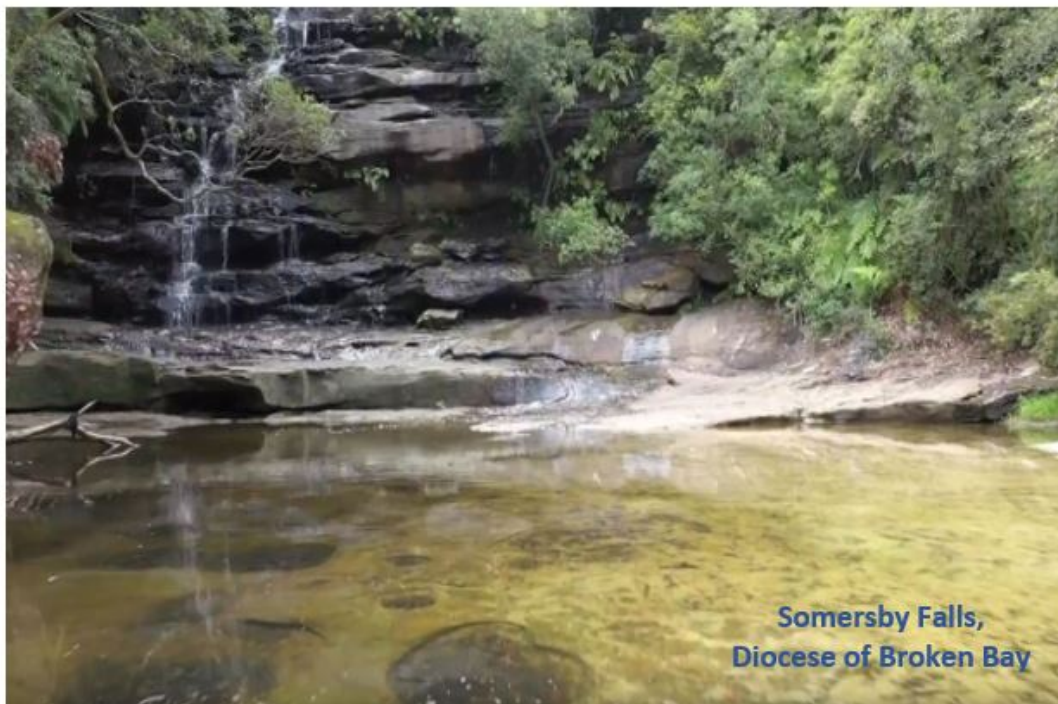


2018 Annual School Report



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Mater Maria Catholic College, Warriewood

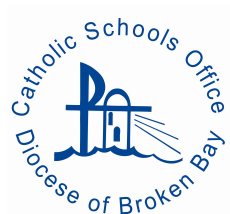
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ABOUT THIS REPORT

Mater Maria 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 also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

At Mater Maria Catholic College, we are blessed to have such a warm and supportive community that values the unique gifts of each person.

During 2018, each member of the School community was invited to be a custodian of the value of Community. The College continued to challenge our students to be E.P.I.C. learners by being Engaged in their learning, responding Positively to the feedback they received, showing Independence by taking responsibility for their learning and behaviour, and finally sharing their talents within our supportive, Connected community.

Students were able to take greater ownership of their learning journey by setting and reflecting on their personal learning goals and tracking their progress through our student portal to the School's information management system. This provides students and parents with the ability to view student learning goals, achievement, assessment, recognition certificates and behaviour records.

The School continued to implement the MindMatters program with students, staff and parents to strengthen the mental health and wellbeing of our students. In particular, we focused on social and emotional learning and parent engagement.

Parent Body Message

The School Advisory Board is one of two advisory parent bodies committed to the mission of the School, the other being the Parents and Friends (P&F) Association. The School Advisory Board's role is to act as custodian of the spiritual journey of the School, its focus being the wellbeing of the whole of the College within the beliefs and values, teachings and traditions of the Church.

In 2018, each member of the School community was invited to be 'neighbour' to the College value of Community. Additionally, the School Advisory Board and P&F assisted in recognising the means to increase and encourage parent engagement in their children's learning and wellbeing. A number of parent network seminars were held and a successful career conversation afternoon was facilitated by volunteer parents and friends to offer guidance around post-school pathways to Year 10 students selecting their HSC courses.

