

# 2018 Annual School Report



## Our Lady Star of the Sea Catholic Primary School, Terrigal

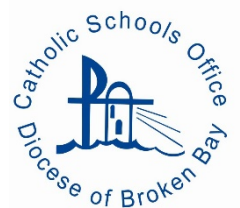
PO Box 9, Terrigal 2260

Principal: Mr Robert Peers

Phone: (02) 4365 6229 Fax: (02) 4365 6230

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

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



---

## ABOUT THIS REPORT

---

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

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

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

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

### **Principal's Message**

2018 was a year reflecting continued growth and consolidation at Our Lady Star of the Sea (OLSOS). The year featured some strong achievements in NAPLAN, introduction to STEM learning and enrolment growth reflected in our fourth Kindergarten class: 'Kinder Turtles'.

During the year we also undertook a comprehensive "Self-Review" which included a survey of staff, parents and students with strong participation in this process, also indicating very positive levels of student and parent satisfaction.

From a personal point of view, it was a year of renewal whereby I undertook a pilgrimage to the Holy Land with our Parish Priest, Fr Jacek and key parishioners, as well as much anticipated Long Service Leave for a large part of Term 3. Our leadership team in my absence did a wonderful job during this period. It is with great pleasure we present the 2018 Annual School Report to you. It is hoped this report not only provides some snapshots of 2018, but also a sense of who we are as a community, what we value and what we believe.

### **Parent Body Message**

During 2018, the P&F in conjunction with the Parent Advisory Council (PAC) achieved many goals. These included working with the school leadership team to support the construction of the parent survey for the school self-review, and the introduction to the fourth Kinder class and assisted the introduction of after school sports program known as 'SportsMotive' to encourage extra-curricular offerings for the students. The PAC worked alongside the leadership team to support agenda raised by parents for consideration, whilst also supporting ideas and considerations raised by the school for discussion.

The P&F, which stems from the Advisory Council was also active in leading a range of community activities such as the student discos, parent social evening, as well as Mother's and Fathers' day stalls among others. They also supported the school in the range of community initiatives that in turn supported parent engagement.

Reflecting on 2018, there has been much that has been achieved for both the school and community. There should be a great deal of pride in all that has been accomplished and what can be achieved together. We look forward to continued active engagement in 2019.

### **Student Body Message**

2018 was a very successful year for our school. As leaders, we had many opportunities to support our school and develop ourselves in leadership. A highlight for this was the Year 5 leadership camp where we went together as a group to learn about ourselves as leaders, including going outside our comfort zone. Our Year 6 students also had the opportunity to show prospective parents around our school at our Kindergarten enrolment information evening and this was very well received with great feedback.

During 2018 we supported our school with many community events and groups including Student Representative Council (SRC), Mini-Vinnies, Kinder-Year 6 Buddies and fete helpers. There were lots of great achievements during the year by students, including two who represented NSW in their chosen sports, creative arts achievements and academic successes. One special highlight was the number of students who were nominated to receive the 'Jack Costa Award for Catholic Life and Mission.'

Overall it has been a very successful year at Our Lady Star of the Sea.

---

## SECTION TWO: SCHOOL FEATURES

---

### School Features

Our Lady Star of the Sea Catholic Primary School Terrigal, is a Catholic systemic co-educational school.

Our Lady Star of the Sea Catholic Primary School Terrigal, is mainly a three-streamed school that serves Catholic families from Terrigal and surrounding suburbs within the boundaries of Terrigal - Erina parish, although in 2018 a fourth Kinder class (Kinder Turtles) was established.

The school opened in 1979 in the heart of Terrigal, opposite the Skillion and the Haven. In 2001, through the hard work of then Parish Priest, Father Carol Grew and the generosity of the parish community, the school relocated to the new site, in a rural setting, situated on Serpentine Road Terrigal. The school continues to experience strong growth with high enrolment demand. This is testament to the wonderful reputation and success of the school and wider community.

With continued enrolment growth, it has been necessary to monitor classes closely with waiting lists established in many grades for prospective enrolments. Whilst a fourth Kinder class was in place for 2018, there will be three classes for Kinder 2019, although there is close interest in monitoring this trend during 2019.

The school has a very active parent community that also extends into the parish community. In 2018 the Parent Advisory Council continued to operate as an extension of the Parents and Friends (P&F) Association. The school has a set of core values as they relate to curriculum, policy and practice. These values are often referred to, and permeate life at Our Lady Star of the Sea: *Belonging, Respect, Faith, Mission and Learning*.

At Our Lady Star of the Sea, we are proud of our commitment to the core business of student learning. We encourage students to take responsibility for their own learning in an environment of support, nurturing and partnership between teachers and parents. As we believe each student is unique, we work towards establishing the needs of each child and then teaching every individual, building on his or her gifts in partnership with parents. We embrace the digital tools of today as part of our learning environment to ensure our students are prepared for their future.

