



# 2021

## ANNUAL SCHOOL REPORT



### St Joseph's Catholic Primary School

108 Ocean Street, NARRABEEN 2101

Principal: Mrs Virginia Outred

Web: [www.sjndbb.catholic.edu.au](http://www.sjndbb.catholic.edu.au)

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## About this report

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St Joseph'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

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 that continued to provide challenges in education for our school and across the world. Despite beginning the year with restrictions in place due to government Co-Vid regulations and then the pivot in Term 3 and half of Term 4 to Home Based Learning due to the lockdown in NSW, it was still a year of learning, growing, developing, and formulating future plans for the continued growth of the School even in uncertain and changing times.

### Parent Body Message

Following on from the previous year which brought many COVID-19 restrictions, St Josephs, like all other schools, began Term 1 hopeful that a year of normality lay ahead for our children. With the easing of restrictions, permission for parents to enter the school grounds was welcomed by all and a new P&F executive team began their tenure hosting the first P&F meeting of the year in the library as well as via zoom.

Meeting the various COVID-19 restriction requirements, fortunately some of our class parents were able to successfully organise the following events - Welcome to new families, Easter Raffle and Mother's Day Breakfast before the next set of restrictions hit and a significant period of home based learning began. These events were well attended and created a great sense of community. Money raised by these events, combined with some raised the previous years, enabled the P&F to pledge a sum which, when added to the budget, enabled the purchase and install of new noticeboards for the library and a newly refurbished classroom.

Thankfully in the first two terms parent teacher evenings, parent engagement open classrooms and individual parent teacher meetings were able to be held face to face. P&F quarterly meetings also went ahead although they were moved to zoom only.

During the lockdown spanning Term 3 and part of Term 4, our school leaders and teachers continued to maintain a close relationship with parents through school letters and social media. All families were individually contacted by our school principal for well-being checks and online surveys were sent out to identify those who needed additional pastoral and/or fee support. The school Facebook communications were a standout which helped us all feel connected and kept the St Joseph's spirit positive in a time that was trying for so many. The Virtual Athletics Carnival and Bouncefest creative challenge were just a couple of ways the school managed to maintain engagement with families. Class parents additionally worked hard to keep families feeling connected playing a pivotal role in communicating with the parent body throughout the year. Overall parents and carers were hugely appreciative of the school and teacher's efforts which enabled our children to adapt to learning either remotely or at school.

Lastly, 2021 brought an exciting change to the school uniform. A uniform committee comprising parents and school staff was formed and after much consideration and consultation with our uniform supplier a move was made to introduce a 'more modern, inclusive, cost effective and climate friendly uniform' for the year beginning 2022. Feedback was overwhelmingly positive.

### Student Body Message

At first we thought 2021 was going to be a much better year than 2020. At first we were able to have some normal school time and events like our swimming carnival, cross country and Easter raffle. But by the end of Term 2 we were once again in lockdown due to Government Co-Vid restrictions and once again did Home Based Learning. This year it was so much longer, 17 weeks overall.

At St Joseph's our teachers kept up our learning online through Google classroom, seesaw for the younger children and regular class and groupwork zooms. Some of us became really good online learners, for others it was much harder to focus and keep up.

In Term 3 the teachers organised our first Virtual Athletics Carnival which was heaps of fun. Green colour house won. Then they organised the first 'Bounce Fest' Art festival. We could all enter an art work that included the theme of 'wave'. There were dances, art pieces, sculpture, photos and films. There were some excellent entries from talented students in all areas with winners in every category and an overall winner. It was a great idea that helped keep us busy, interested and connected.

In Term 4 we were all back by week 4. The teachers spent time assessing where we were at in our reading and writing and number and then organised catch up sessions. All the Year 6 leadership teams organised an event with the help of their teacher mentor, to think 'outside the box' and organise a Co-Vid safe event. So even though we missed out on some of our

usual events we still had our end of year Mass in the church and our Year 6 Graduation liturgy and party.

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## School Features

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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 reach out and invite people into the 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 2021 our usual full program of school and community events was restricted and/or cancelled due to the NSW Co-vid restrictions in place for Term 1 and 2 and then the lockdown and change to Home Based Learning in Term 3 and half of Term 4.

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 spirit of engagement in our school community. During 2021 all leadership teams were still restricted in what events they could organise but with the help of teacher mentors most teams were able to adapt an event to become online or at school with student participation only.

Students also participated in a restricted way with School band and drama club. Performances of course were cancelled or greatly restricted.

It was our parent community that suffered the most in terms of real connection to the school. This was alleviated with outstanding communication via the FB posts and weekly video presentations by the Principal, organised and planned by the school marketing and promotions officer.

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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 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
69	87	30	156

\* Language Background Other than English

### Enrolment Policy

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

### Student Attendance Rates

The average student attendance rate for the School in 2021 was 95.05%. 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
96.63	95.88	94.47	95.77	94.32	94.68	93.62

## 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.



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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	22
Number of full time teaching staff	8
Number of part time teaching staff	7
Number of non-teaching staff	7

### Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

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

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

### Summary of professional learning at this school

SDD 1- this day had 2 main sections of learning; unpacking the focus and direction of the School Improvement Plan for 2021, looking at our pedagogy for enquiry learning to increase student engagement and Teacher growth and development goal setting.

