

2017 Annual School Report

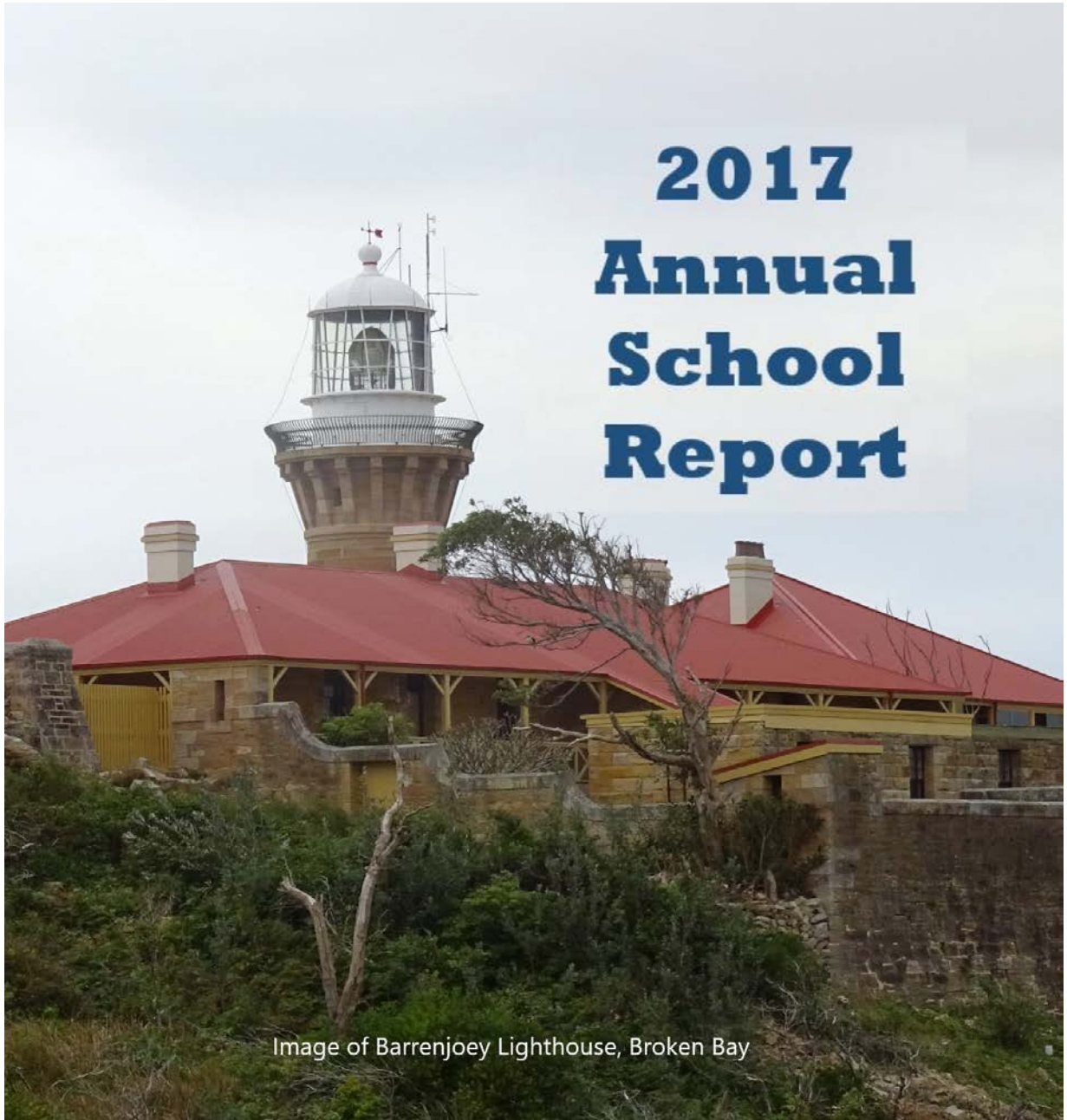


Image of Barrenjoey Lighthouse, Broken Bay



Sacred Heart Catholic Primary School, Mona Vale

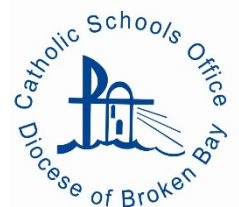
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ABOUT THIS REPORT

