

2022

ANNUAL SCHOOL REPORT



St Brendan's Catholic Primary School

29 Carters Road, LAKE MUNMORAH 2259

Principal: Mr Craig McNee

Web: 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 Catholic Schools Broken Bay (CSBB). CSBB 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') demonstrates accountability to regulatory bodies and CSBB. 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 at local school level and 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](#).

Message from key groups in our community

Principal's Message

As you read this Report I hope you gain an understanding of the importance we place on faith, community, and the success of all our students.

We have as a theme at St Brendan's - A School Where Every Child Succeeds. This means that every child who attends St Brendan's, regardless of their ability, will show growth spiritually, emotionally, socially, and academically.

For our children to succeed, we require our teachers to continually improve their skills and use data to establish a student's point-of-need.

This Report will explain to you the processes we have in place to help our students succeed.

Parent Body Message

As a parent of children at St Brendan's, I enjoy the community involvement offered to my family. The family celebrations are lovely and we are always welcomed by the staff.

The staff are very knowledgeable and keen to assist my children with their learning.

I have seen many improvements over the years and I look forward to seeing further improvements.

Student Body Message

I really like going to St Brendan's because everyone is so friendly. I like making friends at school and playing games with them.

I love my teachers because they teach me exciting things and help me with my work.

Our excursions are the best. We are allowed to go to excursions every year.

I enjoy the sporting opportunities I have at school to represent our school and the Diocese in cross country, athletics and swimming.

I am part of the chess team where I get to play chess with my friends.

Some teachers have lunch clubs where we can draw, dance, garden and do lots of things.

School Features

St Brendan's was established in 1989 and is situated at Lake Munmorah within the Diocese of Broken Bay.

At St Brendan's a holistic education is provided for students and is supported by quality pastoral care, exemplary teaching and the implementation of initiatives and intervention opportunities to help all in our community succeed.

We have 23 classes from Kindergarten to Year 6, including the HIVE (a Kindergarten to Year 2 class) and the HUB (a Year 3-6 class), where students are supported to further develop the skills needed to become successful learners.

In 2021, it was important that as a community we supported each other when faced with the challenges of Covid-19. During the Home-Based Learning phase of the year, staff and parents again worked together to ensure our children were able to successfully focus on their tasks. During this phase, we continued to engage with the wider community with the use of technology. Our 'Zoombly' (a virtual Assembly), regular Virtual Coffee & Chats where the community were able to engage with each other via Zoom, and the Zoom Catch-ups of an evening with parents and carers where there was an opportunity to chat with the School's Leadership Team and our Family Liaison Officer (FLO), enabled us to keep our community connected. Parents were again full of praise for the efforts our staff made when the children were working at home, and our staff were equally appreciative of the support they had from parents, carers and grandparents. When students returned to school we continued to focus on each child's point-of-need, enabling students to continue to succeed spiritually, academically, socially and emotionally.

This year saw The Cottage established to further support our Community. Working in The Cottage we have our Family Liaison Officer, Family Advocate and our Counsellor. The role of this Team is to offer support for families from Pre-school through to St Brigid's, our feeder High School. Our School Motto, Alive in Christ, promotes the living out of Christian values in a nurturing environment. Having the opportunity to ensure that families have support for their child's entire Catholic education through The Cottage is another example of how we continue to build a strong, welcoming community.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
197	226	0	423

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2022 was 86.40%. 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
87.90	88.40	85.70	85.50	86.70	85.60	84.30

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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement 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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	56
Number of full time teaching staff	24
Number of part time teaching staff	15
Number of non-teaching staff	17

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The

following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

Whole School Staff Development Days conducted in 2022 included:

- a) Building Relationships and Behaviour Management
- b) DBB System Day- Towards 2025
- c) Spirituality Day: Exploring the Catholic Schools Broken Bay Catholic Charter

Twilight Staff Development conducted in 2022 included:

- a) Assessment and Feedback
- b) Using Data to Inform Practice: Triangulation of Student Data and Goal Setting in English and Mathematics

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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.

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.

Catholic Identity and Mission are central to creating a holistic and values-based education for all students at St Brendan's. At the heart of our mission is the commitment to imparting the teachings of the Catholic faith, which includes promoting social justice, compassion, and respect for human dignity.

