



2019

ANNUAL SCHOOL REPORT



St Philip Neri Catholic Primary School

67 Baringa Road, NORTHBRIDGE 2063

Principal: Ms Fiona Bylsma

Web: www.spndbb.catholic.edu.au

About this report

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') 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](#).

Message from key groups in our community

Principal's Message

St Philip Neri School has continued to embrace high standards of quality education that support students in becoming independent, creative, critical thinkers, equipped with the social and emotional capacities necessary for today's world. Priority is also given to developing in students a love of lifelong learning in a Christ-centred educational environment. Our school's motto 'Deeds Not Words' is the foundation on which our mission is built.

During 2019 the School continued its strategic plan for 2018-2020 and was involved in exciting and innovative practices including the New Pedagogies for Deep Learning Program. Our parent community continues to support the School in a range of ways. Due to these extraordinary partnerships, parents working alongside the teaching and support staff, St Philip Neri, despite its small size, continues to provide a wealth of opportunities for all students. The dedication of the staff, the calibre of students and the active involvement of the parent community ensures that St Philip Neri is an active, vibrant Catholic community continually striving for excellence in education.

Parent Body Message

In 2019 the P&F team delivered an outstanding mix of events, activities, programs and services to our school that delivered on our priorities of developing our School community, raising money for STEM resources and engaging with our local community.

Thank you to everyone who volunteered their time in 2019, especially our Principal, Executives and Class Parents. We hosted some great events, raised a huge amount of money for our school and continued to build and strengthen our school community.

Special thanks must be given to the Year 2 families for their amazing efforts in the organising and delivery of this year's major fundraiser. As a result of our major fundraiser, Spell-athon, Entertainment books and Book club, the P&F significantly contributed to our School's STEM initiatives, new shade structure and school computers.

2019 saw us saying goodbye to a number of our P&F Executive team including our President of the last three years. We thank our parents that are leaving for their contribution to the School over the years. Being part of the P&F is very rewarding as you really get to make a contribution and add value to St Philip Neri School and its community.

Student Body Message

In 2019, students at the School participated in a wide range of learning experiences. Students had many opportunities including Coding classes, Project Based Learning, Passion Projects, Genius Hour, Maths Olympiad, excursions, band and choir. Students have also competed at various sporting carnivals and gala sports days. This year also saw Stage 3 students participate in the 1:1 Ipad device program that offered our senior students a greater range of options for both creativity and research in their learning.

A highlight for students was our whole school end of year music and dance performance 'The Elf is Not on the Shelf' at two performances in our school amphitheatre. 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, the homeless shelter in Darlinghurst and our sister parish of Lete Foho in East Timor. The student leadership team has successfully run ice block days every Wednesday as ongoing fundraising for these worthwhile causes.

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 2019, 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 Spell-athon

Band and instrument tuition – flute, clarinet, saxophone, trumpet, trombone,percussion

Choir Specialist

ICAS competitions

Lunch Clubs including, Coding, Brickz for KidZ Lego, Double Dutch Skipping

Chess lessons

French lessons

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
76	71	35	147

* 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 2019 was 94.72%. 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
94.01	94.69	95.29	95.40	95.19	94.61	93.64

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).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	18
Number of full time teaching staff	7
Number of part time teaching staff	8
Number of non-teaching staff	3

Total number of teaching staff by NESA category

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 NESA. 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:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

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.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

Summary of professional learning at this school

New Pedagogies for Deep Learning- Becoming more familiar with the 21st Century Learning Competencies continuum and exploring the development of Deep Learning Units of work including Passion Projects and Philosophy Circles, as some of the ways to develop the learning competencies in students.

Introduction to the new PDHPE syllabus- Looking at the similarities and differences between the old syllabus and the new syllabus document. Exploring new syllabus document outcomes and content areas.

Spirituality/ Catholic Mission Day- Exploration of Eucharist in the Classroom and Preparing Class Liturgies

Catholic Identity and Mission

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.

At St Philip Neri Catholic Primary School we foster our Catholic values within our Christ-centred community. Our school motto of Deeds Not Words, derived from St Philip Neri, is embedded into daily school life with our students encouraged to make a difference in our world through their actions.

As a school, we work in partnership with our parent community and our local Parish community. A strong community bond is established with the opening School Mass and celebrations for St Philip Neri feast day. Parental and Parish bonds are further developed through regular whole school masses and liturgies, class liturgies and the Parish Family Mass each term. This helps form a connected school community where liturgical events are celebrated and parents and parishioners are warmly welcomed.

