



# 2019

## ANNUAL SCHOOL REPORT



### Our Lady of the Rosary Catholic Primary School

Shelly Beach Road, THE ENTRANCE 2261

Principal: Mr Gerard McGilvray

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

---

## About this report

---

Our Lady of the Rosary 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

2019 was a successful year and one of change at Our Lady of the Rosary. In Term 2, we welcomed a new Assistant Principal and new Religious Education Coordinator to the leadership team. This new team brought a new sense of direction and collegiality to the school in a fresh way.

As a leadership team, we were able to spend a few days with Linda Bendickson, who guided us to explore what was currently happening at the school and our goals for the year. She then encouraged us to have the courage to slow down, focus on the important things and take them deeper rather than skimming across a lot of different topics and making little difference. Our goal then became going slower, going deeper and doing better.

As a staff, our main focus became supporting student learning, especially in place value, and rebuilding Positive Behaviours for Learning across the whole school.

It is with great pleasure we present the 2019 Annual School Report to you. It is hoped this report not only provides some snapshots of 2019 but also a sense of who we are as a community, what we value and what we believe.

### Parent Body Message

It's been a great year for the PCN with the Executive Committee formed and operating at full capacity. A big thanks to the whole PCN team.

As we reflect on 2019, the PCN set out with a goal to strengthen the relationship between us (parents and families) and the school to help you in your child's learning and wellbeing. We have been very grateful to all the parents who have been part of the conversation about the school and the students by attending the meetings.

The PCN has five long term focus areas and set three short term goals for 2019 and we're pleased to have met those goals; procurement of the playground; improving the way the school communicates with families and reviewing the fundraising levy.

As we turn to 2020, we're on the hunt for a new Chair. The election of the new Chair will happen at the first meeting of Term 1 next year.

## Student Body Message

On behalf of all of Year 6, I think it is agreed that we have absolutely loved the past 7 years, especially with all the friendships we've created, bonds we've built and the times we've shared.

We can't even explain how much we will miss our friends and fellow students as we go forward and journey on through to high school. Even if we part ways in high school, we will forever remember the good times together. Our classmates are not just a group of people, they are too good for words to even explain. From our darkest days to our brightest, they are always willing to help, and that's one of the many reasons that we adore each and every one of our peers. I can guarantee you that some of the best memories that you'll have, are made from friends, so make sure you appreciate all that they are.

Throughout the past 7 years, the school staff and teachers have provided us with a wonderful education, which has helped us to prepare for high school. We would like to say thanks to the teachers for always encouraging us to move on even if life pulls us down. They will never let us give up on what we are truly passionate about and will always be there for us.

On behalf of year six, we thank the parents and carers for choosing OLR as the school for us.

---

## School Features

---

Our Lady of the Rosary Catholic Primary School Shelly Beach, is a Catholic systemic co-educational school.

The school caters for students from Kindergarten to Year 6 and is proud of the Catholic tradition and education that is provided to its students. The School opened in 1952 and was originally staffed by the Sisters of St Joseph, whose work and generosity will always be remembered.

The School, situated on the Central Coast of NSW, is a Catholic community where, as disciples of Jesus, living our core values daily, we show respect, grow through learning, forgive others and act with justice.

Our school motto Celebrating Community acknowledges the value that we place upon the partnership between school, families, and parish.

Our school rule that guides our actions is: 'As Disciples of Jesus, We Make Good Choices'. We achieve this when we are responsible, respectful learners. Our school aims to teach appropriate behaviours and provide our students with systems of support to achieve this.

Children attending our school are drawn mainly from The Entrance, North Entrance, Shelly Beach, Bateau Bay, Long Jetty, Toowoan Bay, Killarney Vale and Forresters Beach.

The School's dedicated and professional staff promotes excellence in teaching and learning and provides opportunities for children to achieve their best.

