

St Joseph's Catholic Primary School, Narrabeen

Annual School Report to the Community

2014



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Principal

Mr Michael Gallagher

ABOUT THIS REPORT

St Joseph'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](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

2014 was a significant year in the history of St Joseph's Catholic Primary School. The whole school community celebrated 75 years of Catholic education in Narrabeen. To coincide with the Feast of St Joseph on March 19, the school, church and wider community gathered to remember the tireless work done by the Sisters of the Good Samaritan. Many of the Sisters were present for this special event and were grateful for the opportunity to return to one of the first parish schools on Sydney's Northern Beaches.

Coinciding with the anniversary was the establishment of the first School Board for St Joseph's. The Board was established as an advisory group to the principal based on a model of Shared Wisdom; everybody has a piece of the wisdom and together we can make wise decisions. The Board advises the principal on ways to fulfil the mission of the Church in the school context. The Board's main goal for the year was to support the principal in establishing the four core values into the wider school community.

The four core values of community, respect, compassion and stewardship were brought to life in the school during the year and will continue to be a focus in the future.

Parent Body Message

As president of the St Joseph's Parents and Friends association (P&F), I can confidently say that 2014 was another very successful year from the parents' perspective. Being the 75th Anniversary year, we had many events organised to remember this special occasion, as well as trying to involve as many people as possible in the community. One of the year's highlights was the anniversary fun fair organised by a dedicated and hard working committee of parents. The fun fair is a major source of fund raising for the school. Each class was responsible for the organisation of one event throughout the year, such as the Father's day breakfast, Grandparent's day and the Christmas concert.

(P&F President)

The School Advisory Board began this year with the primary goal of supporting the principal in carrying out the Church's mission within the school. This is the first time St Joseph's has had a School Board and it is very exciting to have a group of parents to support the school. A major initiative this year was to include the parents of St Lucy's School into the community. The four core values of the school are what the Board envisages as its purpose and mission.

(School Advisory Board Chair)

Student Body Message

St Joseph's is a fantastic school, one of which we are glad to be student leaders. It is a great community! As St Joseph's is a relatively small school, we all know each other's names. We stay in the same class as our friends every year and follow our school motto 'Build in love.'

This year the leadership model changed in our school. It is now a system where all Year Six students are seen as equal leaders. This means that everyone in Year Six has the responsibility of being a leader and instead of being in a triangle ladder everyone is on the same platform.

Thanks to St Joseph's teachers and peers, we have learned lots, participated in many sporting and academic events and had a lot of fun at school. St Joseph's is an inclusive, intelligent and friendly school which has been a pleasure to attend every day for the last seven years. We wish next year's leaders good luck and hope that they will make good improvements for the future.

Parish Priest's Message

The teachers and staff of the school worked hard in 2014 to engender a Catholic ethos in the school with all members of the school community. On the occasions when I had been in the classrooms or at liturgies and Masses celebrated by the school, I have been impressed with the knowledge the students have of our faith and how they worship.

During school terms we celebrated family Masses once a month, beginning and end of term Masses, weekly class Masses, and Easter, Christmas and other liturgies. The students are prayerful and respond well to the occasion, engaging fully in the Mass or liturgy. The students engaged in prayer daily and communicated their belief in God effectively.

There were 180 children in the sacramental program. The teachers and staff fully supported the parents as first educators in the faith of their children.

The principal and his staff have also worked hard with me and the priests of the parish to continue to build on the relationship between school and church communities. We are not school and parish; we are parish with school and church communities.

St Joseph's is a great Catholic school and its community are active members of the Lakes Catholic Parish.

SECTION TWO: SCHOOL FEATURES

School Features

St Joseph's Catholic Primary School Narrabeen, is a Catholic systemic co-educational school.

St Joseph's is situated "on a peninsula within The Peninsula" surrounded by the Pacific Ocean on one side and Narrabeen Lagoon on the other. The location inspires a feeling of calmness, serenity and peace in what must be truly one of the most beautiful locations in the world. Its location however requires regular upkeep on the facilities, something which was a focus during the year.

St Joseph's is a single stream school with seven classes K-6. The school also hosts two satellite classes from St Lucy's School at Wahroonga. The school, which was founded in 1939, consists of a collection of buildings with the newest added during the *Building the Education Revolution* in 2010.

During the 2014 school year, much work was done around the school in improving the presentation and facilities of the school in general. The Catholic Schools Office, in combination with strategic resourcing from the school, provided a variety of facelifts for buildings both inside and out, as well as improvements on the playground. This resulted in a school that looks fresh and revitalised. The assistance of the parent community in working bees also helps keep the school looking great.

