

2017 Annual School Report

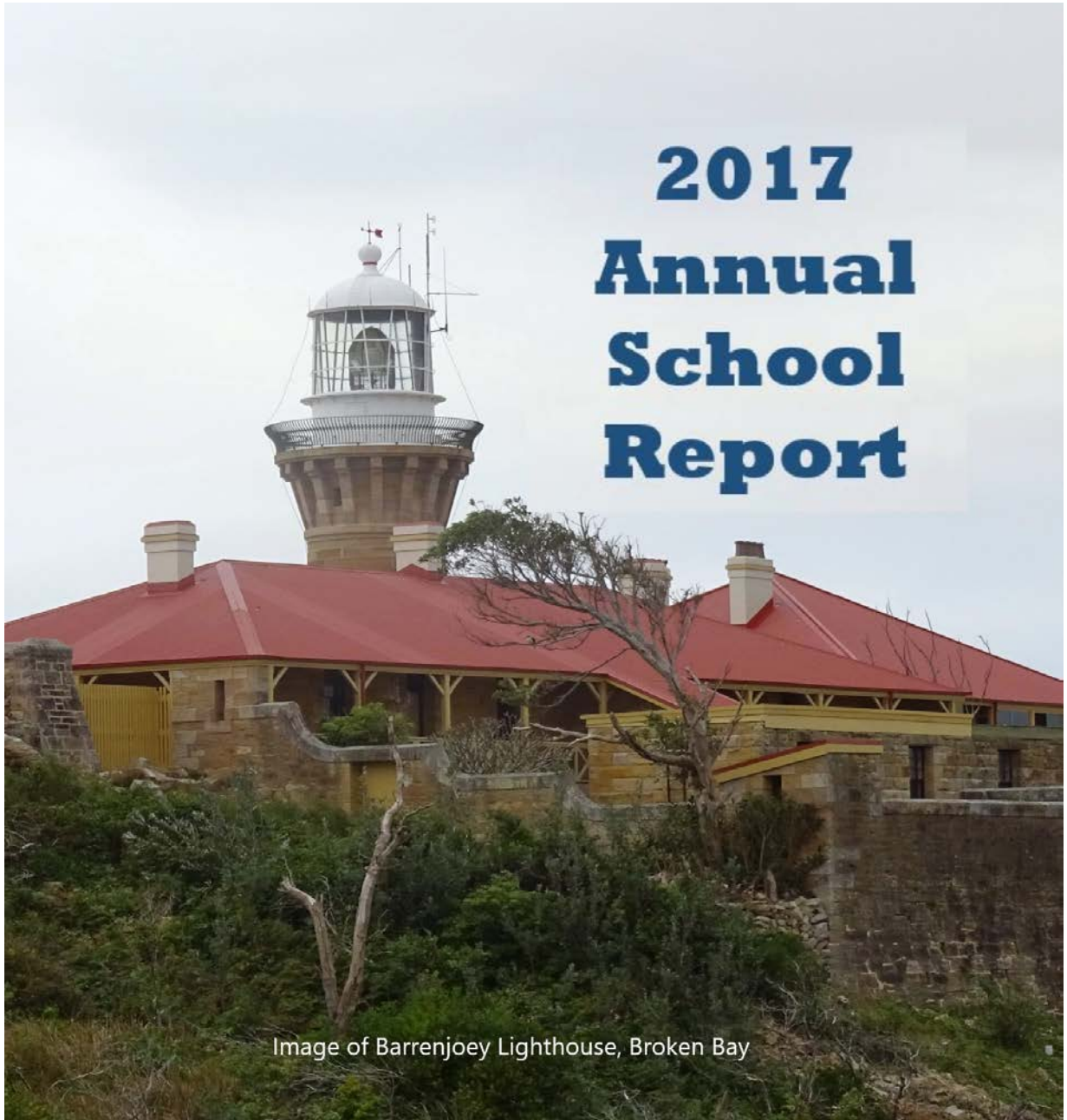


Image of Barrenjoey Lighthouse, Broken Bay



St Paul's Catholic College, Manly

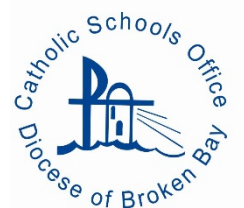
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ABOUT THIS REPORT

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

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

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

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

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

2017 saw a significant change in leadership, refocused efforts in teaching and learning, and improvement in outcomes in both NAPLAN (commended by ACARA for outstanding learning gain) and HSC (ranked 150th in the SMH ranking).