Student Body Message

During 2018, School captains have led the student body along with the School prefects, house captains and Student Representative Council. Each ministry of leadership (the Arts, Community, House, Liturgy, Social Justice, Sport and Stewardship) has attempted to enrich their area of responsibility and make the School a better place. Student leaders across all age groups organised and contributed to some wonderful initiatives to display our School values.

Mater Spirit Day was a fantastic opportunity for all students to display their talents and have those talents recognised by their peers. Stewardship and community was the focus of the 'Feathertail Glider' project partnered with Taronga Zoo. Fifty Year 10 students mentored younger students from our Catholic feeder primary schools to develop a STEM project for this local species.

We are grateful to teachers and support staff for all they have done for us over our time at Mater Maria and in particular during our Year 12 year. We extend our best wishes to the next student leadership group; we hope that we have set a positive example for students to follow during their time at Mater Maria.

SECTION TWO: SCHOOL FEATURES

School Features

Mater Maria Catholic College Warriewood, is a Catholic systemic secondary school.

Mater Maria Catholic College is a co-educational systemic school, Years 7 to 12, located in the tranquil bush setting in Warriewood Valley.

The College provides young people with an exceptional educational experience focused on learning, positive support networks and an infinite array of opportunities grounded in our shared College values of community, hospitality, justice, spirituality and stewardship.

In the tradition of the Sisters of the Good Samaritan, the founding religious order of the College, our students are called to be neighbours to all, to discover new ways of realising the parable of the Good Samaritan in all that they do. The Catholic tradition in which we educate at Mater Maria enables each student to make a contribution to others in unique ways. With Blessed Mary as our College patron and guide, each student is encouraged to share the gift of faith, be active in social justice campaigns and initiatives, be involved in youth ministries, be stewards for the world, and to make a difference in the ways that matter.

Our facilities are modern and technologically equipped to offer engaging and creative ways of collaborating, communicating and delivering the curriculum. The site is wirelessly networked to service our Bring Your Own Device (BYOD) program. We are very excited about the soon to be opened digital resource centre and student learning hub. This specially designed, three-tiered building will provide numerous indoor and outdoor learning spaces, as well as centralising the support services of the College, improving access to meet each student's learning and wellbeing needs.

The College also has specialised learning spaces for electronics, digital learning, drama, fitness, hospitality, languages, music, science, timber, textiles and visual arts. In addition, students have the benefit of our performance and presentation auditorium, the Byrne Theatre and the Marana Complex, which is an impressive gymnasium and gathering space for College events. In the open air, the Mater Maria Oval, covered outdoor court, and cricket nets provide training grounds and pitches for a number of our sporting teams. As the only co-educational Catholic secondary school in Sydney's northern beaches, Mater Maria Catholic College welcomes all families who are seeking a faith-based, co-educational, quality education for their sons and daughters

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
501	508	133	1009

* 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 90.46 %. 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	Year 11	Year 12
93 %	91 %	89 %	89 %	90 %	90 %

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).

Student Retention Rate

Of the students who completed Year 10 in 2016, % completed Year 12 in 2018.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior Secondary Outcomes; Year 12, 2018	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	%

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Post School Destinations

Each year the School collects destination data relating to the Year 12 student cohort.

Data collected from our students who leave after the compulsory leaving age (17) suggest that the unemployment rate among our past students is negligible or nil. 83% of our 2018 HSC class received offers of university places and approximately 12% of the 2018 HSC class has taken up apprenticeships.

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
Total number of staff	103
Number of full time teaching staff	62
Number of part time teaching staff	20
Number of non-teaching staff	21

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	Teacher Accreditation - linking Professional Learning to the College Improvement Agenda
Day 2	Student wellbeing (Mindmatters) and an introduction to Growth Mindset
Day 3	Strengthening a Positive Learning Culture through Growth Mindset

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.

Benedictine values and the Good Samaritan spirituality continue to have strong influence over the life and mission of the School along with the surrounding parishes - the Catholic Parish of Pittwater and the Lakes Catholic Parish - which remain important partners in the faith education offered. The celebration of Eucharist is the pinnacle of the expression of Catholic faith and is an integral part of life at the College. The opening year Mass, Mater Day Mass, end of year Mass, significant feast days and the Year 12 graduation Mass were celebrated. The College is fortunate to have the support of the local clergy who celebrated weekly Mass at lunchtime. In 2018, each member of the College community was invited to be a custodian of the School value of Stewardship. This focus extended across all areas of College life and all liturgical celebrations invited students to share their talents, heart and mind with others.

