

2018 Annual School Report



St Bernard's Catholic Primary School, Berowra Heights

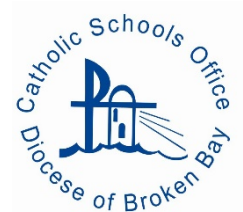
PO Box 367, Berowra Heights 2090

Principal: Jeanette Fowles

Phone: (02) 9456 2104 Fax: (02) 9456 4904

Email: sbb@dbb.catholic.edu.au

www.sbbdbb.catholic.edu.au



ABOUT THIS REPORT

St Bernard'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

As a school community we embrace high standards of quality education that support students in becoming independent and creative learners, equipped with the social and emotional capacities necessary for the twenty first century. Priority is also given to developing in students a love of lifelong learning and active discipleship, in a Christ-centred educational environment. Quality learning experiences are embedded within contemporary educational pedagogy and learning environments and our school's core values of faith, hope, justice, love and joy underpin our policies, procedures and practices. Our school's motto 'Honesty' is the foundation on which our mission is built.

I believe the School has much to celebrate in 2018 and our future, as we continue on the journey to develop a student-centred faith community, is one of hope and joy. The dedication of staff, the calibre of students and the involvement of many parents ensures that the School is a blessed community, striving to embrace the contemporary challenges of Catholic education in our increasingly secular society.

Parent Body Message

During 2018, our Parents and Friends (P&F) continued to focus on fostering our wonderful community .

Highlights of the year included the school Trivia Night, which was a huge success both socially and as a fund raiser. Our Mother's day and Father's day events were also well attended and ensured positive relationships continued to be fostered. The canteen and uniform shop offered wonderful opportunities to serve the School community and also contributed to fund-raising. Our canteen coordinator has worked tirelessly to ensure healthy and nutritious food choices are available.

In 2018 we continued to raise funds to support the the purchase of Information Technology (IT) devices and literacy resources. We held a number of successful working bees which not only enabled many 'chores' to be completed but were great social events as well.

At the conclusion of 2018, a number of P&F executive members concluded their duties and we are grateful for all their efforts and time. In 2019, new P&F members take on the challenge. I would like to thank the staff, parents and students for their support during 2018.

Student Body Message

The School has a wonderful learning environment and has helped us learn to be disciples of Jesus as well as academically, emotionally, socially and physically competent. The School makes contributions to charities, through initiatives like mufti days, Candela stall, the Dish and Catholic Mission.

In 2018, Year 6 students all had a leadership role in various areas including Liturgy, environment, creative arts, media and mission. In 2018, our assemblies changed to enable each class to showcase their learning. This was well received by both the parents and students. Our wonderful classrooms and flexible learning spaces enable us to develop many skills including collaboration, deep understanding, communication, organisation and problem solving.

'The Hub' provided a wide range of opportunities in various Key Learning Areas as well as ICLT. A targeted group of Yr 3-6 higher learning mathematicians met on a weekly basis to engage in Maths Olympiad tasks, STEM activities and deep thinking/problem solving group work.

Selected students also participated in EXSEL groups to support social emotional learning. Yr 2-4 also participated in the *Worry Woo Program*.

SECTION TWO: SCHOOL FEATURES

School Features

St Bernard's Catholic Primary School Berowra Heights, is a Catholic systemic co-educational school.

The School was established in 1971 by the Sisters of Mercy. It is situated in a beautiful bushland setting with students drawn from the surrounding suburbs of Mt Ku-ring-gai, Mt Colah, Cowan, Brooklyn and Mooney Mooney. The School enjoys a reputation as a centre of excellence in teaching and learning which offers balanced, holistic curriculum in a safe and caring environment.

The vision is for the school community to be welcoming and to inspire one another to grow in faith, hope, love, respect, justice and joy. The School offers a welcoming Christ-centred community, quality teaching and learning, specialist teachers in Physical Education, Band and Language (Japanese), a well-resourced HUB and classrooms, *Rock and Water program*, *Positive Behaviour for Learning* (PBL) and *KidsMatter*. Religious Education (RE) is an integral part of the School and students are involved in developing liturgies for classroom and whole school celebrations.

The senior students (Stage 3) are involved in a leadership program each year including a leadership camp, which provides them with opportunities to develop their leadership skills. There are many opportunities for students to participate in a variety of sporting, cultural and academic activities, including public speaking, gala sport days and school performances.