Highlights of 2017 include:

- The Inspire project, mentored by Professor Helen Timperley, with focused professional learning on cross curricular literacy, inquiry based learning, learning intentions and feedback
- University of Sydney robotics/coding
- PL in Cultures of Thinking (through Harvard University's Project Zero, led by Ron Ritchhart) to deepen learning and make it visible
- Reflection on the system-wide Learning Principles to inform development of our teaching and learning strategy.

Being Catholic, we continue to build on strong relationships with our Priests and Parishes. We seek to reach out by supporting charities such as Catholic Mission and St Vincent de Paul. Our College continues to grow and improve based on our Vision, graduating good Christian citizens who make a positive contribution to their community.

Our College values of Respect, Responsibility, Reverence and Results inform our students' reflections on their faith and contributions to college life.

Parent Body Message

The St Paul's Parents and Friends (P&F) Association meets bi-monthly on Monday evenings and everyone is welcome and encouraged to attend these meetings. The P&F is made up of an active group of parents, committed to assisting the College and supporting the partnership between parents and the College. The P&F aims to cultivate the St Paul's community spirit through organising school events, welcoming new families to the College and helping families who are experiencing difficulties at home. Funds raised by the P&F in 2017 were provided to the College to enrich the learning environment and provide financial support for improved College facilities. The P&F thank the College executive and staff for the appreciation and support they give to all of our endeavours.

P&F President

Student Body Message

On behalf of the student body, I would like to thank all members of the College for the successful and productive year; for the hours of dedication and efforts in the approach to teaching; and managing the school. It is not only knowledge of topics and context that we learn through the school, but the values and principles of life that will be vital in achieving for the future. As our motto "Prima Primum: first things first" implies, our goals are achieved through steps and it is through hard work, motivation and organisation that we will take these steps. I would also like to wish the best of luck to our Year 12, 2017 cohort for their future endeavours; with the conclusion of their education it is the beginning of the rest of their lives. As for the rest of the us, may we continue our journey through our education, putting our best foot forward and making the most out of each step.

Parish Priest's Message

It gives me great pleasure to once again congratulate St Paul's Catholic College and in particular the staff, students and families on another outstanding year in spite of what has been a very difficult environment. I am referring to the changes in funding from the Federal Government and the consequent loss of some families from the College community.

On the positive side, the foundational standards of the College in the areas of teaching, pastoral and spiritual care, family life, sporting achievements and administration are very sound. It is on these solid foundations that the school community under the wise leadership of Mr Chris Browne and his staff will build successfully for the future.

During 2017 the school can also take pride that it has achieved excellent results in the areas of academic, sporting performance and also pastoral and spiritual care.

Wishing you the Lord's blessing.

SECTION TWO: SCHOOL FEATURES

School Features

St Paul's Catholic College Manly, is a Catholic systemic boys school.

A variety of different learning spaces around the College allows for boys to collaborate on their learning and strive to reach their potential. Throughout the year, students have had the opportunity to work in collaboration with the University of Sydney in coding classes; they have worked in project-based learning across the Humanities with mentoring support for teachers by academics from the University of Auckland; they have been given a wide range of opportunities to excel in sport in both teams and individually; and have been recognised by art galleries in the local area for their talents in the arts. The College caters for the needs of all boys, building on their interests to allow each of them to become well rounded young men.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
0	647	95	647

* Language Background Other than English

The adjustment to numbers 2016 to 2017 has been predominantly caused by an increase in school fees necessitated as a result of changing Federal Government funding agreements.

Enrolment Policy

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

Student Attendance Rates

The average student attendance rate for the School in 2017 was 88.99 %. 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
91 %	89 %	88 %	87 %	89 %	89 %

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 2015, 75% completed Year 12 in 2017.

A number of students leave to take up traineeships each year with local businesses. We are very appreciative of constant and active support from local employers. Departure to other schools occurs in the context of a very concentrated school market, sometimes to satisfy particular subject choices.