---

## 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
224	247	14	471

\* 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 93.40%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.61	93.14	94.52	94.12	93.37	92.67	91.35

### 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	37
Number of full time teaching staff	21
Number of part time teaching staff	8
Number of non-teaching staff	8

### 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

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 four of these staff development days.

Day 1: Religious Education - Engaging ways to deepen student knowledge and understanding of Scripture

Day 2: Spelling Inquiry and Practice in a Word Conscious Classroom

Day 3: Science and Technology: STEM in the Classroom

Day 4: Technology - Effective Use of iPads in the classroom

We are also very privileged at OLR to have a number of staff members leading learning within the diocese. We have had teachers represent OLR whilst leading Professional Learning in areas such as Religious Education, Thinking Routines and Inquiry-Based Learning.

---

## 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.

At Our Lady of the Rosary, we aim to have our Catholic identity at the forefront of all we do. Parents, students and the community as a whole are constantly reminded of the importance of our Catholic identity, our mission as a Catholic school and the expectation that we all have a part to play in that mission. In 2019, we developed a new Mission goal. Our goal was centered around deepening our students' knowledge in Scripture whilst involving them in a range of engaging activities which ultimately help them to understand the Scripture passages on a deeper level.

- Staff engaged with Professional Learning in Term 1, exploring engaging ways to deepen student knowledge and understanding of Scripture.
- Under the RENEW RE Initiative, staff worked collaboratively to rewrite all Religious Education units.
  - Staff implemented and incorporated various engaging teaching strategies based on Thinking Routines and Teaching Strategies from Professional learning and the Sweeter Than Honey teacher conference
  - Staff identified key pieces of Scripture relevant to each unit and planned and programmed for activities that would develop students knowledge of this Scripture - going slower and deeper
  - Staff collaboratively created a new Scope and Sequence for Religious Education which reflected our target 'to go deeper'

- Staff were given opportunities to attend external Professional Learning which explored strategies such as Godly Play and Thinking Routines
- During staff prayer, staff were continually exposed to alternative ways to explore Scripture that they could then utilise in their classrooms
- Staff were given opportunities to engage with the Religious Education Coordinator to consolidate their understanding of how to plan and program for Religious Education

Staff at OLR are deeply committed to working together to build a community of disciples of Jesus. As a school community, we encourage and support students in being Christian disciples through word and action, by continuously modeling our core values of respect, forgiveness, learning and justice.

---

## 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.

Staff members are committed to the continuous improvement of teaching and learning in all facets of the curriculum. Quality Catholic education has always been a major focus at the school, offering students a rich and varied curriculum. This consists of the seven Key Learning Areas (KLAs) and specialist teachers in Music and Physical Education. In 2019, a specialist sports company was employed to expose all our students to gymnastics and fundamental movement skills via the Sports in Schools Grant.

The 2019 School Improvement Plan (SIP) Learning and Teaching goal included a major focus on improving literacy and numeracy across the school. The School appointed a literacy coach and a numeracy coach, whose core business was to work with teachers, in classrooms, to support the continued development of teachers' skills in the teaching of literacy and numeracy, to support student growth. Through our participation in this project, the coaches engaged in targeted professional learning (PL) with support from CSO education officers. This learning, enabled coaches to facilitate professional learning for teachers and provide both in-class and team-based support. The provision of PL for teachers focusing on best practice in the explicit teaching of writing and aspects of numeracy, how to engage learners, planning and programming with the NSW syllabus for the Australian curriculum, effective assessment and feedback, and tracking and monitoring students, has been an integral component of our work this year. Data from all aspects of literacy and numeracy was the catalyst for the coaches to work across the grades with teachers. The school has five Extending Mathematical Understanding (EMU) specialist trained teachers. The specialist teachers work with teachers and mathematically vulnerable students to further enhance the high level of mathematical education across K-6. All teachers are trained to conduct Mathematical Assessment Interviews (MAIs) and all students completed this assessment. Teachers continued to work towards effectively tracking students along the growth points.

