

# 2017 Annual School Report

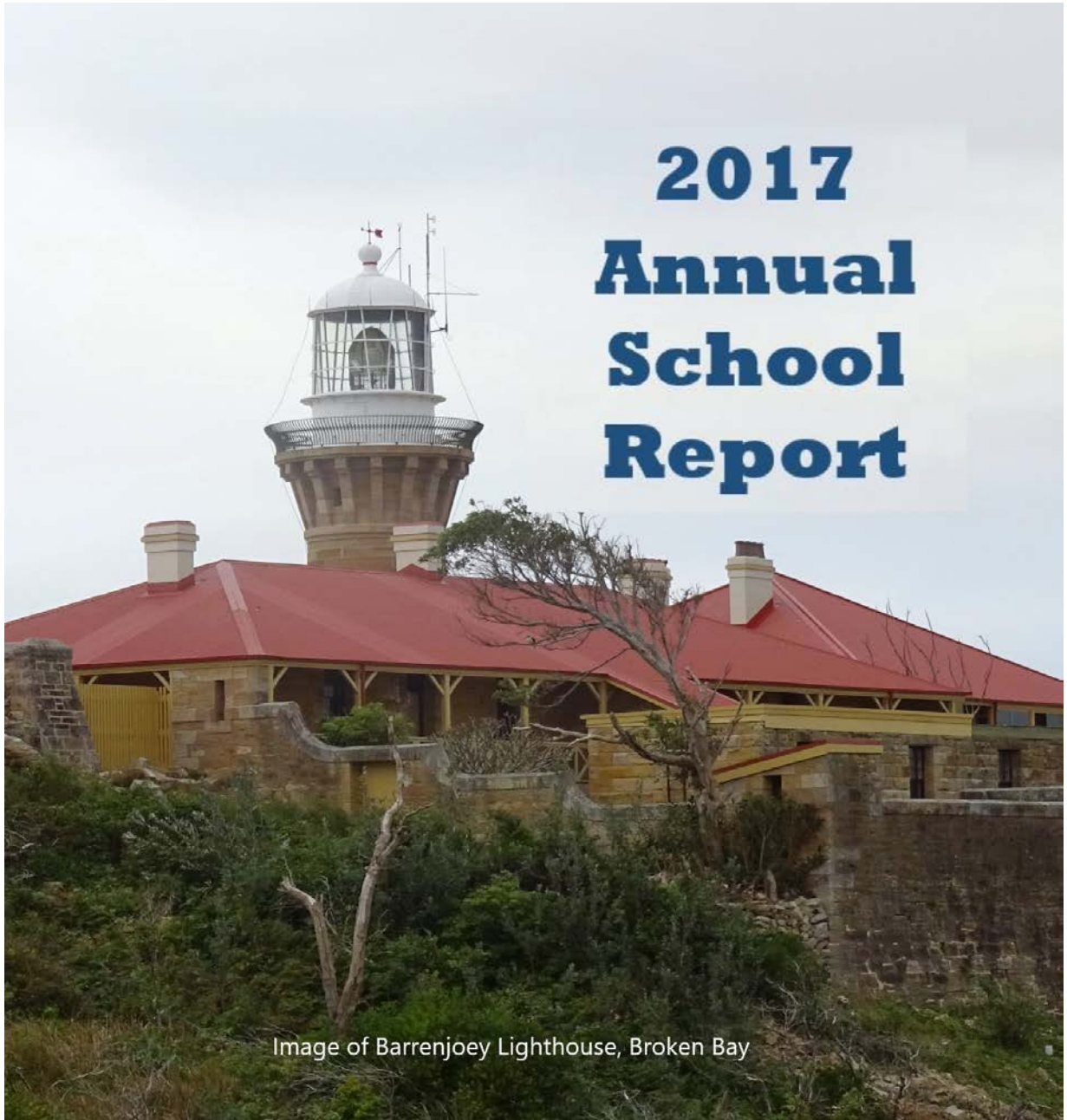


Image of Barrenjoey Lighthouse, Broken Bay



## St Brendan's Catholic Primary School, Lake Munmorah

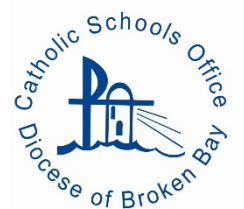
PO Box 6202, Lake Munmorah 2259

Principal: Mrs Luanna Fletcher

Phone: (02) 4358 1501 Fax: (02) 4358 1799

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

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



---

## ABOUT THIS REPORT

---

St Brendan's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

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

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

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

---

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

---

### Principal's Message

The School was established in 1989 and is situated at Lake Munmorah within the Diocese of Broken Bay. There are 21 classes across Kindergarten to Year 6, including a Kindergarten to Year 2 class within which students are supported to further develop the skills to become successful learners.

