



CATHOLIC SCHOOLS
Broken Bay

2021

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 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 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](#).

Message from key groups in our community

Principal's Message

This 2021 St Mary's Catholic Primary School, Manly, Annual Report provides the school community with an overview of the key initiatives and events which occurred during the year. It provides the opportunity for the community to reflect on our achievements, as well as providing some insights into 2022 initiatives. Each year, a community such as St Mary's, recommits to the vision and mission of the school, as well as its motto, 'Listen and Love'. This report provides the context to why this is so vitally important.

We worked extremely hard to ensure that our Home Based Learning (HBL) Program quickly established a strong routine for students, staff and parents. This routine included 'live' Zoom lessons and contact between teacher and students at least twice every day. We also included intervention classes for Maths & English every day. Our home technology loan program (Apple iPads & Chromebooks) was taken up by many families to assist with the IT burden in homes. We also provided Home Packs each week, which parents collected. Teachers made wellbeing contact with parents, especially those in vulnerable situations. We provided online events such as discos, trivia night, Father's Day, Science Week, etc.. We tried to provide opportunities for students/families to connect. The Kindy-Yr 2 Maths Home kits and videos were very popular. Most students/families, although it was a challenging time, really thrived during HBL due to the child, the parents and their parenting style and the school HBL Program. From feedback and the enrolment enquiries, the school's reputation within the local community was enhanced during HBL. Survey results indicate a very positive response to our HBL program.

As you can imagine, 2021 has been mostly about COVID-19 and HBL for us. Let's hope we are all spared a return to lockdowns in the future. Thank you so much for your support this year.

Parent Body Message

School Advisory Group (SAG)

The School Advisory Group (SAG) has met on three 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.

The year itself has been focussed on Covid-19, Home Based Learning and the constant adjustments required by the school via Government and Catholic School directives.

I wish to thank all the Members of the SAG for their time and contribution to the group and hope that 2022 resembles something more like a normal year for all our children.

Student Body Message

This year was very tough with lockdown and Covid, but you all have been amazingly resilient.

Our Year 6 have always supported Year five, especially in our leadership process and leadership fair. You are beyond helpful when doing jobs for teachers and helping students when they are having trouble with their work. Year Six are kind to every student and teacher no matter what. You are outstanding role models and leaders for the school.

During the school year you have been amazing buddies. You guys have set a great example to the Kindies which means they will look up to you. Year 6 have made sure all of the Kindies are included in the games and made sure they felt cared for. Being kind is a crucial thing to be as a buddy and you have inspired us to be even better buddies next year.

You have demonstrated so many qualities that a Year six student needs to have. For example you were very resilient after home-based-learning when you came back to school, you all are super cheerful to everyone you meet, you let everyone join in your games, you encourage others to do their best in everything and lastly you are so funny, you're amazing at making people smile and making them have a good time.

We know that this year was a tough year so we want you to remember all of the fun memories you had. Sports captains, remember the swimming carnival? The sounds of the water splashing and the cheering of students from the colour houses. Mission Team, remember the fun times of packing hampers or remember the excitement before reading in masses. IT team, remember the fun times when the Library club were doing kahoots which you hosted. Pastoral Care team, remember the Be You days when you made people feel good about themselves and helping yourself feel good. Community Team, remember the fun times of creating posters for around the school and hosting SRC meetings. Last but not least the Environment team, remember how when you looked after the environment, others did as well and participated as much as they could. You will always remember these fun times like gala days, fundraisers, assemblies and carnivals for the rest of your life.

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 5, then single stream in Year 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.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
165	133	46	298

* 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 2022. 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 2021 was 96.60%. 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
97.14	97.03	97.09	96.74	97.19	95.77	95.21

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 2021:

Total number of staff	29
Number of full time teaching staff	12
Number of part time teaching staff	13
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: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 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

Due to the unique nature of 2021, staff participated in a reduced Professional Learning Program. Much of staff development was conducted remotely via Zoom. The staff development days were based on early assessment of students in literacy and numeracy, as well as system led training by Catholic Schools Broken Bay and a School Spirituality Day.

Day 1, 2 & 3: Mathematical Assessment Interviews/Literacy Assessments and moderation/analysis

Day 4: CSBB Strategic Directions

Day 5: Spirituality Day

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. This includes 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. In 2021, due to Covid restrictions, some of these opportunities were limited.

