

2021

ANNUAL SCHOOL REPORT



St Mary's Catholic Primary School

458 Main Road, TOUKLEY 2263
Principal: Mr Kevin Williams
Web: www.smtddb.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

St Mary's is a welcoming, inclusive school where an explicit, positive and rich expression of Catholic life and mission is strongly evident. The vision of "shared leadership" and "shared wisdom" is valued as an important aspect of our school. Throughout 2021, we continued to build a collaborative culture of continuous improvement.

The children at our school proved the highlight of the year. Our staff enjoyed helping our students be faith and hope-filled, resilient young people who value relationships and the dignity of every person.

2021 saw us continue to deepen our commitment to working as a Professional Learning Community (PLC). The collaborative nature of grade teams meeting with the sole purpose of improving student learning strengthened.

The year was punctuated by COVID-19 challenges. Our school was less-than-whole with parents not able to be physically present on-site for a substantial period. An extended period of home-based learning led to creative ways of ensuring our children and their families' connection to our school remained a strength.

Parent Body Message

2021 was a unique year in which the pandemic challenged us all to think differently. With an extended period of home-based learning, the teachers adjusted instruction and created resources and opportunities to maintain the children's learning. Parents were challenged to be teachers of their children and the frequent and generous communication between home and school was appreciated. It helped enable and give confidence to parents.

Staff consistently reached out to parents through positive phone calls, and the way teachers ran the alternative drop-off and pick-up with diligence and enthusiasm.

The focus was always on supporting the children in their learning and wellbeing. Genuine conversations and interactions with teaching staff and school leadership team, parents and carers continued throughout 2021, demonstrating that parents and carers are seen as true partners in the educational journey of their children. Families have benefited from the generous provision of spiritual, pastoral and family support, COVID relief, as well as educational assistance through parent meetings education sessions.

We enjoyed a Virtual Trivia Night where parents, teachers and children interacted online in a fun, social activity.

Student Body Message

2021 was a hard year for everyone, but teachers helped us push through. We missed being with our friends and the Class Zoom meetings helped us a lot. Even though everyone was stuck in a different home situation, with Home-based Learning teachers and staff put together a brilliant structure and timetable to ensure we were still learning throughout these difficult times. We still got to hold our Book Week Parade, our Athletics Carnival, Swimming Carnival. Our teachers remained calm and tried to keep school as normal as they could.

School Features

St Mary's Catholic Primary School Toukley, is a Catholic systemic co-educational school.

Our school is a welcoming, positive, hope-filled and inclusive school community. Students are encouraged to deepen their relationship with Jesus through participation in the rich prayer and liturgical life of the school. St Mary's is a place where our Catholic faith and values underpin everything we do.

St Mary's has a clear focus on learning. Based on sound, educational research, we have a coherent approach to learning that sets high expectations for the students in a supportive environment. Embedded in our school is a collaborative culture of continuous improvement, where we continually challenge ourselves to become a better school. We recognise and value the importance of embracing and building St Mary's as a Professional Learning Community (PLC). Our learning culture is characterised by its clarity of purpose, critical teacher inquiry and an action orientation that, together, result in improved student learning. Learning is important at our school.

Our school provides a nurturing environment in which every member of the community is valued, respected and encouraged to reach their full potential. It is important that the unique Catholic nature of our school becomes evident through the network of genuine relationships in our community - relationships that are built upon strong relational trust where deep respect for each other is obvious. People are important at our school.

At St Mary's, we believe a balanced education is important. Consequently, our students enjoy a wide range of learning, sporting, musical and social justice opportunities. We endeavour to help our students develop their skills, resilience and talents, along with a strong sense of compassion and justice, so that they will make a positive difference in our community. An awareness of and deep respect for difference is embedded in the inclusive culture of our school. Our students enjoy a very strong sense of belonging which is strengthened by the consistent support and encouragement that exists within the St Mary's community.

As part of our school's collaborative culture of continuous improvement, each group within our community has responsibilities. Each group - parents/carers, teachers, students, support staff and the leadership team - has constructed a set of shared values or collective commitments. Collective commitments identify the actions, behaviours and commitments necessary to bring our school's vision to life. Living these collective commitments helps make St Mary's a dynamic faith and learning community.

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
232	235	26	467

* 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 95.38%. 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
96.11	95.48	95.70	94.53	95.86	95.02	94.96

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	44
Number of full time teaching staff	17
Number of part time teaching staff	18
Number of non-teaching staff	9

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

CSBB "Towards 2025" Staff Development Day

MAI

Staff Spirituality Day

Professional Learning Community Twilight

Data Twilight

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.

St Mary's Catholic Primary School, Toukley was established in 1973.

Our school motto, "Faith, Love and Understanding", articulates that as Catholics we are called to be disciples of Jesus who share our faith, love and understanding with all we meet. Our Vision and Mission statement empowers us to live, learn and grow as disciples of Jesus. St Mary's is a welcoming, inclusive and evangelising Catholic community and we endeavour for this to be experienced by every member of our school community, daily.

Online professional learning and spirituality days on site were opportunities for teachers' spiritual growth to deepen.

