

2017 Annual School Report

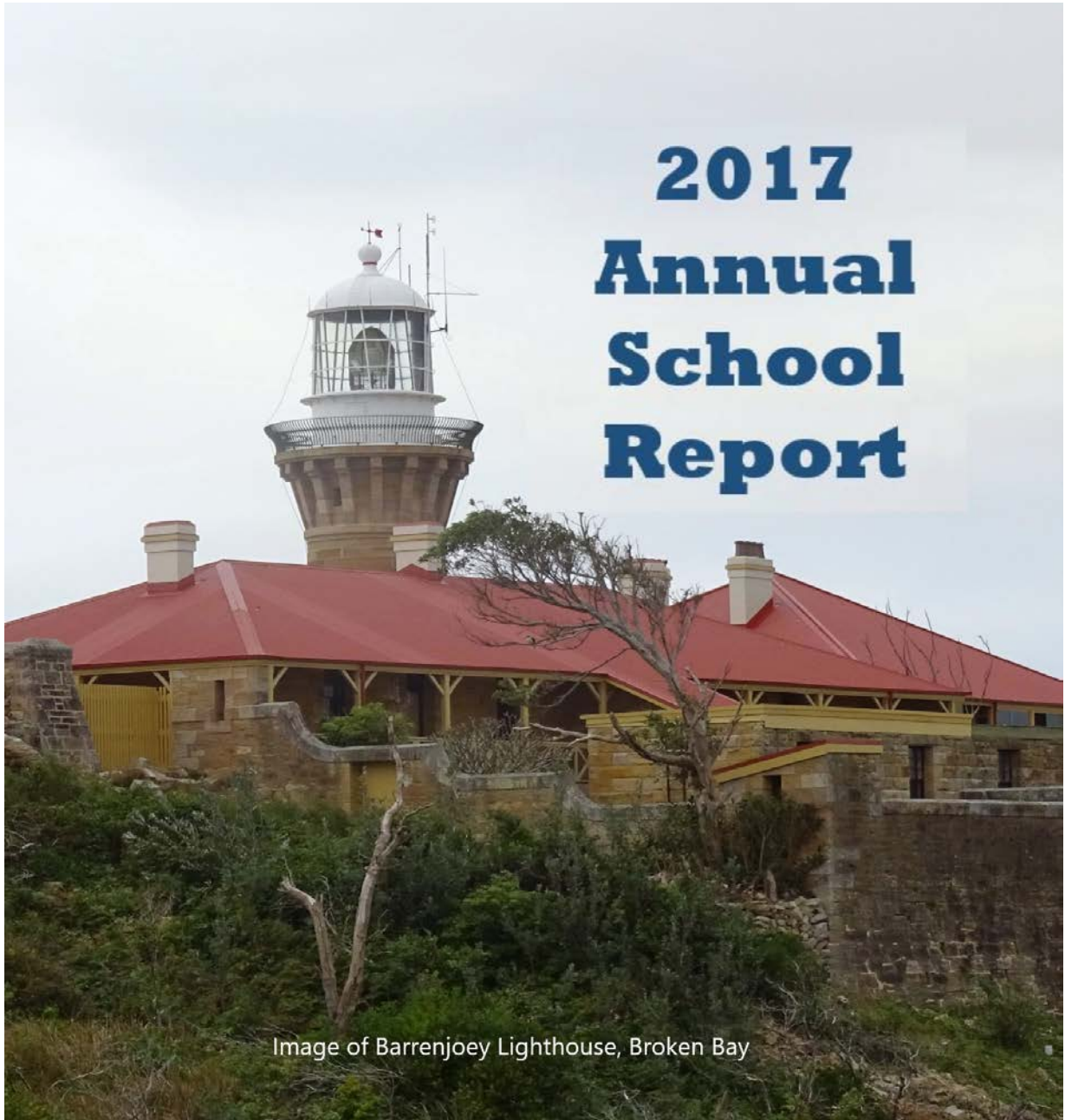


Image of Barrenjoey Lighthouse, Broken Bay



Our Lady of Good Counsel Catholic Primary School, Forestville

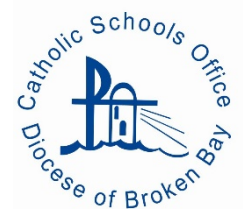
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ABOUT THIS REPORT

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

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

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

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

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

During 2017 the School was involved in various exciting innovative practices.

In the area of *Mission*, the school continued with the initiative to reach out to the wider community through staff, parents and children preparing food for the homeless which is then distributed through the Marist St Vincent de Paul night van.

