



CATHOLIC SCHOOLS
Broken Bay

2021

ANNUAL SCHOOL REPORT



Sacred Heart Catholic Primary School

1 Bobbin Head Road, PYMBLE 2073

Principal: Mrs Mary Hor

Web: www.shpdbb.catholic.edu.au

About this report

Sacred Heart 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

On behalf of our staff, I would like to extend to you and your family a very warm welcome to **Sacred Heart Catholic Primary School Pymble**, a school community within the wider Catholic community that is Pymble Parish.

Sacred Heart Pymble prides itself on having a welcoming and supportive environment. Our school is a vibrant learning community supported by quality teaching and innovative technology; outstanding facilities and grounds; a parental partnership which plays a key role in our success; and a focus on the wellbeing of our students, our staff and our community.

During 2021, the teachers and staff of Sacred Heart Pymble worked tirelessly to support the community and face the challenges of the pandemic by making new learning experiences available through remote or online learning. We lived out the mantra, 'we are all learners, and we continue to learn everyday'.

We are proud of our Mercy tradition as we live out our motto 'to be and not to seem'.

We expect that after seven years of schooling at Sacred Heart Pymble, that our students will demonstrate skills in organisation, getting along with others persistence, resilience and confidence. As a Catholic school, our priority is to support the faith journey of each of our students.

Parent Body Message

Sacred Heart Pymble regularly invites parents to provide feedback to assist in school decision making. In 2021, parents were invited to complete a survey during the period of Home-based Learning, enabling the school to improve learning experiences and support student and family wellbeing.

Some of the comments provided by parents and caregivers included:

"The teachers and staff are doing an amazing job planning the work for our children, conducting the Zoom meetings both as a whole class and small group as well as providing feedback. We are very appreciative. Thank you."

"We have been very happy with the effort the teachers are making. It is evident that a lot of thought and preparation has gone into their lessons. It is certainly a challenging age group to teach online but they are doing a great job."

"We have really appreciated the teachers' efforts in making this a fun and engaging experience for the children. This has been across the board from the class teachers, to library, music and PE tasks. The teachers have really made this a fun experience in what's already a challenging environment for schools."

"We appreciate how hard this situation is for everyone - hang in there!"

Student Body Message

At the conclusion of 2021, the school captains addressed the community at their graduation:

"Our class will forever cherish the sentimental memories we have created together, from the nervous first day of Kindergarten, to our proud last day of Year 6. We could not have done it without you. As we embark on our high school adventure, we will all reflect on the times we have had at Sacred Heart Pymble - the strong bonds we have formed and the memories that we will continue to cherish forever. Year 6M, whatever path you may choose in the future we wish you all good luck."

School Features

Sacred Heart Pymble is a Catholic systemic co-educational primary school. The School includes 12 classes from Kindergarten to Year 6. With a tradition founded in the Sisters of Mercy, the School embraces the Mercy ethos and values of hospitality, shared ministry and social outreach. The essence of the School motto, *Esse Non Videri*, "To be and not to seem" ensures that the School's Catholic heritage is reflected in everyday school life. The words of the School song, "Welcome all who come, parents, children, teachers, a family we become" epitomise the feeling of belonging to a community that lives by Jesus' teachings. The School's life and mission is embodied by the values that are integral to the Beatitudes (Matthew 5:3-10), including helpfulness, justice, strength, endeavour, humility, honesty, forgiveness and hope.

Student learning and wellbeing are at the fore of all things, with dedicated teachers continually learning and developing their skills in being able to teach students and help them reach their potential. Students are actively engaged in their own learning and a wide variety of extra-curricular activities are offered. The School is strongly supported by its Parents and Friends Association who maintains a balance of being actively involved in school events. In 2021, the world pandemic created challenges for opportunities to gather and the usual Welcome Cocktail party was postponed. Online gatherings were orchestrated and encouraged throughout lockdown and remote learning. Class parents played an important role and actively encouraged family connections which promoted a strong sense of belonging.

The buildings and grounds at Sacred Heart School are conducive to a positive learning environment, with well-maintained classrooms, playgrounds and gardens. The students have access to large playing areas and an oval that also serves the School's soccer and netball club. The on-site swimming pool allows for easy access for swimming lessons throughout the year.

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
144	119	42	263

* Language Background Other than English

Enrolment Policy

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

Student Attendance Rates

The average student attendance rate for the School in 2021 was 95.18%. 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
95.89	95.75	96.36	95.04	94.56	95.11	93.55

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 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	24
Number of full time teaching staff	11
Number of part time teaching staff	8
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

Day 1: Strategic Planning: Policies and school directions reviewed with the staff to determine priorities for the year.

Day 2: Diocesan Staff Development Day Towards 2025 vision to provide authentic Catholic education and to inspire hearts and minds to know Christ and be the very best we can be.

Day 3: Preparation and evaluation of Home-based Learning initiatives.

