

St Mary's Catholic Primary School Manly  
Annual School Report to the Community

2014



**School Contact Details**

PO Box 307, Manly 2095

[smm@dbb.catholic.edu.au](mailto:smm@dbb.catholic.edu.au)

[www.smmdbb.catholic.edu.au](http://www.smmdbb.catholic.edu.au)

(02) 9977 2225

**Principal**

Mr Paul McGuire

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## ABOUT THIS REPORT

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St Mary'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 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 2014 St Mary's Catholic Primary School Annual Report provides the school community with an overview of the key initiatives and events which occurred during the year. It provides the opportunity for the community to reflect on our achievements, as well as providing some insights into 2015 initiatives.

Each year, a community such as St Mary's, recommits to the vision and mission of the school, as well as its motto, 'Listen and Love'. This report provides the context to why this is so vitally important.

It is important to acknowledge the wonderful contributions of many people such as staff, parents and students, particularly those who have added so much through their outstanding enthusiasm and commitment to everything the school stands for, particularly its strong values which guides school life each day. The outstanding support through the two main parent bodies, School Board and Parents & Friends Association, has been significant in enabling continued improvement this year and in anticipation of 2015, our 135th year of the school.

### **Parent Body Message**

This year, the Parents and Friends Association (P&F) and the School Board, have worked tirelessly to promote the wonderful school of St Mary's, Manly. Constructive feedback and involvement by parents has enabled realistic goals to be set in conjunction and complimenting the school's improvement goals. The P&F have continued to work with the school to try and improve communication, as one example of this.

Many thanks to this year's class parents who have been organising social events and communicating with their classes. The P&F have had some feedback on ways to improve this role which we are working through and will advise prior to the end of the year.

The school survey is one of the many ways to provide feedback to the school and I would encourage you to take part before it closes at the end of the week. The feedback received from the survey will be collated and used by leadership and the School Board in the School Improvement Plan. Feedback to the school community will occur in early 2015.

2014 has been a successful year for the P&F with thanks to the P&F Executive, Non-Executive and the contributions from many families within the school.

### **Student Body Message**

As school captains and on behalf of our class, we would like to thank people who have played a very important role in our primary school journey, ending this year 2014.

We also would like to say a big thank you to all of St Mary's staff.

We have so many cheerful memories and will remember each and every single magnificent experience about St Mary's forever more. We all remember our first day.

To the school community, we hope you can survive without us and hope you can continue to nurture every single other student like you did to us. We will never forget our school motto of 'Listen, Love and Learn' and we hope that the wonderful school community we have here can continue to live by it. It has been an honour to come to this school, and we hope you can maintain St. Mary's' amazing feel for the years to come.

Over the years there have been many fun experiences and changes in our lives and we are all so thankful to you St Marys for giving to us all that we have learnt, the friendships and lifelong skills. Without you, we wouldn't be the same people we are today. We wish everybody all our best for the year ahead.

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

Where did 2014 go? *"I Knew You Could"* is a great book (by Craig Dorfman) reflecting on all the stops and starts in our lives as we move on together. There continues to be much fun, friendship, frivolity and celebration of our Christian faith in the Catholic tradition, as well as listening, loving and learning! St Mary's School is a wonderful, friendly place to be by the Pacific Sea, with great committed staff, supportive, and involved parents, an enthusiastic community all round. Thanks to all for being part of it and our parish family too!

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## SECTION TWO: SCHOOL FEATURES

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### School Features

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

St Mary's Catholic School was opened in 1881, five years after the parish of Manly was created. Once the Christian Brothers College for boys and the Stella Maris College for girls were opened in 1927 and 1932, St Mary's continued to operate as a Catholic primary school under the leadership of the Good Samaritan Sisters until 1992. It currently operates as a systemic primary school in the Diocese of Broken Bay and is one of two Catholic primary schools in the linked Parish of Manly-Freshwater. Our school motto of 'Listen and Love' is a powerful reminder of the gospel values that help to inspire and guide our school and parish community. The school caters for boys and girls from Kindergarten to Year 6, with two streams up to Year 4, then single stream in Years 5 and 6.

Parents are very active within the school, which is encouraged and highly valued, both inside and outside the classroom. Students are engaged in an exciting, inspiring curriculum which promotes deep learning. Extra curricular programs enhance this powerful learning and includes- speech and drama, band, choir, dance, skipping, languages (Japanese, French, Mandarin and Spanish), as well as a comprehensive program within the before and after school care service.

