



2021

ANNUAL SCHOOL REPORT



St Brendan's Catholic Primary School

Carters Road, LAKE MUNMORAH 2259

Principal: Mr Craig McNee

Web: www.sblmdbb.catholic.edu.au

About this report

St Brendan'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

As you read this Report I hope you gain an understanding of the importance we place on faith, community, and the success of all our students.

We have as a theme at St Brendan's - A School Where Every Child Succeeds. This means that every child who attends St Brendan's, regardless of their ability, will show growth spiritually, emotionally, socially, and academically.

For our children to succeed, we require our teachers to continually improve their skills and use data to establish a student's point-of-need.

This Report will explain to you the processes we have in place to help our students succeed.

Parent Body Message

As a parent at St Brendan's, I always feel connected to the school and my children's learning.

During the COVID-19 Pandemic, we as parents have still been included with our children's learning and events that the school would normally welcome parents to attend in person, we just attended in a different way, via zoom or live stream.

Communication from the school regarding our children's learning is via the SeeSaw app. We have many posts from the teachers during the week showing our children's learning in action. It is a great way to stay connected to our children's learning without having to be inside the classroom. We also receive communication daily through Compass, a fortnightly newsletter outlining upcoming events and an online school calendar. The school has a Facebook page as well as year group Facebook groups, the groups are great for community conversation, especially as socialising with fellow parents has been difficult due to COVID-19 restrictions.

St Brendan's has a Parent Advisory Group. We have always been encouraged by the school to attend the meetings and to even put our hands up to become a representative in the group. The PAG meets once a term to discuss and communicate the School Improvement Plan as well as whole school community events; this makes us as parents feel like our input is valued.

Our whole school community events are very large and so much fun for everyone. There are many held throughout the year, they include, Grandparent's Day, Mother's and Father's Days, family and special school Masses and assemblies. A favourite in our family was the end of year picnic on the oval. It was wonderful to see the whole community coming together. It was

a welcoming community environment where everyone mingled, celebrated the year of learning, and looked forward to the following year.

Student Body Message

As School Leaders, we always demonstrate that we are 'Alive in Christ' as that is our School motto. We do this by being actively involved in the many opportunities our school offers and by looking after everyone in our Community.

Chess Club, Drawing Club, Guitar Club, School Choir, Public Speaking and Debating, Cross Country, and occasionally a gala day are just a few of the activities we can be involved in.

Our School teaches us to follow in the footsteps of Jesus and show kindness to fellow peers and teachers throughout our school. We participate in school masses, and liturgies and luckily have just been able to come together as a school in the mornings to say our school prayer. As students at St Brendan's, we love our education and learning about Jesus. As soon as we became St Brendan's students we loved every second of it and we encourage you to let your kids enjoy the same joy.

School Features

St Brendan's was established in 1989 and is situated at Lake Munmorah within the Diocese of Broken Bay.

At St Brendan's a holistic education is provided for students and is supported by quality pastoral care, exemplary teaching and the implementation of initiatives and intervention opportunities to help all in our community succeed.

We have 23 classes from Kindergarten to Year 6, including the HIVE (a Kindergarten to Year 2 class) and the HUB (a Year 3-6 class), where students are supported to further develop the skills needed to become successful learners.

In 2021, it was important that as a community we supported each other when faced with the challenges of Covid-19. During the Home-Based Learning phase of the year, staff and parents again worked together to ensure our children were able to successfully focus on their tasks. During this phase, we continued to engage with the wider community with the use of technology. Our 'Zoombly' (a virtual Assembly), regular *Virtual Coffee & Chats* where the community were able to engage with each other via Zoom, and the *Zoom Catch-ups* of an evening with parents and carers where there was an opportunity to chat with the School's Leadership Team and our Family Liaison Officer (FLO), enabled us to keep our community connected. Parents were again full of praise for the efforts our staff made when the children were working at home, and our staff were equally appreciative of the support they had from parents, carers and grandparents. When students returned to school we continued to focus on each child's point-of-need, enabling students to continue to succeed spiritually, academically, socially and emotionally.

This year saw *The Cottage* established to further support our Community. Working in *The Cottage* we have our Family Liaison Officer, Family Advocate and our Counsellor. The role of this Team is to offer support for families from Pre-school through to St Brigid's, our feeder High School. Our School Motto, *Alive in Christ*, promotes the living out of Christian values in a nurturing environment. Having the opportunity to ensure that families have support for their child's entire Catholic education through *The Cottage* is another example of how we continue to build a strong, welcoming 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
196	228	1	424

* 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 94.29%. 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
95.90	94.51	93.74	94.54	93.42	94.27	93.67

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	59
Number of full time teaching staff	28
Number of part time teaching staff	11
Number of non-teaching staff	20

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

The following Staff Development Days were conducted in 2021:

