St Martin de Porres Catholic Primary
School, Davidson
PO Box 100, French’s Forest 1640
Principal: Mrs Helen Leigh
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About This Report

St Martin de Porres Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the ‘approved authority’ for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

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

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

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School’s website. Information can be also be obtained from the My School website.
SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal’s Message

The 2015 Annual School Report is a reflection and celebration of the events, achievements and developments that contributed to the continued progress of the school as a learning community that committed to quality Catholic education. With the guiding values of “strength and gentleness” we hope to foster children who are sensitive to the needs of others and realise what they need to contribute to make the world a better place.

This report will provide information on the goals named in our School Improvement Plan (SIP) for 2015 and indicate the direction the school will be heading for next year. I would like to thank all involved in our school community – staff, parents, children, parish – for their contribution to the school’s continued success during 2015.

Parent Body Message

The Parents and Friends (P&F) association work has worked closely with the Principal, teachers, students and parents to develop a thriving school community. This year there were many great social functions and the school community has helped to ensure these events helped add colour and vibrancy to the School. The school community has provided a warm welcome for new families and continued to build on a range of social forums for students and parents. None of this would be possible without the continued support from the P&F, the wider school community and of course the students, who all make the School the wonderful and progressive school that it is.

The School Advisory Board works in partnership with School Leadership and acts as a ‘sounding-board’ for school policy, goals and direction. The Board meets each term and provides the Principal with input and feedback from the parent community and in 2015 these included:

- advising on a renewed playground experience.
- supporting the School in the refocus of the Year 6 Graduation
- promoting the School Improvement Plan (SIP) and Social Emotional Learning (SEL)
- reviewing car park safety
- reviewing the estorative Justice “think pad”
- planning for 2016.

Student Body Message

In 2015 we were given many opportunities. In sport we participated in swimming, athletics and cross country carnivals and inter-school gala days for soccer, eagle tag, rugby league, cricket, tennis and netball. Some of us qualified for sports at a higher level and competed against other schools. Many of us challenged ourselves and participated in extra-curricular areas that included: inter-school debating, Peninsula debating, public speaking, chess classes, yoga classes, school choir, training, concert and jazz bands, flute and clarinet ensembles. We enjoyed band camp and performed at many school assemblies and concerts.
This year we were involved in Family Masses, class masses, reconciliation, Year 6 Cluster Mass, Mission Mass and many special celebrations during the year. We enjoyed welcoming our families to celebrate Mother’s Day, Father’s Day, Grandparent’s Day and St Martin’s Feast Day.

We had the opportunity to contribute to our School by leading in our Senior Leadership Ministries: environment, social justice, communication, welcome, sport, playground, assemblies, and mission. We are very fortunate to be at St Martin’s developing as disciples of Christ.
School Features

St Martin de Porres Catholic Primary School Davidson, is a Catholic systemic co-educational school.

The school, a connected school community, values the contributions of all and encourages participation in all aspects of the school. The school's Mission and Vision statements are as follows:

- **Vision Statement:** Celebrate the uniqueness and giftedness given by God to each person in our school community guided by the motto of “strength and gentleness”.
- **Mission Statement:** The School exists to educate and form students in Catholic discipleship; offering them experiences of following Jesus as members of the Catholic community. Our Mission is to provide learning excellence in a caring Catholic community.

The school is set amongst beautiful bush land, is close to the Garigal National Park and has expansive grounds. The children enjoy soft (grass) and hard playing surfaces, including a multipurpose sports court and handball courts, areas for quiet play and a new adventure playground. Classrooms are attractive learning areas with modern facilities and resources, including a range of 'fit for purpose' computers and wireless internet throughout. The ‘Learning Centre’ houses the Library, learning support rooms and multi-purpose classroom where weekly Library, Italian and Creative Arts lessons are conducted by specialist teachers.

The school strives to ensure that learning is child-centred and inclusive of our parents and community. The school offers children many opportunities and is an exciting and interesting place to be. The staff are dedicated and work hard to cater for the individual needs of children, by providing effective teaching and learning opportunities, interesting challenges, positive support and encouraging guidance each day. The school [website](#) provides further information about the school, events and policies.
SECTION THREE: Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015. Additional information can be found on My School website.

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>78</td>
<td>98</td>
<td>29</td>
<td>176</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Enrolments remained fairly stable despite the limited number of properties for sale and high costs for entry level real estate in the area. This may be partly caused by the development in the area of the new private hospital resulting in a bigger demand than usual on available properties.

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 93.40 %. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten: 93 %</td>
</tr>
</tbody>
</table>

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).
Staffing Profile

The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

* 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.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>15</td>
</tr>
<tr>
<td>2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Religious Education - Joy of the Gospel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>Kath Murdoch - Powerful Questioning and Student Personal Goal Setting</td>
</tr>
<tr>
<td>Day 3</td>
<td>Ron Ritchhart - Cultures of Thinking</td>
</tr>
</tbody>
</table>

Considerable PL was undertaken by teaching staff in the following areas: Religious Education modules; English with a focus on spelling and writing; implementation of the new Science and Technology syllabus; introducing the History and Geography syllabuses; and refining school-wide understanding and consistency of approach with the implementation of the Mathematical
Assessment Interview (MAI). Staff also participated in PL to develop an understanding of the continuum for Social and Emotional Learning (SEL) and how to use the continuum to develop social and emotional learning opportunities in class and in playground situations.
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.

Catholic Heritage: St Martin de Porres Catholic Primary School was named after the Dominican Brother St Martin de Porres who was born in 1579. As the patron saint of Social Justice, St Martin dedicated his life to the oppressed, the sick and the poor. The concept of Social Justice is very strong at the school and is the major pastoral initiative. The school’s Brigidine heritage is evident in everyday life though the lived school ethos of "Strength and Gentleness". The notion of ‘Strong in purpose, yet gentle in action’ underpins everything at the school.

Religious Life of our school: During 2015, the school has continued to develop strong bonds with the Frenchs Forest Parish community. The schools worked positively with Parish ministries in the organisation of monthly Family Masses. Each school week, classes from Kindergarten to Year 6 attend Parish weekday Masses each term and the sacrament of Reconciliation is celebrated for students in Years 3 to 6. Each term, a variety of Masses focussing on different themes or important liturgical events are celebrated and parents and families are invited to participate in the Liturgy with their children, for example, Holy Week, beginning and end of term, Feast days, Mother’s Day, Grandparent’s Day and Holy Days of Obligation. At the conclusion of each school year, the graduating Year 6 class celebrate a graduation Mass and the whole school community joins together on the last day of the term to attend the ‘Strength and Gentleness’ Mass with the presentation of the prestigious "Strength and Gentleness Award".

Catholic Worldview: Three main social justice projects were undertaken during the 2015 school year. These not only succeeded in providing material support for those in need but also heightened awareness within our school community of the situation of others. The Caritas ‘Project Compassion’ fundraising program focussed on providing food and education programs for various needy communities around the globe with the “Food for Life” campaign. The Stage 3 Social Justice Leadership Ministry students again participated in the Peninsula Learning Community of Catholic Schools "Mission Project Day". The St Vincent de Paul "Mission Project" involved the school community in providing 250 toiletry packs in our “Toiletries for the Homeless” campaign which were donated to the Matthew Talbot Hostel. The School’s final project was the annual Christmas hampers drive which again supported our local chapter of the St Vincent de Paul Society. Each class assembled Christmas food and present hampers that were donated to needy families in the small town of Coolah in western NSW.
SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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.

The school is a continual cycle of reflection and inquiry to improve teaching and learning outcomes for all staff and students. In 2015 the main focus has been on establishing a culture of thinking in order to improve understanding in all KLAs. The school began by concentrating on English and Science, with a focus on developing teacher pedagogy in both. Mathematics is always an area which is emphasised and developed with staff, through professional learning (PL), co-operative planning and rigorous assessment strategies. Quality teacher feedback through MAI assessments and regular assessment in class has continued in Mathematics.

The NSW K-10 English syllabus, has still been a focus in 2015. This has been supported by the school's English coach. Through modelling, co-teaching and cooperatively planning with staff, student engagement and skills are developing in all areas. With the introduction of the new Science and Technology syllabus the focus has been on effective implementation and resourcing in this KLA. All staff were involved in PL to assist them to implement the syllabus and introduce it to students within a relevant context. Students were engaged by working scientifically and working technologically, to investigate, make inferences and hypothesise, as well as design solutions.

The school continues to have a consistent K-6 format for programming and teaching in RE, English, Mathematics and S&T. Next year this will also extend to the new History and Geography syllabuses. Teachers are supported in programming to design questions that challenge thinking and create open ended tasks which are differentiated for all students. An established daily practice is also a feature of the English and Mathematics block.

The school also continues to have specialist teachers in the areas of Creative Arts (Music), PDHPE (Physical Education (PE) component), Library and Italian. Each of these teachers enhance student learning through their professionalism and high degree of skill in their specialist area. The curriculum is enhanced for all students through their contribution.

