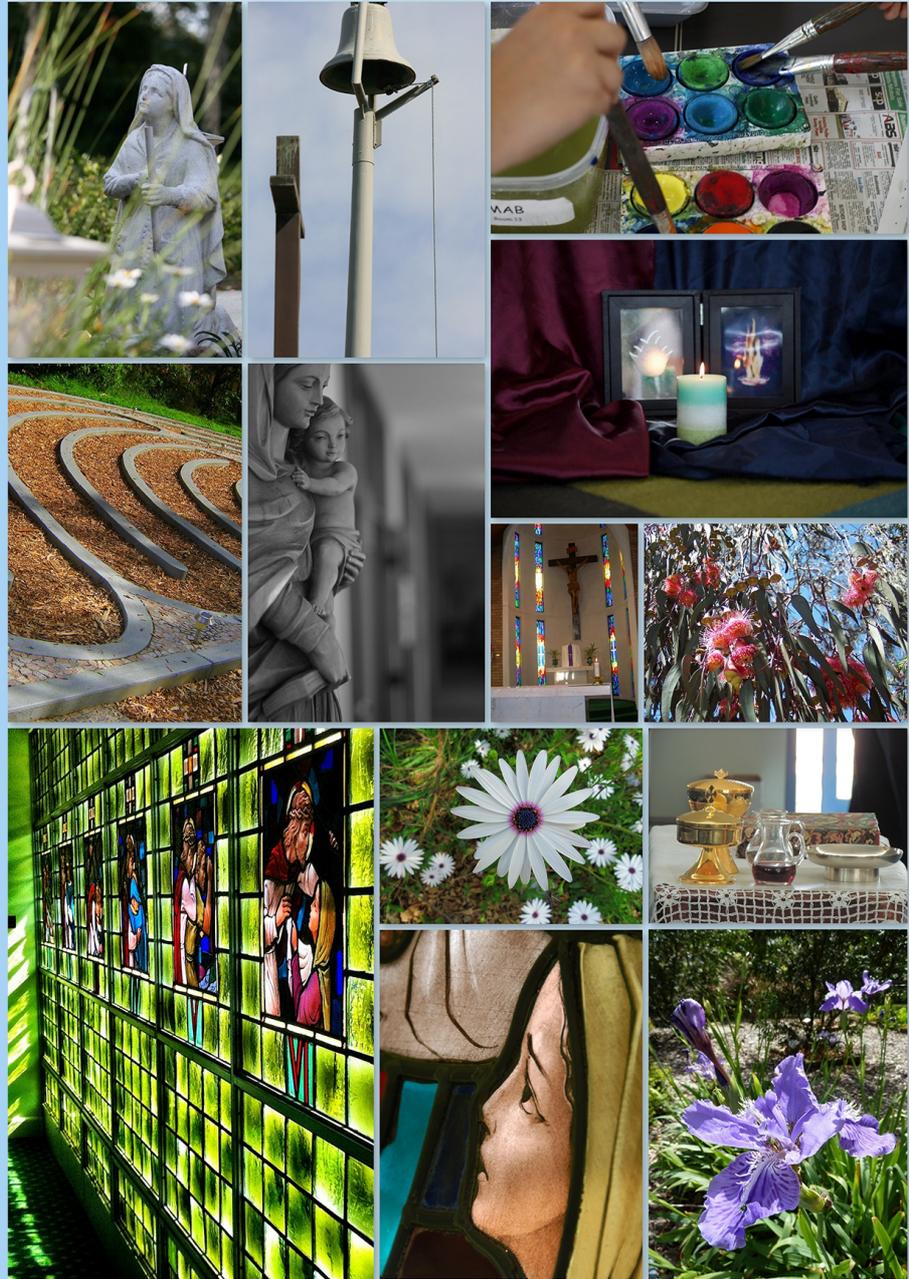


2015

annual school report



Prouille Catholic Primary School,  
Wahroonga

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## ABOUT THIS REPORT

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

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

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

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

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

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### Principal's Message

2015 has been another exciting year of learning at Prouille.

Also this year, the School invested in a rather extraordinary and extensive *Solar Initiative* that has dramatically and positively impacted on our environmental Learning /Teaching programs; with cost savings for the school. Another environmental initiative has been the establishment of our new and substantial *Sustainability Garden*. Indeed, our beautifully appointed learning environment continues to provide a wonderful sense of pride; this, in turn, contributed to another productive year of teaching and learning.

