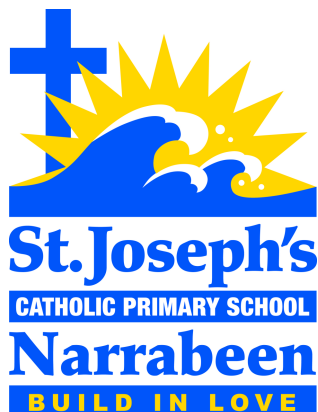
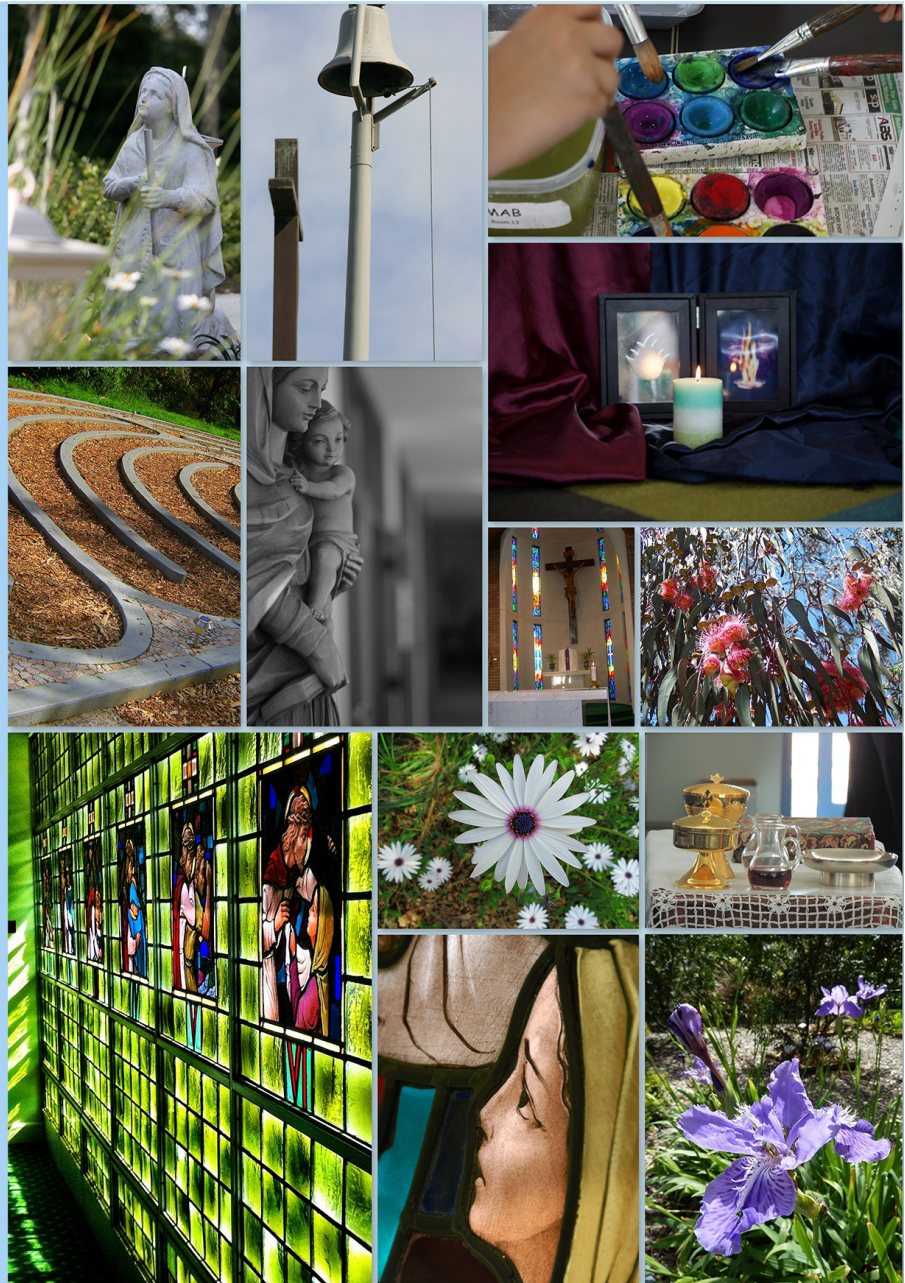


# 2015 annual school report



St Joseph's Catholic Primary School,  
Narrabeen

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## ABOUT THIS REPORT

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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 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

It is my pleasure to present the 2015 Annual Report for St Joseph's Narrabeen. I am privileged to be part of a small, wonderful school community with very supportive parents, students and teaching staff. Our core values of Community, Respect, Compassion and Stewardship are evident throughout the school, especially in the relationships between the children, parents and wider community.

