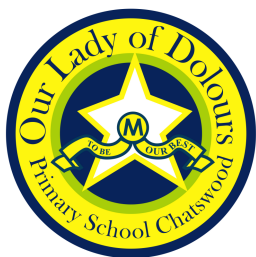
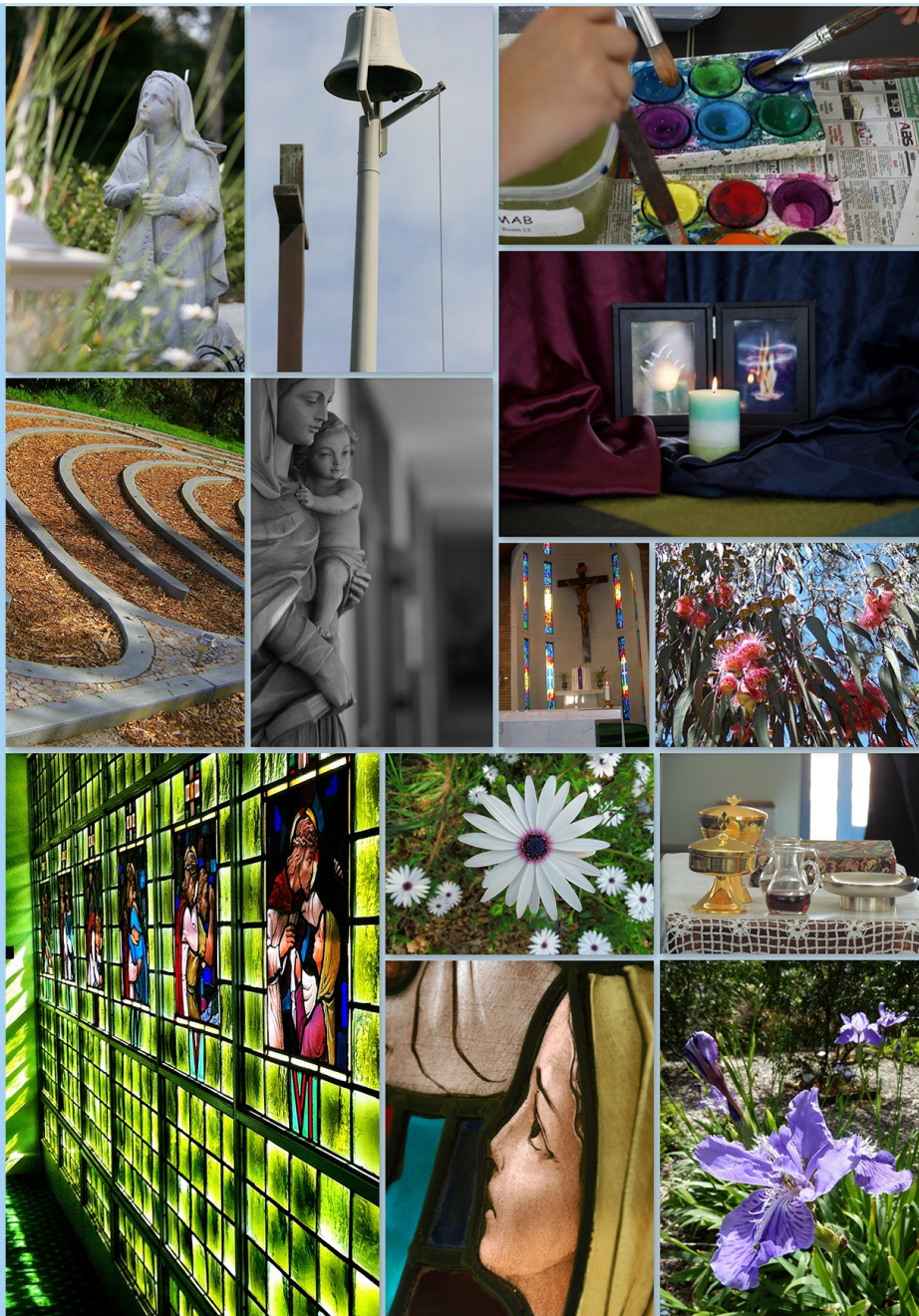


# 2015 annual school report



## Our Lady of Dolours Catholic Primary School, Chatswood

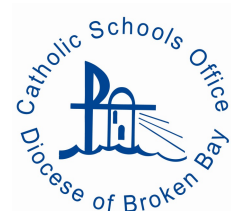
94a Archer Street, Chatswood 2067

Principal: Mrs Helen Chambers

Phone: (02) 9419 2645 Fax: (02) 9413 1998

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

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





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## ABOUT THIS REPORT

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

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

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### **Principal's Message**

Welcome to this Annual report for 2015.

