

Our Lady of the Rosary Catholic Primary School, Waitara

Annual School Report to the Community

2014



School Contact Details

Private Bag 3000, Hornsby 1630

olorw@dbb.catholic.edu.au

www.olorwdbb.catholic.edu.au

(02) 9489 7000

(02) 9487 4027

Principal

Mrs Jacinta Crowe

ABOUT THIS REPORT

Our Lady of the Rosary Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

2014 saw us continue to emphasise our core business of learning and teaching. We consolidated our work in English and embarked on professional learning in Mathematics through *Extending Mathematical Understanding* (EMU). We focused on analysis of student data to ensure that instruction was based on accurate knowledge of what students could do and their next steps in learning. Our integration of technology throughout the school enhanced the learning environment and assisted students to be discerning, creative 21st century thinkers. In the area of Catholic Life and Mission, focus was given to participation in Mass, liturgy and prayer with students introduced to the concept of Godly Play. In the area of Pastoral Care, we became a *KidsMatter* school and built on existing positive behaviours by being 'bucket-fillers', fostering and encouraging a happy, safe community. Our students had many opportunities to succeed and to develop their gifts and talents. At OLOR we very much value the strong partnership that exists between Parish, school and families and we celebrate all that makes us a special school community.

Parent Body Message

2014 has seen the parent body of Our Lady of the Rosary, Waitara continue to support the School in many ways. There have been many initiatives organised by the parents to foster and support the strong sense of community that exists here. Activities included our welcome barbecue for Kindergarten at the beginning of the year, whole school Term 1 BBQ, celebrations for Mother's day, Father's day and Grandparent's day, school discos, the *Blokes and Buddies* BBQ, *Men in the Morning* sessions, *Gingerbread Night* and our very successful trivia night. Our involvement in *The Dish* project went from strength to strength with many OLOR families keen to be involved. Parents also assisted in classes during the English Block each morning. Our Parents and Friends association (P&F) also supported initiatives of the school with funds for iPad purchase, reading and mathematics resources, as well as library and Kindergarten furniture. Plans are being prepared for the refurbishment of the Stage 1 playground to make it a more interactive and exploratory space. Our Lady of the Rosary has a strong commitment to parent involvement throughout the school and we work closely in partnership with the school team.

Student Body Message

A highlight of 2014 was the launch of *KidsMatter* in Term 1 where we were involved in a great day of activities. It finished with a fun teacher and student match of netball. We have been helping each other be 'bucket-fillers' and everyone has been working hard throughout the school following our Positive Behaviour for Learning (PBL) rules. We have many opportunities to be involved in fun things like visits from Musica Viva, excursions and incursions, gala days and carnivals, and our annual Performing Arts night. Each grade organised an assembly concert where they shared work they had completed over the term. We are very lucky to have PE, Art and Music

teachers as well as our class teachers. We have lots of opportunities to live out our Mercy values of respect, hospitality, integrity, compassion and service.

SECTION TWO: SCHOOL FEATURES

School Features

Our Lady of the Rosary Catholic Primary School Waitara, is a Catholic systemic co-educational school.

Our Lady of the Rosary Catholic Primary School Waitara is a Kindergarten to Year 6 primary school located in the Broken Bay Diocese on Sydney's North Shore.

The school was established by the Sisters of Mercy in 1898. In 1991, the school was re-located from the Pacific Highway to the new parish site in Yardley Avenue. During 2009, the parishes of Our Lady of the Rosary, Waitara and Our Lady Queen of Peace, Normanhurst were amalgamated into the Hornsby Parish. Students are primarily drawn from Westleigh, Normanhurst, Thornleigh, Waitara and Hornsby.

The school enjoys a positive profile in the community with a reputation for excellence in teaching with a strong focus on pastoral care and the arts. We celebrate the richness of our diversity, welcoming over forty nationalities into our community.

