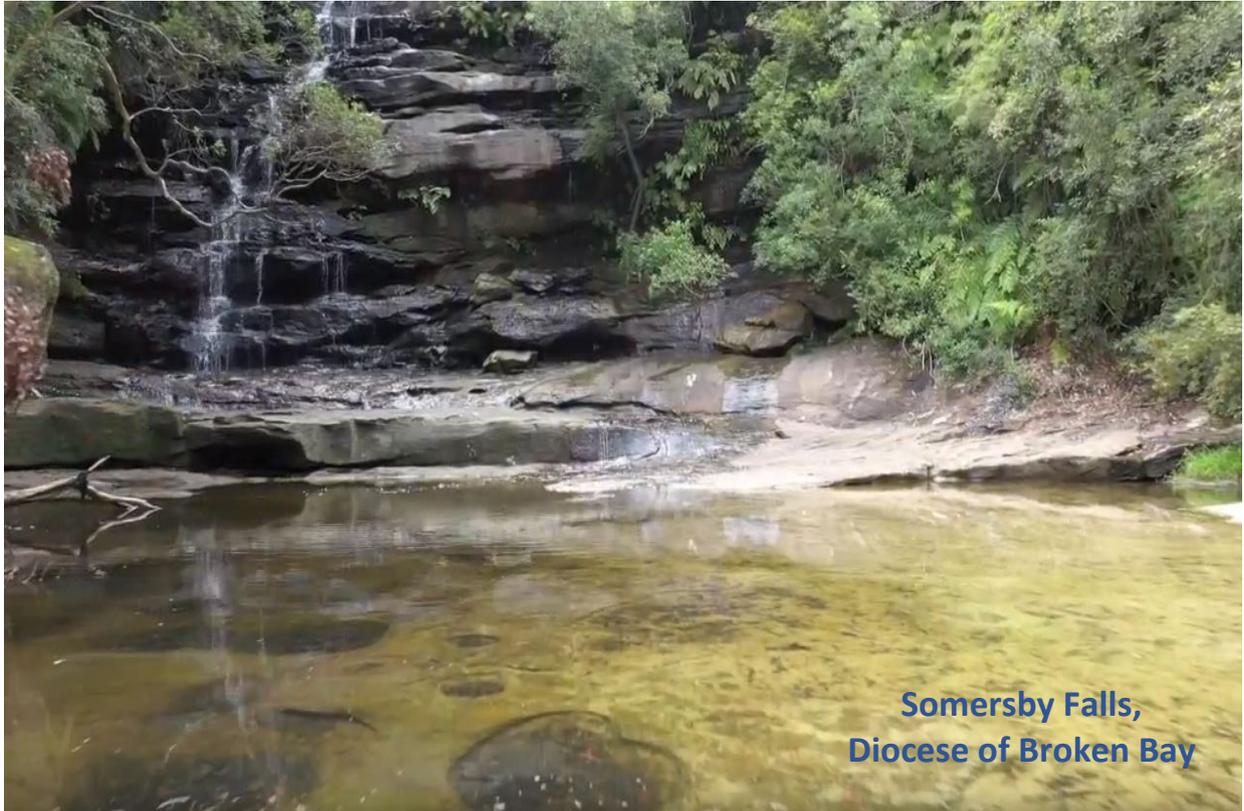


# 2018 Annual School Report



## St Martin de Porres Catholic Primary School, Davidson

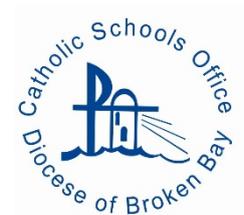
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## ABOUT THIS REPORT

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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](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### Principal's Message

This report acknowledges and celebrates the achievements of 2018 that have contributed to the continued progress of the School as a learning community that is committed to quality Catholic Education. As Principal of St Martin's Catholic Primary School, I am very proud and honoured to work with highly dedicated professional staff, committed parents, enthusiastic students and a welcoming parish.

Our values, inspired by our patron saints, St Martin de Porres and St Brigid, influence the way we interact and approach everything with "strength and gentleness" and a Catholic worldview. Our School's mission of "learning excellence in a caring Catholic community" has sharpened our focus on individualising learning and challenging each student to do their best in all areas of learning and involvement.

This year staff professional learning was focussed on ways to optimise student learning by further developing an understanding of the "eight cultural forces", to build on the *Cultures of Thinking* (Ron Ritchhardt) and *Visible Learning* (Hattie, Fisher and Frey).

The life of our school has been enhanced by the involvement of parents, grandparents and staff in our wonderful school community.

