

**Our Lady of Good Counsel Catholic
Primary School, Forestville**

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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](#).

Principal's Message

In 2016 the children from Our Lady of Good Counsel (OLGC) were involved in some very exciting learning experiences.

Our *Mission* goal was to create an Environment of Mercy. The School refined and expanded the initiative to reach out to the wider community by involving staff, parents and children in preparing food for the homeless. The project is now organised by parents

The area of *Learning and Teaching* was challenged by our involvement in the project ELEVATE. The school focussed on using experts from outside education to expand the thinking of all learners. Children co-designed an experience with a software engineer, resulting in Virtual Reality being introduced into the school.

Wellbeing was enhanced by identifying and strengthening the elements of Social and Emotional education throughout the curriculum. This leads to building a positive community spirit, self-esteem and a healthy lifestyle. The School achieved many firsts in sporting, cultural and artistic events.

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 2016 the Parent and Friends (P&F) association continued to build a strong community within the School. Regular class social events occurred throughout the year and the P&F organised key functions including welcoming new families, kid's discos, busking and the Easter raffle. The major event was the *Outdoor Movie Night* which was a huge success both from a social and fund raising perspective.

Links with a local business was fostered and the school profited from this connection through donations. The P&F upgraded the oval and purchased a variety of IT hardware to complement the class computers and iPads. The family 'buddy system' continued to support families new to the school.

Parents volunteered in the classrooms and were instrumental in supervising the pathway in front of the early morning 'kiss and drop' area. Parents were also present at liturgies and special Masses, musical performances and sporting events. Another 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

There are many reasons why we enjoyed being at OLGC in 2016 - here are some:

- We thought the virtual reality experience was fantastic and we are now hoping to use this again in our class lessons.

- We loved the gala days that we are lucky enough to attend and realise how much time is spent on organising these.
- We really enjoyed the busking that we did and we are sure that all of the school enjoyed this.
- We loved the various clubs that we have at lunch time eg., Art and Mini Vinnies.
- Finally we love our teachers and the class assemblies that we put together. These are so much fun and we love performing for the school.

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 wonderful contributions the school has made to the Parish Annual Curry Night and 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 continue to 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 children from 3 to 5 years old 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 mathematic's 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 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
225	196	136	421

* Language Background Other than English

The School continued to experience exceptional growth, maintaining three classes in Kindergarten, Year 1, Year 3 and Year 4. There were 2 classes in Year 2 and one Year 5, 5/6 and Year 6 class. The retention rate of boys in Year 5 and 6 was 21 which demonstrates consistency 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 2016 was 94.85 %. 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 %	94 %	95 %	94 %

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 following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
32	5	37

* This number includes 15 full-time teachers and 17 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	Cultures of Thinking - led by Ron Ritchhart (External Consultant)
Day 2	River of Mercy - combined Spirituality Day
Day 3	Literacy: Reading and Writing

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 faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. 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 explore the Catholic faith, the purpose of life and how we live it.

Formational experiences 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 and making the world a better place.

The formation of students in the Catholic faith continued to be a major focus and it was aligned to all mission initiatives for 2016. 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 2016 included both fundraising and social justice awareness programs such as continuing school community involvement in providing food for the St Vincent de Paul (St Vde P) night patrol. Participation in Project Compassion, Catholic Mission Appeal, fundraising for St Vde P through Mini-Vinnies and the social justice committee, St Vde P 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 Vde P 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 2016 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 2016 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. The 'thinking program' which is centred on *Visible Thinking* by [Ron Ritchhart](#) was further embedded into the curriculum resulting in the children being highly engaged in learning.

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. Focussed 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 Year 1 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. This project is directed at raising the learning levels of the top 40% HPLs across Australia. The key aim for OLGC is to challenge the thinking of staff and children using experts from outside education. In 2016 OLGC worked with a software engineer to introduce Virtual Reality into the School.

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	76.54 %	52.50 %	1.23 %	9.60 %
	Reading	85.19 %	49.40 %	2.47 %	11.50 %
	Writing	74.07 %	48.80 %	3.70 %	6.20 %
	Spelling	60.49 %	46.40 %	6.17 %	12.40 %
	Numeracy	58.02 %	35.60 %	1.23 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	61.36 %	36.30 %	4.55 %	15.00 %
	Reading	61.36 %	35.30 %	4.55 %	15.50 %
	Writing	31.82 %	17.20 %	2.27 %	18.10 %
	Spelling	50.00 %	29.80 %	2.27 %	17.20 %
	Numeracy	43.18 %	28.30 %	4.55 %	16.50 %

NAPLAN Comments

Overall results in both Numeracy and Literacy are pleasing. Staff at OLGC believe that these fine results can be attributed to the inquiry approach to learning, the thinking program embedded

across the curriculum and the focus on '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. The staff also believe that involvement in the ELEVATE project is having a positive effect on the overall learning of all children. Reaching the High Achievement list in our local area paper was further recognition of the children's efforts.

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.

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.

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.

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

A variety of strategies are used to assist in the development of 'respect and responsibility' within the community. The curriculum provides many opportunities to develop independence, collaboration, taking the initiative, knowing and accepting different cultures and thinking historically about events. Practical support for the homeless is helping the children to develop an understanding and a conscience about people less fortunate.

The well-being of families has continued to be a strong focus for the school community. The Principal was available for parents to discuss any issues and the School continued to work closely with the CSO and relevant agencies to offer comprehensive and professional support for families in need. The School Counsellor provides ongoing emotional and psychological support to children who require it. 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 (HPLs) 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. Further, OLGC hosts an Autism satellite class which enables the children from this class to be mainstreamed with support, into the relevant class. The combination of these initiatives and strategies enable the School to be an enriched learning community.