One of our goals during the year was to deepen the students' understanding of the four core values and to reflect on how these can be lived in our daily lives. Another goal was to explore ways to meet the needs of our high achieving students and to continue providing them with a challenging curriculum. We do this in a safe and caring environment. The wellbeing of our students is extremely important to us so for that reason we introduced the concept of Social and Emotional Learning.

Our relationship with the parish was strengthened by the priests who worked tirelessly in involving the students and parents in the liturgies and Masses during the year.

Once again I thank the school community for their tireless work in providing a quality education for the students of St Joseph's.

### Parent Body Message

#### Parents and Friends Association

We had a fantastic 2015 at St Joseph's with some wonderful fundraising and social activities. This year we decided to have a low-key fundraising year to decrease the strain on families. The feedback from this decision was very positive and most families felt they were not constantly diving into their pockets. We still raised a good amount of money through various fundraising activities, the main event being the Trivia Night which really demonstrated the strength of our school community. There was also the School Disco, Father's Day Breakfast and the Easter egg raffle.

#### School Board

After the St Joseph's School Board was established in 2014, members were eager to build on that first year's achievements during 2015. A new Parish Priest joined the board and contributed to the shared wisdom in discerning the board's statement of purpose. The Board was also pleased to be able to act on school community feedback to host a celebration for the families of St Joseph's children making their First Holy Communion and completing their three Sacraments of Initiation.

### Student Body Message

St Joseph's is such a great school with fantastic facilities. This includes a new system of leadership for our school. It isn't based on school or sport captains but based around everyone in Year 6 getting a fair go. It is an equal leadership model, where every student is given a leader's role. We also have the Year 5 students acting as buddies with our satellite classes, specialist teachers helping students in learning support and with extension programmes.

During the year we had many activities including athletics and swimming carnivals, gala days, public speaking competitions and debating. Our school gave the Stage 3 students the opportunity to go on two camps during the school year, going to fascinating places where we interacted with special people and learnt new things.

Throughout the school, every student had the chance to participate in the school musical and to stand out. St Joseph's relies on Safe, Respectful, Learners and we follow the four core values of Stewardship, Compassion, Respect and Community.

We wish next year's school leaders all the best and thank you to all the teachers and staff members for a great seven years.

Year 6 Student Leaders

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

It is with great privilege that I write this annual letter to you. What a great year we have just left behind us. Yet, we should not forget the many great achievements of this year. You are all talented students with so many gifts. Make your talents and gifts available to others. The parish is proud of you. I am very privilege to have known you, teachers, students and parents.

I congratulate the St Joseph's school community for your generous commitment to the life of the parish. The family masses prepared by students of St Joseph's have contributed much to the joy of our parishioners. Other highlights were the celebration of the First Communion and the Confirmation. You are valuable ambassadors of God's love. I am so honoured to be a part of your school life.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

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

St Joseph's is a single stream school with seven classes K-6. The school 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 2015 school year, more 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 by the school, provided a variety of facelifts for buildings both inside and out, as well as improvements on the playground. The assistance of the parent community in working bees also helps keep the school looking great. The classrooms are resourced with up-to-date information technologies, namely in the form of interactive whiteboards and computers. During the year we increased the bank of tablet devices already in the school. 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. 2015 saw the work of the School Advisory Board strengthen 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 hosts two St Lucy's Satellite classes who use two of the classrooms for kindergarten and year 1 age students. The school also has a dedicated Learning Support room which caters for students with special needs, both intellectually and academically.

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. Our motto, Build In Love, reflects the life of our patron saint, St Joseph.