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, the Catholic Diocese of Broken Bay launched a new approach to targeting teaching of K-2 Religious Education. The new framework is a tool to assist educators' understanding of early learners in Broken Bay schools. The Broken Bay early years' student centred pedagogy invites each child to continue their journey of faith in an experiential learning environment. Grounded in Montessori principles, this approach contends that the heart and mind will be best developed when children first have experiences of the body through tactile sensory and hands-on activities. The experiences of the heart through wonder and awe are in themselves experiences of love and so this approach may also influence a love of learning. This year, the new Broken Bay K-2 Religious Education curriculum has a first phase of piloting new approaches through initial resourcing and familiarisation for teachers. As we commenced resourcing this approach, we embraced this initiative as we want to inspire our students' hearts and minds to know Christ, love learning and to use their talents to be the best that they can be.

Sacred Heart Pymble is committed to providing authentic, professional Catholic education and delivering it with care and compassion and in partnership with our families and the local

community. We are also guided by the charism of the Mercy tradition as we work together to be people of mercy and justice within our Christ-centred community. We are committed to Catholic discipleship and service through living out gospel values in our daily lives.

Working in close partnership with our parent community is a priority and strongly valued at Sacred Heart Pymble. During Covid restrictions, our parents were able to continue to be of service and provide meals to homeless people in our community through Covid-safe service at The Dish, Hornsby. Our students also participated in restricted fundraising / donations to assist the Vinnies Winter and Christmas Appeals and Caritas.

Covid-safe restrictions provided little opportunity to engage in parish masses or school liturgies. We were limited to celebrations at the beginning of the school year and some heavily restricted liturgies at the end of the year. Parent inclusion was not possible at most liturgies due to not being able to be on the school site. This severely hampered the school to gather to celebrate as we would normally.

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.

Staff began familiarising themselves with the new K-2 Syllabi for English and Mathematics, ensuring that they are understanding of the case for change and fully prepared for the implementation of these documents in 2023.

Staff continue to strive for innovative learning opportunities and to develop the critical thinking skills of all students using the New Pedagogies for Deep Learning (NPDL) framework. The extended period of Home-based Learning during the year prompted teachers to explore new ways of connecting with students and leveraging technology to facilitate positive learning outcomes. Teachers worked together to expand their knowledge and use of tools for engaging students such as Google Classroom, Seesaw, iMovie, Mote, Zoom, Peardeck and Screencastify. Regular opportunities were seized for sharing success stories and key learnings during what ended up being fourteen weeks of learning from home. Many lessons were learned during this time and both teachers and students demonstrated the ability to apply their new skills in the classroom upon returning to face to face teaching.

Supported by Catholic Schools Broken Bay, staff spent time exploring current understandings about supporting and challenging gifted students and using deep thinking strategies to facilitate learning growth. Learning from the Sounds Write Science of Reading course was applied, including the introduction of Heggerty's Synthetic Phonics in Year 1. Professional learning in this area will inform the introduction of the new K-2 English Syllabus and will be extended to all Infants teachers in 2022.

Our Wellbeing Week initiative continued throughout the year. In Term One we explored the character strengths of love, gratitude, hope, curiosity and zest. Our aim was to build wellbeing literacy by helping students to develop a strengths-based language and lens with which to start viewing themselves and those around them. In Term Two our focus shifted to teamwork, appreciation of beauty and excellence, humour, bravery and forgiveness. The remainder of the year saw the exploration of wellbeing concepts involved in self-regulation, mindfulness, positive emotions and the character strengths of creativity, honesty, kindness, fairness and spirituality.

Our curriculum was complemented by a range of additional and extra-curricular opportunities. These included two online author 'visits', the LittleScribes Writing Festival, Young Voices competition, WriteOn, the Whitlam Institute's 'What Matters' writing competition, Maths Olympiad and maths problem solving challenges.

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	89%	54%	0%	11%
	Reading	79%	55%	0%	10%
	Writing	84%	53%	0%	6%
	Spelling	76%	49%	0%	13%
	Numeracy	68%	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	57%	35%	3%	14%
	Reading	80%	40%	0%	11%
	Writing	46%	20%	9%	18%
	Spelling	69%	38%	6%	14%
	Numeracy	69%	29%	3%	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

Sacred Heart Pymble promotes an evidence-based framework to contribute to developing a positive, safe and supportive learning culture through Positive Behaviour for Learning (PBL). The framework assists schools to improve social, emotional, behavioural and academic outcomes for students. One of the major challenges for 2021 was periods of online learning and an unpredictable learning environment. Clear expectations of online learning were shared with stakeholders. This enabled the teachers to adjust and modify delivery of learning experiences and ensure that students were able to regulate engagement given their new setting. Teachers adopted online tools to monitor and encourage participation.

Respect for each individual family facing remote work and learning challenges was met through the distribution of almost 100 computers or iPads, enabling all students to gain access to technology. Participation in zooms created periods each day for students to engage with their peers. Some students struggled with internet connection challenges but teachers monitored student participation and attendance throughout remote learning periods and encouraged positive, responsible and respectful involvement.