The dedication of staff, the calibre of the students and the involvement of many parents/grandparents/friends sets the School in a privileged position to meet the contemporary challenges of Catholic education in our increasingly secular world.

### Parent Body Message

It has been another full and fulfilling year in the school community. A number of new initiatives were undertaken whilst we continue to organise, support and deliver the many fabulous regular events and programs our school community is accustomed to. These events were well attended and enjoyed by a broad representation of our school and parish community. We are very grateful to the many parents and carers who have participated in and or contributed to the organisation of these wonderful activities all of which aim to benefit our children and our remarkable community. The Parents and Friends set itself the following goals in 2015:

- conduct a survey of the parent community
- better promotion of what the Parents and Friends do
- assist the new Principal with a smooth transition into the school
- bring greater focus on greater parental engagement in educational matters
- better engagement with new parents to the school
- support the Parish in its new initiatives and activities to reach out to the local community

### Student Body Message

The 2015 Student Executive consisted of:

- School Captains
- Student Representative Council (SRC)
- Mission Prefects
- Liturgy Prefects
- Colour House Captains
- Library Prefects
- Music Prefects
- Information Communication Learning Technology (ICLT) Prefects
- Environment Prefects

This year new leadership positions were added to enhance the voice of students. The SRC met regularly with the Pastoral Care Co-ordinator and were instrumental in many of the playground recommendations and modifications. Much was achieved by the student body in the support of school events such as swimming and athletics carnivals, liturgies, masses, Book Week, the Talent Showcase, Open Day, Night of the Notables, Kindergarten Orientation, the Kindergarten Buddy program and the sustainability garden. These opportunities allowed growth in leadership and provided opportunities to use initiative and take responsibility.

Above and beyond all of the more formal roles listed above, all Year 6 students were viewed as important (and equal) leaders in the School. Our main role as leaders was to be good role models for the younger students in the School.

### **Parish Priest's Message**

The School's Catholic life is celebrated in a diversity of ways that both honour its specifically Dominican heritage and nourish the experience of ecclesial belonging. The School chapel in which is reserved the Blessed Sacrament is a key space in the School. Beyond regular prayer liturgies, the sacraments are often celebrated at the School, and the School expresses its place in the life of the parish, liturgically, through family masses, as well as many other forms of pastoral collaboration. As Pastor I seek to be present at as many whole school events as I can, and often attend the weekly school assembly. In so doing, I seek to be somebody identifiable by the children in a positive pastoral manner so that they might enjoy a genuine sense of belonging to the Catholic community.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

Prouille Catholic Primary School Wahroonga, is a Catholic systemic co-educational school.

The School was founded by the Dominican Sisters in 1950 and flourished under the Dominican Sisters until 1989 when the first lay principal was appointed. The School motto is “Veritas” – Truth; the motto of the Dominican Order. “Prouille” is the name of a small village in France and this is where St Dominic, in 1206, established the foundation of the Dominican Sisters.

The School is one of thirty-seven (37) primary schools within the Broken Bay Diocese. In 2015 there were fourteen classes from Kindergarten to Year 6 catering for both boys and girls. Other facilities include a beautifully appointed library, a large hall, a unique Eucharistic Chapel and numerous special purpose areas to cater for the School's Creative Arts and Music programs.

Staff at the School, strive to provide an outstanding Catholic education, working with parents as partners in this endeavour. Importantly too, the School is an integral part of Holy Name Parish, Wahroonga, and the wider community. The Parish community actively promotes and supports a strong and vibrant Parish/School connection and the ministry of our Parish Priest.

The School is an extraordinary community that is particularly characterised by the welcoming parents, staff and students. This invaluable trait remains constant year-in year-out because of the effective pastoral care structures in place and the Dominican spirit of generosity that permeates all aspects of school life.

After many years of planning and negotiation, the School was completely rebuilt in 2010 and 2011. Now students and staff are thriving in a remarkably well appointed, 21st Century learning environment.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

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

Girls	Boys	LBOTE*	Total Students
179	138	74	317

\* Language Background Other than English

Student enrolments have grown steadily over the past 6 years necessitating the addition of an extra class in 2015, that is, from 13 to 14 classes. This increase establishes the School as a two-stream school from Kindergarten to Year 6.

### Enrolment Policy

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

### Student Attendance Rates

The average student attendance rate for the School in 2015 was 94.24 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94 %	95 %	95 %	94 %	94 %	93 %	94 %

### Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging

- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
22	5	27

\* This number includes 14 full-time teachers and 8 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.	22
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.