Our refurbished classrooms and flexible learning spaces created an environment for contemporary learning approaches, where student needs are central to the educational context, to flourish. These spaces are equipped with new technology and modern furniture to facilitate the learning. The HUB is also structured for flexible learning where teachers team teach students using creativity and problem solving as the platform. In 2018 *Bring Your Own Designated Device* (BYODD) began successfully.

The School continued its community relationship with the surrounding schools by participating in community sports, Chess Tournament, Berowra Musica and the ANZAC day ceremony. In 2018 selected students participated in the *GATEWAY enrichment program*. Stage 3 students also participated in the Diocese of Broken Bay Debating Circle.

As a school, we implemented the EXSEL groups on a weekly basis, supporting students with social and emotional development.

The School Advisory Team received new membership and assisted in the process of the BYODD investigation.

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 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
101	93	22	194

* Language Background Other than English

Enrolment Policy

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

Student Attendance Rates

The average student attendance rate for the School in 2018 was 94.44 %. 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 %	94 %	95 %	94 %	94 %	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 [*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

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 NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient 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 Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 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.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
Total number of staff	22
Number of full time teaching staff	9
Number of part time teaching staff	7
Number of non-teaching staff	6

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Anaylsising Data
Day 2	New Syllabus Professional Learning - Curriculum
Day 3	Staff Spirituality Development

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.

St Bernard's, Berowra Heights and St Patrick's, Asquith Parishes are connected to form the Kuring-gai Chase Catholic Parish. A focus of the School Improvement Plan has been to support professional learning in discipleship. To support this goal, the School community has:

- participated creatively in engaging class liturgies, preparing and leading improved understanding of the role and importance of liturgy in the Catholic faith and within a school setting
- used class prayer tubs, supported with relevant resources, in all classrooms
- participated in professional learning and implemented the new format for Religious Education (RE) programming
- facilitated parent formation sessions
- offered each class the opportunity to prepare the front foyer prayer space, reflecting their current RE unit
- increased our involvement at weekly Friday Masses (through student engagement in Prayers of the Faithful, Year 3 Offertory, introduction of new songs/actions/song leaders)
- developed a Mini Vinnies group to increase social justice involvement
- promoted fundraising for Caritas, Winter Appeal, the Dish and Catholic Mission
- participated in the beginning of year Cluster Mass, the annual Catholic Mission Mass, Holy Week liturgies, Mercy leadership days and 150 Years of Mercy, family masses, masses to celebrate the feasts of Mary MacKillop, Sacred Heart and St Bernard, and masses to acknowledge Mother's day, Father's day, Grandparents' day, and the beginning and end of the school year
- actively supported Sacramental programs
- supported Reconciliation Week
- celebrated through the Christmas story concert.

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.

The School has continued to use and further define the function of the refurbished learning spaces to promote clarity and consistency in the understanding of flexible spacing through good pedagogical practices. Teachers used the spaces to promote creative and independent learning opportunities for all students. In 2018 flexible learning spaces were extended into the Library (renamed the HUB), as well as the reconfiguration of any spare classrooms in the school.

One classroom has been purposefully designed as a STEM room, used by all classes and well resourced by the parent community as well as specific bought resources to integrate and deliver STEM tasks effectively. These planned STEM tasks promoted skills in collaboration and developed creative and scientific thinking to support class programs. The function of this room has been a success due to all resources being readily available and shared to pursue tasks at point of need.

Another room has been set up as a teacher and parent meeting room, including a Parent Library and the School's collection of reading resources. This space supports a community of adult learners to engage and support one another as well as promote professional discussions.

The final prepared space is the *Rock and Water room* to support the teaching of our already embedded whole school *Rock and Water program* to develop strategies for a positive and strong growth mindset for all students. Teachers were given opportunities to engage in professional discussions to identify ways to integrate the *Broken Bay Learning Principles* and used them as a guide in developing specific learning experiences that developed creative and critical thinking. We have used the HUB, the centre of our school, as a collaborative environment for learning for teachers and students. In the HUB, teaching programs were developed together to foster agency, collaboration, challenge and thinking while using *Cultures of Thinking* and technology as a platform for expression and engagement.

This year digital literacy continued to evolve in providing an optional BYODD for Years 2-6. As part of this successful initiative teachers and parents had opportunities for professional learning and time to co-learn with the students and with each other in the effective and purposeful use of technological applications.

In order to ensure we are meeting the needs of all students, we introduced weekly data meetings for staff to come together and analyse collated data for specific areas of the curriculum, either as a whole school, Stage groups or grades. This was valuable time to focus on specific students, or notice trends and make adjustments or goals for future teaching and learning.

