



2022

ANNUAL SCHOOL REPORT



St Kieran's Catholic Primary School

63 Gordon Street, MANLY VALE 2093

Principal: Ms Anna Marsella

Web: www.skmvdbb.catholic.edu.au

About this report

St Kieran'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 at local school level and 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

At St Kieran's Manly Vale, we strive to recognise and celebrate the academic, social, emotional, creative, spiritual and physical capabilities of every child. We encourage a sense of wonder, curiosity and passion for lifelong learning. The mission of St Kieran's is to provide high quality education expressed through the motto: 'To learn and To Love'. As a faith filled learning community, we live out our mission by working collaboratively with the parish, parents and staff to provide opportunities for the whole child to reach their full potential.

With school restrictions easing, and the return to face to face interactions and normal school life returning this year, we were able to fulfil our mission in action. This was especially evidenced by the active P&F who worked tirelessly to re-engage the school community socially through the Welcome Cocktail celebration and the Gala Night to fundraise for STEM and play resources to improve the learning outcomes of all students. The teachers and staff were enthusiastic to embrace the return to normal school life and reconnect the community to celebrate our learning and faith.

The School Improvement plan was carefully prepared with clear strategic intentions to implement differentiated learning programs to meet the needs of all students. The teachers were familiarised new early years syllabus curriculum in English and Mathematics and Religious Education curriculum. Professional learning is highly valued and a priority as teachers learn, upskill and share their expertise with each other collaboratively. I would like to express my gratitude to the teachers and staff for working so productively to improving the learning outcomes of the students.

I would like to acknowledge the continuous support of our parish priest, Fr Dave Austin, the parent body and our staff and students who continue to work in partnership to make St Kieran's a thriving Catholic educational community.

Parent Body Message

The P&F at St Kieran's celebrated a year of reconnecting with the school community in 2022, following the previous two years of impacts from Covid. The easing of restrictions and the return to a new normal saw opportunities throughout the year for past, present and future parents, students and staff to be involved in the life of the school that we missed out on in 2021.

Fundraising was a big focus for the year, comprising of a family photo shoot, raffle ticket sales, the P&F Gala night, the school artwork auction and silent online auction, all raising funds towards providing resources and opportunities for enriching the school learning

environment. These funds were put to use, with the launch of the STEM room and new STEM equipment last year and the commencement of Stage 1 of the planned playground improvements at the beginning of this year.

On top of the Fundraising activities held throughout 2022, annual events including the new school year Welcome Drinks, Mother's Day and Father's Day celebrations, Grandparent's Day, the School Disco and the Christmas Carols provided opportunities for the school to come together and further strengthened the partnership between families, the school and the parish.

There are many exciting events and initiatives planned for 2023, including the State Election Day BBQ, cake stall and raffle and the St Kieran's Fun Day Fair. These events will involve fundraising, a lot of fun and involvement from families and an opportunity to showcase our wonderful school.

Student Body Message

As students coming out of 2021 lockdown into 2022 with a new Principal and no school restrictions, unlocked new opportunities to help us grow and learn as students at St Kieran's.

One of the opportunities that was appreciated was the introduction of SRC student leadership, Fun Fridays, and new playground equipment most of all. This helped us reconnect again with our friends in a fun way which changed our attitude positively towards our learning, friendships and validated our voice as students who have a say in the school.

As we came out of lockdown, we made the transition easily with face to face learning thanks to our wonderful teachers who care for us, and we missed during the lockdown.

The P&F organised fundraisers for new playground equipment by introducing raffle tickets and also made a fundraiser for all the people affected by the Lismore Floods. It was a great chance for the school to be involved in supporting people in places that have been affected by real life disasters and in need of community support.

Bringing the school together reunited many friendships and gave students a better learning environment.

School Features

St Kieran's caters for girls and boys from Kindergarten to Year 6. Classrooms have undergone a regular maintenance of upgrading and refurbishment to ensure the learning spaces are up to date, modern, attractive for learning and equipped with the latest technology.

