



2021

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

About this report

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](#).

Message from key groups in our community

Principal's Message

Challenges to school life continued to be felt across all areas of school life in 2021 due to COVID. The school year began well with specifically designed delivery of professional learning for staff, targeting agreed practice and explicit classroom practice in Literacy & Numeracy. This was abruptly interrupted by the lockdown in the second semester of 2021. The focus shifted to providing the very best learning frameworks for teachers, students and parents as remote learning became a repeat reality. Teachers adjusted quickly again to remote based learning. Collaboration was evident across the school as teachers continued to strive for improved delivery of learning particularly in English and Maths using a variety of digital means. Video conferencing with whole classes and small groups became a feature of home-based learning, and on-site learning providing opportunities for direct feedback for students on their learning. Such is the spirit at St Gerards, that support for families underpinned everything at St Gerards during this time. Teachers made regular phone contact with parents and the P&F extended support to families in a variety of innovative ways.

Parent Body Message

Thank you to everyone for your efforts this year, despite the difficulties. Parents have appreciated how the students and teachers, maintained relationships virtually over lockdown. Thank you to the teachers for an amazing year and for ensuring amazing outcomes for the students in spite of the challenges.

There has been some disappointment that the P&F couldn't achieve all they had hoped for 2021. It is good to acknowledge that behind the scenes, great efforts were made by the Class Parents Network to reach out and support other families throughout lockdown. When the children did get back to school, there was a wonderful sense of spirit and energy generated by the 'Colour Run', held in November. There is great hope that in 2022, the P&F and school leadership can work together to create an environment where parents can once again be involved in all facets of the school and the P&F. Thank you to those who have put up their hand to nominate for positions for next year. There is renewed focus on the children whose future we as a community are shaping. Let's all join together to make 2022 successful for our school, parish and community.

Student Body Message

St Gerard's is not just a school to us but a second home. It's a place where everyone can feel they belong. I want to say thank you to all of my friends for making 2021 unforgettable. You

are my whole childhood and saying goodbye is going to be tough. We have all chosen to go our different ways.

Thank you to all of the staff at St Gerard's, you have seen me grow up into my crazy self. Thank you to all of you because if it wasn't for you all, I may not have been your school captain.

It felt like yesterday when my Kindergarten teachers were teaching me how to write. We have all come a long way since then. This year, my teacher has taught me persistence, resilience and to be a thinker.

Last year, at the end of Year 5 when I heard my name announced as school captain, I was shocked! One thing I knew is that I had to set a good example to others and make this school a better place! I have tried my very best to do all of these and I really hope I have.

Congratulations to the captains for 2022. I hope that you all continue to be good models of the school values. I know you will wear school captain badge with pride.

School Features

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 creative arts, chess, band, 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.

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
150	133	68	283

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2021 was 96.51%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
97.05	96.88	96.98	95.60	96.75	95.53	96.77

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	27
Number of full time teaching staff	11
Number of part time teaching staff	11
Number of non-teaching staff	5

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

Staff development days were again attributed to School Improvement with a strong focus on student outcomes. St Gerard's staff also participated in 'Towards 2025' a system leadership day which offered staff the opportunity to

Day 1 Programming, Writing and Mathematics

Day 2 System Leadership Day

Day 3 Assessment and Fundamental outcomes

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.

In 2021, our goal in Catholic Mission was to reconnect student engagement with the Scriptures and their Catholic identity. We aimed to give students more opportunities for thinking and reflection on the Living Word in our contemporary world. Our school Scope and Sequence was streamlined to allow deep learning of one RE module per term. In this way, attention was given to the learning around one major outcome in the syllabus. We have continued to embed a culture where thinking is visible in classrooms, especially in Religious Education. In 2021, our school was involved in the pilot program for the new K-2 RE syllabus. With the launch by CSBB, the REC and Kindergarten teachers were given professional learning opportunities to be able to implement this new approach in 2022. Resources and materials were prepared by teacher and parent volunteers. A sacred space for worship and learning responses was set up for the trial in 2022.

In 2021, the Covid Crisis again impacted heavily on teaching and learning in Terms 3 and 4. The staff took on board great flexibility and new platforms of delivery of the RE content, including zoom lessons and involvement by the Parish Priests in class learning online. Students and staff found this form of learning and teaching challenging at times, but gave us

new insights into student achievement and staff capabilities. The length of time in isolation and home-based learning allowed teachers to re-evaluate what was important in RE and student wellbeing and they planned accordingly.