The school's Learning Support Teachers oversee support for and the progress of children with special needs. In particular, they work collaboratively with class teachers and Learning Support Assistants. A model of inclusion exists whereby children receive in-class support with their learning; they benefit greatly from whole class explicit teaching with tasks adjusted to meet individual needs.

A range of technology is used across the school to assist with learning. Each classroom is equipped with data projectors and interactive whiteboards (IWBs) or new LED Display Screens and has access to a number of laptops iPads and Chromebooks. A number of Professional Learning (PL) opportunities were provided for staff during the year on the use of the technology.

The School has continued to develop and enrich our extra-curricular program during 2019. Activities included opportunities in music, choir, band, public speaking, debating, participation in International Competitions Assessments for Schools (ICAS) program and a wide variety of sporting events.

In 2019 the school also introduced academic competitions in Writing and Mathematics for all students in K to 6. The winners of these competitions were awarded Academic Medals.

## 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	65%	59%	4%	10%
	Reading	60%	54%	4%	10%
	Writing	58%	55%	2%	5%
	Spelling	54%	52%	4%	11%
	Numeracy	39%	42%	6%	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	41%	37%	10%	17%
	Reading	27%	38%	7%	12%
	Writing	10%	19%	12%	18%
	Spelling	40%	38%	10%	13%
	Numeracy	19%	32%	11%	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

All students, their families and staff at Our Lady of The Rosary, have the right to a safe and supportive learning environment. In line with this, all members of the school community share the responsibility to foster, encourage and promote positive behaviour and respectful relationships. We aim to build a sense of acceptance, inclusion and connectedness for all students. We share the responsibility with parents for teaching students to live responsibly in a community with others, by fostering compassion and forgiveness and promoting respectful relationships. The educational process is intended to assist students to make a “conscious choice of living a responsible and coherent way of life”.

The OLR Behaviour Support Guidelines and Pastoral Care and Student Wellbeing Guidelines are implemented in accordance with DBB policies and allow for a variety of school-wide initiatives that promote respect and responsibility. Initiatives implemented in 2019 include:

- Fortnightly Positive Behaviour for Learning Lessons to explicitly teach expected behaviours focussing on three main areas of respect, responsibility and learning
- Peer Support Program - including training for Year 6 students to lead and facilitate the program.
- Star Point Reward System, where students are acknowledged for demonstrating expected behaviour
- Wellbeing Week celebrated each term with a focus aimed at promoting the wellbeing of our community and strengthening our sense of belonging
- Teacher Student Mentor Program
- Year 5 Leadership training to prepare them for student leadership roles



---

## 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

In 2019, the maths and literacy coaches continued to work with teachers to support the teaching and learning of Mathematics and English in the classroom. This year, our focus was on place value in Maths and Writing in English. These areas came from the data we collated in 2018, which showed areas of high risk for a number of our students across the grades. We continued to explore and refine our model of coaching to best support student learning.

Throughout 2019, the staff went back to basics in Positive Behaviours for Learning to focus on the school-wide structures that need to be in place to support student behaviour and learning. In doing so, we were able to ensure a more consistent approach to supporting all our students and particularly our more vulnerable behaviour students. In doing so, we created a more holistic team approach to supporting student behaviour that included teachers, leadership, school counsellors and parents.

The staff also worked with the Religious Education Coordinator to strengthen their own spiritual connections to their faith and to learn how to deepen our students' understanding and knowledge of the scriptures. Teachers utilized new learnings around Lectio Divina, Visio Divina, Godly Play, Scripture Storytelling, The Three-Step Composite Model, Biblical Micrography and Archaeology of the Word. Teachers also utilized Thinking Routines in their Religious Education lessons to draw students deeper into the content. Individual teachers also continued in their theological studies in the Graduate Certificate in Theology.

