



# St Martin de Porres Catholic Primary School Davidson

## 2009 Annual Report



Principal: Mr Paul McGuire

Address: 147 Prahran Avenue  
FRENCHS FOREST NSW 2086

Phone: (02) 9452 2022

Fax: (02) 9975 2374

Web: <http://www.smdbb.catholic.edu.au>



## **1. Message from Key Groups in Our School Community**

### **1.1 Message from the Principal**

This 2009 St Martin de Porres Catholic Primary School Annual Report provides the school community with an overview of the key initiatives and events which occurred during the year. It provides the opportunity for the community to reflect on our achievements, as well as providing some insights into 2010 initiatives.

Each year, a community such as St Martin's recommits to the vision and mission of the school, as well as its motto, 'Strength and Gentleness'. This report provides the context explaining why this is so vitally important.

In 2009, the school community was engaged in the federal government's Building The Education Revolution (BER) stimulus plan School Pride Program, the implementation of whole school student assessment strategies in Numeracy, the government's Australian Early Development Index (AEDI) for Kindergarten students, very positive NAPLAN assessment results and successful Parents' and Friends' Association (P&F) activities such as the St Martin's Dinner Dance. Also, the school appointed two staff members to the substantive positions of Assistant Principal and Religious Education Co-ordinator.

### **1.2 Message from the Parent Body**

2009 has been a very productive year for the St Martin's parent community in our goals of supporting the school and fostering the positive relationships which build a strong school community. The year began with a very successful Welcome BBQ where new families were made to feel a part of the wonderful culture which exists at St Martin's and judging by the record attendance, existing families look forward to this event each year. Fundraising and social events filled the calendar throughout 2009 at both a school and class level, with our social co-ordinator and various committees working extremely hard for the good of all.

The 2009 Dinner Dance was held mid-year and also provided a record amount raised for the purchase of computer equipment and new reading books in classrooms and the library. The committee did a fantastic job in ensuring the night was a spectacular school event and a fantastic celebration.

The school continues to grow strongly in its focus on learning, with very high results in NAPLAN assessments during 2009. Pleasing results were achieved in numeracy especially and are a result of the staff focus on numeracy during the year and into next. We thank the staff for their continued dedication to providing a high standard of learning and an incredible variety of extracurricular opportunities for our children.

Finally, I would like to thank the parent community, especially the leadership team of the P&F, for their support and encouragement in my role as president during 2009.

*P&F President*

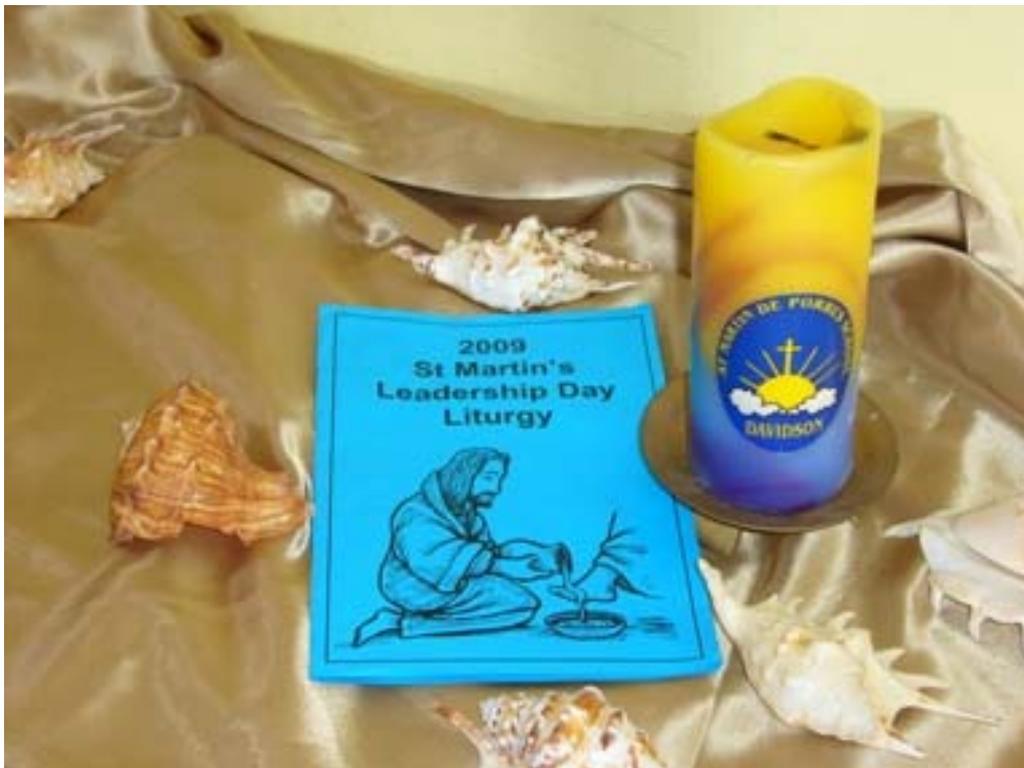
### **1.3 Message from the Student Body**