In 2014, students at Our Lady of the Rosary had the opportunity to participate in many extracurricular events and activities including:

- Year 6 Diocesan public speaking competition
- Maths olympiad
- *Have sum fun online* Mathematics competition for Years 3, 4, 5 and 6
- *Mindset* enrichment Mathematics program
- *Gateways* enrichment program for Years 3 and 4 students with a focus on Science, Dance, Visual Arts and Writing
- *Da Vinci decathlon*
- Drama club
- Taekwondo
- Band and instrument tuition – flute, clarinet, saxophone, trumpet, trombone, violin
- Choir
- ICAS competitions
- Celebrations for Book Week and OLOR feast day.

A highlight of 2014 was our own Performing Arts evening in December, with a wellbeing theme.

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
162	176	167	338

* Language Background Other than English

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2014 was 95.74 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.80 %
Year 1	95.20 %
Year 2	96.10 %
Year 3	96.10 %
Year 4	96.60 %
Year 5	94.30 %
Year 6	96.10 %

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
24	8	32

* This number includes 15 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.	24
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	Review of school policies and school improvement goals for 2014.
Day 2	English – new NSW syllabus and vocabulary development
Day 3	Staff spirituality and wellbeing

- Early Career teachers involved in English and Mathematics

- First Aid and WHS
- Year 5 teachers: CSO More Support for Students with a Disability (MSSD) project focused on English
- Staff meetings each term on data analysis and differentiation
- PL in Maths led by EMU Specialist and Leaders
- 4 teachers attended MANSW conference
- 3 staff attended CSO wellbeing conference
- 3 staff attended Positive Schools Mental Health and Wellbeing conference
- 3 teachers attended new Science and Technology Syllabus PL, then led whole school learning in this area
- 3 teachers attended CSO Mathematics Syllabus PL
- Principal, AP and REC attended conferences on the *Joy of the Gospel*.

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

As a Catholic school founded in the Mercy tradition under the leadership of the Diocese of Broken Bay, we are committed to a sense of community which calls us to reach out to people in need.

The school is dedicated to creating a community in which all members experience a sense of welcome and belonging based on genuine Christian hospitality.

Our parish and school community live out the words of scripture, 'living stones making a spiritual house' (1 Peter 2: 4-9). The stone walls of both the Church and school buildings are viewed as important symbols that remind us of our mission as Catholic disciples. The parish and school continue the tradition of working together with parents to form children as members of the community of the Church.

During 2014 staff, parents and students were involved in key liturgical celebrations including the commemoration of Advent, Holy Week and Easter and the feasts of Our Lady of the Rosary, Saint Mary of the Cross MacKillop and All Saints. We celebrated the feast of the Assumption with St Leo's Catholic College, thereby fostering relationships between the neighbouring schools. We celebrated masses, prayer and liturgies to for other significant events including opening and end of the school year masses, Harmony Day, ANZAC Day, Mother's day, Grandparent's day, Father's day, parish-family masses, Remembrance Day and Year 6 graduation. As the Cathedral school, we hosted the Diocesan schools' Staff Mass and the Diocesan Mission Mass and enjoyed being part of the installation of our new Bishop, Bishop Peter A. Comensoli in December 2014.

Our mission to bring about the kingdom of God, a kingdom of love, peace and justice is central to the life of our school community. Through fund raising we supported Caritas through *Project Compassion*, Catholic Mission with the *Joy for Jamaica* project, the Mercy mission in Candela, Peru, and the Christmas and Winter appeal for the Saint Vincent de Paul Society. The parent

community also participated in social justice as evidenced by their commitment to supplying food and engaging with our local homeless community through *The Dish* program.

Prayer is a very important and regular part of every day. Students engage in a variety of prayer experiences including weekly school prayer at assembly and daily classroom prayer. Teachers also pray together through staff prayer experiences.

At Our Lady of the Rosary, our Catholic Worldview informs the way that we live, learn and teach. We believe that God's love for each of us is central to our relationships. This belief encourages staff and students in their commitment to a way of living which is built on the values of discipleship, taught and lived out by Jesus.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

During 2014 teachers were involved in a number of curriculum initiatives.

Teachers unpacked, implemented and programmed the curriculum from new syllabus documents in English and Mathematics. They developed knowledge of the new Science and Technology syllabus and the emphasis on working technologically and scientifically. There was a whole school focus on vocabulary development with the introduction of Tier 2 words into each classroom each week. There was a commitment to the training of an EMU specialist teacher and EMU leaders who then led teacher learning and workshopped with parents around useful practice in Mathematics education. There was a whole school commitment to the Mathematics Assessment Interview (MAI) with teachers developing an understanding of the data to inform their teaching. Teachers worked in grade and stage groups to develop a deeper understanding and practice of differentiation. They worked with the English as an Additional Language (EAL) teacher, Gifted and Talented (G&T) teacher and Special Needs coordinator to make adjustment plans for those students requiring additional assistance. The extension of the CSO supported MSSD project into Year 5 saw explicit teaching of the skills from the literacy continuum. This led to staff meetings each term around data analysis and differentiation.

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	83.70 %	49.90 %	5.50 %	11.90 %
	Reading	81.80 %	46.20 %	1.80 %	13.10 %
	Writing	76.40 %	39.10 %	3.60 %	11.20 %
	Spelling	72.70 %	43.70 %	5.50 %	14.80 %
	Numeracy	69.10 %	36.20 %	1.80 %	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	53.20 %	36.60 %	6.40 %	16.10 %
	Reading	53.20 %	34.50 %	4.30 %	16.30 %
	Writing	21.70 %	15.50 %	2.20 %	21.40 %
	Spelling	51.00 %	33.60 %	12.80 %	16.40 %
	Numeracy	40.40 %	25.90 %	8.50 %	18.10 %

NAPLAN Comments

It is pleasing to note that the percentage of students achieving in the top two bands was significantly above the National percentage in every test area. In fact, Year 3 comparisons indicate that school scores were between 29 and 37 percentage points higher than national rates. Over the past few years we have incorporated strong practices into our early years with strong use of data, explicit teaching, co-teaching, reflection and targeted discussion around successful practices in learning and teaching. There is a very pleasing upward trend in Year 3 Reading (72% in 2013 to 82% in 2014) and Numeracy (58% in 2013 to 69% in 2014) in terms of achievement in the top two bands. With a staff focus on Mathematics, we commenced our study of EMU. Staff unpacked data more closely and addressed inconsistencies more quickly.

Our Special Needs team worked closely with classroom teachers and students in the bottom two bands, supporting them in all areas of the curriculum.

In Year 5, teachers have been involved with the MSSD project with a focus on comprehension. An increase in the top two bands from 37% in 2013 to 53% in 2014 indicates strong growth in the areas of reading and comprehension. There is also pleasing improvement in the areas of spelling and grammar and punctuation. These results support the emphasis we have given to comprehension and reading for meaning.

The results indicate that our next focus area would be Mathematics as we continue to develop conceptual understanding.

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.

Our Lady of the Rosary Pastoral Care Policy and practices are aligned with the Diocesan Pastoral Care Policy and are expressed through the implementation of the *KidsMatter* framework. In 2014, the school launched its commitment to being a *KidsMatter* school. The staff met with the CSO Education Officer (Student Wellbeing) for professional learning in components 1 and 2 of the *KidsMatter* framework. The *KidsMatter* action team met regularly to implement the framework throughout the school. Teachers continued to teach students the concept of being a 'Bucket Filler' and added the notion of using the lid of your bucket. This idea is to protect yourself from people dipping into your bucket and is to teach resilience. Our school Pastoral Care Parent Liaison coordinator continues to be a valuable resource supporting new families to the school and other families as required. Our coordinator organised the *Seasons for Growth* program, supporting children experiencing grief and loss, and led a small team who ran the program.

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.

