



# 2020

## ANNUAL SCHOOL REPORT



### St Patrick's Catholic Primary School

1 Royston Parade, ASQUITH 2077

Principal: Mr Todd Vane-Tempest

Web: [www.stpat.nsw.edu.au](http://www.stpat.nsw.edu.au)

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## About this report

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

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

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

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

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## Message from key groups in our community

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### Principal's Message

St Patrick's Catholic School is a community committed to ensuring a welcoming and loving community that underpins each family's presence. As such we are committed to working together within a positive Catholic learning environment reflecting the gospel values in the pursuit of excellence.

As a smaller school, each child is known, valued, and cared for by our teachers and the school community. We recognise that each student is different, and as we come to know them well, we seek to teach towards their unique characteristics. We are proud of our commitment to the children's learning. We encourage our children to develop independence by taking responsibility for their own learning in an environment of support, nurturing and partnership between the teachers and parents.

St. Patrick's has a dedicated, talented and professional team of staff members, who work in partnership with a committed and active parent community to educate and care for the children at our school.

In 2020 under new leadership, the Diocese has conducted an external review and begun restructuring across all sectors towards a new strategic model set to be achieved by 2025. A new strategic approach is being adopted which focuses on academic excellence with a particular focus on, quality English, Mathematics and Religious Education and community faith formation for mission.

For St. Patrick's it a wonderful opportunity to prioritise and focus on the areas that make a real difference. The school has developed consistent school wide practices for teaching and assessing English and Mathematics and the collection and analysis of data to inform and improve learning and teaching.

To assist with School Governance, a School Advisory Team was established in 2019 which has continued into 2020.

2020 sees my first year as Principal. It has been a challenging and complex time with the onset and continuation of the global pandemic. Learning and teaching remain the focus for the school, but the pandemic has made a challenging environment to navigate and overcome. I would like to thank the talented staff, the supportive parents, but most of all the children, who daily engage in the life of the school, and the reason why the school exists.

## Parent Body Message

The 2020 P&F team was severely hampered by the Covid-19 global pandemic. The year started well with a highly successful Welcome BBQ however following that event there was little opportunity to hold events or gather at school regularly.

Some special lunch order Sushi Days did occur toward the end of the year and continued to be popular. P&F executive met at the beginning of the year and did not meet again in person in 2020. A final AGM was held via video conferencing at the end of the year.

We are blessed at St Pat's to have fantastic teachers and parents, who work together for the betterment of our children, this creates a wonderful community. We acknowledge the school leadership and staff of St. Patrick's for their efforts to keep the school community safe and learning throughout the year.

## Student Body Message

2020 was a challenging year for students and teachers because of the Covid-19 global pandemic. The year began normally but then quickly moved to restrictions and finally lockdown towards the end of Term 1. This marked the beginning of Home-based Learning for all students. Our teachers would prepare school work that was posted online and our parents had to assist us whenever necessary to complete activities. Eventually students were back at school by the middle of Term 2 but the restrictions continued in various forms throughout the year. The normal day was shortened to allow parents to pick-up children while remaining socially distant. Many of our excursions were cancelled or postponed until Term 4. The Year 6 Canberra and Year 5 Bathurst excursions were cancelled along with the Year 5 Leadership Camp which was a great disappointment. In Term 3 the children participated in a highly successful school Public Speaking competition. In Term 4 things began to ease and all grades had the opportunity for an excursion or incursion experience. We began to celebrate Masses and liturgies together even though it was without parents. Even though 2020 was challenging the children at St. Patrick's still achieved a great deal.

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## School Features

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St Patrick's Catholic Primary School Asquith is a Catholic systemic co-educational school. St Patrick's Catholic School was established by the Sisters of Mercy in 1958 and continues to have a close connection with the order and its charism.

The School caters for students from Kindergarten to Year 6 (K-6) across twelve classes and is part of the Ku-ring-gai Chase Parish. Situated near Asquith railway station, enrolments are drawn predominately from the local areas of Asquith, Hornsby Heights, Hornsby and Mt Colah.

