



2023

ANNUAL SCHOOL REPORT



St Philip Neri Catholic Primary School

67 Baringa Road, NORTHBRIDGE 2063

Principal: Ms Fiona Bylsma

Web: www.spndbb.catholic.edu.au

About this report

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

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. 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 at local school level and 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](#).

Message from key groups in our community

Principal's Message

This Annual Report aims to offer insight into the ethos, achievements, and future direction of St Philip Neri. We're a close-knit and inclusive community dedicated to working in partnership with families to provide a nurturing education for students.

The leadership team is focused on continuous improvement and is dedicated to collaborating with our staff, parents, students, and parish, to create an environment in which our students are inspired to know Christ, love learning and be the best they can be. Our students' education is enriched by motivated staff focused on continual professional growth, coupled with genuine care for each child.

Looking back, our school community should feel a sense of accomplishment for our achievements.

At the heart of St Philip Neri lies our commitment to fostering community. We've been blessed with a supportive community and parish, reaching out to embrace others through projects like Caritas, St Vincent de Paul and our sister parish of Lete Foho in East Timor. Reflecting on our school's essence, there's much to celebrate and cherish.

Parent Body Message

In 2023, the St Philip Neri Parents and Friends continued to channel focus on enhancing positive partnerships with the school. Throughout the year, the SPN parents collaborated with staff, organising many school events. These events varied but were always centred on fostering community and occasionally targeted fundraising.

Notable events in 2023 included the Kindergarten first day, 'Tears and Tissues', Welcome SPN Drinks, Shrove Tuesday, Mother's Day Breakfast, Grandparents Day, St Philip Neri Feast Day, Father's Day Breakfast, School Disco, and the Christmas Party.

Special recognition goes to the parents who organised the successful Trivia Night fundraiser. The proceeds from this event will be used to support the wellbeing initiatives in 2024. The Parents and Friends were also able to support the purchasing of new teaching and learning resources including new readers aligning to the new curriculum, maths resources and library books.

Student Body Message

This year, St Philip Neri was filled with loads of learning and fun. The school's Positive Behaviour for Learning framework guides our students to live by our 'Motto Deeds not Words' by being Respectful, Responsible and Lifelong Learners.

Kindergarten, Year 1 and Year 2 students engaged in learning of across the seven KLAs with exciting prospects from the new NSW syllabuses in English and Mathematics. Our Kindergarten and Year 1 students also continued exciting new learning from the CSBB Religious Education Curriculum.

In addition to the curriculum, our students at SPN have had many opportunities to participate in lots of additional learning activities such as chess, skipping club, gardening club, "Shining Little Souls (mindfulness)", Coding, French and music lessons for our School Band. Our school also participated in Maths Olympiad, Debating and Premiers Reading Challenge. Year 5 students were excited to be a part of Willoughby Council's Wildlife Storybook project. All students participated and five of our students had their work published as a part of the captivating compilation of inspiring stories, poetry, and artwork.

As life-long learners, our students were able to engage in excursions and school events that add to life at school. Stage 3 enjoyed 2-day camp at Collaroy and Year 5 enjoyed a Leadership Day in preparation for their student leadership in 2024. Our students engaged fully in all learning and school activities with great enthusiasm and joy. Whole school events such as Motiv8, disco, sports carnivals, Christmas Concert and all liturgical celebrations were wonderful opportunities to celebrate being a part of the St Philip Neri community.

In 2023 our Catholic faith remained a focus and we celebrated Masses and Liturgies for various occasions and special Feast Days. Social outreach and living our motto of 'Deeds Not Words' has been evident through the school's awareness raising and fund raising for charitable works including Caritas, St Vincent de Paul and our sister parish of Lete Foho in East Timor.

School Features

St Philip Neri Catholic Primary School Northbridge, is a Catholic systemic co-educational school. The school is a single stream primary school for boys and girls located in Sydney's Lower North Shore in the suburb of Northbridge. It is the most southern school in the Diocese of Broken Bay. The school was opened in 1925 by the Sisters of St Joseph and until 1983 was known as St Ciaran's. The name was then changed to St Philip Neri to be the same as the Parish church. The school and parish are named after St Philip Neri, an Italian humanist who was fond of holding informal prayer meetings and instructional gatherings. He was known and loved as the Apostle of Rome. The school is also steeped in the charism of Mary MacKillop that is reflected in the school's motto 'Deeds not Words'.