A holistic education is provided for students and is supported by quality pastoral care, exemplary teaching and via the implementation of initiatives and/or intervention opportunities. In 2017, the Positive Behaviour for Learning framework (PBL) was reviewed and updated, the Social and Emotional Learning (SEL) continuum was used to track student SEL levels, and a number of lunchtime clubs continued.

Our School Motto, *Alive in Christ*, promotes the living out of Christian values in a nurturing environment.

### Parent Body Message

This was the second year of the Parent Advisory Group (PAG). We met once each term this year to discuss all relevant past and upcoming school activities. These meetings also allowed time for teachers to discuss key learning areas and curriculum outcomes. All parents were always invited and welcomed to these meetings to express their opinions and offer ideas. Parents who were unable to attend could email the Chairperson and/or attend the before and after 'Principal Coffee and Chat' sessions.

We continued to discuss the School Improvement Plan (SIP) as a whole group. This collaborative communication continued to foster our partnership with the school community and staff. A PAG newsletter was distributed to the school community following each of these meetings.

The fundraising levy was used to make social opportunities within the school year possible for all families to attend. Some of these events included Mother's, Father's and Grandparent's day and the school disco. Each of these events were organised jointly by staff and parents (drawn from PAG, class parents and parent volunteers). These events added to the 'sense of community' that is very evident here at the School.

### **Student Body Message**

During our time as captains, we have had opportunities to enhance our leadership skills and to help bring new ideas to the school. We have been fortunate to represent the School at special masses, leadership conferences and at many other functions and events. We have also enjoyed the opportunity to assist in the running of Friday assemblies, taking new students and their families on school tours and welcoming visitors to our great school. However, our most important role, by far, has been representing students and being the voice of the student community.

Particular highlights of our time at the School includes the Canberra trip, Year 5 camp, leadership camp on the oval, our visit to the Reptile Park, the wonderfully caring staff and the great many sporting opportunities we've had.

---

## SECTION TWO: SCHOOL FEATURES

---

### School Features

St Brendan's Catholic Primary School Lake Munmorah, is a Catholic systemic co-educational school.

The School sits within the parish of Toukley / Lake Munmorah and the Parish Priest has established and maintained close connections with the School. The total enrolment in 2017 was 482 students across Kindergarten to Year 6, consisting of 20 mainstream classes and a specialised Kindergarten to Year 2 class. Of the mainstream classes, there are three streams from Kindergarten to Year 4, with each of these classes catering to approximately 25 students; two streams in Year 5 and three streams in Year 6. There are additional supports across Kindergarten to Year 6 for all learners.

The School's Early Learning Centre (ELC) is an on-site facility catering for families with children in the 3 to 6 years age bracket. The ELC is regarded as an integral part of the school community with strong links between it and the primary school. *CatholicCare* is also represented on-site, as well as an Out of School Hours (OOSH) facility. The OOSH supports families by offering a service that engages students through a variety of activities.

Over thirty students are supported by an Aboriginal Education Worker (AEW) to embrace, nurture and share their culture.

A number of co-curricula programs including: debating, public speaking, chess, robotics, higher ability days, *St Brendan's Got Talent*, Year 2 *SwimSafe* program and sporting opportunities (athletics, cross country, touch football, soccer and netball) were held across the year. SEL holds a high priority and is nurtured through classroom teaching, *KidsMatter*, PBL, *Circle Solutions and other wellbeing initiatives*. The *Mini-Vinnies* team which engages in social outreach to support both local and global initiatives was very active once again.

The School's Family Liaison Officer (FLO) works closely with the Principal to plan parent education and to offer support to families in need. The FLO was this year supported by the Wellbeing Coordinator.

Student voice has been gathered through survey instruments, conversations with the Student Representative Council (SRC) who have placed videos capturing school initiatives on the website. The SRC has focused on initiatives to reduce waste, campaigned for additional sports equipment and requested amendments to play spaces.

Parent participation is encouraged in a variety of capacities and contact with the parent body is via face to face contact, school and PAG newsletters, Facebook and the website.