At St Martin's, we enjoy many extracurricular activities such as band, choir, debating, chess, public speaking, as well as flute, guitar and recorder ensembles. Our sports program provides us with many opportunities to show our talents at school, district and state levels in swimming, athletics, cross country running, soccer, rugby league and union, netball, hockey, basketball, cricket and touch football. Students also showed their talents in learning extension programs in mathematics such as Challenge Maths and Come On Kids. We are lucky to have such a wide variety of extracurricular activities to choose from considering we are such a small school in numbers but big on opportunities and choices.



During 2009, we also reinforced the 'no bullying' program with regular Friendship Weeks and anti-bullying plays by neighbouring secondary schools. Our Restorative Justice Leadership Ministry helps students in the ways that they mix with each other. It helps us in our relationships and reminds us all of the beliefs we have as a school community - 'Hands Off & No Put Downs!'. The senior leadership program helps us as seniors make sure that we are always good, positive role models for the younger students.

*Senior Leadership Students*





## 2. School Profile

### 2.1 Introduction

St Martin de Porres Catholic Primary School was opened in 1980 by the Brigidine Sisters as part of the Parish of St Martin's, Davidson. The motto of 'strength and gentleness' is instrumental in the school's culture and ethos - 'strength in purpose, yet gentle in action'. The Brigidine charism and the school's patron saint, Martin de Porres, a Dominican, combine to offer the school a particular set of values which underpin the school's culture.

The school is a part of the Frenchs Forest Catholic Parish, integrating the church communities of St Martin de Porres, Our Lady of Good Counsel and St Anthony in The Fields. The two Catholic primary schools enjoy a very positive relationship as a result and are extremely active in bringing the communities of church and school together.

### 2.2 Student Profile

The following information describes the student profile for 2009:

Girls	Boys	LBOTE*	Indigenous	Total
91	98	6	0	189

\*Language background other than English

### 2.3 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

### 2.4 Staff Profile

The NSW government requires that this report details the number of teachers in each of the following categories:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
  - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
  - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
12	0	0	12

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.



## 2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2009 was 95.3%. This figure does not include teachers on planned leave.

The teacher retention rate from 2008 to 2009 was 84.6%.

## 2.6 Teacher Satisfaction

Recommendations from our last School Review process suggested that staff professional learning principles be aligned with a professional learning community approach, similar to that which exists at the core of the Peninsula Learning Community of Catholic Schools project. As a result, the staff, under the direction of the school's leadership team, has been striving to create a strong and effective learning culture. This culture encompasses:

- a commitment to school directions and areas of need
- collaborative goal setting
- articulation of vision by all
- open/honest/clear communication and feedback
- team work
- collective responsibility
- quality teaching and learning as core, effective leadership by all
- support for each other
- challenge and risk-taking
- professional dialogue; reflective analysis; coaching and mentoring
- transparency of practice.

