

Sacred Heart Catholic Primary School, Mona Vale

Annual School Report to the Community

2014



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**Principal**

Mrs Julie Caldwell

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## ABOUT THIS REPORT

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Sacred Heart 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 be also be obtained from the [My School website](#).

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

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### **Principal's Message**

This annual report is available to the Sacred Heart community and wider community in order to highlight the school's priorities, successes and challenges for the past year while celebrating the achievements as a Catholic faith community committed to living as Disciples of Christ.

The school's philosophy and purpose stem from the Good Samaritan heritage of Sacred Heart. The school was founded by the Good Samaritan Sisters at the request of Father Keenan in the 1960s.

*The school mission statement is:*

*United as a faith community*

*Celebrating each person*

*Journeying with compassion*

*Acting with justice*

*Striving for excellence*

*Seeking balance*

The special initiatives for 2014 were the professional development project, *Extending Mathematical Understanding* (EMU) and improving student outcomes in writing.

### **Parent Body Message**

As parents at the school we appreciate the school's commitment to communicating with and educating parents on the defined areas for school improvement in numeracy, literacy and the *KidsMatter* framework; most importantly, we support the school's actions to make these improvements real for students, families and staff. There are targeted programs to support identified needs in learning support and emotional wellbeing for the children such as *Cool Kids* anxiety program and EMU, as well as programs to benefit particular classes. There is support for and a willingness to journey with families during challenging and difficult times. Communication to parents is achieved through an excellent newsletter, website and app for mobile devices. We truly believe Sacred Heart is a school that is a successful, welcoming and friendly school that provides a nurturing environment for its students. It is a place where we all feel we belong. It is

characterised by a strong commitment to maintaining a positive school climate, a determination to succeed and an active parent participation in all school activities.

### **Student Body Message**

Sacred Heart is a caring and safe community where we feel encouraged to be creative, to do our best and strive for excellence. We feel it is a unique school that really cares for and nurtures the students from Kindergarten to Year Six. Teachers trust us and enable us to be confident and reach out to others. We feel well prepared and equipped to confidently face the future. We have enjoyed the academic opportunities we have been offered as well as the comprehensive sports program. We appreciated the opportunities for leadership that the Student Representative Council and Respectful Relationship Groups gave us and the opportunities to show initiative. For example, we started up a student led chess club. We are proud to be connected to our fabulous parish and have valued our Catholic education at Sacred Heart. We have appreciated the opportunities to follow in Jesus' footsteps.

### **Parish Priest's Message**

The Pittwater Parish is administered by the Salvatorian priests. The parish includes the Maria Regina Church at Avalon, Sacred Heart Church at Mona Vale, Maria Regina Primary School Avalon, Sacred Heart Primary School Mona Vale and Mater Maria Catholic College, Warriewood.

The school is a vital ministry in Pittwater Parish. The three schools in the parish and the parish work closely together to support families, young children and teenagers to nurture their faith and grow as young disciples of Christ. The schools and parish follow a theme for each year. The theme for 2014 was the Beatitudes and theme for 2015 will be Joy.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

Sacred Heart Catholic Primary School Mona Vale, is a Catholic systemic co-educational school.

Sacred Heart Catholic School is a Kindergarten to Year 6 co-educational school located in the Diocese of Broken Bay at Mona Vale, on the Northern Beaches in Sydney, New South Wales.

Sacred Heart Catholic Primary School is a systemic Catholic School in the Diocese of Broken Bay. The leader of the Diocese is the Bishop of Broken Bay; the leader of the Catholic Schools Office that administers our school is the Director of Schools. Sacred Heart is one of the Peninsula Cluster of Catholic schools under the direction of our Peninsula Schools Consultant.

The school is an integral part of Pittwater Parish. Catholic beliefs, values and traditions are taught in a formal religious education program and are the guide for all we do throughout the school. Catholic Schools in the Broken Bay Diocese exist to educate and form young people in Catholic discipleship, offering them experiences of following Jesus as members of a Catholic Community

Currently there are two classes of each grade group. The students come mainly from the Warriewood and Mona Vale area and reside within the Pittwater Parish.

