

2017 Annual School Report



Image of Barrenjoey Lighthouse, Broken Bay



St Brigid's Catholic College, Lake Munmorah

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ABOUT THIS REPORT

St Brigid's Catholic College (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

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

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

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

St Brigid's is a place where we are dedicated to ensuring that our students feel welcomed, supported and challenged to be the very best they can be. Our four college values which we try to live out every day - Compassion, Courage, Stewardship and Wisdom- underpin our interactions with each other.

We are committed to knowing our students as people and educating them holistically. We are constantly reflecting as professionals how we can meet the needs of our students most effectively.

In order for students to feel safe and supported it is critical that they are known as individuals. Each student is assigned to a Mentor Coach who is a member of the teaching staff. This person is an advocate for the student and someone who helps the child to set goals and keep on track in all dimensions of life through one on one interviews each term.

Our parent community is active and involved. We have excellent attendance at our information nights and aim to keep parents abreast of current educational thinking and how we implement this at St Brigid's to ensure we are meeting the needs of our students as they prepare for life beyond school.

Parent Body Message

St Brigid's is full of pleasant surprises.

As you look out of the many windows you see clear blue sky, grass, trees, ducks, birds and horses on an undulating landscape. Amazingly the school has been built on an extremely generous parcel of land allowing that peaceful tranquillity to reside within the school grounds. This is most evident in the newly built amphitheatre with its natural stone and wood. Upon moving inside you are spoiled with natural light, curved walls and colour creating flexible state of the art educational environments which inspire wellness of the mind and body.

The staff inside St Brigid's can be described as vibrant professional role models who exude a contagious love of life and learning and who have a commitment to accept, include and inspire all students enrolled at the school and their families too. Technology allows for easy communication with the staff as do the many community events throughout the year.

This Catholic college is full of content, energetic young people who participate in the life of the school and contribute to the wider community with balanced minds and happy hearts knowing that life is what you make of it!

Student Body Message

As students at this amazing state of the art school we have found that St. Brigid's gives every student the opportunity to try their best and to aim for their highest potential, by enabling students to be engaged, effective and curious learners with a growth mindset. Staff and students work together to ensure everyone feels welcome, safe and part of a life-filled school. There is a mentoring system in place where each student has a teacher mentor who they can talk to when they are in need of support.

St. Brigid's empowers every student to grow academically, physically and mentally. The individual is catered for and we acquire new skills everyday. Each student has the opportunity to participate in activities including Student Council, White Ribbon Walk and other social justice activities, canteen helper, chickens, peer support and numerous other activities throughout the year, including various options for Inflammation on a Friday afternoon.

We aim to inflame our hearts and minds in Christ and always be the best people we can be in our everyday lives.

SECTION TWO: SCHOOL FEATURES

School Features

St Brigid's Catholic College Lake Munmorah, is a Catholic systemic secondary school.

In 2017 St Brigid's grew to cater for Year 10 and welcomed the fourth Year 7 cohort.

At St Brigid's we have an articulated pedagogical framework called the Flame of Learning. This has been informed by educational research and notable educationalists such as Kath Murdoch, Rogder Bybee et al, Lee Wattanabe Crockett, Jay McTighe and Grant Wiggins.

The NESA (NSE Education Standards Authority) syllabi inform the learning opportunities designed by teaching staff for students. We use the *Understanding By Design* process to ensure that our learning opportunities focus on developing and deepening students' understanding of important concepts. During the learning process we incorporate Thinking Routines (Ron Ritchhart) to enable a 'culture of thinking' in our students.

The College has been established with students having the use of a laptop which parents lease from the school. The students have access to these during and outside school hours. Our learning opportunities are provided online through the use of Google Apps for Education (GAFE) suite. In addition we use Hapara to manage the student learning- this software allows staff to see in real time what students are contributing to the learning process. We believe that feedback, both summative and formative is critical to the learning process. The technology allows teachers to interact with their students more efficiently as it can be done in and outside of the classroom.

Teaching for Stages 4 and 5 occurs in teaching teams with whole cohorts of students under their care and tutelage. Teachers plan, program and deliver lessons as a team as we believe the power of team is more effective than the sum of the individuals' efforts. Learning opportunities are designed to be relevant to the world in which we live and lead to thinking about concepts to lead to deep understanding rather than a focus on knowledge acquisition alone. Explicit teaching of concepts still occurs through workshops where students are placed in groups determined by need at that time.

We believe that social and emotional learning is as important as academic learning. We aim to educate our students about their own wellbeing and how to 'be' with others. We see inappropriate behaviour as a learning opportunity. We espouse the tenets of Restorative Practice where relationships are at the core of interactions- when inappropriate behaviour occurs it is essential that reparation is made to rebuild the connections with others who have been affected.

