

St Cecilia's Catholic Primary School, Balgowlah

Annual School Report to the Community

2014



School Contact Details

59 Seaview Street, Balgowlah 2093

scb@dbb.catholic.edu.au

www.scbdbb.catholic.edu.au

(02) 9948 3069

(02) 9948 5370

Principal

Mrs Suellen Garey

ABOUT THIS REPORT

St Cecilia's 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 is a community of love and faith. As such we are committed to working together within a positive Christian learning environment reflecting the gospel values in the pursuit of excellence. Our core Catholic values are respect, service, justice, hope and celebration.

The purpose of this Annual School Report is to share with the wider community the profile of the school, curriculum initiatives, student performance, school improvement and community satisfaction.

Data gathered in 2014 regarding teaching and learning, facilities and resources, community engagement, pastoral care, leadership direction and Catholic practices show that there is a 'very high' overall satisfaction for parents, staff and students of their experience with the school. The school is the 'first choice' for parents and they are strong advocates and loyal to the school.

Parent Body Message

The School Board is charged with providing counsel to the school's leaders and acting as a sounding board for ideas; it works on a model of discernment. Some members have been on the Board since its inception, but recently we have welcomed new members.

I am indebted to the contributions of Board members and the talents they have lent to the Board and shared with the school. To the two Board members who have stepped down from the Board this year we thank them for their contributions as founding members. I would also like to thank our Parish Priest for his constant support and encouragement over the last 3 years. The Board has continued to facilitate discussions with parents on retaining boys at the school in Years 5 and 6.

Looking forward, we are excited to have access to additional resources the CSO is making available to the Board to perform its role. It will be a great opportunity to examine the activities of the Board and refocus for the new year.

Student Body Message

Students are appreciative of the way teachers show them how to improve in subject areas and help students when they make mistakes. Students have lots of opportunities to use computers and are congratulated on their achievements in class and on the sport field. Students make good friends and feel safe at this school. They are taught about social justice and understand its meaning. Students like their school and are proud to be a student here.

SECTION TWO: SCHOOL FEATURES

School Features

St Cecilia's Catholic Primary School Balgowlah, is a Catholic systemic co-educational school.

The school was founded by the Good Samaritan sisters in 1930. The school commenced with infants classes but now educates children from Kindergarten to Year 6. The renovated school hall was previously the Parish church and was converted each Monday morning from church to school. Some of the first students who lived in tents on the flats at Clontarf were brought up to the school by the Good Samaritan sisters. The school is now one of two parish schools within the Catholic Community of North Harbour under the guidance of the Augustinian order of priests.

The School Board exists to support and serve the school by providing counsel and assistance to the principal in working with the school, parish and wider community to develop and communicate the school's improvement strategy, vision and values.

The Parent Network Team recognises and values the role that parents and carers play in the education of their children and aims to strengthen the partnership between family, school, parish and the wider community for the benefit of their children's overall development and learning.

The Parent Network Team consists of an executive as well as many smaller teams for uniforms, canteen, gardening club, Social Justice, Diocesan Parent Council, Year Book and social events. The two major social events for the year were the Cocktail Party and the Annual Gala Dinner.

To support the learning in the classroom, students were involved in excursions to Taronga Park Zoo, aboriginal heritage sites in Little Manly, Suzannah Place in the Rocks, Sydney, Young Leaders Day at Homebush, Art Gallery of NSW and to Port Hacking. Students also participated in incursions by Musica Viva, Life education and for ceramics, sculpture and printmaking.

Students competed in the Peninsula community of Catholic schools gala days for soccer, league, tennis, cricket, netball and AFL as well as debating and public speaking competitions. Drama, tae kwon do and musical instrument lessons were also offered as extra curricula activities. Students performed credibly in the International Competitions and Assessments for Schools (ICAS) in spelling, writing, mathematics and computer. A book week parade, Christmas Carols evening, Father's Friday and Mother's Monday and the many liturgies and sporting carnivals were highlights for students, parents and teachers throughout the year.

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
100	81	7	181

* Language Background Other than English

Enrolments continue to grow at the School. The August census records a 3.4% student growth.

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 96.66 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	96.50 %
Year 1	96.00 %
Year 2	96.20 %
Year 3	97.00 %
Year 4	96.70 %
Year 5	97.70 %
Year 6	96.50 %

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
14	4	18

* This number includes 9 full-time teachers and 5 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.	14
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	Kidsmatter: Component 3 teacher's workshop to explore how schools and families can better work together to support children's social and emotional health.
Day 2	English Curriculum: Teachers workshopped the resourcing and planning for the Classroom English Program using the new Syllabus incorporating the Australian curriculum.
Day 3	Building A Joyous Community - teachers explored <i>Evangelii Gaudium</i> written by Pope Francis and how they could share these teachings with their students and our faith community.