### Parent Body Message

The Parents and Friends (P&F) Association has enjoyed another successful year uniting the children, families and neighbouring community of St Martin's. Our Welcome BBQ kick started the school year and featured imaginative artworks by students in our Recycled Sculpture competition.

Throughout the year our hardworking P&F committees hosted many events. We welcomed new families and supported those in times of need. Our work is always motivated by a strong sense of community and belonging. The P&F actively promoted St Martin's within the wider community. The Outdoor Cinema night was a great success with many families from the neighbourhood enjoying our beautiful grounds. We worked with Rotary and the Rural Fire Service to foster community engagement with the Christmas Lights and Easter Egg Hunt. We also created a sustainable shopping bag range to coincide with the removal of plastic bags from supermarkets and tie in with student learning about sustainability and the environment.

We are fortunate to have a dedicated, collaborative staff and parent body. We work hard to foster a welcoming, relaxed and inclusive environment and it is within this setting that our children thrive.

## **Student Body Message**

We have enjoyed the many challenges and responsibilities of being leaders and contributing to the life of the school through the eight leadership ministries. A highlight was our leadership camp that helped prepare us for the role of school leaders. We are fortunate to have been involved in some challenging learning opportunities, including the *Mathematics Challenge*, using thinking strategies and reflection. In sport we participated in swimming, athletics and cross country carnivals as well as inter-school gala days for soccer, basketball, netball, Australian rules and tennis. We enjoyed the extra coaching clinics for Australian rules and basketball. Several children qualified for sports at a higher level and competed against other schools. Many of us challenged ourselves in extracurricular areas that included debating in the Independent Schools Debating Association and Northern Beaches debating competition, public speaking, chess, yoga, robotics, the school choir, woodwind ensemble, jazz, training and concert bands. We enjoyed band camp, solo night and performing at the mall, school assemblies and events. One of our most important roles is the friendship we give our Kindy buddies.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

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

St Martin's, with an inclusive and connected school community, values the contributions of all and encourages participation in the various 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 playground that encourages all ages to play together.

Classrooms are attractive learning areas with modern facilities and resources including a range of 'fit for purpose' computers, resources for robotics 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, collaborative, child-centred and involves our parents and community. The School offers children many opportunities in our 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.

This year each child worked with their teacher and parents to focus on individual learning goals in Mathematics, English and Social and Emotional Learning (SEL). These individualised learning pathways have provided challenges to all children to take control of their own learning, to work towards their personal best results and reflect on their learning achievements. High achieving children are given many opportunities for challenges within each curriculum area. Learning support is also available and children are supported with curriculum differentiation and multiple entry points to learning tasks. The [school website](#) provides further information about the school, our beliefs about learning, behaviour support, events and policies.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
42	55	29	97

\* 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 2018 was 94.94 %. 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 %	95 %	96 %	95 %	94 %	95 %	95 %

## 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).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the [NSW Teacher Accreditation Act 2004](#). Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
<b>Total number of staff</b>	16
Number of full time teaching staff	5
Number of part time teaching staff	10
Number of non-teaching staff	1

## 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>	Learning and Teaching: Understanding the Mathematics Assessment Interview (MAI) - advanced data analysis and collaborative design of rich learning tasks
<b>Day 2</b>	Learning and Teaching: Writing in the K-6 Classroom (Sheena Cameron and Louise Dempsey)
<b>Day 3</b>	Mission: Scripture in the Classroom - a follow up to the Sweeter than Honey conference to develop new understandings of how to use Scripture in the classroom (CSO and St Martin's Staff presenting)

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## SECTION FIVE: MISSION

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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.

St Martin's Catholic School was named after the patron saint of Social Justice, St Martin de Porres, a Dominican brother who devoted his life to caring for the marginalised, the sick, poor and oppressed. St Martin's Catholic School forms part of the wider Frenchs Forest Catholic Parish and the St Martin's Catholic Church is situated on the school site. 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 2018, the School has continued to develop strong bonds with the Frenchs Forest Catholic Parish community by working closely with the Parish Priest, Clergy, Parish Office Staff and Ministry groups in the organisation of regular Sunday Family Masses. Parish weekday Masses each term were attended by students from Kindergarten to Year 6 and the Sacrament of Reconciliation was regularly celebrated with students in Years 3 to 6. Families were invited to attend important liturgical events and celebrate with their children. These celebrations included Holy Week, beginning and end of term, St Martin de Porres Feast Day, Mother's Day, Grandparent's Day and Holy Days of Obligation.

