



# 2019

## ANNUAL SCHOOL REPORT



### St Gerard's Catholic Primary School

543 North Rocks Road, CARLINGFORD 2118

Principal: Mrs Barbara Yee

Web: [www.sgddb.catholic.edu.au](http://www.sgddb.catholic.edu.au)

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## About this report

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

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

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

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

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## Message from key groups in our community

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### Principal's Message

2019 saw the appointment of a new principal for St Gerard's. With the leadership, came opportunities for critical observation. The sense of community is strong among students, staff and parents. The school motto, 'Growing in Wisdom and Faith' is evidenced in the commitment to ensuring quality learning outcomes for all students. Teachers take pride in their craft and there is a very strong sense of collaboration across the staff. Learning Support provision for those students who require adjustments has been streamlined through the persistent gathering and analyzing of student achievement data which resulted in collaborative adjustments to learning plans. Pastoral care is a priority throughout the school, evidenced by the significance attached to building of quality relationships between all stakeholders. The school's pride in its Catholic tradition is amplified by the dignity and respect shown to all. The shift in enrollments had meant that changes to some class structures, requiring new thinking to ensure differentiated learning was maintained. The School Advisory Team has assisted the school leadership team in providing critical feedback on the broader needs of the school.

### Parent Body Message

Thank you to the school leadership team and to all P and F Committee members for their efforts in 2019. In 2019 the P & F has supported our school in many ways through the many different portfolios which operate under the umbrella of the P & F. Celebrating Mothers' and Fathers' Day are features of the P&F Calendar. 2019 was no exception with very high numbers of parents present at both special breakfasts. Thanks to the parents who organised the school disco this is always a big event for students at St Gerard's. Thanks to the P&F Maintenance Officer who is stepping down after many years of service. The school uniform shop supplies all school uniforms for St Gerard's students. It operates on voluntary assistance only. The P&F thanks the co-ordinator of the Uniform Shop who does a wonderful job. Thank you to this year P&F Executive officers who are stepping down and very best wishes to the new 2020 committee members. Thank you to each of the wonderful families of St Gerard's for your contributions of time and energy in the many different ways you help out at our school and for your commitment to ensuring that our community is the best that it can be!

### Student Body Message

2019 has been a year to remember. We have been on a journey of learning, building friendships and growing as leaders in Wisdom and Faith. All of Year 6 have done a wonderful job of supporting their Kindergarten Buddies and leading the school in sporting events. A

highlight has been the Stage 3 Camp to Canberra, the Athletics and Swimming Carnivals and of course our days together throughout the year. In 2019, Year 6 have donated bike racks and BBQ's which we are sure will be well used in the years to come. We look forward to the adventures of 2020 and beyond knowing that we will take the learning from St Gerard's with us into the future.

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## School Features

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St Gerard's Catholic Primary School Carlingford, is a Catholic systemic co-educational school. The School caters for boys and girls from Kindergarten to Year 6. As part of the Parish of Epping and Carlingford, the School regularly joins the Parish community to celebrate key events in the liturgical life of the Catholic Church. The School provides a well-balanced, comprehensive and engaging curriculum, where English and Mathematics are given priority time each day. Each classroom is well equipped to meet the needs of contemporary learners. A variety of programs are available to support student interests and learning needs. Students are provided with the opportunity to participate in choir, chess, band, debating, Maths Olympiad, STEAM (Science Technology, Engineering, Art and Mathematics Integrated learning), public speaking, Music and representative sports. The School was founded in 1964 and built mainly by community volunteers who constructed a red brick building to provide three classrooms for the first students enrolled. The growth of the School was rapid. By 1975 enrollments reached 511 and the students were taught by three Sisters of Mercy and fourteen lay teachers. Now the School is fortunate to have new and refurbished classrooms. All classrooms are air conditioned and support a range of technology. All rooms have interactive white boards and students have access to laptops, Chromebooks and iPad technology. The infants' playground has a substantial shade area, a vegetable patch and attractive gardens. The senior students have a separate play area with shaded areas and access to a large council oval at the rear of the School site.

