



2019

ANNUAL SCHOOL REPORT



*Holy Cross Catholic
School Kincumber*

Holy Cross Catholic Primary School

37 Kincumber Street, KINCUMBER 2251

Principal: Mr Craig McNee

Web: www.hckdbb.catholic.edu.au

About this report

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') 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](#).

Message from key groups in our community

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, located at the base of the Kincumba Mountain reserve, provides the students under our care a peaceful, happy learning environment.

This year saw the start of our new three-year School Improvement Plan (SIP) where goals are set so that we achieve our vision in the areas of Mission (To deepen student understanding of the messages revealed within the Scriptures), Learning and Teaching (To develop students as reflective, engaged, lifelong learners), and Pastoral Care (To develop student social, emotional and learning competencies to improve their wellbeing). The Staff participated in a variety of professional development meetings to support our SIP and hence, the holistic development of the children in our care.

This Report only gives a brief overview of the achievements of our great School over the 2019 school year. Please visit our website at www.hckdbb.catholic.edu.au or join our Facebook page for more information.

Parent Body Message

2019 has been another fabulous year for us, the parents and families of Holy Cross Catholic School. Parents were mesmerised by the transformation of the Stage One area which forms part of YERA HOUSE and we were excited to hear of the changes to teaching and learning that were happening in Kindergarten and Year One. Beyond the beautiful changes to the environment in this area, parents have appreciated the involvement we were afforded in the children's new experiences through the Celebration of Learning held at the end of each Term. The parent afternoon tea which was planned, shopped for, prepared and served by the Kinder and Year One students was a highlight for the 95 parents and guests who attended and were waited on and then entertained by our children. We look forward to seeing this rich learning now move into the Year 2 classes in 2020.

The use of the Seesaw App enabled us as parents to see our children's work in various areas, to see our children on excursions etc. and this also opened the door to more inclusive parent communication.

Opportunities were provided for parent helpers in the canteen, for sports events, excursions and classroom assistance.

Parents also participated in parent/child picnics which were extremely well attended, Christmas craft celebrations, Open Classroom opportunities, Masses, Mother's Day, Father's Day breakfast, Fishvember activities, the Book Fair, the School Musical, student discos, fortnightly assemblies and Parent Forum meetings.

The Holy Cross Community Fair at the end of Term 1 was a great success, bringing together many members of the community and showcasing our wonderful school, staff, parents and students.

The parent/community open Movie Night complete with stalls and activities for children was a beautiful way to invite community into our School and the movie under the stars enthralled the children.

Even after having been a parent at Holy Cross for 17 years, I am constantly humbled by the work that the staff put into the school, their teaching and the environment to make this such a welcoming, joyful place. To say that Holy Cross is a good school would be an understatement as it is a second home to my children - a place where they feel accepted, safe and valued, a place where they have learned about compassion, love, discipleship and where they first developed a passion for learning all of which I pray will stay with them throughout their lives.

Student Body Message

As Year 6 leaders at Holy Cross in 2019, we have had the honour to represent the students of our School. We have been privileged to be able to play a part in many activities such as leading School Assemblies, showing new parents around our great School, attending discos, school excursions, School and Parish Masses, Sacraments, working with our Buddies and many sporting and cultural opportunities. One of our favourite memories would probably be our excursion to Canberra - stepping out of the bus, the first thing that came to mind was what great opportunities this School has given us.

We have been encouraged to take part in many social justice programs like Mini-Vinnies, 'We've Got Your Back' backpacks where we supply items for everyday use for those less fortunate and the Vinnies Winter Sleep-Out where we learned about the daily struggles many people who are homeless experience.

All this greatness wouldn't happen without our dedicated teachers giving their support and guidance, all the while devoting time to their class' needs and events throughout each year. The Staff at Holy Cross lead us by example as we try to live as disciples of Jesus.

We would like to take this opportunity to say....

Thank You for EVERYTHING...

School Features

Holy Cross Catholic Primary School Kincumber is a K-6 Catholic systemic co-educational school in the Diocese of Broken Bay.

The School sits within the Catholic Parish of Holy Cross Kincumber and Holy Spirit Church is located within the School boundary allowing the students to celebrate Mass with Father Paul Finucane, our Parish Priest, throughout the year.