Students have been given many opportunities to express and witness their Catholic identity. We provide opportunities, through prayer and liturgy, for personal and communal response to the Gospel message of Jesus. Students have been able to proclaim and witness through their involvement in the liturgical life of the school, class lessons and daily prayer. Students are supported and nurtured in the loving Catholic environment provided by the staff of St Philip Neri.

At St Philip Neri we are committed to Catholic Discipleship, valuing and respecting the human dignity of all people. Mission modules teach about the needs of others and, importantly, our responsibility as disciples of Jesus to take action to achieve justice for all people. Mission Month whole school activities, including crazy sock day, are opportunities for our students to take action to achieve justice for all people and raise money for the less fortunate. Money raised during Mission month was presented to Catholic Mission at the Diocesan Mission Mass.

Social Justice initiatives across the school highlight for our school community the importance of living the Gospel values and expressing them through service. Led by the Social Justice leaders, St Philip Neri has also been involved in fund raising to support Caritas Australia through Project Compassion; our school community donated goods for the St Vincent de Paul Winter Appeal and toys for the Christmas Appeal. We continued to support our sister parish of Lete Foho in East Timor. Our Year Six leaders coordinated ice block days in Term One and Term Four and contributed to the Drought Appeal, Bushfire Relief, Rotary Pay it Forward and Lete Foho in 2019.

Curriculum, Learning and Teaching

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 2019, the focus in Learning and Teaching continued to be aligned 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 continued to be collaboratively developed and critically evaluated by staff using the Quality Assessment Framework, enabling students to demonstrate deeper levels of understanding.

The School began to implement New Pedagogies for Deep Learning NPDL focusing specifically on the learning competencies of character and creativity. All grades across K-6 introduced Philosophy Circles as part of their Talking and Listening programs where students were given the opportunity to discuss and question various real world issues and topics. The School also introduced Genius Hour/Passion Projects as part of NPDL and students worked on a chosen topic or question over an extended period of time to become an expert. This culminated in two showcase events for our parent community where students shared their new knowledge and skills.

The Extending Mathematical Understanding (EMU) program continued in 2019 with mathematically vulnerable students in Stage 2 receiving intervention 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. Teachers continued to analyse student data in the areas of Literacy and Numeracy and worked closely with the Learning Support Teacher and School Leadership team to develop adjustment plans or offer enrichment.

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. Some of these opportunities included Maths Olympiad, ICAS tests, debating, public speaking and the Willoughby Council Literacy Competition.

The School leadership team continued to attend New Pedagogies for Deep Learning Workshops and also provided opportunities for the whole staff, with a professional development day facilitated by Jennie Vine from the Victorian Department of Education.

Parent workshops in the areas of Literacy, Numeracy and Social and Emotional Learning were offered throughout the year to develop parents' understanding of learning outcomes in these key areas and to assist them to support their child in stages of growth and development.

Student Performance in Tests and Examinations

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	88%	59%	0%	10%
	Reading	73%	54%	0%	10%
	Writing	92%	55%	0%	5%
	Spelling	69%	52%	0%	11%
	Numeracy	81%	42%	0%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	62%	37%	0%	17%
	Reading	62%	38%	0%	12%
	Writing	43%	19%	0%	18%
	Spelling	57%	38%	0%	13%
	Numeracy	45%	32%	0%	14%

Pastoral Care and Student Wellbeing

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. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while 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 2019.

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. There were no changes made to this policy in 2019.

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 2019.

Initiatives promoting respect and responsibility

The School promotes respect and responsibility through many initiatives. 2019 saw the continued implementation of the Positive Behaviours for Learning program (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 Student Representative Council (SRC) take a leadership role in promoting these rules and behaviours at our weekly assemblies. 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 Six 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 Five 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 Two to Year Five 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 and Liturgy leaders meet regularly with the School Leadership Team 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 at home.