The Parents and Friends (P&F) are a vital part of the Sacred Heart community. Their main aim is to support the school and to build community. They support parents to engage in their children's learning.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 219   | 180  | 124    | 399            |

\* Language Background Other than English

Recent enrolment trends remain consistent. The classes are an average size of 29. There are two classes in each grade. Each year there is some movement because of families leaving and arriving in Mona Vale.

### 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 2014 was 94.89 %. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group |         |
|--------------------------------|---------|
| Kindergarten                   | 94.90 % |
| Year 1                         | 94.40 % |
| Year 2                         | 94.50 % |
| Year 3                         | 94.80 % |
| Year 4                         | 95.80 % |
| Year 5                         | 95.20 % |
| Year 6                         | 94.60 % |

Student attendance is monitored closely by staff and the school administration. Our school website contains information and downloadable forms for parents regarding sick leave, holiday leave and leave for exceptional circumstances.

### **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).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The following information describes the staffing profile for 2014:

| Total Teaching Staff* | Total Non-Teaching Staff | Combined Total |
|-----------------------|--------------------------|----------------|
| 26                    | 14                       | 40             |

\* This number includes 13 full-time teachers and 13 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.   | 26                 |
| 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 | The Writing continuum: planning day                 |
| Day 2 | Meeting the needs of all students: differentiation. |
| Day 3 | The Good Samaritan story: Our heritage and history  |

Professional Learning is highly valued at Sacred Heart. The Professional Learning plan is based



around the needs of students and goals set for the school in the annual School Improvement Plan (SIP). Professional Learning is supported by the principal and assistant principal, the leadership team and outside consultants.

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## SECTION FIVE: MISSION

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Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and 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 life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

Sacred Heart Catholic Parish, Mona Vale was inaugurated in 1960. In 1965 Sacred Heart Catholic School was officially blessed, opened and staffed by Sisters of the Good Samaritan order. The school exists to educate and form students in Catholic discipleship. More about the school and its history can be found on our school website: [www.shmvdhb.catholic.edu.au](http://www.shmvdhb.catholic.edu.au). The Salvatorian community now lead our parish and are regularly welcomed into our school.

An active liturgical life is encouraged through regular classroom prayer, liturgies and celebrations of feast days. Classes also celebrate with the parish at weekly Masses, grade Masses, and combined parish and school family Masses which are well attended every month. Sacramental preparation was undertaken in tandem with the parish sacramental program. The school has joined with the parish and contributes funds to the parish and school in Tasi Fatin, East Timor.

Examples of our yearly traditions and religious activities are:

- beginning of year Mass, a whole school Mass where student leaders are commissioned
- Mother's day Mass and breakfast
- Sacred Heart feast day whole school Mass
- Father's day breakfast and blessing
- Friday morning prayer celebrated by staff each week
- whole school Mass for Ash Wednesday

- Easter liturgy celebrated by whole school
- end of year thanksgiving Mass
- Year 6 graduation Mass
- weekday parish Mass, with participation from various classes each term
- liturgies to celebrate other times of the Church calendar
- Reconciliation celebrated once per semester for all primary grades.

In keeping with the Gospel values and our Catholic Worldview, the school community was provided with opportunities to engage in outreach activities and social justice issues in the wider community.

Overseas missionary activities were supported through Project Compassion and throughout Mission Month. The students reach out to those in our local community through contributions of goods to Christmas hampers. Students participated in a leadership training day with a focus on Catholic leadership.

Outreach activities are led by the Mini Vinnies team with the assistance of a parent, the senior Liturgy team and two teacher members.

### 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 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

In 2014 the focus for professional learning was Literacy and Numeracy. Both of these curriculum areas had new syllabuses to be introduced. Staff modified their programming layouts to suit the new curriculum and spent time ensuring that they were fully conversant with the content and focus of the new curriculum.

A focus on writing led to the use of several high yield strategies that enhanced learning. Learning Walks and Talks were introduced where members of the executive team visited classrooms to support teachers in their practice. Collaborative Analysis of Student Learning (CASL) meetings were continued where, by examining one student's learning, there could be a professional learning opportunity for teachers to improve their practice.