We don't however, merely measure our success in purely academic terms. Learning in our community is characterised by nurturing the growth of the whole child: mind, body and spirit. We strive to instil gospel values for our children and community, under the guidance of Mary Star of the Sea, our school and parish patroness.

---

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

Girls	Boys	LBOTE*	Total Students
256	304	36	560

\* Language Background Other than English

### Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

### Student Attendance Rates

The average student attendance rate for the School in 2018 was 93.15 %. 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 %	93 %	94 %	94 %	93 %	93 %	92 %

## Managing Student Non-Attendance

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

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

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

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

---

## SECTION FOUR: STAFFING PROFILE

---

### Staffing Profile

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with 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: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
<b>Total number of staff</b>	44
Number of full time teaching staff	18
Number of part time teaching staff	18
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.

<b>Day 1</b>	Overview of the year ahead
<b>Day 2</b>	Mathematics Assessment Interviews for all students
<b>Day 3</b>	Religious Education Curriculum and Pedagogy



---

## 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.

2018 continued a range of successful endeavours in the school's priorities towards Catholic Mission. A continued priority was the strong and visible link between parish and school. This continued in various forms, including strong attendance and engagement at parish-school Family Masses held on weekends and the school support for the parish Sacramental programs.

Unfortunately the recently introduced Altar Server Training program was put on hold due to the unavailability of the parish-based trainer, however it is anticipated this will continue in 2019.

Our school Principal, accompanied the Parish Priest and Pastoral Associate undertook a pilgrimage to the Holy Land in April and this served to cement a positive faith leadership within the community.

School enrolment processes continued a strong reflection of the inclusive parish-school relationship. The enrolment information evening in March featured a valued and visible presence by parish staff, including our Parish Priest. Enrolment trends and enquiries grew steadily and within this trend, a number of Catholic families in nearby schools continued to seek to reconnect and enrol here - in some cases as a direct result of exposure through the Sacramental program supported by the school.

Reconciliation and Friday grade-parish Masses also continued, with grades rostered to attend Mass of the day on Fridays at 12 noon. This continued to be well received by the broader faith community of Terrigal parish, as well as providing regular opportunities for the children.

In 2018, the school facilitated the third annual 'Jack Costa awards for Catholic Life and Mission', which was held during the annual Rosary procession in October. This year a large number of students were nominated to receive the award according to a set criteria. The awards were presented by Mrs Amalia Costa and son David.

'Mini Vinnies' continued to thrive in 2018, with a special relationship with personnel from the Terrigal Chapter of the St Vincent de Paul Society as part of this effort. The Winter' sleepout' (to 9pm) was a huge success with a number of neighbouring schools attending, whilst visits to Mary Mac's at Woy Woy were also an aspect of this special work.

In addition, the school continued to celebrate a number of class-based and school-based liturgies. These included beginning and end of year Masses, Ash Wednesday, Grandparents' day, Holy Week, Easter, Mother's day, Father's day, Year 6 graduation and Feast of the Assumption to name a few. We also had a number of small prayer focuses during Lent and Advent during morning assemblies which have seamlessly integrated into life of the school. We expect to continue these in 2019.

---

## SECTION SIX: CURRICULUM, LEARNING AND TEACHING

---

### Primary Curriculum

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

2018 saw a mixture of consolidation of existing initiatives, whilst introducing a strategic focus on STEM (Science Technology Engineering and Maths), in an external partnership with 'Saeon Australia' to introduce robotic coding across Years 2-6.

The robotics focus was successful in 2018 in the business partnership with Saeon, enabling low cost acquisition of robotic resources, but more importantly enabling access to industry experts to work directly with key staff and students. This in turn, facilitated a school-wide approach to students and staff by the use of these 'experts' to support learning across the school in a model of spiralling school-wide development. By the end of Term 3, all students and staff in Years 3-6 classes were able to code robots beyond an elementary level, with several enabling high order problem solving using the curriculums provided. Importantly, this strategy is seen as a way towards a more Stage based approach beyond 2018, with the fundamentals now in place on which to build.

Towards the end of 2018, work was undertaken exposing the new Science Curriculum to staff, with the development of a scope and sequence for 2019 onwards. This will be a key strategic priority in 2019 as this moves into an implementation phase, and incorporates a strategic focus on robotics as part of Science in some grades.

Consolidation of existing initiatives included the *bring your own designated device* (BYODD) iPad program in Years 4, 5 and 6 as part of an ongoing strategic focus. 2018 was the third year of the program and a year where staff expertise was further developed. Importantly a broader group of staff members undertook professional learning, attending the 'EduTech' conference in Sydney, applying much to classroom environments and practice. This continues to remain a central strategic focus not simply in terms of iPads as student resources, but in ensuring 21st century pedagogy is part of everyday classroom culture and practice.

