

# 2018 Annual School Report



## Holy Cross Catholic Primary School, Kincumber

37 Kincumber Street, Kincumber 2251

Principal: Mr Craig McNee

Phone: (02) 4369 6638 Fax: (02) 4369 5742

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

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



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## ABOUT THIS REPORT

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Holy Cross 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](#).

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

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### Principal's Message

On behalf of the School community, we welcome your interest in our School and hope you find the following Annual Report meaningful.

Holy Cross Catholic Primary School provides students with a peaceful learning environment that develops disciples of Jesus in the context of the local Catholic community.

2018 saw our School continually work towards improvement, always believing that better is possible.

The staff participated in a variety of professional development meetings focusing on research-based strategies that enabled us to help the students in our care to continually improve by directing our teaching to their point-of-need.

The many extra-curricular opportunities that we were able to offer our students meant that the development of the whole person was fostered. Parent involvement throughout the year and our students' positive attitude to all things, contributed to help make the Holy Cross community a loving, caring place.

This report gives a brief overview of the achievements of our great School over the 2018 school year. Please visit the School website at [www.hckddb.catholic.edu.au](http://www.hckddb.catholic.edu.au) or our [Facebook page](#) for more information.

### Parent Body Message

The Holy Cross Parent and Community Forum (PCF) has continued to work in collaboration with the School staff and community to address the needs of students and parents.

In consultation with teachers and parents, we reviewed the School's Behaviour Guidelines, producing guidelines that are based on intrinsic motivation.

This year saw the planning for the Holy Cross Community Fair begin. This will be a combined School and Parish event and we are looking forward to welcoming the wider community to our School and Church.

The parent body worked to re-vitalise our *green classroom*, providing an opportunity for all classes to take ownership of a garden bed to produce food and eggs for the School and the wider community.

The Parent and Community Forum will continue to work with the School community to find ways to increase parent engagement in school life.

## **Student Body Message**

We will miss Holy Cross because of all the opportunities it offers us including debating, school band, choir and our environmental initiatives. Our teachers have nurtured us during our time at the school. They value education and happiness and they give up their time to provide us with the ANZAC Memorial and many opportunities like Wakakirri, futsal, chess club and sporting gala days.

Technology and resources within our school enhance our learning. We will remember the Brisbane Water view and the great song of the bellbirds that we hear every morning when we come to school. We will miss the kindness that teachers, students, and our Parish show us every day. We are grateful for the responsibilities given to us as captains and the many wonderful religious opportunities provided.

Our school helps the local community through charities and fundraisers including cake stalls, mini fetes, mufti days and the *We've Got Your Backpack* initiative where Year 6 students provide backpacks filled with necessities for people living without permanent homes.

Our student *Kindness ambassadors* has been a wonderful initiative to support social aspects of students' development.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

Holy Cross Catholic Primary School Kincumber, is a Catholic systemic co-educational school.

Located on Kincumber Street at the base of the peaceful Kincumba Mountain on the Central Coast, the School is one of thirty-seven primary schools within the Diocese of Broken Bay and one hour's drive from Sydney. Established in 1991, the school has a proud history of providing an excellent Catholic education to the families of Kincumber, Green Point, Saratoga, Bensville, Empire Bay, Killcare, Pretty Beach, Avoca Beach, MacMasters Beach, Copacabana, Davistown and surrounding areas.

The School is mainly two-stream, with 13 classes from Kindergarten to Year 6 with modern classrooms that allow students access to a range of resources. All classrooms are equipped with interactive whiteboards. Our School library structure reflects a collaborative approach to learning. Each classroom, including the library, has a number of laptop computers or iPads for student use, as well as three class sets of Chromebook computers that can be accessed by individual classrooms when required.

The School has two main playgrounds with a mix of asphalt and grass play areas catering to individual needs. There is a large school hall used for a variety of activities including Physical Education, sport, play, assemblies, performances, Parish initiatives and community use (such as physical culture, dance and local sporting organisations). The School has a Learning and Resource centre containing a large selection of books and other resources, as well as a Japanese room and music room which is equipped with a range of instruments that students are able to use during their music lessons each week.

The School again had success in a number of extra-curricular activities, with debating, Wakakirri, choir and various sporting teams and individuals achieving outstanding results.

