St John the Baptist Catholic Primary School, Freshwater

Annual School Report to the Community

2014

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Principal

Mrs Judy Slattery
About This Report

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

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

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

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School’s website. Information can be also be obtained from the My School website.
Principal's Message

St John the Baptist Catholic Primary School is proud of its rich heritage, which resonates in our educational philosophy and motto 'Prepare the way'. We are a school that 'walks the talk'. Our Catholic foundation underpins our approach in developing the whole child - academically, socially, spiritually, physically and emotionally - achieved through the delivery of the NSW curriculum and co-curricular programs offered.

St John the Baptist is a school that gives life to its goals and vision with our caring, supportive co-educational learning environment, high educational standards, engaging and differentiated curriculum for all students and exceptional leadership programs for senior students.

Complementary to our school's existing programs, in 2014 we successfully introduced Band and Extending Mathematical Understanding (EMU), and implemented Robotics and iPads for students in Kindergarten to Year 6.

As a Catholic school, we work closely in partnership with parents for children's optimal learning and to give children the opportunity to experience the fullness of their faith.

Parent Body Message

The Parents and Friends (P&F) program was very successful both with social and fund-raising activities in 2014.

Our major fund raising event was the Art Auction which exceeded our expectations in raising a significant sum of over $16,000.

Other events held throughout 2014 included:

- New parents welcome in February
- Easter raffle in March
- Mother's Day and Father's Day morning teas in May and September
- School disco in May and September
- School walkathon in June
- Teacher's Day morning tea in October

This year the school canteen introduced Flexi Schools, an online ordering system. This system made a massive difference for the canteen volunteers who were able to focus on the children's lunches and minimise the administration previously required. Our many thanks go to all the volunteers who made the canteen a happy place for students to attend throughout the year.
2014 is my final year as P&F president as I hand over the role to my successor. My thanks go to my very committed and helpful executive team who provided both entertainment and inspiration over the last two years.

**Student Body Message**

As students of St John the Baptist we are given a variety of opportunities to ‘Prepare the way’. All Year 5 students are members of the school’s environment team. We are responsible for ensuring our ‘green’ school by promoting recycling and leading the school’s gardening club. All Year 6 students are members of one of the six leadership teams. In 2014 highlights from each team included:

- Creative Arts and Liturgy - organising and judging *SJB’s got talent*
- Mission - raising money to provide coats for the homeless
- Civics & Citizenship – debating and public speaking competitions; introducing our *Happy Hats* rewards initiative; attending the community’s ANZAC day; and organising the school’s Remembrance day ceremony
- Library – organising Book Week celebrations and attending the authors’ lunch
- Technology – running Technology Club and Robotics Club during lunch
- Sport – promoting school spirit with colour house points, on Gala Days and during special school events.
School Features

St John the Baptist Catholic Primary School Freshwater, is a Catholic systemic co-educational school.

St John the Baptist Catholic Primary School is a co-educational systemic school Kindergarten to Year Six, in the Diocese of Broken Bay. Our school primarily serves families living in Freshwater and the surrounding suburbs of Queenscliff, Curl Curl and North Manly as their local Catholic school in the Manly Freshwater Parish.

Our small school catering for 232 students from 161 families in 2014, has significant advantages. This has led to the understanding throughout our community that our small school has big advantages!

- There are greater opportunities available to more students.
- Parents and students enjoy a heightened sense of community belonging.
- Students have extensive social and relational benefits and by knowing every student can form a broader range of friends.
- Gospel values resonate in our authentically inclusive community for all students and parents.
- The school can ensure that developing the whole child (academically, physically, emotionally, socially and spiritually) is a reality.
- Small schools are more flexible and responsive, prioritising individualised curriculum and student/family needs.
- Teachers and principal are more accessible.

St John the Baptist has an outstanding reputation in the wider community for high educational standards, innovative curriculum and differentiated learning.
SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on My School website.

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>117</td>
<td>118</td>
<td>23</td>
<td>235</td>
</tr>
</tbody>
</table>

* Language Background Other than English

The consistent trend at St John the Baptist is one of increasing enrolments. This has resulted in the creation of one additional class each year, bringing the total number of classes in Kindergarten to Year 6, to nine. This increase is expected to continue for several years.