As we have been moving through this current strategic cycle, the power of professional learning communities has become further evident for staff when the culture is based on trust. As a result, staff satisfaction is high and this is apparent in regular staff interviews conducted by the leadership team, in dialogue during professional learning meetings and in the coaching/mentoring process.

## 2.7 Student Attendance

YEAR	Average student attendance rate (%)
K	95
1	97
2	98
3	94
4	95
5	99
6	97

The average student attendance rate for the whole school for 2009 was 97%.



**Management of 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 Education Act 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 Catholic Schools Office and the relevant Department of Education and Training 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 Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

## 2.8 Student Satisfaction

During 2009, the senior student leadership group of Years 5 and 6 were involved in a Leadership Program to develop their own skills and also to review the school's leadership program, as it does every year. During this process, senior students engaged in focus discussions on the effectiveness of the program and their role as leaders of the school. This gave the staff great insight into student satisfaction across the whole school, as well as developing an even more effective leadership program which would have a positive impact on all students in the school. The overall satisfaction rate from senior students was high.



### **3. Catholic Life and Mission**

#### **3.1 Catholic Heritage**

St Martin de Porres Catholic Primary School was founded on the Brigidine ethos of 'Strength and Gentleness' - strong in purpose and gentle in action. This ethos is evident in the everyday life, culture and values of St Martin's. The school was named after the Dominican brother, St Martin de Porres who was born in Peru in 1579. St Martin was noted for his work with the poor and oppressed and he is the patron saint of Social Justice. This concept of Social Justice is a major pastoral initiative at the school.

#### **3.2 Religious Life of the School**

The religious life of St Martin's Catholic Primary School provides all members of the school community with many opportunities to celebrate and affirm their Catholic faith. Students regularly attend parish masses, families prepare and participate in family masses and the whole school attends term masses at the beginning and end of each term. A whole school liturgy is celebrated in Holy Week, masses for Sacramental Celebrations are well attended in addition to Holy Days of Obligation, Feast Days, the Year 6 Graduation Mass and the End of Year "Strength and Gentleness" Mass. As the high point of the School's Liturgical Year, this mass celebrates the achievements, successes and triumphs of that year. In particular this mass recognises the extraordinary contribution made by one Year 6 student who is honoured with the "Strength and Gentleness Award".

#### **3.3 The School in the Life of the Parish and the Diocese**

During 2009, the Family Mass Program continued to grow with an increased number of families attending the monthly celebration. The school again saw great participation in the Parish Sacramental Program, with many parents embracing leadership roles to support the Sacramental Coordinator and Religious Education Coordinator. In 2009, the school was involved in the preparation, planning and organisation of the Frenchs Forest Catholic Parish Mass – "Sharing One Faith in Christ". This mass was celebrated at the sister school, Our Lady of Good Counsel Forestville. A large number of staff, students and their families attended providing for many opportunities to be involved in readings, liturgical movements, choir and bands.