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. 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 2019 key improvements were noted in the following areas:

- students' critical, creative and reflective thinking in RE, History, Science and Tech and Geography has been strengthened through the continued development of assessment tasks that are aligned to the Quality Assessment Framework, allowing students to demonstrate knowledge at higher levels.
- The introduction of Genius Hour, Passion Projects and Philosophy Circles to build student learning competencies specifically in the areas of character and creativity and develop student agency in their learning.
- The success of the 1:1 Ipad program in Year Five and Six to leverage digital.
- Deep Learning units of work being developed in Kindergarten, Year Four, Year Five and Year Six
- Stage 3 classes demonstrating strong skills in their Project based units of work.
- The continued implementation and refinement of the Positive Behaviours for Learning Program, ensuring consistency across all classes.
- Monitoring and tracking students on the Social and Emotional Learning Continuum and implementing intervention programs when required.
- Strong ongoing support in classrooms to support both vulnerable students and students requiring enrichment.

Priority Key Improvements for Next Year

In 2020 we will continue to work on our School Improvement goals. In Mission, our goal is to continue to develop student's critical, creative and reflective thinking in Religious Education. The plans include expanding opportunities for students to engage in learning experiences such as Godly Play and opportunities to prepare classroom liturgies.

In Learning & Teaching, our goal is to continue to develop the culture of challenging and innovative learning. There will be a continued focus on the development of quality assessment tasks from Kinder to Year Six. The School will commence its second year exploring New Pedagogies for Deep Learning and track student learning competencies focusing on character and critical thinking. The teaching staff will complete the UNSW Mini COGE Gifted Education Certificate to assist them in identifying and supporting Gifted students to achieve their potential.

In Pastoral Care our goal is to strengthen student resilience by developing their social and emotional capacities. We will continue to track students on the social and emotional learning continuum as well as support students in skills that may be lagging. In implementing the new PDHPE syllabus document we will also provide opportunities for Learning partnerships in this area with performance groups and opportunities for our primary students to participate in the 'Greatfulness Program'- facilitated by Jacqui Jones.

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

Parent feedback is valued by the School and in 2019, parents' opinions were sought through P&F meetings, at enrolment interviews, parent/teacher meetings and through surveys including the Tell Them from Me TTFM Partners in Learning Parent Survey.

Consistent strengths have been identified across all forums. In the TTFM Partners in Learning Survey the School scored very highly in the areas of providing a warm, welcoming community, a safe environment for students, supporting positive behaviour, a strong partnership between the School, parish and parents, dedicated teachers, strong academic results and many opportunities for students.

Families appreciate the efforts made by the P&F to organise many community events. They value the strong partnership that exists between the School, families and parish. The parents value the contribution they have made to the school in their annual fundraising efforts ensuring students and staff have access to modern facilities and quality resources. Parents also value the focus on parent engagement, with the School providing opportunities each term for parents to be involved each term in the class lessons, at showcase evenings and regular parent education sessions.

Student satisfaction

In 2019 Years 4-6 students completed the Student Outcomes and School Climate Tell Them From Me online survey. This survey covered a range of areas including Social and Emotional Learning, Learning styles, 21st Century Learning skills and Positive Behaviour for Learning. Findings from this data highlighted the School is above the TTFM survey norms in the following areas:

- students are interested and motivated in their learning
- students try hard to succeed in their learning
- students have positive relationships at school
- students value the outcomes of their learning
- students feel they have advocacy in the school environment
- students consistently feel that topics and subjects are taught well by their teachers and their learning is relevant to their lives.

- teachers provide them with valued feedback to drive their future learning
- teachers are responsive to their needs and support them with their learning
- students are satisfied that the Positive behaviours for learning system supports and encourages students to do the right thing

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. In 2019 the Tell Them From Me Teacher Survey was completed by all teachers. They responded that they were highly satisfied with the emphasis placed on students learning and achievement and the schools capacity to assist students to develop their full potential as learners. Teachers also indicated satisfaction with the schools approach to the provision of professional learning opportunities and the collaborative approach taken to build teacher capacity . Teachers indicated they are highly satisfied with the Religious education component of the school as well as the faith practices and perspectives.

Teachers endorsed that the school community is student centred and supportive of learning growth and wellbeing, as stated priorities. Teachers indicated that they are valued and supported by the School leadership team. Teachers at St Philip Neri are dedicated and committed to student achievement. They engage with the parent community on a number of levels. Teachers consistently go well above and beyond what is expected of them to ensure all students reach their potential.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 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 2019	
Commonwealth Recurrent Grants ¹	\$1232425
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$347543
Fees and Private Income ⁴	\$687828
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$97823
Total Income	\$2365619

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$10791
Salaries and Related Expenses ⁷	\$1682993
Non-Salary Expenses ⁸	\$691352
Total Expenditure	\$2385136

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT