



St Martin de Porres Catholic Primary School Davidson

2010 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

This 2010 Annual Report of St Martin de Porres Catholic Primary School, Davidson, provides the opportunity for the school community to reflect on the initiatives and achievements which occurred during the year. It also provides insights into directions for 2011.

As a Catholic school community, it is important annually to connect with the school values of respect, forgiveness and compassion. These are embodied in our motto of 'Strength & Gentleness' and in the lives of our patron saint, Martin de Porres and our founding order of St Brigid. This was evident in our opening year Mass and every opportunity throughout the year.

The federal government's Building The Education Revolution (BER) stimulus plan 'School Pride Program' in 2009, was developed further with commencement of the BER 'Schools For The 21st Century' Building Program in 2010. After extensive school consultation, the school BER Committee presented plans for a new Library/Learning Centre, staffroom, multi-purpose classroom, communications room, toilet amenities, storage rooms, learning support and resource rooms, as well as an electrical and bushfire program upgrade. The additions required an existing wing of the school to be demolished, opening up the extensive grounds for use by the school community. Plans were also presented for a refurbishment of the existing hall. In all, the BER funding of \$2 125 000, would provide the school with the facilities to move into the future and continue to meet educational demands. Whilst there were great expectations for the school as a result of the building program, there were many challenges faced throughout the year.

1.2 Message from the Parent Body

2010 has been another fruitful year for the St Martin's parent community. The goals of supporting the school and fostering positive relationships in order to build a stronger school community were achieved. The P&F leadership group and supporting committees continue to work together to create a culture of collaboration. The year began with our traditional 'Welcome BBQ' during which new families were made to feel a part of the wonderful culture which exists at St Martin's.

The 2010 Trivia Night, held mid-year, provided funds raised for the purchase of Interactive Whiteboards, computers and new reading books in classrooms and the new Library. The committee did a fantastic job in ensuring the night was a successful school event.

Importantly, the school continues to grow strongly in its focus on learning. We thank the staff for their enthusiasm in providing a high standard of teaching and learning in a supportive environment for our children.

Finally, I would like to thank the parent community, especially the leadership team of the Parents and Friends Association, for their support and encouragement in my role as president during 2010.

Parents and Friends Association

1.3 Message from the Student Body

At St Martin's, the Senior Leader's Ministry, involves all students in Years 5 and 6 taking a strong part in role-modelling for other students and supporting the staff in the day-to-day running of the school. Our ministries include playground, sport, communications, social justice, Restorative Justice (RJ), parish and welcome. A teacher helps guide us in these ministries and keeps us focussed on our roles. Over our two years in senior classes, we experience each of these areas of school leadership, in preparation for high school and later life. During 2010, these ministries were very active in their roles.

We were fortunate to be able to enjoy many extra-curricular activities during 2010 such as our bands program, choir, debating, chess, public speaking, as well as flute, clarinet, saxophone, guitar



and recorder ensembles. Our sports program continued to provide us with opportunities to display our talents at school, district, diocesan and state levels in swimming, athletics, cross country running, soccer, rugby league and union, netball, hockey, basketball, cricket and touch football.

A large part of our role as seniors is to work with staff to ensure that student relationships are valued, especially under our motto of 'Strength & Gentleness'. We have numerous initiatives which reinforce the 'no bullying' culture with regular 'Friendship Weeks', anti-bullying plays, class 'community circles' and the RJ program. Our Restorative Justice Leadership Ministry helps kids 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 to make sure that we are always good, positive role models for the younger students.



Senior Leadership Students



2. School Profile

St Martin de Porres Catholic Primary School was opened in 1980 by the order of Brigidine Sisters, as part of the Parish of St Martin de Porres, Davidson. The motto of 'strength and gentleness' is instrumental in the schools 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. These values are respect, forgiveness and compassion. St Brigid and St Martin were exemplars of these values.

The school is a part of the Catholic Parish of Frenchs Forest, 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.

2.1 Student Profile

The following information describes the student profile for 2010:

Girls	Boys	LBOTE*	Indigenous	Total
95	92	9	0	187

*Language background other than English

2.2 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.

2.3 Staff Profile

The NSW government requires that this report detail 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.



2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2010 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2009 to 2010 was 100%.

2.5 Teacher Satisfaction

Recent surveys during 2010 indicated that staff responses to areas such as Catholic Practices, Philosophy and Faith, as well as Pastoral Care and Community, including Pedagogy were positive. Such areas as the school providing a faith-filled environment, spiritual development also articulation of values and mission, all received a 100% positive response (random sampling was used). Staff endorsed the student responses that indicated the school as a safe and supportive community with 100% agreement. Staff whole-heartedly agreed that the school has a strong commitment to theirs and others pastoral care needs. Responses to pedagogy questions indicated that the school's focus on professional learning and the development of teachers as leaders and learners has been significant in making a difference to teachers' capacity and capability.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	96
1	97
2	97
3	97
4	97
5	94
6	93

The average student attendance rate for 2010 was 96%.