#### **3.4 Catholic Worldview**

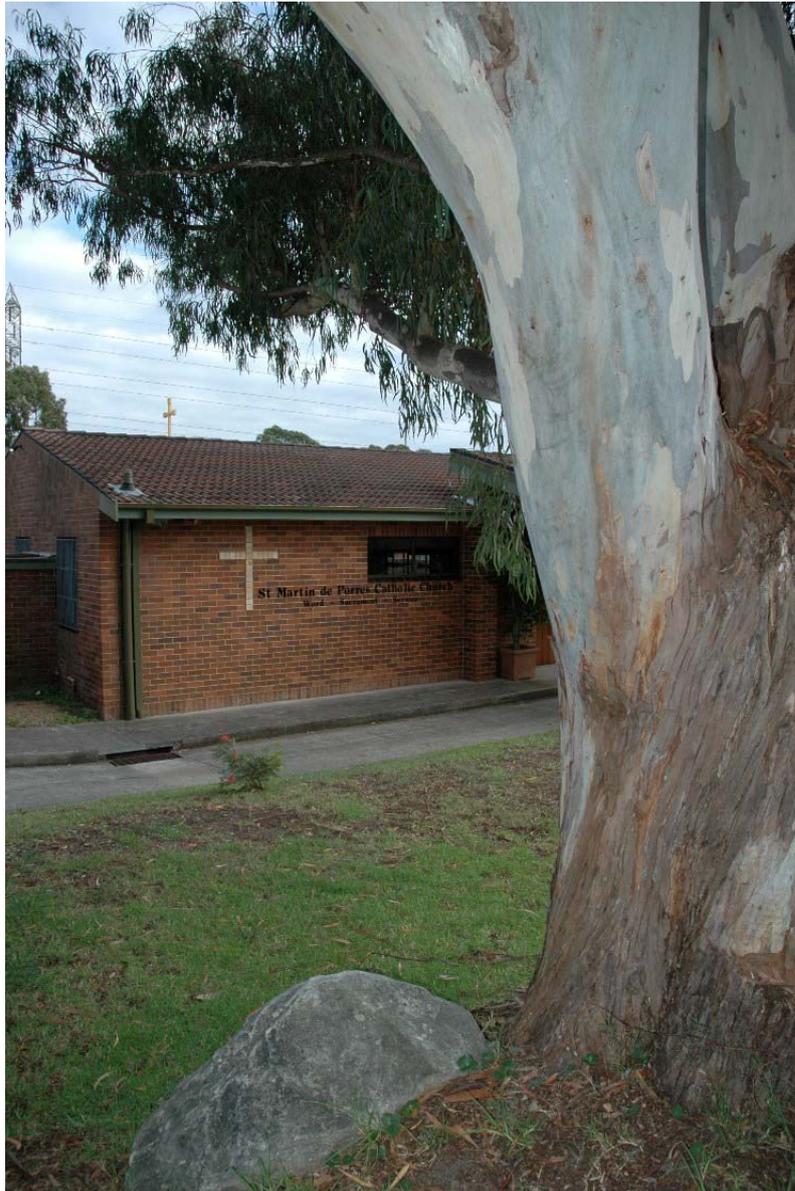
Social Justice initiatives featured strongly during the 2009 school year. After attending the Peninsula Learning Community of Catholic Schools Mission Workshop hosted by Frenchs Forest Catholic Parish, the Social Justice Leadership ministry planned and implemented a parish-wide Mission project to support the homeless. Working collaboratively with the Year 5 and 6 students of our sister school, the Social Justice students assembled and produced over two hundred and forty toiletry packs which were donated to St Vincent de Paul and the Matthew Talbot Hostel. Early in the 2009 school year, the students of Year 5 worked together to raise money for the Victorian Bushfires Relief Fund. Students organised and ran a 'Fun Day' donating all funds to Caritas Australia. Students and their families also participated strongly in the annual Christmas Hampers project implemented by St Vincent de Paul. The school community continues to demonstrate a strong sense of Social Justice, as established by the school's Patron Saint, St Martin de Porres.

#### **3.5 Professional Learning in Catholic Life and Mission**

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#), which is implemented by all systemic schools in the Diocese.



During 2009, a number of staff members continued their studies in the Certificate of Religious Education Course. Two staff attended Ministry for Teachers I and another began the Masters of Education (Leadership) course supported by the Catholic Schools Office. These opportunities have allowed the staff to further develop their knowledge and understandings of the Catholic Faith and prepare more meaningful, relevant and age appropriate learning experiences for students as well as staff.





## 4. Pastoral Care

### 4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

### 4.2 School Implementation of Diocesan Policy

St Martin's Pastoral Care Policies, which include Student Discipline, are based on the Diocesan Pastoral Care Policies. These policies assist in providing a clear structure to support staff, students and parents in their dealings each day. Thus, student discipline is well managed at the classroom level and involves parent feedback and support. An engaging curriculum, committed teachers and an enthusiasm for learning by students, assist with keeping a strong focus on classroom learning. The Restorative Justice Program provides the model of consistent approaches to managing students, whereby the culture of the school has developed into one which emphasises reaching out to others as central to the relationships which exist.