At the conclusion of the year, the Year 6 students 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 the parish and school community celebrated St Martin's feast day with an outdoor Mass followed by a sausage sizzle and parish morning tea. It was a wonderful example of the parish and school connection. The Clergy regularly visited the school and assisted teachers with areas of Religious Education learning and teaching. The Parish Priest is very supportive and offers assistance when we are preparing for Masses and Liturgies.

There were three main social justice initiatives undertaken in 2018 which provided both 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*, the Catholic Mission *Soctober Project* and the annual *Christmas hampers for Coolah* drive. The *Soctober Project* raised over \$6000 for Catholic Mission and allowed students through word and action to support poverty stricken communities in the country of Myanmar. 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 Christmas gifts to families struggling with drought conditions in the western NSW town of Coolah.

**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 assist staff to improve teaching and learning outcomes for students. During 2018 the main focus has been on revising the school's statement of beliefs in order to ensure consistency of practices across all grades and all KLAs.

Developing teacher understanding and effective use of the NSW English syllabus has continued. This year we have particularly focused on developing spelling. This has been achieved through collaboration with diocesan Education Officers. Some of the key strategies employed have been teacher modelling, co-teaching and cooperatively planning with staff. All staff continued to be involved in professional learning (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, Science and Technology (S&T), PDHPE, History and Geography. A well established daily practice is also a feature of the English and Mathematics block. This year we have been preparing for the implementation of the new S&T syllabus being introduced in 2019. Teachers have been supported in programming to design questions that challenge thinking, include visible thinking strategies and create open-ended tasks which are differentiated for all students.

Another key strategy used across the School has been the implementation of student learning goals in reading, numeracy and Social Emotional Learning (SEL). Teachers worked with students to identify individual goals for students. These were shared with parents in three-way interviews in terms one and three. Parents reported that the learning goals were beneficial in helping students make worthwhile progress.

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 these rich specialist areas.

Some of the *Diocesan Leading Learning* high yield strategies that the School has continued to employ to further develop teaching practices and improve teaching and learning 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.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### 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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	86.36 %	53.20 %	0.00 %	8.60 %
	Writing	77.27 %	41.90 %	0.00 %	10.00 %
	Spelling	81.82 %	46.60 %	0.00 %	12.50 %
	Grammar	81.82 %	53.10 %	0.00 %	11.00 %
	Numeracy	81.82 %	39.20 %	0.00 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	52.94 %	38.60 %	0.00 %	12.60 %
	Writing	23.53 %	13.70 %	5.88 %	23.40 %
	Spelling	35.29 %	34.50 %	0.00 %	13.60 %
	Grammar	41.18 %	35.50 %	0.00 %	14.30 %
	Numeracy	23.53 %	27.60 %	5.88 %	14.00 %

### **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 2018.

### **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 2018. 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 2018 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 2018.

## Initiatives Promoting Respect and Responsibility

All at the School share the belief that every Stage 3 (Year 5 and 6) student should have the opportunity to develop their leadership skills and promote respect and responsibility in the School community. For this reason, the School has senior leadership ministries rather than school captains. Stage 3 students commenced the year with a Leadership Camp 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 focused on a range of roles and responsibilities designed to develop greater respect for self and others and to contribute to the smooth and effective operation of the school. Year 6 students were also given the responsibility of being a buddy to a Kindergarten student. This provided them with the opportunity to mentor and guide younger students.

The School has many support programs which enabled the school community to reach out to families in need. The strong support network which includes class parent representatives, P&F Association, Welcome Team, Meal Help Team, Buddy Parents, and parish and school staff, ensured that the welfare of people within the community was considered and assistance 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 school-wide bullying prevention focus of "stop, walk and report" continued to be implemented.

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## SECTION NINE: SCHOOL IMPROVEMENT

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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**

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.

Three major achievements:

- Development, refinement, community consultation and communication of the St Martin's "*Beliefs about Learning*"
- Teacher, parents and child goal-setting and review meetings each term
- Community consultation and staff updating of the "Behaviour Guidelines".

### **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: to increase student understanding about their relationship with God

- 2019 - For every child to understand their relationship with God including how Scripture helps them to understand how they are loved by God

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

- 2019 - For every child to achieve one year's growth in Reading

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

- 2019 - For every child to see themselves as a positive member of the School.

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## SECTION TEN: COMMUNITY SATISFACTION

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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**

This year the School participated in the *Tell Them From Me* (TTFM) survey in September. The *Partners in Learning Parent Survey Report* showed that one of the strengths named was that parents felt welcomed, which was a higher result than all the other schools in Diocese of Broken Bay Schools. Parents reported very strong agreement that they felt welcomed when they visited the School, that they could speak to their child's teachers and that they felt that they were well informed about school activities. Parents very strongly agreed that teachers listened to their concerns, that they could easily speak to the principal and that information they received from the School was in clear, plain language.