In 2017 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 school motto '*Let your Light Shine*' is continually promoted through PBL rules BEING RESPECTFUL, RESPONSIBLE AND SAFE LEARNERS.

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 major challenge - *'How might we educate for the unknown'* inspired the use of human and material resources at school, wider community and system level to cater for the top 35% of students. Links were made with a software engineer and this enabled the introduction of Virtual Reality(VR) to stretch the capacity of all children. Data was collected to demonstrate the impact of VR on the development of new skills.

The School's Mission Goal - *'To strengthen students' relationship with Jesus'* continued to be fostered through liturgies, Religious Education modules, prayer and the inclusion of the 'thinking' program.

The School's Learning and Teaching Goal - *'To develop our learners as critical and creative thinkers and problem solvers'* was further developed through the ELEVATE project, the futurist perspective in the inquiry units, meeting challenges, predicting and solving global and local issues and actively co-designing personal learning. Again the NAPLAN results reflected the impact on learning.

The School's Wellbeing Goal - *'To strengthen the emotional resilience of our students'*. The Social and Emotional continuum was embedded across all areas of the curriculum.

Priority Key Improvements for Next Year

To further the School's major challenge in 2017 - *'How might we educate for the unknown'*, OLGC has advanced the VR innovation and have established a learning project involving children using the program *Unity* to create segments for VR. These projects will then be fed back into the inquiry units across the school. Links will be forged with other outside experts in the architectural field. Children will be involved in the design process in an architectural environment. The ongoing School Improvement Goals will continue to provide direction for 2017.

SECTION TEN: COMMUNITY SATISFACTION

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

Parent Satisfaction

The parents were really satisfied with the positive attitude towards learning throughout the School. Teachers provided an environment that engendered engagement, interest and enthusiasm and this was really valued by the parents. They liked that the teachers 'genuinely cared' for each child they encountered both within the classroom and in the playground. The opportunities and avenues which were provided for parents to be engaged in their child's academic life through homework, classroom visits and information evenings were appreciated. The P&F and social networks resulted in the formation of many friendships. Overall the parent body are happy with their school.

Student Satisfaction

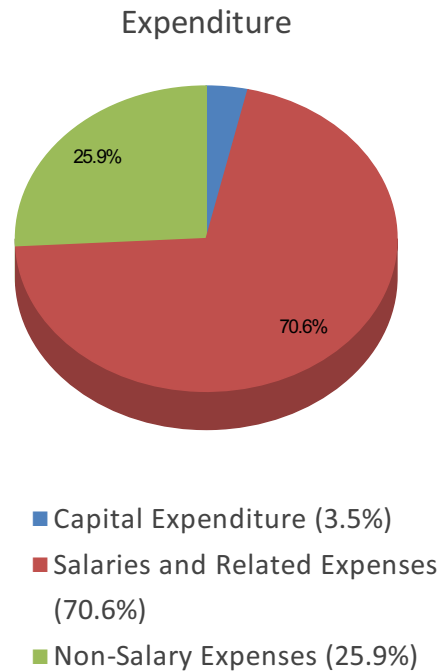
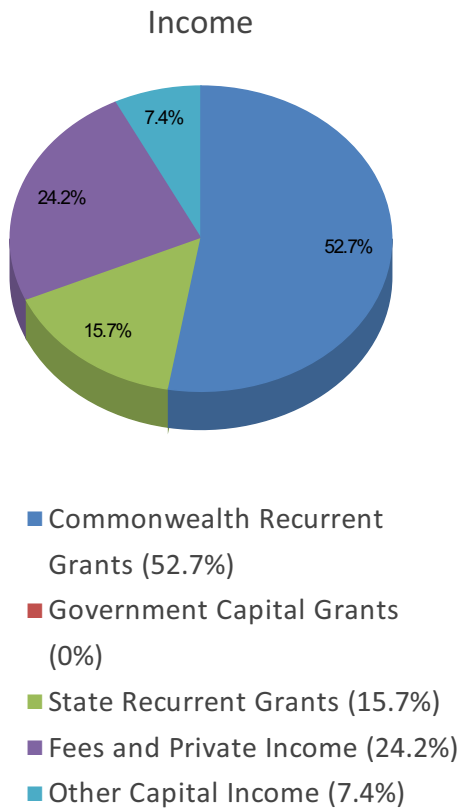
The children mentioned the care of the individual and the learning as being very important. They liked the sport, the carnivals and the technology, especially coding. Teachers ranked high on their satisfaction list as did friends and members of our community. The inclass language, Indonesian, was mentioned as being a highlight. The children liked the fact that they had time to discuss their learning and that others listened. The general theme was that the children were happy and active at the School.

Teacher Satisfaction

The teachers respected the high support they received from the school leadership and staff and there was an appreciation that their individuality and individual gifts were valued. The progressive attitude and innovative environment was noted and they liked that the children were seen as creators of the future and that the learning was cutting edge and adventurous.

SECTION ELEVEN: FINANCIAL STATEMENT

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



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,603,304
Government Capital Grants	\$0
State Recurrent Grants	\$773,384
Fees and Private Income	\$1,194,257
Other Capital Income	\$367,305
Total Income	\$5,035,121

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$171,322
Salaries and Related Expenses	\$3,440,609
Non-Salary Expenses	\$1,261,524
Total Expenditure	\$4,873,455