### Priority Key Improvements for Next Year

In 2020, all staff will be trained in gifted education, identification of gifted students and catering for their needs through enrolment in the Gifted Education Research and Information Centre (GERRIC) Graduate Certificate with the University of NSW. The key feature of next year is to introduce cluster groupings in Grades 2 and 5 to cater for all of the identified

students who are in the gifted or exceptional range. A new identification system will be introduced which will include using data from diagnostic testing as well as through our partnership with leading local educational psychologists.

The maths and literacy coaches will continue to drill down on differentiated tasks that enable overall student improvement, as measured through NAPLAN, MAI, Progressive Achievement Tests (PAT) and other data collected by teachers and shared in our weekly Learning Meetings.

Staff will focus on building on our Positive Behaviour for Learning (PBL) focus in 2019, with a particular emphasis on the school Anti-Bullying procedures and supporting students to recognise and respond appropriately to bullying incidents at school and online. Our Peer Support Program for 2020 has been designed to support this focus.

---

## 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

In 2019, a number of opportunities were provided for parents to be engaged with the school community and have input into a variety of aspects of the school. These opportunities included:

- Parent Community Network Meetings
- Positive Behaviour for Learning Team Meetings - with parent representatives
- School Advisory Council
- Parent-Teacher Interviews
- Tell Them From Me (TTFM) - Partners in Learning Parent Survey

The TTFM survey encouraged parents to reflect on and provide feedback on the school. Parents identified our sense of community, the dedication of teachers and support staff and the faith life of the school as areas to be commended.

Parents identified whole school communication, the whole school reward system and playground facilities as areas for improvement in our school. Through our PCN, PBL Team Meetings and School Advisory Council, we have had the opportunity to get more parent input and develop an action plan for these areas for improvement.

### Student satisfaction

In 2019, a number of opportunities were provided for students to be engaged in the school community and have input into a variety of areas that are important to them. These opportunities included:

- Student Representative Council – Kinder to Year 6
- Survey of design options for the new playground
- Peer Support Groups
- Tell Them From Me (TTFM) Student Engagement Survey
- Class Friendship Surveys

175 students completed the TTFM Survey. This survey required students to reflect on the nine measures of student engagement alongside the five drivers of student outcomes. This Survey demonstrated that:

- Students have a high level of social engagement and a sense of belonging
- Students viewed their teachers as providing quality instruction
- Students identified positive student-teacher relationships
- Students feel they have a high level of advocacy

Areas that students identified as ways to improve their school engagement were:

- Play Equipment to be finished and play spaces to be improved
- Increased technology in the classroom

### Teacher satisfaction

In 2019, a number of opportunities were provided for staff to be engaged in the school community, have input into the decision making process and provide feedback. These opportunities included:

- PBL Team Meetings
- Survey of design options for the new playground
- School Advisory Council
- Collaborative development of School Procedures and Guidelines
- Star Point Award Survey
- TTFM Focus on Learning Teacher Survey

The TTFM Focus on Learning Teacher Survey required teachers to reflect on classroom and school practices that impact on teaching and learning. Teachers identified that:

- They are supported to provide challenging and engaging learning experiences
- The school provides a safe and supportive learning environment for students
- They are given the opportunity to work collaboratively with other teachers to improve student learning
- They are supported to gain an appreciation of their faith

Teachers identified the following as areas for improvement:

- Increased access to classroom technology for learning purposes
- Professional learning to support the integration of technology
- Engaging parents in learning

---

## Financial Statement

---

Consistent with the NESA 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.

<b>Recurrent and Capital Income 2019</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$3279044
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$949673
Fees and Private Income <sup>4</sup>	\$1194203
Interest Subsidy Grants	\$7258
Other Capital Income <sup>5</sup>	\$249036
<b>Total Income</b>	<b>\$5679214</b>

<b>Recurrent and Capital Expenditure 2019</b>	
Capital Expenditure <sup>6</sup>	\$127311
Salaries and Related Expenses <sup>7</sup>	\$4335325
Non-Salary Expenses <sup>8</sup>	\$1185889
<b>Total Expenditure</b>	<b>\$5648525</b>

### 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