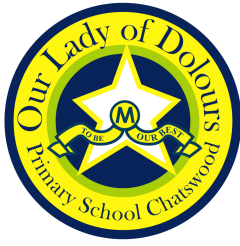


Our Lady of Dolours Catholic Primary School, Chatswood

Annual School Report to the Community

2014



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Principal

Mrs Helen Chambers

ABOUT THIS REPORT

Our Lady of Dolours 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

Welcome to this Annual report for 2014.

As a vibrant community striving for excellence in education and relationships grounded in Catholic faith and tradition we are committed to the values and ideas encapsulated in our Mission Statement:

United in Faith

Nurturing a vibrant learning environment

We celebrate our cultural diversity

Journeying together

To be our Best.

In 2014 our School Improvement Plan focused on three main goals:

- To improve children's understanding of being a follower of Jesus in our school and community
- To improve children's literacy and numeracy skills
- To enhance children's well-being in a safe and supportive environment.

This plan has assisted us with maintaining the tradition of providing a quality teaching and learning environment that meets the needs of each child and prepares them for the challenges of contemporary living and learning. The School's constant focus is on school improvement whereby all school and community members are encouraged to actively participate in leading learning.

Parent Body Message

In 2014 Our Lady of Dolours' (OLD) Parents and Friends Association (P&F) faced many challenges. It was time for a change. Over the years, the school community has changed dramatically in its demographic with many families representing a number of multicultural backgrounds. As a freshly elected P&F, our aim for 2014 was to build community spirit first and foremost rather than focus on fundraising alone. We engaged the school community successfully through numerous events and sought to reach members of our school community by altering our communication to include languages other than English. Our major fundraiser "Hands on H'Art" was a tremendous success, engaging the children, parents and families of OLD. The P&F was also able to contribute financially to the school in particular with playground additions and learning resources. We look forward, as a representative body, to continuing to build on the firm foundations laid in 2014.

Student Body Message

2014 has been another successful year. Since our first day in Kindergarten we have felt welcomed

and part of the wonderful OLD community. Students at OLD are presented with many opportunities and enjoyable activities, the most memorable being the Creative Arts festival, sports carnivals and the public speaking competition. We are given a voice through various groups including the Mercy Action Group, the Year 6 School Leadership Team which comprises four groups – Liturgy, Environmental, Civics and Sport. The school welcomes people from different countries and it has been fun learning about their backgrounds. The teachers are supportive and dedicated. We have learnt and grown so much this year.

SECTION TWO: SCHOOL FEATURES

School Features

Our Lady of Dolours Catholic Primary School Chatswood, is a Catholic systemic co-educational school.

Our Lady of Dolours Catholic School is a primary school located within the Diocese of Broken Bay on Sydney's lower North Shore in the central business district of Chatswood.

Students are primarily drawn from the neighbouring areas of Chatswood, Willoughby, Roseville, Artarmon, Castle Cove, Lane Cove, Naremburn and North Ryde.

Our Lady of Dolours School was established by the Sisters of Mercy in 1896 on the present site.

In 2014 we had approximately 300 students attending our school from a variety of cultural backgrounds. These students were well supported in their learning by 18 full and part-time teachers. Music, Physical Education and Library were taught by specialist teachers on a weekly basis.

Extra-curricular activities include keyboard, chess lessons at lunchtime and Mandarin classes after school. There are also opportunities to join the school band, string ensemble and choir.

The school has teams in soccer and netball which participate in the local area Saturday sport competitions. These teams practise after school during the week.

The school is known for its annual Creative Arts festival which has a long tradition at OLD. This festival is held in Term 3 of each year and all children perform on stage in the nearby Chatswood, Concourse Theatre.

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
141	149	204	290

* Language Background Other than English

Our enrolments have remained steady over the last few years with approximately 300 children within our school. The average class size in 2014 was 25 children. The majority of boys move on to St Pius X College, some in Year 5 and others in Year 7. Most girls move to Mercy College for high school.

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 96.24 %. 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
96 %	96 %	96 %	97 %	97 %	94 %	97 %

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
20	5	25

* This number includes 11 full-time teachers and 9 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.	20
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	Teaching spelling
Day 2	The Writing block
Day 3	Pastoral Care and Choice Theory

The staff are committed to personal and professional development. Our professional learning in 2014 concentrated on English (Writing and Spelling within the English Block) and Mathematics. This occurred during staff meetings, Staff Development Days, professional conferences and various diocesan professional learning opportunities. Staff worked with education officers from

the CSO to find ways for teachers to help improve student skills, knowledge and understanding. We also concentrated on reviewing our Pastoral Care policy in light of Choice Theory which will continue to be a focus of professional learning at OLD in 2015.