With a school of this age, maintenance and improvement is an ongoing focus and our Maintenance Co-ordinator plays a vital role. Major refurbishments continued in 2014 and included work completed on the playground, a new computer lab, foyer refurbishment and resource areas. Continued support from parents will see further improvements during 2015.

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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
157	125	37	282

\* Language Background Other than English

School enrolments continued on an upward trend during 2014 and projections for 2015 are similar. The school conducted a short longitudinal study of future enrolments up to 2020 which will enable consideration of enrolment intakes with a view to the future.

### 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 94.87 %. Attendance rates disaggregated by Year group are shown in the following table.

With a uniquely cosmopolitan student/family population, St Mary's has quite a transient enrolment trend. Families will continue to seek permission for leave from school to visit family abroad. This is only accepted in accordance with government guidelines regarding attendance and absence from school

### 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
24	7	31

\* This number includes 12 full-time teachers and 12 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.	23
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 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.

<b>Day 1</b>	School Improvement Goal Planning
<b>Day 2</b>	Student Assessment
<b>Day 3</b>	

During 2014, staff was engaged in significant professional learning in the areas of Mission, Teaching and Learning, and Pastoral Care/Wellbeing. These same broad areas form the basis of the School Improvement Plan. This year focus was given to the Positive Behaviours for Learning and Kidsmatter Programs, the National Disability Act, Catholic discipleship, as well as analysing assessment data in mathematics and english text types and resourcing reading materials.

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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'.

The REC worked collaboratively with the Parish Priest, Co-Pastor and the parish office to plan masses, liturgies, class visits and support the Parish Sacramental Program to build and strengthen the partnership. The core role being to share responsibility for the Catholic Life of the school, leadership of the vision and mission of the school and contribute to the management of the school. The REC has coordinated and supervised the teaching and learning in Religious Education to enhance outcomes for students. The team have been lead with a focus on the SIP goal.

In 2014 the *religious life of the school* was vibrant. The whole school community participated in Masses and Liturgies throughout the year to celebrate as follows:

- The opening of the school and commissioning of the Year 6 children as leaders
- Ash Wednesday
- Holy Week
- ANZAC Day,
- Mothers Day
- St Mary's feast day
- Fathers Day
- Remembrance Day
- The Year 6 Graduation and Thanksgiving Mass and finally
- End of Year Listen and Love Mass.

Parents are invited regularly to attend and participate in *Liturgies & Masses*. The school community joins in prayer led by students during school assemblies each morning and at the end of the week. Our *values* are shared fortnightly by the Year 6 Mission team to the community. We have *Class Masses* each month throughout the year on a rotation basis. The class teacher is responsible for the Mass theme, readings, Gospel, Prayers of the Faithful, Offertory procession and selection of music. Parents and parishioners attend these. We have *Parish*

*family Masses* on the fourth Sunday of each month. These are celebrated with students delivering the readings, doing the offertory procession and welcoming parishioners. A parish sausage sizzle is provided after each Mass. Each year the staff attend a *Diocesan Schools Mass* whilst the Year 6 students participate in the *Peninsula Cluster Mass and Mission Mass*.

Our Mission was to deepen the understanding of, and commitment to, how we live our lives as disciples of Jesus. A target on the SIP goal for 2014 was to achieve at least 50% of Year 6 students including a reference to scripture in their discipleship responses. This was achieved. Also, 19 children stated that *Pope Francis* was a role model and many students gave quotes from Pope Francis' '10 Secrets of Happiness'. Half the Year 6 children identified school values and more than half used explicit scriptural references eg. values inherent in the Parable of the Good Samaritan. The report received from the CSO concurred there was compelling use of scripture throughout the responses that demonstrated some thoughtful application to their writings and knowledge of scripture. We have aligned PBL & Kidsmatter frameworks to the school values to help children connect with their faith in action.

**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, St Mary's School Improvement goal for Teaching and Learning was based around the data collected via the Mathematical Assessment Interviews. Teachers undertook professional learning on the New Mathematics Syllabus to support all identified vulnerable students via the MAI. The Extending Mathematical Understanding intervention program continued with vulnerable year one students, led by our EMU specialist. Students in years one to six participated in PAT- Maths and PAT- Reading testing in October/November to build a further dimension to the schools assessment data.