As Catholic educators we are committed to providing quality teaching in Religious Education (RE). Our Catholic values resonate through all Key Learning Areas (KLAs) and underpin the relationships in our unique Catholic community. We recognised a need for more focused professional learning (PL) based on the development of thought-provoking classroom

activities around scripture, while revisiting the Religious Education syllabus and programming requirements. Four staff continued to undertake theological studies.

We value the partnership between the school and parish communities. This relationship is fostered through experiences including liturgical celebrations which involve student participation K-6, prayer opportunities and sacramental programs. Our parish priests supported the school and students throughout COVID, celebrating outdoor masses with grades and liturgies each Friday with a different class. In addition to the classroom experiences that were part of each Religious Education unit of work, students engaged in a range of experiences that contributed to their faith formation as disciples of Jesus and strengthened their relationship with God. These activities included Mini Vinnies, students actively leading social justice initiatives (e.g. Kids 4 Community, Project Compassion and the St Vincent de Paul Winter and Christmas appeals) and Mission Month.

Through authentic, quality Religious Education programs and opportunities to experience their faith alive in the world, St Mary's enables students to live out their Catholic values and call to discipleship.

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.

Our 2021 School Improvement Plan (SIP) goal continued to be high levels of learning for all students. Collectively, our teachers defined high levels of learning as grade level or higher.

To achieve our goal we continued to develop as a Professional Learning Community (PLC). Feeding our drive to improve were critical professional learning experiences centred on our work as a PLC. Customary participation in summits, conferences and workshops was halted due to COVID-19. It enabled our school to reflect on our journey as a PLC and adjust it in light of an extended period of home-based learning.

The core, collaborative structure that guided our work together was our grade meetings. With either our literacy coach or numeracy coach as facilitator, the grade teams met weekly for English (1 hour) and Maths (1 hour). The meetings were built into the contractual school day. Our grade meetings' purpose is to answer the four critical questions of learning (DuFour, 2006):

1. What do we want our students to learn?
2. How will we know when our students have learned it?
3. How will we respond when some students don't learn?
4. How will we extend and enrich the learning of those students who are already proficient?

Teachers used the syllabus/curriculum to identify what it is we want the students to learn. Intensive planning, including writing/co-creating daily learning intentions, discussing a variety of teaching strategies that cater for the diverse needs of our learners and 'point of need' professional learning for teachers occurred. Grade teams have become astute at differentiating the learning. If a student is already proficient, tasks are differentiated to challenge and extend them. If a student does not learn, a scaffolded tier of interventions is available to help them become proficient. Throughout COVID, teachers continued to meet regularly to discuss the learning needs of every child and supported the children in high

quality home-based learning tasks, small group face-to-face learning and regular, whole class instruction.

Intentional and high quality teaching, learning, assessment and feedback, coupled with the tracking and monitoring of targeted students, were pivotal to our daily work. We continued to embed the practices of our numeracy and literacy coaches. Our numeracy and literacy coach roles incorporated:

Professional learning: planning and leading professional learning opportunities based on the school's and individual teachers' needs. Such professional learning sessions took the form of staff meetings, half-day professional learning blocks, grade meetings and staff development days.

Classroom support: modelling specific strategies, co-planning lessons, providing advice and guidance, deconstructing lessons, affirming and listening, analysing and providing critical feedback.

Parent education: providing parent education sessions for parents in both English and Maths. This was more difficult in 2021 than previous years, but parents were supported in this domain with the use of Zoom, small group meetings and online video.

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	76%	54%	0%	11%
	Reading	70%	55%	0%	10%
	Writing	73%	53%	0%	6%
	Spelling	49%	49%	0%	13%
	Numeracy	58%	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	31%	35%	8%	14%
	Reading	38%	40%	4%	11%
	Writing	27%	20%	6%	18%
	Spelling	33%	38%	15%	14%
	Numeracy	29%	29%	6%	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

St Mary's is a proud BeYou (formerly KidsMatter) school, meaning that there is a strong focus on recognising the importance of children achieving positive outcomes that relate directly to the skills of social and emotional learning. We understand the inextricable link between wellbeing and learning.

Again, student mental health, family mental health and wellbeing by teaching were a priority and an important focus during COVID-19 in 2021.

Our Wellbeing Team of teachers (four teachers) were led by our Wellbeing Coordinator, whose brief centred on the welfare of students, staff and parents. Regularly scheduled meetings of the Wellbeing Team, coupled with consistent communication with the Principal, Assistant Principal and Family Liaison Officer (FLO), helped enhance a clear and laser-like focus on wellbeing throughout the year.

The social and emotional learning (SEL) framework consists of five skills/strategies, these being: self-awareness, social awareness, self-management, responsible decision-making and relationship skills. These competencies help students to develop and promote respect and responsibility. The Wellbeing Team worked with staff to accurately identify and monitor children who were vulnerable on the SEL continuum. Bounce Back gained a renewed focus within the PDH units of work across the school.

Continued professional learning was undertaken to ensure that positive relationships continued to build on the basis of compassion, trust, forgiveness, acceptance and inclusion.