### 4.3 Pastoral Care of Families

The school has a number of support mechanisms in place which enable families in need to reach out and be comforted by the collective school community. The various social support groups, which work together to ensure that the welfare of people within the community is monitored and any needs are met effectively, continue to highlight the fundamental values espoused by the Brigidine order and St Martin. The P&F is the central support body of the school and has within it sub-committees, such as the Welcome Team. This group was established to support the P&F in their efforts to connect people and build positive relationships. Their role is to provide the structures for the P&F to work effectively, such as providing new families with 'buddy' families and providing communication links for all families at a school and diocesan level. The role of Class Parents is also critical as a communication link with the larger community in identifying needs. The school Meal Help program is an example of a practical way that the school community is able to respond in times of need.

Our school counsellor continued to visit the school to support students and their families during 2009. This valuable work was an important ingredient in the successful support intervention provided to families and teachers during the year.

### 4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

### 4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the Catholic Schools Office for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.



Principals, in consultation with the relevant Catholic Schools Office personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

During 2009, the school received a highly commendable report from an external OHS Audit visit. The comments in the report stated that the school was to be congratulated in the way it manages OHS issues and that there are very sound and effective management processes in place.





## 5. Excellence in Teaching and Learning

### 5.1 Quality Teaching and Learning

After an extensive review of spelling practices in 2008, teachers undertook a more functional approach to the teaching and learning of spelling. Classes now follow a K-6 Spelling Scope and Sequence and have agreed principles and practices, as well as a wide range of suggested strategies for the teaching of spelling. Science and Technology was again in focus after the extensive professional learning the previous year. An updated Scope and Sequence was developed and new teaching resources purchased to support the teaching and learning in the Science and Technology classroom.

Following a Peninsula Learning Community of Catholic Schools Staff Development Day on the teaching and assessment of mathematics, the school undertook a new journey in the development of numeracy. We utilised the diocesan literacy/numeracy grant to support staff in implementing a new form of diagnostic assessment called clinical interview. After further professional learning on how to use the assessment data to identify children's numeracy acquisition growth points, teachers began to use this information to plan more differentiated mathematics lessons.

The school revisited the Quality Teaching Framework to assist teachers improve their pedagogical skills. This framework allows teachers to focus on their in-class teaching practices in the professional learning setting and then use them in the classroom. This in turn helps to de-privatise the classes utilising the coach/mentor model.

The school continued to support high achieving students in mathematics and science through the diocesan Come On Kids mathematics extension program, the Australian Mathematics Trust Challenge Maths program and the Taronga Zoo's Zoomatics science program.

### 5.2 Student Achievement

2009 was the second year of the National Assessment Program – Literacy and Numeracy. Several points should be noted:

- **In Year 3** students in Band 1 are working below the national minimum standard. Students in Band 2 are working at the national minimum standard. Students in Bands 3 – 6 are working above the national minimum standard.
- **In Year 5** students in Band 3 are working below the national minimum standard. Students in Band 4 are working at the national minimum standard. Students in Bands 5 – 8 are working above the national minimum standard.
- In the 2009 cohort, there were 26 students in Year 3 and 20 students in Year 5.
- Students who were exempted from any test were deemed not to have met the National Minimum Standard in that test area.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are outlined separately for Year 3 and Year 5. In Year 3, the highest band that a student can achieve is Band 6. In Year 5, the highest band that a student can achieve is Band 8.