The school's vision is to respect others, embrace challenge, and celebrate diversity, reaching out to others through actions and relationships. The school offers a welcoming Christ centred community, quality teaching and learning, specialist programs such as Physical Education, Library, Music and Band, access to various ICLT devices and support of student wellbeing through the Positive Behaviour for Learning program (PBL).

Features of the learning environment include modern classrooms with breakout spaces for small group instruction, a well-resourced library/learning centre, a sound-proof music room, an outdoor amphitheatre and a parish hall. Our administration building has been recently refurbished with the upgrading of our office, meeting room, student sick bay and staff facilities. The amphitheatre playground area includes a developmental and creative play space consisting of a sand pit, dry creek bed, sensory tunnels, blackboards, outdoor board games and the addition of playground storage for loose parts and construction materials. A basketball court and handball courts provide areas for more active play.

In 2023, students had opportunities to participate in extracurricular events and activities including:

- K-6 Public Speaking competition
- Debating
- Maths Olympiad Australian Mathematics Competition
- Band and instrument tuition – flute, clarinet, saxophone, trumpet, trombone and percussion
- ICAS competitions
- Lunch Clubs including, Gardening Club, Skipping, Mindfulness, Drawing Club
- Coding
- Chess lessons
- French lessons

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
73	61	40	134

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2023 was 92.24%. 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
90.80	91.10	92.30	93.30	91.50	92.60	94.10

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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement 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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	12
Number of full time teaching staff	5
Number of part time teaching staff	7
Number of non-teaching staff	2

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional

development (PD) and logging Elective PD via their NESAs account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

A system wide staff development day, **Towards 2025**, was attended by all staff during 2023. An update on the strategy was held to outline the Diocesan direction for 2023 and beyond. The day included specific focus on the Learning Improvement Agenda and The Staff Wellbeing Program.

With the introduction of the new syllabus in New South Wales, two staff development days were dedicated to building the professional knowledge of the new K-2 English and Mathematics Curriculum. The second day was dedicated to the new Years 3-6 English and Mathematics Syllabus. Staff attended professional learning with Dr Lorraine Hammond regarding the 'Science of Learning'.

The staff participated in a Mission Formation Day to explore and unpack the spirituality of Mary MacKillop. Through the day, links were made to the Bishop's Foundational Pillars, Commission, Community and Common Good.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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 explore the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 1 as well as Years 7-10 classrooms in 2022/2023 and will continue to grow over the coming years. These programs include 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.

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.

Embodying the Catholic values within its Christ-centred community, St Philip Neri Catholic Primary School espouses the motto 'Deeds Not Words,' derived from St Philip Neri himself. This ethos is ingrained in daily school life, motivating students to make a positive impact on the world through their actions.

Under the leadership of the student Social Justice and Student Representative Council, the school actively participates in various charitable endeavours. This includes fundraising for Caritas Australia through Project Compassion, contributing to the St. Vincent de Paul Winter Appeal and providing hampers for the Christmas Appeal. In response to the flood devastation in the Northern Rivers area, the school partnered with St. Joseph's Coraki, in the Lismore Diocese, offering support through generous donations. Additionally, ongoing support is extended to the sister parish of LeteFoho in East Timor. Notably, Year Six leaders coordinate

fundraising initiatives, such as ice block days, with the proceeds sponsoring an East Timorese student through teacher training.

Students from Kindergarten to Year Six enthusiastically participated in The Bishop's Creative Arts Awards Competition. This engaging competition encouraged students to express their creativity through various medium, including artwork, short film, music or dance in response to Gospels stories. While some grades integrated this competition into their class work, individual students also embraced the opportunity to showcase their talents and interests. Several students at the school received well-deserved prizes and awards for their outstanding entries, demonstrating their ability to reflect on, and creatively respond to, the profound messages embedded in Gospel Scripture. This initiative not only fostered artistic expression but also deepened the students' connection with, and understanding of, the teachings found in the Gospels.

Curriculum, Learning and Teaching

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

The School delivers its educational program based on the New South Wales Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) include English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). Additionally, the school incorporates the Diocesan Religious Education syllabus into its curriculum. A dedicated commitment to continuous improvement is evident among staff members, who strive to enhance teaching and learning across all aspects of the curriculum. 2023 was the first year of implementation of the new NSW Mathematics and English syllabuses for Kindergarten, Year 1 and Year 2.

St Philip Neri offers a dynamic and purposeful primary education experience. A team of passionate educators delivers the curriculum through differentiation, explicit teaching, inquiry-based learning opportunities, collaboration, critical thinking, curiosity and a love for learning.

Information Technology is seamlessly integrated across the KLAs, with classrooms equipped with a variety of devices such as chrome books, laptops and iPads for both one-to-one and group work. The Learning Centre features a class set of iPads for library and Music lessons. Notably, Year 5 and Year 6 students have their school managed but personalised one-to-one device program (iPad) to prepare them for similar programs in high school.

The Learning Support Team plays a crucial role in supporting students across all classes. Targeted Literacy intervention, including MultiLit and MiniLit Programs is implemented for students in Kindergarten to Year 3. Students with identified needs receive tailored support within classrooms through small group and individual interventions, addressing reading, comprehension and numeracy skills.

Enrichment programs are integral to the student experience, offering opportunities such as Maths Olympiad, ICAS tests, debating, public speaking and participation in the Willoughby Council Writing and Illustrating Wildlife Story Competition.

Specialist teachers in sport, music and library collaborate with all class teachers. Instrument tuition is offered for students in Years 3-6, including a junior and senior band program and a

school choir. Weekly grade sports activities take place, featuring various activities or clinics at the school or nearby Northbridge Oval.

Staff actively participate in Collaborative Coaching, a comprehensive initiative aimed at professional development and focused on student learning. All full-time teaching staff benefit from an additional hour released from face-to-face teaching responsibilities. This dedicated time is utilised for the thorough examination of student data, allowing for in-depth analysis and strategic planning of teaching and learning activities tailored to address individual student needs. The primary focus area for Collaborative Coaching at St Philip Neri in 2023 is Numeracy, reflecting a commitment to enhancing mathematical proficiency among students.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student’s result exceeds expectations at the time of testing.
- Strong: The student’s result meets challenging but reasonable expectations at the time of testing.
- Developing: The student’s result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student’s result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Philip Neri Catholic Primary School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	62%	54%
	Reading	82%	67%
	Writing	81%	76%
	Spelling	76%	61%
	Numeracy	88%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	79%	64%
	Reading	89%	74%
	Writing	89%	66%
	Spelling	84%	69%
	Numeracy	95%	68%

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 prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2023.

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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2023.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). 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 [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2023 to reflect new system processes.

Initiatives promoting respect and responsibility

At St Philip Neri, we guide our students through the Positive Behaviour for Learning (PBL) approach with our school expectations focusing on *Respectful, Responsible and Lifelong Learners*. Our School Behaviour Expectations matrix outlines the specific expectations that foster a culture of learning, respect and responsibility.

Our PBL system ensures students are supported to know and understand behavioural expectations. Students are explicitly taught what these positive behaviours for learning look like in the school context. The PBL approach to supporting positive behaviours incorporates 'mini merit' awards, acknowledging students who exhibit behaviours aligned with our school expectations. Students can strive for recognition through Bronze, Silver, Gold and Platinum awards. An annual assessment indicates that both students and staff understand and adhere to all PBL expectations and procedures.

To reinforce our anti-bullying stance, we conduct an annual review of our guidelines and actively participate in the National Day Against Bullying.

Supporting our youngest students, Year Six buddies are assigned to Kindergarten students, providing care and assistance during their transition to school life. Year Five students undergo leadership training based on Gospel principles, leading to their election into leadership positions the following year. Leadership elections for Years Two to Five prioritise qualities like honesty, positive behaviour and encouragement of others while living out our school motto '*Deeds not Words*'.

All Year Six students hold a leadership position in their final year, engaging in various activities and representing the school at events. Each class from K-6 elects a Student Representative Council member, fostering leadership skills.

Our initiatives aim to cultivate engaged and effective global citizens, grounded in Catholic values, starting with behaviours and actions within our school and families.

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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

The dedicated and targeted efforts across the school in Mathematics were validated by the 2023 NAPLAN Numeracy results. Collaborative Coaching worked on empowering teachers as skilled practitioners sharing and reflecting on 'best practice' in the teaching of Mathematics.

The work the Leadership Team completed with Linda Bendikson, as part of a Catholic Schools Broken Bay system initiative, strengthened the leaders' focus on building a culture of continuous improvement. Entering into cycles of inquiry was commenced with teachers through Collaborative Coaching where student outcomes were analysed and teacher efficacy was explored.

2023 saw a deepening of practice with PBL (Positive Behaviour for Learning). Through working on a more comprehensive and shared understanding of the PBL principles and processes, there was greater consistency across the school. The PBL Incident Flow Chart was reviewed, making it more accessible for teachers.