The PAG met regularly this year and explored focus areas in connection with the SIP. They were particularly active in supporting research based discussion on encouraging intrinsic motivation.

There is an active *Learning Assistance Program* (LAP) program which includes volunteers from the school and parish working alongside students and teachers to support optimum wellbeing.

---

## 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 2017. Additional information can be found on [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 233   | 249  | 0      | 482            |

\* Language Background Other than English

Enrolments have been steadily increasing over the last few years, from 398 students in 2013, 432 (2014), 459 (2015) and 456 (2016). The 2017 enrolment figure is indicative of this continuing trend and reflects a growing population to the area and the attraction of the school to prospective families.

### 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 2017 was 91.07 %. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group |        |        |        |        |        |        |
|--------------------------------|--------|--------|--------|--------|--------|--------|
| Kindergarten                   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 91 %                           | 90 %   | 91 %   | 91 %   | 91 %   | 93 %   | 91 %   |

## 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 [\*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System\*](#) (password required).



---

## SECTION FOUR: STAFFING PROFILE

---

### Staffing Profile

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](#). The following information describes the staffing profile for 2017:

|  |    |
|--|----|
| <b>Total number of teaching staff by NESA category</b>   | 37 |
| Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines | 37 |
| Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications                 | 0  |
|  |    |
| <b>Total number of staff</b>   | 51 |
| Number of full time teaching staff   | 28 |
| Number of part time teaching staff   | 9  |
| Number of non-teaching staff   | 14 |

## 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.

|              |   |
|--------------|---|
| <b>Day 1</b> | Mathematics - Analysis of data: Staff administer a formal mathematical assessment (MAI) on all students in their class prior to school starting. The data generated enables staff to determine point of need for any given student. |
| <b>Day 2</b> | Mathematics: CSO personnel led a day which focused on developing open-ended mathematical tasks which highlighted the importance of the Working Mathematically strand.   |
| <b>Day 3</b> | Religious Education: Staff re-visited the Mission Statement to promote a deeper and shared understanding of how this is brought to life in the School, through relationships and explicitly, within classrooms.                     |

---

## SECTION FIVE: MISSION

---

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

A variety of religious traditions and customs are being developed in the School. These range from various liturgical celebrations to the implementation of social justice initiatives and embracing a variety of ways for students and staff to share their faith.

In 2017, the community focused on reviewing the Mission Statement and the degree to which it truly reflects our daily living out of the faith. The Mission Staff Development day was based upon the ways in which our Mission Statement is reflected in class programs, religious initiatives in the school and relationships built within the community. Staff immersed themselves in authentically naming how they express this Statement as a staff member.

An area, named by staff in 2016 for further investigation, was professional learning around the development of rich assessment tasks. The importance of designing quality assessment tasks which reflect the outcomes of the RE modules resulted in wider collaboration of staff and growth in expectations for student learning across this KLA. In 2017, a draft Religious Education Continuum was developed to support staff to identify an individual student's growth in knowledge and understanding of this Key Learning Area (KLA). This document will be fine-tuned in 2018.

Students and staff are regularly involved in a variety of liturgical celebrations. Masses mark important celebrations such as; opening and closing of the school year; feast days; Easter; and year / stage groups each term. Each term there is a Parish Family Mass which is well attended across Kindergarten to Year 6. This Mass is followed by a family event. Liturgies also form an integral component of the spiritual life at the School. Mother's day, Father's day and Grandparent's day are always very well supported occasions to celebrate our Catholic faith.

All Parish-based Sacramental programs are supported by the School with the respective RE module supporting the Sacrament. School personnel also engage in the planning and celebration of the Sacraments.

Prayer continues to be a focal part of the school day as all classes experience a variety of forms, including the School Prayer, the Daily Examen and meditation. Staff are also actively involved in organising staff prayer experiences, both formally and informally.

The call to discipleship and to be always "Alive In Christ," permeates all that we do in our school community.

---

## SECTION SIX: CURRICULUM, LEARNING AND TEACHING

---

### **Primary Curriculum**

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) 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 2017, quality pedagogical practice has framed curriculum teaching and learning. Professional learning has been a continued key focus for all staff, framed by high yield strategies.

The School has maintained its educational focus on Literacy and Numeracy, specifically aiming to maintain student achievement and ample learning gains for all. The Literacy Coach and Leadership Team have supported staff to effectively collect data and develop thorough student profiles, individualising students' learning trajectories. Innovative strategies that analysed reading behaviours in students were piloted this year, seeing measurable learning gains for all targeted students.