Sacred Heart 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

The School's history reflects a strong commitment to ensure that the education provided to students is based on current research and values as modelled by Jesus Christ. Our school has continued this tradition in 2017 as we have explored inquiry based teaching and learning, and modelled the values of Respect, Service, Justice and Compassion. Among the many academic, pastoral, social and sporting achievements over the past year the most notable outcome of the year would have to be the development of the School as a community of learners and the transformation of our learning environment. As a result of the professional learning by teachers, the adoption of [21st century learning skills](#) and deep learning strategies, the students have participated in some exciting opportunities. The conversion of the Year 6 classrooms into a flexible learning environment and the redesign of the School's front administration foyer into a more safe and welcoming space has been welcomed by all. The continued work by our Parents and Friends Association (The Hub) to engage with the School in supporting our Catholic community, and their work to financially support the School, has been greatly appreciated.

Parent Body Message

In 2017 the Hub at Sacred Heart Mona Vale has focused its efforts in two core areas: (1) Parent Engagement, (2) Building Community.

With Parent Engagement, we looked at ways where we could provide another pathway for engagement with our parent community. This led to the successful roll out of our social media strategy which saw the introduction of a Social Media Coordinator role as part of the Hub Executive, the introduction of dedicated Year Group Facebook pages and a brand new website, SHMVparents.com.

In the area of Building Community, there were a number of successful events where we recognised the adults in our community with breakfast and a classroom visit celebrating Mother's Day, Father's Day & Grandparent's Day. The second area we focused on was raising funds to support the 2017 School Improvement Plan. Our annual fundraiser, held at the Royal Motor Yacht Club at Newport, was a great success.

Student Body Message

2017 has been a fantastic year for the School. We have been extremely privileged to have been School Captains this year. We have seen many amazing opportunities offered to our students, from outstanding achievements in sport to exemplary performance and creativity in Music and the Arts. The Arts have featured highly at Sacred Heart this year. Our school musical, *Shrek the Musical Jr.*, was a spectacular production. Many people commented on the brilliant acting, singing and dancing. Members of our school band attended a Sydney Orchestra performance. The talented sportspeople at Sacred Heart achieved new challenges, doing well in the Gala Days, and State Carnivals. The School has continued the mission of Jesus by reaching out to others with initiatives like Mini Vinnies, Timor Leste Independence Day, the Year 6 Winter Sleepout and our Christmas Hampers. Many of these activities would not have been possible without our dedicated teachers and parents helping out. We have loved being a part of the Sacred Heart Leadership Team and having the honour of being School Captains for 2017.

SECTION TWO: SCHOOL FEATURES

School Features

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

The School, officially opened in 1965 by the Good Samaritan Sisters, is one of two primary schools in the Parish of Pittwater. There are fourteen classes, two grade groups for each year of primary education from Kindergarten to Year 6. The School also hosts a small class of students enrolled at the Aspect Vern Barnett School, Forestville. After half a century the School remains committed to the values espoused by the Sisters; the values of Compassion, Respect, Justice and Service.

Students enrolled at the School are drawn from the neighbouring suburbs of Warriewood, Bayview, Church Point, Newport, Elanora Heights, Terrey Hills and Mona Vale. Enrolment numbers of 383 in 2017 continue to demonstrate a consistent positive trend of families seeking enrolment for their child at Sacred Heart Catholic School.

Excursions are valued to broaden learning opportunities for the students. To support their learning, excursions for students were arranged to Taronga Park Zoo, Canberra, Kimbriki Recycling Centre, Narrabeen rock platform, Bahai Temple Terrey Hills and Ku ring gai Wildflower Gardens.

