



2021

ANNUAL SCHOOL REPORT



St Kevin's Catholic Primary School

57-59 Oaks Avenue, DEE WHY 2099

Principal: Mrs Lorraine Vincent

Web: www.skdydbb.catholic.edu.au

About this report

St Kevin'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](#).

Message from key groups in our community

Principal's Message

The purpose of this Annual School Report is to share with the wider community the profile of the school, curriculum initiatives, student performance, school improvement and community satisfaction. Throughout the 2021 school year, parents, teachers and students have focused and contributed to the implementation of the School Improvement Plan (SIP) through a great variety of initiatives which are outlined in this report.

The launch of *Towards 2025* strategy was outlined to all Diocesan schools in June by way of a zoom meeting. The strategy places our students at the heart of everything we do and supports consistent achievement. The strategy will be implemented as we work together more collaboratively, make better use of technology and improve learning outcomes for all the students in our care. The next four years will reap benefits for our school system.

Parent Body Message

The St Kevin's Parents and Friends (P&F) committee serves the school through its support to the principal by fundraising, social events and community awareness initiatives. This year our P&F continued to provide opportunities focused on strengthening connections within our St Kevin's community, welcoming new families and supporting the promotion of our school in the wider community. In 2021 the number of events and functions usually provided for the parent community were limited due to Covid 19. During Term Three a state wide lockdown meant that fewer numbers of children were at school and most children participated in home based learning. The school principal took many measures to ensure the school community remained safe and student learning continued to be the school priority.

Catholic School Broken Bay (CSBB) hosted a 2021 Leadership Evening - Planning in Partnership where the parents were encouraged to develop ways to engage our school parent community. Our school parent representative attended zoom meetings each term to engage with parents from other schools.

Student Body Message

The students at St Kevin's value the school leadership program in place and recognise the fact that all Year 5 and Year 6 students are presented as leaders. All senior students are given the responsibility of being a buddy to Kindergarten students providing a good role model where welcoming and nurturing our younger students become the priority.

Students are given the opportunity to apply for various leadership positions and are presented with leadership badges at a leadership liturgy at the start of the school year. Students noted the worth of the leadership day held every year as a time to bond with each other, and to develop friendships and trust. School leadership at our school is seen as a privilege and the students fulfil their obligations with a sense of pride, responsibility and dignity.

In 2021, a space in the playground was created for the senior students where they could be together. The space was very much appreciated by the students and student opinions and ideas will invigorate the space for future school leaders.

School Features

St Kevin's Catholic School, Dee Why is a coeducational primary school for children from Kindergarten to Year 6. The school is centrally located in the Dee Why shopping district. A significant percentage of our school population boasts English as their second language which is an accurate reflection of the wider Dee Why community. It is also an attribute which makes our school unique on the northern beaches of Sydney. Our school motto, United in Love gives inspiration for all we do at St Kevin's and our caring, supportive approach to students' development is both welcomed and appreciated by the school community.

St Kevin's School was established by the Goulburn Sisters of Mercy in 1925. The Good Samaritan sisters replaced them in 1935 and remained till the 1970s. From the 1970s until the present time, the school has been managed by lay staff but has retained and maintained close ties to the St Kevin's church and the Scalabrinian priests who administer the Parish of Warringah. The feast day of St Kevin is celebrated on 3 June; it is a day of whole school celebration which includes a mass for staff, students and parents.

A strong link has been established with Mater Maria Catholic College Warriewood and St Paul's Catholic College Manly as our two main Catholic feeder schools. Our school supports and attends both the Mater links day and the St Paul's day for our Year 3 boys. Both these days are held early in the year and give students an opportunity to meet and work with the senior students of our Northern Beaches cluster. It is customary for the principal of St Kevin's to correspond with parents of students in Year 4 and Year 5 reminding them of enrolment procedures for our Catholic high schools.

St Kevin's is part of the Northern Beaches Learning Community and all schools are present at all cluster sporting events and gala days. Debating and public speaking are co-curricula programs which greatly enhance our school life and provide students with opportunities to refine important life skills. St Kevin's has a strong student leadership program in which all students from Year 5 and Year 6 are involved. The program identifies the attributes of leaders and students are given time to formulate their own leadership statement for the school year. The student leadership program is valued and well supported by the school community.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
85	84	112	169

* 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 96.39%. 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
97.82	95.75	96.62	95.33	96.18	95.86	97.16

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

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

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

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

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	22
Number of full time teaching staff	8
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 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

In 2021 the whole school focus for professional learning centred on raising individual student achievement. Strategies included collaborative coaching and providing professional learning time for a targeted use of assessment.

Day 1: Leading Learning: Numeracy and the effective use of MAI (Mathematical Assessment Data) to track student progress in Number.

Day 2: System Leadership: Launching Catholic Schools Broken Bay, *Towards 2025 strategy*.

