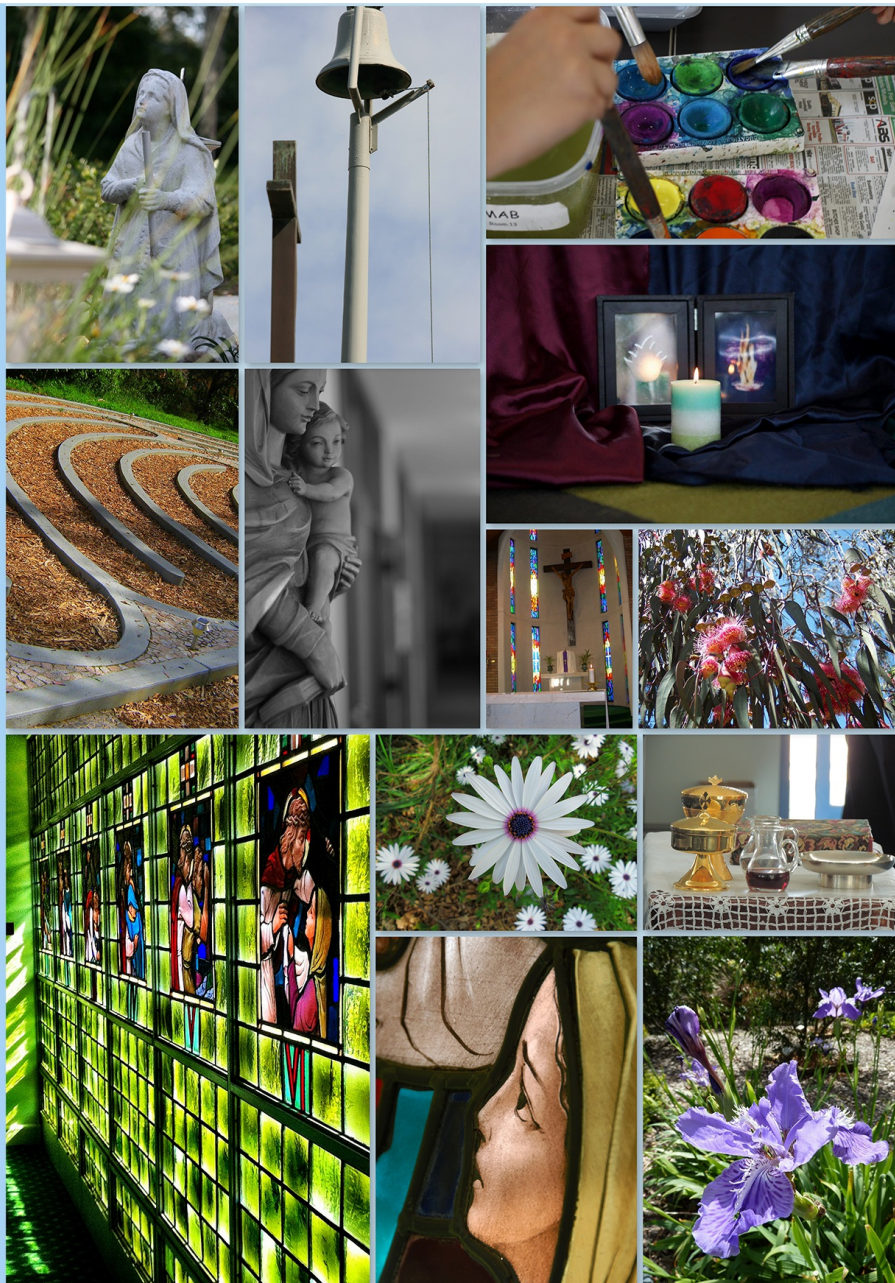


2015 annual school report



St Cecilia's Catholic Primary School, Balgowlah

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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 also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

St Cecilia's is a community-orientated school where the school staff, parents and parish actively live the Mission of the school.

'St Cecilia's Catholic Primary 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.'