A consistent K-6 approach to programming for Mathematics and English was further developed and established throughout 2014. This in turn assisted in reviewing and implementing Scope and Sequences for each grade K-6 in English, Mathematics, Science and Human Society and its Environment.

Throughout the year a focus for curriculum was also on strategically resourcing the area of English. 2014 was an important year for teachers to implement the new NSW syllabus for the Australian Curriculum in English and Mathematics and assess and report on these new outcomes for parents.

There was also an ongoing focus on Information Technology and various ways technology can enhance learning at St Mary's; including the purchase of 15 new ipads This will continue to be a focus in 2015 as we explore other technological options and applications that assist out students in their learning.

## 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 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	58.80 %	49.90 %	5.90 %	11.90 %
	Reading	67.60 %	46.20 %	2.90 %	13.10 %
	Writing	58.80 %	39.10 %	5.90 %	11.20 %
	Spelling	55.90 %	43.70 %	5.90 %	14.80 %
	Numeracy	52.90 %	36.20 %	5.90 %	13.40 %

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	67.80 %	36.60 %	0.00 %	16.10 %
	Reading	45.20 %	34.50 %	3.20 %	16.30 %
	Writing	32.30 %	15.50 %	3.20 %	21.40 %
	Spelling	54.90 %	33.60 %	3.20 %	16.40 %
	Numeracy	48.40 %	25.90 %	3.20 %	18.10 %

### NAPLAN Comments

Students in Year 3 and 5 participated in the National Assessment Program- Literacy and Numeracy (NAPLAN) in May 2014. Results across both grades were well above national levels. The following points should be noted about the 2014 results;

- Year 3- There were positive results in the 2014 cohort. Spelling and Writing will remain a focus for Literacy teaching. This was the first year that teachers were not informed of the text type prior to the test. The writing task set was persuasive writing.
- Year 5- Grammar and Punctuation was a strength for the 2014 cohort, however as noted in the Year 3 comments, Writing will remain a focus in K-6 in 2015.
- 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.

### **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.

KidsMatter has continued to be a guiding framework for the Social and Emotional development of the children. We celebrated our annual Kids Matter day in October with a fabulous attendance of parents at the picnic lunch, parent talks on anxiety and PBL at home, and at the assembly.

The Seasons For Life Program was successfully run in 2014 supporting students and their families who have suffered a recent loss through death, separation or illness. Students find comfort within the group and openly communicate their feelings. A comprehensive facilitator's training program and a structured teaching model contribute to the effectiveness of the sessions, run over 12 weeks. Parents are informed of the program, which is co-ordinated by a teacher.

Kindy 'Buddies Program' with senior students was also effective during 2014 and enabled the large Kindy cohort to settle rather quickly into school life. A review of this program was undertaken during the year to explore other possibilities. The 'Better Buddies' program will be implemented in 2015.

The Peer Support Program was a very effective initiative during 2014 and involved all students in the school, led by senior students.

### **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 schools Behavioural Management Policy was developed and adapted over the year to incorporate the KidsMatter and Positive Behaviours for Learning frameworks.

PBL was introduced across the school community. Professional learning for staff and parent information sessions were held over the year as were specific lessons for the children covering the various school rules. The reward system was introduced very effectively and is now in the evaluation phase to ensure its credibility. In order to develop consistent staff responses to appropriate and inappropriate behaviour, a clear set of agreed school rules and expected behaviours were developed. Positive feedback was received via school community surveys which indicated that our goal of raising awareness of the school rules and the PBL matrix was effective.

### **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.

PBL and Kids Matter work to promote a harmonious school community where members are encouraged to support each other and accept diversity. Participation in Kids Matter Days and the National Day of Action Against Bullying promoted the anti bullying philosophy of the school. Continual reinforcement of school rules, expected behaviours, motto, values and the Faith and Learning in Action program have led to a committed school culture whereby dignity and respect are core to all relationships.

### **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.



In consultation with CSO policy, the school will always handle complaints and grievances in a very respectful and confidential manner. Pastoral concerns are always given high priority in response to issues that are brought to the school's attention. Close liaison with CSO and the parish priest, provide a stable 'sounding board' for ensuring that a peaceful resolution is reached. Immediate clear, consistent and honest communication with staff, including the principal and/or assistant principal is always encouraged.