Students competed in the Northern Beaches Catholic Schools' Gala Days for soccer, league, tennis, cricket, netball and AFL as well inter-school debating and public speaking competitions. Extra curricula activities offered for students included drama, chess, piano, gardening and guitar. Lunchtime activities included coding, aerobics, dancing and homework club. Our school training band, senior band and choir were popular activities for our students again in 2017.

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
205	178	116	383

* Language Background Other than English

Enrolments continue to remain steady. There many pre-schools and day care centres in the local area that support the School's enrolments. Year 6 students tend to transition to Mater Maria College, Warriewood, for secondary schooling.

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 92.57 %. 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
93 %	93 %	93 %	92 %	93 %	92 %	91 %

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	25
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	25
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	33
Number of full time teaching staff	15
Number of part time teaching staff	10
Number of non-teaching staff	8

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 first PL day was to enable the formation and development of staff to engage with Pope Francis' recent encyclical <i>Laudato Si'</i> so that they may come to understand and share with their students a response to some of the ecological, economic and social issues we face today.
Day 2	The second workshop "Developing an Effective Writing Program for Students from K-6" was presented by Sheena Cameron and Louise Dempsey, experienced teachers, who have taught in New Zealand and the UK. They currently facilitate literacy workshops in New Zealand as well as internationally.
Day 3	The final PL day was entitled: "The Professional Learning Journey - Successes and Challenges"

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.

2017 has been known as the "Year of Compassion" for the School and parish community. There has been a consistent focus on being people of Compassion, lived out by students through exploration of the story of the Good Samaritan in prayer, liturgy, song and in classroom Religious Education lessons. Teachers, students and families participated in the "Parish Walk of Compassion" from Mona Vale to Avalon, from one parish church to the other.

During 2017 teachers joined with other school communities from the Northern Beaches to explore Pope Francis' encyclical *Laudato Si'* (Care for our Common Home). This led to a whole school focus across many curriculum areas on the importance of caring for our beautiful earth that is God's gift to us.

Parents have been introduced to the "Walking the Way" prayer resource that has been developed by the diocese for parents and their families. The resource has been used at parish reflection and sacramental days for Confirmation and First Communion and at Kindergarten orientation day. The resource is a gift to parents to accompany them in their personal faith journey and their family's faith journey.

This year each child created an art work that was inspired by the scriptures to be entered into the annual Bishop's Art Competition. The School was very proudly awarded first prizes in Stage 3 and Stage 2.

Social Justice has continued to be a focus throughout the year with each grade participating in a social justice initiative that has been linked to learning in the classroom. Each grade has led a different initiative:

- Kindergarten: Cupcakes for Caritas
- Year 1: Planting a Community garden
- Year 2: St Vincent De Paul winter can drive
- Year 3: Socktober for Catholic Mission
- Year 4: Good Samaritan Indigenous Outreach
- Year 5: Outreach in the Community. Visiting Nursing homes
- Year 6: St Vincent De Paul Winter Sleepout.

Mini-Vinnies has also continued this year with major focuses being on Project Compassion, supporting our sister School in Tasi Fatin East Timor and Christmas Hampers.

The rich dimension of the School's Catholic faith has continued throughout the year with participation in many whole school Masses and liturgies. Liturgies for Grandparent's Day, Mother's Day, Father's Day, our Opening School Mass and weekend family Masses have been some highlights. Student participation in faith celebrations is high and has been encouraged through Ministry of the Word, Music Ministry and altar serving. The School band and choir have also joyfully contributed to each Mass.

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.

In 2017, a major focus in learning and teaching was the advancement of 21st century (C21) learning skills. These skills include Communication, Collaboration, Critical Thinking, Creativity and Problem Solving. To enable improvement in these skills a number of initiatives were implemented in the School.