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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
77	94	27	171

\* Language Background Other than English

### 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 93.19 %. 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 %	94 %	93 %	94 %	91 %	93 %	94 %

### 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
15	6	21

\* This number includes 7 full-time teachers and 8 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.	15
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 - the school made use of a dedicated assessment day so as the majority of students could be given the Mathematical Assessment Interview before the school year began.
Day 2	KidsMatter - the staff worked with a education officer from the CSO to focus on Social and Emotional Learning and how we can meet the needs of the children in the classroom.
Day 3	Staff Spirituality - an opportunity to focus on our own spiritual health with reflections on Evangelii Gaudium, The Joy of the Gospel.



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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.

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.

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 2015 the school and Parish community connection was further developed through opportunities including; the School Board, the Parish Pastoral Council and school leadership.

Students regularly and actively participated in weekday parish Masses. The whole school community participated in Masses and liturgies throughout the year to celebrate: Beginning of the school year, Ash Wednesday, St Joseph's Feast Day, Holy Week Resurrection liturgy, Mother's Day Mass, Grandparent's Mass, the feast of the Assumption, the feast day of St Mary of the Cross MacKillop, All Saints Mass, Year 6 Graduation Liturgy and End of the Year Thanksgiving Mass. The Year 6 Liturgy teams assisted with each celebration. Parish family Masses On the first Saturday of each month, a parish family Mass was organised by the school. Family Masses were celebrated with students delivering the readings, with music and singing being supported by students from our school. The Parish family Masses were well attended by families from the school and parish community.

In 2015, the Parish Sacramental Program prepared Year 3 students for Reconciliation and Holy Communion during Term One and Term Two. Many Year 2 students prepared to make their sacrament of Confirmation in Term Four. They were joined by children from surrounding state schools in two ceremonies both held at St Joseph's Catholic Church and St Rose Catholic Church.

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 our local St Vincent de Paul. The students of St Joseph's are very proud of the work they do in supporting people in need, including a very successful 'Beanie Day' raising money for

those within our local community in need of supplies during the winter months and 'Walk for Water', raising money for Catholic Mission Australia's Madagascan Water Project.

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## SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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### 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.

In 2015 the core focus was developing a database of students identified as Gifted/High Achieving. This involved collecting data of all students and highlighting those identified as gifted/high achieving. Our other major focus was supporting the learning and teaching of Literacy through the establishment of a Literacy Coach. This involved the coach working on high yield strategies in all classrooms. We worked through the different components of the literacy block, continuing to develop a shared understanding of modelled/shared Reading, modelled and shared writing, including the importance of learning intentions and co-constructed success criteria. This enables high achieving students to work on individual learning goals that will extend and challenge them.

We continued to embed *Extending Mathematical Understanding* (EMU) throughout the school by continuing to provide training to another specialist teacher and staff. This meant we had two EMU specialists to implement a Year 1 and a Year 2 intervention group. The Mathematical Assessment Interviews (MAIs) were administered school-wide on an allocated assessment day at the beginning of the school year and the data gathered was used to map the point of need for each child in the four components of Number. Our main education goal was to differentiate the curriculum, especially for gifted and high achieving students, so this data enabled teachers to adjust the Mathematics program for all students.

The new History and Geography syllabuses are to be implemented in 2016, therefore various staff members attended professional learning to increase their knowledge of the new syllabus in order to then lead the whole staff in doing the same. Time was given to teachers each term to adjust current Science and Technology units. We continued to explore the best use of technology in the classroom and purchased fifteen new tablets. We also provided professional learning for teachers regarding the use of tablets to enhance learning and teaching programs.

We provided parents with day/evening sessions in EMU, Early Literacy, Homework and Gifted and High Ability Students. These were to share knowledge and create a forum where they could deepen their understanding in these areas as well as ask questions that they had. We surveyed the school community about homework. As a result, along with current research on homework and input from parent forums we devised a new school based homework policy.

We continued to support the staff with 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.