Teachers' knowledge of the Writing Continuum was enhanced by their CASL meetings and by creating their own writing continua with their classes. This gave students the confidence to articulate learning intentions, learning goals and knowledge of success criteria.

Two members of the leadership team engaged in the Extending Mathematical Understanding leadership and specialist courses. As a result, their learning from the intervention groups for children who were vulnerable in some areas of mathematics, was passed on to the whole staff.

In 2015, the staff will work at implementing the new Science and Technology curriculum and preparing to introduce the new History strand of the HSIE curriculum.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### NAPLAN

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

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

| NAPLAN RESULTS 2014 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                         | School                           | Australia | School                              | Australia |
| Year<br>3           | Grammar and Punctuation | 75.40 %                          | 49.90 %   | 6.50 %                              | 11.90 %   |
|                     | Reading                 | 63.30 %                          | 46.20 %   | 3.30 %                              | 13.10 %   |
|                     | Writing                 | 68.90 %                          | 39.10 %   | 1.60 %                              | 11.20 %   |
|                     | Spelling                | 60.60 %                          | 43.70 %   | 4.90 %                              | 14.80 %   |
|                     | Numeracy                | 59.30 %                          | 36.20 %   | 3.40 %                              | 13.40 %   |

| NAPLAN RESULTS 2014 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                         | School                           | Australia | School                              | Australia |
| Year<br>5           | Grammar and Punctuation | 59.20 %                          | 36.60 %   | 5.60 %                              | 16.10 %   |
|                     | Reading                 | 48.10 %                          | 34.50 %   | 5.60 %                              | 16.30 %   |
|                     | Writing                 | 16.70 %                          | 15.50 %   | 3.70 %                              | 21.40 %   |
|                     | Spelling                | 57.40 %                          | 33.60 %   | 5.60 %                              | 16.40 %   |
|                     | Numeracy                | 40.80 %                          | 25.90 %   | 5.60 %                              | 18.10 %   |

### NAPLAN Comments

Students in Years 3 and 5 sat the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in Literacy and Numeracy. Analysis of these results, with other assessment data, assist the school's plan to support teaching and learning.

In both Year 3 and Year 5 the percentage of students placed in the top two bands was significantly higher than the national average. Similarly, the percentage of students placed in the lower two bands was significantly lower than the national average.

In grammar and punctuation, 75% of Year 3 students performed in the top 2 bands compared with 50% nationally. In reading, 63% of Year 3 students achieved scores in the top 2 skill bands compared to 46% of students nationally. In writing, 68% of Year 3 students achieved scores in the top 2 bands compared to 39% of students nationally. In spelling, 60% of Year 3 students achieved in the top 2 bands compared to 43% of students nationally. In numeracy, 59% of Year 3 students achieved in the top 2 bands compared to 36% of students nationally.

With regard to Year 5, in grammar and punctuation, 59% of students scored in the top two bands compared to 36% of students nationally. In reading, 48% of students scored in the top two bands compared with 34% nationally. In writing, 16% scored in the top two bands compared with 15% nationally. In spelling, 57% of students scored in the top two bands compared to 33% of students nationally. In numeracy, 40% of students scored in the top two bands compared with 25% nationally.

The school will continue to work on its literacy and numeracy goals, in 2015, with further focus on EMU intervention in Year 1 to improve student outcomes in mathematics. Writing will also be a focus for professional learning with a view to school-wide improvement.

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## SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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### **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.

The school has extensive Pastoral Care and Wellbeing practices in place. In the teaching and learning program, students are taught the fundamentals of keeping themselves safe from bullying and cyber bullying. School rules are explicitly taught. The anti-bullying procedures and policy are aligned with the diocesan policy. The school follows the *Positive Behaviour for Learning* (PBL) approach to support children in their learning. Data is kept on all behaviour at the school in order to respond to concerns by students, teachers or parents. A school counsellor is available to students in need as well as programs aimed at reducing anxiety. This year the *KidsMatter* framework component Three was implemented. *KidsMatter* is an evidence-based framework and is acknowledged through credible research as an effective, whole school approach to building children's resilience skills, sense of belonging and connectedness to school communities.

