



CATHOLIC SCHOOLS
Broken Bay

2020

ANNUAL SCHOOL REPORT



St Patrick's Catholic Primary School

Cnr York and Melbourne Streets, EAST GOSFORD 2250

Principal: Mrs Cheryl Walsh

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About this report

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

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

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

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

Message from key groups in our community

Principal's Message

Inspired by our motto 'Trusting in the Truth' and St Patrick, we strive to live the faith through our daily actions as a loving, caring and welcoming Catholic community. St Patrick's is committed to providing quality education steeped in Catholic values and traditions.

Diverse curricula activities initiated by a caring and dedicated team of professionals, maintained grounds and facilities and parental involvement combine to offer excellent learning opportunities for students. St Patrick's is blessed with a dedicated and caring staff who have created a loving Christian environment that is the essence of all we do.

St Patrick's School is a place where disciples of Jesus are formed and nurtured to achieve excellence in order to make a difference in the world.

The core values of faith, hope, justice, love and joy underpin our procedures and practices. The continued work on student wellbeing through the Be You framework and our Positive Behaviour for Learning (PBL) program has resulted in a greater awareness of the importance of positive social and emotional health.

Parent Body Message

We are blessed at St Patrick's to have a strong and engaged school community. As the demands of daily living increase, the challenge for the Parents and Friends (P&F) is to continue to evolve and encourage parents to participate in the School and Parish and in all aspects of their children's learning.

We are very grateful to the many parents and carers who have participated and/or contributed to canteen, assisting in classrooms, helped at the swimming carnival and Kinder school excursion, Commonwealth Bank school banking, second hand uniform shop, St Patrick's Day celebrations, Family Masses, Well-being Week and Teacher Appreciation Day.

The P&F was excited to contribute funds towards the upgrading of the classrooms resources, by assisting with the leasing of Ipads last year and purchasing of new classroom furniture. We also purchased new sporting jerseys for the Gala Days.

We thank the compassionate and committed staff for all that they do in educating our children.

Student Body Message

St Patrick's, what a great school! How lucky we are to have so many opportunities and great times to treasure. Last year was very difficult with COVID but the teachers continued to focus once again on the wellbeing of students. We still had our Wellbeing week each term where the students had opportunities to participate in many different activities, with a different theme, for example, 'meditation' and 'Harmony'.

The use of iPads has had a huge impact on the way we learn and are very popular amongst the grades. Students can often be seen using them to research, create films and experimenting with different ways to present their work. We also learned a lot about Google Classroom and how we could work from this at home.

The development of our faith has always been a major part of our learning at St Patrick's, underpinning all other learning areas. With the support of the Catholic community of St Patrick's we have made the sacraments of Reconciliation and First Eucharist and have participated in Mass through readings, liturgical dance and altar serving.

Unfortunately Sport was affected by COVID and we could not participate in as many activities as we have in the past. We did however have our Athletics and Swimming Carnivals, although they were very different to the ones in the past, and we participated in the Cluster Cross Country. We were also able to participate in Sport in Schools Activities, surf fun days for the Primary students and the swimming program for the Year 1 and 2 students.

School Features

St Patrick's Catholic Primary School East Gosford, is a Catholic systemic co-educational school. The School has a proud history, being the oldest Catholic school on the Central Coast. It was first established by the Sisters of St Joseph as Our Lady of the Rosary Catholic School in Gosford in 1910. The School moved to its present site in 1960 and was known originally as St Joseph's. At that stage, classes commenced at Kindergarten and went through to the Leaving Certificate, occupying the one campus on Victoria Street adjacent to the church. In 1967 the School was renamed St Patrick's and became a primary school catering only for K-6. The rapid growth of the Central Coast saw the expansion of St Patrick's to two sites in 1986.

Currently the Melbourne Street campus accommodates the School office, infants' classes, infants' library, infants' staffroom and canteen. The primary classes, hall, Learning and Resource Centre (LARC), music room, primary staffroom, canteen, uniform shop, church and parish office are situated on the Victoria Street campus. Before and after school care (OSHC) and vacation care is provided on site and is currently operated by CatholicCare on the infants' campus.