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.

During 2014 Our Lady of Dolours Primary School connected with the Catholic Worldview through our RE units, celebrations, social justice initiatives, scripture and prayer.

Teachers have delivered a strong curriculum, evident in the wonderful learning and teaching in RE throughout the school. The RE units are programmed with an individualised pathway to meet the needs of our students. There has been a continued focus on the Discipleship challenge part of the RE units, to ensure children are living the values of Jesus because 'discipleship' is integral to our Catholic Worldview. The staff has had dedicated professional learning on Catholic Life and Mission, where key elements of discipleship were explored and the *Joy of the Gospel* was introduced. The RE staff development day explored the Mercy tradition.

This year we celebrated many masses and liturgies together as a school community. Our celebrations are an important component of the school's religious life and we perform them well. Many parents attend the masses, the children sing beautifully and parishioners also participate. Our celebrations are planned by all staff members in liturgy planning teams and we try to engage and involve children, parents and members of the parish. Father Paul, our Parish Priest, also regularly visits our classes to support students in Liturgy and RE knowledge. Recently, the Year One students visited the parish Atrium to support learning in the Advent units. The parish and school are working well together to provide a meaningful experience of the Catholic faith.

The Year 6 Mercy Action Group has continued to lead the way with the action life of the school, by their involvement in promoting social justice initiatives throughout the school. They have been involved in making posters for fundraisers, speaking to classes about Catholic Mission, praying with the elderly at an aged care facility, attending the Diocesan Mission Mass and many other 'reach out' activities. Also, OLD has continued to develop a broad relationship with Mercy College as evident during Mission Month, when students from OLD attended a presentation by Year 10 students which highlighted the plight of children in detention centres.

Once a fortnight, scripture and prayer provide a basis for gatherings of the staff for morning prayer. Scripture and prayer have helped to unite the staff in faith. In addition, professional development staff meetings always begin with a prayer or scripture reading. The Ignatian *Examen*

has also been integrated into school life among the staff and students. The practice of reflective prayer has had significant benefits across the school community as evident in the life of the school.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In 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.

In 2014 the new Australian curriculum became compulsory. In-servicing for teachers began in 2013 and continued throughout 2014. The implementation fitted with the well-established pedagogical approaches used at the school.

The school improvement goal in the Teaching and Learning domain in 2014 was to improve students' Literacy and Numeracy skills. This goal was formed on the basis of student assessment data.

Mathematics data was collected for all students K-6 in Term 1 using the Mathematics Assessment Interview (MAI). Student growth points were identified to inform differentiation in teachers' programs. Data collected from the PAT-M assessment in 2013 provided additional valuable information about student learning in 2014.

In 2014 the *Extending Mathematical Understanding* (EMU) approach was extended throughout the school. Six Year 1 students received an intensive 20 week intervention program. In second semester, the EMU specialist with the help of the CSO Education Officers, conducted several co-teaching rounds in preparation for greater EMU first wave implementation in 2015. The EMU specialist and school leaders attended numerous professional learning (PL) sessions at network, cluster and diocesan level throughout the year. The most valuable PL was led by Dr Anne Downton in relation to mathematical and pedagogical content knowledge especially in relation to multiplication and division. We were privileged to have two twilight PL sessions, one including expert input from Dr Downton. These sessions were greatly valued by class teachers.

In Literacy the focus was to further develop teachers' understanding of the elements of the English Block with the focus on writing including spelling. The first staff development day (SDD) for 2014 was set aside and several PL meetings were used for this purpose. Teachers were reminded that elements of the writing component of the English Block aligned with the Gradual Release of Responsibility model used already in English. Teachers were given instruction on the developmental stages of spelling acquisition and how to identify and use the relevant strategies to move students to the next stage. Implementation was monitored using the High Yield Strategies of CASL meetings and Instructional Walks and Talks.

In 2015, implementation of the new syllabus for Science and Technology is compulsory. Members

of the leadership team have attended in-servicing in this subject area and PL meetings have been offered for teaching staff. Further implementation and PL is planned for 2015.

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	82.30 %	49.90 %	0.00 %	11.90 %
	Reading	72.00 %	46.20 %	2.00 %	13.10 %
	Writing	64.00 %	39.10 %	4.00 %	11.20 %
	Spelling	78.50 %	43.70 %	2.00 %	14.80 %
	Numeracy	66.00 %	36.20 %	6.00 %	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	56.00 %	36.60 %	16.00 %	16.10 %
	Reading	32.00 %	34.50 %	12.00 %	16.30 %
	Writing	24.00 %	15.50 %	0.00 %	21.40 %
	Spelling	56.00 %	33.60 %	4.00 %	16.40 %
	Numeracy	36.00 %	25.90 %	16.00 %	18.10 %

NAPLAN Comments

NAPLAN trends and growth data in Literacy identified the areas for commendation as Year 3

Grammar and Punctuation and Year 3 and Year 5 Writing and Spelling. Gains were especially significant in Spelling in Years 3 and 5 and Writing in Year 5 where 75% of students experienced equal to or above expected growth.