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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	80.00 %	53.20 %	0.00 %	8.60 %
	Writing	48.00 %	41.90 %	0.00 %	10.00 %
	Spelling	68.00 %	46.60 %	4.00 %	12.50 %
	Grammar	80.00 %	53.10 %	0.00 %	11.00 %
	Numeracy	60.00 %	39.20 %	8.00 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	56.52 %	38.60 %	8.70 %	12.60 %
	Writing	13.04 %	13.70 %	26.09 %	23.40 %
	Spelling	21.74 %	34.50 %	8.70 %	13.60 %
	Grammar	30.43 %	35.50 %	4.35 %	14.30 %
	Numeracy	21.74 %	27.60 %	8.70 %	14.00 %

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 2018.

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 2018. 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 2018 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 2018.

Initiatives Promoting Respect and Responsibility

The School is a *KidsMatter* school and implements *Positive Behaviour for Learning* (PBL) from Kindergarten to Year Six. In 2018 professional learning in the area of social emotional development continued to be a significant focus. As a school, the *Social Emotional Learning continuum* has been implemented K-6 and has supported a targeted focus on individual student and cohort needs. In 2018 we implemented EXSEL groups for both the Infants and primary. The aim of the structured group is to support point of need learning for selected students in developing age appropriate social emotional skills.

The School Representative Council (SRC) focused on social justice initiatives that raised funds for nominated organisations including Candela, St Vincent de Paul, Caritas and the DISH. These initiatives were developed and implemented by students with support of staff.

In 2018 the Year 6 students were allocated various leadership roles. Leadership groups were developed by the Stage 3 cohort and were based on the strategic goals of the School. In preparation, two leadership days were scheduled. Students participated in group workshops to develop their leadership capabilities and to also develop a deep understanding of stewardship. A number of leaders also attended a conference implemented by *GRIP (Generosity, Responsibility, Integrity, People) Leadership*. This opportunity provided a wonderful experience for students.

The School has in place a parent flow chart to help parents communicate effectively with the School in regards to complaints or grievances. This enables both parties to understand the circumstances and to determine what actions need to be implemented to satisfactorily resolve the issue. All complaints/grievances are addressed appropriately and are investigated in a fair and impartial manner. All persons involved are interviewed and appropriate action at the conclusion of the investigation is implemented. The North Shore School Consultant can also be contacted by parents once they have made contact with the School.

A number of play areas have been implemented including basketball hoops, lego area, ping pong and creative play area.

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

At the conclusion of 2018 a process that enabled students, parents and staff to reflect on key improvements and plan strategically for the future was implemented. The following key improvements were evident:

- consistent approach to English teaching across school
- quality teaching structures embedded in school practice
- programs and structures including *Social Emotional Learning*, supported diverse learning
- a consistent approach to the teaching and learning of Religious Education
- a culture that encourages regular participation and engagement in liturgical celebrations
- a commitment to social justice and outreach
- a whole school approach to supporting and enhancing student wellbeing
- parent engagement in their child's wellbeing
- continued engagement in and implementation of *Cultures of Thinking, New Pedagogies for Deep Learning*, technology and the effective utilisation of flexible learning spaces.

The improvements noted provided an opportunity to recognise the contributions made by all stakeholders within the educational context.

Priority Key Improvements for Next Year

As a school we have collaboratively developed the following strategic goals to ensure improvement:

- Teaching and Learning: To develop students as independent and creative thinkers
- Mission: To deepen students' understanding of the responsibility to be active disciples within our community
- Pastoral Care: To develop student social and emotional learning skills through community engagement

In 2019 the School will continue to implement strategic professional learning, resourcing and frameworks that support achieving the goals set.

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

As a school community we believe positive parent partnerships and communication is necessary for student development in all areas. The School provided a range of methods to engage the parent community. These included the School newsletter, the School calendar, class overviews, parent sharing meetings, student interviews, showcase nights, fortnightly assemblies and open classrooms.

According to the data from *Tell Them from Me*, parent satisfaction is higher in all areas than the regional mean score. *Parents feeling welcome and informed, Safety at school* and *Inclusiveness* were of highest satisfaction. *School learning, School supports positive behaviour and learning* were also above regional mean.

A large number of parents attended our various celebrations throughout the year. They were also invited to attend a range of initiatives which support engagement in their child's wellbeing such as SEL workshops, cyber awareness, and the showcase night, highlighting technology use in the classrooms.