The School enjoys an excellent reputation as a community with high quality learning and teaching practices where students are encouraged to take responsibility for their own learning in an environment of support, nurture and partnership with parents. We strive to model Gospel values for our children and all in our community so that each may contribute to building a better world.

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## Student Profile

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
138	129	130	267

\* Language Background Other than English

### Enrolment Policy

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

### Student Attendance Rates

The average student attendance rate for the School in 2020 was 93.50%. 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
92.91	93.07	94.08	94.23	92.74	93.12	94.35

### Managing Student Non-Attendance

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

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

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

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

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

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	24
Number of full time teaching staff	11
Number of part time teaching staff	10
Number of non-teaching staff	3

### Total number of teaching staff by NESA category

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

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

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

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

### Professional Learning

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



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

### Summary of professional learning at this school

In 2020 there was reduced opportunities to gather as a staff for PL. The year began with a review of school processes to establish a common understanding for staff. School review of 2019 data was a focus to establish common understanding of school baseline data. This enabled staff to set School Improvement Plan Goals and targets for 2020 that were directly related to identified needs. Further work was completed to develop a common tracking tool for writing across the school. Embedding Assessment Tool (Literacy Progressions- Writing) allowed for staff to moderate assessments across class/grade/stage for writing. Two twilight sessions with lead from expert education officer from CSBB reviewed the Literacy Structures and Practices for Reading and Writing. This also provided an opportunity to further develop staff knowledge and establish common practices across the school.

The School Improvement Plan Goal for Pastoral Care and Well-being focused on the embedded use of the Social and Emotional Learning Continuum as a tracking tool for student learning. The staff engaged in PL to develop their knowledge of the SEL Continuum and gathered data to track student achievement.

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## Catholic Identity and Mission

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

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

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

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

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Year 5 and 6 Mercy Action Group students attended a learning day provided at school by the Sisters of Mercy, North Sydney, allowing them to develop an appreciation for the order that began our school and whose values are modelled through our social justice opportunities.

As identified in the 2019 School review process, for 2020 the PL focus for staff was to continue embedding the engaging and creative teaching strategies in all classrooms in the area of Religious Education, particularly related to Scripture. Our teachers have given students the opportunity to engage with Scripture at a deep level and make meaning from the text.

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.

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## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

In 2020, the major focus in learning and teaching was the consolidation of initiatives already commenced as the school completed School Review. This process allowed the staff to identify and celebrate consistency of agreed school practices, particularly in the area of Literacy. A series of co-teaching cycles were in place to support teacher PL that involved planning, teaching and review phases by teachers and school leadership. The teaching cycles were a key strategy to support teacher PL to embed literacy strategies across classrooms.

The School has technology-rich classroom environments that focus on the enhancement and enrichment of student and teacher learning. All classrooms have Apple TV and are equipped with either an interactive whiteboard or a Smart TV. Most staff are certified trained Apple Teachers with the necessary skills required to integrate digital technology across all Key Learning Areas. 1:1 BYODD in Years 3-6 and 1:2 ratio in K-2 provide many opportunities for transforming the way we teach and learn.

The technology was a key driver for student learning during the Covid-safe lockdown restrictions. Although a mix of physical resources with written response tasks and digital tasks being provided the use of technology to communicate allowed for a smooth transition to working from home.

The School continued to use the principles of Extending Mathematical Understanding (EMU) with all students across K-6 completing the Mathematical Assessment Interview (MAI) to enable teachers to target instruction at the student's point of need. The aim of this approach to Mathematics is to ensure all students have a solid conceptual understanding of number including counting, place value, addition and subtraction and multiplication and division. We currently have 5 EMU specialists who were able to work with mathematically vulnerable students in Year 1 and Year 2.

Staff members are committed to continuous improvement of teaching and learning in all Curriculum Areas. As a professional learning community, the staff are highly committed to improving their practice and readily engage in professional learning. Targeted and purposeful professional learning continues to engage teachers to focus on the learning needs of all

students in their class. Regular professional learning, as a staff and as individuals, allows our teachers to continue to strengthen their practice and apply new learning to increase student achievement.

The school offers a comprehensive quality education program and particular attention is given to the Creative Arts and Sport. Our Physical Education teacher continues to offer a varied program and opportunities for the students to participate in sporting events beyond the school. Our music and band teachers offer opportunities for students to engage in developing their knowledge of music and create and perform for a wider audience.

Our dedicated teachers are passionately committed to the wellbeing and academic achievement of all students entrusted to their care. In order to ensure we are meeting the needs of all students; we conduct weekly student review meetings for staff to come together and analyse collated data. This is valuable time to focus on specific students or notice trends and make adjustments or goals for future teaching and learning.

Students were also given the opportunity to participate in a wide range of extracurricular activities including choir, band, chess, coding, Math's Olympiad, Math's Games, public speaking competitions.

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## Student Performance in Tests and Examinations

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

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

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

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

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

### Anti-Bullying Policy

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

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

### Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

### Initiatives promoting respect and responsibility

Through its Mercy values, St Patrick's continues to promote respect and responsibility that each member of the community has for self and others.

Strengthening student wellbeing.

The school has clear procedures and processes for communicating behaviour expectations and associated consequences to students, staff and parents. This consistency has impacted on student wellbeing positively, indicating a safe, welcoming and orderly learning environment. Each student's individuality is valued and nurtured, their unique skills and talents respected and acknowledged.

In 2020 the school introduced Behaviour Achievement Awards to formally acknowledge successful consistent demonstration of Positive Behaviours for Learning by students. A school wide use of a personalised stamp book formed the basis of data. Every 50 stamps achieved a Behaviour Achievement Award with Bronze Award (50), Silver Award (100), Gold Award (150) and a St. Patrick's Award (200+).

Developing a culture of welcome and inclusivity.

The school effectively uses communication strategies, including social media platforms, to inform and engage the parents in the daily life of the school. Acknowledging community events, to which parents are invited and / or involved such as 'The Dish', leads to a sense of connection, welcome and belonging being initiated and encouraged. Social and emotional learning is also taking place every day in the classrooms with the creation of a well maintained, welcoming and engaging outdoor learning environment.



Using 2020 the use of the digital platforms through the Google Suite and The Seesaw App provided the means for teachers to communicate with students and parents during Home-based Learning and engage parents in the students learning and showcase student work and achievements.

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## School Improvement

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

### Key Improvements Achieved

During 2020, the School Improvement Plan for St Patrick's School included:

Improving and consolidating staff knowledge to ensure engaging and creative teaching strategies were being used in all classrooms in the area of Religious Education, particularly related to Scripture.

Consolidation in learning and teaching of initiatives already commenced, as the school completed School Review. This process allowed the staff to identify and celebrate consistency of agreed school practices, particularly in the area of Literacy with a particular focus on teaching writing.

Improving student engagement in the Pastoral Care Policy. The staff tracked students against the SEL continuum. The introduction of a school wide Positive Behaviour Awards with four levels of achievement. This utilised current structures to track and monitor students' positive behaviour and provide a platform for acknowledgement and reward.

### Priority Key Improvements for Next Year

In 2021 the School Improvement Goals include:

#### **To broaden student understanding of and response to Scripture in their own lives**

The professional learning opportunities for staff will focus on teachers consolidating their current pedagogical knowledge and practice for teaching Religious Education. There will be a focus on planning and developing units of work, deepening their their theological knowledge related to the teaching units, learning about deep thinking strategies to understand and reflect on the scriptures and develop ways to assess and record student achievement.

### **For students to move from surface to deep learning and to transfer their learning to new contexts**

The professional learning opportunities for staff will focus on consolidating their current pedagogical knowledge and practice for teaching English. This will be achieved through coaching rounds using an expert teacher to work with staff on developing a cycle of inquiry using the Timperly model.

The staff will begin by investigating and identifying the students' learning needs through school data and lived experience, then identify their own professional learning needs and work with an expert teacher through a series of coaching rounds to improve teaching practice and ultimately improve student outcomes. Teachers will learn about and learn to use high impact strategies while developing and using processes and structures that support quality teaching and learning.

### **To improve social and emotional competence within a cohesive learning environment**

The professional learning opportunities for staff will focus on consolidating their current pedagogical knowledge and practice for social and emotional learning. The staff will continue to use the SEL tracking tool and develop and implement lessons that support the learning needs for their class.

Positive Behaviour for Learning (PBL) brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for our children. As part of this framework teachers will continue to develop and teach expected learning behaviours as part of a fortnightly routine to implement school-wide focus for positive behaviour for learning.

In 2021 the staff will have the opportunity to review the current School Behaviour Matrix and if required make adjustments and align these expected behaviours with the school assessment and reporting process.

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## Community Satisfaction

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

### Parent satisfaction

St Patrick's is fortunate to enjoy a thriving, proactive parent community. Parents are both interested and involved in their child's education and eager to assist teachers and each other in the combined goal of providing the best learning experiences and outcomes for their child. The staff at St Patrick's know that there are positive emotional and learning outcomes when parents are involved and active in their child's education.

Parent satisfaction, evidenced by enrolment numbers, attendance at school events and parent forums was satisfactory. St Patrick's Catholic School continues to have a positive profile in the community with a constant number of new families enrolling throughout the year.

Parent engagement in school events was very much appreciated. This included giving their time to support classroom reading groups, sports carnivals, excursions, the second-hand uniform shop and canteen.

The Tell Them From Me survey that was conducted in 2020 provided a highly positive satisfaction rating by parents. Parents were overwhelmingly pleased by the commitment and professionalism of the school staff and the quality of education and service provided to the school community.

### Student satisfaction

The students have a strong affiliation with our school and are very proud to be students of St Patrick's. They enjoyed all aspects of their learning, in all Key Learning Areas, as teachers provided them with a range of strategies through which to approach learning; they appreciated many different and interesting learning experiences, and knew they were continuously developing new skills.

In particular, students enjoyed the fact that they were challenged and were faced with diverse, exciting, well-prepared and well-presented lessons daily. Children said they were engaged in their learning and were provided with the encouragement and motivation to achieve success.

Early disappointments with the cancelling of sports carnivals and excursions to Canberra, Bathurst and a Leadership Camp for our senior students was overcome in Term 4 with some excursions and incursions being allowed to take place under strict protocols.

### Teacher satisfaction

The 2020 school year presented many challenges and from that many opportunities to staff to overcome but also gain particular satisfaction from due to the unprecedented health crisis. Staff were able to quickly learn new skills to manage digital technologies, communicate effectively online to both parents and children using cloud based platforms and video conferencing. Staff reflected on the year through meeting processes and were able to name strengths and successes for the year. Teachers appreciated the opportunities to collaborate with their grade and stage peers to engage in feedback with the Assistant Principal and the Principal.

The collaboration of teachers with education officers from the Catholic School Office was appreciated. This was of particular benefit during PL sessions for teaching Literacy.

Teacher satisfaction was also evidenced by voluntary attendance at school events and parent forums. Voluntary attendance by teachers at events such as after school professional learning and offering to coordinate extra activities such as lunch clubs and parent events and forums exemplifies the strong commitment of teachers to the school.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2020 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,133,551
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$594,417
Fees and Private Income <sup>4</sup>	\$731,786
Interest Subsidy Grants	\$1,198
Other Capital Income <sup>5</sup>	\$132,210
<b>Total Income</b>	<b>\$3,593,162</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$13,810
Salaries and Related Expenses <sup>7</sup>	\$2,790,819
Non-Salary Expenses <sup>8</sup>	\$725,505
<b>Total Expenditure</b>	<b>\$3,530,134</b>

### Notes

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

END OF 2020 REPORT