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 2014 was 95.70%. Attendance rates disaggregated by Year group are shown in the following table.
Managing Student Non-Attendance

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

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School’s expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

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

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

The following information describes the staffing profile for 2014:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>4</td>
<td>21</td>
</tr>
</tbody>
</table>

* This number includes 9 full-time teachers and 8 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the My School website.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>17</td>
</tr>
<tr>
<td>Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Mathematics Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>Religious Education</td>
</tr>
<tr>
<td>Day 3</td>
<td>NSW Science and Technology K-6 syllabus</td>
</tr>
</tbody>
</table>

In 2014, all staff completed KidsMatter training by completing the final two components.
Two teachers were trained as specialists in *Extending Mathematical Understanding* (EMU) and two were trained as EMU leaders.
Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is ‘experiencing life through the eyes of our Catholic faith’.

Religious life of the School

Class Masses
Students regularly and actively participated in weekday parish Masses. The class teacher and students were responsible for Mass preparation. Teachers prepared the readings, prayers of intercession, procession of the gifts and the selection of music. Parents were invited and attended class Masses.

School Masses and liturgies
The whole school community participated in Masses and liturgies throughout the year to celebrate:

- beginning of the school year
- Ash Wednesday
- Holy Week
- Resurrection liturgy
- Mother's Day liturgy
- St John the Baptist feast day
- Grandparent's Mass
- Father's Day liturgy
- the feast of the Assumption
- the feast day of St Mary of the Cross MacKillop
- Remembrance Day liturgy
- Year 6 graduation and thanksgiving Mass
- Christmas liturgy

The Year 6 Technology, Creative Arts and Liturgy teams assisted with each celebration. Music was provided by the school choir, teachers and musically talented parents and students. The school community joined together in masses, liturgies and prayers led by the senior leaders, linked to the fortnightly Positive Behaviour for Learning (PBL) focus. The Religious Education
Coordinator worked collaboratively with the Parish Priest, co-Pastor and the parish office to plan Masses, liturgies, and class visits and to support the parish sacramental program.

Parish family Masses
On the first Saturday of each month, a parish family Mass was organised by the school. Family Masses were celebrated with students delivering the readings and singing in the choir. Class parents liaised with the parish to provide a sausage sizzle after each Mass. The parish family Masses were well attended by families from the school and parish community.

Diocesan Masses
Staff attended the Diocesan Schools Staff Mass and Year 6 students participated in the Peninsula cluster Mass and Mission Mass.

Class Reconciliation
During Advent, each child from Years 3 to 6 attended Reconciliation with the parish co-Pastor. The children prepared for the Sacrament in class and attended Reconciliation in small groups.

Parish sacramental program
In 2014, the parish sacramental program prepared Year 2 students for the sacrament of Confirmation and Year 3 students for Reconciliation and First Holy Communion. They were joined by children from surrounding state schools in two ceremonies both held at St Mary Immaculate Church, Manly.

Parish and school links
The Parish Priest and co-Pastor regularly attended school events such as the Art auction, Christmas carols, Welcome to new parents, Kindergarten orientation and Volunteers thank you. Our co-Pastor regularly attended morning tea with the staff.

The principal, as an ex-officio member of the Parish Council, attended Parish Council meetings and delivered the principal's report on school matters and events.
Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. 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 2014 school improvement plan (SIP) focused on improving students' learning and ability to successfully demonstrate their understanding in English and Mathematics.

The English emphasis was to strengthen students’ skills in Reading. This was achieved through the strategies of: consistent English blocks in Kindergarten to Year 6; the school’s 2014 literacy plan standards and targets; whole school assessments of reading and comprehension levels; tracking of each student on the K-6 literacy continuum; whole school and class teacher analysis of data to identify each student’s point of need in reading; teachers developing and implementing quality differentiated tasks for flexible, levelled reading groups.

Further to this, teachers participated in professional learning on visual literacy to increase awareness and students' visual literacy skills in reading, in Kindergarten to Year 6. Teachers also participated in professional learning of high yield strategies, specifically the use of learning intentions, descriptive feedback and success criteria to increase student outcomes. Professional learning continued throughout the year to support effective implementation of the new English syllabus.

Although the emphasis in 2014 was improving students' reading skills and strategies, there was no less focus on writing, grammar, spelling and punctuation, with data continually being collected and analysed by class teachers and tracked on the K-6 literacy continuum.

The 2014 emphasis in Mathematics was to improve student growth in number, space and measurement. This was accomplished through: the induction of new staff members into the whole school approach to Mathematics learning and teaching; implementation of the school’s numeracy policy; the development of the 2014 Mathematics plan, standards and targets; strong rigour applied to data collection and analysis to determine students’ points of need; differentiated instruction using the Growth Point framework in number; and a whole school focus on particular areas based on the 2014 NAPLAN results.
The school’s initiative to commence the school year with MAI assessment days gave teachers valuable data on students' zone of proximal development in number, space and measurement which informed learning and teaching practices and grouping. Further to this, the school introduced the *Extending Mathematical Understanding* (EMU) intervention for the most at risk Year 1 students. The program had very positive results with all students increasing in their conceptual understanding, as measured against the Growth Point framework.