## Band Distributions (%) – Year 3

			Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
<b>Reading</b>	<b>2009</b>	School	0	0	8	4	35	54	100
		State	3	9	17	22	21	26	96
		National	4	11	18	23	20	22	94
	<b>2008</b>	School	0	3	10	26	39	22	100
		State	4	10	17	24	23	21	95
		National	6	12	18	23	22	18	93
<b>Writing</b>	<b>2009</b>	School	0	4	8	20	20	48	100
		State	2	5	13	29	32	19	97
		National	3	6	15	30	29	16	96
	<b>2008</b>	School	0	0	10	19	35	36	100
		State	2	5	13	28	31	22	98
		National	3	6	16	29	27	17	95
<b>Spelling</b>	<b>2009</b>	School	0	4	4	8	27	58	100
		State	4	7	16	24	23	25	95
		National	6	9	19	25	20	19	92
	<b>2008</b>	School	0	10	13	22	39	16	100
		State	3	7	16	26	25	22	96
		National	6	10	19	26	22	16	93
<b>Grammar &amp; Punctuation</b>	<b>2009</b>	School	0	0	4	23	19	54	100
		State	4	8	13	21	24	30	95
		National	6	9	14	21	23	26	93
	<b>2008</b>	School	3	3	13	32	23	26	97
		State	4	9	16	24	24	23	95
		National	7	11	17	23	21	19	91
<b>Numeracy</b>	<b>2009</b>	School	0	0	4	19	46	31	100
		State	3	10	20	27	22	16	96
		National	4	12	23	27	20	12	94
	<b>2008</b>	School	0	0	19	32	29	20	100
		State	2	9	20	28	23	17	97
		National	3	11	23	28	21	12	95

2009 school NAPLAN results for Year 3 were very positive with strong results across all areas of literacy and numeracy. The school continues to compare very highly with state and national results with 100% of students at or above national minimum standards in every test area. A large percentage of students are placed in the top two bands across all NAPLAN assessment areas and those that are in lower bands have been targeted for individual and small group tuition.



### Band Distributions (%) – Year 5

			Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
<b>Reading</b>	<b>2009</b>	School	0	15	5	5	40	35	100
		State	5	12	19	25	22	15	94
		National	7	13	21	25	21	13	92
	<b>2008</b>	School	5	9	29	33	10	14	95
		State	6	12	23	26	20	12	94
		National	8	14	24	26	18	9	91
<b>Writing</b>	<b>2009</b>	School	10	0	10	25	35	20	90
		State	4	10	26	33	19	8	95
		National	6	12	27	31	17	7	93
	<b>2008</b>	School	0	14	9	48	19	10	100
		State	4	10	24	31	20	9	95
		National	6	12	25	29	18	8	92
<b>Spelling</b>	<b>2009</b>	School	5	0	10	20	50	15	95
		State	4	10	22	26	21	15	95
		National	6	13	26	26	18	10	92
	<b>2008</b>	School	0	9	10	19	43	19	100
		State	5	10	22	29	22	12	95
		National	7	13	25	28	18	8	92
<b>Grammar &amp; Punctuation</b>	<b>2009</b>	School	5	5	5	5	50	30	95
		State	5	10	18	25	22	19	94
		National	6	11	20	26	21	15	92
	<b>2008</b>	School	5	5	14	29	33	14	95
		State	5	10	20	26	21	16	94
		National	7	11	21	26	20	13	91
<b>Numeracy</b>	<b>2009</b>	School	0	10	15	20	20	35	100
		State	3	11	24	28	19	14	96
		National	4	14	27	28	17	8	94
	<b>2008</b>	School	5	14	19	33	19	10	95
		State	5	15	26	26	17	10	94
		National	6	17	29	26	14	7	93

Year 5 NAPLAN results indicate continued strong performances, especially in numeracy and reading, with consistency in grammar and punctuation results. Slightly lower scores in writing and spelling have been highlighted as focus areas for 2010.

### 5.3 Extracurricular Activities

In 2009, the school continued to employ a debating coach with great success. The school Debating Team reached the finals of the Independent Schools Debating Competition. The debating coach then assisted with the preparation of students in public speaking and trained the next group of debaters in preparation for the 2010 season. The school ran an intra-school debating competition in Term 4.

The school's chess program continued during 2009, with pleasing results for our four competitive teams in the Manly Warringah Primary Schools Chess competition. The season ran over two terms with approximately twenty students involved. The school chess coach held lessons each Tuesday morning for advanced and beginner chess students, with a further eighteen students involved as beginners.

