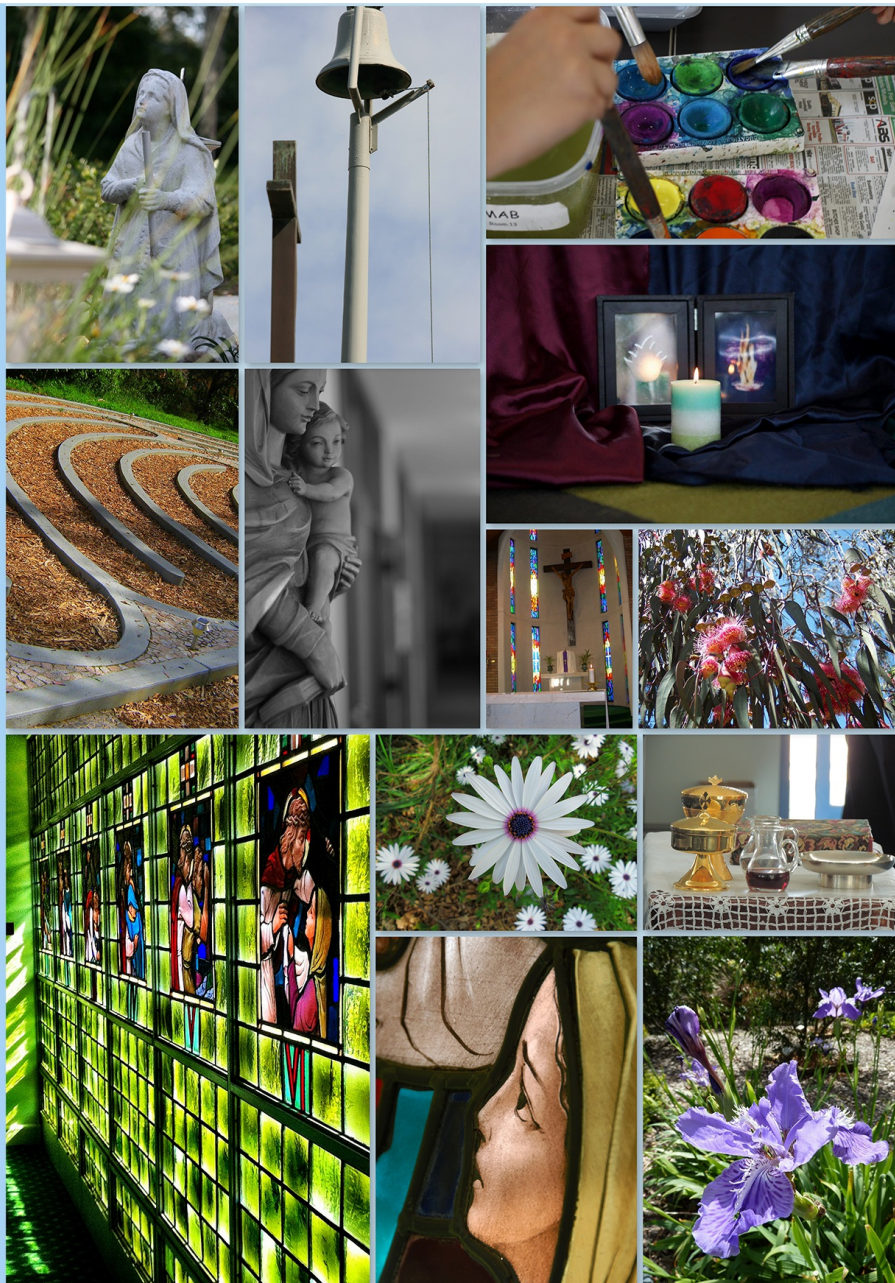


# 2015 annual school report



## St Mary's Catholic Primary School, Manly

PO Box 307, Manly 2095

Principal: Mr Paul McGuire

Phone: (02) 9977 2225 Fax: (02) 9976 2785

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

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



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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 2015 St Mary's Catholic Primary School, Manly, 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 2016 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.

2015 was a year when the school community engaged in the reflective process of school self-review, developed new strategic plans for the future, farewelled our Parish Priest and welcomed a new Parish Priest and assistant. We also appointed our Religious Education Co-ordinator to a permanent role. Parents enjoyed many wonderful social events from both a whole school and grade basis.

### **Parent Body Message**

Once again the P&F has had a successful year. We made a few changes to the schedule which I believe to have been successful and hopefully brought more of a community feel to the events rather than just fundraising.

We started 2015 with a P&F funded welcome BBQ. This was to welcome new parents to the school community and to have the new kindies spend some time with their buddies and other kids within the school. We then had the welcome drinks which again was a great night under the big tree.

This year's goal for 2015 was to raise money mainly for the upgrade to IT and to purchase more computers to work towards the IT strategy of supplying a computer/iPad for each year 5 and 6 student. The three major fundraising for this year were the Spelling Bee, Trivia night and Cocktail Party.

We thank the staff, parents and students for a fantastic 2015, a year of great learning, wonderful sports achievements, plenty of friendships formed and we look forward to another exciting year at St Mary's, Manly.

### **Student Body Message**

Throughout the year at St Mary's we have been encouraged, nurtured and challenged by many wonderful assistants, teachers and our school principals. Like our theme of the "Big Tree" we have grown in strength and size over the years at St Mary's and these adults have been responsible for helping us all to develop knowledge and confidence in many different areas. We thank you for helping us to instill the St Mary's values and motto "Listen and Love".

Over the past 7 years we have been on many excursions, Gala Days and had so many great learning experiences. Such as, visit to the zoo, raising crazy chickens research tasks on a mode of transport of your choice, dress up as a convict in the Rocks, Observatory visits, Earthkeepers, Kidsmatter flash mobs and so many more fun times as well as year six going to Canberra on camp.

As school captains, are not alone in our leadership positions and we couldn't have carried out all of the responsibilities this year without our peers. Our Vice Captains, Mission, Sports, Pastoral Care, Library IT and Environment team members have ensured all aspects of our school values have been attended too and we would like to acknowledge our peers hard work.

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

St Mary's Catholic Primary School, Manly, continues to play an important role in the life of the parish. The school and parish enjoy a very positive relationship and work closely together to encourage families in embracing a love of God. There is a wonderful sense of outreach within the community which should be encouraged, especially highlighting the work of students and staff in relationship with the local nursing home, St Vincent de Paul Society, Caritas and Catholic Mission. The parish are pleased that parishioners are developing stronger links with the school and assisting in our mission as disciples of Jesus.

Thank you to the staff, students and parents for their support on Manly-Freshwater Parish community.

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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.

The school was opened in 1881, five years after the parish of Manly was created. Once the Christian Brothers College for boys (now known as St Paul's College Manly) and the Stella Maris College Manly 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. The school 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. The school motto of 'Listen and Love' is a powerful reminder of the gospel values that help to inspire and guide the 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, art classes, meditation, languages (Japanese, French, Mandarin and Spanish); as well as a comprehensive program within the before and after school care service.

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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 2015. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
166	136	42	302

\* Language Background Other than English

St Mary's Catholic Primary School's enrolments continue to grow with an enrolment of 302 and expected growth to 320 students in 2016. With careful planning and the assistance of the Catholic Schools Office, the school utilises many of the local facilities in the area.

### Enrolment Policy

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

### Student Attendance Rates

The average student attendance rate for the School in 2015 was 92.45 %. 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 %	94 %	93 %	92 %	92 %	92 %

With the implementation of new mandatory attendance guidelines, student attendance rates are monitored very closely and clear expectations are communicated to parents, as well as firm processes are in place for teacher monitoring.

### 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 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
23	7	30

\* This number includes 12 full-time teachers and 11 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 (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	Assessment
Day 2	Assessment
Day 3	Mission: 'Joy of The Gospel'- Pope Francis

The school prepared for the school self-review process conducted by the Catholic Schools' Office (CSO), Broken Bay. This process, as well as a strong focus on the school's improvement plan, enabled a focus on building teacher leadership capacity and capability. A culture of collective responsibility and collegial support was evident, with staff leading the learning at meetings and



becoming the conduit for staff expert knowledge building. This strategy will continue the development of a community of learners within staff and a culture of shared leadership.

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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 Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of the Christian life and how we live it.

In 2015 the religious life of the school was very much alive. The whole school community participated in Masses and Liturgies throughout the year to celebrate:

- The opening of the school year and the commissioning of the Year 6 as leaders;
- Ash Wednesday;
- Holy Week;
- ANZAC Day;
- Remembrance Day;
- Mothers' Day;
- Fathers' Day
- Grandparents and Special Friends Day
- St Mary's feast day with mini fete and picnic;
- Christmas Carols
- The Year 6 Graduation and Thanksgiving Mass; and
- End of Year Listen and Love Mass

Parents are invited regularly to attend and participate in school Prayers and Liturgies. The school community joins in prayer led by the senior students during whole school assemblies in the morning and at the end of the week at assembly. Our fortnightly value is also shared with the children at assembly by the Year 6 Mission Captains. Classes attend weekly rostered Mass and a monthly Sunday Mass.

In Term 3 we initiated winter care packs for St Vincent de Paul (SVdP) as a direct commitment from the Mission Project day in Term 2. This was a joint initiative with St John the Baptist school Freshwater, our sister parish school. We will be introducing a new Social Justice program to all years to increase our awareness of Social Justice in our wider community. We have identified a need to increase awareness of how we reach out to others. There will be new Social Justice units written to teach in Term 2 next year.

In 2016 there will be an opportunity for staff to develop their mission formation opportunities. The framework has been designed by the CSO to accompany teachers and leaders on their faith journey and to support them in their ministry of Catholic education. To this end we have designed 5 distinct levels of formation to enhance teachers' and leaders' understanding of and commitment to their faith. At each point along this journey teachers will be invited to renew and deepen their relationship with God and be inspired to live out their vocation as Catholic educators and faith leaders.

### Primary Curriculum

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

Curriculum, Learning and Teaching has centred on developing a deeper and more consistent approach to assessment and the gathering, analysis and planning using worthwhile data. An example of this is Extending Mathematical Understanding (EMU) intervention program continued with vulnerable Year 1 students, led by our EMU specialist. Students in Years 1 to 6 participated in PAT-Maths and PAT-Reading testing in October/November to build a further dimension to the schools assessment data.

A consistent Kindergarten to Year 6 (K-6) approach to programming was further developed and established throughout 2015. This in turn assisted in reviewing and implementing scopes and sequences for each grade K-6 in English, Mathematics, S&T and HSIE.

Throughout the year a focus for curriculum was also on strategically resourcing the area of English. 2015 was an important year for teachers to implement the new syllabus for the Australian Curriculum in Science to 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 the school including the purchase of 15 iPads, 8 desktops and 12 laptops. This will continue to be a focus in 2016 as we explore other technological options and applications that assist out students in their learning.

Two teachers attained Board of Studies accreditation at proficient level during the year.

## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

### NAPLAN

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

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

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	64.50 %	52.20 %	0.00 %	10.70 %
	Reading	62.20 %	48.20 %	0.00 %	11.00 %
	Writing	66.60 %	46.80 %	2.20 %	7.40 %
	Spelling	46.70 %	41.20 %	8.90 %	14.80 %
	Numeracy	42.20 %	33.50 %	20.00 %	15.00 %

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	75.80 %	35.90 %	6.90 %	16.60 %
	Reading	75.90 %	33.50 %	0.00 %	18.10 %
	Writing	41.40 %	19.10 %	6.90 %	17.60 %
	Spelling	58.60 %	32.60 %	3.40 %	15.30 %
	Numeracy	51.70 %	27.80 %	3.40 %	15.80 %

### NAPLAN Comments

Students in Year 3 and 5 participated in the National Assessment Program- Literacy

and Numeracy (NAPLAN) in May 2015. Results across both grades were well above national levels. The following points should be noted about the 2015 results;

Year 3 - There were positive results in the 2015 cohort, particularly in Grammar and Punctuation, as well as Reading. Spelling and Writing will remain a focus for Literacy teaching. The writing task set was persuasive writing. Vulnerable students in Numeracy will continue to be a focus through our Extending Mathematical Understanding (EMU) program.

Year 5 - Reading was a strength for the 2015 cohort, however as noted in the Year 3 comments, Writing will remain a focus in K-6 in 2016.

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.

The school continued to implement the KidsMatter and Positive Behaviours for Learning frameworks and consolidated the specific elements into school life. The leadership of the school co-ordinator and the support of the school community assisted in the success of the program. From a student and staff perspective, the program has been well integrated into the school, with parents informing us of the positive response of the students in the program. The Kidsmatter framework introduced such initiatives as, the National Day of Action Against Bullying, Bucket-fillers Day, Kidsmatter day, KidsMatter- Buddy Bear school Mural painting, Parent Forums, as well as a Parent Support Group. The school Well-being team continued to meet and included parent representation. The Better Buddies and Peer Support Programs continued successfully during 2015.