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, 2017	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	28%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

The 2017 HSC results were the best since 2001, with 51 Band 6 performances, one All Rounder and one Top Achiever. In terms of the percentage of Band 6 performances, the College was second in the Diocesan school system. Results across most subject areas are improving, showing strong learning gain.

Post School Destinations

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

The number of students choosing a university pathway is rising, including a number who achieve early entry. Over 60% accepted a university place in 2017, including some who deferred, electing to take a gap year. The balance move to full time employment including traineeships with local businesses.

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School website](#). The following information describes the staffing profile for 2017:

Total number of teaching staff by NESA category	55
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	55
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
Total number of staff	68
Number of full time teaching staff	45
Number of part time teaching staff	10
Number of non-teaching staff	13

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	Cultures of Learning/Thinking
Day 2	Staff Spirituality "Education is more than the pursuit of knowledge" facilitated by Jim Quillinan
Day 3	KLA programming/planning for 2018; incorporating thinking routines

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.

The College is proud of its Christian Brothers' tradition and as part of its mission it seeks to educate students in the ethos of Edmund Rice and the Christian Brothers. The College promotes the charism of Edmund Rice and of St Paul as a means of developing a spirituality of service among students, staff and parents.

The College marked the beginning of the school year with a Welcoming Mass celebrated in the Parish church in Manly. At this celebration, all new students and staff were presented with a certificate of welcome into the community. On the first staff day of Term 1, St Paul’s staff joined with the two local Catholic Primary schools (St Mary's, Manly and St John the Baptist, Freshwater) and the neighbouring Catholic secondary girls school, Stella Maris College, to celebrate Eucharist together at our Parish Church.

National and Religious festivals were marked by Liturgical assemblies. These included Ash Wednesday, ANZAC day, Passion Week, Remembrance day, Advent and Christmas. The College engaged in charitable fundraising throughout the year for Project Compassion, Catholic Mission, St Vincent De Paul’s Winter Appeal and the St Vincent De Paul Christmas hamper appeal.

Students from Years 9 and 11 were very engaged when they attended the Australian Catholic Youth Festival (ACYF) in December. A number of Year 11 students had attended World Youth Day the year before and the Adelaide ACYF in 2015, and were keen for their peers to have the opportunity to experience this Festival.

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 Senior Leadership Team, in collaboration with Heads of Department, analysed a range of student achievement data to identify subject specific areas for development. Improvement strategies that were discerned included: early intervention in Stage 4, particularly in reading; targeted teacher professional development in assessment and differentiation; use of a wide range of Cultures of Thinking routines to stimulate understanding; and a review of the process for student subject selection.

The school will continue to provide additional learning opportunities for students to learn together in a stimulating and supportive environment. These include supervised study sessions, homework club and study afternoons.

Teachers will also continue to collaboratively inquire using the Inspire framework to enhance the critical thinking and understanding of students.

The HSC results in 2017 were very pleasing and were celebrated by students, staff and wider community. St Paul's College was ranked in the SMH as being in the top 150 schools in the state. This was a significant improvement in our academic record.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

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

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

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	17.20 %	28.80 %	19.35 %	18.80 %
	Reading	32.61 %	29.00 %	3.26 %	16.20 %
	Writing	15.05 %	16.50 %	43.01 %	28.40 %
	Spelling	30.11 %	32.90 %	10.75 %	15.50 %
	Numeracy	41.94 %	33.10 %	3.23 %	13.90 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	18.84 %	19.00 %	21.01 %	25.40 %
	Reading	29.71 %	21.00 %	7.25 %	21.30 %
	Writing	18.25 %	15.40 %	25.55 %	36.80 %
	Spelling	31.88 %	22.20 %	11.59 %	21.70 %
	Numeracy	32.12 %	24.00 %	3.65 %	16.00 %

NAPLAN Comments

In Year 7, Reading and Numeracy were identified as strengths. In each, there was only a small percentage of students in the bottom two bands and no students below the National Minimum Standard. Writing was identified as an area where boys coming into Year 7 require specific, targeted support to develop necessary and expected skills. The learning gain in Reading from Year 7 to Year 9 was significant and reflected the successful implementation of school-wide literacy strategies. The My School website indicates that gains in both Reading and Writing were much stronger than those evidenced for the national cohort, students from statistically similar schools, and students with the same starting point. Learning gain in Numeracy from Year 7 to 9 was also strong with 73.6% of students experiencing at or above expected learning gain. Analysis of data demonstrated that growth in the higher bands for reading and writing could be consolidated.