The classrooms continued to be resourced with up-to-date information technologies, namely in the form of interactive whiteboards and computers. During the year we also acquired a bank of tablet devices that were won by our Year 5 and 6 students in an across the state technology competition. Every classroom now has computers for group work as well as access to a computer lab where whole classes can work in pairs or as individuals.

The school has a close relationship with the parish and regularly uses the facilities such as the parish hall.

2014 saw the establishment of the School Advisory Board which supports the principal in carrying out the Mission of the school. The Board supports the four core values of the school and looks at ways that it can bring to life those values in daily school activities.

St Joseph's is a school that prides itself on providing a solid education based in the Catholic tradition. As well as providing a quality education across all key learning areas, the school educates our children in being responsible, compassionate citizens who can recognise

the place of Christ in their lives.

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 2014. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
80	85	18	165

* Language Background Other than English

St Joseph's has seen a steady rise in enrolments over the last four years. The vast majority of students are from local Catholic families with some others from a variety of multi-faith backgrounds. Most students have a connection to the local area going back through the generations.

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 95.07 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.10 %
Year 1	94.10 %
Year 2	95.30 %
Year 3	93.80 %
Year 4	95.10 %
Year 5	96.90 %
Year 6	95.20 %

The attendance during 2014 was very strong with a constantly high attendance rate. The majority of absence was due to illness.

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School

Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the *Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System* (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
14	6	20

* This number includes 8 full-time teachers and 6 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	14
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	Extending Mathematical Understanding (EMU)
Day 2	Staff spirituality day - our core values
Day 3	KidsMatter: component 1 - building positive communities

Professional learning is the opportunity for teachers to enhance their knowledge and

understanding in particular areas of education for the benefit of the children in the classroom. Teachers within our school can lead professional learning in a variety of areas for other teachers and the Catholic Schools Office also provides highly qualified educational staff who can lead teacher learning. The three domains of school life are the focus of professional learning. These are Mission, Learning and Teaching and Pastoral Care / Student Wellbeing.

SECTION FIVE: MISSION

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'.

St Joseph's was founded by the Good Samaritan Sisters in the Benedictine tradition in 1939. The school was staffed by the Sisters until 1985. The Good Samaritan charism that underpinned the life and work of the Sisters is still evident in the school's commitment to the virtues of community, respect, compassion and stewardship. At St Joseph's we are very proud of our history and Catholic heritage. 2014 was the 75th anniversary of the foundation of the school and much work was done in exploring the history of the school back to the founding sisters, the Sisters of the Good Samaritan.

There remains in the school a very close link between the school and church. St Joseph's began as a parish school and for many years the school was supported financially by the parish. The link today is evident in the relationship between parishioners, clergy and school families. During 2014 there was a great amount of work done in strengthening the relationship between the School Board, the Parish Pastoral Council and school leadership. Earlier in the year, students received a visit from some "sisters of the past" who instructed the children in ways the nuns did in the early days of the school. This visit was one of the highlights of the year and opened up for the children a new understanding of the heritage of the school.

Through the work done in raising awareness around social justice, the staff and students focused on raising funds to give to a small number of charities. These included Caritas Australia, Catholic Mission and the village of Candela, a small Peruvian village struggling with poverty and poor education. The students of St Joseph's are very proud of the work they do in supporting people in need.

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, Teaching and Learning at St Joseph's had the core focus of implementing *Extending Mathematical Understanding* (EMU) throughout the school. Two EMU leaders were trained to lead the school in professional learning and one EMU specialist was trained to implement the Year 1 intervention group. The Mathematical Assessment Interviews (MAIs) were administered school wide for the first time and the data from these was used to understand the point of need for each child in the four components of Number. Our main SIP goal relates to differentiating the curriculum, especially for gifted and high achieving students, so this data enabled teachers to adjust the Mathematics program for all students.

We provided support and professional learning, including a Staff Development Day, to embed the new Mathematics and English syllabuses across all stages. In English we worked in consultation with our Education Officer and focused on planning the English block with rich and relevant tasks using the new syllabus and the DEC K-10 Literacy Continuum. We worked on developing a shared understanding of learning intentions and co-constructed success criteria and appreciating their importance in focusing learners and teachers on what it is they are trying to achieve. We commenced this with Writing with the view to implementing learning intentions and co-constructed success criteria across all KLAs. This enables high achieving students to work on individual learning goals that will extend and challenge them.

The new Science and Technology syllabus is to be implemented next year, therefore we had two staff members attend professional learning to increase their knowledge of the new syllabus in order to then lead the whole staff in doing the same. We noted similarities and differences and adjusted our scope and sequence accordingly. We also provided time for teachers to adjust current Science and Technology units, either stand alone or integrated units.

We explored the best use of iPads in the classroom after being lucky enough to win fifteen in a science based schools competition, and supported professional learning for teachers regarding the use of iPads to enhance learning and teaching programs. We also investigated a range

of appropriate apps.