The first was the introduction of the Bring Your Own Designated Device (BYODD) program for Years 4 to 6. This optional program saw an increase in technology across the upper primary years whilst supplementing the School's resources. A number of different platforms and learning frameworks that enhance C21 skills, such as *Google Classroom* and the *Challenge Based Learning* (CBL) inquiry framework, were able to be implemented to a greater degree with the availability of these extra resources.

Further supporting C21 learning was the exploration of the *Cultures of Thinking* initiative, which aims to create a classroom culture where thinking is valued, visible and actively promoted. A major strategy within the initiative is the use of thinking routines to stimulate creative, critical and collaborative thinking. PL was made available for a targeted group of teachers who were then able to lead the School in implementing this initiative.

The Feathertail Glider project was a true example of a joint inquiry based educational project incorporating C21 skills. Year 4 students, as well as students from other Northern Beaches schools, concerned community members and organisations, were involved in the project. The project sought to protect the threatened environment of this species of marsupial which makes its home in the Northern Beaches local area.

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	71.93 %	55.50 %	3.51 %	10.50 %
	Reading	62.50 %	51.60 %	10.71 %	10.00 %
	Writing	73.68 %	44.60 %	0.00 %	7.50 %
	Spelling	61.40 %	45.60 %	5.26 %	13.10 %
	Numeracy	58.93 %	39.80 %	3.57 %	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	31.91 %	34.40 %	10.64 %	17.50 %
	Reading	61.70 %	37.00 %	8.51 %	14.60 %
	Writing	27.66 %	15.80 %	6.38 %	19.40 %
	Spelling	36.17 %	34.30 %	8.51 %	14.10 %
	Numeracy	29.79 %	27.90 %	4.26 %	14.60 %

NAPLAN Comments

In Year 3 and Year 5 the percentage of students placed in the top 2 bands in all NAPLAN areas was overall higher than national figures (with the exception of Year 5 Grammar and Punctuation). Similarly, the percentage of students placed in the lower 2 bands of all areas was overall lower than the national average (with the exception of Year 3 Reading but only by a very small amount).

Year 3 Literacy: School results were well above national figures. Results for Grammar and Punctuation have improved in the top bands from 56% in 2016 to 72% in 2017. Results for Spelling have shown a steady increase in the top two bands and decrease in the two bottom bands since 2015. A whole school Spelling initiative, however, will continue to be a focus for PL in 2018. Reading in Year 3 has seen a small increase in the number of children in the bottom two bands from 2016, however the number of children in the top two bands is well above state and national figures. Reading and Comprehension will continue to be a focus for School Improvement in 2018.

Year 3 Numeracy: In 2017 the Mathematics intervention program *Extending Mathematical Understanding* (EMU) was adopted to support mathematically vulnerable students. The achievements evident in this year's NAPLAN results, 0% of students in Band 1 and only two students in Band 2, are testament to the success of this program. The percentage of Year 3 students in the top two bands for numeracy decreased from 67% (2016) to 59% in 2017. EMU strategies will continue to be a focus in 2018.

Year 5 Literacy: There was slight decline in Year 5 Literacy results in 2017 as compared to 2016 figures (with the exception of Reading), however student growth data indicates that the top students are continuing to demonstrate growth in their learning.

Year 5 Numeracy: All students in Year 5 had positive growth in 2017. 61.4% of student's growth was greater than or equal to their expected growth. There was a decline in the number of students in the top two bands from 50% in 2016 to 30% in 2017. The School's ongoing focus on extending the more able students will continue in 2018.

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

Pastoral care and wellbeing initiatives are undertaken to promote respect and responsibility within the community and are vital in creating a community of learners. The School follows the Positive Behaviours for Learning (PBL) model of Behaviour Management and is a *KidsMatter* school.

