

# 2017 Annual School Report

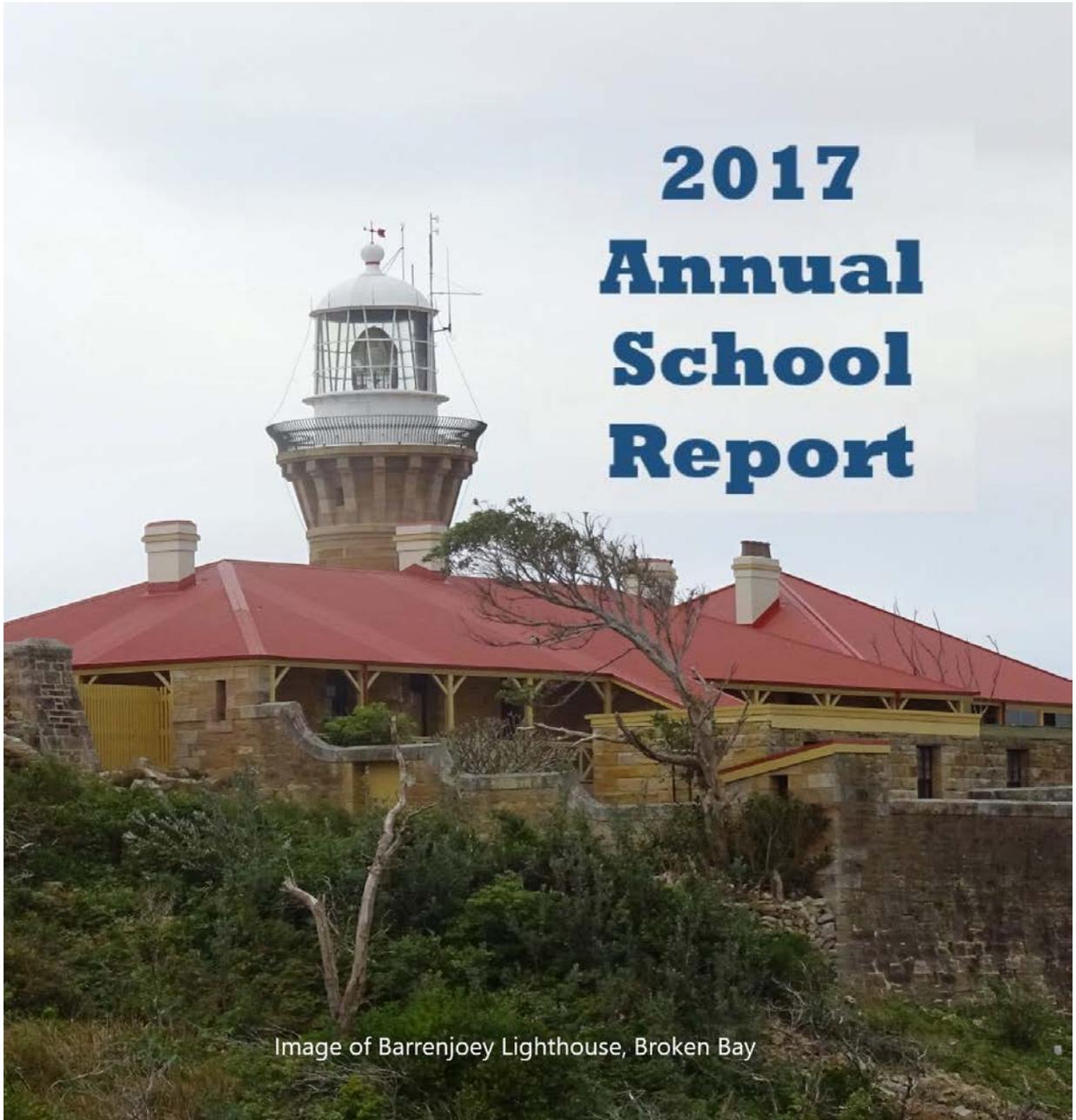


Image of Barrenjoey Lighthouse, Broken Bay



**St Martin's Davidson**

## St Martin de Porres Catholic Primary School, Davidson

PO Box 100, French's Forest 1640

Principal: Mrs Helen Leigh

Phone: (02) 9452 2022 Fax: (02) 9975 2374

Email: [smd@dbb.catholic.edu.au](mailto:smd@dbb.catholic.edu.au)

[www.smddb.catholic.edu.au](http://www.smddb.catholic.edu.au)



---

## ABOUT THIS REPORT

---

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

The Annual School Report (the 'Report'), 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**

This report acknowledges and celebrates the achievements that have contributed to the continued progress of the school as a learning community that is committed to quality Catholic Education. Our school is proud of the strong partnerships that exist between the teachers, students, parents, parish priest and parish. With the guiding values of "strength and gentleness" and the school's mission of "learning excellence in a caring Catholic community" we continued to develop our students academically, socially and emotionally and always with a strong focus on embedding a Catholic worldview.

