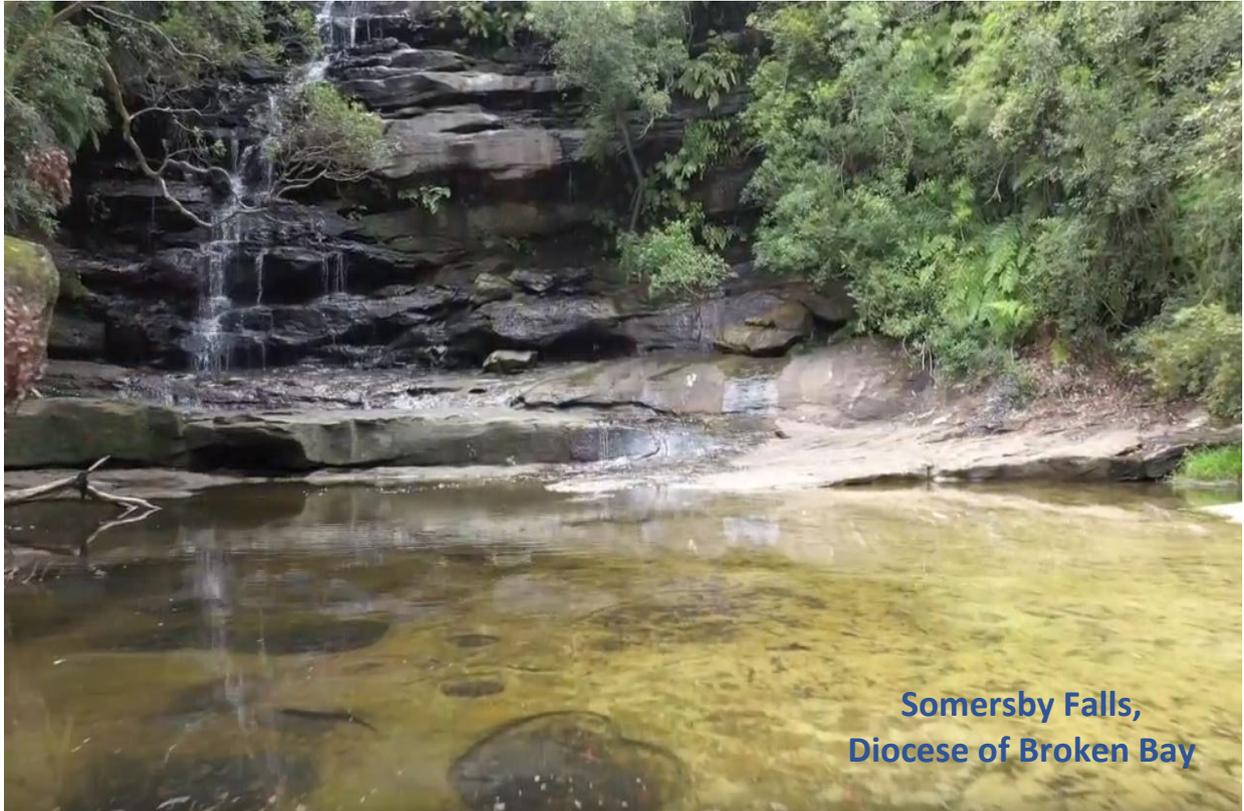


# 2018 Annual School Report



## St Philip Neri Catholic Primary School, Northbridge

67 Baringa Road, Northbridge 2063

Principal: Ms Fiona Bylsma

Phone: (02) 9958 7136 Fax: (02) 9958 4132

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

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



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## ABOUT THIS REPORT

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St Philip Neri Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

### Principal's Message

During 2018 the School commenced its strategic plan for 2018-2020 and was involved in various exciting innovative practices.

In the area of Mission, the school continued with the initiative to reach out to the wider community through staff, parents and children including visiting the homeless on a Parent Street Retreat and supporting our sister parish in Lete Foho, East Timor. The School is developing a culture of creative, critical and innovative learners and *Project Based Learning* was implemented in our Stage Three classes. The staff engaged in a variety of professional learning (PL) opportunities including development of Quality Assessment, embedding Information, Communication and Learning Technology skills in the curriculum and the *New Pedagogies for Deep Learning* program. Pastoral Care and Wellbeing were fostered through the commencement of the *Positive Behaviours for Learning* (PBL) program and a continued focus on tracking students social and emotional learning (SEL).

This Annual Report aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community.