The School continued to build a thinking culture in all classes based on the work of Ron Ritchhart. The staff engaged in a variety of professional learning (PL) opportunities and the thinking routines were embedded into the curriculum. The platform to expand virtual reality as part of the coding program was introduced and the staff immersed themselves in PL on the *Design Thinking Process*. This problem-solving operation will be developed further in 2018.

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 2017 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, discos, busking and the Easter raffle. The major event was the *Evening Social* which was a huge success both from a social and fund raising perspective.

Links with a local business were fostered and the school profited from this connection through donations. The P&F upgraded the School hall and purchased a variety of technologies to complement the class computers and iPads.

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, creative 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.

Parents worked systematically and successfully to support the School and Diocese with regard to fee increases and were very proactive in their responses.

Student Body Message

There are many reasons why we enjoyed being at OLG in 2017. 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 were 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 e.g. 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 very 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 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.

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 were 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).

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.

In 2017 we had seventeen classrooms catering for 435 children who were taught and supported by 37 staff members. The ELC caters for 60 children from 3 to 5 years of age, with five staff members. In addition, we host a satellite class which is a part of ASPECT and caters for 12 children on the autism spectrum with four 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 much 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, 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.

The School motto is '*Let Your Light Shine*'. The children are 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'. Each year a child from Year 6 is presented with the 'Let Your Light Shine Award'. This indicates that the child demonstrated throughout primary school the work ethic to reach their potential and 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 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
232	206	179	438

* Language Background Other than English

The School continued to experience growth, maintaining three classes in Kindergarten, Year 1, Year 2 and Year 4. There were two classes in Year 3, Year 5 and Year 6. 28 boys in Year 5 and 6 chose to stay at OLGK which demonstrates consistent growth in the area of retention.

Enrolment Policy

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

Student Attendance Rates

The average student attendance rate for the School in 2017 was 93.31 %. 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 %	93 %	95 %	94 %	93 %	92 %	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 [*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

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

Total number of teaching staff by NESA category	32
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	32
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
Total number of staff	37
Number of full time teaching staff	15
Number of part time teaching staff	17
Number of non-teaching staff	5

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	Laudato Si' - Jacquie Remond
Day 2	Maths challenges - Erin Brady
Day 3	Design Thinking process - Jayne Harrison (JDH Architects)

SECTION FIVE: MISSION

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

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

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

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

The formation of students in the Catholic faith continued to be a major focus, aligned to all mission initiatives for 2017. 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. 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 and 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 2017 included both fundraising and social justice awareness programs such as continuing school community involvement in providing food for the St Vincent de Paul night patrol. Participation in Project Compassion, Catholic Mission Appeal, Mini-Vinnies and the social justice committee, Winter appeal and Christmas hampers for families in need were included in our program. The Peninsula Learning Community of Schools Mission Day "Laudato Si' - Caring For Our Common Home" and Christmas presents for the needy in our community 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 children involved in Masses both at the Parish and 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 2017 were developed and issued through the Catholic Schools Office (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.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

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

During 2017 the concept of *Inquiry Learning* continued as a focus with negotiated learning, based on co-constructed inquiry questions, being expanded. This provided the basis for the development of units. The 'thinking program', centred on *Visible Thinking* by Harvard University's Ron Ritchhart, was further embedded into the curriculum resulting in children being highly engaged in learning.

Literacy tasks continued to include all syllabus requirements and were differentiated to cater for all learners.

The whole school approach to mathematics, Extending Mathematical Understanding (EMU), continued across all grades. Assessment of children's conceptual understanding and intervention for those children deemed 'at risk' remained 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 approaches 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 Years 1 to 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 for students requiring any type of differentiation. 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, directed at raising the learning levels of the top 40% HPLs across Australia, has continued. 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 and in 2017 the concept of the Design Thinking Process was introduced.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

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

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

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	82.26 %	55.50 %	1.61 %	10.50 %
	Reading	69.35 %	51.60 %	1.61 %	10.00 %
	Writing	85.48 %	44.60 %	0.00 %	7.50 %
	Spelling	59.68 %	45.60 %	3.23 %	13.10 %
	Numeracy	64.52 %	39.80 %	0.00 %	11.40 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	41.38 %	34.40 %	5.17 %	17.50 %
	Reading	56.90 %	37.00 %	1.72 %	14.60 %
	Writing	43.10 %	15.80 %	0.00 %	19.40 %
	Spelling	46.55 %	34.30 %	3.45 %	14.10 %
	Numeracy	43.86 %	27.90 %	0.00 %	14.60 %

NAPLAN Comments

Overall results in both Numeracy and Literacy again are pleasing. Staff at OLGC believe that these results can be attributed in part 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 Literacy 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.