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 (CSO) 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.

2.7 Student Satisfaction

During 2010, students were surveyed about a range of aspects involving their school and learning. Responses were analysed by staff and confirmed the areas which had been highlighted for focus during 2011, including student management and pastoral care. Responses to students' connection with God and their Church indicated that students were comfortable with the school's ability to assist them in their learning, prayer life, their appreciation of heritage and the school's motto, with 93% agreement. Students were asked about pastoral care with 100% of students indicating that they feel safe, understand school rules and teachers treat them with respect. 90% of the students agreed uniforms, leadership, social justice, school environment and anti-bullying were satisfactory. An analysis of the survey enabled the school to identify areas for development. Students responded positively in areas of learning such as technology, achievements, feedback, school pride and reflective practices with an overall 96% satisfaction rate.



3. Catholic Life and Mission

3.1 Catholic Heritage

St Martin de Porres Catholic Primary School prides itself on the Catholic heritage handed down by St Martin and St Brigid. St Martin de Porres, patron saint of the school, was a social justice advocate for people and animals less fortunate. His life was focused on putting others before himself and so the school's values of respect, forgiveness and compassion are heavily influenced by him.

St Brigid's influence traces back to the Brigidine order who founded the school, with the first Principal a Brigidine nun. The symbol of the 'Lamp of Learning' from the Brigidine order and St Brigid's cross are constant reminders of the schools core purpose in learning.

3.2 Religious Life of the School

The religious life of the school is firmly embedded in the community/family culture. Family Masses are a constant theme throughout all links between school and parish, with forty-one weeks of the year dedicated to at least one family Mass in any of the three churches. There exists a strong central theme within the parish and the Parish Priest's vision- 'Sharing One Faith in Christ'. Each year, the family Mass program is celebrated with each of the three church groups and in 2010 the Parish Family Mass was celebrated at St Anthony in The Fields Church.

The school is fully supportive of the Parish Priest's vision for the parish and encourages his participation in the life of the school through class visits, school Masses and liturgies, the sacramental program and regular meetings with the school's leadership team and staff.

During 2010, a 'Parish Guiding Team' was established to assist the Parish Priest in developing effective structures in order for the parish vision to become embedded and 'lived' by the community. Parental involvement at parish level has always been a positive aspect of the school's link with the wider community of Frenchs Forest Catholic Parish and also enables worthwhile communication to flow through to the families. This was very evident during the formation stages of this group.

3.3 Catholic Worldview

As part of the Peninsula Learning Community of Catholic Schools, St Martin's participated in the Peninsula Mission Workshop aimed at developing school based social justice initiatives. The project enabled the school to work in partnership with its sister school, Our Lady of Good Counsel Catholic Primary School Forestville, to raise awareness of global initiatives such as Fair Trade. St Martin's school specifically supported the Frenchs Forest Catholic Parish - East Timor project, raising money to provide educational scholarships to East Timorese girls. As a culmination to the project, students in the Social Justice Senior Leadership Ministry attended the Diocesan Mission Mass. The school's 2010 feast day celebrations enabled St Martin's to support the Candela Mission in Peru by hosting a Peruvian arts and crafts stall. Once again, the students and families of St Martin's generously donated Christmas food and gift hampers to St Vincent de Paul, which were gratefully accepted by the NSW outback town of Coolah.



3.4 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. Several teachers continued their professional learning in the Certificate of Religious Education and the Masters of Educational Leadership. Staff participated in professional learning sessions on the New Translation of the Roman Missal as well as Prayer and Liturgy in the Classroom as facilitated by the Catholic Schools Office. Staff also attended a parish presentation by Father Richard Leonard on the Catholic Church and the Media.



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

Pastoral Care Policies, which include Student Discipline and Anti-Bullying, at the school and diocesan levels, are closely aligned. These policies are maintained in the staff Administrative Folders and in the Principal's office. The diocesan policies are reviewed by staff, as are school policies. These policies assist in providing a clear structure to support staff, students and parents in their dealings each day.

4.3 Pastoral Care of Families

Each year, the school provides support programs which enable the school community to reach out to families in need. The strong support network which includes class parents, Welcome Team, parish and staff, ensures that the welfare of people within the community is monitored and any needs are met effectively. During 2010, these support groups worked collaboratively to support a number of families in need. Financial hardships of some families were also recognised and support given by the school.