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.

As a Catholic community, St Mary's shares in the Mission of our local Parish. 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 educate and form young people in the Catholic faith. The School provides formal Religious Education as well as student leadership days, 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. 2021 saw the implementation and Professional Learning of the new RE Curriculum. The school was part of a pilot in which Kindergarten teachers and the REC took part in Professional Learning to lay the foundations of a shared understanding of a play based approach to teaching the Scriptures. The new RE curriculum will be implemented by Stage 1 in 2022, following Professional Learning for Stage 1 teachers. This new approach to

RE following the new curriculum is in line with prior direction of RE which delved deeply into Scripture and how we live like Jesus. Faith formation opportunities are provided for students, staff, parents and caregivers, however, due to Covid and restrictions, these have been limited. 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.

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.

St Mary's established a teacher coaching model to improve student achievement. Coaches meet regularly with teachers to collaboratively plan and build the capacity of teachers. This allowed coaches and staff to build a clear understanding of classroom practice across the school, as well as to address the needs of all students in their class.

The St Mary's coaching model purpose is to improve student achievement, build capacity and support through collaborative planning for teachers and coaches, enable staff to deepen their knowledge of student progress, achievements and well being, develop clear understanding of classroom practice across the school and continue to focus on all students' needs including Gifted and Talented and students with Specific Learning Needs.

Staff have commenced training for the new implementation of the K-2 Religious Education Curriculum. Staff were also involved in feedback forums for the new K-2 English and Mathematics Syllabus.

Additional focus areas included resourcing and updating group readers in our Early Stage One to Stage One, with the purchase of decodable texts. The school also purchased licences to online learning tools for Reading and Mathematics to support Home Based Learning.

Our Staff have continued to deepen their professional learning with four staff being identified by Catholic Schools Broken Bay to pursue Highly Accomplished and Lead Teacher (HALT) accreditation. These staff are exceptional practitioners who influence the work of others; improve teaching and learning opportunities; and ensure students grow and use their talents to be the best they can be.

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 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	61%	54%	0%	11%
	Reading	75%	55%	0%	10%
	Writing	73%	53%	0%	6%
	Spelling	50%	49%	0%	13%
	Numeracy	46%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	37%	35%	0%	14%
	Reading	70%	40%	0%	11%
	Writing	41%	20%	7%	18%
	Spelling	53%	38%	0%	14%
	Numeracy	53%	29%	3%	15%

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 changes made to this policy in 2021.

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 2021.

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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

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. Twice a term, all students gather for a Values Award ceremony to recognise students who have been highlighted as exemplary in following and role-modelling our values. Weekly awards at either the Positive Behaviours for Learning (PBL) assembly which celebrates the recipients of bronze, silver or gold awards, presented by the school leaders, or at Friday fortnightly formal school assembly where teachers present students with merit awards based on application to school values and/or academic performance. Each week, a student is awarded the Values award for outstanding, ongoing exemplary behaviour and attitude, based on the School's values.

Student leadership is an important part of school life and our senior students are wonderful role models for younger students in the School. Senior students take their leadership positions very seriously and fulfil their roles very effectively.

Our annual Be You Day was a wonderful opportunity to promote the pastoral care and wellbeing of students, staff and parents, with an ongoing focus on respect and responsibility. With the theme, 'Ripple of Kindness', the day was organised and led by our Pastoral Care Leaders from Year 6 and their staff mentor. The focus enables the school community to promote the social and emotional wellbeing of students through the Be You Program and the PBL framework.

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

During 2021, even with such a major focus on HBL, the staff Mentoring Program enabled all staff to have the collegial support of a Leadership Team member. The program aimed to build teacher capacity, expertise and knowledge to improve teaching and learning. Teachers were able to work together on teaching and learning issues that are important to them and directly apply this to their classrooms. It allowed teachers the opportunity to question, explore and reflect on every phase of the teaching and learning process with their mentor. This initiative was extremely beneficial to staff during the Covid pandemic and Home-Based Learning Program.

As a school system, Catholic Schools Broken Bay, continued forward with the 'Towards 2025' initiative- 'Inspiring Hearts and Minds to Know Christ and Love Learning'. The 'Towards 2025' strategy was developed in response to our Bishop's clear vision of providing authentic, professional Catholic education delivered with care and compassion. The strategy promotes five key goals- to develop a collaborative culture of continuous improvement, to accompany students, families and staff to know Christ and to grow in faith, to maximise the learning growth of each student, to build the capability of our staff and to embed future-focused systems, policies and processes.