During the course of 2018 the School celebrated a range of significant liturgical events. These included: Ash Wednesday, Easter liturgy, the Feast of the Assumption and the Thanksgiving Mass for our volunteers at the School. Blessings for Mother’s day and Father’s day remained popular with parents and students alike. Prayer life is encouraged with formal prayer held in the Mater Maria Chapel as well as prayers being offered during assemblies and mentor groups. The 56th anniversary Mass in May was a special opportunity for the College to give thanks for the abundant blessings which have been bestowed on the community and acknowledge the Sisters of the Good Samaritan, the founding religious order of Mater Maria.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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.

The School seeks to provide flexible learning structures in which the curriculum can be delivered to meet the needs of all students. Each student's program for learning is informed by contemporary pedagogies and a focused analysis of each student's learning data. Refining professional practice and sharing knowledge through teacher collaboration remains a critical component in realising the School's overarching goal to develop Engaged, Positive, Independent and Connected (EPIC) learners, more specifically being Engaged in quality learning; possessing a Positive attitude towards learning; displaying Independence by taking personal responsibility for our own learning and behaviour, and being Connected to all that the Catholic community has to offer.

Key Learning Area (KLA) leaders placed continued emphasis on designing academic programs around a focus issue to provide a deeper, more authentic scope for the delivery of the syllabus. The School evaluated strategies for the whole-school literacy approach with a key focus on developing more sophisticated responses by gaining a deeper understanding of concepts. Staff members were also invited to interrogate student learning data to generate questions about the literacy and numeracy strengths and areas for development of their classes in preparation for the 2018 school year. Teachers accessed data from the effort and behaviour grades issued each school term, academic results reported each semester, NAPLAN, the Progressive Achievement Tests (PAT) and ACER General Ability Tests (AGAT). From 2018, we have decided to trial a BYOD program for students in Years 10, 11 & 12. There have been some significant improvements in the network provided by the Catholic Schools Office that means we can now connect a variety of devices as long as they meet certain specifications. The program has provided many opportunities to enhance student learning, organisation and creativity beyond the constraints of traditional resources as students have been immersed in a variety of innovative and engaging tasks. The use of the student portal of the School's Information Management System (IMS) has enabled students to record their learning goals and track their own progress. The parent portal provides a platform for parents to engage in their child's learning and well-being in real time.

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 7	Reading	40.21 %	26.90 %	5.82 %	16.30 %
	Writing	25.27 %	13.50 %	21.51 %	32.00 %
	Spelling	37.77 %	30.30 %	9.04 %	16.70 %
	Grammar	31.38 %	29.10 %	10.11 %	17.50 %
	Numeracy	33.16 %	28.90 %	4.81 %	14.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	25.95 %	20.90 %	10.81 %	18.50 %
	Writing	16.76 %	11.70 %	20.54 %	41.20 %
	Spelling	22.16 %	23.70 %	12.97 %	21.50 %
	Grammar	36.22 %	20.20 %	10.81 %	20.60 %
	Numeracy	23.78 %	25.80 %	5.95 %	14.80 %

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2018, the number of students issued with a RoSA was .

Higher School Certificate (HSC)

The results of the School's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands, compared to State results, over the last three years.

In 2018, the School achieved exceptional HSC results with 82% of two unit results placed in the top 3 performance bands which is higher than all previous results. All subjects had students achieving in the highest band and there were a number of individual students who successfully overcame adversity to complete their studies. The School again had a large number of students' major works nominated for InTech - an exhibition of major projects from HSC Industrial Technology students.