The Saint Mary MacKillop School Hall adjoins the Church and houses a full basketball court, a stage for performances, a kitchen, and storage rooms. The School Hall is used for Thursday Playgroup (for preschool aged children), School Assemblies, performances, sport and physical education, a play space, and Parish functions such as a gathering place after Mass and a venue for the weekly Parish Community Dinners.

All classrooms are air-conditioned and each room has an interactive board for learning. Other learning technology tools include a bank of Laptops, ChromeBooks and iPads all of which are spread across all classes for students to access during their day.

The Green Classroom was updated in 2019 and now includes a gazebo, vegetable patch, chickens and worm farm. Students access this area for outdoor lessons, learning about sustainability, and supplying produce to the School Canteen.

Our Kincumba Walk is located at the rear of the School and has a pathway with the Stations of the Cross and will include a range of native bush tucker plants in its next stage of development. Led by our Aboriginal Education Worker (AEW), who supports our students with indigenous background, Kincumba Walk will be a place for all students to embrace, nurture, share and learn about local indigenous culture.

At the end of 2019 the School completed the development of a dedicated STEM learning space. Classes will have access to this space to use technology in design and learning, coding, robotics and experience hands-on construction.

Holy Cross OSHC (Out of School Hours Care) is located on the School premises and provides our families with before school care (from 6:30-8:30am) and after school care (from 3pm until 6pm) as well as vacation care (from 6:30am until 6pm).

A number of co-curricular programs are provided by Holy Cross Catholic School including: debating, public speaking, choir, chess, sporting opportunities (athletics, cross country, touch football, soccer, rugby league, rugby union and netball) and a chance to perform in a whole school production or the Wakakirri Dance Eisteddfod on alternate years. Social Emotional Learning (SEL) is viewed with importance and is nurtured through classroom teaching and our Pastoral Care Guidelines, as well as other wellbeing initiatives. The Mini-Vinnies team,

which engages in social outreach to support both local and global initiatives, was very active once again.

The School's Family Liaison Officer (FLO) works closely with the Principal to plan parent education and to offer support to families in need.

Student voice has been gathered through survey instruments, conversations with the Student Representative Council (SRC) and students who have organised their own initiatives on issues that they value, such as the plastic bottle recycling scheme and Trash Free Tuesday.

2019 marked the opening of Yera House. Our K/1/2 students, with the assistance of the Catholic Schools Office, returned to school to a new learning environment. Our new space recognises the environment is the third teacher in our classrooms as students are taught to have ownership of and interact with their changing environment and to respect and care for their space and each other. This year our K/1 classes have worked together in the areas of Creative Expression (PD/H, RE and Creative Arts) and Investigations (History, Geography, Science and Technology, English and Creative Arts). The collaboration and engagement of both students and staff in these ventures has been particularly noteworthy. At the end of each Term parents were invited to share in their students learning at a Celebration of Learning. All events were attended in great numbers.

Parent participation is encouraged in a variety of capacities such as assisting in classrooms and on excursions, the School Fair, Outdoor Movie Night and the Parent and Community Forum which met twice per term. Contact with the parent body is via face-to-face meetings, the Compass App, fortnightly parent messages, Facebook and the School Website.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
136	167	6	303

* 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 2019 was 91.11%. 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
94.10	91.45	90.92	90.64	91.14	91.88	89.35

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).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	30
Number of full time teaching staff	12
Number of part time teaching staff	12
Number of non-teaching staff	6

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. 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:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

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.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

Summary of professional learning at this school

Day 1: Using iPad technology to provide differentiation and assistive technology with students.

Day 2: Assessment and Feedback for Student Learning

Day 3: Catholic Spirituality: Voices and Visions - Catholic Schools in Conversation

Catholic Identity and 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.

The Staff at Holy Cross Catholic School were involved in a number of Spirituality professional development (PD) occasions aligned to our 2019 School Improvement Plan (SIP) vision for Mission - To deepen student understanding of the messages (mystery) revealed within the Scriptures.