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

Girls	Boys	LBOTE*	Total Students
154	169	7	323

\* 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 93.23 %. 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
93 %	96 %	93 %	93 %	93 %	93 %	92 %

## 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).

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## SECTION FOUR: STAFFING PROFILE

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### 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
<b>Total number of staff</b>	29
Number of full time teaching staff	13
Number of part time teaching staff	10
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.

<b>Day 1</b>	Mathematics Assessment Instrument (MAI) data analysis and testing
<b>Day 2</b>	Writing with Sharon Cameron and Louise Dempsey
<b>Day 3</b>	Staff Spirituality Day led by CSO personnel - at South Kincumber



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## SECTION FIVE: MISSION

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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.

During 2018, the School continued to develop strong bonds with the Holy Cross Parish community. We welcomed our new Parish Priest who is a regular visitor and joins us for staff prayer and celebration gatherings. On a weekly basis, he visits a grade to engage with the students in regards to their current topic of inquiry in the RE curriculum and to reflect on the connecting scriptures. The primary classes also experienced Reconciliation.

A variety of Masses and Liturgies focusing on different themes or important liturgical events have been celebrated this year. Parents, families and the broader parish community were invited to participate in liturgy with the children. For example, Catholic School's week, Holy week, Triumph of the Cross Feast day, Mother's day, Grandparent's day, Catholic Mission week and the Feast of the Assumption.

Three main social justice projects were undertaken in 2018. The *Caritas Project Compassion* fundraising program focused on providing food and education programs for young people around the globe with the *A Just Future* campaign. The *St. Vincent De Paul Winter appeal* was our second major initiative. After consultation with the Parish coordinator, we responded to the need for food for families in our local area. Over 400 cans of food were kindly donated by school families and presented to the Kincumber St. Vincent de Paul. During this time ten Year 5 and 6 students attended the *Vinnie's Winter Sleepout* with the REC at Terrigal School. This was an inspiring evening for the students and from this enthusiasm, a school Mini Vinnies Group was established to work on social justice initiatives during 2019. This *Winter Appeal* campaign was extremely effective, as students learned to live as disciples of Jesus and become active members of the Parish and the wider community. The final project was the annual Christmas hampers drive which again supported our local chapter of the St Vincent de Paul Society. In total, 19 hampers of special Christmas treats, along with individual presents for family members were packaged and presented at our end of year Mass. Hampers were also organised for families in immediate need within our school community.

During 2018 we also responded to God's call to take care of the environment. A student-initiated *Environment Club* was established and with the assistance of parents, Year 4 and their teachers, the vegetable garden and chicken shed were back in full swing.

Staff Formation was centred on the CSO diocesan initiative of deepening the understanding of the teaching of scripture. Our staff development day, *I Am with You Always*, focused on opportunities to reflect upon scripture and exploring strategies to deepen student understanding of the scriptures.

### 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 worked specifically with both a Literacy Coach and a Numeracy Coach to support and enhance the teaching and learning. The aim was to continue identifying and meeting each student's point-of-need in all areas of learning and engaging students. Regular meetings with the coaches enabled staff to work collaboratively and enhance classroom practice across all KLAs

Some of the initiatives implemented throughout the School through the literacy coach included:

- ongoing co-teaching literacy cycles throughout 2018 to collaboratively refine teaching practices
- collaboration with all teachers to ensure consistency of the English block across the school and a shared understanding of agreed school practices
- professional learning and planning sessions with classroom teachers and the CSO personnel focusing on point-of-need for both the students and teachers
- modelled lessons in classrooms and reflective discussions about the English block and use of high-yield strategies
- opportunities provided for teachers to share and reflect on their practice in light of student literacy achievement, through the teacher inquiry cycle
- Instructional walks throughout the year including feedback to teachers in line with co-teaching cycles and agreed school practices
- the consistency of effective Learning Intentions and *success criteria* to enhance teaching and learning in the English block.

Some of the initiatives implemented throughout the School through the numeracy coach included:

- co-teaching numeracy cycles to collaboratively refine teaching practices
- collaboration with all teachers to open dialogue around the Maths block, questioning, challenging children at point-of-need and engaging children through rich tasks
- professional learning and planning sessions with classroom teachers and CSO personnel focusing on challenge, engagement and use of questioning
- modelled lessons in classrooms and reflective discussions about the use of questioning, plenary, engagement
- opportunities provided for teachers to share and reflect on their practice in light of Mathematics Assessment Interview (MAI) data

- Instructional walks throughout the year
- development of a numeracy support webpage housing resources, including webpages, warm-up strategies, 'number talk' ideas and professional readings
- four professional learning opportunities during the year for the coach which involved collaborating with numeracy leaders across the Diocese
- a Staff Meeting focused on mathematical mindsets.