Our continued involvement in the Diocesan *Inspire* project meant that we worked together to consolidate our focus on "Learning beyond the walls" incorporating Cultures of Thinking and Making Thinking Visible (Ron Ritchhart - Harvard Project Zero). With input from Professor Helen Timperley (University of Auckland) and a focus on learning intentions, success criteria and focused feedback, we achieved significant student academic growth as well as achievements on the sporting fields and creative arts.

It is an absolute privilege to work in such a committed and involved school community.

### **Parent Body Message**

The Parents and Friends (P&F) association has spent the year engaging members of the school and local community to support the thriving St Martin's community. The focus for 2017 has been the ongoing development of ways that parents can be connected and engaged in the life of the school. The P&F has promoted family events, like the "M Factor" and Bare Creek trail run, that brought the wider school community together in a relaxed and positive environment. The "M Factor", in particular, helped showcase the wonderful talents of the children. The P&F hosted casino night and the Mother's day and Father's day breakfasts, which saw parents come together to enjoy some good company. The P&F is actively involved in supporting families in need and welcoming new families into the school community to ensure an easy transition. The P&F functions as a result of support from parents, students and teachers. It is the combination and diversity of all these people that continue to make our school a wonderful and progressive school that is so highly regarded. The School Advisory Group continued to work in partnership with school leadership, acting as a sounding board for school policy and direction.

## **Student Body Message**

We have enjoyed the challenges and responsibilities of being senior leaders and contributing to each of the eight leadership ministries. We are fortunate to have been involved in some challenging learning, including visiting Canberra, the Mathematics Challenge, using thinking strategies, Google classroom and "Learning beyond the walls". In sport, we participated in swimming, athletics and cross country carnivals as well as inter-school gala days for soccer, eagle tag, cricket, netball, Aussie rules and tennis. We enjoyed the extra coaching clinics for soccer and basketball. Some children qualified for sports at a higher level and competed against other schools. Many of us challenged ourselves in extra curricular areas that included debating in the Independent Schools Debating Association (ISDA) and Northern Beaches debating competition, public speaking, chess, yoga, robotics, the school choir, training and concert bands. We enjoyed band camp, solo night and performing at the mall, school assemblies and events. We led the PBL peer groups, Italian day, St Martin's Day, the Christmas concert as well as liturgies and other special celebrations in the church and school year.

---

## SECTION TWO: SCHOOL FEATURES

---

### School Features

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

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

*Vision Statement:* Celebrate the uniqueness and giftedness given by God to each person in our school community guided by the motto of “strength and gentleness”.

*Mission Statement:* The school exists to educate and form students in Catholic discipleship, offering them experiences of following Jesus as members of the Catholic community. Our Mission is to provide learning excellence in a caring Catholic community.

The school is set amongst beautiful bushland and is close to the Garigal National Park. The expansive grounds allow the children to enjoy playing on the grass ovals, as well as multipurpose sports court and handball courts, areas for quiet play and a new adventure playground. Classrooms are attractive learning areas with modern facilities and resources including a range of 'fit for purpose' computers and wireless internet throughout. The Learning

Centre houses the library, learning support room and multi-purpose classroom where weekly library, Italian and Creative Arts lessons are conducted by specialist teachers. Children enjoy learning both inside their classrooms as well as in the outdoor learning spaces available.

The school strives to ensure that learning is challenging, child-centred and inclusive of our parents and community. The school offers children many opportunities and is a vibrant learning community. The staff are dedicated and work hard to cater for the individual needs of children, by providing effective teaching and learning opportunities, interesting challenges, positive support and encouraging guidance each day. High achieving children are given many opportunities for extension within each curriculum area. Learning support is also available and children are supported with curriculum differentiation. The school website provides further information about the school, events and policies.

---

## SECTION THREE: STUDENT PROFILE

---

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
50	70	34	120

\* 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 2017 was 95.43 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
95 %	97 %	95 %	97 %	95 %	96 %	93 %

## Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [\*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System\*](#) (password required).

