatter* framework was introduced and Social and Emotional Learning (SEL) was tracked through the inquiry units.

Priority Key Improvements for Next Year

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

Parents were very satisfied with the learning, stating that it engendered excitement in the children who were stimulated to discuss at home what they had learnt during the day. They valued maths-on-line and being able to learn with their child. The parents mentioned that children's achievements were celebrated and there were pathways in a variety of areas for children to reach high levels. They were very positive about the music, sport, language (Indonesian) and the drama productions. The parents valued the community and the friendships that were developed through the P&F and the social networks.

Student Satisfaction

A survey was conducted in one class from each stage excluding Kindergarten. When surveyed the children stated that they were privileged to belong to the School. They believed that their teachers challenged them to achieve their best and when they needed support in their learning the Diverse Learners Team assisted them. The children felt that the working environment, including lots of resources and computers and iPads, enhanced their learning. The outside environment provided many opportunities and spaces to play and develop friendships. There were many references to our Positive Behaviours for Learning (PBL) rules and that the children in all grades strived to be 'Respectful, Responsible and Safe' learners.

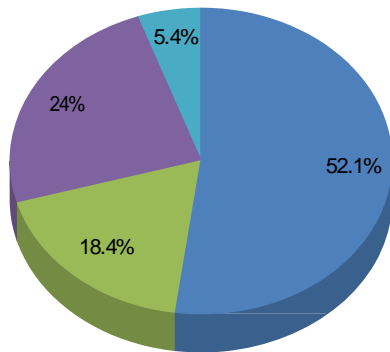
Teacher Satisfaction

The staff were asked to comment on the quality of the learning, the values and the balance in the education programs. The staff believed that we have a united vision for learning and that we have created an environment focused on rich learning, high expectations and positive relationships. Thinking routines were embedded in rich inquiry based learning experiences. Well rounded day-to-day routines were offered where creativity and self-expression were highly valued amongst other key subjects. Teachers felt that there is strong support for remediation and for the high potential learners. The school community has a strong underlying faith and outstanding examples of core values such as respect and integrity.

SECTION ELEVEN: FINANCIAL STATEMENT

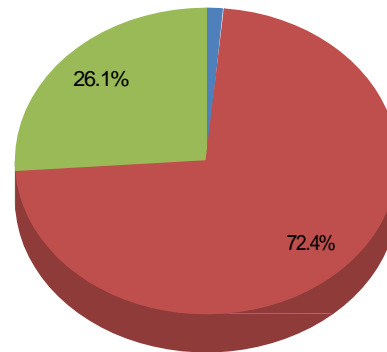
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (52.1%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.4%)
- Fees and Private Income (24%)
- Other Capital Income (5.4%)

Expenditure



- Capital Expenditure (1.5%)
- Salaries and Related Expenses (72.4%)
- Non-Salary Expenses (26.1%)

RECURRENT and CAPITAL INCOME

Commonwealth Recurrent Grants	\$2,517,427
Government Capital Grants	\$0
State Recurrent Grants	\$890,088
Fees and Private Income	\$1,160,153
Other Capital Income	\$261,179
Total Income	\$4,828,847

RECURRENT and CAPITAL EXPENDITURE

Capital Expenditure	\$69,115
Salaries and Related Expenses	\$3,294,923
Non-Salary Expenses	\$1,189,546
Total Expenditure	\$4,553,583