During 2018 work was continued in embedding the *Literacy Intervention* program in Years 1 and 2 after the important work undertaken over the previous two years. Learning Support allocation was prioritised during peak learning times, accessing students whose needs were greatest. This was determined by a range of reading and writing data sources. During 2019, structured staff analysis times will take place to further explore both student needs and needs across the group and program, linking these to the mainstream classroom instruction which is critically important as part of this program.

## 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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	74.39 %	53.20 %	0.00 %	8.60 %
	Writing	61.73 %	41.90 %	0.00 %	10.00 %
	Spelling	66.67 %	46.60 %	4.94 %	12.50 %
	Grammar	77.78 %	53.10 %	0.00 %	11.00 %
	Numeracy	71.95 %	39.20 %	0.00 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	50.70 %	38.60 %	8.45 %	12.60 %
	Writing	28.17 %	13.70 %	5.63 %	23.40 %
	Spelling	40.85 %	34.50 %	4.23 %	13.60 %
	Grammar	46.48 %	35.50 %	1.41 %	14.30 %
	Numeracy	47.89 %	27.60 %	2.82 %	14.00 %

### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

### Behaviour Management and Student Discipline Policy

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

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2018 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

## Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

## Initiatives Promoting Respect and Responsibility

During 2018 the school maintained a number of key initiatives, whilst commencing a process to review our existing student behaviour management policy and practices. Although still seen as an area of strength by the community, Self-Review data revealed behaviour management to be somewhat weaker than other areas of strength in the school. Several professional learning (PL) sessions were undertaken with staff who reviewed and considered holistic approaches to behaviour management, and this process will continue in 2019 so a newly reviewed and launched *Behaviour Management* policy will exist.

In 2018, the *KidsMatter* framework remained central to many of the school's existing structures, which was highly valued as part of parent and student surveys in our 2018 Self-Review. Weekly awards under the umbrella of *KidsMatter* were presented in class, with renewed focus for the week taught fortnightly at class level by teachers and students.

A further initiative promoting respect and responsibility was the student leadership model for Year 6. Beginning with the Year 5 leadership camp in Term Four, this was part of a process where students engaged in leadership formation in both theory and in practical terms, as they assumed leadership responsibilities and tested their own character. A strong example of an initiative promoting respect and responsibility was the authentic use of student voice through the Student Representative Council (SRC). These students were utilised across a range of issues, especially reviewing school waste practices, which will continue in 2019.

During Term 3, the school facilitated its annual anti-bullying focus. This was specifically targeted for the first half of the term and included a strategic focus on this theme during the *peer support* program, classroom PDHPE programs, newsletter articles and a visiting performance. This focus will continue into 2019.

Early in the year, Year 6 students contributed on a number of occasions to the school, with their generous support as tour guides at the Enrolment Information evening in March being widely acknowledged. This was the single most affirmed aspect of this process with prospective parents most impressed by the pride, articulation and confidence that students at OLSOS exhibited.

---

## 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

During 2018, the SIP reflected continuing priorities of previous years, notwithstanding the opportunity to set new directions during the Self-Review conducted during the year.

In *Mission*, the school continued to work closely with the parish beyond the sacramental programs to support parish skill-set and autonomy in implementing parish needs (ag Altar server program, parent education in Sacraments.)

In *Learning and Teaching*, the school worked actively with the CSO to develop an updated and effective assessment and tracking instrument that will support teacher knowledge of student development across a range of measures. Despite the work undertaken, this has not yet been finalised and work will continue in 2019 on developing this tool, as part of work with the development of a new admin tool: *Compass*'. The school also commenced work in STEM in robotics.

In *Pastoral Care*, the school began work supporting the beginnings of a new behaviour management policy, also developing tracking of this on a soon to be developed school Social and Emotional Learning (SEL) continuum. Although a lot of work was undertaken, it is expected this work will need to be finalised in the first half of 2019.



### **Priority Key Improvements for Next Year**

Supporting the school's directions, the SIP has targeted the following for 2019 priority improvements:

In *Mission*, students from Years 3-6 will be able to recite formal/traditional Catholic prayers such as the Rosary and provide some background to these prayers in class assessments.

In *Learning and Teaching*, new work will be undertaken resourcing a digital media centre, with students in Stages 2 and 3 authoring multi-media presentations demonstrating learning to broad audiences within and beyond the community.

In *Pastoral Care*, following the development of the school's behavioural management policy and procedures, and the development of the school-based SEL continuum, students will move at least 1 SEL level in self-awareness and self-management on the SEL continuum.