---

## SECTION FOUR: STAFFING PROFILE

---

### Staffing Profile

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](#). The following information describes the staffing profile for 2017:

<b>Total number of teaching staff by NESA category</b>	15
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	15
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
<b>Total number of staff</b>	19
Number of full time teaching staff	6
Number of part time teaching staff	9
Number of non-teaching staff	4

### 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.

<b>Day 1</b>	Mission: Understanding Walking the Way and Amoris Laetitia (The Joy of Love)
<b>Day 2</b>	Learning and Teaching: Continuation of the shared understanding of the English Block with a focus on the area of Writing
<b>Day 3</b>	Learning and Teaching: Understanding the Mathematics Assessment Interview (MAI) and using the information from the MAI

---

## SECTION FIVE: MISSION

---

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

The school was named after the Dominican Brother St Martin de Porres who was born in 1579. As the patron saint of Social Justice, St Martin dedicated his life to the oppressed, the sick and the poor. The concept of social justice is very strong at the school and is the major pastoral initiative. The school's Brigidine heritage is evident in everyday life through the lived school ethos of Strength and Gentleness. The notion of 'Strong in purpose, yet gentle in action' underpins everything at the school and is well understood by the students.

During 2017, the school has continued to develop strong bonds with the Frenchs Forest Catholic Parish community. The school worked closely with Parish office and ministries in the organisation of regular Sunday Family Masses. Classes from Kindergarten to Year 6 attended Parish weekday Masses each term and the Sacrament of Reconciliation was celebrated for students in Years 3 to 6. Important liturgical events were celebrated and families were invited to participate in the liturgies with their children. These included Holy Week, beginning and end of term, feast days, Mother's day, Grandparent's day and Holy Days of Obligation. At the conclusion of the year, the Year 6 class celebrated with a graduation Mass and the whole school community joined together on the last day of the term for the Strength and Gentleness Mass with the presentation of the prestigious Strength and Gentleness Award. This year we celebrated St. Martin's feast day Mass with the Parish community, followed by a sausage sizzle. It was a wonderful example of the Parish and school connection. The clergy regularly visit the school and assist teachers with areas of religious education learning and teaching. The Parish Priest is very supportive and willing to assist when we are preparing for Masses and liturgies.

Three main social justice projects undertaken in 2017 succeeded in providing material support for those in need and also heightened awareness within our school community of the situation of others. The projects were the Caritas Project Compassion, Stage Three leadership of the Mission project and the annual Christmas hamper drive. The Christmas hampers are an opportunity for the school and our local chapter of the St Vincent de Paul society to work together to provide donated food and presents to families struggling with drought conditions in Coolah, NSW.

All teachers reinforce by word and action, the Gospel message and Catholic stories, everyday, to help each student to understand their Catholic faith and their role as disciples of Jesus.

---

## SECTION SIX: CURRICULUM, LEARNING AND TEACHING

---

### **Primary Curriculum**

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The school is on a continual cycle of reflection and inquiry to improve teaching and learning outcomes for all staff and students. During 2017 the *Spiral of Inquiry* (Timperley, Kaser and Halbert, 2014) was used to guide school improvement. The main focus has been on developing the school's culture of thinking in order to improve understanding across all KLAs. Mathematics continued to be an area which is emphasised and developed with staff, through professional learning (PL), cooperative planning with Mathematics experts, and rigorous assessment strategies. Specific and visible learning intentions, quality teacher feedback, tracking of progress through MAI assessments and regular assessment in class, has been the focus in Mathematics.

The NSW English syllabus has been an ongoing focus. Through teacher modelling, co-teaching and cooperatively planning with staff, a quality program is being delivered in all areas. All staff continued to be involved in PL with English curriculum leaders to assist them to implement the syllabus and introduce content to students within a relevant context.

The school continues to have a consistent K-6 format for programming and teaching in RE, English, Mathematics, S&T, History and Geography. This year has been the second year of the two-year cycle of History and Geography syllabuses introduced in Stage learning. Teachers are supported in programming to design questions that challenge thinking, to include visible thinking strategies and to create open-ended tasks which are differentiated for all students. An established daily practice is also a feature of the English and Mathematics block.

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

Some of the key strategies that the school has continued to employ to further develop teaching practices across the KLAs include *Instructional Walks and Talks*, *Collaborative Analysis of Student Learning* (CASL) meetings, cooperative planning, early and on-going intervention where required, and a case-by-case management approach to monitoring student progress. These *Diocesan Leading Learning* strategies are extensively promoted and supported by the Catholic Schools Office (CSO) as being instrumental in developing teacher pedagogy.

The school's *INSPIRE* Project - "Learning Beyond the Walls" - has better enabled teachers to understand and implement Cultures of Thinking and Making Thinking Visible (Ritchhart, 2011, 2014).