After a few weeks into the 2022 school year, we were fully functional, and we opened our doors to parents and visitors after the lockdowns of previous years. Engaging and reconnecting again as a school community meant we could unite fully as partners in education and return to being a strongly connected community once more. This meant the P&F could plan events to gather for social and fundraising purposes which was so well received by everyone. The Welcome Cocktail evening saw so many parents come together in warm and friendly hospitality. Other events like Mother's and Father's Day breakfast, Grandparents' Day, Book Week and many more were so well appreciated. The efforts of parents engaging in fundraising meant they could purchase new STEM resources for the students and new play equipment. Parent education in literacy development for students was important to train parents who volunteered being parent helpers in kindergarten especially in reading. The open classroom visits we well received by parents so they could experience their children's learning environment and see first-hand learning in action. The School Advisory Council operated as a sounding board and collective wisdom team to support the principal by providing parent perspective input into school life to improve the outcomes of the students and families. There were many opportunities to gather regularly as a school community to celebrate the life of the school through parent engagement and involvement.

Sporting opportunities and representative sport returned to be a strong feature of the school. The school athletics and swimming carnivals saw many students compete in friendly competition and achieve physically in their area of strength. Debating with other schools and Public Speaking - Bear Pit competition was featured to give students confidence and skill in public speaking. All the extra-curricular activities offered by the school like Band, Science Club, Yoga, Robotics coding and Drama gave students opportunities to develop an interest and explore their passions. The ICAS competitions for English and Mathematics provide an avenue for students to showcase their achievement in academic domains.

St Kieran's prepares our students well for transitioning to kindergarten. The four to six transition sessions offered by the school support our children to start school feeling confident and familiar of their new environment, friends, families and teachers. The Year 6 Student Leadership program and buddy system prepares our Stage 3 students for secondary education and leadership skills they take to life. Family Masses on various Sundays throughout the year followed by morning tea engage our families in parish life to build a good parish and school relationship. The School Concert Musical performed by our Stage 3

students was a highlight of the year, bringing everyone together showcasing the incredible talent of the students.

2022 can be remembered for reconnecting the school and parish together in a spirit of welcome and generosity, rejoicing together the strengths of a strong and committed school community.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
93	113	32	206

* 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 2023. 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 2022 was 90.40%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
91.60	91.30	91.40	89.10	90.70	90.30	88.80

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 2022:

Total number of staff	23
Number of full time teaching staff	13
Number of part time teaching staff	4
Number of non-teaching staff	6

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: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The

following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

The school Professional Learning Calendar was comprehensive and varied for 2022.

Further investigation around the new Syllabus for K-2 English and Mathematics was undertaken at a number of PL meetings. Staff analysed data gained from PAT, MAI and Naplan assessments. The staff also worked through a 3-hour meeting on Safeguarding. They completed important compliance requirements such as CPR and Anaphylaxis training. Aspects of assessment were explored as was the implementation of the Student on a Page app.

The staff completed a two-day course on Gifted Education, which allowed for further development around extending high achieving students. Teachers completed a two-hour webinar also on extending high achievers in Mathematics.

With the introduction of a STEM room into the school, teachers worked on the use of resources for the teaching skills in STEM.

A number of teachers took part in a collaborative planning and co teaching program which ran alongside the whole staff professional learning calendar.

During 2022 the new Religious Education program for K-2 was also explored. Links between the Early Years Framework and the RE program were also covered as part of PL.

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. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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.

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.

2022 saw the joyful return to many of traditional celebrations and traditions associated with Catholic Life and Mission. We found that many Christian practices, such as church behaviour, had been forgotten. As a school community we decided to make this an opportunity to re teach the children, parents, and teachers. The result was that before each celebration and activity teachers explicitly taught the appropriate doctrine and behaviours.

Our Priests of Parish from the Order of Augustine supported the school by visiting classes to teach themes and Scripture, presiding over Sacraments and customising Sunday Family Masses to reflect the age and stage of the children attending. Our Augustinian priests regularly attend morning tea and work with the staff of the school.

Nurturing Parish and school relationships, each grade prepared and participated in a Sunday Family Mass. Teachers liaised with the Priest and musicians. All teachers can capably prepare a Mass. Parents provided hospitality to parishioners building further links with the Parish. Parishioners were invited to attend Masses and Liturgies for major Feast Days.

Parish and School relationships were further developed during the Parish Based Sacramental Program where parents from St Kieran's school provided instructional leadership to the learning groups.

In 2022 Kindergarten embraced the new K-2 Religious Education curriculum. The Emmaus Room, a dedicated prayer room, was established for the use of the whole school but specifically set up to facilitate the new K-2 curriculum. Both Kindergarten and Year One teachers attended all professional learning opportunities associated with the new program. The preparation of the resources and the delivery of the new program was exemplary.