2018 also saw the School begin its *New Pedagogies for Deep Learning* (NPDL) journey. Our focus for NPDL will be to strengthen the skills of creativity and collaboration to enable our students to be pro-active shareholders in the 21st century.

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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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	66.67 %	53.20 %	1.67 %	8.60 %
	Writing	63.33 %	41.90 %	1.67 %	10.00 %
	Spelling	50.00 %	46.60 %	1.67 %	12.50 %
	Grammar	78.33 %	53.10 %	1.67 %	11.00 %
	Numeracy	53.45 %	39.20 %	0.00 %	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	54.55 %	38.60 %	11.36 %	12.60 %
	Writing	11.36 %	13.70 %	18.18 %	23.40 %
	Spelling	40.91 %	34.50 %	13.64 %	13.60 %
	Grammar	54.55 %	35.50 %	6.82 %	14.30 %
	Numeracy	43.18 %	27.60 %	9.09 %	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

A number of initiatives and continuing strategies promoting respect and responsibility continued to be at the forefront of the School's approach to Pastoral Care and Student Wellbeing. These include:

- *You Can Sit With Me* - Kindness Ambassadors
- Blue Room
- ANZAC Memorial
- *KidsMatter* framework
- Holy Cross Behavioural Values
- NAIDOC Week celebrations
- Harmony Day celebrations
- Student Representative Council (SRC)
- *Mini Vinnies* team
- School Captains and Sports Captains
- Year 6 *We've Got Your Back!*- backpack fundraiser for homeless members of the community
- student-led assemblies, where students have the opportunity to present items to the community.

This year saw the introduction of the *You Can Sit With Me* campaign - a kindness and anti-bullying initiative. Two students from each grade were selected as a Kindness Ambassador. Each Ambassador wears a highly visible *You Can Sit With Me* wristband and hat so that all children knew that they were a person who welcomes them to sit or play – no questions asked. Ambassadors welcomed any child from any grade. At no point did Ambassadors counsel someone or attempt to fix their problems. If the Ambassador was concerned, or the child was very upset, they tell a teacher/staff member.

An extension of this program was our *Random Acts of Kindness day*. This was an opportunity for all members of our Community to show care and concern for others with acts of kindness towards each other throughout the day.



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

### **Key Improvements Achieved**

In 2018 there was a focus on professional learning topics that enabled our staff to implement research-based strategies in their classes that empowered students to work to their potential.

These included:

- **Mission:** To assist students to identify ways that they can connect their faith and action
- **Teaching and Learning:** To improve student achievement by identifying and teaching to point-of-need for all students
- **Pastoral Care/Wellbeing:** To ensure that students are identified and support is available in regard to their mental health and wellbeing by increasing staff knowledge and skills within this domain.

### Priority Key Improvements for Next Year

To ensure continual improvement and focus on our goals, 2019 will see the following initiatives implemented and strengthened:

- Mission: To deepen student understanding and appreciation of the Scriptures
- Teaching and Learning: To develop students as reflective, engaged, lifelong learners
- Pastoral Care: To develop student social, emotional and learning competencies to improve their wellbeing.

2018 also saw the School begin its *New Pedagogies for Deep Learning* (NPDL) journey. Our focus for NPDL in 2019 will be to strengthen the skills of Creativity and Collaboration to enable our students to be pro-active shareholders in the 21st Century.

As a staff, we will continue to investigate each of the following areas to help support our children:

- Pedagogical Practices - dealing with how we teach and combines what we already do that is effective and efficient, with new and innovative practice
- Learning Environments - looking at the culture and climate within the school
- Learning Partnerships - forming partnerships between and among teachers, learners and the wider community
- Leveraging Digital - amplifying and accelerating learning through technology.

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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 were invited to complete the *Partners in Learning Survey* covering parents' perceptions of their children's experiences at home and school.