In 2015 St Cecilia's was affirmed for the commendable work of the school in providing a sound and caring educational experience for all students by the Catholic Schools Office Review and Development team.

The panel also commended the school for its consistency of practice from Kindergarten to Year 6 and its dedication to continual improvement in teaching and learning through 21st century pedagogical practices including the implementation of the Challenge Based Learning (CBL) framework and the Extending Mathematical Understanding (EMU) program. Both approaches to learning extend our gifted students while supporting those with needs. As a consequence of review the staff were able to reflect on and celebrate achievements and to plan future direction with the support of the external expert panel.

Parent Body Message

At St Cecilia's School, authentic parent engagement in students learning is valued. The School Advisory Committee and the Parent Network Committee provide many diverse opportunities for parents to be involved in the school life of their child.

This year we have farewelled many long standing members from the School Advisory Committee and welcomed new ones. The Committee acts on the model of discernment as a sounding board for the school leadership team. Their contribution is valued and has directly contributed to keeping boys in our senior classes.

The Parent Network Committee is extremely active and is to be congratulated for the rich sense of community they have developed. They have contributed to a rich range of resources available in the school including the new 'Secret Garden'. They have also provided the technology used across all classes, including mobile devices which support flexibility in and diversity of learning.

2015 also marked the beginning of our 'Pop Up Play' program that allows pre-schoolers and their parents the opportunity to mix with current families and become familiar with the school community prior to enrolment.

Student Body Message

As School Captains of 2015, we would like to thank St Cecilia's for the opportunity of being leaders of this wonderful community.

Being School Captains has opened many doors for us and enabled us to experience leadership in our community. With this role, we have been able to learn skills to be successful leaders as well as knowing that we have helped the school and made an impact on its community.

Some opportunities that we were offered as 2015 School Captains, were going to the Mission Mass, presenting an wreath at the 100 Years, 100 Boats ANZAC Ceremony at Collaroy Beach, having morning tea with our Premier and member of Manly, Mike Baird, going to the Meals on Wheels' Christmas Lunch, leading assemblies and reading at many Masses. These opportunities have helped us to develop our leadership skills.

We felt honoured to be able to represent our school as captains. We feel like this role of leadership helped us to build our knowledge and connection to the School Core Values of respect, justice, service, hope and celebration.

School Captains 2015

SECTION TWO: SCHOOL FEATURES

School Features

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

St Cecilia's Catholic Primary School Balgowlah, is a Catholic systemic co-educational school situated on the lower Northern Peninsula of Sydney. The learning environment has been enhanced with a rebuilding program that was completed in 2008. Since that time the school has slowly increased enrolments from 160 students to 205 in 2015.

St. Cecilia's Parish is twinned with St. Kieran's Parish Manly Vale as the Catholic Community of North Harbour. Both parishes are administered by the Augustinians who are based at Manly Vale. The previous parish of Balgowlah was founded in 1929, and included the suburbs of Balgowlah, Balgowlah Heights, Clontarf and Seaforth. It was conducted by diocesan priests until the year 2000, when Bishop David Walker invited the Order of Saint Augustine to minister there.

The school motto "In Omnibus Glorificetur Deus", is a rich reminder of our relationship to the Good Samaritan Sisters. Our school crest, worn with pride on our hats and uniforms, is a present day reminder of the tremendous work done at St Cecilia's by the Good Samaritan Sisters. The Open Book of the Scriptures with the Cross resting on it symbolises learning. The Olive branch above the book symbolises peace. The Latin inscription means 'in all things may God be glorified'. We use this as our school motto today - a rich reminder of our sense of history and story.

There are many extra-curricular activities made available to the students both within and outside the school day. These include chess, Taekwondo, Drama, instruction in musical instruments, opportunities to represent the school in a range of sporting events, singing eisteddfods, debating and public speaking as well the opportunity to participate in academic pursuits such as Maths Olympiad, the da Vinci Decathlon, the Maths Challenge and Debating.