All classroom teachers discussed with the Principal, and documented their learning goals through a *Performance and and Development* plan that was linked to the Australian Teaching Standards. Stage groups met in *Collaborative Analysis of Student Learning* (CASL) meetings to discuss student work samples in English and Mathematics. Emphasis on PL included the implementation of the new Australian English and Mathematics syllabus and preparation for the 2015 implementation of the Australian Science syllabus. A second *Extending Mathematical Understanding* (EMU) specialist teacher was trained.

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'.

The school's vision statement underpins all that is done at the school. Students, staff and parents are committed to working together in a positive Christian learning environment that reflects the Gospel values in the pursuit of excellence.

This vision is lived out in the many celebrations and school events. In 2014 these included the Ceremony of light, the Parent Faith Formation morning *Heaven on Earth*, Masses for Feast of Sacred Heart, The Assumption and Feast of St Cecilia.

The school forged strong relationships with the broader Catholic community as the staff and parents cooked for the local food bank, provided supplies for asylum seekers, boots for children in poverty, as well as purchasing handicrafts to enable a cottage industry for abandoned women in Peru.

The school forged strong partnerships with the local church community by promoting, planning and participating in an inaugural parish picnic, the weekly *Family Come Gather Masses* and joining with our parish for their social justice initiatives such as *Christmas Hampers for Vinnies*.

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.

There is a whole school approach to teaching and learning. A teaching and learning cycle for improvement is pursued. Teachers continually are asking what do they need to know in order to improve student outcomes. They are continually assessing students learning, reflecting on their teaching and adapting tasks to better meet the needs of individual students. Improving student outcomes is the focus of teaching and learning.

The curriculum is varied and exciting. The HSIE program is built on an inquiry based approach with a strong emphasis on the use of technology. There is a strong *Call to Action* component in HSIE units, a responsibility to improve our world because of the knowledge a student has acquired.

Specialist teachers were employed for all students from Kindergarten to Year 6 in 2014 so they could experience weekly Italian, Music, multi-media and PE lessons.

The range of technologies used to enhance learning was broadened in 2014 to not only include laptops, desktops, interactive white boards, iPods and iPads but also tablets. Students created blogs, webpages and contributed to online forums.

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	93.70 %	49.90 %	0.00 %	11.90 %
	Reading	93.80 %	46.20 %	0.00 %	13.10 %
	Writing	100.00 %	39.10 %	0.00 %	11.20 %
	Spelling	100.00 %	43.70 %	0.00 %	14.80 %
	Numeracy	90.60 %	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	45.50 %	36.60 %	0.00 %	16.10 %
	Reading	45.50 %	34.50 %	0.00 %	16.30 %
	Writing	36.40 %	15.50 %	0.00 %	21.40 %
	Spelling	63.60 %	33.60 %	9.10 %	16.40 %
	Numeracy	18.20 %	25.90 %	0.00 %	18.10 %

NAPLAN Comments

There was a very high percentage of Year 3 students in the top 2 bands in all areas of the 2014 NAPLAN assessments. These results were a considerable improvement on the 2013 results especially in the areas of grammar and punctuation, writing, spelling and numeracy. Reading results continue to remain very solid. The targets in mathematics in the 2014 School Improvement Plan (SIP) were achieved. The Year 3 results were consistently above national results in all areas assessed.

The Year 5 results, in comparison to 2013 results, included a decrease in the percentage of students in the top two bands in writing, spelling and numeracy. The percentage of students in the top two bands in grammar and punctuation remained similar to 2013 results. There was a slight increase in the percentage of students in the top two bands in reading. Year 5 results were above national results in all areas except numeracy. Mathematics in the middle years will be targeted in the 2015 SIP.

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.

Surveys on school satisfaction conducted by Macquarie Marketing Group (MMG) in 2014 showed that staff (86%) and parents (81%) were very highly satisfied with pastoral care at the school. Student satisfaction with pastoral care, though still regarded as high, was slightly lower at (79%).

KidsMatter, a NSW mental health initiative was further developed in 2014. Staff members and a parent from the School were trained in *KidsMatter* component 3 "Working with Parents and Carers". Regular meetings of the *KidsMatter* team further embedded this initiative into school culture. *KidsMatter* for 2014 was re-launched with a student designed peace garden, staff were trained to facilitate a *Peer Support* program and Year 6 students were trained to lead the vertical Kindergarten to Year 6 groups for the weekly resilience sessions.