Day 3: Leading Learning: Using the SIP (School Improvement Plan) to enhance student learning outcomes.

Catholic Identity and Mission

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

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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

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

Our School Values of Acceptance, Compassion, Hope and Dignity are integrated within our Religious Education Programs and reflect the life and mission of our patron saint, St Kevin. Students are guided to develop their Catholic identity and call to discipleship. With the continued exploration of these values, students learn how to truly live out these values in their everyday actions.

Celebrating the religious life of the school year was showcased a little differently during 2021. The school adapted to the changing events and were able to use a range of technology platforms to connect the school, parish, and parent community. The school maintained its strong connections with the Warringah Parish and were able to celebrate the liturgical year guided by our religious identity, student evangelisation, faith formation, worship, and social justice actions. Throughout the year, the school gathered to mark memorial milestones, celebrating 25 Years of Catholic Education and the 25th Priest Ordination Anniversary of our Parish Priest. Our Year 6 Mission Leaders participated in an online workshop lead by the Bishop of Broken Bay enlightening them on their mission of discipleship.

The Parish Sacramental Program was delayed, due to restrictions placed on places of worship. This provided schools and Parishes the opportunity to redevelop and reflect upon their procedures and involvement with the sacramental programs. As a result, a child-centred liturgical celebration was witnessed, showing children and parents to have a more active appreciation and understanding of the sacraments.

Social Justice initiatives have always been generously supported by the school community. Teachers were able to share the charitable works support by St Vincent de Paul and Catholic Mission by participating in online workshops. A greater focus on staff social justice was well received by the teaching community and supported the active connections we have with these organisations.

In a time when we could not physically visit the church, teachers and children prepared thoughtful prayers and liturgies which were held on the school grounds. Teachers improved their knowledge of Liturgy and Mass, and the celebrations were more meaningful to the students as they had an active role.

In a year guided by innovation and maintaining Catholic connections, the teachers were able to experiment with a range of new resources to enhance teaching and learning. With the continual focus of scripture, the teachers used this year to redevelop their Religious Education programs to support a depth in student understand. To further support the changing curriculum of Religious Education, the school participated in workshops to embed the new RE Curriculum for Kindergarten 2022. Supporting the new vision, materials and learning spaces have been developed to provide students with the opportunity to show grace and curiosity as they learn about the scriptures.

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.

St Kevin's provides authentic, professional catholic education, delivered with care and compassion. We have a purpose of inspiring hearts and minds to know Christ and to love learning. This vision and purpose provide a foundation for teachers and school leaders to empower students to be lifelong learners, who contribute to society, and the wider world as active discerning citizens.

Our team of passionate teachers delivers the curriculum through exciting, differentiated, learning opportunities which foster collaboration, critical thinking, curiosity and a love of learning. The expectation is that every student will learn and achieve positive outcomes.

In 2021 the focus of our School Improvement Plan (SIP) in teaching and learning was to develop students as confident, competent learners with growth mindsets. Unfortunately, key priorities were impacted by the pandemic. However, this in turn, provided many opportunities to respond to point of need learning in our school community.

Numeracy and Literacy instructional coaching supported improvement in learning and teaching. The Literacy and Numeracy coaches worked collaboratively to analyse, plan, act and review effective strategies that support student learning. Our 2021 goal was to improve every student's learning through building the capacity of every teacher.

Teachers became students as they learnt to problem solve and pivot their teaching to ensure students could access the curriculum from home. Students were able to engage in technologies not previously used in the classroom to ensure learning continued during lockdown. Throughout the Home-Based Learning (HBL) period students had the opportunity to develop many new skills: independence, problem-solving, flexibility, agency, and adapting to a wide range of new technological platforms.

Upon return to face-to-face learning and teaching, teachers assessed students in the key areas of literacy and numeracy to determine whether each child's learning trajectory had been maintained or disrupted by HBL. For those students identified as requiring additional support upon their return to the classrooms, were provided with additional funding and resources to ensure students were supported in their transition back to school. This initiative

was titled HBL+ and the assessment data we collected at the end of 2021 showed this initiative was a great success for those students.

Throughout 2021 the school made significant investments in technology to support our student's growth and development in all areas of their learning. High quality interactive panels were installed in Kindergarten, Year 2, Year 3, and Year 6. The remainder of the classrooms will be updated in 2022. As a school and system, we are committed to accelerating innovation via the effective use of technology in our classrooms.

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	67%	54%	0%	11%
	Reading	64%	55%	0%	10%
	Writing	71%	53%	0%	6%
	Spelling	75%	49%	0%	13%
	Numeracy	48%	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	21%	35%	11%	14%
	Reading	16%	40%	11%	11%
	Writing	21%	20%	16%	18%
	Spelling	37%	38%	5%	14%
	Numeracy	26%	29%	5%	15%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

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

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2021.