Higher School Certificate	Percentage of students in top 2 bands (Bands 5 and 6)					
	2016		2017		2018	
	School	State	School	State	School	State
English (Standard)	3 %	13 %	13 %	16 %	32 %	15 %
English (Advanced)	58 %	62 %	64 %	64 %	51 %	63 %
Construction (Examination)	14 %	0 %	33 %	19 %	33 %	18 %
Drama	80 %	43 %	61 %	42 %	67 %	42 %
HSC English Extension 1	100 %	95 %	93 %	94 %	100 %	96 %
Industrial Technology	43 %	26 %	74 %	22 %	60 %	23 %
Mathematics	53 %	53 %	70 %	54 %	65 %	52 %
Mathematics General 2	48 %	26 %	40 %	26 %	44 %	27 %
Music 1	100 %	63 %	100 %	66 %	88 %	65 %
Physics	15 %	30 %	15 %	34 %	40 %	34 %
Textiles and Design	0 %	0 %	0 %	51 %	100 %	46 %
Visual Arts	88 %	55 %	90 %	55 %	92 %	53 %

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. 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

Each student is called to be an agent of stewardship, responsibility and service. Students are challenged to never underestimate the impact they can have as individuals on the whole community. The student-led mentoring activities, leadership programs and ministry opportunities provided a foundation for each student to develop their gifts and achieve their personal success.

Some of the highlights of 2018 were as follows:

Interfaith dialogue involvement for Years 9 and 10 students through various excursions.

Outreach to the local community - Year 8 students visited the elderly in aged care and dementia facilities, Year 9 supported Catholic primary students in literacy and numeracy and Year 10 organised a fete day for students with disabilities.

The SRC, Empowerment Team and eSmart committee members led engaging College assemblies that promoted key messages about mental health, anti-bullying and the safe, smart and responsible use of technology.

Hospitality students held a High Tea fundraiser in support of Caritas Australia.

Dramatic and musical contributions by students through their gift of performance at School assemblies, liturgies and public performances.

Student participation in the Duke of Edinburgh Award scheme specifically in the gold, silver and bronze awards.

The School Prefects - Stewardship led two groups of Year 7 students to assist Pittwater Council in bush regeneration.

Year 10 students mentored primary school students in developing environmental awareness campaigns in the Taronga Zoo supported 'Feathertail Glider Project'.

Students embarked on the School's cultural educational tour which travelled to the United Kingdom and Italy providing opportunities for student growth.

Students participated in the NSW Chemistry Titration competition, NSW Law Society Mock Trial and CSIRO CREST award scheme.

Students represented the School in a variety of sports and a large number of Years 10, 11 and 12 students coached and managed junior School teams.

Year 11 students led a mathematics tutorial day for Year 6 students from the local Catholic schools.

Year 10 students provided an activities day for disabled students from various high needs schools in the local area.

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

In 2018, the School provided a variety of experiences to deepen understanding of the School value of Stewardship, in particular by joining Pittwater Parish to focus on 'courage to be the disciples of our time' to all in our community. Staff were involved in professional learning in mission to strengthen faith formation along with collaborative practice focused on the learning needs of students. The School revised the BYOD program to allow students in Years 10-12 to choose the device that best meets their learning needs whilst students in Years 7-9 continued using iPads in the classrooms. The College focussed on developing a culture of critical thinking, creative problem solving and effective communication. The MindMatters mental health framework focused attention on social and emotional learning to enhance student resilience. Students were guided through the process of academic goal setting and using data to self-evaluate.

Priority Key Improvements for Next Year

In 2019, the School will provide a variety of experiences to deepen understanding of the School value of Stewardship, in particular by joining Pittwater Parish to focus on Love for God's creation. The School will continue focusing on developing a culture of critical thinking, creative problem solving and effective communication to support students to display deep understanding. A growth mindset approach to learning will be implemented to further enhance the resilience of our students. The extensive building program is expected to be complete which will improve accessibility, provide an increase in contemporary learning spaces and extend our focus on student collaboration.

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

A comprehensive satisfaction and feedback survey was commissioned to obtain research-based feedback and views on a wide range of areas relating to the School's performance. The School achieved 'very high' scores in eight of the twelve areas and 'high' scores for the remaining areas. These scores suggest the School is in very good overall health from the parents' perspective and the School reached an overall satisfaction of 85%. Parental engagement and support of information evenings, celebrations such as Father's day and Mother's day, and family Masses highlight an overall satisfaction with the unique opportunities available to participate in the fuller life of the School. Parents are also active participants as members of the School Advisory Board and the P&F, in the coaching of College sports teams, and by regularly volunteering with initiatives like the Year 10 Careers Expo. The School Advisory Board and P&F provide avenues for parents and community members to raise positive issues or those of concern. Any issues which are raised are listened to, discussed and responded to appropriately.