Some of the key strategies that the school has continued to employ to further develop teaching practices across the curriculum include Instructional Walks and Talks, Collaborative Analysis of Student Learning (CASL) meetings, co-operative planning with the Literacy Co-ordinator, Numeracy Co-ordinator and Assistant Principal, early and on-going intervention where required,
plus a case-by-case management approach to monitoring student progress. These Diocesan Leading Learning strategies are extensively promoted and supported by the CSO as being instrumental in developing teacher pedagogy.
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.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>65.60 %</td>
<td>52.20 %</td>
</tr>
<tr>
<td>Reading</td>
<td>65.70 %</td>
<td>48.20 %</td>
</tr>
<tr>
<td>Writing</td>
<td>75.00 %</td>
<td>46.80 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>59.40 %</td>
<td>41.20 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>62.60 %</td>
<td>33.50 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>40.70 %</td>
<td>35.90 %</td>
</tr>
<tr>
<td>Reading</td>
<td>62.90 %</td>
<td>33.50 %</td>
</tr>
<tr>
<td>Writing</td>
<td>30.80 %</td>
<td>19.10 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>25.90 %</td>
<td>32.60 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>37.00 %</td>
<td>27.80 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments

Overall, the 2015 NAPLAN results show that the school consistently achieved above the national
levels in most areas in both Year 3 and Year 5.

The results for Year 3 students were well above the national percentages for the top two bands in all five content strands. The 2015 results show that the number of students in the bottom two bands was consistently better than the national percentages for all areas.

Year 5 results show that all students were consistently better than national averages for the top two bands in all content areas except for spelling. The 2015 results show that the number of students in the bottom two bands was consistently better than the national percentages for all areas.

The school is very proud of all student’s results and efforts.
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.

In 2015, the school has continued to implement the *KidsMatter* mental health and wellbeing initiative. This year’s focus has been Social and Emotional Learning (SEL), identifying the skills needed for the children to develop the five competencies outlined in the SEL continuum those being: Self Awareness, Self Management, Social Awareness, Relationship Skills and Responsible Decision Making.

Behaviour Management and Student Discipline Policy

The School’s policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The school is a PBL school (Positive Behaviours for Learning) and the three school rules are: Care for Learning, Care for Self and Others and Care for the Environment. All behavioural expectations align under these key ideas. As a PBL school, data is used to inform decisions and focus on giving the students the opportunities to learn the skills they need to follow these rules. This is done through reminding, redirecting, teaching and re-teaching.

In 2015 the school was evaluated using the School Evaluation Tool (SET) by the PBL Coach. The data summary showed that the School was performing at a very high level of school-wide implementation and fidelity to the process of PBL.

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

The School's Anti-Bullying Policy is available on the school website under the *Policies* tab. This policy is actively enforced by staff and understood by parents and children. The policy stems from Australian and overseas evidence-based research with an emphasis on Building Empathy (Ken Rigby, 2010), Restorative Practices (Marist Youth Care) and Positive Behavioural Interventions and Supports (PBIS). During 2015 the *Stop, Walk and Talk* program was introduced to all children and *Expect Respect, Girl Power and Boys Program* to children in Stage 3 (Years 5 and 6).

**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**

All at the school share the belief that all Stage 3 (Year 5 and 6) students should have the opportunity to develop their leadership skills and promote respect and responsibility in the school community. For this reason, the school has Leadership Ministries as opposed to School Captains. At the beginning of each new school year, students attend a leadership camp to develop their skills and leadership qualities in demonstrating acceptance, citizenship, generosity, hopefulness, acknowledgement and honour, whilst using the idea of *servant discipleship* to guide their actions.

The Senior Leadership Ministries include the following areas of responsibility and children spend one term on each of these: Pastoral Care; Social Justice; Welcome / Arts; Communication; Sport; Environment; Playground; Technology. Each Leadership Ministry focuses on a range of roles and responsibilities designed to develop greater respect for self and others as well as contribute to the smooth and effective operation of the School. Year 6 students are also given the responsibility of being a buddy to a Kindergarten student. This provides them...
with the opportunity to mentor and guide the younger students.

The school provides support programs which enable the school community to reach out to families in need. The strong support network, which includes Class Parent Representatives, Parents and Friends Association, Welcome Team, Meal Help Coordinator, Buddy Parents, Parish and School Staff, ensures that the welfare of people within the community is monitored and any assistance is organised in a timely and respectful manner.
Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School’s progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

**Key Improvements Achieved**

The SIP goals for 2015 were as follows:

- **Mission:** The focus of this domain was on working towards students strengthening their personal relationship with Jesus within the experience of the Gospel and with a particular focus on familiarisation with 'Joy of the Gospel' and directions from Pope Francis.
- **Learning and Teaching:** This domain focussed on ways to authentically engage students as creative, self-directed learners and to develop reflective practices with their learning.
- **Pastoral Care:** The focus of this domain continued to be on the KidsMatter Component 2 to help develop children’s Social and Emotional Learning (SEL). Positive behaviour for Learning (PBL) continued to be embedded across the School with a stronger focus on behavioural support.