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

*United in Faith*

*Nurturing a vibrant learning community*

*We celebrate our cultural diversity*

*Journeying together*

*To be our Best*

Our 2015 School Improvement Plan focused on three main goals:

- To improve children's understanding of being a follower of Jesus in our world today
- For all students to show growth in their Literacy and Numeracy skills
- To enhance students' wellbeing and learning outcomes.

This plan has assisted us in maintaining our tradition of providing quality education which meets the needs of each child and prepares them for the challenges of contemporary living and learning.

Our 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 2015 the P&F consolidated and built on the spirit of inclusion and community wellbeing which was begun last year. I thank the P&F team and all members of the parent body for the commitment, passion and skills they so generously shared with us all. We finished the year with fond memories of the Sports-a-thon, the inaugural School Disco and the many events which aimed at fostering community spirit rather than fundraising alone.

We are grateful to the principal and teaching staff for their continued dedication to providing a high standard of education and an inspiring and caring environment for our children.

### **Student Body Message**

This year, 2015, has been a great year for all of us at Our Lady of Dolours school. Since our first day in Kindergarten we have felt welcomed and included in the community. This year the highlight was the annual Creative Arts Festival with the Sports-a-thon, our Canberra excursion and the Public Speaking competition also being memorable events. As leaders of the school we

are members of the School Leadership Team which comprises four groups - Liturgy, Environmental, Civics and Sports.

Many of us have had the opportunity to be a part of the Mercy Action group through which we coordinate our Social Justice initiatives. Our school welcomes people from many different cultural backgrounds. Our teachers are supportive and dedicated. We have learnt and grown so much this year.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

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

Our Lady of Dolours Primary school is located in 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 2015 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.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
150	146	204	296

\* 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 2015 was 26 children. The majority of boys move on to St Pius X College, some for 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 2015 was 94.69 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
95 %	95 %	94 %	95 %	94 %	94 %	96 %

### 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).



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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
21	3	24

\* This number includes 10 full-time teachers and 11 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.	21
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	Mathematics - Unpacking the Big Ideas
Day 2	Joy of The Gospel - Engaging with the local Jewish Community.
Day 3	the Importance of Identity Early in Life

Staff are committed to personal and professional development. Professional learning in 2015 concentrated on English (Writing and Spelling within the English Block), Mathematics and Choice Theory. We prepared for the introduction of the new History and Geography syllabuses in 2016. Professional Learning occurred during staff meetings, Staff Development

Days, conferences and other diocesan professional learning opportunities. Staff worked with education officers from the CSO to find ways to improve student skills, knowledge and understanding. We also concentrated on reviewing our Pastoral Care policy in light of Choice Theory. .

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## SECTION FIVE: MISSION

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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.

Teachers have delivered a strong curriculum, evidenced by the wonderful learning achievements in Religious Education (RE) throughout the school. RE is programmed with an individualised pathway to meet the needs of our students here at Chatswood, with the Big Understandings being core to curriculum development. Programming in RE is differentiated and adjusted to ensure all students can access the curriculum and do their best. There has been a continued focus on the Discipleship Challenge part of RE units and the staff has had several dedicated PL meetings on Catholic Life and Mission, where the key elements of discipleship and The Joy of the Gospel were explored further. The Staff Development Day provided an opportunity to explore inter-faith perspectives and The Joy of the Gospel.

The school community has celebrated many masses and liturgies together. Celebrations are an important component of the school's religious life and are planned by all staff members in Liturgy Planning Teams. We engage and involve children, parents and members of the parish.

Parish clergy visit each class in their classroom once a year to support students in liturgy and religious knowledge. Year One students visit the parish Atrium to support learning in the Advent units. The parish and school work well together to provide a meaningful experience of the Catholic faith. Classes also attend regular parish mass on occasions. The living tradition of the Eucharist and scripture is central to the Catholic identity at OLD primary school.

As a staff, we are committed to the core values of respect and dignity which permeate the entire culture of the school. We pray together as a staff. Scripture and prayer have helped unite the staff in faith. Reflective and traditional prayers are important to the staff and students' daily experience. A school prayer and reflection/Examen prayer process has been developed for students to practise daily. The children are showing the benefit of reflective prayer.