Surveys were an important tool used throughout 2021 to respectfully acknowledge and gain insight into the needs of the learning community after the initial period of remote learning.

Sacred Heart Pymble sought direct feedback from the parent community to gauge and understand the learning needs of our students, with teachers responsibly adjusting their programs to meet the new learning environment.

Our wellbeing initiatives promote respect, mutual accountability and the celebration of our individual uniqueness. Our Year 6 students demonstrate these values through our Buddy

Program, assisting our younger students to settle in and become a part of our Sacred Heart Pymble community.

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

A range of key improvements was achieved in 2021. A culture of continual improvement and attention to student achievement was stimulated through an initiative called 'Home-based Learning Plus'. Maximising response to surveys around student engagement and student achievement during 'Home-based Learning' was achieved through explicit resourcing.

With the prospect of a new English syllabus and focus on phonics in the teaching of reading, our teachers trialled a new phonics program with the Year 1 classes. Data was analysed and the positive gains and success of the trial measured with a decision to broaden the training and implementation for next year.

Resourcing and familiarisation with the new K-2 Religious Education Curriculum has been a positive improvement during 2021. This has enabled students to engage in a student-centred pedagogy to build on their faith journey and provide experiential learning opportunities.

Priority Key Improvements for Next Year

Implementation of a new Kindergarten to Year 2 phonics approach will be a key improvement initiative that will be closely monitored in 2022. The new English and Mathematics Syllabi will be further explored in 2022 before mandatory implementation in 2023.

Sacred Heart Pymble is one of 18 schools that will be involved in a Diocesan initiative around 'collaborative coaching' in 2022. The project is seeking to improve the collective capacity of teachers to engage in a cycle of continuous improvement. Teachers will work together to analyse student data, plan for high impact teaching and learning strategies and then evaluate

the impact of their teaching. This collaboration will maintain a relentless focus on student learning and strive to maximise the growth of every student.

On a professional level, teachers will engage in processes to facilitate effective teamwork and collaboration so that they can not only maximise opportunities for their own learning, but also foster strong networks and supports for their wellbeing. Thriving teachers are best placed to create environments that promote student flourishing.

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

During 2021, Catholic Schools Broken Bay utilised The Learning Bar's, Tell Them From Me (TTFM) survey to gather feedback from parents, students and staff about our school.

The TTFM Partners in Learning Parent Survey indicated that parents feel welcome when they visit the school and value that the written communication between home and school is clear and in plain language.

Parents are confident that their child is clear about the expectations for school behaviour and feels safe going to and from school. They believe that school staff take an active role in making sure that all students are included in school activities and reported incidence of bullying is low.

Parents report that the amount of time spent on homework meets their expectations and that their child is encouraged by the School to do their best.

The data indicates that parents are encouraged to participate in school liturgies and prayer, and to engage with the Parish community. The responses were extremely positive in regards to the School being upfront and clear about its Catholic identity and mission, and that the School offers sound and age appropriate Religious Education in which students learn about the Catholic faith and life, religion and society.

The survey illustrated that only 26% of parents are involved in school committees, including the Parents & Friends Association. This would be an area for future growth in the School as we explore opportunities for families to get involved and contribute to the life of the community.

Student satisfaction

The TTFM Student Engagement survey indicated that the School has higher than average participation in extracurricular activities and that students have friends at school that they can trust and who encourage them to make positive choices.

Students believe that schooling is useful in their life and will have a strong bearing on their future. They find classroom instruction relevant to their everyday lives. The students reported that they are interested and motivated in their learning and that they try hard to succeed.

In agreement with the parent data, students indicated that they feel safe at school, as well as going to and from school. They feel that they have someone at school who consistently provides encouragement and can be turned to for advice.

The survey overwhelmingly demonstrated that students feel the School helps them to know and love God, teaches them to live as a disciple of Jesus, and that their Religious Education is relevant to their life.

Teacher satisfaction

The TTFM Focus on Learning teacher survey indicated that teachers work with school leaders to create a safe and orderly school environment, and that leaders have helped them to create new learning opportunities for their students.

Teachers reported high levels of collaboration with other teachers to develop cross-curricular or common learning opportunities, strategies to increase student engagement and effective assessment activities. They highlight their high expectations for student learning and ability to monitor the progress of individual students.

The survey responses communicated that teachers are confident in using assessment data to help them understand where students are having difficulty and to decide whether a concept should be taught another way.

They value feedback as a strategy for bringing students closer to achieving their learning goals and the importance of setting clear expectations for classroom behaviour.

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	\$2,112,081
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$571,608
Fees and Private Income ⁴	\$1,290,039
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$0
Total Income	\$3,973,728

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$59,652
Salaries and Related Expenses ⁷	\$2,726,507
Non-Salary Expenses ⁸	\$1,162,023
Total Expenditure	\$3,948,183

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