In Mathematics the 'Extending Mathematical Understanding' (EMU) program has continued to provide a baseline for early numeracy intervention. The intervention program EMU has continued this year, providing specialised and specific intervention for targeted students in Year 1. The Numeracy Coach has worked collaboratively with teachers specifically focusing on determining students' individual point of need. Research based strategies for effective numeracy instruction have been reviewed during professional learning meetings and implemented in class. Teachers have also formalised the process for the effective analysis of ongoing assessment data in order to identify individual student learning goals.

There has been a continued focus on assessment in Religious Education this year. The Religious Education Coordinator has worked closely with teachers to develop teaching and learning experiences that are contextually relevant to students' lives. Teachers have collaboratively developed rich assessment tasks that provide students with the opportunity to demonstrate their understanding of our Catholic faith and how to apply this to their own lives. Our Staff Development day focused on the School and Diocesan Mission Statement. Staff spent the day transforming teaching and learning experiences to reflect the St Brendan's Mission Statement, ensuring that the core principles were driving Religious Education.

Curriculum enrichment for higher ability learners encompassed many individualised programs for students K-6. Kindergarten students participated in advanced comprehension experiences and the Extended Readers Club was enjoyed by students across Year 2. Mathematics extension was offered to Years 3 to 6, including participation in the Mathematics Challenge, Mathematics Olympiad, Mathematics Games and independent competition papers. Year 6 students met weekly to study philosophy and students across Stage 1 and 2 participated in robotics, studying advanced coding skills.

---

## 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 2017 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                         | School                           | Australia | School                              | Australia |
| Year<br>3           | Grammar and Punctuation | 58.82 %                          | 55.50 %   | 8.82 %                              | 10.50 %   |
|                     | Reading                 | 44.12 %                          | 51.60 %   | 10.29 %                             | 10.00 %   |
|                     | Writing                 | 50.00 %                          | 44.60 %   | 1.47 %                              | 7.50 %    |
|                     | Spelling                | 29.41 %                          | 45.60 %   | 14.71 %                             | 13.10 %   |
|                     | Numeracy                | 31.34 %                          | 39.80 %   | 10.45 %                             | 11.40 %   |

| NAPLAN RESULTS 2017 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                         | School                           | Australia | School                              | Australia |
| Year<br>5           | Grammar and Punctuation | 32.20 %                          | 34.40 %   | 23.73 %                             | 17.50 %   |
|                     | Reading                 | 32.20 %                          | 37.00 %   | 13.56 %                             | 14.60 %   |
|                     | Writing                 | 27.12 %                          | 15.80 %   | 6.78 %                              | 19.40 %   |
|                     | Spelling                | 32.20 %                          | 34.30 %   | 13.56 %                             | 14.10 %   |
|                     | Numeracy                | 33.90 %                          | 27.90 %   | 8.47 %                              | 14.60 %   |

## NAPLAN Comments

Year 3 and Year 5 results show a decrease in the percentage of students in the bottom two bands as compared to the previous year's results for the majority of strands. These results continue to reflect the trend in student achievement 2012-2016.

The Year 3 results in three of the five areas show that the percentage of students in the bottom 2 bands was lower than national results. The difference in the remaining two areas was less than 2%. In Writing, 98.53% performed above National Minimum Standards (NMS), being 6.03% above national performance. In Grammar and Punctuation, 91.18% performed above NMS (1.68% above national results). In Reading, 89.71% performed above NMS. In Numeracy, 89.55% performed above NMS.

The Year 5 results in three of the five areas show that the percentage of students in the bottom 2 bands was significantly lower than the national results. In Writing, 93.22% performed above NMS (12.62% above national) with 27.12% of these in the top 2 bands (11.32% above national). In Numeracy, 91.53% performed above NMS (6.13% above national) with 33.90% of these in the top 2 bands (6% above national). In Reading, 86.44% performed above NMS with 32.20% in the top 2 bands. In Spelling, 86.44% performed above NMS with 32.20% in the top 2 bands. In Grammar and Punctuation, 76.27% performed above NMS (6.23% above national) with 32.20% in the top 2 bands.