The School's current enrolment is 369 students which has remained steady over the last few years. The School draws from a wide geographical area, with children travelling from as far away as Kulnura, Mangrove Mountain and Spencer in the west, Koolewong in the south, Springfield, Erina and Green Point in the east as well as from the local surrounding areas of Gosford and East Gosford. This demographic contains a vast spread of socio-economic backgrounds. There are approximately 100 students from a language background other than English (LBOTE), with 36 of these learning English as their second language (ESL). Over the last seven years the multicultural aspect of the School has grown rapidly. There is no one particular ethnic group that dominates the School; rather there is quite a diverse spread of cultural groups represented in our student body. Aspect Satellite classes for children with autism are situated on both campuses, with a total enrolment of nineteen children in these classes.

In 2020 four more classrooms were refurbished to accommodate 21st learning.

Students were also given the opportunity to participate in a wide range of activities including: private small group music lessons (keyboard, guitar, percussion, flue, saxophone etc), play pod, surf safety days, swimming program for children in Years 1 and 2, and debating. In 2020 the School Band continued with support from the Gosford Conservatorium.

Student Profile

Student Enrolment

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

Girls	Boys	LBOTE*	Total Students
170	182	129	352

* Language Background Other than English

Enrolment Policy

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

Student Attendance Rates

The average student attendance rate for the School in 2020 was 92.99%. 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
92.57	91.71	92.99	93.47	93.64	94.54	92.03

Managing Student Non-Attendance

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

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

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

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

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

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	30
Number of full time teaching staff	12
Number of part time teaching staff	12
Number of non-teaching staff	6

Total number of teaching staff by NESA category

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

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

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

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

Professional Learning

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

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

Summary of professional learning at this school

In 2020 the staff were involved in the following professional learning opportunities.

Whole school SDD - Towards 2025

Whole school SDD - Assessment and Data

Two whole school Twilight Meeting - Interpreting and analysing data

Two whole school Twilight Meetings - Inquiry Based Learning and Google Classroom for HBL

The staff have also been involved in professional learning for Maths - Encouraging Persistence Maintaining Challenge (EPMC) and preparing for Home Based Learning

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 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.

Inspired by the School's Vision Statement and motto, Trust in the Truth, staff are committed to form and nurture disciples of Jesus to achieve excellence in order to make a difference. Additionally, the School prides itself on living the faith through daily actions as a loving, caring and welcoming Catholic community, with a strong religious dimension.

Catholicity resonates in all aspects of school life. Eucharistic Masses, adoration of the Blessed Sacrament, prayer, classroom liturgy, feast day celebrations, social justice initiatives and Reconciliation are all experiences that contribute to the faith formation of students and strengthen their relationship with God.

The day begins with the School prayer. Classes pray traditionally and spontaneously throughout the day. Prayer tables in each classroom are signs and symbols of the School's Catholic identity. These tables display the colour of the liturgical season, along with religious artefacts and tools for prayer. Percussion instruments to enhance class-based liturgies were added to the class prayer boxes and a number of 'Godly Play' sets have been purchased or made to supplement many of the bible stories. Staff also engage in weekly prayer at staff meetings.

Fortnightly newsletters include a reflection of the week's Gospel and promote upcoming School and Parish events. Parents are encouraged to participate and be involved in Eucharistic celebrations. Where possible examples of student learning in Religious Education (RE) lessons are provided to engage and enlighten the parent community. Facebook and Compass have continued to be an effective means of communicating with parents regarding our Masses and liturgies and other activities held within the School. Digital signage also allows for effective communication with the public about upcoming Masses and other relevant parish information.

COVID restricted the opportunities for parents to be involved directly in our masses and class liturgies. We did however, zoom many masses for parents to join in with the school. Each grade also held student prepared/led liturgies in Terms 3 and 4.

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.

2020 was a year of continuing to develop precision in teaching Mathematics. The teaching staff believe it is important that consistent practice is evident across the English and Mathematics blocks so that students know and understand learning expectations and routines, no matter the class in which they are learning.