SDD 2. A whole System CSBB 'Towards 2025' learning day. Discerning projects for the Diocese

SDD 3. A system planning day for HBL set up

SDD 4 - a transition process to 'handover' a class, analyzing the PATR and PATM data. Prepare for MAI assessment for Term 1 2022 and CPR & Anaphylaxis training

There was an extra SDD allocated by the system for evaluation, assessment and future planning for HBL

All staff were involved in a PLC with 2 neighbouring schools, led by the CSBB Mission Education Officers to rewrite RE units and assessment tasks.

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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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. This includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised. In 2021, due to Covid restrictions, some of these opportunities were limited.

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

The restrictions placed on places of worship and schools for Co-Vid Safety in NSW during 2021 meant that the usual celebration of liturgy were celebrated online, via Zoom and on school grounds. With 2021 being declared the 'Year of St Joseph' by Pope Francis, we celebrated with a liturgy on school grounds to coincide with his Feast Day on the 19th of March and to commemorate the Patron Saint of our School. In May we celebrated 200 years of Catholic Education in Australia with a Mass in our Church that was live streamed. This event was celebrated at the same time across Australia. Liturgies were celebrated outside and on school grounds for other Holy days.

During 2021 we worked very closely with our Parish Priest, Father Robert, to monitor the restrictions. The parish sacramental program was adjusted with only children who had prepared for the Sacraments of Eucharist and Confirmation receiving the sacrament. The staff were still able to participate in professional learning for Religious Education. Staff worked with the REC, Catholic Schools Broken Bay (CSBB) Education Officers and in Professional Learning Communities (PLCs) with teachers from neighbouring Catholic schools in person and via Zoom to develop units and assessment tasks.

The REC and Kindergarten teachers were actively involved in professional learning on a new RE program that will be implemented in Kindergarten in 2022 and across the school in subsequent years. The Year 6 student social justice leaders were restricted in their fund raising activities for charity but were still able to conduct a Mission day in Term 4 to raise funds for the Caritas Mission, as well as Project Compassion and collecting goods for the St Vincent de Paul Christmas Appeal.

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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.

The school offers a progressive 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. Our 2020 – 2022 School Improvement Plan (SIP) Curriculum Teaching and Learning goal is; 'to develop learners who show initiative, take risks and are proactive in their learning'.

The Professional Learning for enquiry learning pedagogy has once again progressed slowly because of another year of Covid and many weeks of Home-Based Learning, but there is evidence of teachers adapting and changing units of work in HSIE and Science to ensure pedagogy that supports student agency is embedded. In Term 3 and 4 we briefly readdressed focus on Cultures of Thinking and assessment filters to further facilitate this. The closure of schools in NSW again, due to the Co-vid 19 pandemic, for the whole of Term 3 and part of Term 4 meant that this work was left as we changed direction to put in place programs for Home Based Learning (HBL) as students mainly stayed at home to learn. Teachers worked in stage teams to create content that was engaging and accessible, as well as differentiated and did not require as much explicit teaching as would normally happen in a face to face teaching situation. As students returned to school, we were able to use special Covid funding that allowed teachers to assess students individually in Maths and English, to establish their current point of need and alter teaching and learning programs accordingly to cater for this.

Prior to this, we continued to promote improved parent engagement with open classrooms which was well attended in English in Term 1 and Mathematics in Term 2. We observed our stage partner teach a lesson in Term 1 and again in late Term 2 and used the rubric from our school developed learning statements to initiate discussion. We also continued our once a term per teacher Learning Team meetings attended by the Principal, Assistant Principal and Learning Support Teacher (LST) to discuss the learning progression in each class, focussing on 3 students who had presented with concerns.

There has been a continual focus on fostering a growth mindset and the school encourages students to continue challenging themselves as lifelong independent learners and to become creative problem solvers. Teachers continue 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, sentence structure and spelling. The tracking of writing samples enabled teachers to plan writing lessons that focussed on areas of need and for students to set goals for their writing. This impacted on writing across all KLAs.

## Student Performance in Tests and Examinations

### NAPLAN

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

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	69%	54%	0%	11%
	Reading	63%	55%	0%	10%
	Writing	63%	53%	0%	6%
	Spelling	63%	49%	0%	13%
	Numeracy	38%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	48%	35%	4%	14%
	Reading	67%	40%	4%	11%
	Writing	44%	20%	7%	18%
	Spelling	48%	38%	7%	14%
	Numeracy	26%	29%	4%	15%

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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 2021.

### Anti-Bullying Policy

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



this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

### Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

### Initiatives promoting respect and responsibility

During 2021, pastoral care and wellbeing of students and their families continued to be a very important priority as Co-Vid restrictions and lock downs meant some families had to once again close businesses, have less working hours and then for 17 weeks have children at home for Home Based Learning program (HBL). During the weeks of HBL in Term 3 and part of Term 4, teachers conducted whole class Zoom meetings to check in with their classes regularly and then called those families they hadn't heard from regularly. The school responded by stepping up the communication with explanation and informative videos by the principal to keep families in touch. This communication and connection to community was the initiative of the school Promotions Marketing officer.