With Scripture as our focal point teachers in grades 2-6 engaged with Visible Thinking Routines to dig deeper into the meaning of texts and their application to our lives. Teaching programs reflected a variety of age-appropriate activities which also included the use of Visio Divina and Creative Arts.

The Service-Learning Model, Head, Heart and Hands, was explicitly taught and employed during our Lenten and Mission modules of learning. Catholic agencies were generously supported by the school community. Students from 3 – 6 participated in a 'Walk for Water' to raise awareness of and empathy for the plight of many children carrying water daily. Students walked to Manly Dam and carried containers of water back to school earning sponsorship money for Catholic Mission.

Catholic Identity was specifically addressed in Professional Learning based on the Catholic School's Broken Bay Charter. Prayer across the school and celebration of traditional events such as Monday Morning Assembly, Christmas Carols, Pancake Tuesday and Year Six End of Year celebrations further enhanced our strong Catholic Identity. The celebration of these event brought with them a renewed sense of community.

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.

During 2022, the school continued its implementation of the 2020-2022 SIP goals. These goals focused on the importance of teaching programs that differentiated, challenged and supported all students ensuring performance at and above similar schools. Naplan results were used as the benchmark for this goal and the Leadership Team worked with external professionals in order identify specific programs and structures that could support the achievement of this goal. Professional learning was structured around realising the achievement of this goal.

Both the Mathematics and English Syllabus for K-2 were explored in professional learning sessions by all staff and plans for implementing the curriculum by making best use of the information in both syllabuses were undertaken.

A collaborative co teaching and co planning structure was set up for some classes with a focus on problem solving in Mathematics. The language of problem solving and strategies around higher order thinking skills were explored during this collaborative approach. Skills in Working Mathematically also formed a crucial part of the implementation of these strategies.

The Learner Diversity Program encompasses identifying and working with students at either end of the learning continuum. This means that support is provided whether a student requires assistance to reach the curriculum or requires challenging in order to extend understanding. Teachers met regularly with the Learning Diversity teacher Grade and Learning Team Meetings. In these meetings data is analysed and students are identified, supported through the planning of specific programs, then progress is monitored and reviewed.

Teachers are using the Stem room and its resources to develop student skills in Stem. Opportunities to include Stem skills across KLAs are constantly being explored as teachers prepare programs incorporating Stem skills. In addition to this, throughout 2022 the Robotics program continued to offer positive opportunities for students to further develop skills in this area. The Robotics program is made up of a day where students use programs to investigate the design, construction, operation and implementation of computers.

Extra-Curricular activities for the students continued during 2022 with opportunities to be involved in the School Band as well as Drama Club or the Science Club.

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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	68%	52%	2%	12%
	Reading	73%	54%	2%	11%
	Writing	81%	50%	0%	7%
	Spelling	56%	48%	5%	15%
	Numeracy	41%	34%	0%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	43%	31%	2%	14%
	Reading	55%	39%	10%	11%
	Writing	29%	25%	2%	18%
	Spelling	43%	37%	7%	14%
	Numeracy	50%	25%	10%	16%

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 2022.

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 2022.

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 2022.

Initiatives promoting respect and responsibility

Initiatives that promote respect and responsibility are explicitly taught in religious education programs, the personal development & health programs and in the social emotional learning (SEL) whole school programs from Kinder to Year 6. Students in Year 6 are trained by the teachers to lead and engage with Kinder to Year 5 students as they mentor SEL skills across the school. The Year 6 student team leadership program and buddy system with kindergarten students promotes life and leadership skills of by providing opportunities for the senior students to mentor and support students across the school.

At the Monday morning whole school Assembly, the school rules of safety and respect are reinforced and the Civics and Citizenship student leaders award and acknowledge students across the school that display the school rules and wear the uniform with pride. We gather as a school community each week for the Acknowledgement for Country and pray our school parish prayer.

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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

Throughout 2022 the school continued its focus on the SIP goals set for 2020-2022. There were a number of key strategies that were linked to the domain of Student Achievement and these strategies were implemented during the year. Student achievement focused on the continued learning growth of students. Strategies included a model of Co Teaching and analysis of data using assessments such as PAT data in both Mathematics and Reading as well as NAPLAN, all informing student progress. Analysis of data in order to identify if students did demonstrate growth, when compared to earlier results was positive in that a high number of students did exhibit growth.

