



2023

ANNUAL SCHOOL REPORT



Our Lady Star of the Sea Catholic Primary School

165 Serpentine Road, TERRIGAL 2260

Principal: Mr John Barton

Web: 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 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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

Amidst the backdrop of curriculum reform, our school community rose to the occasion, embracing new methodologies and pedagogies with enthusiasm and determination. Together, we navigated the evolving landscape of education, ensuring that our students were equipped not only with knowledge but also with the critical thinking skills and adaptability needed to thrive in an ever-changing world.

Throughout the year, our community came together in countless ways including collaborative efforts in the classroom, sporting events, liturgies, celebrations of sacraments, social activities and school events. Each interaction strengthened the bonds that unites us.

Parents played an integral role in this process, actively engaging in their children's learning journey and enriching our educational environment with their support and involvement. Open classrooms, innovative approaches to learning, special events such as enriching excursions that expanded horizons—all served to deepen our sense of connection and shared purpose.

As you explore the pages of the 2023 Annual Report to the Community, we trust you will find it to be a testament to our collective achievements and aspirations. This report offers a comprehensive insight into what makes Our Lady Star of the Sea at Terrigal a beacon of educational excellence and community spirit.

Parent Body Message

In 2023, the parents were delighted with the school's significant efforts to foster community engagement, welcoming parents to participate in various activities and events.

Parents were encouraged to attend sporting events and Gala Days, allowing them to support their children and be actively involved in the school community. They also had opportunities to visit classrooms and witness firsthand the learning experiences of their children.

Special events such as Mother's and Father's Day stalls, school excursions, and celebrations including the 100 Days of Kindergarten were enthusiastically embraced by parents. Additionally, activities such as the Year 6 Canberra trip, Book Week parade, school assemblies, Graduation masses, and liturgical celebrations enriched the school experience for both students and families.

The establishment of a Parent Advisory Board in 2023 replaced previous Parents and Friends meetings, offering a more structured platform for parental involvement. This board

allowed parents to contribute to decisions and initiatives that directly impacted their children's education and well-being.

The school continued to uphold its reputation in the local and wider community, leveraging social media and the Compass communication hub to promote its achievements. Overall, 2023 was a year of active participation for parents at Our Lady Star of the Sea School.

Student Body Message

As students at Our Lady Star of the Sea, Terrigal, we value our time here. We thank our dedicated teachers who offer tailored support for all our needs.

The Student Leadership led weekly assemblies, welcomed special guests and provided school tours. We relished the opportunities to lead and inspire our peers. Our involvement in events such as the Open Day for Parents allowed us to showcase the unique aspects of our school, sharing firsthand experiences with visiting families and highlighting what makes our school so special.

Each term, a dedicated week is devoted to well-being, offering fun activities and events with a focus on student well-being. 'Principal and Assistant Principal for a Day' stands out as a favourite, offering a student the chance to lead the school for a full day and engage closely with the staff, fostering camaraderie and understanding.

At OLSS, we remain steadfast in our belief that we attend the finest school on the Coast. We count ourselves fortunate to be part of a nurturing educational community that prioritises our development, ensuring that we thrive in an environment where learning and spiritual growth are valued and immensely enjoyable.

School Features

Our Lady Star of the Sea Catholic Primary School, Terrigal is a vibrant Catholic systemic coeducational institution, currently accommodating over 560 students. Operating on a three-stream K-6 model, with an additional fourth stream class in the Kindergarten cohort, our school caters to Catholic families residing in Terrigal and surrounding suburbs within the Terrigal - Erina Parish boundaries. Established in 1979 in the heart of Terrigal, opposite the Skillion and The Haven, the school later relocated to its present location on Serpentine Rd, Terrigal. Situated amidst a rural backdrop, coupled with its commendable educational outcomes, our school is highly sought-after on the Central Coast, maintaining robust enrolment demand fuelled by its stellar reputation and success in the wider community.

In 2023, we introduced the Parent Advisory Council, replacing the former Parents and Friends group. Comprising parent representatives from all grades, this council convenes termly meetings with the Principal to deliberate and advise on key school-related matters. This inclusive structure ensures broader representation across the school community, fostering an environment where every voice is valued, thus positioning us for greater future success.

Our Vision and Mission Statement underscores our commitment to nurturing the holistic development of each child, addressing their physical, spiritual, academic, and cognitive facets with equal diligence. Core values of Belonging, Faith, Mission, Learning, and Respect permeate every aspect of life at Our Lady Star of the Sea, guiding our curriculum, policies, and practices.

At the heart of our educational philosophy lies a dedication to student-centred learning, where students are empowered to take ownership of their educational journey within a supportive and collaborative framework involving teachers and parents alike. Recognising the uniqueness of each student, we strive to personalise their learning experience, building upon the foundational efforts of parents to help them realise their full potential.

Embracing contemporary digital tools, we integrate technology seamlessly into our learning environment, preparing our students for the demands of the future. However, we measure our success not solely in academic terms but also in fostering the holistic growth of our students—mind, spirit, and well-being. Rooted in Catholic values and guided by Mary, Our Lady Star of the Sea, our school and parish patroness, we aspire to instil these values in our children and community, shaping compassionate and responsible individuals poised for a purposeful future.