- A School Where Every Child Succeeds
 - An opportunity to align our School Improvement Plan and Professional Learning program with the Diocesan Towards 2025 Plan
- HBL Preparation
- Twilight Events:
 - Importance of Assessment and Consistent Teacher Judgement
 - Mathematics Assessment Analysis and Planning
 - Student Wellbeing - SEL Continuum and PBL
 - Celebrating the Impact of our Teaching
 - Review and Analyse Student Growth

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 Brendan's Catholic Primary School continued to be involved in a variety of liturgical celebrations as we adapted to COVID-19. We utilised staff knowledge and expertise in leveraging digital technology to engage the community in prayer and liturgy through Zoom and live-stream broadcasts. We were also able to adjust some of our traditional activities to engage with our community, including inviting grandparents to participate in a drive-thru Grandparent's Day where students were able to wave and acknowledge their grandparents with signs, smiles and applause. We had great community involvement with parents and grandparents for Mother's Day, Father's Day and Grandparent's Day Masses.

During the periods when the school was open to students of essential workers only, we were able to continue to start our day with prayer which we shared daily with our families through our online platforms.

Our staff worked with Catholic Schools Broken Bay to refine and construct new units of work. We continued to embed Godly play within our Religious Education curriculum, which allows children to learn and connect with Scripture through play. At the end of 2021, our

Kindergarten teachers and Religious Education Coordinators attended a number of workshops, targeting professional learning and support to develop the expertise, confidence and joy of teachers who will implement the new approach. The Broken Bay early years' student-centred pedagogy invites each child to continue their journey of faith in an experiential learning environment. In order to engage the community in the new Curriculum, we invited parents and families to be involved in the painting of the figures and resources that are to be used in classrooms. This exciting new approach has been enthusiastically received by our students.

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.

In 2021 our School aimed to deepen teachers' pedagogical content knowledge, specifically in Mathematics and Spelling, enabling them to plan and provide learning tasks that engage and challenge all students.

We strengthened our Professional Learning Community approach through research-based targeted initiatives aimed at improving teacher impact and student outcomes. These included Teaching Sprints, Instructional Walks and Talks, Numeracy and Literacy Collaborative Analysis of Student Learning (CASL) Meetings and Co-Teaching cycles.

Our Teaching Sprints are grade-based meetings where teachers engage in collaborative and disciplined dialogue with their peers, supported by tools to deepen their knowledge of the science of learning and be inspired by a process of continual professional improvement.

As a school we continued to implement New Pedagogies for Deep Learning (NPDL) into our Primary Curriculum, purposefully and strategically incorporating 21st-century skills of Creativity, Citizenship, Critical Thinking, Communication, Collaboration and Character into learning experiences. We focused specifically on Character to support students in building their grit, tenacity, perseverance, and resilience as they solve problems and relate to others.

In Literacy, our strategic focus was on Spelling within Writing. Teachers were provided with Professional Learning (PL) that was differentiated and targeted to their point-of-need. New teachers to St Brendan's and Early Career Teachers attended an *Introduction to Phonics* PL Session and all other teachers were given the opportunity to self-nominate for the session. A spelling co-teaching timetable was established across K-6. In addition, K-2 teachers built their pedagogical content knowledge in Phonemic Awareness and Phonics using the Literacy Progressions. A school Spelling Analysis tool was introduced to identify students' point-of-need in spelling and to measure learning growth across K-6.

In Numeracy, Professional Learning focused on building teacher pedagogical content knowledge in the conceptual understanding of Place Value in Number. This was identified as a specific need across K-6 upon examination of student data. A school Place Value Assessment tool was implemented to track learning progress across K-6. The Extending Mathematical Understanding (EMU) approach that provides early numeracy intervention and

teacher instruction was interrupted due to the pandemic; however, data gathered from the Mathematic Assessment Interviews (MAIs) was used to plan and adjust the curriculum, both during Face-to-Face and Home-Based Learning.

Numeracy and Literacy Collaborative Analysis of Student Learning (CASL) meetings were held regularly in Terms One, Two and Four to identify individualised student needs and specific strategies. Aspects of the Numeracy and Literacy Progressions were used by K-2 teachers to improve clarity around what students need to learn, and the specific skills and content needed to achieve growth. These were the basis of tracking student growth and identifying individual student needs in the Numeracy sub-element of Quantifying Numbers and Literacy sub-elements of Creating Texts, Phonological Awareness, and Phonic Knowledge and Word Recognition.

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	48%	54%	0%	11%
	Reading	46%	55%	0%	10%
	Writing	35%	53%	0%	6%
	Spelling	25%	49%	0%	13%
	Numeracy	20%	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	23%	35%	17%	14%
	Reading	31%	40%	11%	11%
	Writing	20%	20%	14%	18%
	Spelling	25%	38%	18%	14%
	Numeracy	29%	29%	13%	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 Brendan's Wellbeing Team met every three weeks to review current needs within the school. Classroom and playground behaviour data is reviewed during these meetings, and this informs future teaching and learning of our PBL Rules and Social and Emotional Learning lessons.