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 2015. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
106	100	11	206

* Language Background Other than English

St Cecilia's has seen a steady growth in enrolment over the past few years. There is a relatively even number of boys and girls in the school. The trend for boys to leave at the end of year 4 is changing with more opting to stay on at St Cecilia's for years 5 and 6.

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 2015 was 95.07 %. 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 %	94 %	95 %	96 %	95 %	96 %	94 %

The graph clearly shows that attendance rates across the school remain consistent. Our records show that most absences are explained and due to illness.

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 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
15	4	19

* This number includes 9 full-time teachers and 6 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.	15
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	Making Thinking Visible. The day was facilitated by Ron Ritchhart. Teachers explored ways to promote engagement, understanding and independence for all learners.
Day 2	Pope Francis and the Joy of the Gospel. Teachers developed ways in which The Spiritual exercises of St Ignatius of Loyola, particularly The Examen, could be used with students in the classroom.
Day 3	School Improvement. Teachers reflected on the strengths and challenges of the schools strategic direction, raised questions and planned future opportunities.

During 2015 we continued to deepen our school's learning goals through quality professional development for teachers particularly in the areas of *Thinking* and Mathematics.

'Making Thinking Visible' is based on the work of Ron Ritchhart, a senior researcher at project Zero, Harvard Graduate school of Education. Teachers implemented the strategies across all Key learning areas in 2015 and noted that students became more aware of how they learn and why the learning was important to them.

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas 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 the Christian life and how we live it.

St Cecilia's is first and foremost a Catholic School and, as such, mission is of primary importance. Our Catholic faith, heritage and story is evident in our Religious Education teaching/learning programs, however, it doesn't end there. The mission of St Cecilia's permeates all that we do, and as such there are five distinct aspects. The Religious Education Curriculum, Integration of Catholic Values Across the Curriculum, The Liturgical, Prayer and Sacramental Life of the School, Opportunity for Reflection and Social Justice Initiatives

Our Challenge Based Learning (CBL) programs are developed to make explicit the Gospel values relevant to how we live our daily lives. In this way, the values of Catholic Education are taught not only in formal Religious Education (RE) lessons but also integrated within the other Key Learning Areas. Prayer and liturgy are central to school life. All members of staff have been engaged in professional learning around God's Mission, Joy of the Gospel and have recently adopted the Ignatian Examen across the school as daily prayer. Our liturgical life includes whole school masses, parish sacramental celebrations and Liturgies of the Word to celebrate significant feasts and occasions.

Social Justice initiatives are embraced each term and include both fundraising and education/awareness programs. We have worked with the parish to support the "GIFT" program and "Seekers Supplies" program.

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 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.

Teachers at St Cecilia's are a community of learners. Staff have participated in professional learning that challenges more traditional methods of teaching and have embraced co-teaching as a way of changing practice in order to improve student outcomes.

During 2015 teachers have continued to make good use of learning data and individual student's evidence of learning which, when analysed, gives direction for future teaching and decision-making. The implementation of a range of diocesan high yield strategies, such as Co-Teaching, Instructional Walks & Talks, and Collaborative Analysis of Student Learning (CASL) meetings, continued to support our School Improvement Plan (SIP) for both major and minor curriculum goals.

Mathematics was a major learning goal. There are now three EMU trained specialist teachers on staff. One specialist teacher has completed the middle schools program as our data shows that while there has been a significant decrease in the vulnerability of students in our infant's grades there is a need to support the students in our senior grades.

Challenge Based Learning (CBL) continued to be the framework used to build on the research skills underpinning the Australian Curriculum documents. CBL is an engaging multidisciplinary approach to teaching and learning that encourages learners to use technology amongst other resources to solve real-world problems. It is a collaborative and hands-on approach, asking students to work with peers, teachers, and experts to question, develop deep subject area knowledge, identify, solve challenges, take action, and share their experience. Teachers begin their units of learning with a 'big idea' from the HSIE syllabus. The multi-media teacher co-plans and co-teaches the units of work alongside the classroom teacher ensuring students take charge of their learning, focusing on global challenges with local solutions. CBL encourages deep reflection on teaching and learning. At St Cecilia's the teachers are in their fourth year of using this framework and have ensured the children go onto high school as critical, creative, collaborative learners.

