



# 2020

## 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 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](#).

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## Message from key groups in our community

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### Principal's Message

St Gerard's School responded to the many COVID challenges with integrity and focus. As the imperative to continue to provide quality teaching and learning for all the students deepened, teachers adjusted with ingenuity, seeking different delivery pathways and approaches to student achievement. Teachers, mindful of student learning goals, explored ways to provide instruction and facilitate interaction about learning. Teachers collaborated on determining the fundamental outcomes across all KLAs and then adjusted Scopes & Sequences to best meet the Home-Based Learning (HBL) context. Our staff was determined that all students would continue to make learning gains, regardless of how different HBL would operate in the home environment. Teachers ensured that ongoing connections were established with all families. This out-reach continued with families across the school until students returned to Face-to-Face instruction. Teachers also assembled resources that were made available to students and parents as HBL became a reality. Learning modules for teachers were developed by the leadership team in response to challenges, problems or issues with HBL delivery.

### Parent Body Message

Thank you to the P&F Committees and Executive for their support of St Gerard's in 2020 throughout a difficult year. Despite many plans for what we hoped to achieve in 2020, things turned out completely and utterly differently to what had been envisaged. One of those plans was to reimagine what the P&F structure might look like, but circumstances compelled us to focus on ensuring the P&F supported the school in any way we could through this difficult year. The P&F wish to acknowledge the high standard of teaching that was maintained throughout 2020. We renewed the P&F focus on care for our community in thoughtful and personal ways. It was a lesson for all of us to focus on what really mattered and continuing to support parents and families is always at the centre of that. This year also enabled us not to lose sight of how fortunate we are and to acknowledge what a great community we have.

### Student Body Message

Seven years of our time at St Gerard's have gone so fast, it feels like just yesterday I started school with my shiny shoes and a uniform that was too big for me. As I walked through gates it felt as if I had entered a new realm.

During my time at St Gerard's I always felt that I belonged. That's what makes this school so special. The students are easy to make friends with and there is always a teacher to help and guide if you're struggling. I have very fond memories of my time in infants. I learnt how to read, write and to put my hand up if I want to speak. When I entered the primary years, I got

to use the big primary playground. I was fortunate to be in a new class and that really helped me make new friends. I enjoyed playing basketball competitions at lunchtime organised by one of the teachers. I'd like to say a big thankyou to all the teachers and staff who have helped shape us into the people we are today. To the teachers that have taught us, we really appreciate everything we have learnt because it will be needed in high school and beyond. St Gerard's has been so good to us and we will be forever grateful.

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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 enrolments reached 511 and the students were taught by three Sisters of Mercy and fourteen lay teachers. 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 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
146	137	69	283

\* 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 [CSBB website](#) or by contacting CSBB.

### Student Attendance Rates

The average student attendance rate for the School in 2020 was 95.54%. 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
95.65	94.88	95.52	96.54	95.42	96.25	94.55

### Managing Student Non-Attendance

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

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

- provides a caring environment which fosters 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 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 2020:

Total number of staff	25
Number of full time teaching staff	11
Number of part time teaching staff	10
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 CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL opportunities during



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

### Summary of professional learning at this school

Professional development in 2020 was modified due to COVID. Our school Professional Learning allowed us to focus on how to best support our students during this time. Modules for teachers were prepared and delivered to provide teacher direction during COVID.

Professional modules included instruction delivery of English & Mathematics for the Home Based Learning (HBL) context, assessment during HBL, Learning Support adjustments for students with learning needs during HBL, and adjustments to all Key Learning Areas were made to enable student's access to quality resources from home. Working from Home (WFH) guidelines were prepared for teachers as well as ensuring teachers were mindful of their wellbeing. Scope & Sequences were re-arranged so that units of work could be adjusted to the HBL context. Opportunities were developed in PDHPE and Creative Arts with guidance from the school leadership team and specialist staff to ensure students had appropriate access to these areas of learning at this difficult time.

Staff development days were attributed to School Improvement with a strong focus on student outcomes. St Gerard's staff also participated in 'Towards 2025' and sharing understanding of the Strategic Plan for Catholic Schools Broken Bay.