Evangelisation and Catechesis focused on students demonstrating a deeper knowledge of scripture, traditions and their faith community, validated through service learning. Service learning was highlighted through activities such as Head, Heart and Hands, was explicitly taught during Lenten and Mission modules of learning. Students in grades three to six participated in a 'Walk for Water' to raise empathy and understanding for children who carry water daily in order to survive. Students walked to Manly Dam and carried containers of water back to school earning sponsorship money for Catholic Mission.

Priority Key Improvements for Next Year

In keeping with the themes of the Diocesan vision Towards 2025, priorities for 2023 include a number of key improvement strategies that will support working towards the vision.

During 2023, the school will work strategically with the parish team to ensure family Masses are highly engaging and focused on school family participation. The promotion and implementation of the role of the Family Educator will ensure deeper connection of families to the parish and will deepen their faith formation.

In order to improve student learning, the collaborative coaching model will be implemented K-6 and will monitor data closely in order to track progress and inform teaching and learning - specifically in writing. There will also be a focus on meeting the needs of high achieving students through the use of precise identification and differentiation strategies. Students will be encouraged to better track their own progress through goal setting for writing. This will ensure greater student agency and responsibility for learning.

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

A range of processes are used to gain feedback from the parent perspective such as through the P&F meetings, surveys sent to parents, School Advisory Council, parent consultation forums, parent meetings, TTFM survey and in conversation. The vast majority was very positive and included comments such as:

Parents feel welcome at the school, and it has a strong sense of community.

"All teachers, principal and staff work so hard to create a beautiful environment for the children. It has a great community spirit, and we love being a part of it."

"I love the community. The parents who are actively involved in committees and goings on in the school actively make new parents and students feel welcome."

The quality of the teaching staff is a strength in the school.

"Our amazing teachers are what makes our school so good." "Fabulous teachers, very dedicated and want to bring out the best in the children."

Safety at school is a strength and parents say their children feel safe at school.

"I came to school for the amazing teachers and community. I wanted my child to be known to all the teachers and to feel safe and happy. The school has delivered for me on all aspects, and I am very grateful to the teachers and staff for all that."

Student satisfaction

The students have opportunities to give feedback at Year 6 student team meetings with their teacher mentors, at the SRC meetings run in class and with the principal. These comments come from TTFM student survey.

"I really like the children and teachers at the school. They support me a lot and make me feel like I'm welcomed to the school. I love the opportunities we have at this school for example science club, Band, Drama, gala days, school swimming and athletic carnivals. This school has brought so much happiness, the learning is so much fun and playing at lunch and recess

is a blast. I also would like if we could still do the mini fates (a day where we get treats and play games as well as help charity). This school is overall amazing and I never hate coming to school. I love coming to school, it makes me feel so happy."

"One thing that I love about my school is that my friends are encouraging and whenever something is wrong they come to help me. I also love that we have drama and music lessons because I am very fond of acting and dancing and singing so those classes give me more opportunities to express my talent."

"I think school is a place to challenge yourself and make relationships throughout a community of kind-hearted people."

"I like that we are always accepted and that all of our teachers are kind and will help us with all of our subjects and that everyone on the playground will not leave you out and they will let you into their games so you can have fun".

Teacher satisfaction

Staff consultation is gathered in a range of ways such as TTFM survey, staff collaboration and consultation processes, staff meetings and regular business meetings. The following comments come from the TTFM survey.

"I love the sense of community that we have at the school. The parents are very supportive, and the students are happy, positive and enjoy their learning. We have fantastic and up to date resources and our classrooms are modern learning environments. The staff are dedicated and professional".

"We are exceptionally blessed with the quality of teaching staff, admin, support staff and leadership. They are all extremely professional, skilled, experienced and passionate about their job and always act with a great deal of respect, care, love, dedication and generosity. This clearly has a positive impact on our students and families".

"Our school has a strong sense of community and generosity."

"The community atmosphere is very welcoming. The staff have very strong relationships and work together to ensure that all aspects of school are operating effectively."

"I really enjoy the community the school provides, especially how well the staff work together."

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2022 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 2022	
Commonwealth Recurrent Grants ¹	\$1,712,079
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$453,830
Fees and Private Income ⁴	\$862,267
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$888
Total Income	\$3,029,065

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$26,644
Salaries and Related Expenses ⁷	\$2,614,944
Non-Salary Expenses ⁸	\$904,018
Total Expenditure	\$3,518,963

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 2022 REPORT