The Behaviour Management Policy and practices at Our Lady of the Rosary are aligned with the Diocesan Behaviour Management and Student Discipline Policies and are expressed through the implementation of the Positive Behaviour for Learning framework (PBL). PBL is a whole school approach to behaviour management that adopts proactive strategies for defining, teaching, and

supporting appropriate student behaviours to create positive school environments. During 2014, staff continued the team approach to the implementation of PBL throughout the school. Our school rules of respect for self and others, respect learning and respect the environment reflect our Mercy values and heritage. Each fortnight, our focus was on one school rule with lessons taught in class. PBL is included in the newsletter with helpful hints for the home. It was pleasing to hear the common language of PBL becoming the language of the playground. In 2014, the Principal's Morning Tea continued to publicly acknowledge and celebrate, each term, a nominated member from each class who had lived out the PBL school rules and Mercy values.

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 Lady of the Rosary's Anti Bullying Policy and practices are aligned with the Diocesan Pastoral Care and Anti Bullying Policies. In line with the National Action Against Bullying Week, the school completed a four week concentrated campaign against bullying. During 2014, three staff members attended the Broken Bay Diocesan Pastoral Care and Wellbeing conference to become more familiar with using the DBB framework for whole school wellbeing and improvement. Stage 3 students participated in the cyber safety program run by Australian Communications and Media Authority (ACMA) and Education Officers. Police spoke to both students and parents about the importance of cyber safety.

Complaints and Grievances Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Initiatives Promoting Respect and Responsibility

The school Mercy values of respect, hospitality, integrity, compassion and service as well as our

Positive Behaviour for Learning focus and commitment to the *KidsMatter* framework, are all strong initiatives building, promoting and fostering respect and responsibility.

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

In 2014 key improvements were noted in the following areas:

- Triangulation of data using the literacy continuum, PAT assessments and classroom observations enabled teacher analysis to become more accurate, and future teaching to become more constructive and focused.
- Whole school focus on vocabulary development was reflected in student writing.
- Whole school PL in Maths through EMU saw teachers reflect on practice and incorporate activities.
- Extension of the MSSD project to Year 5 saw explicit teaching around skills. Excellent results in NAPLAN Reading supported this emphasis.
- Class meetings and instructional walks and talks improved the learning/teaching cycle.
- Class teachers continued to develop technological skills. Students presented work demonstrating expertise and classes managed *weebly*s through the school website.
- The *KidsMatter* framework was embraced with a launch day in Term 1. Class and school displays and observable behaviours of respect, acceptance and inclusion of others indicated success.
- Strong commitment and quality in Creative Arts was demonstrated with artwork around the school, performances at assemblies, music lessons and involvement in choir, band and concerts.

Priority Key Improvements for Next Year

Key improvement areas for 2015 have been identified as:

- Research best practice in mathematics and analyse MAI data to note trends and areas for development.
- Continue to strengthen work around vocabulary development.
- Unpack the writing process and the place of spelling in writing.
- In consultation with parents, investigate the quality of homework.
- Continue to investigate project- based learning in Stage 3.
- Increase technology equipment to support PBL.

- Broaden class meetings to include EAL teacher and AP.
- Expand *KidsMatter* and encourage stakeholders to answer simple surveys to give us insight into the way forward.
- Involve students, staff and parents in developing understanding around the *Joy of the Gospel*.

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

Parents have given feedback through discussion, survey and interviews. Parents appreciate opportunities to be involved in class activities supporting the English block.

Consistent strengths have been identified including the following:

- wonderful welcoming community
- focus on faith
- strong focus around embracing diversity in our multi-cultural environment
- strong partnership between the school, parish and parents
- many good systems in place e.g. PBL, *KidsMatter*
- dedicated staff who have energy and enthusiasm
- good academic results
- strong focus on English and Mathematics
- fantastic facilities.

Student Satisfaction

Students work and play together under the PBL framework of explicit teaching of positive behaviour, reinforced with 'Reason to Smile' stickers and weekly PBL merit awards. The introduction of the 'bucket-filler' concept continues to be well received. Students respond very positively to our weekly awards, principal's morning tea celebrations each term and opportunities to work together in multi-age groups and Mercy House teams during feast day celebrations. Students enjoyed the many opportunities to represent the school academically, in the sporting arena and through the performing arts. Students are particularly enthusiastic about Art, Music and Mathematics enrichment classes. We had many primary children keen to join the choir and our band numbers continue to increase steadily. Kindergarten and Year 5 students particularly enjoyed the 'Buddy' program and there were additional opportunities for Year 6 students to work with their 2013 Buddies who are now in Year 1.