<b>Day 1</b>	Teaching and Learning: English - Improvement of writing; Seven Steps to Writing Success
<b>Day 2</b>	Teaching and Learning: Assessment data analysis; Mathematics
<b>Day 3</b>	Mission: The Year of Mercy

Other Professional Learning opportunities in 2015 included:

- Early Career Teachers Mentoring Program
- Extending Mathematical Understanding (EMU) for specialist teachers

- Focus on assessment and data analysis in learning/teaching (all staff K-6)
- Specialist support in designing lessons/assessment in Mathematics
- Regular staff, professional learning meeting around the three school improvement goals for 2015

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## SECTION FIVE: MISSION

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

A focus for 2015 has been the development of an understanding of, in preparation for, the Year of Mercy and integrating this into everyday life. Liturgies have been prepared by staff and children with an action-oriented message to be drawn from each experience. With regard to social justice and outreach initiatives, the following were actively supported by the parents, staff and students of the School:

- St Vincent de Paul Winter Appeal - where the children earned tokens to purchase an item for the appeal
- Mission Week experience and Catholic Mission Fundraiser (Crazy Sock Day)
- Participation in "The Dish", a local community outreach initiative of the Hornsby Homeless Taskforce
- Play Buddies - an outreach program to St Lucy's School
- St Vincent de Paul Christmas Appeal - hampers and hamper packing for 14 families in living the outer western Sydney suburb of Whalan

In creating a culture of prayer and support, the children have also had the opportunity to contribute names of loved ones who have died to the School 'Book of Remembrance' throughout the month of November, as well as the acknowledgement of passed loved ones at the annual Grandparents and Special Friends' Day.

Working with the Parish this year has been a focus. Each grade hosted a family mass on Sunday at the Parish throughout the year. The School hosted the Parish fundraiser and many School families joined in Parish initiatives throughout the year.

### Primary Curriculum

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

Teachers use the BOSTES syllabus documents as the foundation of their teaching programs. As a Catholic school system, curriculum and pedagogy also reflects a Catholic view of the world. Compliance with BOSTES curriculum requirements is monitored through our [School Review and Development](#) process. Religious Education is a critical learning area at the School; it is taught daily and is integrated, where possible, into all KLAs.

Curriculum is one factor contributing to the achievement of valued learning outcomes for students. School culture, teaching and assessment, and the formal curriculum all play a part in leading to student achievement.

In 2015, two teachers undertook the training to extend their professional learning in Mathematics through the Extending Mathematical Understanding (EMU) course offered by the Australian Catholic University. These teachers were then able to offer professional learning support and leadership of Mathematics to other members of staff. Also in 2015 the leadership members of the School attended Ron Richardt's Culture of Thinking seminars. This concept will be introduced to staff and students in 2016 as it is a 21st Century skill that we believe all students need.

Some of the extracurricular opportunities the school offers are private music tuition in violin and piano. The school has a very successful band program with a large proportion of the students attending either the string ensemble, the concert band or the junior band. The choir is also attended by many students. Mandarin and French are taught privately after school and chess and martial arts classes are offered at lunchtime.

The School's sport program ensures that the children have many pathways to success in representative sport especially in Years 3 to 6. The School also has its own soccer and netball club.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	87.20 %	52.20 %	4.30 %	10.70 %
	Reading	85.10 %	48.20 %	2.10 %	11.00 %
	Writing	85.10 %	46.80 %	2.10 %	7.40 %
	Spelling	59.60 %	41.20 %	4.30 %	14.80 %
	Numeracy	70.30 %	33.50 %	4.20 %	15.00 %

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	62.90 %	35.90 %	2.90 %	16.60 %
	Reading	74.20 %	33.50 %	5.70 %	18.10 %
	Writing	31.50 %	19.10 %	5.70 %	17.60 %
	Spelling	54.30 %	32.60 %	2.90 %	15.30 %
	Numeracy	37.10 %	27.80 %	5.80 %	15.80 %

### NAPLAN Comments

2015 saw an increase by 20% of students performing in the the top two bands in Year 3 in

Grammar and Punctuation, Reading, Writing and Numeracy. Similarly there was an increase of 10% in the top two bands in Year 5 in Reading. This would reflect some of the focused work on Literacy and Writing and Numeracy in the professional development program for the teachers in 2015.