Parents were very complimentary of the way that teachers showed an interest in their child's learning and encouraged children to do their best work. Parents strongly agreed that the School supports positive behaviour, felt that their child was clear about the rules for school behaviour and that there was an obvious high expectation that their child was to pay attention in class.

### **Student Satisfaction**

The *TTFM Student Survey* (Years 4-6) and *KidsMatter Survey* (Years 1-6) had high results for student happiness, health and engagement in learning. Students at the School reported higher than Diocesan levels in the areas of participation in sport and extracurricular activities. Students (95%) felt that they had friends who they could trust at school and who encouraged them to make positive choices. Students were mostly appreciative of the positive learning environment and the encouragement and support provided by teachers. Students understood that there were clear guidelines for behavioural expectations that were taught and reinforced, and that these school rules helped them to learn and work together.

Students felt that teachers cared about them and that the classroom instruction was well-organised, with a clear purpose, and with immediate feedback that helps them learn. Students tried hard to succeed (93%) and were interested and motivated in the relevant learning.

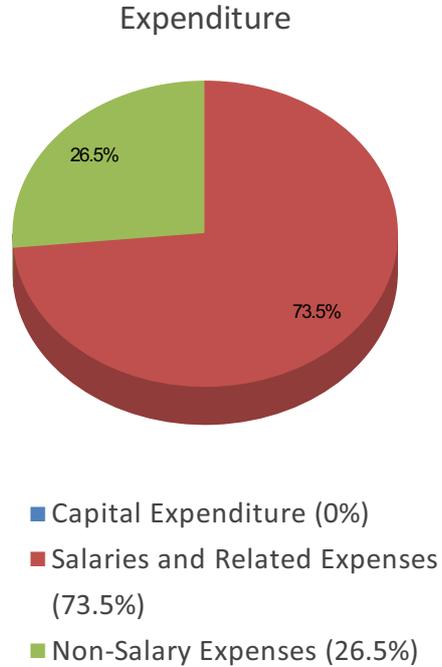
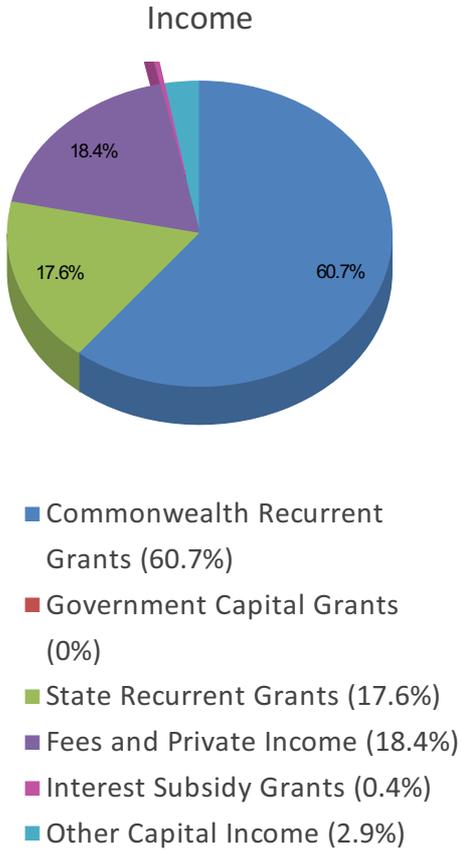
Senior students were proud to show visitors around the school and to passionately tell them about the aspects of the school that they were involved in or have enjoyed as part of their primary school experience.

## **Teacher Satisfaction**

The *TTFM Teacher Survey, Focus on Learning*, showed that collegiality and staff morale was very high, reflected in a keenness to work together. Staff felt supported with professional learning (PL) and they highly 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 also 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 student data analysis, meetings with parents, behavioural support, and with quality and ongoing PL opportunities. Teachers continued to approach their work collaboratively and enthusiastically 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	\$1,204,289
Government Capital Grants	\$0
State Recurrent Grants	\$349,553
Fees and Private Income	\$364,113
Interest Subsidy Grants	\$8,746
Other Capital Income	\$57,324
<b>Total Income</b>	<b>\$1,984,025</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$192
Salaries and Related Expenses	\$1,434,023
Non-Salary Expenses	\$518,016
<b>Total Expenditure</b>	<b>\$1,952,231</b>