Teacher Satisfaction

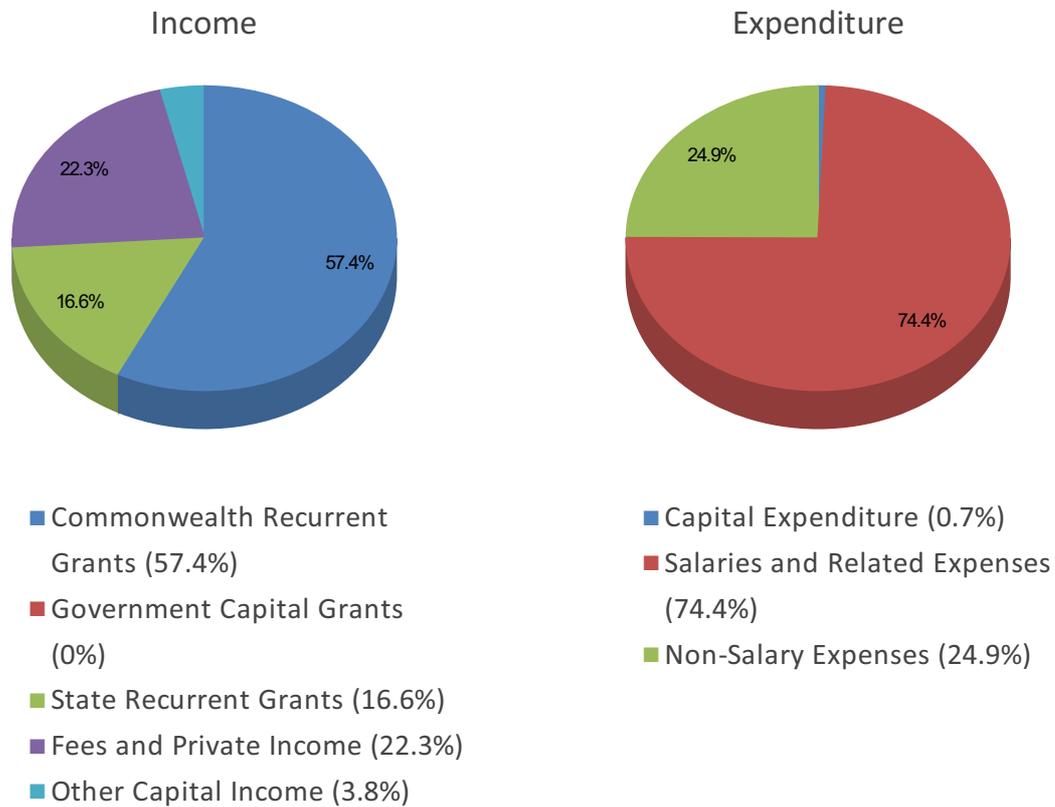
The staff are people of deep faith who take opportunities to pray together and integrate the Mercy charism into the life of the school.

At the end of 2014 staff were invited to reflect on the successes of the year. They were most appreciative of the professional development opportunities in both English and Mathematics and extra planning time. They appreciate the support given through class meetings where students' needs are discussed and strategies suggested. Teachers found the many opportunities to work together at grade and module level in planning teaching and learning sequences very valuable and productive. Staff appreciate the continued resourcing of technology throughout the school; with the purchase of additional iPads and laptops, they enthusiastically shared knowledge and learnings with each other.

They embraced the *KidsMatter* concept, commenting on the strong sense of community evident here and their commitment to positive wellbeing of all.

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	\$2,294,089
Government Capital Grants	\$0
State Recurrent Grants	\$662,839
Fees and Private Income	\$889,714
Other Capital Income	\$151,672
Total Income	\$4,004,256

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$25,205
Salaries and Related Expenses	\$2,749,026
Non-Salary Expenses	\$921,882
Total Expenditure	\$3,696,113