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 2017, the number of students issued with a RoSA was 17.

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.

While there was a slight fall in the number of subjects that scored above state average, overall the HSC results were very pleasing. The school ranked 150th in the state for Band 6 performance (an increase of over 100 places) and 49th in the state for English. Results in the Humanities were particularly strong, especially in Extension courses. English Extension 1, English Extension 2 and History Extension had 100% of students in the top 2 bands. Mathematics Extension 1 and Visual Arts had 75% or above in the top two bands. Data analysis also indicated strong comparative learning gain.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2015		2016		2017	
	School	State	School	State	School	State
English (Standard)	18 %	8 %	37 %	13 %	28 %	16 %
English (Advanced)	52 %	58 %	50 %	62 %	61 %	64 %
Design and Technology	38 %	36 %	40 %	41 %	70 %	43 %
HSC English Extension 1	67 %	94 %	100 %	95 %	100 %	94 %
Physics	25 %	29 %	33 %	30 %	50 %	34 %
Visual Arts	73 %	54 %	80 %	55 %	75 %	55 %

Pastoral Care Policy

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

Behaviour Management and Student Discipline Policy

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

Anti-Bullying Policy

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

Complaints Handling Policy

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

Initiatives Promoting Respect and Responsibility

The College promotes the key concepts of respect and responsibility as its core values. These values are promoted in College communications and at College assemblies, and underpin our behaviour management policy. The 2017/18 College prefects identified 2018 as the Year of Respect, underpinning the pastoral and behavioural dimensions of the College.

Staff promote respect and responsibility through the use of restorative practice conversations and the understanding that connectedness and belonging promote a positive and productive dimension to all aspects of schooling. The College behaviour management policy is built on the notion of respect for self, respect for others and respect for God. The College strives to assist each student to understand that with respect comes responsibility.

Respect for self ensures students are responsible for their own learning journey. Students demonstrate their respect for others by working collaboratively and being inclusive in their interactions with the College community. Students identify with the needs of the wider community and demonstrate their respect for God in their ongoing commitment to social justice initiatives of the College and Church.

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

The 2017 School Improvement Plan (SIP) was designed to ensure that teaching time was not lost through classroom management issues and that all students' abilities were known by their teachers. This enabled the College to embark on a program of *Teach More, Manage Less*. To ensure that this plan was met, teachers engaged with Cultures of Thinking; by becoming more skilled in using a variety of thinking routines, student thinking became more visible in the classroom. Teachers worked in small professional learning groups to design, reflect and refine lessons. Feedback then informed teachers that student engagement was increasing. To consolidate this, an electronic data wall was created allowing teachers to better understand the learners in their class. Visible thinking routines became the norm in classes and the future will involve further development of professional learning conversations to ensure that reflection and refinement of lessons is a continual process. The electronic data wall was not only for learning, it also centred on the wellbeing of the student, facilitating a collaborative conversation between the learning domain and the pastoral care domain of the college.

Priority Key Improvements for Next Year

The focus of 2018 will be Respect: respect for self, for others and for God. Staff interactions with students regardless of management or learning issues will be taken from a wellbeing view. This will allow further conversations to take place about the whole student's learning. Building on the data wall will be an integral strategy for whole school improvement, as this data will stimulate constant reflection and evaluation. We will continue to make learning visible in the classroom, providing opportunities for all students to reach their potential. We will also seek feedback from the wider community - staff, parents and students - to identify and respond to areas of weakness, and to affirm areas of strength.

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

Recent surveys producing perceptual data as well as anecdotal data, collected through meetings with various groups, has provided a profile of the level of satisfaction which has informed school improvement planning in 2018.