In Term 1 teachers analysed the Social Emotional Learning (SEL) data collected on students via the continuum and made adjustments to PDHPE programs to help improve those skill areas lacking in their class. The once a term Learning Team meetings held with each class teacher and the Learning Support teacher, Principal and Assistant Principal became imperative to discuss concerns about children and families struggling with home learning.

The Learning Support team in particular worked very closely with families of children with high and individual needs to ensure their education continued and parents were able to take a break from the supervising of lessons by being able to send their child to school.

Catholic Schools Broken Bay (CSBB) supported schools in Term 4 by allocating more counsellors and counsellor hours to school. This enabled us to recommend more children for counselling for many different reasons.

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. This buddy program still continued with contact being made in other ways where possible between the leader and buddy.

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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

Due to the lockdown and return to Home Based Learning in Term 3 and part of Term 4 in 2021 the School Improvement Plan (SIP) was not implemented in the way we had planned for Professional Learning (PL).

However, some plans were achieved.

In the area of Mission in the SIP:

Assessment tasks were planned and moderated in conjunction with 2 other neighbouring schools and CSBB Mission Education Officers to improve and increase engagement and agency. There was continued development of new units using inquiry questions into the 2021 S&S.

In the area of Teaching and Learning in the SIP:

There was some application of the 5 Learning statements developed by staff in 2020 to enable measurement of improvement in student engagement in learning. The enquiry units of work completed in Term 1 and 2 reflected planning and programming to enable high student agency incorporating the pedagogies of CoT, enquiry learning, CBL, NPDL and EPMC

### Priority Key Improvements for Next Year

2022 will be the final year of our School Improvement Plan (SIP).

The plan is to continue to raise student engagement levels through improved pedagogy in our enquiry units.

We will also continue to invite our parents into the classrooms for parent engagement sessions.

In 2022, the CSBB will launch their Learning improvement program (LIP). A collection of projects from the Towards 2025 discernment and consultation process over 2021.

Our school has been chosen to be part of the Collaborative coaching project. This project targets coaching for every teacher every week in a curriculum area chosen by the school based on data. We have chosen Maths with a focus on number. The AP will be the coach and there will be lots of support from the CSBB to set up the coaching program and then continue it through 2 years.

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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

In 2021, our parent community were invited to complete 2 different surveys with different purposes. The CSBB commissioned a culture survey to gather data about the culture of our organisation as it moved into a new strategic plan, 'Towards 2025', during Term 2. 42 people in total responded in our community, including 31 parents and 9 staff. The survey revealed what they personally value; Family (29 votes) caring (21) kindness(21) compassion(17). What they see in the current culture; Sense of community (21) encouragement (20) compassion (19) faith (19) and what they desire in the future; Passion for learning (14) academic excellence (13) creativity (13) balance home/work (12). The NPS score inclusive of parents and teachers was 55.

The CSBB also invited parents to complete the TTFM survey at the end of the year. This survey indicated that in the 7 key areas of the parent survey we were at or higher than the region norm. Our highest scores were in the key areas of , 'Parents feel welcome', 'Inclusive school' and 'Parents are informed'. The comments revealed this was due largely in part to the exemplary communication developed by the schools marketing and promotion officer which kept parents connected and well informed especially during the lockdown of Term 3 and part of term 4.

### Student satisfaction

In what was once again a very unpredictable, difficult year, the students surprisingly still expressed satisfaction with many aspects of the school year. Showing their resilience, students focussed on the positives of the stay at home order and learning from home through all of Term 3 and into Term 4. Students expressed their delight at special days shared via zoom and through online applications such as the Athletics carnival, and the new creative arts festival- Bounce Fest.

By the end of the year the Year 6's who were the most affected in terms of missing out on the usual events were still able to hold their Graduation mass in the church and their Graduation party at a local club. The students were very disappointed that the School Musical was not able to be rehearsed or performed. But a student only 'Joeys Got Talent' Quest in the last weeks of the year proved very popular and loads of fun.

## Teacher satisfaction

As explained in the parent section above, the staff were surveyed in the CSBB commissioned 'Culture Survey'. 9 staff completed the survey. All staff were presented with the results of the survey as part of a P/L session and were able to question and discuss results. The NPS score for staff only was 72.

Once again, teachers were incredibly resilient and flexible, adapting to the changes demanded of them by the changing landscape of education in 2021 with a much longer lock down period and learn from home program in Terms 3&4. They appreciated that the leadership responded to their concerns about their own families and were able to arrange a timetable where staff only attended school 1 day a week for supervision of children at school. This enabled teachers to assist their own children working at home and interact with their classes via regular zooms for socialisation and learning.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2021 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,703,062
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$462,636
Fees and Private Income <sup>4</sup>	\$503,202
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$2,668,900</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$20,821
Salaries and Related Expenses <sup>7</sup>	\$2,060,601
Non-Salary Expenses <sup>8</sup>	\$495,729
<b>Total Expenditure</b>	<b>\$2,577,151</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 2021 REPORT