Our musical "Ali Baba and the Bongo Bandits" gave all children K to 6 the opportunity use their musical, dance and creative skills to perform to an audience. Other curriculum initiatives for 2015 include 'Open to Learning Mornings' for parents, The Night of the Notable's and participation in

the da Vinci Decathlon.

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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	89.30 %	52.20 %	0.00 %	10.70 %
	Reading	89.30 %	48.20 %	0.00 %	11.00 %
	Writing	96.40 %	46.80 %	0.00 %	7.40 %
	Spelling	78.60 %	41.20 %	3.60 %	14.80 %
	Numeracy	78.50 %	33.50 %	0.00 %	15.00 %

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	36.40 %	35.90 %	0.00 %	16.60 %
	Reading	63.70 %	33.50 %	0.00 %	18.10 %
	Writing	54.60 %	19.10 %	0.00 %	17.60 %
	Spelling	54.60 %	32.60 %	9.10 %	15.30 %
	Numeracy	36.40 %	27.80 %	0.00 %	15.80 %

NAPLAN Comments

At St Cecilia's we continue to achieve pleasing NAPLAN results for all students. The number of

students in the top 2 bands across both grades are well above national figures in all areas.

Our year 3 students have achieved particularly well across all areas. This is a clear indication that our early intervention programs have had significant effect on the growth of student outcomes. The results are comparable to 2014 when 100 percent of students achieved the top 2 bands in Writing and Spelling.

Year 5 students have all experienced individual growth in their learning with the percentage of students achieving the top two bands showing improvement in some areas. When compared with 2014 results, the students in year 5 have shown significant growth in Reading, Writing and Numeracy. There has been a slight dip in their Grammar, Punctuation and Spelling results.

The data clearly shows that we need to maintain a focus on mathematics while also targeting spelling, grammar and punctuation.

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.

As a Catholic School we highly value and encourage our Community Dimension.

The Student Representative Council (SRC) lead the school in a number of Social Justice initiatives throughout the year. This group is supported by a Social Justice Committee that includes parents and the Religious Education Coordinator.

The mental health and wellbeing program, *KidsMatter* has been adopted by the school. A committee that includes teachers, parents and members of the school executive meet each month to ensure the wellbeing of the students, staff and parents are catered for. Each term wellbeing week is planned as a whole school focus. Student initiatives include Peer Support, kindy buddies, Pop Up Play, bucket fillers and Special Treats Days.

There are many and varied opportunities for parents to meet socially with other parents from the school. Such occasions as the 'Tea and Tissues' morning tea, class masses, class morning teas and dinners, the family picnic, the disco night, the 'Welcome Cocktail Party' are there to enhance the spirit of community and make all feel very welcome and involved at our school.

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 school rules and behavioural expectations are based on the Core Catholic Values of

Respect, Service, Justice, Hope and Celebration.

Our School Rules and Behavioural Expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe and supportive learning environment.

Our School community is committed to adopting proactive strategies to teach, practice and apply our school rules to ensure responsible behaviour within the school and the classroom.

Anti-Bullying Policy

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

St Cecilia's, as a Catholic School, does not tolerate bullying in any form. The staff, children and parents of our school community are committed to providing a safe, caring and Christian environment which promotes personal growth, positive self esteem and values the dignity of each person. Children, parents and staff all have an active role to play in creating a "Bully Free School."

Our Anti-bullying Policy exists within the context of St Cecilia's core values of Respect, Service, Justice, Hope and Celebration.

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.

At St Cecilia's the Leadership team, the staff, the School Board and the P&F body work collaboratively together to ensure all parent concerns are treated with privacy and respect before they escalate.

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, particularly paper
- gathering food scraps for compost.