---

## 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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	100.00 %	55.50 %	0.00 %	10.50 %
	Reading	80.00 %	51.60 %	0.00 %	10.00 %
	Writing	90.00 %	44.60 %	0.00 %	7.50 %
	Spelling	80.00 %	45.60 %	0.00 %	13.10 %
	Numeracy	80.00 %	39.80 %	0.00 %	11.40 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	60.00 %	34.40 %	5.00 %	17.50 %
	Reading	80.00 %	37.00 %	0.00 %	14.60 %
	Writing	45.00 %	15.80 %	0.00 %	19.40 %
	Spelling	65.00 %	34.30 %	5.00 %	14.10 %
	Numeracy	55.00 %	27.90 %	5.00 %	14.60 %

## **NAPLAN Comments**

The school's 2017 NAPLAN data shows that the school has again achieved well above the national levels in all categories in both Year 3 and Year 5.

The results for Year 3 students were well above the national percentages for the top two bands in all five content strands (literacy and numeracy). Significantly, the 2017 results show that no student placed in the bottom two bands in any content strand. This is well below the national percentages and an outcome of which the school can be proud.

Year 5 results show that the number of students placed in the top two bands in all content strands was above the national averages. The 2017 results show that the number of students in the bottom two bands was consistently lower than the national percentages for all content strands.

The school has been working consistently for a number of years to ensure all students make excellent academic progress in all areas. The school is particularly proud of the NAPLAN results achieved in all literacy strands in both grades as this has been a particular focus over the last few years.

The NAPLAN data shows that student academic growth in Reading from Year 3 to Year 5 was outstanding in 2017 and among the highest in the diocesan school system.

### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

### **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. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

### **Anti-Bullying Policy**

The School's Anti-Bullying guidelines and procedures are based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

## **Complaints Handling Policy**

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

## **Initiatives Promoting Respect and Responsibility**

All at the school share the belief that all Stage 3 (Year 5 and 6) students should have the opportunity to develop their leadership skills and promote respect and responsibility in the school community. For this reason, the school has leadership ministries rather than school captains. Stage 3 students commenced the year with many learning opportunities to develop a greater understanding about leadership and 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 and technology. Each ministry focuses on a range of roles and responsibilities designed to develop greater respect for self and others as well as contribute to the smooth and effective operation of the school. Year 6 students are also given the responsibility of being a buddy to a Kindergarten student. This provides them with the opportunity to mentor and guide younger students.

The school has many 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, and Parish and school staff, ensures that the welfare of people within the community is monitored and assistance is organised in a timely and respectful manner.

The staff expect respect from children and there are many ways that our students are reminded of this. The staff treat children respectfully and follow up playground difficulties as they arise. The school-wide implementation of Positive Behaviours for Learning (PBL) along with a Restorative Justice approach to managing difficulties and clear bullying prevention strategies all add to a school that is constantly supporting children to build respectful relationships and personal responsibility. Senior leaders lead the students in peer groups to reinforce school-wide behavioural expectations and to involve student agency in this understanding. The bullying prevention focus of "stop, walk and report" continued to be implemented.

---

## 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. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

### **Key Improvements Achieved**

2017 was a school-wide self review year. The framework of the National School Improvement Tool (NSIT), domain three (a culture that promotes learning), was used to view our progress in implementing improvements to our learning and teaching. The review involved feedback from the parent community, consultation with the School Advisory Team and staff, all of which indicated that we were achieving domain three at a high level with still some areas for improvement.

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders, and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, inclusive and that promotes intellectual rigour.

The Mission, Learning and Teaching and Pastoral Care goals for 2017 were achieved concluding the 2014-2017 SIP cycle. New directions outlined below will build on these achievements.

### **Priority Key Improvements for Next Year**

The SIP goals for 2018 - 2020 build on previous achievements and are informed by the evidence from the school self-review (2017).

Mission 3-year goal: for students to see themselves as people of God

- 2018: For every child to feel loved and valued by God

Learning and Teaching 3-year goal: for students to see themselves as learners

- 2018: For every child to make at least one year's growth in Numeracy

Pastoral Care 3-year goal: for students to see themselves positively

- 2018: For every child to understand the positives about themselves

---

## 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**

A very high number of parents (68%) participated in a questionnaire as part of the school self-review, resulting in the following information.

90% of respondents said that their child either often or always feels excited about learning at St Martin's School.

90% of parents said that St Martin's often or always reflects a culture of thinking.

85% of parents responded that they often or always felt involved in their child's learning.

98% of responding parents felt that the staff were either often or always focussed on learning or wellbeing for their child.

At the end of the survey, parents were given a section to comment on anything else that they would like improved. Overall there was an excellent level of satisfaction with the school pedagogy and the overall life of the school.