The St Martin's band program continued with great enthusiasm under the expert guidance of the band conductors and tutors. The school concert and training bands performed at festivals (including the Marana Festival) and eisteddfods with positive results, as did the flute ensemble. During the year, the students performed very well at diocesan and cluster masses. The Band Solo Night showcased the amazing talent which students possess. 2009 saw the continuation of a guitar group,



with seventeen students beginning their tutorial program and the formation of a guitar ensemble under the guidance of the school guitar tutor.

#### 5.4 Professional Learning

Throughout 2009 the teaching staff undertook an extensive professional learning program that was based on the needs of the school (identified in the Strategic Management Plan).

The curriculum area identified in the Strategic Management Plan for development was numeracy. The school decided to initiate this through assessment. The staff attended the Peninsula Learning Community of Catholic Schools Staff Development Day on the teaching and assessing of mathematics and followed this up with professional learning on identifying individual children's numeracy levels through the use of clinical mathematics interviews and the identification of numeracy acquisition growth points.

Coinciding with the professional development of numeracy was the development of teachers' pedagogical skills through the use of the Quality Teaching Framework and cooperative planning with key teachers. Teachers also undertook professional learning in the area of identifying Gifted and Talented children and meeting individual needs through a differentiated curriculum, as well as NAPLAN analysis.

The school leadership team undertook further development with the Central Cluster of Peninsula Schools through another Peninsula Learning Community of Catholic Schools initiative. This group of schools focussed on ways to become more effective as leadership teams.





## 6. Strategic Initiatives

### 6.1 2009 Priorities and Achievements

The 2009 priorities included the continuing development of a professional learning community which focused on a commitment to the school's Model of Curriculum Review and Development. This model has at its core, a strong pedagogical focus on quality teaching, the teaching/learning/assessment cycle, Catholic Discipleship, as well as a strong focus on the areas highlighted in our previous school review report.

The focus on the Quality Teaching Framework assists in providing the structure for much of the professional learning in 2009. The staff contributed to the further development of a school Statement of Learning, building upon the existing Learning Beliefs. Focus key learning areas centred on numeracy, with a focus on assessment and 'knowing the learner'. Due to staff commitment and their passion to meet the numeracy needs of the school, the work of the staff was highlighted as leading the way amongst schools in our diocese.

A major planning review of the PE/Sport area within Personal Development, Health and Physical Education allowed a new scope and sequence to be developed and integrated across all aspects of physical activity in the school's PDHPE curriculum.

In minor review were English and science, especially after major professional development in 2008. Religious Education continued its ongoing focus as a major area each year, along with information technologies.

### 6.2 2010 Priorities and Challenges

The priorities and challenges for 2010 will focus on the Quality Teaching Framework (QTF) and the development of a shared understanding of the benefits of the QTF to teacher capacity and capability. The challenge of continuing to build a culture of professional learning through reflective processes remains a constant which drives all staff and engages them in a process whereby their growth as competent teachers is valued. We will continue to develop deep, rich learning environments that cater for individual needs and promote success. A focus on the coaching/mentoring model and building personal/professional goal portfolios for all teachers will enable realistic feedback to assist teachers in their roles.

The continued focus on numeracy for the school will centre on assessment as the starting point for 'knowing the learner', ensuring that students are engaged at their point of need. A case management approach for students identified through numeracy assessment practices will be developed, in collaboration with the Learning Support Team and teachers. A focus on classroom practice and the significance of numeracy acquisition in the life of students will form a major focus for staff and parent learning. Future directions and goal-setting will assist in the development of a new Numeracy Improvement Plan for the school and the sustainability of school improvements.

During 2010, the school will undergo major building works as a result of federal government funding within the BER program. A new library, or Learning Centre, will form the basis of the scope of works. The school is fortunate to have ample space to accommodate any disruptions and challenges that may present themselves.