A future area of focus for the younger grades will be spelling data and a continuation of the work in writing in the senior grades as evidenced by the Year 3 and Year 5 data respectively. Numeracy will continue to be a focus for improvement across the whole school.

### **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.

The School's pastoral care procedures are aligned with the Diocesan Pastoral Care and Student Discipline Policies. During 2015, staff and parents attended professional development on the *KidsMatter* wellbeing framework. The first module, *A Positive School Community*, gave the School the opportunity to audit existing practices. Energies were spent on improving the playground to make it more child focused and giving children more and diverse opportunities for play. Parents and teachers worked together to make the space more attractive. This will be an ongoing project. Student voice was a focus for the year as the new SRC met with the Wellbeing Co-ordinator to discuss priorities. In 2016 the School focus will be on positive mental health with the professional learning focus being on social and emotional learning.

### **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 school based Behaviour Management and Student Discipline procedures 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.

Adopting PBL means that appropriate classroom and playground behaviours are explicitly taught

and encouraged. Behaviour that adds to a positive learning environment in the classroom and playground is appropriately rewarded at School. There is a clear system whereby students, teachers and parents are aware of the behaviours that will incur short and long time out consequences in order to encourage students to reflect and learn from the experience. Details of the Behaviour Management policy are available on the school website.

### **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.

The belief that it is a person's responsibility to create a culture of caring which will not tolerate bullying and to establish relationships which are grounded in love, compassion, reconciliation and justice is paramount to the School's practices. In witnessing Christian values the School rejects ideas, beliefs and behaviours which marginalise or victimise people. The *Anti-Bullying Policy* provides clear and agreed procedures and strategies in order to combat bullying. Bullying is viewed as a desire to hurt; the perpetration of hurtful behaviour in a situation in which there is an imbalance of power; the action being regarded as unjustified, typically repeated and experienced by the target of the aggression as oppressive, and by the perpetrator as enjoyable and causes distress.

### **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.

The School operates on a policy where communication is open and individuals have the opportunity to voice their opinions. Parent engagement is highly valued. The School is a collaborative and cooperative community. Individuals are asked to bring complaints or grievances to the Principal or classroom teachers as soon as they occur either verbally or in writing. Once notified the Principal or classroom teacher responds to the concerned party and a

meeting is arranged to discuss the issue further. The meeting proceedings are always documented. Once strategies/interventions are in place to move forward, a follow up meeting is established to discuss and monitor progress. Depending on the nature or severity of the identified problem it can be referred to the School's Consultant or CSO personnel who may also become involved. The School's stance is always to resolve the issue efficiently and effectively whilst maintaining the dignity of all individuals involved.

### **Initiatives Promoting Respect and Responsibility**

The School endeavours to ensure respect for others is consistently taught and demonstrated. Strategies to promote respect and responsibility are consistently practised at the School. Some of the ways in which this is done includes the following:

- Liturgies and assemblies where the value of the individual is affirmed and the importance of qualities such as compassion, kindness, reconciliation, tolerance, respect and justice are encouraged occur regularly.
- In teaching and learning students can learn about social problems and learn about rights and responsibility throughout the PDHPE curriculum.
- The PBL lessons have provided the opportunity to teach more positive ways of interacting.
- The introduction of an Student Representative Council ensured the role of student voice in decision making.
- Safe and structured playground spaces are provided as well as the availability of activities which develop a culture of caring for one another.
- A Wellbeing Co-ordinator has been appointed as well as a team that includes teachers, the Principal and parents.
- The appropriate provision of counselling or other support services are available to students and families if needed.

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## SECTION NINE: SCHOOL IMPROVEMENT

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

### Key Improvements Achieved

The Extending Mathematical Understanding Program (EMU) was continued in 2015 with two specialist teachers trained and three intervention groups run for 20 weeks in the *number* strand of mathematics. A member of the leadership team worked with a mathematics consultant to lead the improvement in mathematics.

A series of professional learning opportunities for staff led to a shared understanding of the literacy block, a new scope and sequence for spelling and a focus on improving writing. A member of the leadership team worked with a literacy consultant to lead the improvement in literacy.

In pastoral care, the school embarked on their first year of implementing the *KidsMatter* framework. A Wellbeing coordinator worked with staff to implement a number of changes that saw the playground renovated and a number of initiatives that promoted creative play in the playground.