Four core values namely *Respect, Justice, Compassion* and *Service* are explicitly taught and each has a whole term focus. School rules and expectations of behaviour are linked to each value and are explicitly taught in the classroom, spoken about at morning assembly and written about in the School's newsletter. The community is familiar with the main school rule of showing respect and being responsible for ourselves, for others and for the environment. Strategies which the School has embraced to develop a respectful and responsible school include:

- Circle Time: This enables students to flourish, to be resilient, to form healthy relationships and be active engaged learners; parents were invited into classrooms to watch a Circle Time lesson.
- Wellbeing Week: Themes during wellbeing week have been *Catholic Kids for Compassion, Respect, Mindfulness, Connectedness with Self and the Environment*.
- Respectful relationship groups: These are K-6 cross grade groupings led by Year 6 students; domains covered were self-awareness, self-management, social awareness, relationship skills and responsible decision making. Some tools for students included a *Growth Mindset, Being Bucket Fillers* and GRIT (*Give it your all, Redo if necessary, Ignore giving up, Take time to do it right*).

The voice of the students was heard in 2017 through the School Representative Council (SRC). SRC members shared decision making with the School executive and worked for the environment with a *Ladauto Si'* focus, waste free Wednesdays and surveying and reviewing the School's *Reason to Smile* reward system.

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

School improvement was noted in the following areas:

- Mission: All classes K-6 were involved in a social justice initiative throughout the year which had both an educational aspect as well as a fundraising component. The focus on *Compassion* was widespread including being a theme for liturgies, wellbeing week, displays, awards and a weekend walk with the Parish of Pittwater. Compassion was embedded as one of four school values.
- Pastoral care: The matrix for behaviour expectations linked to School values and rules was revised with input from teachers, students and parents. The SRC reviewed the *Reasons to Smile* reward program for positive behaviours concluding with some modifications to the reward system in the upper primary years.
- Teaching and Learning: The Mathematics Assessment Interview (MAI) and NAPLAN results showed the whole school focus on place value addressed through classroom strategies, coaching and homework activities has had a positive impact. Two coaching cycles for teachers of classes who had implemented a BYODD approach to support C21 learning was highly supported by teachers and students when linked to developing deeper thinking initiatives.

Priority Key Improvements for Next Year

School Improvement Focus for 2018 include:

- As there has been a decline in the percentage of Year 5 students in the top two bands in Spelling over the last three years (2015 = 57%, 2016 = 44% and 2017 = 36%), as well as an increase in the bottom two bands a review of how Spelling is taught across the School will be undertaken. Best practice and consistency of practice in Spelling will be explored.
- Strategies from the early and middle years EMU programs will be implemented Kindergarten to Year 6 and supported by an early years EMU specialist teacher and the leadership team.
- Making thinking visible and the use technology to deepen understanding will continue to be a focus in 2018 in History, Geography, Religious Education and Mathematics.
- There will be a continued focus to develop relationships and promote growth mindset strategies with students to embed positive attitudes to wellbeing. The School's Behaviour Management Policy will be reviewed in 2018.

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 continue to be offered opportunities to engage in their child's learning at the School. Forums in Literacy (Early Years Reading), Mathematics (EMU) and PDHPE (Circle Time, Cybersafety and Wellbeing) were offered in 2017. Attendance at the Hub meetings increased. Parent engagement in school events was very much appreciated. This included giving their time to support sports carnivals, the musical, excursions, volunteering for *Kiss and Ride*, the second hand uniform shop and canteen.

A survey conducted with parents showed that they believed their daughters (99%) and sons (89%) had trusted friendships at the School. They also reported that their child believed they have someone at the School who consistently provides encouragement. Parents did indicate however, that they were concerned about student attitudes towards homework.

Student Satisfaction

A school life survey was completed in Term 1 and Term 3 as well as an end of year survey by students. 72.9% of students reported they feel very happy and safe at school. Students scored the following areas to be of greatest satisfaction to them: iPads, library, musical and sport gala days. Students especially loved parents visiting the School for events such as Mother's Day and Father's Day where they had the opportunity to visit classrooms. The areas students were least satisfied with were; play equipment toys, asphalt playground and the lunch clubs. Students wanted more lunch clubs! In the classroom, Mathematics and Science lessons were the curriculum areas with which the students were most satisfied. Students were most excited to hear that the children's toilets would be renovated over the Christmas holidays.