## 7. Parent Participation

### 7.1 Introduction

The parent community of St Martin's Catholic Primary School enjoys a culture whereby parent participation is strongly encouraged and positive contributions to the everyday life of the school occur. The P&F Executive Committee is the central school parent representative body and their main roles are to support the parents in the building of community, provide support to the Principal in school matters and support the overall effectiveness of the school via fundraising. In support of this group are the various P&F Committees, such as Sport, Band, Clothing Pool, Book Club, and Grounds and Maintenance. The Class Parents' group assists the Vice President in the coordination of all social events on a whole school and individual class basis. The Welcome Team assists the P&F in the building of community relationships and acts as a direct link with the Diocesan Parent Council. The school's Finance and Building Committees work to assist the Principal in the financial management of the school and in the proposed BER building works.

### 7.2 Parent Satisfaction

Across the school parent community, there exist a number of supportive communication groups which represent the wider school community. A strong culture of open and honest communication has been shaped by staff and parents over the last ten years. Parents have been able to participate at many different levels within the community, from leadership to classroom support. These groups have acted as positive support groups for the school's leadership in an advisory capacity, meeting regularly with the principal and acting as focus discussion groups reflecting on many aspects of school life, including its strategic directions. The integration of the variety of parent participation groups has ensured that effective communication procedures are in place and that they contribute strongly to the overall vision and mission of the school. Positive levels of parent satisfaction with the school have been constantly conveyed through interviews and focus group discussions.



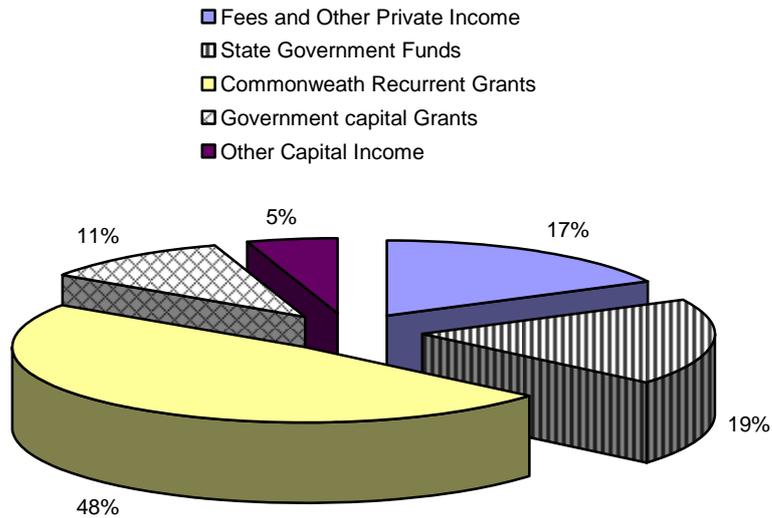


## 8. Financial Report

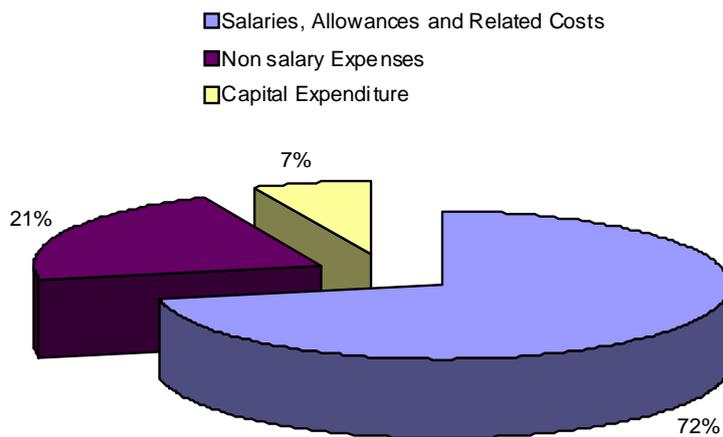
Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>

### Income



### Expenditure



The contents of this annual report have been validated by the Schools Consultant, Michelle Smith.