Students are members of Mentor Groups overseen by a Mentor Coach. The Mentor Groups form our four college house groups and we look for opportunities to build connection and house spirit.

We want our students to be curious in life and to enable them to be problem solvers to ensure a better future for all.

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 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
147	125	3	272

* Language Background Other than English

Currently our enrolment numbers into Year 7 are around 80-90 students. We have a close relationship with our two feeder diocesan primary schools, St Brendan's Lake Munmorah and St Mary's Toukley and we welcome enrolments from children in our local state schools.

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 2017 was 89.33 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group			
Year 7	Year 8	Year 9	Year 10
90%	90%	88%	88%

Managing Student Non-Attendance

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

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

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

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

SECTION FOUR: STAFFING PROFILE

Staffing Profile

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](#). The following information describes the staffing profile for 2017:

Total number of teaching staff by NESA category	24
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	24
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
Total number of staff	32
Number of full time teaching staff	24
Number of part time teaching staff	0
Number of non-teaching staff	8

Professional Learning

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

Day 1	Restorative Practice- Maurizio Vespa. Staff were engaged in deeper understanding of restorative practices and how this enhances education of the whole person.
Day 2	Using Data Effectively- John De Courcy. The staff were led through a process of interrogating what data is meaningful in assessing student learning.
Day 3	Collaborative Planning for Global Digital Citizenship- Lee Watanabee Crockett. Staff were engaged in programming and looking at cross curricular links.

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

In 2017, the essence of being a Catholic school was celebrated to its fullest in all areas of our college community. It was a year of building pride in our being a Catholic community and all the traditions, signs and symbols that make up our community here at St Brigid's Catholic College. We were challenged to stand up for our beliefs and be united by the Holy Spirit.

To focus and deepen the College mission as an evangelising enterprise, the theme "And ensure that our world is a better place for our having lived" was rigorously pursued across the College in 2017. Opportunities for prayer and worship were woven into a rich tapestry of liturgical celebrations for our Feast Day Mass, Ash Wednesday, Feast of the Assumption, our House masses, reconciliation and end of year Thanksgiving Mass. The Easter liturgy brought to life the Passion of Christ. Students acted out Holy Week through dance, hymns, prayer and scripture. This sense of the sacred was also extended to our Australian celebrations of ANZAC day, Remembrance day and the White Ribbon Walk through prayer and action. The faith nourished by these experiences was enlivened through charitable service through Caritas' Project Compassion, St Vincent de Paul's Winter and Christmas Appeals, our Christmas dinner, Jesse Tree for homeless youth of the Central Coast. Our students also worked with students from St Brendan's Catholic Primary School by running a mini Retreat afternoon where students focused on developing relationships and praying together. These programs provided students with numerous opportunities to live out and proclaim their faith. Such programs operated on a local, national and international level providing a global approach to discipleship. Such works of mercy and worship experiences were framed in context and supported by a dynamic Religious Education program, as well as retreat days. The Religious Education program is still developing as the College is always open to finding new ways to meet the spiritual needs of the students. Our team approach, use of IT and our *Flame of Learning* pedagogical framework helps to enrich students' faith in the context of today's world. Staff formation was enhanced through a dynamic staff spirituality day that offered staff the opportunity to deepen their prayer life through meditation via the Ignatian Spirituality Examen. Our journey led by Martin Scroope took staff through guided meditation, silence and discussion which energised our faith.

We are committed to building a faith filled community where this faith means that our "*world is a better place for our having lived.*"

Secondary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) of English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages and Technological and Applied Studies (TAS). 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.

St Brigid's has a pedagogical framework called the Flame of Learning. This is an inquiry cycle based on the work of Kath Murdoch, Bybee et al and Lee Watanabee Crockett. During the year programs for Years 7 to 10 were written in this format. Students, because of this clear articulation of how we learn at St Brigid's, have a metalanguage for their learning process. It also means that staff have a consistent approach to learning so that students see the connections between the way we learn in different subject areas.

The shared expertise within the staff of the college, through working together in teams and planning, programming and delivering curriculum together, has provided a platform for professional growth for all inherent in the classroom practice and also an accountability for each other and the learning experiences of students.

With all students in a cohort being taught together in Years 7 to 10, except in elective subjects, the experience of students is not determined by individual teachers, but rather there is an homogeneity of programming because of the team approach. Alongside this homogeneity though is the requirement to tailor learning according to student need. Our online learning management allows for this differentiation. The learning opportunities are available to students via Hapara. The facility of this application is that staff can monitor student contributions in real time. Our staff are committed to knowing our students well as learners and relentlessly tracking progress and providing feedback. This enables students the opportunity to know what it is that they need to do in order to improve in their learning.