A number of targeted initiatives identified in the SIP have impacted these results. These include a strategic focus on practices and PL opportunities targeting student need through the collaborative analysis of student data. Recent focus on Writing has also impacted these improved results, particularly in growth for Year 5. The average scaled score growth was 69.8%. School targeted early intervention strategies in Reading and Numeracy have had a positive effect. Growth of Year 3 students in the top band for Reading has improved by 3.3% since 2015. In Numeracy, Year 3 students in the bottom 2 bands has decreased by 4% and Year 5 students in the bottom 2 bands has decreased by 7.9% since 2015. Targeted initiatives in Numeracy for higher ability students have supported growth. The percentage of Year 5 students in the top band has increased by 12% since 2015. Stage-based PL opportunities will continue to address these areas. Numeracy will be a key focus in the 2018 SIP.



### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies guidelines 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 (2013) (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 create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

### **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. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

### **Anti-Bullying Policy**

The School's Anti-Bullying guidelines and procedures are 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. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

## **Complaints Handling 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. There were no changes made to this policy in 2017.

## **Initiatives Promoting Respect and Responsibility**

The Wellbeing Team continues to meet every three weeks to review current needs within the school. Student welfare data is reviewed during these meetings and informs future planning.

The School ROSE rules (Respect, Others, Self and the Environment) continue to be communicated to students to promote positive behaviour for learning. New classroom posters were created outlining these rules and behavioural expectations. The rules are displayed around the School for teachers and students to refer to as a key reference point.

All teachers participated in a six week mindfulness training program. The program provided them with a deeper knowledge and understanding of how to regulate their own emotions and stress. It also encouraged teachers to be mindful of themselves and others in everyday life. This enhanced teacher ability to support their wellbeing as well as their students' wellbeing.

The Kindergarten and Year 1 play area was redesigned to create a space which encourages student interaction, cooperative play and positive social and emotional development. The play area now includes a theatrical stage with log seating, a large six person log car and two large cubby houses.

An addition to school procedures this year included the introduction of the STAR / BEST strategy to support students to deepen their ability to face social issues when challenged and to build upon their resilience. This research based initiative will be a focus in 2018 for all classes.

Teachers collaborated with the PAG to review the School's award system. The award structure and the reasoning behind awards was evaluated with reference to research articles on intrinsic and extrinsic motivation. The research indicated the importance of promoting intrinsic motivation and outlined its correlation with improved student learning, wellbeing and responsibility. To support this theory, teachers have been encouraged to be more explicit about their reasons for giving awards to ensure students are deeply reflecting on their own behaviour. A whole class award system has also been developed to increase students' sense of responsibility as part of a community.

Students have continued to be acknowledged with ROSE awards, Assistant Principal Awards and Principal Awards.

---

## 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. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

### **Key Improvements Achieved**

In 2017, using daily Examen students were supported to express a deeper understanding of the Catholic faith in daily life. This achievement is evidenced strongly through their interaction with one another, their planning for daily Examen and their ability to better explain specific Scripture stories.

MAI, 'on the run' assessments, PAT Maths data, NAPLAN results and student work samples all demonstrate that there is significant growth in mathematical knowledge, skills and understanding.

The STAR / BEST strategy which is being used well across Years 3-6 is evidence that students are acquiring strategies to monitor personal wellbeing and build resilience.

### **Priority Key Improvements for Next Year**

The SIP goals for 2018 have been drawn from analysis of data, feedback from staff, formal discussions with staff, liaison with CSO personnel and surveys of students and parents.

For 2018 the school's SIP goals will be:

*Mission:* To further deepen students' understanding of Catholic faith and the way it connects to their life.

*Learning and Teaching:* To enable and support students to develop the confidence and skills to take responsibility for their learning.

*Pastoral Care:* Deepen student wellbeing for learning through lens of parent engagement.

---

## 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 play an active role within our school community and are provided with numerous opportunities throughout the year to engage with the school. Various opportunities have been provided for parents throughout the year to communicate and engage with staff. This includes annual parent-teacher meetings, Coffee and Chats with the Principal, Family Masses, movie nights, a cricket afternoon, Grandparent's day, Father's and Mother's day celebrations. All of the events received positive feedback from parents and the attendance rates exceeded expectations.

Kindergarten parents were surveyed in March to gather feedback about the 'Transition to School' process. This feedback was exceptionally positive and generated some new ideas for how to better support parents new to our community.

A number of Parent Education courses were run in 2017; 1-2-3 Magic, Circle of Security, Cyber Safety; and, Literacy and Numeracy workshops.

