

2015

annual school report



St Kieran's Catholic Primary School, Manly Vale

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ABOUT THIS REPORT

St Kieran's 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

During 2015 the school vision *Embrace, Equip and Engage* was lived out and evident in the support for and spirit within the community on our Family Fun Day in October.

In January, we welcomed the new Parish Priest who has settled into our community well. He is a valued contributor to the School Board, and presented a workshop at the School Board Retreat.

In August I completed the process for contract renewal and was successful in securing a further four year contract as principal of St Kieran's. I am grateful for the privilege of continuing to lead this school community into the future.

In preparation for School Review and Development, a Macquarie Marketing Group (MMG) survey was administered to parents, senior students and staff. The results will inform much of the School Report presented for review.

During 2015, we engaged our parents through quality parent education in the areas of Literacy and Numeracy.

Initiatives introduced included Wellbeing Day for parents and an extra curricular program for students entitled *Tall Trees* which focused on building confidence and resilience.

The High Yield strategy of co-teaching was implemented in Mathematics classrooms.

Parent Body Message

The Parents and Friends (P&F) had a successful year delivering goals and initiatives around the school vision. Initiatives included Drinks under the Stars; Kids disco; parents' social; car wash; family fun day; Mother's / Father's day; working bees and Christmas carols.

Fundraising activities were held through the year for the purchase of school resources. There were clear and obvious rewards from the evolution of the Canteen including fundraising, health and wellbeing benefits.

The P&F Executive extends sincerest thanks to parents who gave precious time and volunteered to contribute to another successful year in enhancing the reputation and interests of the school. Thanks are also extended to the school staff.

The Board is delighted to have observed parents utilising opportunities to ENGAGE with the community, including the parent Wellbeing Day, parent prayer sessions, and the GIFT program. The Board EMBRACED the community through the school enrolment interview process and transition to Kindergarten process. The Board EQUIPPED the community through the school enrolment package and by sharing information on social and emotional learning for the students as part of *KidsMatter*.

Student Body Message

As students at St Kieran's we are encouraged to participate in a vast number of topics and opportunities to learn. Students have an opportunity to develop their confidence and lead initiatives across the school that support student wellbeing.

St Kieran's engages students through different learning challenges and interesting curriculum. Italian, Music, Drama and Choir are just some of the extra curriculum activities offered at St Kieran's. The senior school musical, Aladdin, together with the Italian Day, were highlights of the year. Students enjoy these events and can't get enough of them. They wish these activities would go on for longer!

We believe that the motto *To Learn and to Love* is seen in everything the students do. The students live this motto by including others and involving themselves in games and with friends. We have been given support from our teachers and help if we need it, in regards to our friendships. This support makes us live out the "love" part of our motto.

As students of St Kieran's, we feel safe because of the support of the staff and the many volunteers who assist with sporting, fundraising and other events.

SECTION TWO: SCHOOL FEATURES

School Features

St Kieran's Catholic Primary School Manly Vale, is a Catholic systemic co-educational school.

St Kieran's is a co-educational K-6 Catholic primary school that prides itself on an established reputation for quality learning and positive community relationships. The school is part of the Catholic Community of North Harbour Parish. It is a vibrant and close-knit community, with the school being an integral part of the overall parish life. The school's motto, "To learn and to love", is highly valued by the whole community – students, parents and teachers.

St Kieran's was one of the parishes established on the Peninsula from the original parish of Manly. Monsignor McDonald, priest of Manly, dedicated the church in honour of the patron saint of his old school, St Kieran's College, in Kilkenny, Ireland. The foundation stone of St Kieran's Church/School was laid on April 20, 1952. The Augustinian priests took responsibility for the parish in this year. The Augustinians have provided guidance and support to the school since this time. They have contributed greatly to the everyday life of the school and to its strategic direction.