Responses that demonstrate parents' satisfaction with the School included:

- *'My child is encouraged to do their best work'* was the highest response in the *'School Supports Learning'* section
- *'Teachers expect my child to work hard'* and *'Teachers show an interest in my child's learning'* scoring very positive results
- *'School staff take an active role in making sure all students are included in school activities'* scored highly under the *'Inclusive School'* section.

80% of respondents either agreed or strongly agreed that the school provides opportunities to experience a variety of prayer and liturgy and the section relating to *'Parents Supporting Learning at Home'* scored well above the Region Mean for the same responses.

### Student Satisfaction

Students in Years 4, 5 and 6 completed the *Tell Them From Me Survey* and provided the School with responses that may assist with identifying school improvement initiatives. Responses worth noting were:

- 85% of students (compared with the National average of 79%) feel teachers are responsive to their needs
- 83% of students believe important concepts are taught well and class time is used efficiently
- 95% of students value schooling outcomes
- 95% of students hold positive relationships within the School
- 81% of students feel School Staff emphasise academic skills and hold high expectations for all students to succeed
- 95% of students feel they are supported to gain an appreciation of the Catholic Faith.

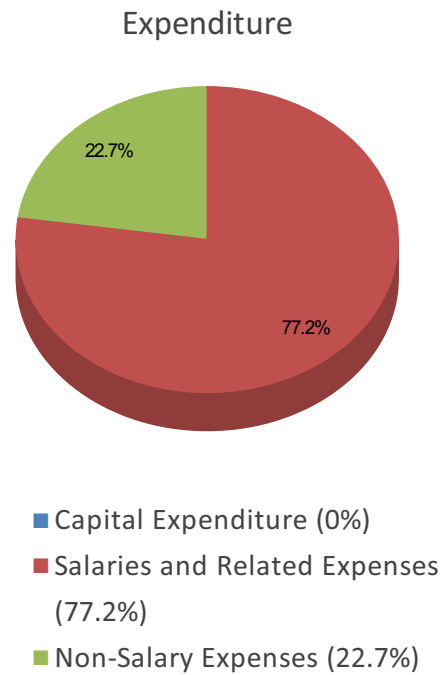
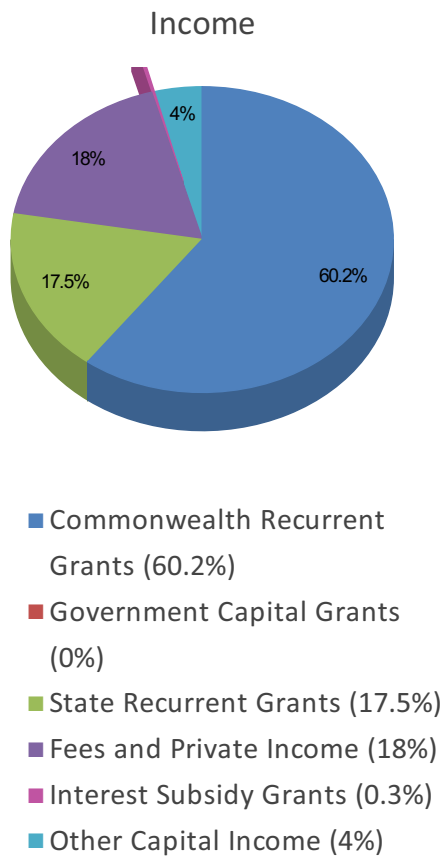
## Teacher Satisfaction

Teachers were invited to complete the *Focus on Learning Survey* which is a self-evaluation tool. Responses were very positive with some results worth highlighting being:

- 80% of respondents believe they work with school leaders to create a safe and orderly environment
- 80% feel they work with others in developing cross-curricular and common learning opportunities
- Almost 90% of teachers felt they have high expectations for student learning, individual progress of students is monitored and learning goals for students are discussed
- More than 80% of teachers believe that the data received from students informs their teaching practice and almost 90% feel their teaching strategies supporting and engage student learning
- 90% of teachers believe opportunities exist to experience a variety of prayer and liturgy.

## 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	\$2,423,420
Government Capital Grants	\$0
State Recurrent Grants	\$702,213
Fees and Private Income	\$725,561
Interest Subsidy Grants	\$11,866
Other Capital Income	\$160,214
<b>Total Income</b>	<b>\$4,023,274</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$638
Salaries and Related Expenses	\$3,040,623
Non-Salary Expenses	\$894,995
<b>Total Expenditure</b>	<b>\$3,936,256</b>