Students were explicitly taught to take responsibility for their learning using thinking strategies that promote critical and creative thinking. They also learnt the power of collaborative work and sharing ideas.

Senior students were all given leadership portfolios for 2015. 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

To develop a deeper connection between God's Mission and action through CBL

- Student reflections make explicit the connections between the learning and the core values Jesus asks us to live by

To improve students interpretation of Place Value in a real life context.

- Programs explicitly state the mathematics involved in tasks and the patterns and relationships between numbers
- Instructional walks and talks focus on evidence of mathematics strategies being implemented focus on place value

To continue developing student wellbeing through the Kidsmatter framework

- The Social and Emotional wellbeing continuum was explored by teachers and data gathered on each child's level of development

Priority Key Improvements for Next Year

By the end of 2016, students can demonstrate a greater connection between their learning and God's mission through class assessments in RE, HSIE and English.

By the end of 2016, student writing samples will demonstrate greater sophistication and creativity using the NAPLAN writing rubric.

By the end of 2016, targeted students will show progress in terms of their SEL assessment level.

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

During the School review process the panel interview parents and reported that significant work had been carried out to build and strengthen the school/home partnership. This was evident in documentation such as school newsletters and the *KidsMatter* team meeting minutes. It was also evident in the wide variety of school activities offered including Pop-Up-Play, which were clearly valued and well attended.

The panel also found evidence that parents and staff have reflected on the needs of the community and there is a willingness to work together. Conversations with staff and the parents confirmed the panel's view that the school is well placed to continue to work collaboratively with its stakeholders on this objective.

The work of the *KidsMatter* team which includes staff and parents, was also commended as an appropriate model for engaging parents in the life of the school. Parents have taken an active role and they feel their contribution is highly valued.

Student Satisfaction

The School Review panel also interviewed the students who commented that they 'like the school just the way it is and don't want to change thing'. The students were able to articulate the Core Values and how they relate to school rules.

While there was evidence that the Peer Support program with the emphasis on *resilience* (2014) and *keeping friends* (2015) is valued by students it is an area that the school will continue to focus on and develop.

Teacher Satisfaction

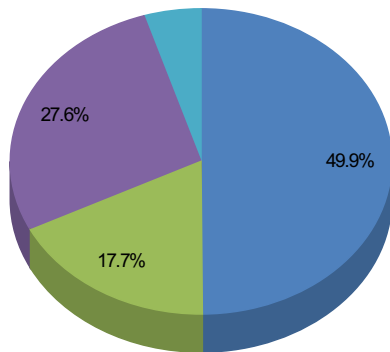
Teachers were surveyed using the Educational Leadership Practices Survey. While they feel that the demands on teachers have increased they believe the school is a positive environment in which student learning is the focus and that parent engagement is valued and supported.

They also believe that the professional development opportunities enable teachers to develop the knowledge and skills necessary to provide quality teaching for diverse learners.

SECTION ELEVEN: FINANCIAL STATEMENT

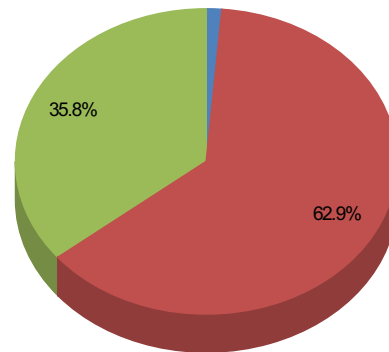
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (49.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.7%)
- Fees and Private Income (27.6%)
- Other Capital Income (4.8%)

Expenditure



- Capital Expenditure (1.3%)
- Salaries and Related Expenses (62.9%)
- Non-Salary Expenses (35.8%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,227,572
Government Capital Grants	\$0
State Recurrent Grants	\$435,832
Fees and Private Income	\$678,343
Other Capital Income	\$119,037
Total Income	\$2,460,784

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$33,092
Salaries and Related Expenses	\$1,581,413
Non-Salary Expenses	\$900,700
Total Expenditure	\$2,515,206