### **Student Satisfaction**

A particularly successful initiative this year has been the introduction and implementation of the STAR/ BEST strategy which is designed to support all students to develop greater skills of resilience.

Kindergarten to Year 2 students have been motivated by the introduction of personal ROSE sticker charts. This strategy will be further developed in 2018.

A student survey circulated for Years 4 to 6 in October indicated high levels of satisfaction for these cohorts. There will be a focus on continuing to support Year 2 students as they transition into Year 3 to ensure they are mastering the indicators aligned to their stage on the SEL continuum.

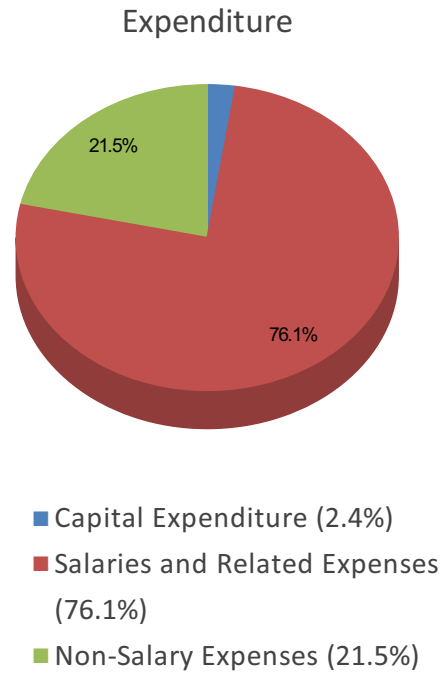
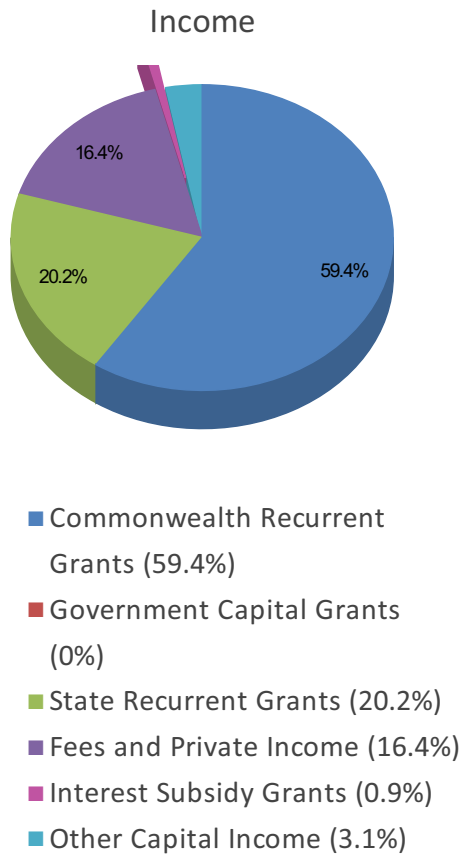
## **Teacher Satisfaction**

Opportunities to extend staff knowledge, understanding and skills via professional learning is a priority of the School. One of the components of teacher professional development which was rated highly by staff, is the weekly professional learning which is facilitated by the Literacy and/or Numeracy Coaches. The focus of this learning for 2017 has been on deepening staff understanding of the explicit teaching of reading strategies and embedding an EMU approach to the teaching of numeracy across kindergarten to Year 6.

Several expert teachers worked across year groups and assisted with the teaching and learning of targeted students. The growth of all students is highly valued and intensive programs have been developed to support higher ability and vulnerable learners, along with setting high expectations for all to promote all students to perform to the very best of their ability. Teachers valued this support and have embraced a shared responsibility for the teaching and learning of all students. This is evident through teacher feedback during Stage meetings and their enthusiasm during professional learning sessions.

## SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs 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 | \$3,686,616        |
| Government Capital Grants     | \$0                |
| State Recurrent Grants        | \$1,254,553        |
| Fees and Private Income       | \$1,018,751        |
| Interest Subsidy Grants       | \$58,816           |
| Other Capital Income          | \$189,435          |
| <b>Total Income</b>           | <b>\$6,208,171</b> |

| RECURRENT and CAPITAL EXPENDITURE |                    |
|-----------------------------------|--------------------|
| Capital Expenditure               | \$144,787          |
| Salaries and Related Expenses     | \$4,660,133        |
| Non-Salary Expenses               | \$1,319,424        |
| <b>Total Expenditure</b>          | <b>\$6,124,344</b> |