### **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.

The school based behaviour management and student discipline policy has been based on the *Positive Behaviour for Learning* practices and procedures. School rules are taught explicitly in class on a whole school basis. There are many supports in place to reward children in a positive way for complying with school rules and many procedures in place to support children who are not

able to follow school rules.

The school has resourced this area well and has supported a dedicated Wellbeing coordinator on the leadership team for the past few years. Parents and the principal are kept well informed of all aspects of the policy.

### **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.

The school based Anti-bullying Policy is based on the diocesan policy. A copy is on the school website. The policy outlines procedures for students, teachers and parents to follow if they have a concern for their child. All teachers, and in particular the principal, are happy for parents to contact them if they have concerns regarding bullying and their child.

### **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.

The school recognises that occasionally parents have concerns and they need to share these with teachers or the principal. The school follows the diocesan Complaints Handling policy and ensures that all complaints are dealt with in a timely and confidential manner.

### **Initiatives Promoting Respect and Responsibility**

This year the Respectful Relationships program was again supported by Year 5 and 6 students who led mixed age groups in teaching and acting out the skills that enhance respectful relationships. Year Six take on roles each year that promote personal responsibility. All



leadership roles encourage students to reach out to others, to be nurturing, to be independent and to take initiative where appropriate.

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## SECTION NINE: SCHOOL IMPROVEMENT

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

### **Key Improvements Achieved**

The following achievements were outcomes of the SIP goals for 2014-16:

The Catholic Life and Mission goal was *to strengthen our Catholic identity through embedding our mission and values in school life*. The Mission and Vision statement was made more visible to students, parents and teachers. We organised playground liturgies and had a particular focus on Stage 3 Religious Education. As a result, students were more aware of the invitation to discipleship.

In Learning and Teaching, the goal was *to support all students to realise their learning potential, particularly in English and Mathematics*. Two teachers completed the Extending Mathematical Understanding (EMU) Specialist course, and both facilitated intervention groups for the most vulnerable Year One students. In literacy, there was a PL emphasis on the Writing Continuum, and a range of strategies was used to ensure professional learning had an impact on teachers' classroom practice.

The Pastoral Care goal was *to embed a culture of wellbeing underpinned by our mission and vision*. The Sacred Heart Wellbeing framework was developed to encompass *KidsMatter*, PBL, peer support and all components of the Sacred Heart approach.

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

The School Improvement Plan Goals for 2015 are:

#### *Catholic Life and Mission*

- To strengthen our Catholic identity through the celebration of the school's 50th Jubilee.

#### *Learning and Teaching*

- To support all students to realise their learning potential, particularly in Spelling in English; and to see improvement through Growth Points in Mathematics.

*Pastoral Care*

- To continue to embed a culture of wellbeing through the final implementation stages of the *KidsMatter* framework.

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## SECTION TEN: COMMUNITY SATISFACTION

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

### **Parent Satisfaction**

This year has seen a real growth in the partnership between parents and the school. Parents feel they are truly sharing responsibility for engaging students in their learning. Parents were pleased that they were involved; assumed ownership and responsibility for communicating with other parents through regular newsletter items called "Parent to Parent". They continue to liaise with the principal about the provision of updates, parent learning sessions and communication that they can provide to the wider parent body. Many parents recently attended the Learning Walks for Parents to look at the writing progress their children had made. A number of parents commented positively on recent changes to the Physical Education program whereby a large number of parents actively participated and shared their expertise in coaching various sports. The Martial Methods classes were very well received.

### **Student Satisfaction**

- Respectful relationships groups were very successful and enjoyed by all students.
- The introduction of Martial Arts classes for Year 4 and 5 boys were very well received.
- Students really enjoyed the access to a range of toys for use on the playground provided by the P&F.
- Senior students enjoyed their leadership roles.
- Many students were able to represent the school in a variety of ways including chess, debating, band and sport.
- Students enjoyed the extra sports sessions led by parent coaches.