In 2020, the staff continued their journey with EPMC - Extending Persistence Maintaining Challenge - for Maths. This included professional learning on Multiplicative Thinking. Extensive staff Professional Learning (PL) has been an integral part of this process. The School leadership team continue to collaboratively and actively lead PL.

Curriculum initiatives have provided opportunities for teachers to work together to reflect, discuss, plan, implement and evaluate literacy and numeracy experiences that maximise children's learning.

This journey has been aided by support from CSBB with programs such as Extending Mathematical Understanding (EMU) and Best Start. This year the School held two first wave intervention sessions in EMU for vulnerable students in Year 1 and Year 2. 2020 saw resourcing by way of releasing teachers for PL restricted because of COVID, however the school continued with to support staff using the co-teaching model. The purchasing of teaching resources has greatly assisted this journey. Professional Learning Community Meetings (PLC) were introduced fortnightly to enable staff to continue their professional dialogue on Maths.

To understand the student's point of need and consequently inform teaching, data gathering and analysis has been a focus with purposeful use of the Teacher Inquiry and Knowledge Building Cycle (Timperley 2008). All teachers conduct a Mathematical Assessment Interview (MAI) with each student at the beginning of the year to identify their mathematical understanding in number, and hence their point of need. This informs the grouping of students and subsequent instructional decisions. Data is collected to track the reading levels of the students across the school. Reading levels are tracked twice per term which is the catalyst for professional dialogue. This dialogue assists teachers in sharing reading

strategies and programs. Other forms of data are collected which include Progressive Achievement Tests (PAT) Maths, PAT Reading and Comprehension and Spelling.

In 2020 saw the teaching staff involved in Professional Learning to use Google Classroom effectively for Home Based Learning during COVID Lockdown. They also began to use Inquiry Based Learning to program for HSIE/Science and continued to embed Cultures of Thinking.

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.

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

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 2020.

Anti-Bullying Policy

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

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

Complaints Handling Policy

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

Initiatives promoting respect and responsibility

The Positive Behaviour for Learning (PBL) program is in place to ensure consistency in behaviour expectations and to support student wellbeing. Staff specifically address and teach the rule, "At St Patrick's we are respectful, responsible learners" where the children are guided to understand what being responsible and respectful means and therefore to act in an appropriate way in the community. Awards are given to students who have followed the PBL rule for the fortnight. The School continues to review, update and implement its Behaviour Management guidelines and procedures.

Students are encouraged to think about and support community service initiatives initiated by the School's Mini Vinnies group. These activities promote empathy and respect, and a commitment to action, to assist those less fortunate than ourselves. The School's Student Representative Council (SRC) is a strong and integral working group. Students regularly meet and promote activities, including student-led initiatives, to support the school community.

In 2020 because of COVID and the restrictions in place, the Year 6 students were not trained in Peer Support. The Year 5 overnight leadership camp also could not go ahead. Instead the Year 5 students were involved in a variety of leadership activities at school to enable them to display their leadership qualities before captain speeches and voting for 2021 student leadership positions.

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

Mission goal: To develop students' faith and spirituality through a deeper understanding of and response to scripture

For 2020 - targeted students will be able to articulate their understanding of the use of particular thinking strategies and how this understanding has improved their learning in RE (as measured through student work sample reflections on learning).

Students continued to use Cultures of Thinking strategies to improve their understanding of scripture

Teachers reviewed and re-designed approaches to RE learning and assessment

Co-teaching and coaching model used in RE

Learning and Teaching goal: To develop a community of thinkers to maximise student potential

For 2020 - targeted students will be able to articulate their understanding of the use of particular thinking strategies and how this understanding has improved their learning in Mathematics. The pedagogy of EPMC will be continue to be embedded in all Stages through the co-teaching model.

Teachers participated in PL on Encouraging Persistence Maintaining Challenge (EPMC) to have an consistent practices across the school based on our school experience.

Intensive Co-teaching practices and coaching model used in Maths

The continued conversation of the importance of the 'Plenary' during Maths lessons

Pastoral Care goal: To strengthen students wellbeing within a positive school environment.

For 2020 - Continue to review/update the Behaviour Management procedures to maintain understanding and consistency of approach

Implemented the school based award system with success - Gotchas

Changed the school diary to include goals for students' personal development - Social and Emotional Learning.