Student Satisfaction

Students reported being highly satisfied with all the School offered in 2018. They felt it is a wonderful community of which to be a part and enjoyed many of the facilities offered to them, particularly the technologies integrated into classrooms, refurbished classrooms and continuation of the *Place of Discovery (PoD)*. The students also appreciated opportunities to take part in a variety of extracurricular activities such as choir, dance troupe, SRC, chess club, coding group and lunch time clubs.

Students were very satisfied that they have had the opportunity to participate in a variety of school events. Their involvement in events such as the Christmas concert, Berowra Musica, woodchop and sporting events were highlights. Participation in the debating circle, public speaking and *Gateway opportunities* were also noted. The Year 6 students commented highly on their involvement in various leadership roles and opportunities.

The *Tell them From Me* survey data collected at the conclusion of 2018 highlighted the following as above the regional mean:

- *School participation in sport and extra curricular activities*
- *Positive Relationships.*

Teacher Satisfaction

Teachers indicated that they feel they have the opportunity to participate in decision making processes and are very satisfied with these changes. At the conclusion of 2018 staff provided feedback on positives and future directions.

The Positives:

- support, collaboration and positivity among staff
- learning context and technology
- succinct behaviour management system
- new initiatives implemented for all stakeholders
- Parish school connections are engaging and positive.

Future Directions:

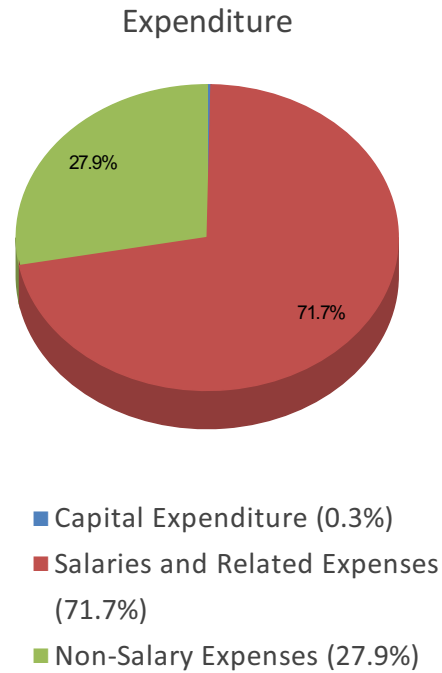
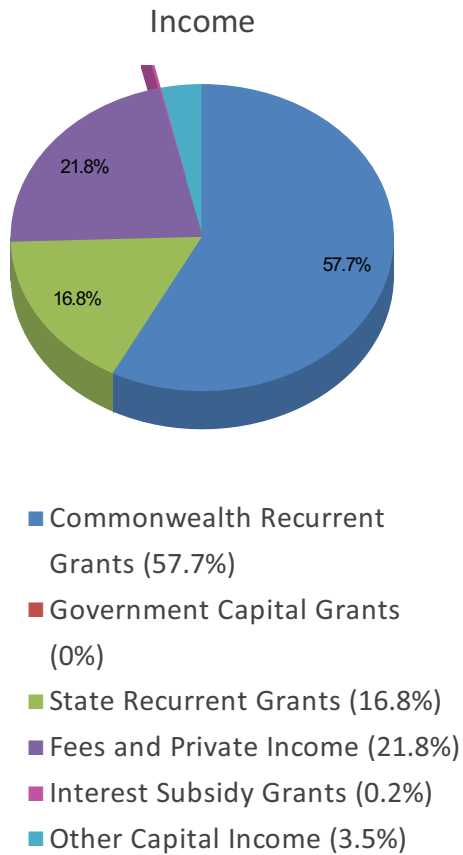
- continued use of Google platform
- strategic resourcing of ICLT to continue to support the 21st century learner
- continued learning in using flexible learning spaces to engage students in creative and independent learning
- implementation of *New Pedagogies for Deep Learning*
- continued work on SEL continuum and *Cultures of Thinking*.

The *Tell Them From Me* survey data, the following were noted as well above the regional mean:

- *Leadership*
- *Parent Involvement*
- *Inclusive School*
- *Technology*
- *Learning Culture*
- *Collaboration*.

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	\$1,696,914
Government Capital Grants	\$0
State Recurrent Grants	\$495,113
Fees and Private Income	\$642,837
Interest Subsidy Grants	\$4,741
Other Capital Income	\$103,090
Total Income	\$2,942,695

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$9,605
Salaries and Related Expenses	\$2,161,181
Non-Salary Expenses	\$841,723
Total Expenditure	\$3,012,509