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
253	315	18	568

* 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 90.83%. 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
92.40	91.60	90.60	90.70	90.00	90.40	90.10

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	33
Number of full time teaching staff	16
Number of part time teaching staff	17
Number of non-teaching staff	4

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 NESA 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

The staff at Our Lady Star of the Sea were engaged in four (4) Staff Development Days throughout the course of the year. The professional learning was as follows:

Day 1: Overview of the year ahead / Child Protection requirements / WHS Review / Annual Plan.

Day 2: Gifted and High Potential Education and Identification.

Day 3: Catholic Schools Broken Bay Combined Staff Development Day - Towards 2025

Day 4: Implementation of the new English and Mathematics Curriculum Documents

Day 5: Spirituality Day: Provided opportunities for teachers to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

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 explores 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.

In 2023, Our Lady Star of the Sea Catholic Primary School remains committed to the mission of the local Church, echoing the Diocesan Mission Statement that emphasises evangelisation and spreading the Good News of Jesus Christ. Rooted in partnership with parents and the local parish community, our school endeavours to deliver authentic, professional Catholic Education that ignites a passion for knowing Christ, fostering a love for learning, and empowering students to unleash their full potential.

Aligned with the Diocesan focus on pastoral mission, our school wholeheartedly embraces the call to bear witness to Christ and become His missionary disciples, as envisioned by Bishop Anthony Randazzo. Additionally, we align with the vision of Catholic Schools Broken Bay, delivering authentic Catholic education with care and compassion, while inspiring hearts and minds to know Christ and excel in their endeavours.

Our commitment to nurturing young people in the Catholic faith is evident in initiatives like the retreat/ leadership day for Year 5 students, which provided valuable insights into leadership rooted in gospel values. Furthermore, our staff exemplify their faith in action through initiatives such as volunteering at a Youth Support Home, demonstrating compassion and solidarity with those in need.

Our Parish Priest, Father Vince Casey, continues to be a pillar of support in strengthening our Catholic identity through his regular presence, participation in class religion lessons, and the celebration of liturgies and masses with our school community.

Our collaboration with Mini-Vinnies further reinforces our commitment to service, with students actively involved in initiatives such as Winter and Christmas appeals, Project Compassion, and Catholic Mission Initiatives, bridging the gap between classroom learning and putting faith into action.

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.

Recognising the importance of catering to diverse student needs, the leadership team placed a renewed emphasis on providing tailored learning programs. Collaborative efforts were directed towards developing evidence-based strategies to address individual learning requirements. Professional learning opportunities were expanded to equip educators with the necessary tools and insights to deliver effective instruction, with a focus on 21st-century teaching practices.

In line with the school's commitment to continuous improvement, the leadership team facilitated the integration of specialised coaching support. Building upon the success of the previous year's introduction of English and Mathematics coaches, the team continued to support its coaching framework in these key areas of the curriculum. Weekly Collaborative Coaching sessions provided a platform for educators to engage in reflective practices and refine their pedagogical approaches.

Through a systematic approach to curriculum delivery and a culture of ongoing improvement, the school aimed to achieve high academic standards across all KLAs. Data-driven teaching practices remained integral to decision-making processes, ensuring that instructional strategies were responsive to student progress and needs. By fostering a collaborative culture of learning and development, the leadership team endeavoured to sustain a trajectory of continuous growth in student achievement.

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 Our Lady Star of the Sea 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	89%	54%
	Reading	82%	67%
	Writing	96%	76%
	Spelling	71%	61%
	Numeracy	89%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	79%	64%
	Reading	88%	74%
	Writing	80%	66%
	Spelling	79%	69%
	Numeracy	94%	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

Our commitment to fostering respect and responsibility remained central to the ethos of our Kids Matter program. We continued to engage students in four key areas to reinforce these values, integrating them into both classroom lessons and extracurricular activities:

Respect and Responsibility for the Environment: Emphasising the importance of environmental stewardship, students learned about the significance of proper waste disposal, the value of maintaining a clean school environment, and the ethos of sharing and caring for personal belongings. Additionally, students actively participated in the Clean Up Australia Campaign, demonstrating their commitment to environmental sustainability.

Respect and Responsibility for Safety: Prioritising the well-being of every individual within our school community, students were educated on essential safety protocols. This included practicing mindful eating habits, particularly concerning food allergies, utilising playground equipment safely, and adhering to designated pathways to minimise accidents.

Respect and Responsibility for Others: Cultivating empathy and inclusivity, students were encouraged to communicate with kindness and respect, exhibit appropriate behaviour during transitions, and ensure everyone felt valued during playtime. By fostering a culture of mutual respect, we aimed to create a supportive and inclusive school environment for all.

Respect and Responsibility for Ourselves: Promoting self-care and personal accountability, students learned the importance of sun protection by consistently wearing hats outdoors. Additionally, they were encouraged to take pride in their appearance by wearing the school uniform correctly, reflecting a sense of responsibility and belonging within the school community.

By focusing on these four pillars of respect and responsibility, we aimed to nurture well-rounded individuals who not only excel academically but also embody the values of compassion, integrity, and citizenship in their daily lives.

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 school enhanced its curriculum with evidence-based strategies from the Science of Learning, emphasising retrieval practice, interleaving, and metacognition for deeper understanding and long-term retention.

Daily Review sessions introduced in English and Mathematics aimed to manage cognitive load effectively, reducing overload and promoting efficient encoding of information, enhancing students' mastery and retention of key concepts.

The school integrated the principles and objectives of the new K-2 NSW English and Mathematics curriculum into its additional initiatives. By aligning these initiatives with the updated curricular standards, the school ensures coherence and relevance, providing students with a comprehensive and scaffolded learning experience across all subject areas.

The school provided professional learning sessions to explore the forthcoming English and Mathematics syllabus for students in Years 3- 6, scheduled for introduction in 2024.

Kindergarten and Year One have integrated the new Religious Education curriculum endorsed by the Diocese of Broken Bay, nurturing students' understanding of faith and values from an early age.

Priority Key Improvements for Next Year

Continuation of New K-6 English and Maths Curriculum Embedding: The school will persist in integrating the updated K-6 English and Maths curriculum into its educational framework, ensuring consistency and relevance across all grade levels.

Curriculum Reform Focus on Assessment Moderation: The school will target curriculum reform efforts towards moderating assessments using the A-E common grade scale. This initiative aims to standardise assessment practices, enhancing consistency and fairness in evaluating student progress.

Professional Learning on the Science of Well-being: Staff will engage in professional learning sessions focused on the Science of Well-being. These sessions will equip educators with strategies to promote student well-being and mental health, fostering a supportive and positive learning environment. This includes the introduction of Rock and Water and Girl

Squad programs, aimed at fostering resilience, self-esteem, and social skills among students.

Commencement of New Building Project: The school will embark on a new building project, enhancing infrastructure to better support teaching and learning initiatives, providing modern facilities for students and staff.

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 OLSS, parental consultation is fundamental. We seek feedback and engage in regular consultations through various communication channels to enhance the effectiveness of our educational program, pastoral initiatives, and the overall well-being of all our stakeholders.

“Our school is so welcoming and beautiful, and I’m so grateful to be a part of it. What stands out most is the community spirit that is weaved into all aspects of daily school life.” (Kindergarten Parent 2023)

Parents appreciate our communication, facilitated through platforms such as Compass and email, ensure regular and timely feedback from our parent community. The transparency and accessibility of information regarding school events, essential notifications, and student progress, are consistently praised by parents, fostering a stronger partnership between home and school.

The Cultural Survey sent out in May 2023 served as a vehicle to assess our cultural diversity and level of inclusion. It identified our strengths and areas of challenge to be addressed in the future. The survey results show our effective promotion of cultural competency within our school community, as affirmed by many parent respondents.

Student satisfaction

Student satisfaction remains a priority, with ongoing efforts to gather student feedback on various aspects of school life. In addition to traditional avenues, such as the Student Leadership initiatives, students' voices are also gathered through cultural surveys conducted in Year 5 and 6. Feedback indicates that students are content with their school experience and feel listened to and consulted on matters affecting them.

Particularly, feedback from Wellbeing Week each term highlights students' enjoyment of the activities and appreciation for the efforts of teachers in organising them. The Student Leadership Team continues to meet regularly with the Principal and Assistant Principal, to discuss student satisfaction and address any concerns, with students expressing satisfaction that their comments are listened to and acted upon.

Students also feel comfortable offering suggestions for school liturgies and celebrations, with several suggestions from students in 2023 being implemented, including choices of music for liturgies and celebrations, and ideas for Year 6 Graduation events. Overall, students believe they play an active role in the life of the school and express their satisfaction accordingly.

Teacher satisfaction

Teacher satisfaction remains a cornerstone of our school's ethos, fostering a dynamic and transparent environment where educators feel valued and engaged. Teachers feel empowered to approach the Principal, Assistant Principal and leadership team to voice concerns or propose initiatives for the school's benefit.

Opportunities for teacher input are provided at curriculum meetings, staff gatherings, and collaborative coaching sessions, with teachers responding positively to this process. Feedback from the 'Diocesan Cultural Survey' indicates a very positive view of the workplace among teachers, who also feel comfortable suggesting improvements and future directions for the school.

Teachers were actively consulted on the upcoming building plans for 2024, and while mindful of budget constraints, they were satisfied that their suggestions were considered and incorporated into draft proposals.

In 2023, discussions on behaviour management and parent communication protocols garnered positive responses from staff. They appreciated that their concerns regarding parent communication were addressed and that the new protocols were effectively communicated to parents.

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	\$5,234,067
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,387,337
Fees and Private Income ⁴	\$1,834,181
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$9,220
Total Income	\$8,464,808

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$995,664
Salaries and Related Expenses ⁷	\$5,960,316
Non-Salary Expenses ⁸	\$1,891,635
Total Expenditure	\$7,851,951

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