St Kieran's Parish School was opened in January 1953 with an enrolment of 30 children. The Sisters of the Good Samaritan ran the school from this time until 1974 and continued to be part of the staff until 1977, when they withdrew from the school altogether.

St Kieran's is proud of its tradition in providing quality Catholic education to the families of the parish for over 60 years. Currently the school has 14 classes from Kindergarten to Year 6 with approximately 360 students. Our community is mainly drawn from Manly Vale, Brookvale, North Manly, Allambie, Allambie Heights, Balgowlah and Balgowlah North.

As a welcoming Catholic school community, St Kieran's promotes Gospel values through relationships based on acceptance, respect, dignity, compassion and uniqueness of the individual. As a loving and life-long learning community we are committed to:

- excellence in teaching and learning
- growth in faith
- affirmative pastoral care
- promotion of social justice through leadership.

St Kieran's has a strong pastoral care program that seeks to nurture the whole person; it supports the academic agenda as well as the social, emotional and spiritual needs of students. The school enjoys a very positive profile in the community due to its reputation for quality education and its strong focus on pastoral care and community involvement.

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
177	178	68	355

* Language Background Other than English

Enrolment Policy

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

Student Attendance Rates

The average student attendance rate for the School in 2015 was 93.57 %. 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
94 %	94 %	94 %	94 %	93 %	93 %	92 %

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
22	6	28

* This number includes 16 full-time teachers and 6 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.	22
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	Pastoral Care: KidsMatter Component 2 Social and Emotional Learning skills were introduced and teachers explored ways to implement the strategies into teaching and learning programs. The concept of Growth and Fixed mindset was also explored.
Day 2	Science and Technology: Teachers engaged with the content of the new Science and Technology syllabus and reviewed and further developed the St Kieran's scope and sequence for Science and Technology.
Day 3	Literacy: Focus on K-6 Writing Program and use of Seven Steps for Writing Success. Teachers explored practical strategies designed to inspire students' creative thinking for writing. Incorporated into this approach was a need to change programming in light of the new English syllabus.

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 Mission accreditation course completed by the majority of staff facilitated many rich conversations and shared understandings in the area of scripture, mission and social justice. Undertaken as professional learning, staff members engaged in ten hours of learning, reflection and discussions. These shared understandings have enabled the School Improvement Plan (SIP) initiatives of discipleship, grounded in scripture and the service learning social justice model, "Head, Heart and Hands", to be authentically embedded throughout the school community.

The service learning model of "Head, Heart and Hands" was introduced to the community in Lent and implemented in K-6 in a variety of ways e.g. Vinnies Winter sleep out; raising sponsorship money by completing jobs around the house; washing desks and polishing shoes for Caritas; visiting the local aged care facility; and providing food for the homeless. A feeling of "we can make a difference" was exemplified at the St Kieran's children's mini fete, run by the students for the local chapter of St Vincent De Paul.

There is an increased awareness of scripture in the life of the school. Each Monday morning assembly, the liturgy team leads the school in a reflection of the Sunday gospel. A musical scripture workshop and performance, based upon the students' core scripture passages, also occurred. Supported by the teachers, prayerfulness and reverence are evident in all school liturgies and Masses. All classroom teachers prepare prayerful and reverent Masses and liturgies focusing on scripture appropriate to the students' age and development. The School Board led Parent Prayer, an initiative which saw a small but genuine group of parents gather for prayer each month.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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.

This year the Numeracy coordinator successfully used the high yield strategy of co-teaching with all K-6 teachers. This included a planning stage to focus on an area of identified student need and to increase teacher understanding of the Working Mathematically component of the Maths K-6 syllabus. Modelling of appropriate pedagogy occurred, followed by class teachers preparing and engaging students in learning experiences. The Numeracy coordinator and teachers then discussed the lesson, and identified "next steps".

A scope and sequence was also developed using the new Mathematics syllabus and resources were upgraded to support the implementation of multi-layered investigations in Mathematics. Training for EMU in the middle years was undertaken; the first of the middle years intervention programs was implemented in second semester. For 2015 the intervention was implemented for Year 1 and Year 3 students.