Our PD included Voices and Visions - Catholic Schools in Conversation where part of the session was led by Father Paul who delved into the Celtic origins of Christianity. We also had the opportunity to share time with Amanda Richardson who guided staff through a decade of the Rosary, providing a contemporary interpretation of the Rosary. Maureen Hemmings also joined us this year to direct staff through a Godly Play experience, providing materials for staff to take to the students in an effort to promote a deeper understanding of the Scriptures.

Four members of Staff attended the Sweeter Than Honey Conference. The Staff were exposed to different ways that messages can be revealed within the Scriptures, deepening their repertoire of skills and encouraging a multimodal approach to the teaching of Religious Education.

Working in partnership with our school community has been a priority at Holy Cross. All members of our community were invited to attend our Mass and Liturgical celebrations throughout the year, including those focused on Mother's Day, Father's Day and Grandparents' Day, with morning tea or breakfast provided. The school has called upon the

involvement of the community to assist with fundraising, including raising funds for McCarthy Catholic College, who have been adversely affected by the drought, raising funds for our annual St Vincent de Paul Christmas Appeal and encouraging families to donate goods to fill Christmas hampers.

Students attend whole-school Mass and Liturgical celebrations throughout the year. They are also involved in special grade masses. Father Paul and the members of the Parish organise special grade family mass celebrations on Sunday evenings to encourage families to attend Church.

Curriculum, Learning and Teaching

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

Our vision for Learning & Teaching over the next three years is: To develop students as reflective, engaged, lifelong learners. To help us achieve our vision, several strategies commenced in 2019.

A Literacy Coach has worked with staff and students this year to assist in the development of a more consistent practice in the teaching of Reading and Writing. Each grade had a particular focus within their cycle of learning. This, combined with the Collaborative Analysis of Student Learning (CASL) meetings which identifies individual student needs and develops specific strategies, has allowed teachers to collaborate, share ideas, look at data and thus inform future practice which ultimately leads to success for our students. This successful process also took place in Numeracy with students benefiting from collaborative planning by staff based on the data we have on students' needs.

Our journey with New Pedagogies for Deep Learning (NPDL) intensified this year with the quality of student writing samples (targeted Stage 2 students) improving by at least one level as measured by the NPDL creativity progression. YERA HOUSE staff have also focused on the development of a culture of Creativity and Collaboration (as part of NPDL) through their Creative Expression lessons, Investigations and their upgraded classroom environments. A big feature of this learning has been our focus on using the SEL continuum data to inform our work in Student Self Awareness and Management.

Our YEAR HOUSE teachers travelled to Melbourne to visit Woorana Park School where there have been several teaching and learning initiatives (based around NPDL) which have been a part of their practice for several years. Teachers were able to use this opportunity to learn from colleagues to ask questions and reflect on their own teaching, programmes and the experiences we offer our students.

Our Staff have been involved in professional learning and collaborative planning in a number of areas (robotics and coding, Cultures of Thinking, NPDL, Formative Assessment, Assistive Technology applications to help students access the curriculum and to help assess learning) so that we continue to ensure we are up-to-date with current, researched based pedagogy. Our data shows that our students continue to show growth and latest NAPLAN results show

that we remain in the top 10 Schools on the Central Coast. areas (robotics and coding, Cultures of Thinking, NPD, Formative Assessment, Assistive Technology applications to help students access the curriculum and to help assess learning) so that we continue to ensure we are up to date with current researched based pedagogy. Our data shows that our students continue to show growth and latest NAPLAN results show that we remain in the top 10 Schools on the Central Coast.

Student Performance in Tests and Examinations

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	86%	59%	0%	10%
	Reading	70%	54%	0%	10%
	Writing	77%	55%	0%	5%
	Spelling	55%	52%	9%	11%
	Numeracy	57%	42%	0%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	51%	37%	3%	17%
	Reading	46%	38%	5%	12%
	Writing	22%	19%	16%	18%
	Spelling	24%	38%	8%	13%
	Numeracy	35%	32%	5%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a 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. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

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. There were no changes made to this policy in 2019.

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 2019.

Initiatives promoting respect and responsibility

Holy Cross prides itself as a community where all are respected.

This year our Pastoral Care Guidelines were reviewed to ensure that we continue to adhere to Diocesan Policy.