Promoted PBL at assemblies each morning

Staff celebrated positive behaviour rewards as a class twice a term.

Continued to use Compass as a means to celebrate success - merit and to monitor behaviour

Continued with 'check in-check out' procedures for targeted students.

PBL/Wellbeing PLCs twice per term

COVID restrictions in 2020 meant that as a whole school we could not meet together. we held Infants and Primary Assemblies twice a term to distribute Principal Awards to deserving students for consistent behaviour/work ethic.

In Term 4 the Award Assembly for academic, consistent effort and St Patrick's Spirit Awards was held.

Priority Key Improvements for Next Year

Implement the Diocesan 'Towards 2025' Strategy.

Mission goal: To develop students' faith and spirituality through a deeper understanding of and response to scripture.

Learning and Teaching goal: To develop a community of thinkers to maximise student potential

Pastoral Care goal: To strengthen students wellbeing within a positive school environment.

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

Even though COVID restricted many of the usual activities that parents and carers could participate in, they were able to provide positive feedback about the opportunities they were able to engage with other parents and teachers and to be involved in their children's education and school life. This included: Parent Teacher interviews, information sessions, Home Based Learning, P&F meetings held every term via zoom, canteen, swimming carnival, Kindergarten school excursion, CBA school banking, second hand uniform stall, St Patrick's day celebrations, Wellbeing week each term, Kinder transition program via zoom and teacher appreciation day.

Parents were also invited to complete the 'Tell Them From Me' Survey and the CSBB COVID Lockdown Feedback Survey and results were analysed so that feedback could be incorporated.

We often survey parents for their feedback after major events.

In 2020 the Parent Advisory Team (PAT) did not take place because of COVID. This is something we will begin again in 2021.

Student satisfaction

Year 6 students are all given the opportunity to be student leaders of the School, although COVID did restrict these opportunities. Students are challenged to work on leadership skills and to set good examples for the rest of the School. The Kinder buddies program is a way that promote and support students in their leadership roles and foster life long skills. The modified Year 5 Leadership Days, the previous year, enabled current Year 6 students to look at this very important role as well enabling the selection of School and House Captains.

Students are very aware of all the opportunities the School offers us to enhance learning across all KLAs. Activities such as public speaking, Maths Olympiad, debating, choir, band and sporting representation allow many students to display their talents both individually and as a team. COVID did restrict the number of these activities.

Students report that opportunities provided through social justice activities builds awareness of the needs of the wider community. They are also surveyed or provide input into other parts of the school life. EG: our Behaviour Management procedures and designing playground improvements, bringing ideas to the SRC for consideration.

Students in Year 4 - 6 participated in the 'Tell Them From Me' survey.

Teacher satisfaction

Staff were asked to provide open responses about the most valued aspects of their School. The most frequently nominated aspects were: strong sense of community within the relationships with families and the Parish, PL opportunities for all staff, First Aid training; consolidation in teaching practice in English, Mathematics (EPMC), Science, History and Geography; professional learning - Cultures of Thinking, Review and development of RE Units; continuing development of behaviour strategies and playground changes; pastoral care of staff dealing with family issues; focus on wellbeing, for example the wellbeing week each term; emphasis on respect for everyone at School: teachers, students, parents; leadership opportunities for students: peer support, buddy program, leadership camp; Italian and Music taught across the school, K-6; the work and support of the librarian, learning support team and amazing administration staff.

Staff were kept up to date with all communication involving COVID and were very appreciative of the information passed on. They were also very happy with the support given for Home Based Learning.

Staff actively participated in staff meeting and campus meeting and were encouraged to voice their opinion. They also participated in the 'Tell Them From Me' survey.

Financial Statement

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

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$2,873,738
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$796,536
Fees and Private Income ⁴	\$719,524
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$170,150
Total Income	\$4,559,948

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$7,527
Salaries and Related Expenses ⁷	\$3,250,142
Non-Salary Expenses ⁸	\$1,192,705
Total Expenditure	\$4,450,374

Notes

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

END OF 2020 REPORT