### **Teacher Satisfaction**

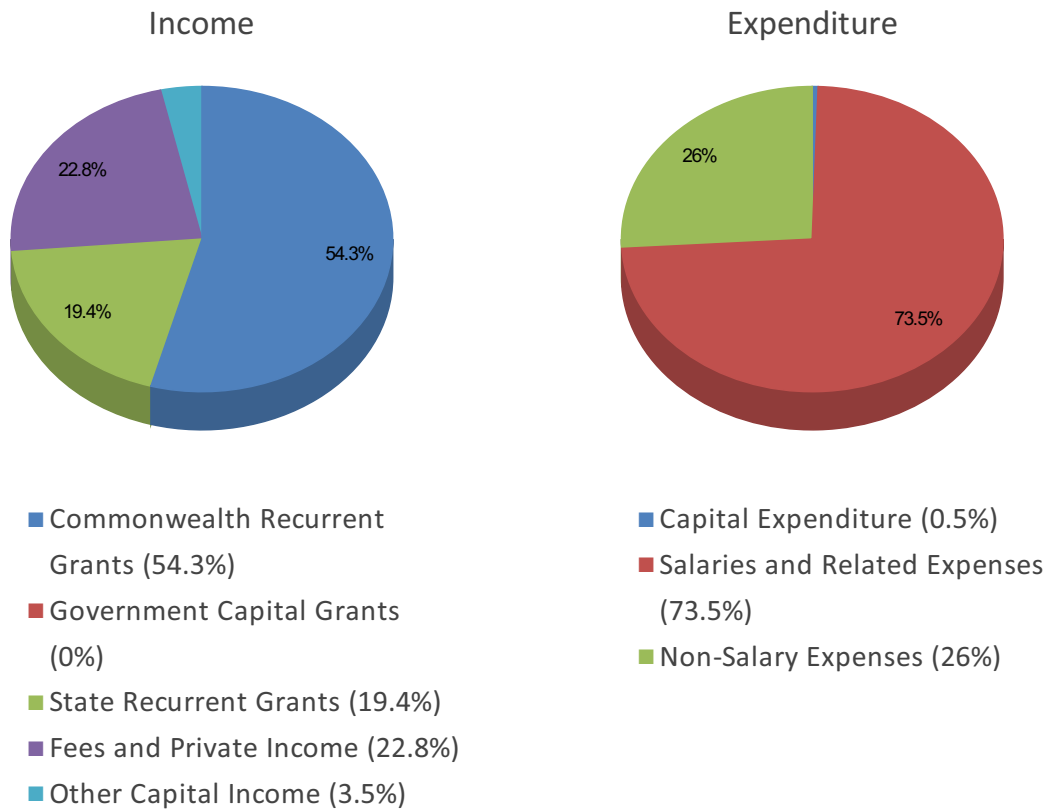
Teachers were asked what has worked well in 2014. They are pleased with their work on the writing continuum and their work on writing groups. They enjoyed the positive vibe around *KidsMatter* and the Wellbeing Weeks that were introduced each term this year. They felt listened to and believed that their needs were taken into account particularly in regard to staff wellbeing this year. They felt that Respectful Relationships groups were a very positive experience. Targeted professional learning has been well received by staff and they found such learning very helpful. Teachers found the support in class in Literacy from the assistant principal was invaluable. They felt that the continued introduction of good quality literature was having a positive impact on student reading levels in all classes.

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## SECTION ELEVEN: FINANCIAL STATEMENT

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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 | \$2,382,074        |
| Government Capital Grants     | \$0                |
| State Recurrent Grants        | \$849,479          |
| Fees and Private Income       | \$1,001,278        |
| Other Capital Income          | \$153,105          |
| <b>Total Income</b>           | <b>\$4,385,936</b> |

| RECURRENT and CAPITAL EXPENDITURE |                    |
|-----------------------------------|--------------------|
| Capital Expenditure               | \$20,118           |
| Salaries and Related Expenses     | \$2,970,196        |
| Non-Salary Expenses               | \$1,049,392        |
| <b>Total Expenditure</b>          | <b>\$4,039,705</b> |