High achieving students in English and Mathematics successfully represented the school in the *Mathematics Challenge* and debating and public speaking competitions.
SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

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

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

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2014</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>75.80 %</td>
<td>49.90 %</td>
</tr>
<tr>
<td>Reading</td>
<td>75.80 %</td>
<td>46.20 %</td>
</tr>
<tr>
<td>Writing</td>
<td>55.20 %</td>
<td>39.10 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>65.50 %</td>
<td>43.70 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>79.30 %</td>
<td>36.20 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2014</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>66.70 %</td>
<td>36.60 %</td>
</tr>
<tr>
<td>Reading</td>
<td>70.80 %</td>
<td>34.50 %</td>
</tr>
<tr>
<td>Writing</td>
<td>29.10 %</td>
<td>15.50 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>75.00 %</td>
<td>33.60 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>50.00 %</td>
<td>25.90 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments
The 2014 NAPLAN results for Year 3 and 5 continued to show strong results in all areas. The number of students who attained the top two bands (Band 5 and Band 6) was well above the national average in each of the testing areas.

It needs to be noted that there was a drop nationally in the results for writing in 2014. This was the first year that teachers were not informed of the text type prior to the test. The writing task set was persuasive writing. Although not as high as some of the other areas, our results in writing were still well above the national average. Writing will continue to be a focus in our School Improvement Plan for 2015.

As a school, we were extremely proud of these results and believe they reflect our dedication to learning, the focus on achieving the goals and targets specified in our annual School Improvement Plan (SIP), and the commitment to maintaining high academic standards in English and Mathematics.
Pastoral Care Policy

The School’s pastoral care and student wellbeing policies and procedures are informed by the Pastoral Care Policy for Diocesan Systemic Schools. This policy is underpinned by the guiding principles from the National Safe Schools Framework (2011) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the ‘Framework’) utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The 2014 Pastoral Care SIP goal was to improve students’ social and emotional skills. This goal was developed through:

- professional development for teachers in Social Emotional Learning (SEL) skills, particularly in the management of anxiety
- increased staff knowledge and understanding of wellbeing, with the completion of KidsMatter components
- parent education in child anxiety
- increased student awareness of wellbeing status.

In addition, each class teacher ensured all students completed the friendship survey each term and then analysed class data to identify and respond to any significant trends or patterns.

The Positive Behaviour for Learning (PBL) team met twice a term to analyse whole school data, identify needs, formulate action plans and discuss implementation of effective strategies at fortnightly business meetings.

The fortnightly PBL focus was communicated with contextual reference to scriptures at assemblies, through class homelink tasks and the school newsletter. Playground notice boards were regularly updated, displaying visual PBL prompts for parents and students.

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.

All staff at St John the Baptist Catholic Primary School are aware of and committed to implementing the school-based Behaviour Management and Discipline Policy and Pastoral Care Policy.

Within the school's Behaviour Management and Discipline Policy, there are clearly articulated and embedded procedures which support the wellbeing of students and staff.

**Anti-Bullying Policy**

The School’s Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The School has a zero tolerance policy on bullying. Matters are dealt with swiftly and in partnership with parents.

The school-based Anti Bullying Policy lies within both the school’s Behaviour Management and Discipline Policy and Pastoral Care Policy, and are readily available to all parents.

**Complaints and Grievances Policy**

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The school implements the Catholic Schools Office policy for complaints and grievances procedures. School-based procedures are articulated in the annual *A-Z Parent Guide* and *Staff Annual School Report to the Community 2014*.
Initiatives Promoting Respect and Responsibility

The school actively promotes respect and responsibility with all members of our community. These values are embedded in and promoted through all daily school activities including:

- PBL fortnightly focus
- senior student leadership teams
- buddy program
- parent buddy program
- parent information sessions
- A-Z parent guide
- staff handbook
- volunteers' handbook
- volunteers' annual induction by the principal and signed confidentiality agreements
- class parent coordinators' induction by the principal
- annual anti-bullying play performed at the school
- friendship surveys conducted each term by class teacher
- PBL data collected and analysed by school's wellbeing team
- school's newsletter articles
- student PBL awards given at school assemblies
- PBL on staff meeting agenda each fortnight.
Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

The 2014 annual goal for Mission was to embed a discipleship response across the curriculum areas. This was achieved by: exploring the meaning of discipleship; giving students opportunities to link discipleship across KLAs; enabling students to grow in their understanding of how acts of discipleship can be practised daily; and mapping discipleship links in teaching programs, across the school, using an outcomes overview matrix.

