



2019

ANNUAL SCHOOL REPORT



St Mary's Catholic Primary School

Whistler Street, MANLY 2095

Principal: Mr Paul McGuire

Web: www.smmdbb.catholic.edu.au

About this report

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

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

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

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

Message from key groups in our community

Principal's Message

This 2019 St Mary's Catholic Primary School Annual Report provides the community with an overview of the key initiatives and events which occurred during the year. It provides the opportunity for the for the community to reflect on our achievements, as well as providing some insights into a very successful year.

Each year, a community such as St Mary's, recommits to the vision and mission of the school, as well as its motto- 'Listen, Love and Learn', as well as the seven school values. This report provides the context to why this is so vitally important to the positive school culture that exists.

It is important to acknowledge the wonderful contributions of many people such as students, staff and parents, particularly those who have added so much through their outstanding enthusiasm and commitment to everything the school stands for- its strong values which guides school life each day. the outstanding support through the two main parent bodies, the School Advisory Group (SAG) and Parents & Friends (P&F) Association, has enabled the school to continue its excellent results and community reputation.

Parent Body Message

School Advisory Group

The School Advisory Group (SAG) has met on four occasions through the year. On each occasion, the school's executive and the parents of the SAG met to provide advice, opinions and thought leadership to the Principal and the Executive on a variety of matters as per the SAG charter; advocating mission and vision, policy development, strategic planning, support school leadership team, collaboration and communication, relationship building and sustainability of the SAG itself.

I wish to thank all the Members of the SAG for their time and contribution to group and look forward to 2020.

President & Grade Parent Coordinator

2019 has been a productive year with fundraising for the school, which included the update of the Denison St playground and school entrance, thanks to Anita and Lucinda (and Claire Shefford), together with the installation of the new LED lights. Overall, the school is looking in great shape for 2020.

Moving into the New Year, this will be an exciting year for the P&F, given some new committee members.

Each Grade has been well supported and done a fantastic job with its own Grade's event for the year. Year 3 Welcome drinks had a great turn out, both Year 5 and Kindy movie nights were a success, together with a fun Year 2 disco. This year saw Year 4 take on the Election Fair, a first for the School & Parish and lastly, another successful Cocktail Party hosted by Year 1.

Each grade has gone above and beyond with its fundraising this year, such a huge effort from all and great to see so many new ideas and enthusiasm.

The new Grade Parents for next year are confirmed and before the year ends, they will be introduced to the 2019 grade parents for any hand over.

I would like to take this opportunity to thank the P&F committee, Parent Helpers and School (Teachers) for a great year and look forward to passing the baton on to the next President and Grade Parent Co-ordinator.

Student Body Message

St Mary's Manly is a small loving community which cares for each and everyone of their students. We have had so many events, special occasions and great activities that we can participate in throughout the year. This year we have had many chances to show everyone who we are in all of our school carnivals and sports. like our running and swimming carnival, and our cross country. Along with our many gala days and other sporting activities. Let's not forget the special days and programs where we get to focus on ourselves and each other - our pastoral care and well being programs, Our BeYou day, our buddy program and peer support program, Harmony days, cyber bullying sessions and of course our involvement in the many masses and liturgies.

Our school has helped us grow and develop into who we are today. Our seven school values that we all look up to and follow play a big role in our care and behaviour here at St Mary's. With a close, loving community, St Mary's cares for every student and their family. The school welcomes and appreciates everyone's own unique talents, quirks and differences. I'm so happy and proud to have gone to a school with these qualities. We know that Mary's light and grace from up above and the spirit and memories of our primary school will always be with us wherever we may go.

School Features

School Features

St Mary's Catholic Primary School Manly, is a Catholic systemic co-educational school. The school was opened in 1881, five years after the parish of Manly was created. Once the Christian Brothers College for boys (now known as St Paul's College Manly) and the Stella Maris College Manly for girls were opened in 1927 and 1932, St Mary's continued to operate as a Catholic primary school under the leadership of the Good Samaritan Sisters until 1992. The school currently operates as a systemic primary school in the Diocese of Broken Bay and is one of two Catholic primary schools in the linked Parish of Manly-Freshwater. The school motto of 'Listen and Love' is a powerful reminder of the gospel values that help to inspire and guide the school and parish community. The school caters for boys and girls from Kindergarten to Year 6, with two streams up to Year 4, then single stream in Years 5 and 6.

Parents are very active within the school, which is encouraged and highly valued, both inside and outside the classroom. Students are engaged in an exciting, inspiring curriculum which promotes deep learning. Extra curricular programs enhance this powerful learning and includes: speech and drama; band; dance; science; languages (Japanese, French, Mandarin and Spanish); as well as a comprehensive program within the before and after school care service. Students are able to choose extra-curricular 'clubs' such as technology, choir, library, homework, electronic music, tennis, basketball, as well as lunch and morning tea clubs.