Student Satisfaction

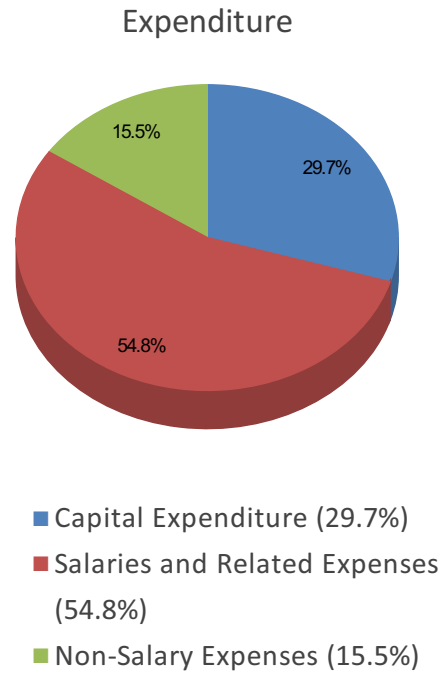
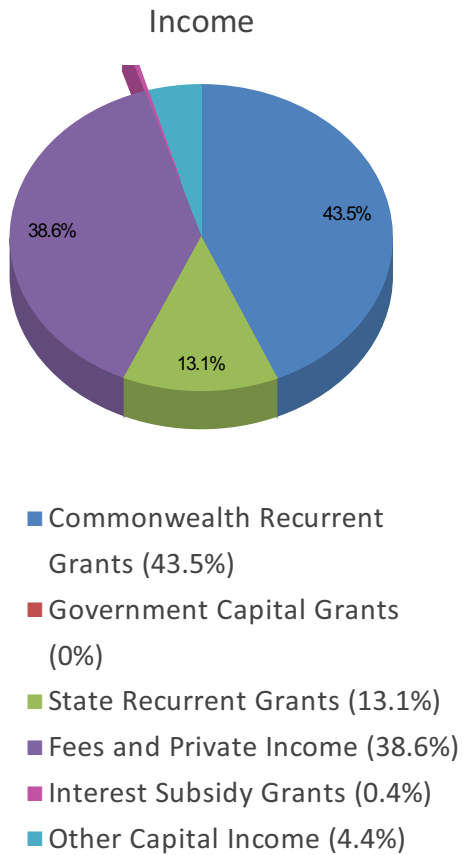
A satisfaction and feedback survey was also commissioned to obtain students' views. The School received positive feedback: 'high' scores on seven of the eight areas and a 'moderate' score in the remaining area. These scores suggest the School is in good overall health from our students' perspective with an overall satisfaction of 79%. Student voice is given high priority in strategic decision making and is collected via a number of sources, including the Student Well-being Survey' and 'Tell then From Me' survey. The Student Representative Council has been the major vehicle for collecting data relating to student satisfaction. Representatives have provided pleasing responses with regards to learning structures, teacher practice, the pastoral care programs and designing new learning spaces within the School. Academically, the effort and behaviour results indicated that students are connected to their learning and the School recognised over 400 students with a Gold Award for Effort and Behaviour in 2018. This award indicates that these students are committed to their studies in both effort and behaviour in all of their subjects throughout the entire year.

Teacher Satisfaction

Staff members completed a comprehensive satisfaction and feedback survey relating to the School's performance. The School achieved 'very high' scores in six of the ten areas and 'high' scores for the remaining four areas. These scores suggest the School is in very good overall health from staff members' perspective and the School reached overall satisfaction of 87%. On a day to day basis, staff members are invited through staff meetings and the School Executive to dialogue satisfaction through the workplace context of teaching and the school improvement agenda. The School is a supportive work environment with a positively engaged staff.

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	\$6,857,309
Government Capital Grants	\$0
State Recurrent Grants	\$2,055,282
Fees and Private Income	\$6,081,374
Interest Subsidy Grants	\$56,109
Other Capital Income	\$699,158
Total Income	\$15,749,232

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$6,357,581
Salaries and Related Expenses	\$11,738,228
Non-Salary Expenses	\$3,327,415
Total Expenditure	\$21,423,224