In addition, the school (i) implemented the new syllabus for Science and Technology, (ii) continued to develop ICLT resources and learning tasks, (iii) refurbished the Kindergarten and Year 1 classrooms which assisted with the provision of quality early learning experiences, and (iv) the positive transition to school experience was further refined for children in the early years in line with the Early Years Learning Framework.

**Priority Key Improvements for Next Year**

The SIP goals for 2016 build on the 2015 goals as follows:

- **Mission:** To strengthen students’ personal relationship with Jesus.
  
  In 2016 there will be reference to Pope Francis’s encyclical "Laudato Si" or "On Care For Our Common Home".

- **Learning and Teaching:** To authentically engage students as creative, self-directed learners.
  
  In 2016 this will be further developed by the embedding of thinking routines from Making Thinking Visible and further building on creating Cultures of Thinking. Collaborative planning and professional learning in all KLAs will continue to focus on these thinking routines and learning beyond the walls as part of the School’s Inspire Project.

- **Pastoral Care:** To strengthen the mental health and wellbeing of students.
In 2016 children's development will be plotted on the Social and Emotional Learning (SEL) continuum and goals will be set for children to develop lagging skills. PBL will continue to respond to data collected and will focus on playground learning. The *Stop, Walk and Talk* program (PBIS) will be further embedded to assist children to try to solve the more simple playground problems more independently.
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**

Areas identified by Macquarie Marketing Group (MMG) survey (2013) of overall high satisfaction including community engagement, communication between school and home, learning and teaching and achieving the school mission, continued to be areas of parent satisfaction. At the time of the survey an overall very high level of parent satisfaction was recorded in the areas of Mission, student Pastoral Care and facilities and resources.

These areas have continued to be areas of high parental satisfaction with the addition of engaging learning experiences that have a high level of intellectual quality and the positive aspects associated with a connected school community.

Anecdotal evidence continued to be very positive with parents commenting that the School was their first choice of school, positive word of mouth recommendations and overall strong advocacy and loyalty towards the School. There are many parents who attended the School and as alumni they now actively foster a continued sense of pride in the School.

**Student Satisfaction**

When students in Year 6 were asked about their overall school experience before they graduated, they reported many positive experiences and a very high level of satisfaction. Feedback included that pastoral care and learning and teaching were of a very high standard. These older children valued their participation in Leadership Ministries, they felt that teachers cared about them, they had good friends and had a quality educational experience. Many commented on how they had achieved things with the support of the teachers that they had never expected such as 'having a go' at debating, thinking more mathematically and developing as thinkers and leaders.

**Teacher Satisfaction**

Staff continually reported that they felt supported by the school Leadership Team in all areas of their work, including meetings with parents, behavioural support, and with quality and ongoing PL opportunities. Teachers continued to approach their work with enthusiasm and with a high level of commitment to their class as well as to after school activities, for example, involvement with debating teams, sacramental programs, Parish events, curriculum meetings, Parents' and Friends' events, Diocesan meetings and ongoing PL.

Collegiality continued to be high with staff commenting that there was a strong sense of team
spirit and that staff morale was very high. Staff felt supported with the school-wide approach to curriculum planning in all KLAs and with the resulting quality learning experiences developed for children. The school continued to have the reputation that it is a school where teachers are well supported, that generally children are keen to learn, and parents are engaged and seeking high standards for their children in a connected Catholic community. These aspects all contribute to a high level of teacher satisfaction.
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

<table>
<thead>
<tr>
<th>Income</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants (55.5%)</td>
<td>$1,325,201</td>
</tr>
<tr>
<td>Government Capital Grants (0%)</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants (17.9%)</td>
<td>$426,487</td>
</tr>
<tr>
<td>Fees and Private Income (21.2%)</td>
<td>$507,322</td>
</tr>
<tr>
<td>Other Capital Income (5.4%)</td>
<td>$129,057</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$2,388,068</strong></td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure (0.8%)</td>
<td>$16,426</td>
</tr>
<tr>
<td>Salaries and Related Expenses (72.7%)</td>
<td>$1,573,999</td>
</tr>
<tr>
<td>Non-Salary Expenses (26.5%)</td>
<td>$573,261</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$2,163,686</strong></td>
</tr>
</tbody>
</table>