We continue to support the staff by having a learning team meeting each term for each grade. In these meetings a team looks at the data that the class teacher has collected and makes decisions around extension, remediation and any other adjustments that the students may need to optimise their individualised, point of need learning. In this meeting we also use the high yield strategy of a Collaborative Analysis of Student Learning (CASL) meeting to further assist the teachers in this regard.

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	60.00 %	49.90 %	5.00 %	11.90 %
	Reading	40.00 %	46.20 %	10.00 %	13.10 %
	Writing	45.00 %	39.10 %	5.00 %	11.20 %
	Spelling	45.00 %	43.70 %	20.00 %	14.80 %
	Numeracy	45.00 %	36.20 %	5.00 %	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	46.20 %	36.60 %	7.70 %	16.10 %
	Reading	38.50 %	34.50 %	7.60 %	16.30 %
	Writing	19.20 %	15.50 %	7.60 %	21.40 %
	Spelling	53.90 %	33.60 %	15.30 %	16.40 %
	Numeracy	23.10 %	25.90 %	11.50 %	18.10 %

NAPLAN Comments

The NAPLAN results of 2014 indicate that the school has been able to maintain its above national average results across most aspects of the assessment. NAPLAN is a snapshot of student achievement in Literacy and Numeracy and is used by the school in helping to determine where professional learning for teachers should be focused. Many other forms of assessment are used in the school across all grades. These assessments, coupled with NAPLAN, give a clearer overall picture of student achievement at St Joseph's.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Pastoral Care Policy

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

St Joseph's follows closely the guidelines, policies and procedures set out by the Catholic Schools Office when it comes to dealing with matters in Pastoral Care. Student wellbeing is paramount in schools if students are to learn successfully and be active members of the school community.

During 2014, St Joseph's implemented *KidsMatter*, a framework for promoting the wellbeing of students, parents and teachers. The implementation of *KidsMatter* is a three year process and begins with recognising the school as a community that fosters positive relationships between all community members.

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.

St Joseph's uses the *Positive Behaviour for Learning* (PBL) behaviour management system which is part of the overall student discipline policy. PBL focuses on teaching students the desired behaviours through explicit instruction and role play. Students are rewarded for following school rules and for academic excellence. The school works in partnership with parents and informs parents when students forget to follow school rules.

During 2014, behaviour data was collected consistently, analysed and then reported back to teachers. The end of year saw an analysis of the whole year's data indicating very positive results in regard to positive student behaviour during 2014.

Anti-Bullying Policy

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The school takes bullying very seriously and is proactive in dealing with the issue. Bullying can happen anywhere, at any time and for most victims it is a debilitating experience. In taking a proactive approach, students are reminded often about the steps that can be taken to prevent or deal with bullies. The local Catholic high school visited during the year with a group of Year 11 students role playing for the St Joseph's students different scenarios of bullying and ways in which to deal with them. For the second year in a row, St Joseph's took part in the national anti-bullying day, *Bullying. No Way!* This day provided teachers with many opportunities to teach and discuss bullying issues and to highlight with every student that there is no place for bullying at St Joseph's.

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.

Complaints brought to the attention of the principal are dealt with as soon as possible in a respectful manner for everybody involved. Any issue that cannot be dealt with at the school level is then referred to the Catholic Schools Office.

Initiatives Promoting Respect and Responsibility

Respect is one of the four core values of St Joseph's and is promoted regularly to the school

community. Catholic social teaching promotes many ideals such as *the dignity of the human person* and *the preferential option for the poor*. A team of student leaders in social justice promoted many initiatives throughout the year that required children to develop respect for those in need and more importantly, highlighted our responsibility to respond to these needs.

The *Positive Behaviour for Learning* behaviour management system promotes three school rules: safe, respectful learners. These three rules each have a sub-set of specific behaviours which students are taught. The rules related to being respectful encourage children to show respect for themselves and their belongings, as well as showing respect to others when playing, talking or working.

An added dimension to teaching respect at St Joseph's was the inclusion of a set of respectful relationship lessons, teaching children basic manners such as "waiting your turn", "don't talk with your mouth full", and "helping to pack up".

SECTION NINE: SCHOOL IMPROVEMENT

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

Key Improvements Achieved

The goals in the three domains for school improvement were all achieved throughout 2014 with some areas ongoing. These included:

- Mission: celebrating the 75th anniversary of the school by exploring the heritage of the school and identifying a set of core values on which to build the future of the school
- Learning and Teaching: embedding the new Mathematics and English syllabuses and implementing *Extending Mathematical Understanding* in the early years of the school
- Pastoral Care: introducing and implementing *KidsMatter* to support the wellbeing of students and their families.

An additional area of school improvement was the establishment of a School Board to support the principal in promoting the Church's mission throughout the school community.

Priority Key Improvements for Next Year

Key areas of improvement for 2015 follow similar goals as 2014. These include:

- Mission: building on our understanding of the four core values named in 2014 and linking them to the *Joy of the Gospel*
- Learning and Teaching: developing an evidence-based approach to identifying and meeting the needs of gifted and high achieving students
- Pastoral Care: implementing further components of *KidsMatter*.

The School Board will continue its formation following its inception in 2014.

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

Opportunities are available for parents to provide feedback on their levels of satisfaction with the school throughout the year. More formal opportunities are available when the school is approaching review, such as through the use of surveys and focus groups. In 2014, less formal opportunities were available such as the P&F meetings each term, organised meetings between the principal and parents, informal conversations, and feedback from stakeholders to the School Board and P&F during regular planning meetings.

Student Satisfaction

Feedback from students is very important as student voice can be as honest and accurate as that of the parents. Senior students were involved in the establishment of a new model of leadership and were able to provide feedback throughout the year. In evaluating the leadership model at the end of 2014, student feedback was gathered and analysed in preparation for the next group of student leaders.

The principal met with key student leaders regularly throughout the year to discuss issues and suggestions from the representatives of students.

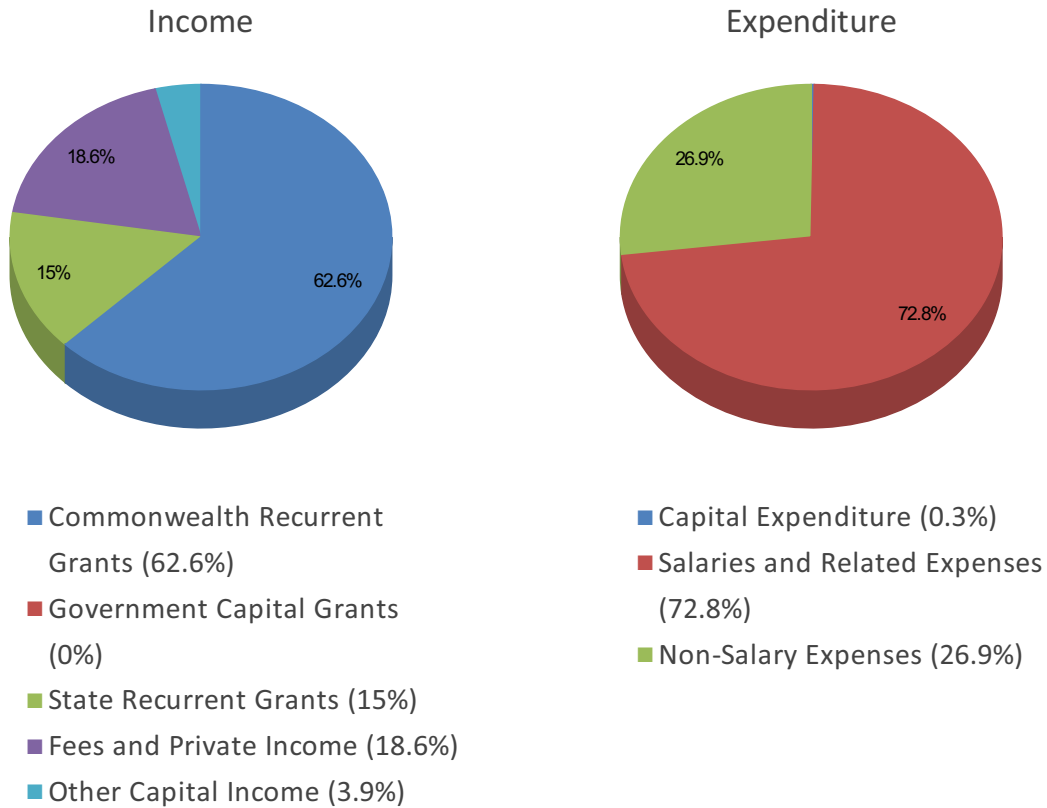
Teacher Satisfaction

Teacher satisfaction is gathered very regularly throughout the school year in a variety of forms. Staff meet twice a week to discuss issues arising in the classroom, playground and wider community. These issues are discussed in open forums with all teachers and also at a leadership team level with the principal, assistant principal and religious education coordinator. There is an open door policy of which all staff are aware; if there are any confidential matters that need to be discussed, the principal is always available to talk.

Overall satisfaction in the school was very high with anecdotal feedback very positive from all staff members.

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](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,453,153
Government Capital Grants	\$0
State Recurrent Grants	\$347,787
Fees and Private Income	\$431,357
Other Capital Income	\$89,997
Total Income	\$2,322,293

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$5,986
Salaries and Related Expenses	\$1,692,346
Non-Salary Expenses	\$626,517
Total Expenditure	\$2,324,849