### Parent Body Message

.In 2018 the P&F team have been able to deliver an outstanding mix of events, activities, programs and services to the School addressing our priorities of:

- developing our School community
- raising finance to upgrade our Learning Centre and purchase library books
- engaging with our local community.

Thank you to everyone who volunteered and assisted with their time in 2018, We hosted some great events, raised a huge amount of money for our School and continued to build our SPN community to be even stronger than it was, especially considering the economic climate and school funding issues. Special thanks must be given to the Year Two families for their amazing efforts in the organising and delivery of this year's major fundraiser.

Our AGM will be held at the first meeting in 2019. This will mean that new parents to the School have a chance to be part of the P&F and our financial reporting will be complete for year's end. Thank you to everyone who has offered to be part of the P&F for next year. We look forward to working with you. Being part of our P&F is very rewarding as you can see how much we do and how much we add to the School and its community.

## **Student Body Message**

In 2018, students at the School participated in many learning experiences. We've had many opportunities including Coding classes, *Maths-athon*, *Project Based Learning*, *Maths Olympiad*, gala days, excursions, band, choir, and regular masses/liturgies. Students have also competed at various sporting carnivals and gala sports days.

A highlight at the end of the year was our whole school music and dance performance of 'Mr Bridge's Sublime Circus' at Chatswood Concourse. This year saw the introduction of the PBL program, that rewards and affirms all students and supports student wellbeing.

The Catholic faith is integrated into all we do at the School. Throughout the year, we have celebrated Masses and Liturgies for Grandparents', Mother's and Father's Day, ANZAC Day, Remembrance Day and various special Feast Days. Social outreach and living our motto of 'Deeds Not Words' has been evident through the School's fundraisers to help drought-affected farmers and people less fortunate in East Timor. The staff at the School are wonderful, always supporting students at their own individual level and making learning fun, enjoyable and interesting.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

St Philip Neri Catholic Primary School Northbridge, is a Catholic systemic co-educational school.

The School is a single stream primary school for boys and girls located in Sydney's lower North Shore in the suburb of Northbridge. It is the most southern school in the Diocese of Broken Bay. The School was opened in 1925 by the Sisters of St Joseph and until 1983 was known as St Ciaran's. The name was then changed to St Philip Neri to be the same as the Parish church. The School and parish are named after St Philip Neri, an Italian humanist who was fond of holding informal prayer meetings and instructional gatherings. He was known and loved as the Apostle of Rome. The School is also steeped in the charism of Mary MacKillop that is reflected in the School's motto "Deeds not Words".

The School's vision is to respect others, embrace challenge, and celebrate diversity, reaching out to others through actions and relationships. The School offers a welcoming Christ centred community, quality teaching and learning, specialist programs - Physical Education, Library, Music and Band, access to various ICLT devices and support of students pastoral care through the PBL program.

Features of the learning environment include modern classrooms with breakout spaces for small group instruction, a well resourced library/learning centre, a sound proof music room, an outdoor amphitheatre and a parish hall. Our administration building has been recently refurbished with the upgrading of our office, meeting room, student sick bay and staff facilities. The amphitheatre playground area includes a developmental and creative play space consisting of a sand pit, dry creek bed, sensory tunnels, blackboards, outdoor board games and the addition of playground storage for loose parts and construction materials. A basketball court and handball courts provide areas for more active play.

In 2018, students had opportunities to participate in many extracurricular events and activities including:

- Year 6 Diocesan Public Speaking competition
- Year 6 North Shore Inter School Debating Competition
- Maths Olympiad Australian Mathematics Competition
- Scope IT Coding classes K-6
- K-6 Maths-athon
- Band and instrument tuition – flute, clarinet, saxophone, trumpet, trombone
- Choir Specialist
- ICAS competitions
- Lunch Clubs including, Coding, Brickz for KidZ Lego, Double Dutch Skipping and Dance classes
- Chess lessons
- Mini Tennis

- French lessons
- Celebrations for Book Week
- End of Year Performing Arts Concert/ Musical

Parents also play an active part in the life of the School with opportunities for parents to be involved through the P&F, as class parent representatives, as classroom helpers and in the uniform shop.