Through the *Tell Them from Me* survey, parents were asked to respond to questions focusing on partnership in learning which examined satisfaction, communication, homework, wellbeing and inclusion. Across these domains there was strong support for the college with no areas of significant concern. The College's Parents and Friends (P&F) is a forum open to parents to raise issues and socialise; and electronic communications are available and accessible for all parents. Significant praise from members of the P&F accorded the college's use of social media and its new website. There were many opportunities taken in 2017 to collect and reflect upon feedback from parents. The college has been particularly commended for its improvements in teaching and learning, its embracing of the wellbeing agenda, and positive education.

Student Satisfaction

Through the *Tell Them from Me* student survey, data was collected on 31 indicators based on the most recent research on school and classroom effectiveness. The range of indicators looked at school sport, social, emotional and academic outcomes, as well as the drivers of those outcomes.

The feedback strongly affirmed the college's programs and placed the college on a level that is at or above national norms which is very encouraging.

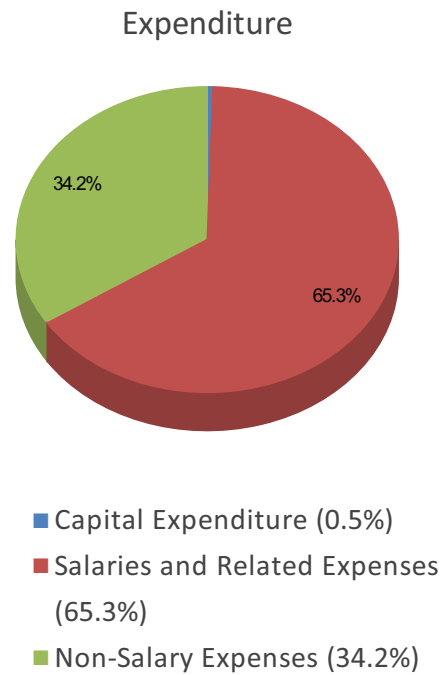
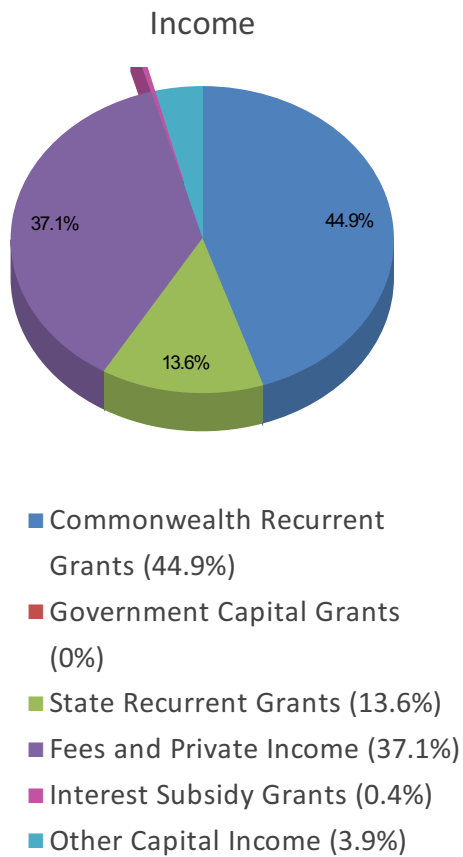
The college is engaging in 2018 with the University of Sydney to explore the learning culture through student research.

Teacher Satisfaction

Staff were surveyed through the *Tell Them from Me* survey which looked at eight drivers of student learning, namely leadership, collaboration, learning culture, data informing practice, teaching strategies, technology, inclusion and parent involvement. Staff satisfaction was relatively high across most domains and reflective of the proactive improvement journey in the teaching and learning space across the college in 2017. Tangible improvements are already evident. Staff are excited by the work being done in support of them through professional learning and support of their accreditation status.

SECTION ELEVEN: FINANCIAL STATEMENT

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



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$5,528,714
Government Capital Grants	\$0
State Recurrent Grants	\$1,677,358
Fees and Private Income	\$4,570,484
Interest Subsidy Grants	\$50,672
Other Capital Income	\$484,310
Total Income	\$12,311,538

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$58,253
Salaries and Related Expenses	\$7,905,407
Non-Salary Expenses	\$4,138,206
Total Expenditure	\$12,101,866