Our school counsellor visited the school to support students and their families during 2010. A strong link between the counsellor, family and school was an important ingredient in the successful support intervention provided 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 CSO 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 CSO 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.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

Being part of the Peninsula Learning Community of Catholic Schools there were many opportunities for the development of quality teaching and learning. These included initiatives in the development of our School Improvement Plan (SIP) with the curriculum focus on numeracy; a Peninsula wide Staff Development Day on numeracy; and Principal/Assistant Principal leadership development sessions and SMART goal setting.

The focus on the SIP allowed the school to effectively align the Diocesan strategic goals with our own annual goals. It also supported the staff to develop their knowledge and buy-in of school goals, which in turn developed their ability to articulate the direction of school focus and promoted ownership.

The school also undertook policy development and launched a new (2010) Numeracy Policy and Improvement Plan to incorporate the changes in numeracy.

5.2 Student Achievement

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are “at proficiency”.
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.
- 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.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART.
- In the 2010 cohort, there were 31 students in Year 3 and 26 students in Year 5.

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 shown separately for Years 3 and 5. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).



Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	4	10	15	24	20	28	95
	National	4	10	17	23	22	22	94
	School	0	0	3	3	19	74	100
Writing	State	2	4	11	27	31	25	97
	National	2	5	13	30	30	17	96
	School	0	0	0	16	48	35	100
Spelling	State	4	9	18	24	25	21	94
	National	7	10	18	24	22	16	91
	School	0	3	0	19	19	58	100
Gr. & Punct.	State	6	9	13	19	25	29	94
	National	6	9	15	21	22	25	92
	School	0	0	0	3	29	68	100
Numeracy	State	3	12	24	22	23	15	95
	National	4	11	23	28	20	12	94
	School	0	0	10	32	35	23	100

The 2010 NAPLAN results for Year 3 were very pleasing and particularly strong in the areas of Reading, Grammar & Punctuation and Spelling. The school continues to compare favourably against national results as well as "similar" schools. A high percentage of students were placed in the top two bands across all NAPLAN assessment areas.

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7	13	24	22	16	17	93
	National	7	14	23	25	18	10	91
	School	4	0	12	23	27	35	96
Writing	State	4	9	21	38	17	10	95
	National	5	11	27	31	17	7	93
	School	0	4	19	62	12	4	100
Spelling	State	5	11	22	27	24	12	94
	National	6	12	24	28	19	8	92
	School	4	8	15	27	31	15	96
Gr. & Punct.	State	6	11	20	18	28	17	94
	National	6	11	20	26	21	14	92
	School	0	8	4	31	38	19	100
Numeracy	State	4	12	27	25	18	14	95
	National	5	13	26	28	17	9	94
	School	4	0	23	46	12	15	96

The 2010 NAPLAN results for Year 5 indicate solid growth in most assessment areas particularly Reading which scored higher than the similar schools' mean. The writing score, which is above the National Schools Comparison Mean, has provided us with an area of focus for pedagogical content knowledge development for teachers in 2011.



5.3 Extra Curricula Activities

During 2010, the school employed additional staff in the areas of debating and speech, chess, band, music, Italian, physical education, speech therapy and occupational therapy. Specialist staff assist students in a variety of ways and liaise with class teachers on improving student learning outcomes. Our music program during 2010 continued our strong tradition of outstanding musicianship within the school music program and the extensive band program, with both complementing each other. Excellent standards are achieved by our students in external assessments and gradings.

5.4 Professional Learning

A comprehensive Professional Learning pathway for 2010 enabled School Improvement Plan goals to be achieved through a variety of ways, including a major focus on building teacher leadership capacity and capability with staff leading the learning at meetings and facilitating staff expert knowledge building. This strategy continued the development of a community of learners within staff and a culture of shared responsibility.

The major curriculum focus of numeracy followed the school's Curriculum Review and Development Model. This focussed on teacher development through the Quality Teaching Framework and students 'at risk' via the Teachers' Coach Model. The Assistant Principal and the Learning Co-Ordinator managed both of these areas and used class visits to coach and mentor teachers. The use of assessment in numeracy, in order to inform teachers and students, has been a major focus of professional learning during 2010. The use of exemplary assessment data informed teaching practice and subsequently improved learning outcomes for students.

As a member of the Peninsula Learning Community of Catholic Schools (PLCCS), the staff have benefitted from the networked learning that has occurred through the sharing of pedagogical knowledge and expertise across schools, primary and secondary. This has been extended across the system of Diocesan Schools in Broken Bay with the support of Catholic Schools Office staff.