Our Wellbeing Team meets throughout the year to review data and decide on areas of focus in relation to our School values of discipleship, learning, respect and cooperation. Our Behavioural Tracking form allows us to collect accurate information so that we can target any areas of concern and teach appropriate behaviours during class lessons and initiate restorative practises to ensure students understand and learn desirable behaviours.

At our student-led Assembly held each fortnight, students are recognised for behaviours that adhere to our School values.

Our You Can Sit With Me ambassadors continue to do an amazing job supporting students who need assistance on any given day. The newly instituted Random Act of Kindness Award, which is presented once a Term, again highlights what a caring community we have. The recipient of this Award is nominated by students and teachers who recognise a kind act they have done. The winner of this Award receives \$20 from local realtor George Brand, and they then nominate a charity they would like to send the money to.

Once a Term we hold a Wellbeing Week for students and teachers. This has been a huge success, especially our Picnic Days with parents and grandparents attending in huge numbers!

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

This year we began our three-year School Improvement Plan (SIP), setting targets for each year in the areas of Mission, Learning and Teaching, and Pastoral Care.

Our vision for Mission over the next three years is to ...deepen student understanding of the messages (mystery) revealed within the Scriptures. We set a goal that by the end of 2019, targeted students in Stage 2 achieving a band 'C' in the 2018 Semester 2 reports, will achieve either a band 'B' or 'A' (Semester 1 2018- 56% achieving Grade C).

The School's focus for Learning & Teaching until the end of 2021 is to ... develop students as reflective, engaged, lifelong learners. Our goal for the end of 2019, was for the quality of student writing samples (targeted Stage 2 students) to improve by at least one level as measured by the NPDL creativity progression (developing new ideas and solutions dimension).

Our vision for Pastoral Care until 2021 is to ...develop student social, emotional and learning competencies to improve their wellbeing. In 2019, we collected data on selected ES1 and Stage 1 students to see if there was an improvement in their SEL profile as measured by the student's average SEL score.

Priority Key Improvements for Next Year

Our key Mission target by the end of 2020, is for targeted Stage 3 students to show a deeper understanding of the scriptures by posing authentic inquiry questions and wonderings in at least one class assessment.

The key goal for Learning and Teaching by the end of 2020 is for the quality of student writing samples (targeted Stage 3 students) to improve by at least one level as measured by the ACARA literacy progression (writing/creating texts).

Our key Pastoral Care target by the end of 2020 is for targeted K-6 students to show an improvement in their Social and Emotional Learning (SEL) profile as measured by the student's average SEL score and to also show improvement in engagement in learning using an engagement survey.

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

According to Parents, the areas the School creates significant satisfaction are as follows:

- Parents can easily speak with their child's teachers
- Children are encouraged to do their best work
- Teachers show an interest in our child's learning
- Students are clear about the rules for school behaviour
- Students feel safe at school
- School staff take an active role in making sure all students are included in school activities
- Teachers help students who need extra support

Student satisfaction

The highest performing areas across the School, according to Students, are as follows:

- Students feel accepted and valued by their peers and by others at their school
- high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee
- Participation in sports with an instructor at school, other than in a physical education class
- Students have friends at school they can trust and who encourage them to make positive choices
- Students value schooling outcomes
- Students display positive behaviour at school
- Students are interested and motivated in their learning
- Students try hard to succeed in their learning

Teacher satisfaction

The highest performing areas across the School, according to Staff, are as follows:

- A high degree of collaboration between staff to help students achieve NESA Outcomes
- Opportunities to pursue projects for the benefit of students

- A strong sense of welfare and wellbeing towards each other, the students and the parents
- Friendships formed with colleagues and the cohesion within the staff

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 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 2019	
Commonwealth Recurrent Grants ¹	\$2501702
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$708982
Fees and Private Income ⁴	\$791652
Interest Subsidy Grants	\$7860
Other Capital Income ⁵	\$145141
Total Income	\$4155337

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$32301
Salaries and Related Expenses ⁷	\$3164692
Non-Salary Expenses ⁸	\$998098
Total Expenditure	\$4195091

Notes

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

END OF 2019 REPORT