In partnership with the parish's Social Justice Ministry, the school community collected and contributed to a food collection, to help refugees and asylum seekers. The Year 6 Mercy Action Group also continued to lead the way with the action life of the school, with the focus on education and making meaning from all actions.

OLD has continued to develop a broad relationship with Mercy College as evident during the 100th Anniversary of Mercy in Chatswood, when students from OLD and Mercy College came

together for a combined liturgy.

### 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.

The School Improvement Plan (SIP) strategic goal for Teaching and Learning, 2013-2015 was to improve students' literacy and numeracy skills. Targets were set for each year and key improvement strategies were implemented to achieve these targets. Over the three years there has been clear evidence of an improvement in children's literacy and numeracy skills. For example, the 2015 NAPLAN literacy and numeracy results for Year 3 and Year 5 showed that students from Our Lady of Dolours achieved well above the national, state and Diocese of Broken Bay mean.

Data was gathered in Term 4 using the PAT-M and PAT- R assessments in Year 2 to Year 6 to measure student achievement. The 2015 SIP target was for all students in Years 2 to 6 to achieve at least a stanine band of 4 in both the PAT-M and PAT- R assessments. This target was achieved in all Year levels except for Year 2 reading. Student achievement in reading in Kindergarten, Year 1 and 2 was measured using running records. Ninety percent of students in these year levels achieved at or beyond the minimum diocesan expectation.

In 2015 class teachers conducted the Mathematics Assessment Interview (MAI) for each student in the class. The MAI is a 40 minute assessment conducted one-on-one with each child to determine the child's growth point in the areas of counting, place value, addition and subtraction and multiplication and division. This information informs teacher practice in these areas of Mathematics to meet the specific learning needs of each child. 2015 was the fourth year the MAI has been used at Our Lady of Dolours Chatswood. The MAI is part of a whole school systematic approach to the teaching of Mathematics (Extending Mathematical Understanding - EMU). This long term data collection is showing significant improvement in student outcomes in Mathematics.

A significant contribution to the improvement in student learning in 2015 has been the numerous opportunities for teaching staff to undertake professional learning. The biggest contributor has been the support from the Catholic Schools Office of Broken Bay. Professional Learning courses for staff included revising the staff's shared beliefs about teaching and learning; Writing and Spelling; developing the Maths Block by unpacking the big ideas; and support to help implement the new History and Geography syllabuses in 2016.

2015 was a great year of learning for all at OLD.

## 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	75.50 %	52.20 %	2.00 %	10.70 %
	Reading	85.70 %	48.20 %	0.00 %	11.00 %
	Writing	93.90 %	46.80 %	2.00 %	7.40 %
	Spelling	69.40 %	41.20 %	0.00 %	14.80 %
	Numeracy	79.60 %	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	58.10 %	35.90 %	0.00 %	16.60 %
	Reading	54.90 %	33.50 %	3.20 %	18.10 %
	Writing	38.80 %	19.10 %	3.20 %	17.60 %
	Spelling	61.30 %	32.60 %	6.50 %	15.30 %
	Numeracy	41.90 %	27.80 %	12.90 %	15.80 %

### NAPLAN Comments

In 2015 NAPLAN Literacy and Numeracy assessments for Year 3 and Year 5 showed that students

from Our Lady of Dolours achieved well above the national, state and Diocese of Broken Bay mean. In both Year 3 and Year 5 the percentage of students placed in the top two bands is significantly higher than the national average. Similarly, the percentage of students placed in the lower two bands is much lower than the national average. Sustaining these scores is a reflection of the implementation of focused professional learning to support student outcomes.



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## SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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### 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 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.

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## SECTION NINE: SCHOOL IMPROVEMENT

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

### Key Improvements Achieved

The Mission goal for 2015 was to improve student understanding of being a follower of Jesus in a Catholic school. The target was that all students are able to identify and put in place action resulting from learning in Religious Education. This included a strong understanding of discipleship amongst students and some understanding of interfaith connections.

The Teaching and Learning goal for 2013-2015 was to improve students' literacy and numeracy skills. Annual targets were set for each year and key improvement strategies were implemented to achieve these targets. Over the three years there has been clear evidence of an improvement in children's Literacy and Numeracy skills.