6. Strategic Initiatives

6.1 2010 Priorities and Achievements

The school's Strategic Management and Annual Plans determine the priorities for development each year. The major focus areas are planned in greater detail within the 'School Improvement Plan' and are developed collaboratively with all staff in the areas of Curriculum, Catholic Life and Mission, Pastoral Care. During 2010, the school's Curriculum Review and Development Plan, as well as the Learning Framework assisted in guiding the process. The Quality Teaching Framework (QTF) provides the underpinning structure or theory of action through which to develop a pathway for staff in their own learning. Learning conversations occur with staff throughout the year and focus on their own goal setting and development as leaders of learning.

Assessment of students in numeracy was a critical point in learning for all staff. The data informed and assisted in the development of an enquiry approach to improving student learning outcomes. The learning support team have focussed on developing 'at-risk' students mathematical performance via the growth point data obtained in the numeracy 'Clinical Interview' assessments.

The progress up until the end of 2010 of the federal government's BER Program is a major achievement of the school. Major disruptions to normal school operations occurred during the year, however, the anticipation of new facilities and all the opportunities that these bring, have meant that flexibility has been required by all.

6.2 2011 Priorities and Challenges

The 2011 School Improvement Plan highlights three major areas in development for 2011, Curriculum, Catholic Life and Mission, Pastoral Care.

The school priority in curriculum will focus on Literacy- Writing/Spelling and will be underpinned by the QTF and the Teacher's Coach Model. A review of all policies, plans and structures, as well as consideration of current beliefs and practices in literacy will be actioned. A careful analysis of assessment data, including NAPLAN, will inform the professional learning pathway. Deep pedagogical understanding of NAPLAN writing criteria marking requirements for persuasive writing will be undertaken. A new Literacy Policy and Improvement Plan will be developed to incorporate new learning.

The area of Catholic Life and Mission is central to the school and parish link. The last few years has seen much development. The vision and mission of the parish, Parish Pastoral Council/Guiding Team, parent involvement, parish/school structures and processes, leadership, communication, ministry teams, etc, will all play an important role in 2011 priorities and challenges.

The third area of focus during 2011 is a review of the school's pastoral care policies and programs. Our Strategic Management Plan indicates that the important area of student management should be reviewed in its cyclical timeline. In preparation during the later part of 2010, staff has been reviewing school and system policies and processes. With this in mind, the school will begin the 'Positive Behaviours for Learning' program, which is strong in its research base and is data focused. The program is a system-wide initiative and assists school communities in its management of students from a strong teaching perspective, with an emphasis on promoting behaviours which enhance learning for all.



7. Parent Participation

7.1 Introduction

During 2010, the inaugural School Advisory Board was formed and for the later part of the year, underwent formation with the School's Governance Officer from the Catholic Schools Office. The primary role of the board is to assist the Principal and Parish Priest in the strategic development of the school within the parish. A framework of collaborative mission has been developed within the guidelines developed by the Bishop of Broken Bay to provide the basis for the board's operations.

The 2010 Parents and Friends Association provided a vital link between parents and the school, under the leadership of the executive. Numerous committees worked tirelessly in areas such as grounds and maintenance, parish, band, uniforms, sport, book club and welcome team. The P&F role centres on social and fundraising initiatives.

The school has a strong and very effective link with the broader Diocesan Parent Council (DPC) and its peninsula cluster group. A large part of the Diocesan executive is made up of parents from the school. Communication from the DPC back to the school community is extremely effective, with many of our parents attending seminars and forums on parenting and education throughout the year.

7.2 Parent Satisfaction

Parents at St Martin's Catholic School are always encouraged to communicate effectively with staff about their children and their school. This occurs in a variety of ways through parent/teacher interviews- both formal and informally.

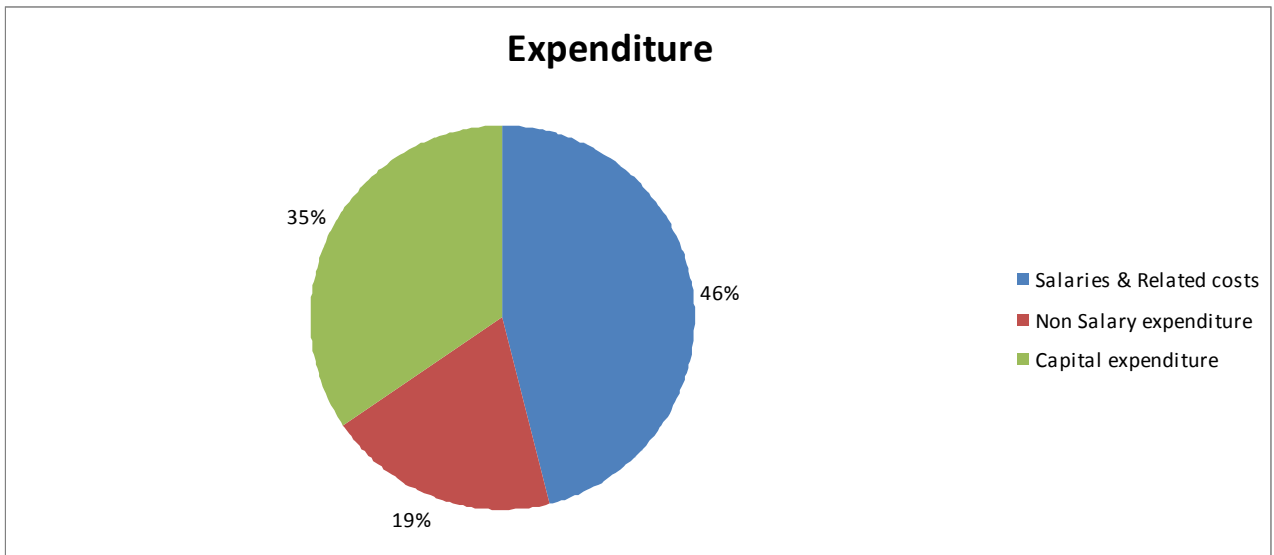
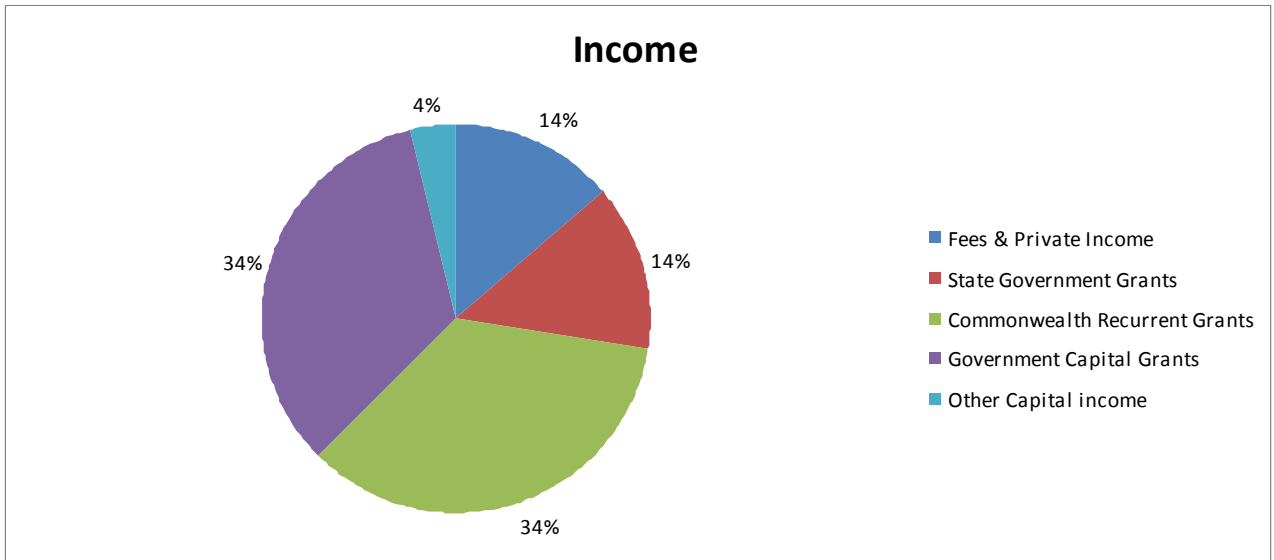
Through surveys in 2010, parents are particularly supportive of the schools 'Catholic Practices, Philosophy and Faith', with a positive response of 97%. The areas which were surveyed included the child's faith environment, religious leadership, teachers as role models, Catholic ethos. Pastoral care and community was also surveyed and included- the school's commitment to pastoral care, community perceptions, social justice, school as safe and supportive environment for students and parental involvement. Responses, on average, indicated that St Martin's is very effective in this area with 96% agreement. Curriculum, teaching and learning survey responses supported the school's recent directions that include staff commitment, parent contributions, use of technology, data analysis, communication, quality teaching, student progress and reporting. Responses to the latter varied with 94% agreed in support of the school's direction in these areas.

The surveys supported our focus in the 2011 School Improvement Plan around literacy, student pastoral care and management, as well as our links with parish.



8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. 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>



The contents of this annual report have been validated by the School's consultant, Anne Duncan.