Providing avenues for regular feedback from parents or the community via personal contact or surveys, enables complaints and grievances to be dealt with in a timely and effective fashion. The school supports this course and actively promotes feedback on many occasions throughout the year, both formally and informally.

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

The school values of compassion, honesty, hope, respect, love, service and justice are promoted throughout the life of the school. Our Mission Captains lead the school in following the values at school assemblies and staff promote values in classrooms. Signage throughout the school promotes scriptural messages and the school's values.

Weekly awards at either the PBL assembly which celebrates the recipients of Bronze and Silver Awards, presented by the school leaders, or at Friday formal school assembly where teachers present students with awards based on PBL rules, school values, or academic performance. Each week at the Friday assembly, a child receives the Shining Angel award for outstanding, ongoing exemplary behaviour and attitude.

Student Leadership is an important part of school life and our senior students are wonderful role models for younger students in the school. Senior students take their leadership positions very seriously and fulfil their roles very effectively.

Leadership amongst the parent groups also assists in the running of the school. The School Board and Parents & Friends Association play an important part in ensuring that the values of the school are evident in parent relationships with each other and the school.

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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 2014 School Improvement Plan focused on:

*Pastoral Care and Wellbeing: To strengthen student wellbeing through a focus on positive behaviour.*

2014 has seen a huge effort by all involved in the PBL program, culminating in the highly successful Kidsmatter / PBL Launch Days during the year. So much of what has been learnt through the PBL and Kidsmatter programs will prove invaluable in meeting the Pastoral Care & Wellbeing Framework of the Diocese. The school continued to give considerable energy to improving school/home communication with the appointment of a Communications Officer, and a Parent Planner app for phones which has been effective.

*Learning and Teaching: To improve student learning through a focus on effective pedagogy informed by data.*

Professional learning was based on the EMU program and intervention strategies for all students in order to improve learning.

*Catholic Life & Mission: To deepen the understanding of, and commitment to, how we live our lives as disciples of Jesus*

A focus on integrating discipleship with the school motto/values within the PBL and KidsMatter frameworks has seen a decrease in inappropriate behaviour and a shift in school culture and attitudes.

## Priority Key Improvements for Next Year

An outline of the focus for 2015 includes the review assessment/reporting strategies and procedures and will be the key area for early next year with the extension of existing student testing, the introduction of a new tracking tool of assessment data, and a focus on how we analyse the data derived (for example, NAPLAN results). New technology will collect relevant data, identify the needs of students and make decisions about what to teach next (and how best to do it) based on that information. In Mission, the school will focus on the 'Joy of The Gospel' encyclical from our Pope. It will have far reaching possibilities to deepen the faith of all within our community from our daily interactions, school masses and parish family masses. Pastoral Care will see a continued focus on the PBL program, in light of the KidsMatter framework. Continued development of clear understandings about the program and its responses to appropriate/inappropriate behaviours will assist in building consistency. These school improvement domains will be significantly influenced by survey responses from staff, students and parents as a result of the 2014 School Community Survey tool.

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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

The results of survey data from the 2014 School Community Survey have indicated a high level of satisfaction with the school across most major areas of school operations. The following areas ranked highest in feedback-

*Signs & symbols throughout school 93%*

*Liturgies & masses 100%*

*Involvement of priests 97%*

*Connection with parish 98%*

*Integration of Catholic values 93%*

*Social justice and outreach programs 97%*

*Integration of Faith and Learning in Action 93%*

*School improvement goals published/communicated 78%*

*Community aware of staff professional learning 73%*

*Leadership commitment to improving student learning 70%*

*Parents welcome in classrooms 87%*

*Effective communication of school curriculum initiatives 82%*

*Social/emotional needs of students nurtured 85%*

*Peer Support Program 92%*

*Buddy System 93%*

*Students have active role in school 86%*

*Parent opportunities to be involved in school 96%*

*New families feel welcomed 96%*

### **Student Satisfaction**

Senior students participated in the 2014 School Community Survey and their results indicated satisfaction was high but included valuable recommendations such as-