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## Student Profile

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### Student Enrolment

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

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 139   | 149  | 56     | 288            |

\* Language Background Other than English

### Enrolment Policy

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

### Student Attendance Rates

The average student attendance rate for the School in 2019 was 94.23%. 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 |
| 91.94                          | 94.73  | 94.06  | 94.40  | 95.19  | 94.42  | 93.24  |

### Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of

care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non- attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each School's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

|                                    |    |
|------------------------------------|----|
| Total number of staff              | 25 |
| Number of full time teaching staff | 10 |
| Number of part time teaching staff | 11 |
| Number of non-teaching staff       | 4  |

### Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

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

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

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

### Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL opportunities during



the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

Day 1 - 2019 North Shore cluster PDHPE Staff Professional Development

Day 2 - Religious Education and Change Management

Day 3 - Literacy and the Nature of Learner's

Professional Learning for Early Career Teachers

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## Catholic Identity and Mission

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As a Catholic community, the School shares in the mission of the local Church: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

In 2019, the School Improvement Plan (SIP) goal in the area of Catholic Mission was to continue to broaden student understanding of the sacred Scriptures and how it relates to their lived experience. Teaching and learning has focused therefore, on deeper interpretation of the Scriptures. Students were given the freedom to interpret for themselves in a framework for thinking and reflection. Other strategies for learning including thinking routines, have enabled students to reflect more deeply on the Living Word as it speaks to students in our contemporary world. Discipleship and lived action was highlighted as a follow on from classroom learning experiences. Core Scripture in each module has been a focus for deep learning; the Scriptures has become a focus in its own right, not simply as a resource for teaching the RE syllabus. We have continued to embed a culture where thinking is visible in classrooms, especially in Religious Education. Programming in RE will be a future focus as modules are written in light of outcomes and deeper learning. This year, two staff members had the opportunity to attend the Sweeter than Honey Conference held in November through the CSO. The REC was invited to co-present with a CSO Ed officer on the technique of Archaeology of the Word, a different approach to interpreting the Scriptures based on Hebrew tradition. Positive feedback from this conference indicated that teachers were willing to implement new strategies in the classroom. Our staff Spirituality Day in September, focused on the Emmaus Story and transformation. It was an opportunity to reflect on change and renewed energy under the new school leadership team. As a Catholic school, we continue to uphold our Mercy values on which we were founded. The values of Respect,

Responsibility and Hospitality have drawn us together as a community and also driven us to accompany others in need. As in previous years, donations have been raised for agencies who work for justice in disadvantaged communities. We have donated to Caritas Australia, Mission Australia, St Vincent de Paul and to supporting the Mercy Sisters' Candela Mission in Peru. These social justice initiatives have demonstrated faith in action and living our Mission as a faith community. Our Catholic identity is visible in our sacred spaces and classrooms. Prayer and liturgical life is strong at St Gerard's with staff and students given opportunities daily and weekly, to worship together. Our sacramental life is supported by our parish and Parish priests. Whole school Masses and Liturgies play an integral role in our Catholic prayer life. Each day, students and staff live out their mission to serve each other and the wider community. In this way, we grow in wisdom and faith together.

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## Curriculum, Learning and Teaching

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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.

With a new school leadership team in 2019 it was crucial, to critically observe and analyse learning achievement to ascertain where St Gerard's was placed in terms of teaching and learning. The School Improvement Plan was its third year of the cycle in 2019. Practice and data meetings were established for all stage groups. Teachers and school leadership analysed data and generated responsive learning plans for students who would benefit from specific support. These sessions also provided a platform to discuss teacher practice, assessment and differentiated teaching as we drew on standardized testing data to focus on student achievement standards.

From that position, the school leadership welcomed the opportunity to engage in the school self-review in 2020. This critically evaluative process will involve reflective analysis of teaching and learning from the teaching staff. Planning the next three years will be informed by this process. At present there are a range of teaching initiatives that the school has partaken in. Extending Mathematical Understanding (EMU), Encouraging Persistence and Maintaining Challenge (EPMC) and Cultures of Thinking (CoT). We have also had opportunities to explore a range of other platforms, as well as the Mini Certificate in Gifted Education. As the year progressed, professional learning targeted the skill development of teachers so that the future collective decision making was supported by broad conceptual knowledge and understanding. The newly released Physical Development, Health and Physical Education Syllabus (PHHPE) required professional learning for comprehensive implementation and the development of scope and sequence and teaching plans. Reflective Practice became a key component of professional learning to assist teachers in using learning data to inform teaching and learning plans and enhancing quality differentiation for all learners.