The 2014 annual goals for Learning and Teaching were to strengthen students’ skills in reading and improve student growth in number, space and measurement. Our 2014 NAPLAN results reflected the school’s high achievements in English and Mathematics which were accomplished by professional learning aligned to the annual SIP, strategic rigour and staff dedication to learning.

The 2014 annual goal for Pastoral Care was to improve students’ social and emotional skills. This was achieved by continuing to embed KidsMatter through professional learning on Social Emotional Learning (SEL) and parent education in SEL with a focus on anxiety.

Priority Key Improvements for Next Year

The school’s Mission priority in 2015 is to emphasise the discipleship of St John the Baptist so that students have this example as a model of lived discipleship. Our priority in the domain of Learning and Teaching is to increase students’ ability to successfully demonstrate their understanding in all areas of English and Mathematics with a particular focus in writing, space and geometry. Our Pastoral Care priority next year is to improve students’ social and emotional skills and strategies.
SECTION TEN: COMMUNITY SATISFACTION

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

Parent Satisfaction

The highlights for parents in 2104 were:

- the introduction of Flexi Schools which significantly reduced parental stress related to ordering lunch from the school's canteen
- the social events throughout the year in particular, the Art auction, Welcome evening and Volunteers thank you
- child-centred conversations which parents regarded as a great opportunity to meet their child’s new teacher and disseminate information or advice on circumstances about which they felt the teacher should be aware
- three-way conferences held twice a year: parents loved the opportunity to meet with their child’s teacher, together with their child, to discuss progress and collaboratively develop new learning goals
- learning goals: parents are very pleased with each student having learning goals as they felt it assisted their child to become more independent and responsible for their learning

- change of Friday assemblies from weekly to fortnightly
- the introduction of Band
- parent education in EMU and children with anxiety.

Student Satisfaction

The student satisfaction survey was conducted with a groups of students varying in age and gender in the domains of Mission, Pastoral Care, and Learning and Teaching.

All students felt supported by staff and safe in their school environment. Students expressed delight that their efforts and achievements both in and outside school were regularly recognised and celebrated by the school.

Senior students thoroughly enjoyed the variety of opportunities to represent the school in the wider community and were proud of their achievements in debating, public speaking and mission. Senior student leaders were also pleased with the introduction of Happy Hats as a continuous whole school initiative. Students in Years 3 to 6 were very satisfied with the variety of sporting opportunities available and the high levels at which they could represent the school in sporting endeavours.
The highlights for students in 2014 included lunchtime activities such as technology, robotics and gardening clubs; and class excursions, technology in classrooms and Band.

**Teacher Satisfaction**

Staff satisfaction data was collected using *Survey Monkey* and staff reflection meetings each term.

Staff highlights in 2014 included:

- opportunities to develop as mentors, coaches, coordinators and facilitators
- professional learning meetings aligned to the SIP
- parents using the online system to make appointment times for their child’s MAI and child-centred conversations with teachers
- increased capacity to know each student’s learning style and zone of proximal development through allocated assessment days
- iPads in Kindergarten to Year 3
- increased teacher confidence using iPads across all KLAs
- continuity of inclusive community despite increased school size
- family week for staff
- two PL days given to collaboratively programming the new Science syllabus
- generous and strategic resourcing for implementation of new Science syllabus
- higher levels of engagement for both students and teachers with Library
- proactive support that staff members and school families received whilst experiencing loss, grief and personal difficulties.
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

<table>
<thead>
<tr>
<th>Income</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants (53.6%)</td>
<td>Capital Expenditure (0.4%)</td>
</tr>
<tr>
<td>Government Capital Grants (0%)</td>
<td>Salaries and Related Expenses (73.2%)</td>
</tr>
<tr>
<td>State Recurrent Grants (18.7%)</td>
<td>Non-Salary Expenses (26.4%)</td>
</tr>
<tr>
<td>Fees and Private Income (22%)</td>
<td></td>
</tr>
<tr>
<td>Other Capital Income (5.7%)</td>
<td></td>
</tr>
</tbody>
</table>

**RECURRENT and CAPITAL INCOME**

<table>
<thead>
<tr>
<th>Income</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$1,392,149</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$485,266</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$572,158</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$146,884</td>
</tr>
<tr>
<td>Total Income</td>
<td>$2,596,457</td>
</tr>
</tbody>
</table>

**RECURRENT and CAPITAL EXPENDITURE**

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$8,526</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$1,673,372</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$604,305</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$2,286,202</td>
</tr>
</tbody>
</table>