Community engagement in our St Brendan's Feast Day, Mother's Day, Grandparent's Day, Father's Day, and Holy Week celebrations is an essential part of this mission. These occasions provide opportunities for students, staff, and parents to come together to reflect on the significance of these events in the context of their faith and to strengthen their sense of belonging to the school community.

By participating in these celebrations, students can deepen their understanding of Catholic traditions, values, and rituals while also learning to appreciate the importance of family and community. This engagement can foster a sense of belonging and connectedness to the

school, and the wider community, which is essential for the development of a strong Catholic identity.

Kindergarten Teachers and Religious Education Coordinators participated in a series of workshops aimed at enhancing their skills and knowledge in teaching Religious Education. The workshops were designed to provide professional learning and support, equipping teachers with the expertise, confidence, and enthusiasm required to implement the new approach successfully.

The Broken Bay early years' student-centred pedagogy is designed to create an experiential learning environment that encourages each child to continue their faith journey. To encourage community engagement with this new curriculum, we invited parents and families to participate in the creation of the figures and resources to be used in the classroom. This approach was met with great enthusiasm by our students, and we are thrilled to see the positive impact it has had on their learning.

Curriculum, Learning and Teaching

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 2022, our school was involved in the implementation of system wide Professional Learning with a focus on curriculum reform in the Key Learning Areas of English and Mathematics in line with the introduction of the NSW K-2 English and Mathematics Syllabuses.

We aimed to continue building a collaborative culture of continuous improvement through three key focus areas:

- a) Sustainability of best practice within an ever-changing school environment
- b) Maintain and further strengthen our Professional Learning Community (our culture)
- c) Focus on the impact of our teaching and learning

Our Professional Learning Community approach continued to strengthen through research-based targeted initiatives aimed at improving teacher impact and student outcomes. These included Teaching Sprints, Instructional Walks and Talks, Numeracy and Literacy Collaborative Analysis of Student Learning (CASL) Meetings and Co-Teaching cycles.

In English, our strategic focus included Reading, Spelling and Writing pedagogy. Teachers were provided with Professional Learning and co-teaching support across K-6. Instructional Walks and Talks provided feedback for teacher reflection. Use of the THRASS chart as a teaching tool and implementation of the daily 'Word of the Week' focus for spelling enabled a consistent approach across the school. A school Spelling Analysis tool was utilised to identify students' point-of-need in spelling and to measure learning growth. The Seven Steps Narrative Writing initiative was implemented across K-6. Teachers were provided with resources to support the consistency of the implementation process and assessment. In addition, K-2 teachers continued to build their pedagogical content knowledge in Phonemic Awareness and Phonics using the Literacy Progressions and the NSW K-2 English Syllabus. To ensure consistency, Learning Support Assistants were engaged in professional learning for small group instruction in reading, with a focus on the use of decodable texts.

In Mathematics, data from assessments informed the Teaching Sprints. These grade-based meetings enabled teachers to engage in collaborative and disciplined dialogue with their peers, supported by tools to deepen their knowledge of the science of learning, and be inspired by a process of continual professional improvement.

Aspects of the Numeracy and Literacy Progressions informed teachers on what students need to learn - the specific skills and content needed to achieve growth. These were the basis of tracking K-2 student progress and identifying individual student needs in the Numeracy sub-element of Quantifying Numbers and Literacy sub-elements of Creating Texts, Phonological Awareness, and Phonic Knowledge and Word Recognition.

Our school was also given the opportunity to review the Key Learning Area of Creative Arts as an integral component of an external validation process by NESA. In addition, the Key Learning Area of PDHPE formed a component of the Curriculum Assurance Process within the Broken Bay diocesan system. Teachers were collaboratively engaged in both these processes, giving them the opportunity to reflect on their own practice and provide peer feedback.

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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	73%	52%	0%	12%
	Reading	69%	54%	4%	11%
	Writing	88%	50%	4%	7%
	Spelling	73%	48%	4%	15%
	Numeracy	65%	34%	0%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	68%	31%	8%	14%
	Reading	80%	39%	4%	11%
	Writing	64%	25%	8%	18%
	Spelling	80%	37%	4%	14%
	Numeracy	67%	25%	4%	16%

Pastoral Care and Student Wellbeing

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 prerequisite 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. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2022.