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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 [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as 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 2020, the School Improvement Plan (SIP) goal in Catholic Mission was to continue to broaden student engagement with the Scriptures. We aimed to give students more opportunities for thinking and reflection on the Living Word as it speaks to students in our contemporary world. Core Scripture in each module has been a focus for deep learning however, the Scriptures have become a focus in their 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. Renewing our Programming in RE will be a focus in 2021 as modules are designed in light of outcomes, with further analysis of the School's Scope and Sequence. In 2020, the Covid Crisis impinged on all learning and teaching and school events. The staff took on board great flexibility and new platforms of delivery of the RE content. During HBL, it was decided to deliver our Scripture modules via the new online platforms. Students and staff found this form of learning and teaching challenging at times but gave us new insights into student achievement and staff capabilities. Staff Spirituality in 2020 was vital for maintaining a spirit of resilience and hope in a time of great uncertainty. Prayer and worship were maintained in a climate of distancing and restrictions however, the teachers were still able to reflect and evaluate their personal and professional spirit in a very challenging year. As a Catholic school, we continued 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 driven us to support others in need,

especially in a year of Covid and changing priorities. As opposed to previous years, donations were not raised for agencies who work for justice in disadvantaged communities. Our social justice initiatives were put on hold during Covid and as a school, we resumed these initiatives in Term 4 with our Vinnies Christmas Appeal. Our Catholic identity is always visible in our sacred spaces and classrooms. Prayer and liturgies took on a different format in 2020, with staff gathering in different ways and students given prayer opportunities through HBL and on their return to school. We gathered to worship in our own classrooms, either digitally or in smaller groups, not as a larger school community, to commemorate important events and feasts of the Church. Liturgies continue to play an integral role in our Catholic prayer life at school. We look forward to including the parent community in liturgies and Masses as restrictions ease. 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.

At St Gerard's, new approaches to pedagogy were rapidly deployed as teachers sought ways of ensuring curriculum delivery to all the students despite the vast range of opportunities that existed across families in the school.

Firstly, the prominence of Literacy and Numeracy acquisition was established. Teachers pinpointed the fundamental outcomes to be delivered, mindful of the individual needs of the learners across the school and the individual contexts of their Home-Based Learning (HBL) experiences. Decisions were taken about the best pedagogical methodologies that were needed, including exploring delivery digital platforms to maintain student learning. Teaching plans and assessment tasks were designed, and resources matched to optimise student engagement. This included accessing a range of online texts for speaking and listening, reading and viewing and writing and representing.

Teachers were also engaged in school-based modules of professional learning on a variety of topics. These included the role of meaningful feedback to students via digital platforms. It became clear that for the teaching designs to be effective, ways had to be developed for teachers to provide feedback to students on their learning. Professional modules were also provided for teachers around instruction delivery of English & Mathematics for the HBL context, assessment during HBL, Learning Support adjustments for students with learning needs during HBL, and adjustment to Science, History and Geography resources to enable student access to quality resources from home. Working from Home (WFH) guidelines were prepared for teachers as well as ensuring teachers were mindful of their wellbeing. Scope & sequence were re-arranged so that units of work that could be adjusted to the HBL context would be prioritised. Opportunities were developed in PDHPE and Creative Arts and specialist teachers contributed weekly lesson plans for students to undertake at home. This included 'keeping-moving' activities that children could get involved in across the week.

Analysis of student learning achievements indicated that responses to HBL and student achieving outcomes was varied. Some students responded well to the HBL environment, others less so. Though early indicators showed some students experienced more growth than others, data analysed during Semester 2 indicated that across the board student achievement was commensurate with the previous years. Focus on the fundamental

outcomes and less interruptions in key teaching time accounted for the continued progress of all students despite the obvious interruptions experienced in 2020.

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## Student Performance in Tests and Examinations

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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.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

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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 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 2020.

### 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 2020.

### 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 2020.

### Initiatives promoting respect and responsibility

#### Home Based Learning

With the arrival of Covid-19, wellbeing at home during Home Based Learning became a priority. Several workshops were run for staff in order to think about what was required for them, students and families during this unusual time. Physical, social, mental, spiritual and emotional wellbeing activity ideas were generated and shared amongst all staff. Staff used this information to deliver the best learning experiences possible. The St Gerard's community made it through the lockdown period in great spirits.

#### Wellbeing Weeks

Wellbeing Weeks have continued in week 8 of each term at St Gerard's. These are weeks that teachers and students collectively look forward to. Initiatives have been introduced such as whole school trivia afternoons. These have been run using the Zoom technology and have been an excellent way to get students working together and learning more about their teachers in the teacher question rounds. Student leaders have relished the chance to run these afternoons. Students have also been able to wear mufti on occasions, meditate, get involved in further physical activities and enjoy wholesome fun activities aimed at increasing student satisfaction and wellbeing. Activities have also been organised for staff during Wellbeing Weeks. Fitness and mindfulness sessions, group walks and fun dress-ups have been ways teachers have been able to focus on their own wellbeing. Adjustments were made to staff meetings and homework to allow all stakeholders extra time to enjoy Wellbeing week.