Year 3 and Year 5 Reading and Year 5 Grammar and Punctuation, while above state and national figures, will benefit from close analysis to ensure more precise instruction, targeting greater learning gains.

Use of the item analysis tool for Grammar and Punctuation and Reading revealed some difficulties associated with children learning English as their second language. Verb and tense agreement is an area for focus.

In Reading for both Year 3 and Year 5, analysis showed that areas for focus are the more difficult and complex questions requiring higher order thinking and applying appropriate text processing strategies to comprehend complex texts. Greater exposure to the literary devices used in poetry such as similes, metaphors and other figurative language would be helpful to move students into the top bands.

All areas of NAPLAN Numeracy were identified as commendable. Trend data for Year 3 and 5 and growth for Year 5 over the last three years showed significant upward movement. Use of the analysis tool gave direction for future focus and planning in order to continue this trend.

Areas for focus include:

- exposure to problem solving and multi-step problems
- problem solving strategies
- patterns and algebra
- interpretation of graphs.

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.

Members of the school community are responsible for pastoral care within our school; they have the responsibility to foster high quality respectful relationships. Teachers have a significant role to play in modelling the importance of building and maintaining relationships.

Our teachers have been trained to implement Choice Theory principles and understandings in their relationships with students. Our Pastoral Care policy combines *Positive Behaviour for Learning* (PBL) procedures with our understanding of Choice Theory. The overarching value is that of responsibility for our own behaviours.

All members of the OLD community have responsibilities to be respectful, to be safe and to be good learners.

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.

We have a whole school approach to developing self-discipline and responsibility in our students. Our focus is on the development of social and emotional learning. At Our Lady of Dolours, discipline is seen as a developmental path for acquiring skills and competencies. Learning positive social skills and competencies takes place within the broader context of collaborative learning across the curriculum. Students are encouraged to make responsible choices at all times.

The *Raising Responsibility System* (Marvin Marshall) provides a concrete model for children to reflect on their behaviour and provides parents, teachers and students with a common language to describe behaviour. At the beginning of each year teachers use the characters from *The Lion King* to remind students of the levels of behaviour - A (Anarchy), B (Bossing/Bullying), C (Cooperation) and D (Democracy).

We aim for the intrinsic reward of genuinely democratic behaviour which "does the right thing because it is the right thing to do", with no rewards or punishment needed.

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.

Our school community is committed to ensuring a safe and supportive environment where all members have the right to be respected and the responsibility to respect each other. Bullying occurs when an individual or a group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational, psychological and cyber forms of bullying.

We seek to prevent bullying by implementing a whole school prevention curriculum which begins in Kindergarten and includes:

- understanding what behaviour constitutes bullying and why bullying is unacceptable
- the development of effective by-stander behaviour.

The investigation of bullying incidents takes place in three stages:

Stage 1 - Bullying is reported and investigated. All parties participate in a community circle. The incident is recorded.

Stage 2 - If Bullying persists, incidents are further investigated and parents are informed. Parties again participate in a community circle. Incident is recorded.

Stage 3 - If bullying continues, parents are interviewed and the CSO is notified. If necessary, the children involved will be offered support from Counselling.

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 Our Lady of Dolours, we are committed to providing a happy, safe work environment for all staff and students. If parents or carers are concerned about something which is happening at school they are encouraged to talk with the class teacher, the assistant principal or the principal as soon as possible. It is our aim to resolve issues through direct and timely discussion.

Both the principal and the assistant principal are present on the playground before and after school each day.

Initiatives Promoting Respect and Responsibility

Through Choice Theory and the use of the *Hierarchy of Behaviours* (Marvin Marshall) children are taught to respect others and to be responsible; respect and responsibility are the overarching values at our Lady of Dolours School.

The understandings which underpin our beliefs are:

- All behaviours are self chosen.
- You are the product of your own decisions.

We focus on intrinsic motivation which builds the vision of acting with responsible, autonomous behaviours whether or not anyone else is around, doing the right thing because it is the right thing to do, not for any reward or to avoid punishment.

Respect and valuing others is an important value in our multicultural and diverse community. We celebrate Harmony Day every year and place importance on behaviours which are inclusive and caring. Staff at Our Lady of Dolours model respectful and caring behaviours at all times.