Teacher Satisfaction

Staff were surveyed on the School's achievements in 2017 and areas for improvement. There was overwhelming satisfaction with the coaching model initiated to support teachers with the introduction of the BYODD program and the focus on developing a *culture of thinking*. The improvements to change to more flexible learning environments was welcomed as was the focus on the link between the core values, school rules and behaviour expectations.

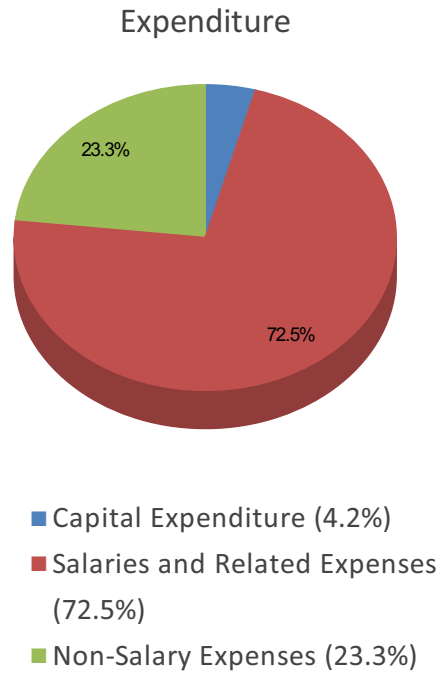
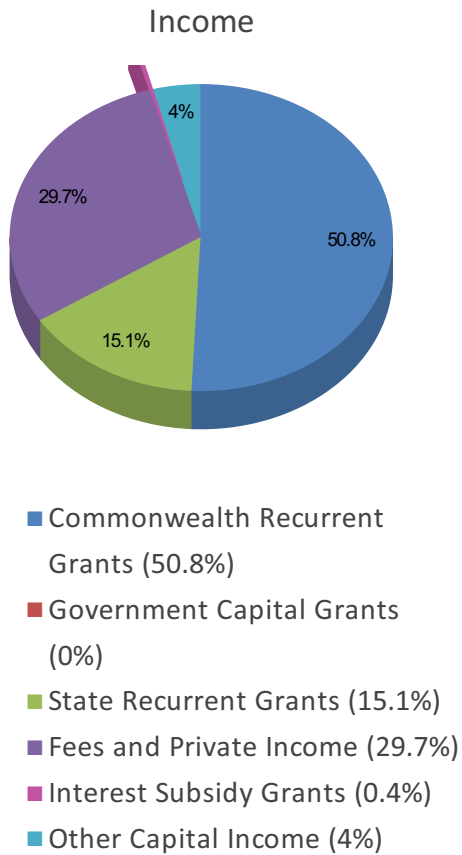
Teacher surveys suggested a whole school focus on Spelling and a continuing a focus on implementing EMU strategies into all classrooms K-6. Many teachers expressed the desire for more flexible learning spaces to be extended to other classrooms.

Attendance at staff social functions, continued to highlight the collegiality between full time, permanent, part time, temporary and casual staff.

Three key staff changes at the end of 2017, the Assistant Principal, an EMU specialist and a key administration officer, all moving to promotional positions will impact initiatives for 2018. Change, however allows for growth, development and for new ideas to flourish. The School intends to approach 2018 with a growth mindset.

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](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,221,399
Government Capital Grants	\$0
State Recurrent Grants	\$661,284
Fees and Private Income	\$1,301,039
Interest Subsidy Grants	\$16,610
Other Capital Income	\$176,650
Total Income	\$4,376,982

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$184,458
Salaries and Related Expenses	\$3,156,151
Non-Salary Expenses	\$1,012,955
Total Expenditure	\$4,353,564