2021 continued to be a year where we needed to ensure that our students were engaged in learning during Home Based Learning. Our Cottage Team was able to provide extra help for those students and families who requested or were identified as needing additional support.

The School ROSELLA rules (Respect, Others, Self and the Environment, Love, Learn, Achieve) continue to be communicated to students to promote positive behaviour for Learning in all areas of the school. The rules are displayed around the school and in all classrooms as a key reference point for teachers and students.

Our ROSELLA awards, Assistant Principal Awards and Principal Awards are used to acknowledge the positive behaviour of our students. Classes are encouraged to work together to demonstrate positive behaviour and are acknowledged by being awarded a large 'Rosie' sticker for following the school rules. When a class has received 10 large 'Rosie' stickers their behaviour is acknowledged by an agreed whole class reward. This has continued to result in students supporting each other to follow our school rules and work towards a common goal. Small 'Rosie' stickers are used for individualised acknowledgement of positive behaviour.

Students and parents have been encouraged to continue to use the *I Need To Tell Someone* online form from our website that enables them to share any concerns they may have with the Principal and Assistant Principal.

We have continued to support and encourage students to use the STAR/BEST strategy to assist them in challenging social situations and to build upon their resilience.

Our routine of praying and reflecting during our Examen time after recess each day has continued. We have found that this has resulted in students being calmer and more focused on their learning during our middle block.

Year 6 Student Leaders are assigned areas of responsibility in Mission, Learning, Wellbeing, and Environment and are supported by staff to be involved in and lead initiatives in each of these areas.

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

By building on our culture of continuous improvement, St Brendan's has had a very successful year.

We have seen our children successfully handle Home-Based Learning and, upon their return, continue to strive for success with the support of all in our community.

Our focus on research-based strategies has ensured that when an area of need is identified, our teachers are equipped with the skills to support our students. Working collaboratively with peers, CASL Meetings and our Co-Teaching program, are resulting in positive growth for students. Our Teaching Sprints have helped teachers identify areas of need for their class which they focus on for a two-week period, resulting in success for students.

By using our data to strategically focus our teaching, we have seen improvement in spelling and the conceptual understanding of place value by students. We had students in Year 6 working on Year 7 Outcomes with our feeder school, St Brigid's.

The Cottage has given St Brendan's another avenue to support all parents and students and added strength to our focus on Community.

Our continued focus on the pastoral care of students has resulted in our students building resilience, challenging themselves and being happy at our School.

Priority Key Improvements for Next Year

We are renowned in the local community as a school where children are given opportunities to achieve their personal best. 2022 will again see us focus on strategies of continuous improvement so that our students achieve the best education possible.

We will ensure that the processes we have in place will embed the Diocesan *Towards 2025* plan so that St Brendan's remains one of the most popular schools in the area.

Another focus for 2022 will see our students strive to promote sustainable practices so that our community values and protects the environment.

We will also strive to ensure that the strong community bond we have will strengthen as opportunities to gather together increase.

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

Parent Surveys conducted throughout the year have informed us of the following qualities of our school:

- Teachers have high expectations for students to succeed
- Teachers show an interest in students' learning
- Students are encouraged to do their best work
- Teachers take account of students' needs, abilities, and interests, helping those who need extra support
- Teachers expect students to work hard
- Students feel safe going to and from school
- Parents feel welcome when they visit the school
- Teachers went above and beyond when our children were doing Home-Based Learning.

Student satisfaction

Student Surveys have shown a high degree of satisfaction. The following qualities stood out for our students:

- Feeling accepted and valued by their peers and by others at their school
- Students try hard to succeed in their learning
- Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects
- Important concepts are taught well, class time is used efficiently
- Students feel classroom instruction is well-organised, has a clear purpose, and they receive immediate feedback that helps them learn
- A high rate of participation in sports.

Teacher satisfaction

Surveys completed by Teachers throughout the year have informed us of the following:

- Our School has a safe and orderly environment

- Teachers work collaboratively on strategies that increase student engagement
- Teachers set high expectations for student learning
- There is a high use of data to inform teacher practice
- Students have opportunities to use computers or other interactive technology to describe relationships among ideas or concepts.

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	\$4,479,248
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,467,424
Fees and Private Income ⁴	\$1,111,067
Interest Subsidy Grants	\$16,135
Other Capital Income ⁵	\$0
Total Income	\$7,073,874

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$240,942
Salaries and Related Expenses ⁷	\$5,415,260
Non-Salary Expenses ⁸	\$1,452,639
Total Expenditure	\$7,108,841

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