The dynamic learning spaces enables appropriate grouping and re-grouping of students. For example, if a group of students are noted to be struggling with a concept, one member of the teaching team can take them into one of the smaller spaces within the larger learning area to provide more direct instruction for clarification. If a group of students needs extension in their understanding of concepts they can be taken by a team member into one of our breakout spaces for further challenging. In this way we can respond to student need more readily than in a traditional classroom of one teacher for a class of up to thirty students.

We held parent evenings on the Flame of Learning and the use of our learning management system, Hapara, which facilitates an online delivery. Use of Hapara and the Google suite enables parents access to the learning activities for their children. We regard parents to be the first educators of their children and establishing partnerships with our parents and providing them with the tools to assist and monitor their children enhances the learning experience.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

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

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

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	15.73 %	28.80 %	15.73 %	18.80 %
	Reading	18.18 %	29.00 %	10.23 %	16.20 %
	Writing	8.89 %	16.50 %	37.78 %	28.40 %
	Spelling	32.58 %	32.90 %	17.98 %	15.50 %
	Numeracy	18.39 %	33.10 %	18.39 %	13.90 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	9.76 %	19.00 %	31.71 %	25.40 %
	Reading	7.32 %	21.00 %	29.27 %	21.30 %
	Writing	2.44 %	15.40 %	51.22 %	36.80 %
	Spelling	9.76 %	22.20 %	29.27 %	21.70 %
	Numeracy	7.32 %	24.00 %	24.39 %	16.00 %

NAPLAN Comments

Targetted interventions occur for our students who come to us with reading and numeracy difficulties. This is through the implementation of two programs: MultiLit for literacy and QuickSmart for numeracy.

In 2017 the English department applied a number of strategies to improve the reading and writing skills of St. Brigid's students. Year 7 engaged with a "Word Flyers" program which directly tackles spelling and grammar with students. Years 7 and 8 took part in "Reading Circles" during English lessons in an effort to encourage students to engage with reading.

All year groups were introduced or refreshed to the PEEL format for structuring extended responses and this was carried over to other KLA areas such as Science and History.

Years 9 and 10 engaged with a substantial amount of creative writing throughout the year, each time focusing on a different aspect of writing, such as narrative voice, point of view, tense, metaphor or imagery.

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

Complaints Handling Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

Initiatives Promoting Respect and Responsibility

Commencing the year, two days of Family Conversations occurred. These conversations set the scene to establish a solid relationship between child, parent and Mentor Coach. Conversations between student and Mentor Coach during the year serve to establish a mutual bond of respect.

Further professional learning for staff occurred through engagement of an expert in Restorative Practices. Staff are progressively embracing the benefits associated with assisting students to acknowledge responsibility, reflect on the impacts of their behaviour and contribute to finding solutions that repair the harm caused to relationships. An extension of this work has now advanced into the implementation of restorative circles where group cohesion issues can be effectively addressed. A significant aspect of implementing restorative practice is the paradigm shift from a punitive mindset to a more compassionate approach towards student behaviour, that is both mindful and respectful of their stage of social and emotional development.

Evidence for developing leadership capabilities can be sighted in the successful introduction of the Duke of Edinburgh Award scheme, participation in community events, such as the White Ribbon Walk, links with Glenvale Special Needs School, enabling interaction between students at the annual cross country carnival, inter-House challenges and outdoor learning programs.

A variety of internal and external surveys continue to provide student voice that assists to inform decisions and planning in relation to intervention strategies and programs. During the year, Sydney University School of Psychology conducted a Peer Interaction Survey, revealing;

In sum, it can be concluded that the St Brigid's Catholic College students are functioning well across the domains of conduct problems, aggression and empathy. There are low rates of reported bullying and victimisation.

The development of guidelines to establish responsible use of mobile phones during school hours was the result of a combined pooling of wisdom from key stakeholders in the school community and has resulted in significant improvement in relation to productivity in the learning environment.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan *Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

Our SIP goal for Catholic Life and Mission was for students to reflect on practical ways in which they have demonstrated our college values. This has occurred through our Student Reviews each term. Living out our four college values is integral to students living according to the Gospel.

In Teaching and Learning students have become more confident in using the terminology of learning through our *Flame of Learning* framework. They have also become more capable of reflecting on their own learning behaviours through the Learning Review each term.

In the domain of Pastoral Care and Wellbeing, students have been supported and encouraged to have a growth mindset in terms of their learning capabilities. In addition the evolution of Restorative Practices in the college, moving from a punitive to a restorative approach to behaviour management, has benefited students in that it is an educative process which is reaping benefits in terms of long term changes to behaviour.