Staff Spirituality in 2021 was aimed at providing a spirit of resilience and hope in a time of great uncertainty and isolation. Staff Prayer and worship were maintained in a climate of distancing and restrictions, but the teachers were still able to reflect and evaluate their personal and professional spirit in a very challenging year. We reached out to families in a spirit of accompaniment and support.

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.

Prayer and liturgical life took on a different format in 2021, with staff gathering in different ways online and students given prayer opportunities through Home-Based-Learning and on their return to school. We gathered to worship in our own classrooms, either digitally or in smaller groups in Term 4 to celebrate important school events and end of year milestones. 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 in 2022. Each day, students and staff live out their mission to serve each other and the wider community and to inspire hearts and minds to know Christ.

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.

At the start of 2021, the need was identified to align classroom practice in Literacy and Numeracy across all the stages of learning. Professional Learning modules were designed to analyse data in Literacy and Numeracy to create a statement of understanding that aligned with the students' needs. This statement was to include agreed strategies to ensure improvements in learning achievements. This was undertaken within the context of the curriculum outcomes for each stage. The planned modules were led over an extended time by the leadership team working with junior and primary teachers concurrently on either Mathematics or English. These statements aligned with the curriculum and established clear expectations about teaching and learning practice across all grades. Improvement in student outcomes was central to this professional learning.

The lockdown due to COVID 19 enforced in Term 3 and some of Term 4, meant a renewed focus on the fundamental syllabus outcomes in English, Mathematics and Religious Education. Teachers adapted quickly to development of home-based learning sequences using a range of platforms. Early in Term 3 as the lockdown period extended, video conferencing was also introduced as a means of maintaining direct connection with student's learning and wellbeing. The result was the development of adaptive learning sequences for both small group and whole class instruction and direct feedback, in addition to written feedback, to students. Questioning and assessment techniques were refined to suit this medium. Teachers engaged in a range of student wellbeing activities as well as regular check-ins with students and families both online and offline. Operating guidelines were developed for teachers and students. This included safeguarding protocols, behaviour management, timetables, the provision of devices where necessary, as well as mechanism of tracking attendance of students in the direct instruction sessions. Overall, a much greater sense of connectivity was achieved with the students while mindful of the individual circumstances of families was respected.

In addition to the work undertaken with the development of new, and creative innovative practices, teachers continued to cater for the needs of all learners. Learning support was provided to students in a range of formats including small group instruction. Learning support specialists and class teachers collaborated to provide specific learning support. Gifted learners were also identified and learning sequences developed to engage and captivate

learners as a means of maintaining motivation during the protracted lockdown. This built on efforts established earlier in the year and was instrumental to the commitment to continue these learning opportunities beyond the end of 2021.

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	84%	54%	0%	11%
	Reading	82%	55%	0%	10%
	Writing	74%	53%	0%	6%
	Spelling	77%	49%	0%	13%
	Numeracy	63%	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	52%	35%	6%	14%
	Reading	58%	40%	0%	11%
	Writing	30%	20%	6%	18%
	Spelling	49%	38%	0%	14%
	Numeracy	27%	29%	15%	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

Bullying No Way

In March 2021, St Gerard's took part in the National Day of Action Against Bullying and Violence. Posters were displayed and teachers used resources to educate the children about this important issue. During this event teachers and students were made more aware of bullying and violence in our school and world. They were led to identify ways they can be respectful members of the community and stop others from bullying in school and online.

Wellbeing Weeks

Wellbeing Weeks continued once per term at St Gerard's. These are weeks that teachers and students collectively look forward to. Covid protocols prevented some whole school activities from being run, but classes were still able to celebrate. During these weeks, teachers are provided with, and encouraged to complete, activities that focus on physical, mental, spiritual, social and emotional wellbeing. Students were able to wear mufti on occasions, meditate, get involved in further physical activities and enjoy wholesome fun activities aimed at providing opportunities for students to smile, laugh and continue to build positive relationships. Activities were also organised for staff during Wellbeing Weeks. Fitness and mindfulness sessions, and fun dress-ups have been ways teachers have been able to focus on their own wellbeing. Staff meetings and homework were also discouraged to allow all stakeholders extra time to enjoy the weeks.

Home Based Learning

Covid-19 once again resulted in a long period of home-based learning from late June through to late October. Wellbeing at home became a priority. St Gerard's put in place a system of checking in with parents of all our students. During these check ins, staff gathered data on how families were coping in general. They also monitored the number of tasks set to reduce

any stress or anxiety that may have been arising over this period. In addition to these check ins, class teachers included Zoom sessions which were primarily run to keep class connections going.