In 2019, Numeracy concentrated on consolidation of the EPMC initiative from 2018. Stage 2 and Stage 3 teachers collaborated in developing tasks, peer review of their lessons and student responses. In the junior stages, Maths coaching in the classroom was facilitated by the EMU trained leader. Differentiation and explicit teaching in the number and algebra strand also provided opportunities to model integrated tasks across the Mathematics curriculum delivery.

In Literacy, detailed annotation of students writing samples was established to assess where students were placed on the language acquisition. This included a renewed focus on oral language development of students who require additional support. Integrated Learning Support allowed for alignment of learning goals for students, ensuring all students have access to the teaching and learning in the classroom.

## Student Performance in Tests and Examinations

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

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

| NAPLAN RESULTS 2019 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                         | School                           | Australia | School                              | Australia |
| Year 3              | Grammar and Punctuation | 72%                              | 59%       | 3%                                  | 10%       |
|                     | Reading                 | 67%                              | 54%       | 0%                                  | 10%       |
|                     | Writing                 | 80%                              | 55%       | 0%                                  | 5%        |
|                     | Spelling                | 59%                              | 52%       | 0%                                  | 11%       |
|                     | Numeracy                | 51%                              | 42%       | 3%                                  | 11%       |
| NAPLAN RESULTS 2019 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|                     |                         | School                           | Australia | School                              | Australia |
| Year 5              | Grammar and Punctuation | 62%                              | 37%       | 0%                                  | 17%       |
|                     | Reading                 | 62%                              | 38%       | 0%                                  | 12%       |
|                     | Writing                 | 35%                              | 19%       | 0%                                  | 18%       |
|                     | Spelling                | 59%                              | 38%       | 0%                                  | 13%       |
|                     | Numeracy                | 51%                              | 32%       | 0%                                  | 14%       |

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and

other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2019.

### Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

### Initiatives promoting respect and responsibility

#### Positive Behaviour Conference

In May, school leaders attended a 2-day conference and masterclass with Professor Tim Lewis. This allowed St Gerard's to take time to closely examine our Positive Behaviour for Learning (PBL) systems, identify what we were doing well and target areas we could improve in. We created an action plan to improve the behaviour management processes we have at St Gerard's. This included reviewing our current practices, completing a self-assessment survey with all staff and looking at the inconsistencies in understandings and implementation of PBL.

#### Professional Learning

Staff were provided with professional learning on practices. These sessions provided an introduction to new staff and a refresher for those familiar with PBL. This created a shared understanding of what is expected at St Gerard's in order for all staff and students to work together. Practices were agreed on and expectations were set, in order for students to receive a united message from the staff at St Gerard's.

#### Wellbeing Week

Wellbeing Weeks are now locked in each term at St Gerard's and teachers and students collectively look forward to. During these weeks, new initiatives have been introduced such as whole school picnic lunches that allow infants and primary students to play together with provided equipment. Matrixes are provided to students encouraging them to do tasks at home during the week that promote whole person wellbeing. Meetings are minimized to encourage staff to spend more time on activities to enhance their wellbeing. The aim of these weeks is to put a spotlight on physical, mental, emotional, social and spiritual wellbeing and



to give teachers and students tools and time to reflect on their own health and consider how it can be bettered.

#### Bullying No Way

In March 2019, St Gerard's took part in the National Day of Action Against Bullying and Violence. Posters were displayed around the school and teachers used suggested resources to educate the children about this important issue. During this event, teachers and students were made aware of bullying and violence in our school and beyond. They identified ways they can be respectful members of the community and stop others from bullying in school and online. This was linked to Personal Health & Development programs in each class.

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## School Improvement

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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

**Mission goal:** To broaden student understanding of the Scriptures and how it relates to their lived experience. A variety of strategies were used to develop connections between students life and learning in Religious Education which allowed student the opportunity to reconnect with and celebrate Scripture.