Priority Key Improvements for Next Year

During 2018 we will focus on student engagement in mission activities to increase participation.

Our pedagogical framework, the *Flame of Learning*, will be used to program in all Key Learning Areas and all years. Students will use this framework to have a metalanguage around their thinking during the inquiry process. Our learning management system, Hapara, will be integral to assisting students in following the *Flame of Learning*, particularly for those students who require adjustments to their learning. In this way differentiation of the curriculum will become explicit.

The essence of teaching and learning is the teaching team. During 2018 ways of enhancing collaboration will be strategically organised so that staff will continue to improve their practice. We intend to move to individualised learning plans for all students over the course of the next three years.

During 2018 there is a commitment to engaging student and parent voice in our pastoral care and wellbeing initiatives through focus groups. Student agency in monitoring their own learning will be improved through the use of ePortfolios and students themselves leading conferences with their Mentor Coach and parent/s.

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

We are fortunate to have an engaged parent body. Attendance at teaching and learning and wellbeing information evenings is excellent.

The Parent Advisory Group meets each term to discuss matters which are important to parents. The principal provides an update of such things as capital works and current initiatives in the college in regard to student learning and wellbeing. Participation at these meetings is open to all parents and voluntary.

For the second year, Family Conversations were held at the beginning of the school year. Parents reported appreciating the opportunity to meet with their child's Mentor Coach at the start of the year so that they were confident that there was an advocate in the college who knew their child's challenges and aspirations.

Parents have been invited to participate in a working party to formalise the policy for mobile phone use in the college. Parents have reported that they value being part of the planning process.

The college is fortunate to have affirmation of the direction taken through parent feedback via email. Some of the emails received have been posted as testimonials for our website.

Student Satisfaction

Student attendance generally is very good. This is also evident on our community days where attendance is high and this is an indication of the sense of belonging that our students have to their school.

All students have a 1:1 interview with their Mentor Coach each term where they discuss what is working well for them and any challenges they have. Feedback from Mentor Coach interviews is provided to parents and, if warranted, other members of staff. Students appreciate this individual attention. Generally this assists in students being able to address issues early so that they do not become burdensome.

Students have been surveyed on such matters as cybersafety and anti-bullying. At times working parties are called for and students nominate themselves to be involved. Students take these opportunities seriously and provide the staff with invaluable feedback.

The Student Leaders' group is a conduit for student voice and this group regularly meets to discuss matters of concern to the student body.

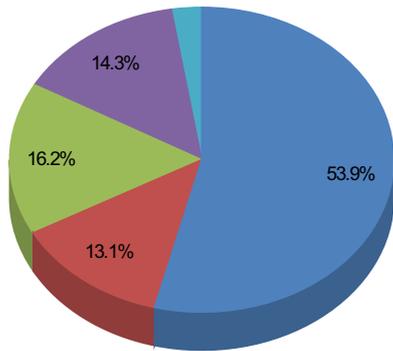
Teacher Satisfaction

During 2017 staff were involved in a rigorous gathering of information in regard to their satisfaction with the College. This mainly occurred through contribution to shared documents in the Google suite. The Principal and Assistant Principal met with each member of staff twice during the year. On the second occasion staff were asked to prepare in the format of an OKR (Observations and Key Results). This process was very solutions-focussed and provided excellent feedback to the Senior Leadership Group. This informed our focus areas for 2018.

SECTION ELEVEN: FINANCIAL STATEMENT

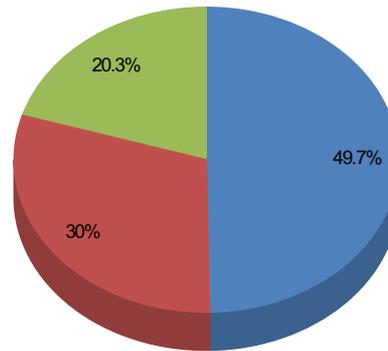
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (53.9%)
- Government Capital Grants (13.1%)
- State Recurrent Grants (16.2%)
- Fees and Private Income (14.3%)
- Interest Subsidy Grants (0%)
- Other Capital Income (2.5%)

Expenditure



- Capital Expenditure (49.7%)
- Salaries and Related Expenses (30%)
- Non-Salary Expenses (20.3%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$4,040,479
Government Capital Grants	\$979,897
State Recurrent Grants	\$1,210,019
Fees and Private Income	\$1,069,245
Interest Subsidy Grants	\$0
Other Capital Income	\$189,928
Total Income	\$7,489,568

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$6,360,236
Salaries and Related Expenses	\$3,839,569
Non-Salary Expenses	\$2,597,972
Total Expenditure	\$12,797,777