With a school of this age, maintenance and improvement is an ongoing focus and our Maintenance Co-ordinator plays a vital role. Major refurbishments continued in 2019 and included work completed on the playground. Continued support from parents, and grants awarded, will see further improvements during 2020.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
160	133	46	293

* Language Background Other than English

Enrolment Policy

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

Student Attendance Rates

The average student attendance rate for the School in 2019 was 92.38%. 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
92.35	92.95	92.86	90.91	92.80	93.14	91.55

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).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	28
Number of full time teaching staff	10
Number of part time teaching staff	14
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. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

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 the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

Summary of professional learning at this school

Professional Learning Staff Development Days

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, 2 & 3: Mathematical Assessment Interviews and analysis

Day 4: STEM Science Professional learning

Day 5: Spirituality Day

Catholic Identity and 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.

In 2019 our Social Justice program continued to thrive. The students were a part of, Tinnies for Vinnies, ANZAC Day services, Wesley Heights Nursing Home visits and fundraising, Christmas Hampers for St Vincent de Paul, Catholic Mission visits and raising funds for Caritas. A big highlight of our Social Justice program this year was our Mission Project which is led by Year 6 and is in partnership with the Parish. The students supported the Parish with their annual Christmas Lunch by making stylish keyrings and Christmas cards that were used for gifts for those attending the lunch, creating beautiful Christmas decorations and raising over \$2500.00 to go towards the running costs of the day.

The whole school community continued to participate in Masses and Liturgies throughout the year to celebrate:

- The opening of the school year and commissioning of the Year 6 as leaders
- Ash Wednesday
- Holy Week
- ANZAC Day
- Mothers' Day
- Grandparents' Day
- The Feast of the Assumption
- Fathers' Day
- Remembrance Day

- St Mary's Feast day

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.

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Curriculum, Learning and Teaching centred on two main areas (i) implementing a sustainable approach to STEM and (ii) developing ways in which student engagement can be developed. New STEM initiatives were introduced to the school. The use of student surveys to monitor student opinion on STEM, also provided direction for future learning.

The School's Data tracking tool, has continued to be an invaluable tool for teachers. Staff are able to review students' progress and shows results in MAI, PAT-Maths, PAT Reading, AGAT, Reading Levels and previous grades across their school years. This database has been enhanced to include additional testing results from voluntary testing in Spelling and Vocabulary. Results from Extending Mathematical Understanding (EMU) have also been added to this database.

A consistent Kindergarten to Year 6 approach to proofreading, editing and recrafting has become embedded in all Key Learning Areas. This has also been supported by PL for all staff on Spelling, with uniform strategies implemented across all grades.

Additional focus areas included resourcing for updated Early Stage One to Year Three group readers and an increase in the range of home readers for the younger grades. As the new PDHPE syllabus is to be implemented in 2020, staff participated in PL on the new syllabus document. The school purchased a set of Sphero robots and Bee Bot robots, to be used to support the teaching of technology K-6.

In line with our curriculum focus on STEM, several staff members have attended the STEM Academy through Sydney University. Following on from this, the whole staff has also engaged in a focussed STEM PL day. All students from Stage Two and Stage Three

attended the Science in the City event. The inaugural St Mary's STEM Fair took place, followed by students being chosen to represent St Mary's at the Northern Beaches STEM Challenge competition. This will continue to be a focus in 2020

Student Performance in Tests and Examinations

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	88%	59%	2%	10%
	Reading	76%	54%	2%	10%
	Writing	78%	55%	0%	5%
	Spelling	54%	52%	5%	11%
	Numeracy	73%	42%	0%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	45%	37%	3%	17%
	Reading	55%	38%	0%	12%
	Writing	24%	19%	3%	18%
	Spelling	35%	38%	7%	13%
	Numeracy	14%	32%	3%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. 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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

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. There were no changes made to this policy in 2019.

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 2019.

Initiatives promoting respect and responsibility

Initiatives Promoting Respect and Responsibility

The school values of Compassion, Honesty, Hope, Respect, Love, Service and Justice are promoted throughout the life of the School. Our Pastoral Care captains lead the school in following the values and staff promote values in classrooms. There are weekly awards for Positive Behaviours for Learning (PBL). The recipients of bronze, silver or gold awards are acknowledged by St Mary's and presented by the school leaders. Each Friday, merit awards are given out to selected students. This takes place either in class or at the fortnightly formal school assembly. Merit awards are given out based on application to school values or academic performance.

Each term, a student from each class, is awarded the Values award for outstanding, ongoing exemplary behaviour and attitude, based on the School's values of Courage, Compassion, Honesty, Hope, Justice, Respect and Service. These students are presented with a certificate during our Friday assemblies. The award is replicated and put on display in the school.