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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 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
86	76	32	162

\* 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 2018 was 94.60 %. 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
95 %	94 %	95 %	95 %	94 %	94 %	95 %

## Managing Student Non-Attendance

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

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

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

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [\*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System\*](#) (password required).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the [NSW Teacher Accreditation Act 2004](#). Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
<b>Total number of staff</b>	18
Number of full time teaching staff	8
Number of part time teaching staff	7
Number of non-teaching staff	3

### 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.

<b>Day 1</b>	Using effective writing strategies in the classroom: QUICK WRITES
<b>Day 2</b>	Using iPads Effectively across K-6
<b>Day 3</b>	Fully Alive-Mission Formation

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## SECTION FIVE: MISSION

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As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

Celebration of prayer and liturgy continues to be integral to daily life at the School. Classroom prayer is a daily ritual and teachers provide the children with a variety of prayer experiences. The School prayer is incorporated into school assemblies every day. Mass and Liturgy are celebrated as a community. Classes attend a Monday Parish Mass once a term. Years Three to Six attended Reconciliation following Parish Mass once a term. The School year commenced with a Mass that was followed by the presentation of badges to the School leaders. The year ended with a concluding Thanksgiving Mass where the 2019 student leaders were announced. Family Parish Masses were held once a term at the Saturday Vigil.

The School community had many other opportunities to celebrate masses and liturgies throughout the year. Some of the significant events recognised on the School's liturgical calendar included: Mothers' Day, Grandparent's Day, St Philip Neri Feast Day and Mary MacKillop Feast Day. Diocesan celebrations were also attended by the School community. Teachers attended the Diocesan Schools' Staff Mass in March and the Year 6 student leaders attended the Leader's Day with Bishop Comensoli and the Diocesan Mission Mass in October.

Staff participated in weekly prayer as part of staff meetings. Staff Prayer was also offered in term time around our new sacred space in the staffroom. Beginning and end of year staff liturgies provided a welcome and thanksgiving opportunity for all staff members. Mission formation opportunities for staff in 2018 included the *Fully Alive* Mission Formation Day, four staff members also attended *The Sweeter Than Honey* summit in Term Three at Northside Conference Centre and two staff members joined parents on a *Street Retreat* to connect with homeless in our city.

The School's Social Justice program provided students with opportunities to respond to both global and local social justice. Opportunities included the \$1 line for Caritas and several fundraising events throughout the year to support our ongoing commitment to the community of Lete Foho in East Timor. Care Packages were organised with the assistance of the school's Social Justice representatives and donated to the homeless and refugees. Catholic Mission and St Vincent De Paul were also supported throughout the year.

Stage Three students worked on a *Project Based Learning* unit of work on Mission using the driving question "How can we actively live out Jesus' mission and look after our world and its people?". The task was to develop an awareness campaign highlighting an aspect of our Catholic Mission. This unit highlighted in students the need for a 'call to action' when considering some of the challenges in our 21st century world.

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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 NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

In 2018, the focus in Learning and Teaching has been linked to the School Improvement Plan (SIP) Goal of creating a culture of creative, critical thinkers. Assessment tasks in the areas of Geography, History, Science and Technology and RE were collaboratively developed and critically evaluated by staff using the *Quality Assessment Framework*, enabling students to demonstrate deeper levels of understanding. Thinking routines continue to be embedded across K-6 in all KLAs, where student thinking is made visible and leads to further questions and learning. Year Five and Six participated in *Project Based Learning* units of work. This required students to solve authentic real world problems and culminated in two showcase events for our parent community where students shared their new knowledge and skills.

The *Extending Mathematical Understanding* (EMU) intervention group continued in 2018 with mathematically vulnerable students in Year 1 receiving support to improve conceptual understanding in the *number* strand. Teachers' pedagogical practices and Mathematics programs reflected the implementation of successful EMU interventions across Kindergarten to Year 6 to further consolidate and improve student learning outcomes.

The Learning Support Team continued to support students across all classes. *MultiLit* and *MiniLit* Programs were implemented for students in Kindergarten to Year 3 who required targeted intervention. Students with identified needs received support within classrooms through both small group and individual intervention to assist children with their reading, comprehension and numeracy skills.

Students were given many opportunities to participate in enrichment programs to extend their learning. A group of students from Years 4 to 6 took part in *Maths Olympiad*, debating and public speaking and the *Willoughby Council Literacy Competition*. The latter of which provided an excellent opportunity for budding writers to experience the writing, editing and publishing process in a public forum.

The leadership team attended *New Pedagogies for Deep Learning Workshops*. This series of workshops deepened leaders understanding of the Six Key Learning Competencies for the 21st century and how each of these can be measured and tracked in our students.