Wellbeing week was enhanced during Term 4 with its timing being aligned to the feast day of St Cecilia, the Life Education school visit and a parent social event. A psychologist was engaged to workshop with the Year 5 and Year 6 students regarding transition to high school and friendship dynamics.

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.

St Cecilia's uses the *Positive Behaviour for Learning* (PBL) behaviour management system which is part of the overall student discipline policy. PBL focuses on teaching students the desired behaviours through explicit instruction and role play. Students are rewarded for following school rules and for academic excellence. The school works in partnership with parents and informs parents when students forget to follow school rules.

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.

Students from Years 3 to 6 attended an anti-bullying play presented by high school students as well as resilience sessions in peer support groups.

MMG survey responses indicated that there were no parents or staff who believed that bullying was a serious issue or a moderate problem at the School. 39% of the Year 5 and Year 6 students surveyed, stated that bullying was not an issue at school and 62% of students stated that they had not been bullied.

These responses are not as positive as the school would desire. Information sessions for students regarding *what is bullying* and *what to do if you see another being bullied*, will to be incorporated into 2015 plans.

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

The School's core value of Respect, as stated in the School mission statement, is the foundation of the School rule: *To Respect Yourself, Others and the Environment*.

This rule is further developed into weekly behaviour expectations. Behavioural expectations include speaking and acting with kindness, caring for property, sharing equipment, including others in play and wearing the uniform correctly. These expectations are shared daily at morning assembly encouraging students to take responsibility for their actions regarding respectful behaviour. Various classes took responsibility for the environment in:

- promoting and ensuring follow through on saving electricity in classrooms and bathrooms
- allocating classes to rosters for watering the gardens
- attending to the herb and flower gardens
- activities to reduce rubbish in particular paper
- gathering food scraps for compost.

Students were again encouraged to take responsibility for their learning. Through the use of *edmodo* technology, students worked collaboratively on projects. Such projects included studies on Australian Government, the Local Environment, Asia and the Australian Indigenous Culture.

Senior students were all given leadership portfolios for 2014. Their responsibilities included assisting and coordinating liturgies, sporting carnivals, social justice initiatives, kindergarten buddies and fundraising. All classes elected Student Representative Council (SRC) leaders who were responsible for gathering and sharing class initiatives and concerns with their peers and teachers.

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

An overview of the 2014 SIP goals is provided.

Mission: For students to share learning experiences and enter into global discussion about important issues and to express a connection between Mission and Action. Evidence of progress included:

- classes developed podcasts, using *edmodo*, to share learnings with other classes
- student reflections identify the links between core Gospel values and their actions as a result of units of work studied.

Learning and Teaching: For students to improve their mathematical understanding of place value. Evidence of progress included:

- strategies to support the learning for students identified as 'at risk' in the mathematics sub-strand 'place value' were explored
- PAT- Maths, an ACER assessment tool, was introduced for further the assessment of students.

Pastoral Care: For students to be more aware of strategies to enable resilient behaviour. Evidence of progress included:

- Peer support groups were re-established targeting resilience
- *Bucket Filler* strategy taught K-6.

Using MMG survey data, 82% of parents agreed that the school made progress in achieving its 2014 SIP goals. The staff level of agreement was slightly higher than parents (89%).

Priority Key Improvements for Next Year

MMG areas for further review included:

- learning and teaching in Years 4, 5 and 6.
- effectiveness of learning support
- dealing with bullying.

The MMG survey data indicated that parents agreed it is important that the school have a clear disseminated SIP. 73% of parents indicated that the school regularly communicates its progress in achieving its plans.

MMG survey data, NAPLAN data, MAI assessment data and PAT assessments assisted in the formation of plans for 2015. The Learning and Teaching goal will again focus on Mathematics by extending the EMU program to the primary years. The Pastoral Care *KidsMatter* initiative will enter its final phase of implementation. The Mission goal will involve welcoming and inducting both a new Principal and new Parish Priest to the Catholic Community of North Harbour.

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

The overall satisfaction scores of parents with the school attained from the MMG independent survey was very high at 82%. There was a moderate increase in satisfaction in 2014. The 5 most important reasons for the school being the school of choice for parents in 2014 as gathered from the MMG survey were:

- focus on student well welfare
- quality of teaching
- the schools values
- a balanced catholic education
- reputation and tradition.