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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

Initiatives promoting respect and responsibility

The School's ROSELLA rules, which focus on Respect, Others, Self and the Environment, Love, Learn, and Achieve, are regularly communicated to students to encourage positive behaviour in all areas of the school. These rules are displayed throughout the school and in all classrooms as a reference point for both students and teachers. Our ROSELLA, Assistant Principal, and Principal Awards are given to students who exhibit positive behaviour, and classes are encouraged to work together to demonstrate positive behaviour and receive recognition in the form of large "Rosie" stickers. When a class receives ten large "Rosie" stickers, they are rewarded as a whole class with an agreed-upon reward. This approach has fostered a sense of community among students and has encouraged them to work together to achieve common goals. Individual positive behaviours are recognised with small "Rosie" stickers, and students and parents can share any concerns using our online "I Need To Tell Someone" form on our website, which is reviewed by the Principal and Assistant Principal.

We continued to encourage students to use the STAR/BEST strategy to help them navigate challenging social situations and develop resilience. Our daily routine of prayer and reflection during Examen time after recess has also continued, resulting in students being more focused and calmer during the middle learning session. Year 6 Student Leaders have been assigned specific areas of responsibility in Mission, Learning, Wellbeing, and Environment, and are supported by staff to lead and participate in initiatives in each of these areas.

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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

Our vision at St Brendan's is a school where every child succeeds. Our strategic goals were formulated in alignment with the Broken Bay Diocesan Towards 2025 Strategic Plan.

In 2022 our strategic goal in teaching and learning was to improve all student learning outcomes with a focus on the impact of teaching (measured by student achievement) and consistency of best practice across K-6. This goal was achieved through the following targets:

- Vulnerable students demonstrated continual improvement in their phonic knowledge as measured by the Phonics Scope and Sequence.
- Student writing samples showed growth from the beginning to the end of Term 2 for narrative writing.

In Catholic Mission, our strategic goal was to implement the new RE modules in Early Stage 1 with a focus on enhancing student engagement and faith development. Our Catholic Mission targets were:

- Introduce the new Religious Education Curriculum with Early Stage 1.

In the domain of Pastoral Care, our strategic goal was to embed student well-being in teaching and learning practices that enhance students' social skills and emotional awareness. This goal was achieved through the following target:

- Embed the Zones of Regulation in each classroom
- Implement Circle Solutions once a week as a strategy.

Priority Key Improvements for Next Year

In 2023 our priorities will be to amend our discipline policy and procedures, to focus on the well-being of our students and staff and an even further focus on the learning of each individual student.

We will implement a new Positive Behaviour for Learning (PBL) whole school approach and strive for excellence and consistency.

We intend to have major works completed to improve our existing oval and playground equipment for K-6.

Our focus on assessing and early intervention will assist across K-6 to identify individual needs of each student and to adjust learning to suit.

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

Parent Surveys conducted throughout the year have informed us of the following qualities of our school:

- Teachers have high expectations for students to succeed
- Teachers show an interest in students' learning
- Students are encouraged to do their best work
- Teachers take account of students' needs, abilities, and interests, helping those who need extra support
- Teachers expect students to work hard
- Students feel safe going to and from school
- Parents feel welcome when they visit the school
- Teachers went above and beyond when our children were doing Home-Based Learning.

Student satisfaction

Student Surveys have shown a high degree of satisfaction. The following qualities stood out for our students:

- Feeling accepted and valued by their peers and by others at their school
- Students try hard to succeed in their learning
- Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects
- Important concepts are taught well, class time is used efficiently
- Students feel classroom instruction is well-organised, has a clear purpose, and they receive immediate feedback that helps them learn
- A high rate of participation in sports.

Teacher satisfaction

Surveys completed by Teachers throughout the year have informed us of the following:

- Our School has a safe and orderly environment

- Teachers work collaboratively on strategies that increase student engagement
- Teachers set high expectations for student learning
- There is a high use of data to inform teacher practice
- Students have opportunities to use computers or other interactive technology to describe relationships among ideas or concepts.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2022 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 2022	
Commonwealth Recurrent Grants ¹	\$5,810,159
Government Capital Grants ²	\$139,838
State Recurrent Grants ³	\$1,672,725
Fees and Private Income ⁴	\$1,197,724
Interest Subsidy Grants	\$25,333
Other Capital Income ⁵	\$7,824
Total Income	\$8,853,605

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$54,712
Salaries and Related Expenses ⁷	\$5,653,119
Non-Salary Expenses ⁸	\$1,968,732
Total Expenditure	\$7,621,851

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2022 REPORT