Parent workshops in the areas of Literacy, Numeracy, ICT and PDH were offered throughout the year to develop parents' understanding of learning outcomes in these KLAs and to assist them to support their child in their learning.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### 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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	89.47 %	53.20 %	0.00 %	8.60 %
	Writing	77.78 %	41.90 %	0.00 %	10.00 %
	Spelling	72.22 %	46.60 %	0.00 %	12.50 %
	Grammar	72.22 %	53.10 %	0.00 %	11.00 %
	Numeracy	73.68 %	39.20 %	5.26 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	68.75 %	38.60 %	0.00 %	12.60 %
	Writing	43.75 %	13.70 %	0.00 %	23.40 %
	Spelling	56.25 %	34.50 %	0.00 %	13.60 %
	Grammar	56.25 %	35.50 %	0.00 %	14.30 %
	Numeracy	37.50 %	27.60 %	0.00 %	14.00 %

### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

### **Behaviour Management and Student Discipline Policy**

The School's policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018. Note: the policy on the CSO website is the updated policy for implementation in 2018.

### **Anti-Bullying Policy**

The School's Anti-Bullying guidelines and procedures are based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2018 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

## **Complaints Handling Policy**

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

## **Initiatives Promoting Respect and Responsibility**

The School promotes respect and responsibility through many initiatives. 2018 saw the introduction of PBL as the basis for our behaviour management policy and procedures. We are Respectful, Responsible and Life Long Learners are our three key school rules. We teach these rules through an explicit focus each fortnight on ways we can show we are respectful, responsible and life long learners. Our Year 6 PBL leaders and SRC take a leadership role in promoting these rules and behaviours and also take responsibility in the playground with assisting to solve social problems when they occur. Our PBL system is supported by our 'mini merit' awards where students are rewarded for displaying behaviours aligned to our school rules and strive to achieve various levels for recognition (Bronze, Silver and Gold awards).

To support our youngest students, a Year 6 buddy is assigned to Kindergarten students when they begin school. The buddy takes care of the children as they settle into school life. Students in Year 5 complete a unit of work on leadership that develops concepts of service to others as outlined in the Gospels. They are then elected into leadership positions for the following year. The children in Years 2 to 5 are encouraged to elect leaders who display qualities such as honesty, positive behaviour, and encouragement of others as well as considering students who have upheld the School motto and demonstrated active involvement in school life.

Our student Social Justice leaders continue to meet regularly with the REC and have been involved in many fund raising and awareness raising activities at the School throughout the year with a focus on our Catholic charities. They are also supported by our SRC representatives in fundraising for our sister parish in Lete Foho, East Timor.

Through all these initiatives we aim to build students' capacity to be engaged and effective young people, able to take their place in the world as a global citizen underpinned by Catholic values. This begins with positive behaviours and actions within our school community and families.

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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. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

### Key Improvements Achieved

In 2018 key improvements were noted in the following areas:

- evidence of *Cultures of Thinking* routines across many KLAs
- students' critical, creative and reflective thinking in RE has been strengthened through the development of assessment tasks that are aligned to the *Quality Assessment Framework*, allowing students to demonstrate knowledge at higher levels
- 32 Chromebooks available to students in Year 5 and 6
- teachers and students using ipads more confidently and effectively to enhance student outcomes
- teachers and students in Years 3-6 confident using the Google Platform
- development of assessment tasks in History, Science and Technology, and Geography that enable students to demonstrate their knowledge at the higher levels (top 2 bands) against the common grade scale.
- the introduction of *Project Based Learning* Units of work in Stage 3.
- whole school PL in English with a focus on Shared text and Using 'Quick Writes' to develop writing skills.
- the introduction of the Positive Behaviours for Learning Framework, the 'St Philip Neri PBL matrix' and the student reward system.
- all students mapped on the SEL continuum.

## Priority Key Improvements for Next Year

Key improvement areas for 2019 have been identified as:

- extend Project Based Learning in Stage 3 with parent showcase events twice a year
- implement a 1:1 ipad device program for Stage 3 students
- continue to develop and create assessment tasks that enable students to demonstrate their knowledge at the higher levels (top 2 bands) against the common grade scale
- implement *New Pedagogies for Deep Learning* and track student Learning Competencies in Stage 3
- integrate ICLT capabilities into teaching and learning strategies as well as through assessment
- continue to strengthen the process of learning to write with a focus on punctuation and spelling.
- investigate the importance of feedback to students on punctuation and spelling and refine practices in this area
- closer analysis of MAI data and linking with other data to note trends and areas for development
- continue to utilise the SEL continuum by plotting all students and highlighting areas for skill development.