The focus in Literacy was to embed Spelling through the Writing process. Effort was extended to having a coordinated K-6 approach to personalised writing journals. Implementation of the English K-6 syllabus included a focus on the learning continuum. The scope and sequence K-6 for English was finalised.

A staff development day on the new Science and Technology syllabus focused on the completion of the scope and sequence as well as the sharing of resources, teaching and learning strategies and understanding of the scientific investigation process. Robotics was introduced in Stage 3 and was a learning experience in coding for the senior students. Students also had an opportunity for engagement in Robotics through an after school program supported by their parents.

Training was provided for leaders of learning to support the implementation of the new History and Geography syllabuses. Staff worked on History and familiarised themselves with both the content and inquiry process in order to implement the syllabus in Term 1 2016.

In pastoral care, *KidsMatter* Component 2 was implemented with the embedding of Social and Emotional Learning (SEL) skills. The school based *Engage* personal development program was redesigned to incorporate SEL skills.

Mobile devices (iPads) were used in K-6 classrooms to support teaching and learning in all KLAs,

especially in the English block. Mobile devices were also used to support consolidation of skills during Numeracy blocks. There was a continued focus on the use of class weebly's this year with a strong emphasis on the use of home links for class work as well as the provision of up to date parent communication.

The implementation of Google Apps for Education (GAFE) occurred in Years 4 and 6 to enhance student learning. Mobile devices were also used for student assessment in PAT Maths and Comprehension assessments.

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	75.80 %	52.20 %	0.00 %	10.70 %
	Reading	77.40 %	48.20 %	1.60 %	11.00 %
	Writing	85.50 %	46.80 %	0.00 %	7.40 %
	Spelling	58.10 %	41.20 %	3.20 %	14.80 %
	Numeracy	64.50 %	33.50 %	0.00 %	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	69.00 %	35.90 %	4.80 %	16.60 %
	Reading	59.60 %	33.50 %	2.40 %	18.10 %
	Writing	35.80 %	19.10 %	7.10 %	17.60 %
	Spelling	50.00 %	32.60 %	4.80 %	15.30 %
	Numeracy	40.50 %	27.80 %	2.40 %	15.80 %

NAPLAN Comments

77.4% of the Year 3 students scored in the top two bands for Reading with 1.6% in band 2. 59.6%

of Year 5 students scored in the top two bands for Reading with 2.4% in the bottom two bands. The Year 3 Reading trend data reflects improved achievement over time with the 2015 mean being the highest since 2011. While the Year 5 mean is down slightly from 2014, 66.7% of the Year 5 cohort achieved at or beyond the expected growth in Reading. In both Year 3 and Year 5 Reading, the school mean is significantly above the state mean.

85.5% of the Year 3 students scored in the top two bands for Writing with no students in the bottom two bands. The results for Year 5 were 35.8% in the top two bands with a sizeable 35.7% scoring in Band 6. This pattern of having a large percentage in the third top band was also seen in Year 3 and Year 5 Spelling. 29% of Year 3 students scored in Band 4 and 31% of Year 5 students scored in Band 6. This indicates a need to continue a focus on Spelling through Writing. The School Improvement Plan (SIP) for 2015 included a strong focus on Spelling strategies and the tracking of students' progress using benchmarks aligned to the K-6 Literacy Continuum. This focus will continue for 2016, using a co-teaching approach.

Results in Numeracy indicate 64.5% of Year 3 students scoring in the top two bands, with no students in the bottom two bands. 40.5% of Year 5 students scored in the top two bands and interestingly, a large number (in this case 40.5%) of students scored Band 6. This highlights a need to further support the development of skills in Number for our students in our middle primary years. 50% of Year 5 students achieved at or beyond expected growth in this area. The implementation of the Extending Mathematical Understanding intervention in the middle years is one strategy which seeks to support growth in this area. This was initiated in 2015 and will continue for 2016. Analysis of NAPLAN Numeracy items indicates a continued need to develop greater problem solving skills and skills in Working Mathematically. This has been a focus for 2015 with the co-teaching focus which will continue into 2016.

