

St Martin de Porres Catholic Primary School, Davidson

Annual School Report to the Community

2014



St Martin's Davidson

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Principal

Mrs Helen Leigh

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 School Review, which is conducted every six years, was held in term three and with input from parents, staff, children and key people in the Parish, the evidence was collected and examined. Recommendations were made from the panel of educational experts for the direction of the school for the next three year period. The panel summarised the review process and highlighted that overall "the school was in an enviable position".

The School Improvement Plan (SIP) area of Mission saw a major focus on children's understanding of Discipleship and how that is achieved in areas of social justice.

The Pastoral Care SIP concentrated on the KidsMatter framework Component Two, with a focus on Social and Emotional Learning (SEL). As with last year, student wellbeing and the connectedness continued to be of high importance.

The school-wide focus on Mathematics continued with a greater emphasis on multiplication and division as areas identified from the Mathematics Assessment Interviews (MAI) conducted with each child.

I would like to thank all involved in our school community – staff, parents, children and parish - for their contribution to the school's continued success during 2014.

Parent Body Message

The Parents & Friends Association continuously work with the school to achieve our SIP goals. Our main focus for 2014 was to continue to nurture and strengthen our relationships within the school community.

We started the year with our traditional Welcome BBQ, had social functions for the children each term, a successful Trivia Night, and then ended 2014 with our first open-air Christmas party and concert held on the school grounds. This was extremely successfully and we will continue to try new events for our school families.

We are blessed by the contributions of the Parents & Friends Executive Committee and its numerous sub-committees that all assist in making a positive contribution to the school community.

We thank the staff for their enthusiasm in providing a high standard of learning and teaching in a supportive and positive environment for all of our children.

P&F President

The School Advisory Board works in partnership with the leadership of the school and acts as a ‘sounding-board’ for school policy, goals and direction. The Board provides the Principal with input and feedback from the parent community as well as acting as communication for future endeavours.

Chairperson

Student Body Message

In 2014 the students of St Martin’s were given many opportunities to grow. These included the following activities: In sports there were swimming, athletics and cross country carnivals; soccer, eagle tag, cricket, tennis and netball gala days. Some of the extra-curricular opportunities were: Inters School Debating Association debating, Peninsula Debating, Public Speaking, Chess Club, Peninsula Chess Competition, School Choir, Training Band, Concert & Jazz Bands, Flute Ensemble, Band Camp and Band Concerts. Other events included Mission Mass, class and term masses, Bandana Day, Kids Matter launch and Bucket Fillers launch. The social events included Movie Nights, Disco, Tuck Mufti, Welcome BBQ, School Concert & Picnic.

As senior leaders of our school we each have a Leadership Ministry. There are eight Leadership Ministries, and each term we have the opportunity to contribute to our school by helping to lead assemblies, aerobics, sport and playground games, environment, communications, social justice activities and promotions.

We consider ourselves to be very fortunate to be able to participate in such a wide range of activities that help us to develop as disciples of Christ.

SECTION TWO: SCHOOL FEATURES

School Features

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

Our school community values the contributions of all and encourages participation in the full life of the school.

Vision Statement

Our shared vision is to nurture and celebrate the uniqueness and giftedness given by God to each person in our 'strong and gentle' school community.

Mission Statement

St Martin's Catholic 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.

St Martin's Catholic School is set amongst beautiful bush land. With a magnificent array of natural flora, as well as several permanent shade structures, there is plenty of protection from the weather. Often wallabies, cockatoos, ducks, lorikeets and various species of parrots can be spotted in the playground.

The School is generously resourced and the expansive grounds are extremely well maintained encompassing both grass and hard playing surfaces.

There is a multi-purpose sports court for netball, basketball, volleyball, hockey, tennis and soccer, and is used regularly during PE lessons. Handball courts, a grassed soccer field and oval area for team sports are provided for students who enjoy a more active playtime. There are also a number of specific quiet areas throughout the school for students to play quiet games such as outdoor chess.

The classrooms are very appealing, spacious and attractive learning areas with modern facilities and resources such as wireless access to all rooms and playground areas, interactive whiteboards, laptops, desktop computers, iPads and air-conditioning.

The new 'Learning Centre' houses the Library, Learning Support Rooms and Multi-purpose classroom where weekly Library, Italian and Music lessons are held.