This survey and other indicators such as positive comments from parents, parents' letters of thanks and appreciation, and parent satisfaction with their child's development in parent meetings are all indicators of a high level of support for the school and of parent satisfaction.

### **Student Satisfaction**

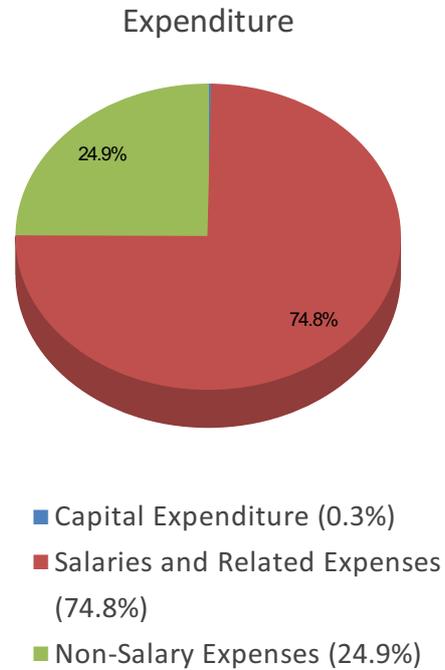
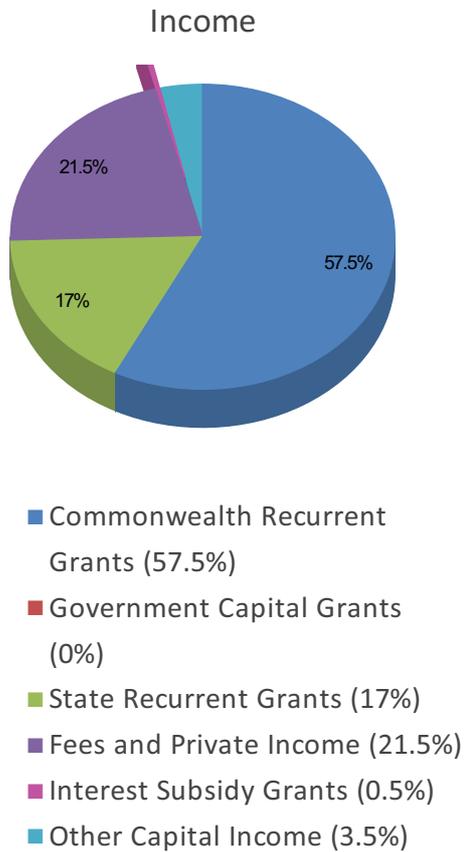
Year 6 were asked about their overall school experience before they graduated, resulting in many positive memories and experiences and an overall very high level of satisfaction with the school. Their comments included the value they placed on the many opportunities that the school had offered them to grow and develop, especially in the areas of social justice, religious education, pastoral care, leadership and learning. The Stage 3 children valued their participation in leadership ministries and the many opportunities they have as school leaders for two years, especially their involvement as Kindergarten buddies. They felt that teachers cared about them, that they had good friends and had a quality educational experience. Many commented on how they had achieved things with the support and encouragement of teachers, such as 'having a go' at debating, public speaking, thinking mathematically and developing as thinkers and leaders. Senior students were proud to show visitors around the school and to passionately tell them about the aspects of the school that they were involved in or have enjoyed as part of their primary school experience.

## **Teacher Satisfaction**

Collegiality continued to be high with staff commenting that staff morale was very high, reflected in a keenness to work together. Staff felt supported professionally; they valued the school-wide approach to curriculum planning in all KLAs and the resulting quality learning experiences developed for children. Staff reported that it is a school where they feel well supported, that generally children are keen to learn, and parents are engaged and seeking high standards for their children in a connected Catholic community. These aspects all contribute to a high level of teacher satisfaction. Staff reported that they felt supported by the school leadership team in all areas of their work, including meetings with parents, behavioural support, and with quality and ongoing professional learning (PL) opportunities. Teachers continued to approach their work with enthusiasm and with a high level of commitment to their class as well as to after-school activities, for example, involvement with debating teams, sacramental programs, Parish events, curriculum meetings, P&F events, Diocesan meetings and ongoing professional learning.

## SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs 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	\$1,195,101
Government Capital Grants	\$0
State Recurrent Grants	\$354,264
Fees and Private Income	\$446,812
Interest Subsidy Grants	\$10,207
Other Capital Income	\$73,034
<b>Total Income</b>	<b>\$2,079,418</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$6,202
Salaries and Related Expenses	\$1,520,143
Non-Salary Expenses	\$506,953
<b>Total Expenditure</b>	<b>\$2,033,298</b>