## 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	64.30 %	52.20 %	0.00 %	10.70 %
	Reading	60.70 %	48.20 %	0.00 %	11.00 %
	Writing	71.50 %	46.80 %	0.00 %	7.40 %
	Spelling	39.30 %	41.20 %	0.00 %	14.80 %
	Numeracy	35.70 %	33.50 %	10.70 %	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	50.00 %	35.90 %	10.00 %	16.60 %
	Reading	55.00 %	33.50 %	20.00 %	18.10 %
	Writing	35.00 %	19.10 %	10.00 %	17.60 %
	Spelling	45.00 %	32.60 %	10.00 %	15.30 %
	Numeracy	55.00 %	27.80 %	10.00 %	15.80 %

### NAPLAN Comments

At St Joseph's, NAPLAN is one means of assessing our students. It is one of many assessments,

both standardised and school-based, that are used to monitor the progress of students, and more importantly, the effectiveness of our teaching programs.

Overall, our results show that the school is performing better than the average of students across Australia in most subject areas. Year 3 results have improved across all subject areas with the exception of Numeracy which stayed level. The Year 5 results followed a similar trend with a slight dip in Reading and not much change in Spelling.

St Joseph's has a relatively high percentage of students with disability and where possible we encourage these students to participate in NAPLAN rather than be excluded.

Writing has been the focus of Professional Learning for teachers at St Joseph's and the considerable growth in results in both Year 3 and Year 5 is evidence of how teachers have been making a difference in the classroom.

The work teachers have been doing with EMU (Extending Mathematical Understanding) has influenced the results in Numeracy. There is already a significant shift in the results of students in the early years and this is beginning to extend throughout the school.

### 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.

Pastoral Care is paramount to children's learning. At St Joseph's, teachers meet regularly with the school leadership team to discuss concerns for student wellbeing. Programs are in place to meet the needs of children. These include Peer Support, Seasons and Learning Assistance Program (LAP). A school counsellor is also available to discuss concerns and to refer students whose parents need further support.

### 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. This focuses on teaching children explicitly the desired behaviours and rewarding students when these behaviours are manifested during the school day. There are also clear procedures in place when students do not follow school rules. Most importantly, behaviour management and student discipline is seen as a collaborative process between school and home.

### 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.

### **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.

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

Respect is one of St Joseph's four core values. The other three values are Community, Compassion and Stewardship. Our three school rules are Safe, Respectful Learners. The value of respect permeates every aspect of the school day, from the way children speak to each other and their teachers, the way in which they wear their uniform with pride to the way in which they care for their belongings and school property.

The student leadership model at St Joseph's is one that promotes responsibility. Students are selected for a leadership position based upon their personal strengths to the way that they can carry out their role both responsibly and effectively.

Programs such as Peer Support are led by the student leaders and promote respect and responsibility to all the students in the school. Other initiatives such as Harmony Day and Bullying. No Way Day help promote ways in which children are expected and encouraged to behave.

Our Social Justice leaders have a big role to play in promoting respect and responsibility in the school. Through the support of projects such as Caritas and Catholic Mission, the students raise awareness and promote action to assist those in need. It is our responsibility as socially aware Christians to act where there is a need.

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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

During 2015, the school was in the middle of its' three year improvement plan. This plan focused on three areas of improvement. These included; a) building on the students understanding of the school's four core values and linking them with *Evangelii Gaudium: The Joy of the Gospel*. b) developing an evidenced-based approach in identifying and meeting the needs of the gifted and high achieving students. c) continuing the implementation of KidsMatter with Component 2, Social and Emotional Learning.

Achievements included the creation of the Build In Love awards given to students who live the four core values in daily school life, the monitoring of and identifying students displaying talents and skills in different areas of school life and meeting their needs accordingly and the introduction of lessons teaching students skills in the area of social and emotional learning.

### Priority Key Improvements for Next Year

The 2016 school year will focus on completing the three year plan and evaluating progress through a process of self-review. As a result the school will be writing a new three year school improvement plan.

The three areas for focus in 2016 will be: a) deepening the faith of our community through opportunities of formation including; prayer, meditation and spiritual exercises b) furthering the engagement and achievement of students using a revised model of inquiry in Geography and History measured through writing and c) developing students' sense of wellbeing through working collaboratively with parents in implementing KidsMatter Component 3, Engaging parents in their children's learning.

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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**

Parents were given opportunities for expressing their satisfaction and opinions throughout the year in a number of surveys conducted. These were primarily in the areas of Homework and Special Needs Education. Two parent meetings were held to hear from parents their concerns and understanding of the place of Homework within the school. Attendance was high and the responses to the online survey was also very good. As a result of transparent and rigorous discussion, a new Homework Policy was developed that reflects current research, best practice and the needs of families.