---

## 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

In 2018 the school undertook a comprehensive Self-Review as part of a continuing cycle of improvement and development. The survey results from parents can be accessed at [www.olssdbb.catholic.edu.au/our-school/school-improvement-survey](http://www.olssdbb.catholic.edu.au/our-school/school-improvement-survey). There was a high percentage of parents who engaged with the survey (214 in total).

The results of the survey indicated widespread satisfaction from parents in a range of aspects of school life, especially components such as the broad sense of belonging in the community. Parents also expressed their valuing of the school-parish partnership, the emphasis on learning for all students and the school's strategic directions.

Most parents felt their expectations at OLSOS were matched or surpassed for student learning, pastoral care, religious education and the development of the whole person. Significant confidence in the school leadership and teaching staff was expressed, and broadly speaking, the school was seen as matching or surpassing expectations of parents across a range of indicators measuring '*a culture that promotes learning*' (National School Improvement Tool; Domain 3 ACER 2018).

### Student Satisfaction

Students were also surveyed as part of the Self-Review process and again the results were very strong. Students by and large felt they were known and respected by their teachers and leaders, generally felt either 'very safe' or 'somewhat safe' and could approach staff if they needed assistance in learning or wellbeing.

Students commented on the efforts their teachers went to ensure they learnt, and their approachability if there was a need to get extra support in learning, or pastoral care. There was also extensive satisfaction expressed in the range of extra-curricular offerings at the school including afters school 'Motivate Sports', band and the range of school sport available.

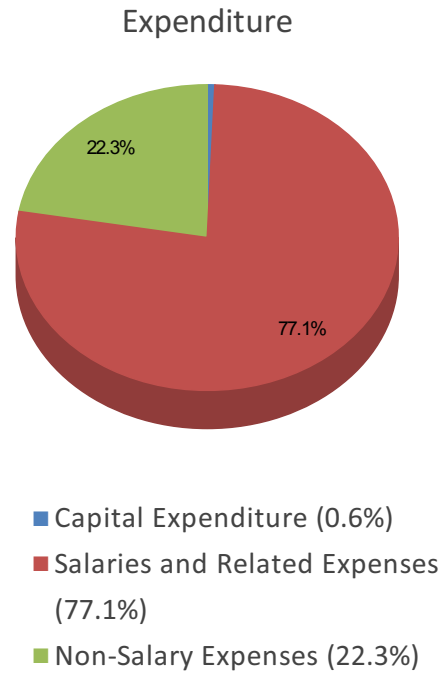
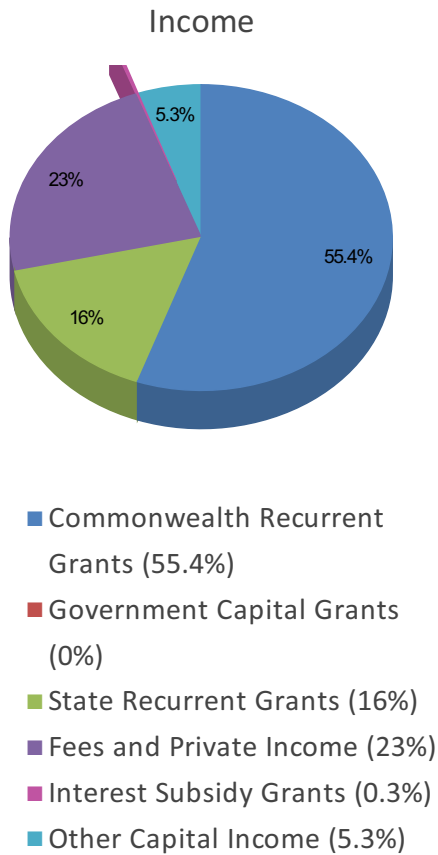
## Teacher Satisfaction

Staff and teachers were also surveyed as part of the Self-Review process with staff indicating a very high level of support and satisfaction with the school leadership and broadly speaking, colleagues and parents. Of the 32 staff members who responded, all indicated agreement or 'strong' agreement in aspects such as: *'feeling supported', 'a safe and positive climate', 'value of staff perspectives'* and *'appropriate support for teaching'*. *'Leadership development opportunities'* were also available, as well as *'ongoing support for professional learning and growth'*.

The overall satisfaction of staff was seen as 'very high' according to standardised measurement by 'School Survey' (ACER) tool when compared to other schools across Australia which is most pleasing.

## SECTION ELEVEN: FINANCIAL STATEMENT

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



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$3,454,188
Government Capital Grants	\$0
State Recurrent Grants	\$1,000,332
Fees and Private Income	\$1,430,768
Interest Subsidy Grants	\$17,047
Other Capital Income	\$331,682
<b>Total Income</b>	<b>\$6,234,017</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$38,651
Salaries and Related Expenses	\$4,665,558
Non-Salary Expenses	\$1,347,305
<b>Total Expenditure</b>	<b>\$6,051,514</b>