Pastoral Care Policy

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

Behaviour Management and Student Discipline Policy

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

Anti-Bullying Policy

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

Complaints Handling Policy

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

Initiatives Promoting Respect and Responsibility

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 approach to behaviour management, 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 our 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. 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

The School worked towards the major challenge 'How might we educate for the unknown?'

The Mission Goal 'To strengthen student relationships with Jesus' was enhanced through liturgies, Religious Education modules and a key focus on prayer.

In Teaching and Learning, the virtual reality (VR) initiative remained as a focus with children using a program called 'processor' to learn the computing language in preparation for the introduction of 'Unity' which will enable them to program for VR. Links were forged with an architectural organisation and a problem-solving process 'Design Thinking' was introduced to the staff. The futuristic perspective continued to develop and was linked to many of the inquiry units. The cluster group initiative to challenge high potential learners thrived throughout the school and its success was shared externally with other schools and at a tertiary level. All these innovations are aligned to the achievement of our SIP goal 'To develop our learners as critical and creative thinkers and problem solvers.'

In Wellbeing the School continued to 'strengthen emotional resilience' through the curriculum, dedicated wellbeing weeks and the PBL program.

Priority Key Improvements for Next Year

Mission - In 2018 the children will be encouraged to explore the Gospels and find links with their own lives. The School will trial the efficacy of Bible stories told through virtual reality.

Teaching and Learning - The Design Thinking process will be embedded into all inquiry units across the school and all other areas of the curriculum will be investigated for natural links to this problem solving process.

Wellbeing - The School will develop the concept of empathy throughout the curriculum and how it can best be used in a social context.

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 surveyed and they professed satisfaction with the approachability of the leadership team, the 'Buddy System' involving Year 6 children and new Kindergarten children, the transition program into Kindergarten, overall communication, ability to give feedback and the many opportunities given for parent involvement. Innovation was a feature of the school which they appreciated and there was much discussion about positive pastoral care within the community.

Student Satisfaction

The children love their school and were especially satisfied with the following areas:

- Catholic values
- caring teachers - always available to help
- being treated with fairness and justice
- being encouraged to 'do your best'
- experiencing a welcoming environment where everyone belongs
- learning that is fun, creative and engaging e.g. languages, drama and coding
- great sporting activities
- excursions and camp
- friendships
- role models

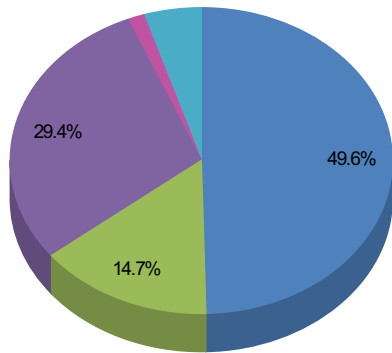
Teacher Satisfaction

The teachers appreciated the support from the leadership team and the quantity and quality of the resources. The positive collegial culture was seen as a focus of the community which enabled innovation to flourish. The staff believed that there was much evidence of the 'growth mindset' which enriched the innovative culture. Collaboration was valued and the understanding that every member had 'a voice' was seen as important. Staff appreciated belonging to a faith community and the love and support this engendered. Social interaction and the friendships were named as special qualities and the statement that 'I'm happy to be here' summed up the general consensus.

SECTION ELEVEN: FINANCIAL STATEMENT

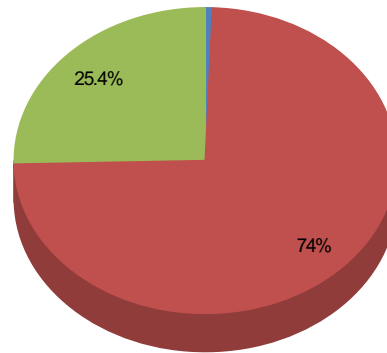
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (49.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (14.7%)
- Fees and Private Income (29.4%)
- Interest Subsidy Grants (1.4%)
- Other Capital Income (4.9%)

Expenditure



- Capital Expenditure (0.6%)
- Salaries and Related Expenses (74%)
- Non-Salary Expenses (25.4%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,646,139
Government Capital Grants	\$0
State Recurrent Grants	\$784,105
Fees and Private Income	\$1,566,907
Interest Subsidy Grants	\$74,741
Other Capital Income	\$260,683
Total Income	\$5,332,575

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$30,895
Salaries and Related Expenses	\$3,793,799
Non-Salary Expenses	\$1,300,238
Total Expenditure	\$5,124,932