Restorative practices approach remained an important focus in the link to maintaining positive relationships. The restorative practices approach looks at exploring the conflict,

focusing on the relationship, finding possible solutions and learning to move forward. Again, students are encouraged to be respectful and aware of others.

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

Our Collective Purpose of high levels of learning for all students grew in both its understanding and application by teachers. As a Leadership Team, we tightened our own understanding of what it means for all students to be learning at high levels. We continued with a laser-like focus to further define what the Intervention Pyramid looked like and how, in particular, Tier 2 and Tier 3 practices could be tightened and consistency could be guaranteed. This will continue to be a focus in the 2022 school year.

Throughout 2021, even with the interruption of home-based learning, student achievement was pleasing. We attribute this to a deep understanding of shared teaching practices, teacher collaboration focused on the individual learning needs of students, quality professional learning and mutual accountability for student learning.

Our Grade Meetings moved to new levels in 2021 as teams refined their practices and increased efficacy. There is a high level of coordination and focus within these meetings. Teachers, with their Numeracy and Literacy Coaches, focused on not just learning for a few, but worked toward learning for every student. As a teaching staff, we grew in our understanding of the difference between a 'must-know' and a 'nice-to-know' for students. Stronger intervention practices were developed for students who did not acquire learning at the first attempt. Anchored in the school is a shared ownership of student learning.

Our Wellbeing Team and ICLT Teams continued to work to support the learning in our school. Throughout COVID, these two teams ensured the Wellbeing of families and the instigation of home-based learning were a priority. Their clear agendas and regularly scheduled meetings, both teams were instrumental in supporting our Collective Vision of "high levels of learning for all students".

Priority Key Improvements for Next Year

The laser-like, intense focus on the learning needs of all students will again be a priority and will be addressed through the lens of working as a Professional Learning Community (PLC).

New teachers will be inducted into the "way we do things around here" (our school's culture). Considerable professional learning will be devoted to (1) ensuring that we have a shared understanding of how students learn; (2) deepening collaborative practices; and (3) basing our decision-making on necessary student data. A refined Intervention Timetable for students requiring more time to achieve the 'must-knows' will be developed. Key, specialist teachers together with classroom teachers will form a collective to ensure all children learn at or above grade level.

Further work will be centred on stronger monitoring of student learning processes.

The Wellbeing Team and the ICLT Team will be both resourced and supported to embed and sustain their good practices and strong achievements.

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

Some responses from the *Tell Them From Me* survey:

"I love how welcoming and responsive the school is. I believe the principals and teachers are committed to and are doing an excellent job, and also did an excellent job through home based learning."

"There are many quality staff at the school doing their best and using evidence based approaches. Facilities are good. Teachers act on problems reported by parents quickly."

"I really want to commend the school and their teachers for their home based learning program. I felt the work was well set out, easy to navigate and plentiful. I had faith that my son would not fall behind with the work being given and it was evident there was lots of hard work behind the scenes to put the lessons together."

"I have extremely enjoyed the school environment, feeling like they have matched my son to his buddy well, his teacher well and his classmates. I feel he is in good hands and I am thankful we chose St Mary's to send him to. The school community is so welcoming and kind and I love the respect and compassionate nature that the school promotes. There is a high expectation of the students and they are given the right support and environment to succeed. I have no doubt they are bringing out the best qualities of my son and encouraging his kind nature. He is encouraged to succeed well beyond his comfort zone and I am grateful for that. My son has grown in confidence and ability since starting kindergarten and I know he is being well looked after."

Student satisfaction

Some responses from the *Tell Them From Me* survey:

"I like how the teachers try to make learning fun for everybody and that they help us with any problems we have if we are struggling with something they take us through the question and help us find the right answer."

"My school is a very loving and welcoming place. The education is really good and the people here are very kind. I love this school and would never choose to move schools because I have awesome friends and great teachers."

"I really like how we have plenty of class resources and how we are always using fun games and activities to help us learn. This year at school, my class has been doing GoNoodle activities in between lessons for brain breaks and our class is using a reward system to encourage good behaviours. We also have lots of space to play games like handball on the top playground or football on the oval. Our teachers are really kind and they help us when we don't understand something. We also have a canteen so that we can buy delicious snacks and lunches."

Teacher satisfaction

Some responses from the *Tell Them From Me* survey:

"My school is exemplary. The leadership empowers and enables all staff members on a personal and professional basis. My colleagues are committed to the well being of the children in their care in terms of expected learning outcomes, focus on learning and high standards of behaviour. They genuinely care about the school community."

"Continue to develop and tweak what we are currently doing. It is a strong model and it is having a positive impact on learning."

Financial Statement

Consistent with the NESAs 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	\$4,080,242
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,104,851
Fees and Private Income ⁴	\$1,368,551
Interest Subsidy Grants	\$161
Other Capital Income ⁵	\$0
Total Income	\$6,553,805

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$11,381
Salaries and Related Expenses ⁷	\$4,678,798
Non-Salary Expenses ⁸	\$1,548,604
Total Expenditure	\$6,238,783

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