*More focus on KidsMatter so kids can be like Jesus*

*Help students make friends by having programs like Buddy System*

*More masses*

*Homework tasks to identify when kids are showing discipleship in their lives*

*More Prayer circles in class- every morning!*

*Talk about fortnightly school value more in class*

*Help the little kids more*

*Yrs 5 & 6 to keep being the best role models*

*Make the role of Mission Captain a more respected/important role in school*

*Ask parish to visit us more & talk about how to be a better disciple*

*Let us help our Kindy Buddies more*

*Parish Priest in class more*

*Learn about St Vincent de Paul [more](#)*

*All mass readings from Children's Lectionary*

### **Teacher Satisfaction**

In a climate of open, honest communication, staff felt valued in all strategic decision making processes, this is evidenced in the 2014 School Community Survey feedback results as-

*Involvement of priests in life of school 100%*

*Integration of Catholic values into school culture 100%*

*Social Justice initiatives 100%*

*Providing students with experiences of discipleship 100%*

*Effective communication strategies 96%*

*An effective School Board and P&F parent groups 92%*

*Social/emotional needs of students are nurtured 96%*

*Peer Support Program 96%*

*Range of opportunities for parents to be involved in school 100%*

*Parents 'voice' encouraged & acknowledged 92%*

*New families welcomed 96%*

*Parents awareness of how school responds to appropriate behaviour 92%*

*School improvement goals communicated 92%*

*Leadership committed to improving student learning 92%*

*Parents welcome in school 96%*

*Meetings are collaborative/constructive 96%*

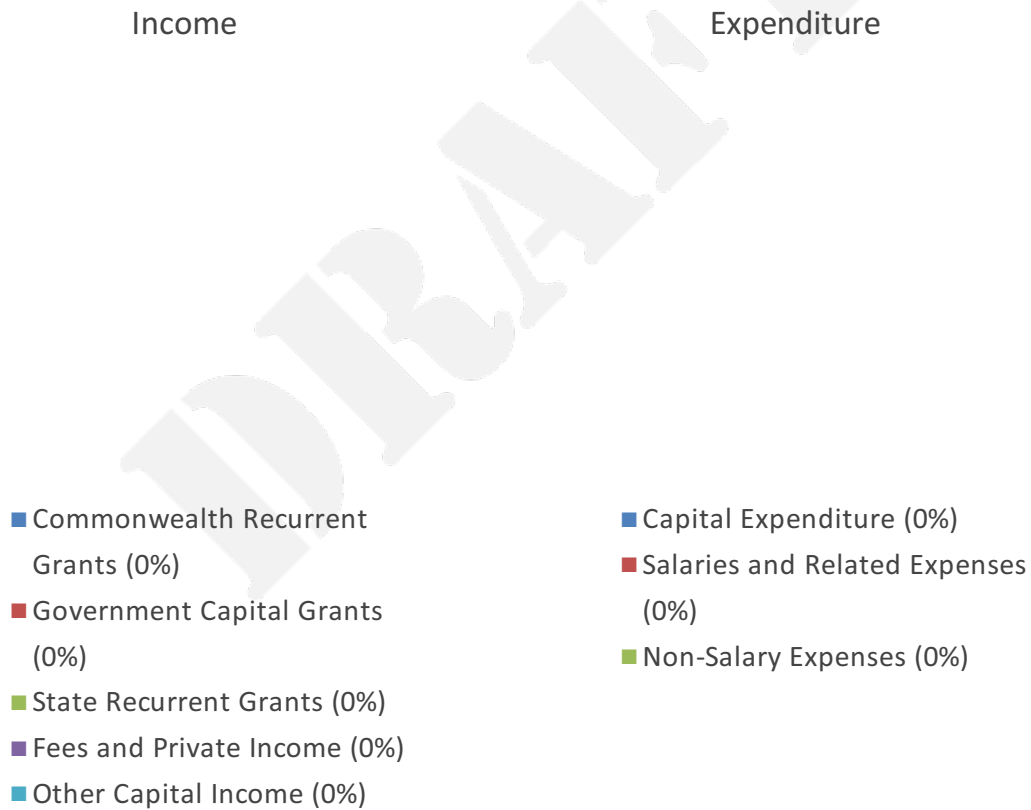
*School curriculum initiatives communicated 92%*

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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	\$0
Government Capital Grants	\$0
State Recurrent Grants	\$0
Fees and Private Income	\$0
Other Capital Income	\$0
<b>Total Income</b>	<b>\$0</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$0
Salaries and Related Expenses	\$0
Non-Salary Expenses	\$0
<b>Total Expenditure</b>	<b>\$0</b>