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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**

Each year, parents' opinions are sought through P&F meetings, Class Parent Meetings, at enrolment and parent/teacher meetings and through surveys.

Consistent strengths have been identified across all forums. Many respondents referred to the warm, welcoming community, focus on faith, strong partnership between the School, parish and parents, dedicated staff who have energy and enthusiasm, strong academic results and many opportunities for students.

Families appreciate the efforts made by the P&F to organise community events. They value the strong partnership that exists between the School, parish and families. In 2018 parents were surveyed regarding technology at the School and the implementation of 1:1 ipad devices in Stage 3. A small Parent Advisory group worked with the School leadership team to plan the way forward in this area. Parents value the school's commitment to technology and their children becoming creative users of IT, capable of using various technology platforms. They also value the focus on parent engagement, with the School providing opportunities each term for parents to be involved in the class lessons, at showcase evenings and regular parent education sessions.

### **Student Satisfaction**

In 2018 Years 4-6 students completed the *Tell Them From Me* online survey. This survey covered a range of areas including SEL, learning styles, positive relationships, RE and PBL.

Findings from this data highlighted:

- students in Years 4-6 have a positive sense of belonging
- 86% of our students try hard to succeed in their learning
- the vast majority of our students have friends at school that they can trust and who encourage them to make positive choices
- students feel teachers are responsive to their needs and encourage independence with a democratic approach
- students felt that they were supported in gaining an appreciation of the Catholic faith
- in our first year of PBL, over 70% of our students reported that they had seen a positive change in behaviour
- the percentage of students who are interested and motivated in their learning is well above the *Tell Them From Me* norms.

## Teacher Satisfaction

The staff at the School are a mixture of both experienced teachers and those in their first seven years of teaching. They enjoy working and learning together and being part of a team. They have seen the value of the new PBL framework and have embraced the 'mini merit' system and the PBL lessons and structures.

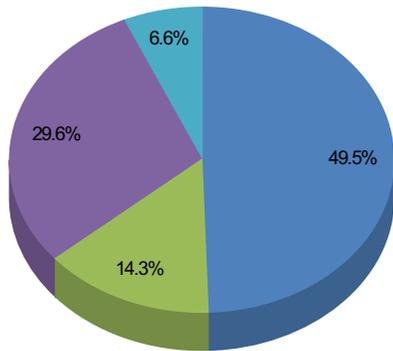
They continue to be appreciative of the PL opportunities available and the extra planning time given. Teachers found the many opportunities to work together, at grade and stage level in planning teaching and learning sequences, very valuable and productive. Staff appreciate the continued resourcing of technology throughout the School.

In 2018 the staff found great satisfaction in their work with the *Quality Assessment Framework* to develop rich assessment tasks each term and provide critical feedback to one another based on student work samples. They enjoy this focus on collaboration and problem-solving. Staff have valued the opportunities to share their skills and knowledge on a regular basis at staff meetings and in their leadership of various KLAs.

## SECTION ELEVEN: FINANCIAL STATEMENT

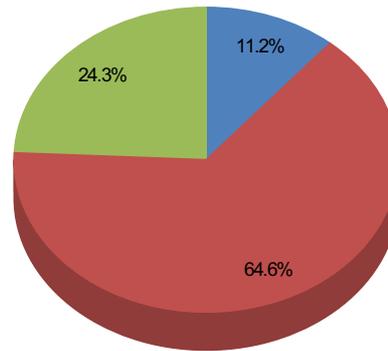
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (49.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (14.3%)
- Fees and Private Income (29.6%)
- Interest Subsidy Grants (0%)
- Other Capital Income (6.6%)

Expenditure



- Capital Expenditure (11.2%)
- Salaries and Related Expenses (64.6%)
- Non-Salary Expenses (24.3%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,171,700
Government Capital Grants	\$0
State Recurrent Grants	\$338,312
Fees and Private Income	\$700,465
Interest Subsidy Grants	\$170
Other Capital Income	\$157,433
<b>Total Income</b>	<b>\$2,368,080</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$284,353
Salaries and Related Expenses	\$1,646,100
Non-Salary Expenses	\$618,771
<b>Total Expenditure</b>	<b>\$2,549,224</b>