Priority Key Improvements for Next Year

In 2022, the school will respond to the 'Towards 2025' system strategy by participating in the inaugural Collaborative Coaching Project as part of the CSBB 'Learning Improvement Program'. The Learning Improvement Program will bring cohesion and focus to our core work aimed at strengthening leadership, formation, teaching and learning. As the pioneers with other cohort one schools in the coaching project, St Mary's School Manly, will strive to maximise learning growth for all students and the system of schools will support leaders to ensure improvement of teacher practice and learning for all. This will be achieved through

building a collaborative culture of continuous improvement and implementing a best practice approach to professional learning.

Student assessment data is an important tool for teachers to plan worthwhile learning at the appropriate level for all students. The school's assessment data program will migrate to a system wide 'Student on a Page' platform, which will be more extensive.

New curriculums in Maths, English and Religious Education (Kindergarten to Year 2) will be introduced to teachers, who will take 2022 as a familiarisation phase preparing for full implementation in 2023.

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

Parents reported a high level of satisfaction during 2021 via the Tell Them From Me survey, despite the constraints of Home-based Learning and parents not onsite. Anecdotal feedback indicated a high level of satisfaction in the remote learning program offered, with teachers on multiple zoom lessons everyday with students, online and hard copy home packs available, extra support programs and resources provided. Parents valued the importance of their partnership with the school. They appreciated the focus and feedback related to their child and the goal setting targeted to their learning, especially when students returned. Survey results indicated high levels of satisfaction in- safety at school, Parents feel welcome, support for learning at home, ability to participate in school life, learning focus, Catholic identity and mission, relevant Religious Education program and promotion of student values and beliefs.

During 2021, parents of children commencing Kindergarten in 2022 were surveyed. This included existing families with siblings already attending the school, as well as new families. The survey asked parents what had the most influence on them choosing St Mary's for their 2022 Kindergarten child. Parent responses identified St Mary's as a "friendly school community" that has a "calm and warm feel". They especially liked the focus on "school values" and the strong emphasis on "wellbeing" and "pastoral care". Parents were impressed by how senior students are "empowered" within the school and their "behaviour" was a prime indicator of the quality education provided at St Mary's. They were also impressed by St Mary's focus on teaching and learning. It was apparent that St Mary's has an excellent "reputation" with very "welcoming and friendly principal and teachers".

Student satisfaction

During 2021, students from Years 4-6 completed the TTFM (Tell Them From Me) survey. The overwhelming majority of students showed a "positive sense of belonging" and reported that they have "positive relationships" at school and "feel safe". Their responses indicated that they "valued schooling outcomes", displayed "positive behaviours at school", are interested, motivated and apply effort in their learning. The students have positive teacher-student relations, are encouraged by their teacher and their is a positive learning climate. Students are empowered by social justice activities, are motivated by the high levels of involvement in

school life and support the teaching of Catholic values. Students state that there is strong rigour and their learning time is effective. A positive learning climate is evident.

Teacher satisfaction

At the end of 2021, staff evaluated their experiences and personal goals for the year, as well as completing the tell Them from Me survey. Responses showed positive reflections and high satisfaction levels about the way Home-Based Learning was managed. Teacher responses indicated that a strong learning culture exists where data informs practise and differentiated learning supports students at all levels. Collaboration amongst staff in regards to planning effective learning experiences drives the staff in promoting all students accessing learning everyday. Staff continue to recognise the importance of parent participation and support, in an inclusive school environment. They understand that the support of leadership is crucial in this and their commitment and professionalism is paramount. Leadership supports staff to be the best they can be. They value school-based planned and targeted professional learning experiences where teachers can collaborate and co-plan together. They value the role of their mentor teachers who support them in their learning journey as professionals, striving to be the best they possibly can be.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2021 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 2021	
Commonwealth Recurrent Grants ¹	\$2,280,232
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$617,105
Fees and Private Income ⁴	\$1,100,485
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$46,619
Total Income	\$4,044,440

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$7,262
Salaries and Related Expenses ⁷	\$2,985,586
Non-Salary Expenses ⁸	\$874,690
Total Expenditure	\$3,867,538

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 2021 REPORT