The second focus area was the satisfaction of our parent community, primarily the parents of students with a disability, around the level of support, the quality of education and the inclusivity of the students in the school. The feedback collected from the survey was very high with approximately 90% of families very satisfied with the quality of education in this area.

At St Joseph's there is an "Open Door" policy that any parent is welcome to discuss their concerns or questions with the principal at any time.

### **Student Satisfaction**

Student satisfaction was collected mainly in the area of Wellbeing and around the issues of bullying and feeling safe at school. This was done through an online survey with senior classes. The data was analysed by class teachers, the school principal and a Wellbeing Education Officer from the head office. Results were overall very positive with the expected levels of anxiety and uncertainty experienced by students in school. Other ways of collecting data included discussions with the senior school leaders and through the analysis of behaviour data collected during the year and at the end of year by the school's behaviour management mentor. Most students in this collection of data expressed high levels of satisfaction with the school.

### **Teacher Satisfaction**

Whilst there was no formal collection of data from teachers concerning their levels of satisfaction during the year, there were many occasions where satisfaction was expressed and noted. By far the majority of teaching staff expressed their satisfaction through meetings and discussions relating to student progress, curriculum development and future direction planning.

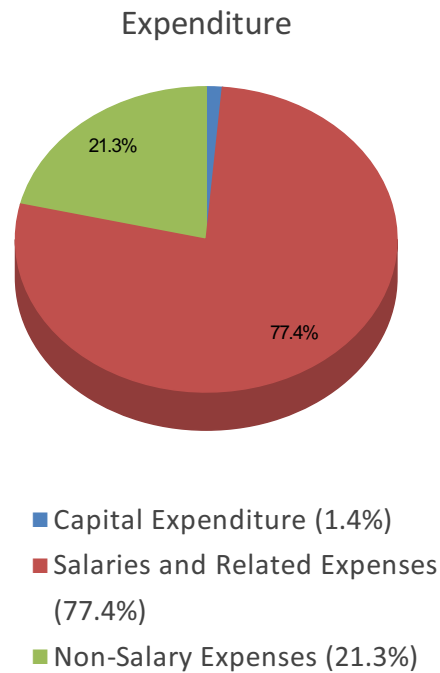
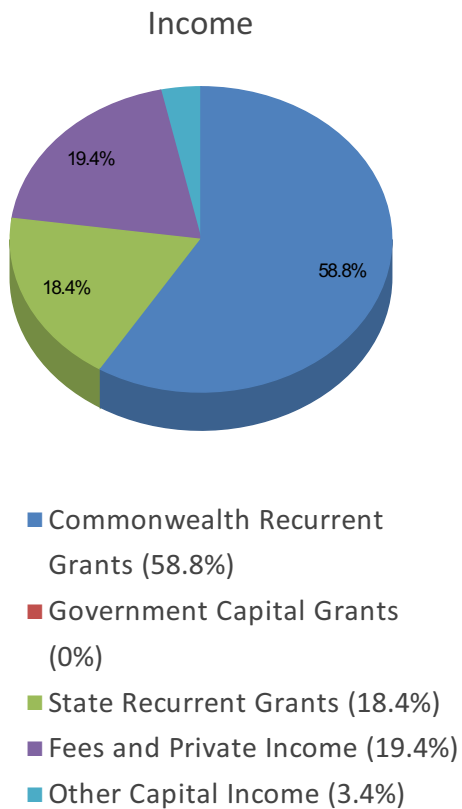
The school workplace is one which involves a great deal of collaboration, professional discussion and dealing with families under varying levels of stress. The professionalism displayed by the

staff was excellent.

There was no change over of staff at the end of the year.

## 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	\$1,376,987
Government Capital Grants	\$0
State Recurrent Grants	\$429,985
Fees and Private Income	\$454,298
Other Capital Income	\$79,480
<b>Total Income</b>	<b>\$2,340,750</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$29,365
Salaries and Related Expenses	\$1,672,469
Non-Salary Expenses	\$460,247
<b>Total Expenditure</b>	<b>\$2,162,081</b>