The Diocesan Pastoral Care and Well-Being Framework from the Catholic Schools Office continues to inform the directions of schools and the system at large.

### 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 further developed and adapted to incorporate the *KidsMatter* framework and Positive Behaviour for Learning (PBL) program. 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 continues to be effective. In order to develop consistent staff responses to appropriate and inappropriate behaviour, a clear set of agreed school rules and expected behaviours are set in place. Positive feedback was received via surveys and a review which indicated that our goal of raising awareness of the school rules and the PBL matrix was effective. In 2016, staff will develop a clear process for recording and analysing behaviour data.

### **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 *KidsMatter* work to promote a harmonious school community where members are encouraged to support each other and accept diversity. Participation in *KidsMatter* 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 always handles 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 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.

Parent leadership groups also assist in the running of the school. The School Board and P&F 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

Key improvements in 2015 included the review of 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 *KidsMatter*. 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 recent School Community Survey tool.

### Priority Key Improvements for Next Year

Key improvements planned as a result of the 2015 school self-review process include-

Teaching & Learning: To build a shared understanding of effective teaching and learning processes, including consistent teaching practice informed by purposeful selection and analysis of data. to improve student learning outcomes so that they reach their learning potential.

Mission: To improve students' understanding of social justice and catholic social teaching, with an emphasis on environmental sustainability.

Pastoral Care: To improve student engagement through the collection and analysis of school-wide behavioural data.

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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**

St Mary's School parent satisfaction remains high with parents indicating their choice of school is based on school values, school size and locality, school reputation, a caring school community, academic results and the quality of teachers and principal. Parents also indicated that the most influence in their decision making was the general atmosphere, positive approach from principal and teachers, family values and the standard of senior students.

### **Student Satisfaction**

There is a great emphasis placed on the relationships which exist across all members of the school community, via the KidsMatter framework. Programs such as 'Bucket-Fillers day', 'Anti-Bullying Day', the seasons for Growth Program, meditation, peer support and the teacher-student mentoring program, have all contributed to building a strong school culture based on a positive sense of other. Students, in all grades, are encouraged to take ownership of their actions under the guidance of senior leaders. Overwhelmingly, responses from students indicated that they have a great sense of pride in the school, stemming mainly from the leadership of the senior student body in their ministries, the Peer Support Program and the Student Representative Council (SRC).

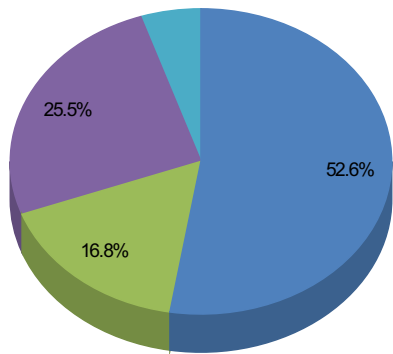
### **Teacher Satisfaction**

As a result of school self-review processes, staff indicated through written and verbal responses that there was strong collaboration to the vision of the school by all stake holders. An emphasis on school improvement goals, targets and strategies were very positive highlighted by staff. In a climate of open, honest communication, staff felt valued in all strategic decision making processes within the school, particularly in the areas of learning and teaching, pastoral care and Catholic life and mission.

## SECTION ELEVEN: FINANCIAL STATEMENT

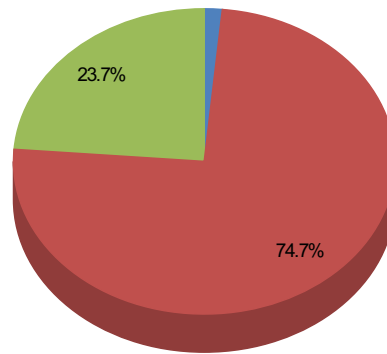
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (52.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.8%)
- Fees and Private Income (25.5%)
- Other Capital Income (5.1%)

Expenditure



- Capital Expenditure (1.5%)
- Salaries and Related Expenses (74.7%)
- Non-Salary Expenses (23.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,766,700
Government Capital Grants	\$0
State Recurrent Grants	\$563,182
Fees and Private Income	\$856,944
Other Capital Income	\$171,891
<b>Total Income</b>	<b>\$3,358,717</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$45,564
Salaries and Related Expenses	\$2,243,096
Non-Salary Expenses	\$712,380
<b>Total Expenditure</b>	<b>\$3,001,039</b>