The Pastoral Care goal for 2015 was to enhance student wellbeing and learning outcomes. Data collected showed most students had a very good understanding of the hierarchy of behaviours and could apply this when analysing their own behaviours. Staff wellbeing was a focus for the year.

### Priority Key Improvements for Next Year

Mission: To improve student understanding of being a follower of Jesus in a Catholic school. Key improvement strategies include:

- PL for staff using the *Rivers of Joy! Streams of Mercy* resource; formation programs; interfaith connection with Armenian spirituality
- Students engaging with *The door in the parish* for the Year of Mercy
- Families engaging with the Year of Mercy with support for our Armenian community.

Teaching and Learning: to improve students' literacy and numeracy skills. The target is that by the end of 2016, 35% of students will be in the top two bands of PAT-M, PAT-R and NAPLAN. Key improvement strategies include:

- Improve teachers' practice in analysing MAI data
- Revise scope and sequence for History and Geography
- Support teachers to understand History and Geography syllabuses
- Professional Learning opportunities to use the wealth of knowledge and skills of the teachers.

Pastoral Care: To develop a whole school approach to wellbeing using the

*KidsMatter* framework. Key improvement strategies include:

- Develop a Wellbeing team
- Introduce *KidsMatter* to staff and the community
- Train teachers in the use of community circles to develop social and emotional skills.

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## SECTION TEN: COMMUNITY SATISFACTION

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

At meetings and through the end-of-year survey, parents expressed their satisfaction with:

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

### **Student Satisfaction**

Student surveys reflect a happy student population.

Positive comments included particular references to their relationships with their teachers, 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 especially those involved with supporting younger students.

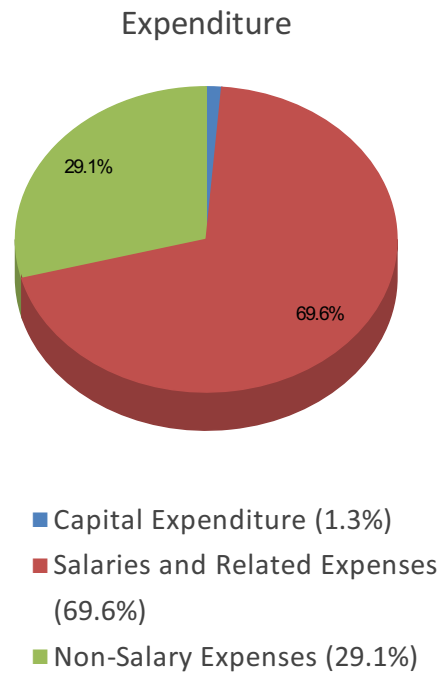
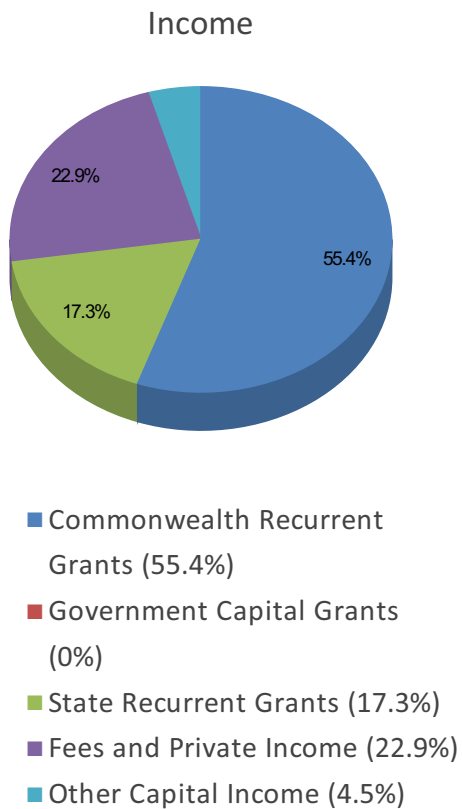
### **Teacher Satisfaction**

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 and each other
- Opportunities to gather weekly for prayer and meditation
- 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](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,132,686
Government Capital Grants	\$0
State Recurrent Grants	\$664,362
Fees and Private Income	\$881,675
Other Capital Income	\$172,378
<b>Total Income</b>	<b>\$3,851,101</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$45,083
Salaries and Related Expenses	\$2,411,725
Non-Salary Expenses	\$1,009,236
<b>Total Expenditure</b>	<b>\$3,466,045</b>