World Kindness Day 2021

St Gerard's took part in World Kindness Day in November. Classes took time out from their usual routine to look at what kindness looks like and examine how the world can be improved with extra acts of kindness each day. Class teachers made their own choice about additional activities to share from kindness pages to bucket-filling sessions and creating kindness checklists.

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

Student Achievement: During 2021, we had a strong focus on student achievement. This aligned with our CSBB Towards 2025 goals of academic growth and achievement and success for all students. We gathered as a staff to analyse student achievement data to improve practice and drive continuous improvement for all at St Gerard's. Our strong focus on student achievement and wellbeing remained a priority despite the challenges Covid and lockdown presented to our community.

Pastoral care and student wellbeing was a central focus for our 2021 school year. The challenges of COVID and lockdown meant that student wellbeing was a priority and strengthening student wellbeing to improve learning was key. During lockdown, we had 'Wellbeing Fridays' in which we targeted the learning to maximise students social and emotional wellbeing and enjoyment despite the situation.

Mission Goal - Throughout 2021, we had a maintained our focus on Scripture during Religious Education lessons and how students can apply the messages within to their lived experience. It was pleasing to see students continue to make links between their learning and everyday life.

Priority Key Improvements for Next Year

The following actions are the priority for 2022:

- Collaboratively develop a whole school pedagogical framework, ensuring a shared language and rigorous practice across all KLA's
- Engage in a collaborative culture of continuous improvement to improve teacher practice and student learning

- Strengthen curriculum expertise, ensuring a deep knowledge of content, expectations, and connections in Mathematics

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

In information from the Tell Them From Me (TTFM, November 2021), parents reported that they feel welcome at school and are kept informed about their child's progress. Parents also reported favourably about teachers' encouragement of their child to do their best at school. Parents acknowledge that the students are aware of the teachers' expectations and that parents believe their children understand what is expected of them by the teachers. Parents strongly indicated that their children feel safe and secure when they are at school. Parents observed that their children are treated fairly and that their children feel included. Parents felt that teachers support their children in building positive friendships with their peers. Parents believe they are active participants in the faith life of their children when they participate in school-based activities such as liturgies, prayer time and school Masses. Parents feel strongly that the school provides sound and age-appropriate Religious Education where the children learn about their faith and their religion in the context of their daily lives.

Student satisfaction

COVID continued to take its toll on students with extended lockdown in the second half of 2021. Despite that, over 90% of students reported via the Tell Them From Me Survey (TTFM) in November 2021 that they felt a strong sense of belonging to our school. This was well above the TTFM norms. Students indicated strongly that they value their learning and what it will help them to become. They believe school is useful in their everyday lives. Students also strongly acknowledged that they try hard to succeed, this was also higher than the TTFM norms. Students acknowledged that positive teacher relationships and high expectations from teachers were drivers for student success. Over 90% of students identified that St Gerard's teaches them how to live like disciples of Jesus. Overwhelmingly, students could describe that they were very comfortable about returning to school after the COVID lockdown. Memories that will become part of the fabric of the school were made in October 2021, when the students excitedly returned to school after many months' absence. They appreciated teacher and peer interaction, collaborative problem solving and sharing their learning experiences with each other.

Teacher satisfaction

During 2021, teachers faced continued challenges to teaching and learning due to COVID. Teachers were required to facilitate complex, critical relationships with students and their families. Teachers demonstrated courage, flexibility, kindness and agility in both adapting to changes to teaching and learning plans as well as importantly maintaining positive learning relationships with all students and families. Using the data from the Tell Them From Me (TTFM, November 2021), teachers indicated that they value collaborating with their peers to develop common learning opportunities for students, and share strategies to increase student's engagement. Teachers identified that student-centred learning encourages students to be fully engaged in learning. Teachers acknowledge that they set high expectations for their student to achieve and that each student's progress is carefully monitored. Teachers indicated they openly discuss learning and achievement with their students, and they rank themselves highly as including students with diverse needs in class activities. They are well aware of the obstacles to learning for some students, as they plan to meet students at their point of need.

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	\$2,135,714
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$578,998
Fees and Private Income ⁴	\$1,127,106
Interest Subsidy Grants	\$15,173
Other Capital Income ⁵	\$0
Total Income	\$3,856,991

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$6,897
Salaries and Related Expenses ⁷	\$2,780,644
Non-Salary Expenses ⁸	\$995,849
Total Expenditure	\$3,783,390

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