Student leadership is an important part of school life and our senior students are wonderful role models for younger students in the school. They take on roles of responsibility in either Mission, Sport, Environment, Community, Pastoral Care and wellbeing or Library/IT. These responsibilities include leading assemblies and designated days pertaining to their role. Other responsibilities include leading whole school events such as Clean up Australia Day and National Day of Action Against Bullying. Senior students take their leadership positions seriously and fulfil their roles very effectively. Senior students also accept the role of being a buddy to younger students.

Our annual Kidsmatter Day has been replaced with Be You day. It is a wonderful opportunity to promote the pastoral care and wellbeing of students, staff and parents, with an ongoing focus on compassion, respect and responsibility. With the theme, 'Be You', the day included each child making a badge, to celebrate their individuality, a whole school dance and a parent/child meditation session. The focus enables the school community to promote the social and emotional wellbeing of students through the Kidsmatter and PBL frameworks.

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

Key improvements this year have been closely tied to the School Improvement Plan's (SIP) goals and include:

Teaching & Learning - By the end of 2019, at least 75% students will report high engagement in their S&T lessons using the school developed engagement survey.

Mission - By the end of 2019, at least 75% students will report high engagement in their RE lessons using the school developed engagement survey.

Pastoral Care & Wellbeing - By the end of 2019, Stage 3 students will assess progress on their SEL 'self-management' goal and be able to identify competencies that have shown their SEL ranking has improved.

The 2019 Curriculum Focus Day- The school underwent a curriculum review of Science and English, with overwhelmingly positive comments from the reviewers. Science- Evidence that each unit of work corresponds to the scope and sequence of learning/units of work and outcomes; Evidence of rich and varied tasks; Whole school consistency in programming; Student work samples related to teaching programs; Reviewers suggested that feedforward be used to guide future learning; The reviewers commended the evidence of rich and varied work samples. English- Whole school consistency in programming; The reviewers commended the school for the extensive annotations, rubrics, learning intentions and success criteria, throughout programs; The reviewers suggested that assessment tasks be highlighted; Evidence of rich tasks related to the teaching program with teacher feedback/ feed forward in some grades; Evidence of success criteria and rubrics; The reviewers commended the inclusion of student self- assessment on Stage 3 work samples.

Priority Key Improvements for Next Year

Priority key improvements areas in 2020 will include the following goals:

Teaching and Learning - By the end of 2020, at least 5% of students will achieve the top grade in their semester report as measured by S&T assessments.

Mission - By the end of 2020, at least 5% of students will achieve the top grade in their semester report as measured by RE assessments.

Pastoral Care and Wellbeing - By the end of 2020, Stage 2 and Stage 3 students will assess progress on their Social & emotional Learning (SEL) 'self-management' goal and be able to identify competencies that have shown their SEL ranking has improved.

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

The results of survey data and evidence from focus group conversations have indicated a high level of satisfaction with the School across most major areas of school operations. During 2019, the school conducted a number of surveys to gauge community expectations. On the question of why the School was the first school of choice, parents indicated such things as: quality of learning program, smaller school where students and families are known, wonderful sense of belonging, school reputation and values, student discipline, quality of teachers and principal, genuine warmth for the students by staff. Parent satisfaction survey results continue to indicate that there is a very positive atmosphere based on mutual trust and respect. Feedback via the School Advisory Group also confirms the strong school/parent partnerships which exist.

Student satisfaction

The School prides itself on its attention to the wellbeing of all students. Student responses to surveys and discussion groups, indicate that the majority feel safe and included at school. Students also reported that they can approach staff with any concerns and feel that they have a voice when suggesting improvements, particularly with the Student Representative Council regularly meeting and reporting back. Students commented that they know the School rules and follow them, stating their support for the 'BeYou' Framework which includes the Positive Behaviours for Learning program and the School values. Students were involved in the Peer Support Program, 'BeYou' Day, National Day of Action Against Bullying and Violence as well as our meditation, Treasure Chest and 'Strong Roots Tall Trees' social skills programs, which all seemed to have a positive impact on student's understanding of why a peaceful and safe school environment is important for all. Many students commented favourably on the positive role models of our Year 6 students and the active role they play in the School.

Teacher satisfaction

Staff indicated through written and verbal responses that there was strong support of the school's vision amongst all staff. All staff committed to the school improvement goals, targets and strategies and their understanding of the school's directions were very much evident in

staff meetings, interviews and discussions. In a climate of open, honest communication, staff opinions were highly valued in all strategic decision making processes within the school, particularly in the areas of learning and teaching, pastoral care and Catholic life and mission.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 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 2019	
Commonwealth Recurrent Grants ¹	\$1864964
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$525909
Fees and Private Income ⁴	\$1148177
Interest Subsidy Grants	\$5131
Other Capital Income ⁵	\$186328
Total Income	\$3730509

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$65374
Salaries and Related Expenses ⁷	\$2704947
Non-Salary Expenses ⁸	\$930146
Total Expenditure	\$3700467

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 2019 REPORT