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.

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

The school rules, Safety and Respect, were highlighted in the ENGAGE program that occurred in Term 3. This was led by the Year 6 students, giving them an opportunity to develop responsibility for developing student wellbeing K-5.

A focus on the *KidsMatter* Component 2 (Social and Emotional skills) saw the staff review the ENGAGE program. This program, led by Year 6 students, enabled younger students to collaborate and interact with social skills development in the areas of communication and resilience. The program linked outcomes from the PDHPE syllabus and used literary texts highlighted in the English syllabus, to support the learning.

The CSO Wellbeing Team worked with senior students in a program aimed at developing positive personal relationships and resilience (Girl Power). Parents were invited to attend an information evening on this program.

The senior school leadership focus saw a greater involvement of students taking responsibilities through a continuation of the shared leadership program. A 'leaders in training' program with Year 5 ensures that the children identify the qualities of positive leaders and leadership in order to reflect on the development of their own leadership style. One of the major initiatives for Year 5 is the organising and supervising of playground equipment. Students are encouraged to communicate with others about the appropriate use of equipment and this is a great opportunity for discussions around respect and responsibility.

Leadership opportunities are provided for the Year 6 students in an effort to train them for their contribution to the leadership team approach in their final year of primary school. The Civics and Citizenship team introduced a Welcome to Country reflection which has now become part of every whole school assembly on Monday mornings.

The Year 6 Pastoral Care Team work with the Pastoral Care coordinator to provide an opportunity for students who choose to be part of weekly *Kids Club*. Activities in *Kids Club* focus on the social and emotional skills requiring relational and collaborative involvement.

During 2015 two teaching staff attended the basic intensive Choice Theory training. This training enables teachers to embed a positive behaviours for student learning approach.

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 Improvement Plan (SIP) 2015, in Catholic Life and Mission, included improving student awareness of discipleship challenges as stated in the RE Modules K-6. It also included students linking scripture to their own actions. This was achieved by:

- Professional learning on explicit discipleship challenges and the implementation of the "Head, Heart and Hands" model to social justice initiatives.

In Pastoral Care, the target was to ensure a greater whole school awareness of Wellbeing. This was achieved by:

- the implementation of *KidsMatter* Component 2 (SEL grid completed for all students)
- the embedding of current practices (e.g. Tribes) into the *KidsMatter* focus
- the continuation of initiatives (e.g. Fallow Week).

In Teaching and Learning, the targets were to ensure that all students would achieve at a Spelling benchmark appropriate for their year level; and the number of students identified as vulnerable through MAI data, particularly in the middle years, would decrease. We worked towards these targets by:

- implementation of Topfer's 5 spelling strategies
- analysing writing samples to place students on the Spelling Continuum
- implementation of the Middle Years EMU intervention.

Priority Key Improvements for Next Year

Key improvements in the 2016 SIP include:

- Improve ability of students to relate to scripture in order to inform their missionary call to discipleship
- decrease the number of students identified as vulnerable in two or more areas of Number in the middle to upper primary grades
- improve student ability to work mathematically when problem solving
- improve student application of co-constructed success criteria to improve writing
- improve awareness and application of SEL skills impacting on student wellbeing.

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

As indicated by the MMG survey completed by 117 parents during 2015, overall satisfaction rates very highly. Satisfaction was measured in the areas of Catholic practices, philosophy and faith; teaching and learning; student pastoral care; leadership direction; communication; community engagement; facilities and resources; affinity; and achieving school mission. The results suggest that the school is in "very good" overall health from a parent perspective. Parents indicated that what they most valued about their association with the school was:

- A welcoming sense of community and relationships with other parents, teachers and children
- The focus on student wellbeing ensuring that students are well cared for
- A learning environment that is safe and respectful
- Evidence of the "living out" of Catholic values and growth in Catholic faith and discipleship
- The professional and approachable teaching staff and leadership.