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

The Mission goal for 2014 was to improve student understanding of being a follower of Jesus. The target was that by the end of 2014, 90% of Year 6 students would be able to identify key features of having a relationship with Jesus. Data analysis indicated a marked improvement in Discipleship responses of 2014 and the stated target was met.

The Teaching and Learning goal for 2014 was to improve students' Literacy and Numeracy skills. The target was that by the end of 2014 there would be no children in the bottom three stanines in PAT-R in Years 2-6. There was a reduction of children in the bottom three bands in PAT-R but the 0% target was not reached. The 2014 NAPLAN assessment showed significant learning gain in writing for all students. NAPLAN Writing showed above expected gain for 75% of the cohort. MAI data showed growth across the school especially K-2. NAPLAN Numeracy trend data for both Years 3 and 5 showed improvement.

The Pastoral Care goal for 2015 was to enhance student wellbeing and learning outcomes. Data collected showed most students could work independently and monitor their own behaviour through a sound understanding of the levels of responsible behaviour.

Priority Key Improvements for Next Year

The School Improvement Plan (SIP) for 2015 includes these goals:

Mission: To improve student understanding of being a follower of Jesus.

By the end of 2015, all students will be able to identify and put in place actions resulting from learning in RE.

Key improvement strategies:

- improve teachers' pedagogical capacity
- reflect on Catholic school identity
- bring the *Joy of the Gospel* into school life.

Teaching and Learning: To improve students' Literacy and Numeracy skills

By the end of 2015, students in Years 2-6 will achieve at least a stanine 4 in both PAT-M and PAT-

R. 35% of the 2015 Year 5 cohort will achieve in the top 2 bands in NAPLAN reading and numeracy.

Key Improvement Strategies:

- collect and analyse MAI data
- continue consistency of practice
- intensify support for identified students
- engage parents
- engage in PL on assessment moderation.

Pastoral Care: To enhance student wellbeing and learning outcomes

Key Improvement Strategies:

- Improve understanding of the hierarchy of behaviours
- Collect and analyse PC data
- Develop framework for staff wellbeing
- Implement opportunities for parent engagement
- Implement *KidsMatter* program in line with Choice Theory understandings.

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

At meetings with parents they have expressed their satisfaction with:

- the warm, welcoming environment of the school and the feeling of community they experience
- the quality and approachability of the teachers
- the strong literacy and numeracy programs
- the opportunities given to all children in Music and Creative Arts
- the motivation of their children at school.

Student Satisfaction

Student surveys reflect a happy student population. Positive comments included particular references to the Creative Arts festival, the public speaking competition, the sports carnivals and diocesan gala days, many friendships and the school music program.

The senior students noted the Camp, the special Year 6 T-shirts, the Cluster public speaking competition and their leadership opportunities.

Teacher Satisfaction

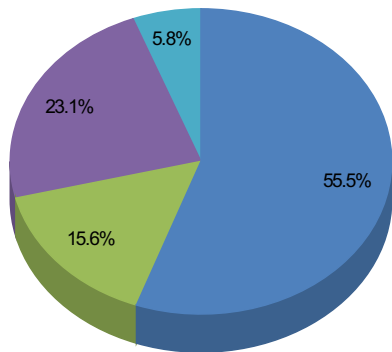
In their end-of-year survey teachers expressed satisfaction with:

- the quality of professional learning provided
- in-class support given to them from CSO Education Officers
- purchase of iPads for all classes
- continuation of the implementation of Choice Theory to support the pastoral care and behaviour of students.

SECTION ELEVEN: FINANCIAL STATEMENT

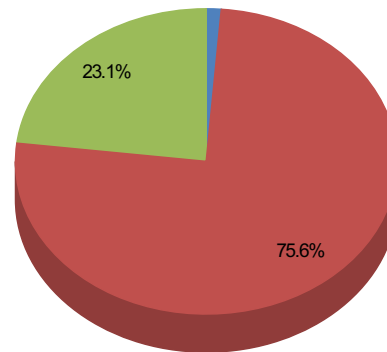
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (55.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (15.6%)
- Fees and Private Income (23.1%)
- Other Capital Income (5.8%)

Expenditure



- Capital Expenditure (1.3%)
- Salaries and Related Expenses (75.6%)
- Non-Salary Expenses (23.1%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,992,689
Government Capital Grants	\$0
State Recurrent Grants	\$561,763
Fees and Private Income	\$828,253
Other Capital Income	\$208,335
Total Income	\$3,591,041

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$39,461
Salaries and Related Expenses	\$2,362,501
Non-Salary Expenses	\$721,324
Total Expenditure	\$3,123,286