**Learning and Teaching goal:** To effectively use data to improve student learning. This year, we focused on understanding how data can be used to effectively drive next steps and identify areas of growth and need for student learning. Professional learning undertaken has had a positive impact in this domain and targeted student intervention programs have been successful.

**Pastoral Care goal:** To strengthen student wellbeing to improve learning. Professional Learning around student Social and Emotional Wellbeing has continued this year, with student voice being actioned based on surveys and data collected.

### Priority Key Improvements for Next Year

In 2020, Numeracy will remain a focus by growing mathematical and pedagogical content knowledge across the strands. Staff will continue their work with Professor Peter Sullivan in “Encouraging Persistence and Maintaining Challenge (EPMC)” and targeted intervention programs will assist student’s development and knowledge of concepts in Mathematics. The use of data to pinpoint student learning directions will remain a focus as will high yield strategies to support student growth in learning.

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent satisfaction

The School Improvement Team (SAT) has made significant gains this year in establishing their purpose operation and guidelines. This team has contributed to building the knowledge of the newest member of the school leadership team by providing background, context and needs of the school from the parent perspective. Their insights have been beneficial in both determining their role as a newly formed group, as well a resource to support the leadership team. In particular, one area of focus has been supporting the school in the process of growing student enrollments. This team are developing ways to engage with other parent organisations within the school and the Parish. The Class Parent Network is a highly successful group within the school providing a vital link between parents and classroom teachers and enhancing effective communication. The network is well organised and connects parents with the school leadership forums and within the parent community socially as well. The Parents and Friends Association continue to work to support parent engagement and support parents as well assisting with the provision of additional resources when appropriate.

### Student satisfaction

In Term 4, students from Year 2 to Year 6 were surveyed on a number of areas connected with their wellbeing. The questions addressed subjects such as their relationships with peers and teachers, general feelings about school, their mindset when approaching different tasks, ability to problem solve independently and seek trusted people to help them. The overall results of this survey were very positive. Upon analysis of the results, data showed that the vast majority of students at St Gerard's were in a good mindset in regard to their schooling and the people they associate with. The vast majority of students indicated wanted to do well at school and tried their best and they considered themselves happy. An overwhelming majority of students felt they were usually or always respectful to other students and teachers and that school was a safe place, they felt their teacher cared for them, and the students also indicated they had someone they could seek help from at school.

## Teacher satisfaction

At the first meeting of the new school principal and the staff, teachers were invited to outline their values and their strengths. Collaboration and teamwork were strongly emphasized. Teachers expressed their strong commitment to the students at St Gerard's, their dedication to their profession and to the maintaining of a positive learning environment for all; students, staff and parents alike. Throughout 2019, these elements are evident across the school. Teachers have also demonstrated a strong commitment to their own professional learning with full engagement in all professional learning opportunities during the year. The emergence of teachers into leadership positions in the role of co-ordinator has been both productive for the school and has had a positive effect on teacher confidence. Three Early Career Teachers have successfully completed their accreditation to Proficient, with potentially two more teachers achieving this in 2020. These young teachers have been mentored and supported by more experienced teachers in the school, building strong cross stage bonds that focus on effective quality teaching. 2019 has seen a high retention rate of teachers on staff.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

| <b>Recurrent and Capital Income 2019</b>   |                    |
|--|--------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$1,848,510        |
| Government Capital Grants <sup>2</sup>     | \$0                |
| State Recurrent Grants <sup>3</sup>        | \$524,286          |
| Fees and Private Income <sup>4</sup>       | \$1,082,314        |
| Interest Subsidy Grants                    | \$39,532           |
| Other Capital Income <sup>5</sup>          | \$172,448          |
| <b>Total Income</b>                        | <b>\$3,667,090</b> |

| <b>Recurrent and Capital Expenditure 2019</b> |                    |
|---|--------------------|
| Capital Expenditure <sup>6</sup>              | \$24,560           |
| Salaries and Related Expenses <sup>7</sup>    | \$2,729,309        |
| Non-Salary Expenses <sup>8</sup>              | \$884,343          |
| <b>Total Expenditure</b>                      | <b>\$3,638,212</b> |

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT