



2019

ANNUAL SCHOOL REPORT



St Joseph's Catholic Primary School

108 Ocean Street, NARRABEEN 2101

Principal: Mrs Virginia Outred

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About this report

St Joseph's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO 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 the CSO. 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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

This Annual Report aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community. We are a small inclusive community that provides a supportive and personal education experience for our families.

As Principal of St Joseph's Catholic Primary School Narrabeen, I am very proud and honoured to work with highly dedicated professional staff, committed parents, enthusiastic students and an inclusive parish. All of whom enhance, inspire and support our school.

Our School core values of community, respect, stewardship and compassion underpin our actions, learning and beliefs in all that we do. The School's motto, Build in Love was evident in a year of learning, growing, developing, and formulating future plans for the continued growth of the School.

Parent Body Message

Being a small community school the parents are very well informed of school events and initiatives and presented with many opportunities to engage with the School and connect with other families. The network of class parents plays a pivotal role in communicating, welcoming and organising the parent body through the year.

The main parent representative body, the P&F, organised many community events including a welcome to school evening, Mother's Day breakfast, Grandparent's morning tea, Father's Day BBQ breakfast and school disco for children. The major fundraiser was a parents only Trivia night which we hold every 2nd year. Parents had great fun dressing up and competing to be the winning team.

The School Advisory Council supported the principal and school leadership through consultation and discussion about issues affecting the whole community. As it was our year to engage in the system's School Review Process, the parent body were asked to complete a survey, Tell them from Me (TTFM) which enabled them to express their view on a wide range of topics and issues, especially those areas of change including technology. This provided the school with valuable data.

Student Body Message

In 2019 the Year 6 leadership teams were given many opportunities to plan, organise and participate in student led events. The well being team organised a Well being Day each term

with a fun activity like dressing up or playing games. The environment team helped to establish a vegetable garden in a pod with donations from a community store. They planted and looked after the vegetables and a worm farm.

The Stage 3 students once again led the school through a Peer Support program that focused on making friends. The Year 6 buddies made the Kindergarten students feel very welcome in their new school.

The highlight of the year was our annual school musical in November, 'What a Wonderful World' where the Stage 3 students starred in the main roles and every student participated with energy and enthusiasm. We embraced some new technology using I pads to create movies with a green screen. The stage 2 students participated in 'Project Feathertail Glider', a joint program with Taronga Zoo, Northern Beaches Council and 3 other local schools to inform the community about the plight of the Feathertail glider. The projects planned and presented used many forms of technology in learning.

School Features

St Joseph's Catholic Primary School Narrabeen, is a Catholic systemic co-educational school.

The School was established on the site in 1939 by the Good Samaritan sisters. There have been four main building phases since that time. Currently there are 7 single stream classes, Kindergarten to Year 6. The School is part of the Lakes Parish of Narrabeen with its sister school being St Rose, Collaroy Plateau. The School works closely with the Parish Priest and assistant Priest to enable their message of an invitational church opening many doors to invite people into a worshipping community.

Situated on the School site are two satellite classes for students with special needs. Students in these classes are enrolled at St Lucy's Wahroonga in the Kindergarten/Year 1 Start Right program. The St Lucy's students are included in some events with the St Joseph's students who in turn learn to make adjustments for others to support their individual needs.

During 2019 the School once again had a very full agenda of P&F events to include all community members including the much applauded Trivia night. Funds raised went to the purchase of IT hardware and refurbishment of the Year 6 learning space.

Although a small school community, students are offered many opportunities. The Year 6 children are all part of a leadership team. Each team is encouraged to organise their own events with the help of a teacher mentor to add to the School community. Students also participated in School band and drama club and performed both at School and at the local Lakes festival. As part of the Northern Beaches community of Catholic schools, students participated in debating, public speaking, maths challenge groups and sport gala days.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
71	77	22	148

* 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 [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2019 was 92.98%. 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
92.70	91.28	93.05	93.58	93.48	93.51	92.75

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 in students, a sense of wellbeing and belonging
- 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, the CSO 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. The CSO 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).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	20
Number of full time teaching staff	6
Number of part time teaching staff	10
Number of non-teaching staff	4

Total number of teaching staff by NESA category

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

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

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

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

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by the CSO. 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

Day 1: creating new learning environments, making disability adjustments, measuring and responding to well being data collection

Day 2: unpacking the new PDHPE curriculum with all schools from the Northern Beaches Catholic schools

Day 3: Spirituality: Unpacking the Mass and planning a Mass for children (with 3 other schools)

In Term 3 all staff once again participated in Self Directed Professional Learning (SDL). Each teacher chose an area of inquiry related to the current SIP, they designed action research in their own class and collated results and reported to the whole staff on their learning.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church: "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.

The School celebrated several sacramental days and feasts as a whole school community. This included Masses for the beginning and end of the year, Grandparent's day, Feast of the Assumption, St Joseph's Day, Mothers day, Ash Wednesday and St Mary MacKillop. Liturgies were celebrated for Holy Week, including Stations of the Cross, Easter, Remembrance day and the Year 6 graduation. The REC led the staff in organising each of the Masses with contributions from children and parents in each celebration.

Family Parish Masses shared with the other Catholic primary school in our parish, St Rose Collaroy Plateau, were well attended on 4 weekends in the year. Students from Years 3 and 4 as well as some children from other grades participated in the parish sacramental program. They received the sacraments of Confirmation, Reconciliation and Eucharist.

The Parish, as part of their invitational initiatives, continued to offer free singing and music lessons to those children wishing to learn a new skill and participate in weekend worship and choirs. There was also a very well attended child-centred Christmas Eve Gospel re-enactment co-ordinated by the School's REC and then managed by parents on the day. The REC organised 2 well attended spirituality and prayer sessions for parents hosted by the CSO parent officer using the Diocesan 'Walking the Way' resource.

The Year 6 student social justice team were active in raising funds for Caritas in Lent with a raffle. The School also participated in the St Vincent de Paul winter appeal and collected goods for the Christmas hampers. The children loved wearing odd socks for crazy sock day to raise awareness and money for the Caritas missions.

The REC presented at the Diocesan 'Sweeter than Honey' conference about the use of the strategy, Godly Play. Teachers were also part of coaching cycles with the REC and CSO Education Officer to apply Visio Divino or Godly Play in their Religious Education lessons.

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.

The School offers a dynamic primary education. Our team of passionate teachers delivers the curriculum through exciting, engaging and purposeful learning opportunities which foster critical thinking, curiosity and a love of learning.

During 2019 the school participated in the Diocesan school review process. This was a once in 6 year opportunity to reflect on past school improvement and make plans for future direction. It was acknowledged by the panel that the school had implemented a variety of strategies to improve student learning in Mathematics and Literacy. In 2019 this included a continuation of the Diocesan learning project, Encouraging Persistence, Maintaining Challenge (EPMC) across all stages with the support of Diocesan Education Officers. We also continued to implement the thinking tools from the Cultures of Thinking project including studying the cultural forces that contribute to the learning climate of our classrooms.

During 2019, the School continued to incorporate the Broken Bay Learning Principles, a set of six principles which guide the development of learning opportunities that afford students opportunities everyday to achieve personal excellence. The principles also assist teachers to develop a shared language around learning and evaluate their teaching through the lens of the Learning Principles.

In 2019 teachers participated in a professional learning session on the teaching of spelling within the Literacy block and spent the rest of the year applying this new knowledge in the classroom. This was backed up with follow up professional learning sessions and Collaborative Analysis of Student Learning (CASL) meetings with the AP/Literacy coach and an Education Officer from the CSO. These meetings enabled teachers to track the spelling progress of one child who was representative of a few students after applying some new teaching strategies in spelling.

Teachers were also introduced to the new NSW Literacy progressions and tracked a selection of children in their class to the writing and reading progressions with coaching and guidance from a CSO Education Officer. Teachers continued to track improvement in writing by collecting and marking student work samples each term for areas of concern identified through the NAPLAN writing criteria; punctuation, spelling and ideas. The tracking of writing

samples enabled teachers to plan writing lessons that focused on areas of need and for students to set goals for their writing. This impacted on writing across all KLAS. At the conclusion of 2019 the NAPLAN writing data was analysed and it was noted there was an increase in the scores for all of these criteria in both Year 5 and Year 3.

Student Performance in Tests and Examinations

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	76%	59%	0%	10%
	Reading	84%	54%	0%	10%
	Writing	72%	55%	0%	5%
	Spelling	52%	52%	4%	11%
	Numeracy	56%	42%	0%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	61%	37%	6%	17%
	Reading	56%	38%	0%	12%
	Writing	22%	19%	0%	18%
	Spelling	44%	38%	0%	13%
	Numeracy	33%	32%	0%	14%

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 pre-requisite 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 CSO website or by contacting the CSO. 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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

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 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 [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2019.

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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

Initiatives promoting respect and responsibility

During 2019, all staff members attended professional learning at the led by the CSO Pastoral Care and Well being team, to learn more about the Social and Emotional Learning (SEL) continuum. From this learning, a whole school plan was developed to track all students in each class at the conclusion of Term 1 and Term 3 on the online tracking continuum developed by the CSO. Teachers were then up skilled in how to analyse the data and then make decisions about planning learning programs or sets of activities to enhance the PDHPE programs to better reflect the needs of each class and some smaller groups. This supplemented the whole school Staff Development Day where teachers studied the new NSW PDHPE curriculum and planned a new scope and sequence of units of work with SEI skills embedded in the units of work.

The Year 6 student leadership team for well being worked with their teacher mentor to plan and lead various initiatives for a well being day each term with activities and learning for the whole school ranging from fun themed dress ups and a team games day.

We continued to promote and learn about the four school core values: community, respect, stewardship and compassion. Once a term at a whole school Mass, one child from each class is presented the Build in Love award linked to our focus value for that term. This is a prestigious award for each class.

Student leadership is an important part of school life and senior students are wonderful role models for the younger students. Year 6 students buddy a Kindergarten student and Year 5 students buddy a student from the St Lucy's satellite class. Both the senior students and Kindergarten students benefit from these nurturing relationships.

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

There were 2 SIP targets for 2019 in the domain of Learning and Teaching.

1. By the beginning of 2019 70% of students will achieve the expected one point growth point increase in MAI after Term 1 analysis. This analysis of data occurred in a professional learning meeting for teachers with the Diocesan Education Officer for Numeracy. It was adjusted so that we looked for growth in at least one domain for each child. The final percentages per class based on the child showing growth in at least one domain.

Yr 6- 73% Yr 5- 78% Yr 4- 100% Yr 3- 70% Yr 2- 83% yr 1- 86%.

The target was therefore achieved.

2. By the end of 2019 75% of students will have increased their scaled score in PAT R and PAT M by the 'norm' learning gain as identified from the ACER data.

The growth for students using the online assessment tools of PAT-M and PAT-R did not meet our set targets.

% Growth for students per class in PAT- R from 2018-2019.

Yr 6- 68% Yr 5-41% Yr 4-68% Yr 3- 39%

% Growth for students per class PAT-M from 2018-2019.

Yr 6-77% Yr 5-16% Yr 4-42% Yr 3-39% Yr 2- 29%

However, analysis of the 2019 NAPLAN data indicates a strong upward trend in Year 3 and Year 5 and a high percentage of learning gain for Year 5 students.

There was excellent growth for the targeted Year 1 students using the Observation Survey and EMU instruments with all but one student achieving the expected growth to 'catch up' to their Year 1 peers. Another goal achieved was that all students were tracked on the Social Emotional Learning (SEL) online tracking continuum at the end of Term 1 and 3. Teachers were able to better plan for intervention programs to meet the SEL needs of students.

Priority Key Improvements for Next Year

The new School Improvement Plan (SIP) 2020-2022 was planned and written collaboratively as part of the Diocesan review process undertaken in 2019. Through our continuing work on Cultures of Thinking and the Diocesan Learning Principles staff looked at ways to develop our students as engaged, lifelong learners. The goal for Teaching and Learning was formulated as; Each year, increased student engagement in learning (as measured through learning disposition surveys), will be positively correlated to student achievement data in Maths and English (as measured through PAT, NAPLAN and MAI).

We aim to strategically use data to monitor student progress and use the Cultures of Thinking cultural forces authentically to build a culture that promotes agentic learning in all learners. Teachers will formulate a set of Learning Statements to measure engagement levels in classrooms through the High Yield Strategy (HYS) of Instructional Walks and Talks conducted by all teachers to gain a broad picture of the learning at our school and the areas to improve.

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

As part of the Diocesan Tier 2 school review process the School participated in the Tell Them From Me (TTFM) survey to gather opinions from a key group of parents and measure parent satisfaction in 10 different areas. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

The School mean was higher than the region mean in all 10 areas of the parent survey with most satisfaction in the areas of; parents feel welcome, inclusive school and safety at school. The school mean was the same as the region mean in the areas of; school supporting learning and parents supporting learning at home.

The school included two open questions related to the purchase of new technology hardware and the parent familiarity with the schools four core values. Both questions indicated positive support on the whole for the technology and a high awareness of the four school core values.

Student satisfaction

As part of the Diocesan Tier 2 School review process the School participated in the TTFM survey to gather opinions from students in Years 4-6 about student outcomes and school climate. In most reported areas the School had a higher percentage of satisfied students than the TTFM norm.

Children were very highly satisfied in the areas of student participation in sports and extra curricular activities. In the social-emotional outcomes, 85-100% of students indicated they had positive relationships at school, that they value schooling outcomes, they display positive behaviour at school and believe they try hard to succeed at school.

Students expressed that they were highly engaged in school most of the time. Many students commented on the caring nature of the staff, that they felt they were known and listened to and there were many opportunities to engage with exciting activities.

The school included two open questions about the use of new technology hardware and the understanding of the schools four core values. The majority of students expressed positive opinions about the hardware with most requesting more access in years 4-6. 98% of students could name the four school core values.

Teacher satisfaction

In 2019 staff were invited to complete the TTFM, Focus on Learning teacher survey. The report from this survey included measures of satisfaction for eight drivers of student learning. The results indicated that the staff mean was higher than the diocesan mean in areas such as; satisfaction with leadership, collaboration with staff, a positive learning culture, using data to inform practice, the use of effective teaching strategies, parental involvement and having an inclusive school. Staff matched the Diocesan mean in the area of having adequate technology.

Many staff commented that the purchasing of new technology hardware over 2018 and 2019 was an asset to the school, learning and student engagement. They also expressed the need to continue to update the technology and increase numbers of I-pads for the older grades where this technology was being accessed more for engaged learning.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 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 2019	
Commonwealth Recurrent Grants ¹	\$1346797
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$381269
Fees and Private Income ⁴	\$531324
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$78688
Total Income	\$2338078

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$54676
Salaries and Related Expenses ⁷	\$1817655
Non-Salary Expenses ⁸	\$481819
Total Expenditure	\$2354150

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 2019 REPORT