One parent identified strength in *"the quality of classroom teaching and learning and the overall culture of living the Christian values on a daily basis."* These sentiments were echoed by many parents.

Student Satisfaction

As indicated by the MMG survey issued to senior students during 2015, student overall satisfaction rated highly. Responses from students were based on areas such as student pastoral care, teaching and learning, affinity and overall satisfaction. The scores indicate that the school is in "very good" overall health from a student perspective. Students indicated that what they most valued about their school was:

- Being taught about the importance of social justice
- Making good friends
- Teachers who support their learning by providing constructive, quality feedback
- Integration of ICLT into teaching and learning
- Feeling safe at the school
- The opportunities provided for leadership.

The following comment summarises a variety of student responses:

"My favourite part of being in the school is the learning and academic focus. I thoroughly enjoy

learning. My second favourite part of coming to school is lunchtime. This gives everyone the time to socialise with their peers and friends. I also enjoy being in the Leadership Team where we can use our knowledge in that area. I also like the opportunity to become involved in events like Mass and musicals which help us to shine."

Teacher Satisfaction

As indicated by the MMG survey issued to staff during 2015, staff overall satisfaction in school related areas was 92%. In staff related areas, the satisfaction was 88%. These scores suggest that the school is in very good overall health from a staff perspective, achieving an overall "very high" status.

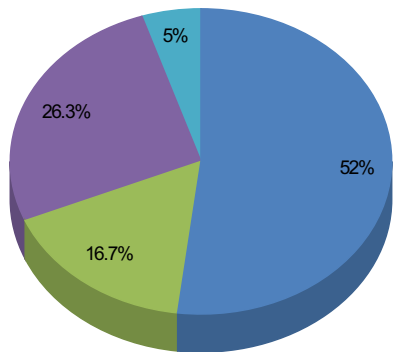
Staff rated highly areas such as professional learning and development; staff morale and attitude; leadership support; goal congruence; and staff welfare. This indicates that the teaching staff values professional learning opportunities and the leadership team focus on wellbeing initiatives. The teaching staff had a clear understanding of 2015 SIP goals and targets, as evidenced in their active participation and engagement in professional learning in order to achieve whole school consistency of practice toward improved learning.

Staff indicated a strong sense of collegiality and professionalism in belonging to this learning community. The following comment expresses appreciation for *"the strong sense of community, the high level of professionalism in PL and the ability of this staff to willingly embrace change and strive for what is best for the students"*. Many teachers agreed.

SECTION ELEVEN: FINANCIAL STATEMENT

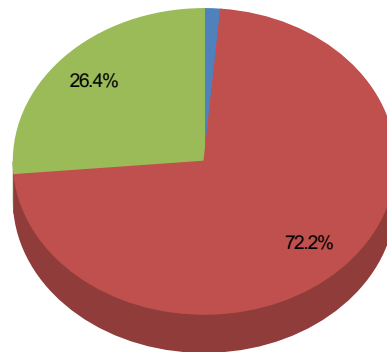
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (52%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.7%)
- Fees and Private Income (26.3%)
- Other Capital Income (5%)

Expenditure



- Capital Expenditure (1.4%)
- Salaries and Related Expenses (72.2%)
- Non-Salary Expenses (26.4%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,045,184
Government Capital Grants	\$0
State Recurrent Grants	\$657,813
Fees and Private Income	\$1,036,344
Other Capital Income	\$197,450
Total Income	\$3,936,792

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$48,424
Salaries and Related Expenses	\$2,511,136
Non-Salary Expenses	\$918,156
Total Expenditure	\$3,477,716