#### World Kindness Day 2020

St Gerard's took part in World Kindness Day this year. Classes joined in this event by decorating and wearing 'Kindness Warrior' wristbands. Year 6 students created some eye-catching posters promoting kindness. Classroom learning experiences, focused on kindness,



compassion and inclusivity. Due to Covid-19, the 'National Day of Action Against Bullying and Violence' day was cancelled.

#### New Playground Equipment

New playground equipment was purchased and provided to both the infants and primary playgrounds. As the students couldn't access usual play spaces for the majority of this year, changes were made to allow different activities and timetabled play spaces to allow each grade to access all areas.

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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:** The focus in 2020 was to build on the work undertaken in 2019. When COVID disruptions occurred, the focus shifted to ensure all units of work in RE were adjusted to enable ready access to all students across K to Year 6. Units were revised and resources distributed to families to continue student's learning experiences in RE. Much of the teaching focus in Semester One was directed to studies around Scripture, in particular, the Gospels and the links to everyday life.

**Learning and Teaching Goal:** During 2020, focus on the School Improvement Plan continued with a particular focus on the fundamental outcomes in English and Mathematics. Teaching and Learning Plans were abruptly adjusted to ensure robust teaching and learning continued for all students regardless of their Home Based Learning (HBL) context. Sharp focus on fundamental outcomes required specific understanding and knowledge of curriculum, and appropriate professional learning was provided for teachers to maximise their capacity to respond to teaching and learning challenges presented by COVID.

**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.

During 2020, student wellbeing was central to all learning experiences. Teachers ensured the wellbeing of students was maintained during the challenges of Home Based Learning (HBL) and connected with students via online learning platforms using both Google classrooms and Seesaw as a tool for communication. Upon return to school, social and emotional wellbeing continued to be paramount and students were monitored to determine what additional supports needed to be put in place.

### Priority Key Improvements for Next Year

Student Achievement: To communicate effectively through writing (specific to purpose and audience)

Mission: To broaden student understanding of the Scriptures and how it relates to their lived experience.

Pastoral Care: To strengthen student wellbeing to improve 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 challenges of the pandemic during 2020, have made us realise the school community is strong and supportive. We may not have had the opportunity to be face to face and on site for the whole year but zoom meetings provided us a wonderful opportunity to connect with school staff and our students. Parents appreciated the professional delivery of information and pastoral care of students during a challenging year. The transition to home based learning was a new experience for us all and the teachers' professionalism with this transition was greatly appreciated. Feedback from our Kindergarten transitions conducted online was very positive and the parent experience was informative, inclusive and welcoming. A formal survey from an external agency indicated that satisfaction in the school across nine domains was high to very high.

### Student satisfaction

Observations of student attitudes was monitored in the early days of COVID and during the subsequent lockdown to determine how the students were managing with the major disruptions. Students generally demonstrated resilience throughout lockdown and return to school. Staff were prepared and focussed on the need to provide all students with routine, physical exercise, cognitive stimulation and engaging learning tasks regardless of their HBL context. Students reported that they felt supported and cared for by teachers during lockdown and return to school. In Term 3, students from Year 2 to Year 6 were surveyed on several areas connected with their wellbeing, including their responses to COVID lockdown. The questions addressed subjects such as their relationships with peers and teachers, general feelings about school, their mindset when approaching different tasks, returning to school, ability to independently problem solve and seek trusted people to help them. The overall results of this survey were very positive. These results 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.

## Teacher satisfaction

During 2020, teachers faced unprecedented changes to the way they approached teaching and learning during difficult COVID times. In addition, teachers continued to facilitate complex and important relationships with students and families, reaching out via phone calls, video conferencing and emails. Teachers responded well and demonstrated flexibility and agility in designing new teaching plans as well as ensuring they maintained positive learning relationships with all students. There was a range of ICLT capabilities across the teaching staff. Teachers demonstrated sophisticated collaborative approaches and mentoring to ensure colleagues were able to operate during lockdown and when students returned to school. There was a distinct sense of all teaching and support staff going above and beyond continually during these difficult times. In the midst of all this, teaching staff were selfless in their time commitment to students, despite their own family commitments and concerns. Teachers could see the benefits of their approaches and teacher satisfaction was high despite the obvious toll this period of time took on them all.

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## Financial Statement

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Consistent with the NESA requirements, financial income and expenditure for the School in 2020 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 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,929,011
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$537,681
Fees and Private Income <sup>4</sup>	\$940,708
Interest Subsidy Grants	\$19,062
Other Capital Income <sup>5</sup>	\$174,322
<b>Total Income</b>	<b>\$3,600,784</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$115,312
Salaries and Related Expenses <sup>7</sup>	\$2,651,329
Non-Salary Expenses <sup>8</sup>	\$889,456
<b>Total Expenditure</b>	<b>\$3,656,097</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 2020 REPORT