At Martin's we strive to ensure that learning is child-centred and inclusive of our parents and community. Our school is an exciting and interesting place to be and our dedicated staff 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.

<https://www.smddbb.catholic.edu.au/our-school>

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 2014. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
86	88	37	174

* Language Background Other than English

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2014 was 95.53 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.50 %
Year 1	95.90 %
Year 2	96.50 %
Year 3	95.90 %
Year 4	95.10 %
Year 5	92.70 %
Year 6	97.10 %

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).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
16	5	21

* This number includes 6 full-time teachers and 10 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.

Teacher Qualifications	Number of Teachers
1 Those having formal qualifications from a recognised higher education institution or equivalent.	16
2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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.

Day 1	Religious Education - Understanding the Mass and Liturgy planning
Day 2	Pastoral Care - KidsMatter Component 2 - Social and Emotional Learning
Day 3	Learning and Teaching - School Review and School Improvement Plan development

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and 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 life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

Catholic Life and Mission

Catholic Heritage

St Martin de Porres Catholic Primary School was named after the Dominican Brother St Martin de Porres who was born in 1579. St Martin dedicated his work to the oppressed, the sick and the poor and he is the patron saint of Social Justice. At St Martin's Catholic School, the concept of Social Justice is very strong and is the major pastoral initiative at the school. The school ethos of "Strength and Gentleness", which reflects our Brigidine heritage, is evident in everyday life at St Martin's Catholic School. The notion of 'Strong in purpose, yet gentle in action' underpins everything we do at St Martin's.

Religious Life of the School

St Martin de Porres Catholic Primary School has continued to develop strong bonds with the Frenchs Forest Parish community. We work positively with Parish ministries in the organisation of the monthly Family Masses. Classes from Kindergarten to Year 6 attend Parish weekday Masses each term and Years 3 to 6 attend Reconciliation. Parents and Grandparents are encouraged to join their children in our whole school Term Masses, Holy Week and Advent Liturgies, Sacramental Masses, Feast Days and Holy Days of Obligation. At the end of each year the Year 6 children mark both their graduation and the presentation of the prestigious Strength and Gentleness Award, Music Award and Sport Award with two very special Masses.

Catholic Worldview

Social Justice continues to play a pivotal role in the life of our school. This reflects both the example of our patron saint, St Martin de Porres, and the Brigidine charism. This year the Social Annual School Report to the Community 2014

Justice Leadership Ministry students participated in the Peninsula Learning Community of Catholic Schools Mission Project Day. We undertook three main social justice projects in 2014. 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 first project was the Caritas Project Compassion linked to the Parish Lenten program. Our second project was our support of Night Patrol in the city. Our parish mission project involved children from OLGC and St Martin's schools in this St Vincent de Paul initiative to provide meals to assist Night Patrol. Our third project was making Christmas hampers for the Parish St Vincent de Paul Society to deliver to the small town of Coolah. Each class provided hampers and presents for two disadvantaged families. Both projects involved all students and their families and strongly reflected our strong Social Justice focus at St Martin de Porres Catholic School and the strong links with the Parish of Frenchs Forest support groups.

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 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. 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 main curriculum focus for 2014 has been on developing teacher pedagogy and particularly in the areas of Mathematics and English.

Our goal in Mathematics has been to continue professional development for teachers in order to refine their skills in developing rich mathematical learning experiences that clearly differentiates for all student abilities in the learning environment using the new NSW K-10 Mathematics Syllabus.

As a result, St Martin's now has a consistent K-6 format for programming and teaching Mathematics. Teachers are supported in programming, designing questions that challenge mathematical thinking and open ended tasks. St Martin's has also established an agreed daily practice for the numeracy block from K-6 .

Assessment in mathematics was also a major focus for 2014. Across the school, Mathematical Assessment Interviews were conducted in the first week of schooling to assess students at risk in all grades K-6. By establishing regular meetings with class teachers to discuss specific children and their needs, we have been able to develop targeted assistance for these students and to raise the level of teacher effectiveness and accountability.

NAPLAN data was also used to evaluate the effectiveness of our consistent approach to developing mathematical learning experiences. Data from 2013 was used to establish mathematical goals for the school and the ACER Progressive Achievement Tests in Mathematics (PAT Maths) Fourth Edition (2013) was undertaken at the end of the year to assist with future planning.

The school's goal in English has been to build teacher capacity and consistency in teaching with the new NSW K-10 English Syllabus.

Teachers receive extensive and on-going support from the school's literacy coordinator in developing consistent practices in programming and teaching throughout the English block.

Some of the key strategies that St Martin's has employed to develop teaching practices in Mathematics and English are "Instructional Walks and Talks", "Collaborative Analysis of Student Learning" (CASL) meetings, cooperative planning with the literacy coordinator or Assistant Principal and collaborative teaching, early and on-going intervention where required plus a case-management approach to monitoring student progress. These leading learning strategies are being extensively promoted and supported by the Catholic Schools Office as being instrumental to 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](#).

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	80.80 %	49.90 %	0.00 %	11.90 %
	Reading	84.60 %	46.20 %	0.00 %	13.10 %
	Writing	84.60 %	39.10 %	0.00 %	11.20 %
	Spelling	73.10 %	43.70 %	3.80 %	14.80 %
	Numeracy	53.80 %	36.20 %	0.00 %	13.40 %

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	43.40 %	36.60 %	8.70 %	16.10 %
	Reading	39.10 %	34.50 %	8.70 %	16.30 %
	Writing	13.00 %	15.50 %	13.00 %	21.40 %
	Spelling	43.40 %	33.60 %	8.60 %	16.40 %
	Numeracy	26.10 %	25.90 %	13.00 %	18.10 %

NAPLAN Comments

Overall, the 2014 NAPLAN results show that the school consistently achieved above national levels in most areas in both Year 3 and Year 5.

The results for students in Year 3 were well above than the national percentages for the top two bands in all four content strands. Most children in Year 3 at St Martin's achieved results in the top two bands in the strands of Grammar and Punctuation, Reading, Writing, Spelling and Numeracy. The 2014 results show that no students achieved results in the bottom two bands in any area except in spelling, even though these results were much better than the national levels.

Year 5 results show that all children were consistently on par or better than national averages for the top two bands in most content strands except for writing. The numbers of students achieving results in the bottom two bands were consistently better than the national percentages for all areas

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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.

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.

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.

St Martin's Anti-Bullying Policy is available on the school website under "Policies" -

https://www.smddbb.catholic.edu.au/_uploads/rsfil/000700_aceb.pdf

The school's Anti-Bullying Policy is actively enforced by staff and understood by parents and children. This policy stems from Australian and overseas evidence-based research with an emphasis on "building empathy" (Ken Rigby), Restorative Practices (Marist Youth Care) and

Positive Behavioural Interventions and Supports (PBIS).

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

At St Martin's Catholic School, 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, we do not have school captains, we have Leadership Ministries.

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

Publicity

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.

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.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

Achievements were made in all of the SIP goals set for 2014.

Learning and Teaching was focused on looking at each set of class data and working on pedagogy to best meet the learning needs of each child. This was supported by a Literacy Coach, a "Gifted Education Project" and an "Early Learning Project", funded by the CSO for the year.

Catholic Mission was focused on students developing an understanding of Jesus within the experience of the Liturgy.

The area of Pastoral Care commenced on the implementation of Component Two of KidsMatter which focused on children's social and emotional learning. Positive Behaviour for Learning (PBL) continued to be embedded across the school with consistency of implementation.

The implementation of Leading Learning high yield strategies, the implementation of the new syllabus for Mathematics and English with quality learning and teaching strategies were achieved alongside the ongoing support from ICLT.

In consultation with the school community and CSO, the School Review was completed for compliance purposes and goals were set for the next three years.

A WHS external report was also completed with good results and suggestions for future improvements.

Priority Key Improvements for Next Year

The SIP goals for 2015 are as follows:

Learning and Teaching will focus on ways to authentically engage students as creative, self-directed learners and to develop reflective practices with their learning.

The focus of the Catholic Mission area will be 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.

Pastoral Care will continue to focus on the Component Two to help develop children's social and emotional learning. Positive behaviour for Learning (PBL) will continue to be embedded across the school with a stronger focus on the Tier One area of student support.

In addition, the school will implement the new syllabus for Science and Technology and continue to develop ICLT abilities, quality early learning experiences and refine the positive transition to school experience for children.

SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

In preparation for the School Review and Development process in 2014, parents were given the opportunity to comment on all aspects of the school in an anonymous and confidential way to an external organisation. Parents who responded (68%) to the Macquarie Marketing Group (MMG) survey had a very high level of satisfaction with the school overall. Areas of overall high satisfaction included community engagement, communication between school and home, learning and teaching and achieving the school mission. An overall very high level of parent satisfaction was recorded in the areas of Catholic Life and Mission, student Pastoral Care and facilities and resources. Anecdotal evidence was also very positive with parents commenting that St Martin's was their first choice of school, positive word of mouth recommendations and overall they had a strong advocacy and loyalty towards the school.

Student Satisfaction

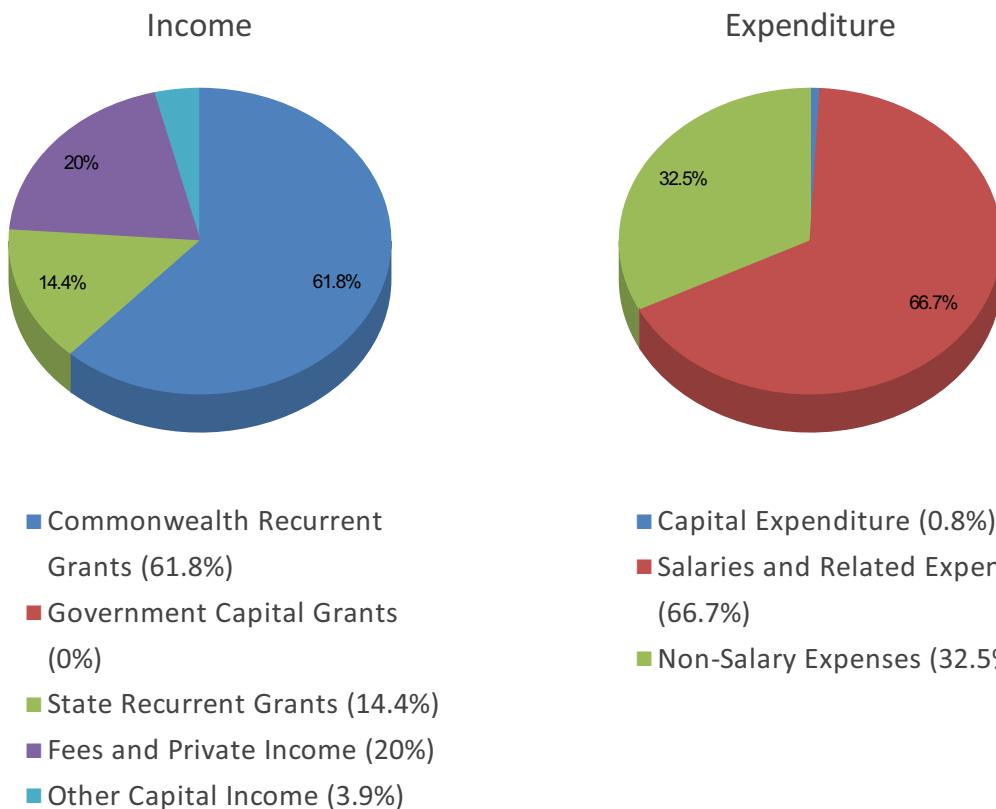
Students in Years 5 and 6 were surveyed by an independent company for the purpose of the 2014 School Review, with the following findings: students had a very high level of overall satisfaction with St Martin's, they thought that pastoral care and learning and teaching were also of a very high standard, these older children valued their participation in leadership ministries, felt that teachers cared about them, had good friends and a quality educational experience.

Teacher Satisfaction

Staff responses to the survey conducted by Macquarie Marketing Group (MMG) for the purpose of the 2014 School Review showed that 100% of teachers approached their work with enthusiasm and thought that their colleagues did also. 93% of staff thought that there was a strong sense of team spirit and that staff morale and attitude was very high. 100% of staff thought that there was a whole school approach to quality pedagogy and that the learning and teaching environment successfully stimulated children to want to learn.

SECTION ELEVEN: FINANCIAL STATEMENT

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	
Commonwealth Recurrent Grants	\$1,509,111
Government Capital Grants	\$0
State Recurrent Grants	\$351,135
Fees and Private Income	\$487,646
Other Capital Income	\$95,068
Total Income	\$2,442,961

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$18,965
Salaries and Related Expenses	\$1,527,722
Non-Salary Expenses	\$743,297
Total Expenditure	\$2,289,984