Anti-Bullying Policy

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

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

Complaints Handling Policy

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

Initiatives promoting respect and responsibility

Several initiatives and actions have been undertaken throughout this year to promote respect and responsibility in the school community. Respectful and responsible behaviours continue to be explicitly taught through our Positive Behaviours for Learning (PBL) program. Student leaders assume the responsibility of leading peer support groups, respecting the marginalised and promoting our school led initiatives at school assemblies through the support of the Student Representative Council (SRC).

The staff spent valuable time working on several school initiatives which enhanced our school Pastoral Care program in a significant manner. These initiatives included the St Kevin's Code of Conduct and the End of Year Achievement Awards.

The PBL (Positive Behaviour for Learning) framework incorporates our school rules and ensures appropriate consequences align with our school Behaviour Policy. The Code of Conduct summarise the purpose, learning intentions and strategies used to ensure a safe, productive learning environment for all students at St Kevin's.

Our school wide award and merit system underwent an important change this year as we included various end of year achievement awards. These awards were distributed to one child in each category for each class from Year 2 to Year 6. The categories included sport, academic, effort and application and the arts. These awards were distributed at the final assembly for the school year.

The school's vision is to offer our community of learners a safe school environment where the values of acceptance, compassion, dignity and hope are embraced, and cultural diversity is celebrated.

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

The main priority for St Kevin's in 2021 was to engage the newly appointed leadership team consisting of Assistant principal (AP) and Religious Education coordinator (REC) in the effective professional learning for teachers with a focus on Maths and Technology. During the first half of the year, the AP took carriage of STEM for students from Year 2 to Year 6. The focus of the STEM learning revolved around the issue of sustainability in the community and at school. Technology was the focus for the latter half of the year, where students worked with the REC to hone skills associated with Apple technology. Students from Year 2 to Year 6 created animations which reflected their learning in this area.

A key improvement was initiated by our promotions and marketing staff member who worked with the principal to increase the social presence of the school through a targeted approach via Facebook. Building quality relationships with our local preschools were an integral aim of this boosted community profile.

Priority Key Improvements for Next Year

In 2022 the following three annual goals will maintain our strategic direction at St Kevin's:

- To engage students in a deeper understanding of scripture
- To develop and promote a collaborative school community that supports student learning and achievement
- To maintain a strong emphasis on students Social Emotional Learning to inspire confident learners.

A number of key strategies will include:

- Trialling the new Religious Education Curriculum in Kindergarten using key resources provided by Catholic Schools Broken Bay.
- Use the collaborative coaching model to strengthen teacher practice and improve student outcomes in literacy and numeracy.
- Introduce and familiarise teachers with the Kindergarten to Year 2 English and Maths syllabus by providing targeted professional learning opportunities.

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

Parents completed a system survey, *Tell Them From Me*, (TTFM) in November 2021 and results indicated that they felt that the school was an inclusive, authentic place and that parents were made to feel welcome. Two way communication was viewed as important and that formal reports on their child's progress was written in clearly understood terms. Parents appreciated the video explaining the reporting system and the reference to Stage Statements.

Positive parent satisfaction was anecdotally gathered by the principal during the year regarding the safety measures put in place by the school executive during the time of school lockdown. Parents were moved in and out of the school premises in a orderly manner and at no time were children or parents felt to feel unsafe or unsure of school procedures.

98% of the surveyed parent community would recommend St Kevin's to a friend or colleague.

Student satisfaction

Students from Year 4 to Year 6 completed the system survey, *Tell Them From Me*, (TTFM). The students reported that they feel safe and supported at school and that they like the learning and feel engaged with their teachers and importantly, what they are learning.

It is significant to note that no student reported bullying behaviours, although a small number of students felt that they missed their friends during the period of home based learning (HBL). It was noted that a number of students reported several positives throughout HBL such as the feeling of empowerment in their learning and their ability to work independently.

The survey revealed that the students would like more wellbeing time in their school day. This was certainly factored into HBL and was clearly well received by the students.

Teacher satisfaction

In November, 2021, teachers completed a system survey, *Tell Them From Me*, (TTFM). The question generated for the staff was: How can we achieve a stronger focus on learning?

Staff feedback strongly recommended that we maintain a strong sense of purpose in what we teach, allowing students to be both informed and involved in the learning process. It was seen as essential that as a staff, we continue to track student progress across the years to ensure steady growth. The Literacy coach developed a clear system to manage literacy data from Kindergarten to Year 6. Staff realised the need for professional learning to be tailored to specific student learning needs.

Financial Statement

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

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$1,735,084
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$470,251
Fees and Private Income ⁴	\$486,261
Interest Subsidy Grants	\$8,570
Other Capital Income ⁵	\$10,250
Total Income	\$2,710,417

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$29,399
Salaries and Related Expenses ⁷	\$2,022,682
Non-Salary Expenses ⁸	\$657,086
Total Expenditure	\$2,709,167

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