Priority Key Improvements for Next Year

In 2024, there will be continued support for the implementation of the new English and Mathematics syllabi. Professional learning and resourcing will be targeted to support continued familiarisation, planning and implementation of the new curriculum. The new Religious Education Curriculum will also be implemented for Early Stage One, Stage One and Stage Three.

Collaborative Coaching will continue for all K-6 teachers in 2024. The focus will be on student learning in Numeracy for Semester One. In Collaborative Coaching time, teachers will have 1-2 hours per week working collaboratively with a Coach / Leader and their stage partner to analyse student data and collaboratively plan with their teams to address student needs. 2024 we will strengthen the collaboration and teamwork among teachers in stage teams and as a K-6 teaching team to support learning.

Along with ongoing refinement and embedding of the Positive Behaviour for Learning principles (PBL), The Resilience Project (TRP) will be introduced across the school in 2024. TRP provides practical, evidence-based mental health strategies to build resilience and

happiness. Through lessons, the TRP App and Wellbeing Journals, the students explore the benefits of Gratitude, Empathy and Mindfulness. Easy ways to practise these in everyday life will be introduced. The program also incorporates Emotional Literacy, Connection and Physical Health education as they are foundational contributors to positive mental health.

In 2024 there will be a review of the school Mission and Vision. Through extensive consultation with the wider school community and parish, the school will define the values that drive the Catholic life and identity, recognising the charism of the Sisters of St Joseph and its patron saint, St Philip Neri.

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

At the commencement of the 2024 school year, parents were invited to a Feedback Forum and asked to reflect on the school from their perspective in 2023. The sessions were well represented by parents from all grades. Parents reported that they appreciated the sense of community that they observed and felt themselves. Some parents volunteered that their children 'loved coming to school' and they were happy at school. Popular initiatives included the Buddy System where Year 6 students were dedicated buddies for Kindergarten students along with the school picnics and Family Masses.

The parents reported liking the smaller size of the school with the high levels of care from the dedicated staff. While parents spoke positively about the overall sporting opportunities at the school, some reported wanting greater recognition of achievements of students performing at the representative level along with more opportunities for other students to take part at this level.

Student satisfaction

At the commencement of the 2024 school year, students in Years 5-6 took part in a feedback forum and were asked to reflect on the school from their perspective in 2023. Students reported positive relationships with their teachers and spoke about the amount of support they were given with their learning as being very helpful. Opportunities for extension were also raised by students, especially as students were being profiled for potential high achieving and giftedness.

Being heard was important to the students and they felt that there were opportunities to 'speak up' through the school SRC (Student Representative Council) or by speaking directly with their teachers. The students spoke about enjoying opportunities for leadership while participating in the Buddy Program and interacting across the year levels. Students see these opportunities and responsibilities as important to their growth and development.

There was a positive response to feeling safe and happy at school. Students articulated the school expectations of 'being respectful', 'being responsible' and 'being lifelong learners' and

reported that there was consistency about how these expectations were promoted across the school.

While students reported wanting greater access to Northbridge Oval, a high level of satisfaction with the other extracurricular activities was featured. The opportunity to join the School Band and learn an instrument was important to students, as was access to the Chess Club, School Choir, French Lessons and the Mindfulness Program in place at the school.

In summary students reported that they receive quality instruction, experience positive relationships and feel happy and supported at school.

Teacher satisfaction

At the commencement of the 2024 school year, all staff took part in a feedback forum and were asked to reflect on the school from their perspective in 2023.

Teachers reported high levels of satisfaction with the support they received through Collaborative Coaching during 2023. Teachers spoke about the benefits of sharing strategies, teaching practice and suggestions for supporting student learning although some teachers felt their workload had increased with Collaborative Coaching as more assessment was required between sessions.

Teachers also reported that during 2023, the increased focus on PBL (Positive Behaviour for Learning) resulted in greater consistency across the school, impacting on classroom learning and playground behaviour. Students entered the classrooms in the morning more settled and ready for learning.

Celebrating achievements as a community rated highly with the teachers. They spoke about a sense of community and the belonging that was evident for students as the many achievements in extra-curricular activities and awards were celebrated.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$1,173,322
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$310,430
Fees and Private Income ⁴	\$696,256
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$854
Total Income	\$2,180,863

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$5,988
Salaries and Related Expenses ⁷	\$2,112,817
Non-Salary Expenses ⁸	\$746,575
Total Expenditure	\$2,859,392

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2023 REPORT