### Priority Key Improvements for Next Year

Our goals for 2016 in key domains are:

- **Mission:** A focus on the continued exploration of the gospels and the message of Pope Francis. Continuing to explore the connections and opportunities afforded by the close connections with our local Catholic Schools and Parish with a focus on the Year of Mercy.
- **Teaching and Learning:** To improve student learning outcomes in English and Mathematics with a focus on assessment and data analysis.
- **Wellbeing:** To continue, consolidate and strengthen work in positive behaviour processes. That parents are confident that all behaviour, socialisation problems, incidents are all fully investigated, appropriately dealt with and that continued support for parents and children is given as needed. Continue to implement the *KidsMatter* module 2 in 2016 *Social and Emotional Learning*.

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## SECTION TEN: COMMUNITY SATISFACTION

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

### Parent Satisfaction

Parents feel that they have successfully achieved their annual goals for 2015. Importantly, they have set out to be more active in supporting the School and Principal in driving academic enhancements through: appropriate resourcing; a focus on greater parent engagement in educational matters, for example, EMU; and Cyber safety talks. They commented that they are pleased to see the strong inroads being made in these areas. The P&F survey of the parent community highlighted that 75% attended school events, despite being time poor and struggling to find babysitters.

Some of the new initiatives and P&F successes in the community in 2015 include:

- parent welcome night / social event incorporating fund raising for the School Pastoral Care Fund with over 180 in attendance
- parent engagement (education) initiatives including morning and evening class room engagement sessions that were well received
- comprehensive school uniform procurement review
- hosting the Parish Trivia Night.

### Student Satisfaction

The Year 6 leaders prepared a report at the end of their year. Their focus for the year took three main areas: (i) connection to the Parish and their faith, (ii) their learning environment and (iii) their outreach into the community.

The students felt privileged to be involved in the significant renovations in the playground and had input into the type of lunchtime activities and clubs that were introduced. Year 6 enjoyed their responsibilities as leaders, as sporting representatives and as the School representatives at community celebrations. One of the initiatives that the Year 6 students enjoyed and responded well to is the care and nurturing of their *Kinder buddies* and their hosting of the *Open Morning* for new parents.

### Teacher Satisfaction

Staff continue to engage professionally in their own learning, which demonstrates high levels of satisfaction with the School.

Teachers highlighted that they were satisfied with the way in which we, as a Catholic school community, have: strengthened ties with our local Parish; have prepared meaningful liturgies for students and parents; and have engaged in professional learning to create engaging classroom

liturgies.

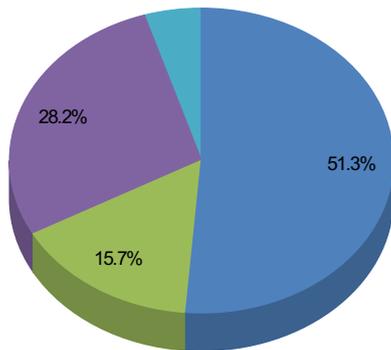
Satisfaction was articulated as to the way teachers were supported in the effective implementation of the NSW Syllabus for the Australian Curriculum in English and Mathematics with a continued high level of PL, for example, EMU program, reading and writing.

Teachers are satisfied with the pastoral care provided through: successful introduction and implementation of *KidsMatter* module 1; successful and effective student leadership; the introduction of a Student Representative Council; and professional support when conducting challenging conversations.

## SECTION ELEVEN: FINANCIAL STATEMENT

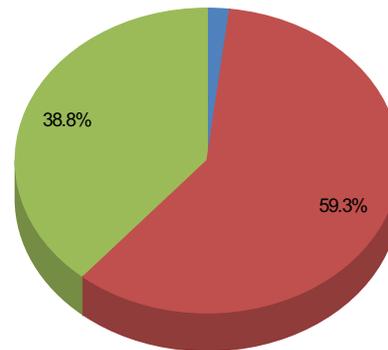
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (51.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (15.7%)
- Fees and Private Income (28.2%)
- Other Capital Income (4.8%)

Expenditure



- Capital Expenditure (1.9%)
- Salaries and Related Expenses (59.3%)
- Non-Salary Expenses (38.8%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,849,796
Government Capital Grants	\$0
State Recurrent Grants	\$566,598
Fees and Private Income	\$1,016,388
Other Capital Income	\$173,766
<b>Total Income</b>	<b>\$3,606,548</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$77,586
Salaries and Related Expenses	\$2,441,130
Non-Salary Expenses	\$1,598,498
<b>Total Expenditure</b>	<b>\$4,117,214</b>