89% of parents surveyed stated their expectations were met and exceeded. 83% of parents were very highly satisfied with forms of communication between the school and parents. Parents agreed the school has a strong sense of social justice and outreach, are accepting and welcoming to all families, value the contribution of parents and has a positive profile in the community. The two areas most valued by parents association with the school are the 'warm, supportive and inclusive community' and the 'wonderful caring, dedicated and highly professional teaching and office staff.'

Student Satisfaction

The overall satisfaction scores of the Year 5 and Year 6 students attained from the MMG survey was very high at 82%. There was a high increase in student satisfaction in 2014. Students stated they:

- enjoyed lessons about religion (72%)
- have lots of opportunities to use computers (83%)
- are congratulated on their achievements (82%)
- understand and are taught about the importance of social justice (86%)
- Are shown ways to improve their learning by teachers (83%)

Other comments included: "I like my school and am proud to be a student here " (81%). Students reported moderate agreement with there being mutual respect between students (66%). The two areas most valued by students are 'friends' and 'kind caring teachers'.

Teacher Satisfaction

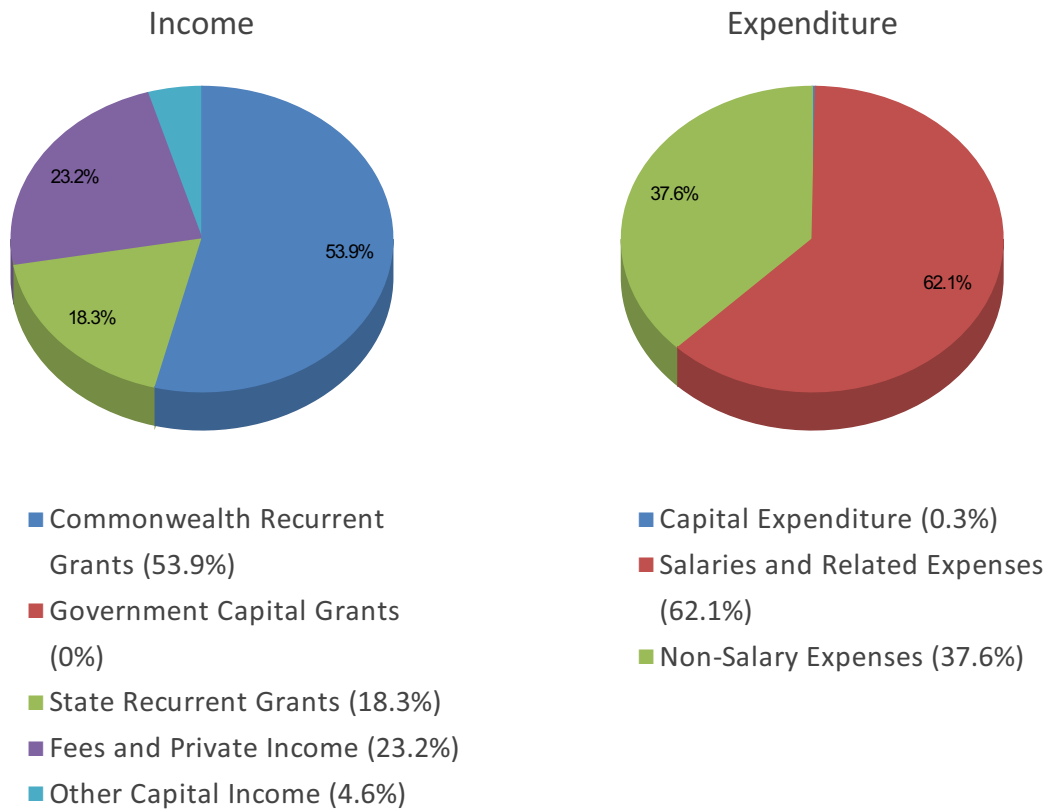
The overall satisfaction scores for staff attained from the MMG survey was very high at 85%. There was a high increase in staff satisfaction in 2014. Staff reported:

- the school values the contribution of teachers (80%)
- the school provides professional learning and development opportunities (83%)
- very high satisfaction with the leadership direction of the school (85%)
- very high satisfaction with the forms of communication between staff and leadership team (82%).

Areas most valued by staff include: the professional learning culture, the strong shared educational and pastoral leadership, a supportive parent community, relationships with the parish community and a positive approach to student discipline.

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	\$1,197,799
Government Capital Grants	\$0
State Recurrent Grants	\$406,010
Fees and Private Income	\$514,650
Other Capital Income	\$102,370
Total Income	\$2,220,829

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$6,567
Salaries and Related Expenses	\$1,447,140
Non-Salary Expenses	\$875,063
Total Expenditure	\$2,328,769